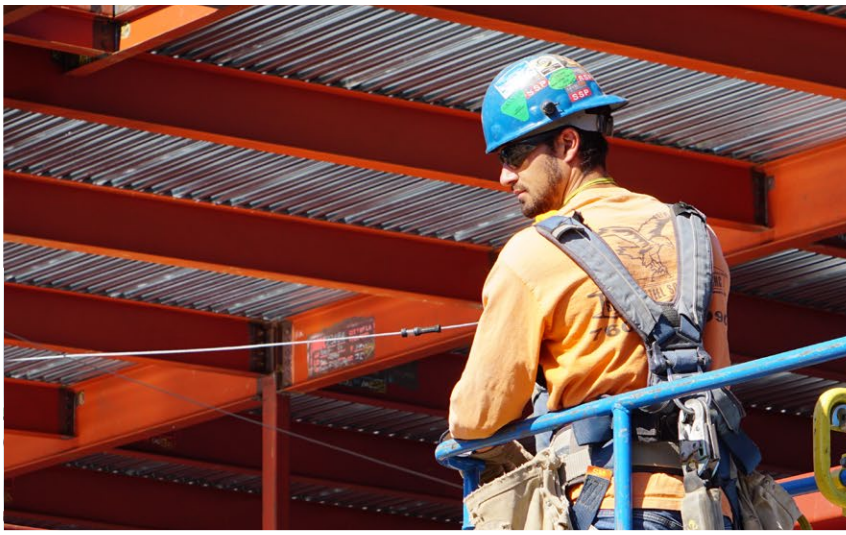

CAPITAL IMPROVEMENT PROGRAM

VOLUME II OF II

Final Program Environmental Impact Report Appendices

JULY 2021 | SCH#2019039131

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Appendix A

San Diego Unified School District CEQA Handbook

San Diego Unified School District

CEQA HANDBOOK

San Diego Unified
SCHOOL DISTRICT

July 2021

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ACRONYMS AND ABBREVIATIONS

AB	Assembly Bill
CIP	Capital Improvement Program
CEQA	California Environmental Quality Act
SDUSD or District	San Diego Unified School District
EIR	Environmental Impact Report
GHG	Greenhouse Gas
MMP	Mitigation Monitoring Program
MMRP	Mitigation Monitoring and Reporting Program
MND	Mitigated Negative Declaration
ND	Negative Declaration
NOA	Notice of Availability
NOC	Notice of Completion
NOD	Notice of Determination
NOE	Notice of Exemption
NOI	Notice of Intent to Adopt
NOP	Notice of Preparation
OPR	State Office of Planning and Research
PEIR	Program Environmental Impact Report
SOC	Statement of Overriding Considerations
VMT	vehicle miles travelled

KEY TERMS

Addendum: A document prepared subsequent to certification of an *Environmental Impact Report* or *Negative Declaration* to address minor technical changes or additions but which would not result in any new or more significant impacts. An Addendum does not need to be circulated for public review. (CEQA Guidelines Section 15164)

Administrative Record (also known as the Record of Proceedings under CEQA): The compilation of a detailed list of documents and records showing the record of proceedings relating to the environmental action or proceeding including, but not limited to, all *project* application materials, all reports and related documents, transcripts or minutes of the proceedings, notices, comments, decisional documents, and environmental review documents that provide a record of the environmental review required by CEQA related to the project. (See California Public Resources Code Section 21167.6 for a complete list of materials that are part of the administrative record.)

Categorical Exemption: Classes of projects that have been determined by the Secretary for Resources not to have a significant effect on the environment and that are therefore exempt from the provisions of CEQA, unless exceptions to the exemption apply. (CEQA Guidelines Section 15317-15333)

Discretionary Approval: CEQA applies in situations where a public agency requires the use of judgment or deliberation in deciding whether to approve or disapprove a *project*. A project subject to such judgment or deliberation is called a *discretionary project*. (CEQA Guidelines Section 15357)

Discretionary Project: A discretionary project is one that requires the exercise of judgement or deliberation by a public agency in determining whether the project will be approved, or if a permit will be issued.

Environmental Impact Report (EIR): An informational document that describes and analyzes the significant environmental effects of a *project* and discusses ways to minimize or avoid the significant effects. (CEQA Guidelines Sections 15080-15097)

Fair Argument: An assertion, based on *substantial evidence* in the record, that a *project* may have a significant effect on the environment. The fair argument standard is used by courts in reviewing the appropriateness of a *Negative Declaration* vs. an *Environmental Impact Report*. Courts have held that a negative declaration is inappropriate if it can be "fairly argued," based on substantial evidence in the record, that the project may cause a significant environmental impact. (CEQA Guidelines Section 15384)

Findings: Findings required by CEQA are the conclusions made regarding the significance of a *project* in light of its environmental impacts. (CEQA Guidelines Section 15091)

Initial Study (IS): A preliminary analysis (usually utilizing Appendix G of the CEQA Guidelines) prepared by the *Lead Agency* to determine whether an *Environmental Impact Report* or *Negative Declaration* must be prepared or to identify the significant environmental effects to be analyzed in an *Environmental Impact Report*. (CEQA Guidelines Section 15063)

Lead Agency: The public agency that has the principal responsibility for carrying out or approving a *project*. The Lead Agency decides whether an *Environmental Impact Report* or *Negative Declaration* is required for a project, and causes the appropriate document to be prepared. (CEQA Guidelines Section 15367)

Negative Declaration (ND): A written statement prepared by the *Lead Agency* that briefly describes the reasons that a *project*, not exempt from CEQA, will not have a significant effect on the environment and therefore does not require the preparation of an *Environmental Impact Report*. (CEQA Guidelines Section 15371)

Notice of Determination (NOD): A notice filed by a public agency with the State Clearinghouse after it approves or determines to carry out a *project* that is subject to the requirements of CEQA. The filing of the NOD starts the statute of limitations period. (See CEQA Guidelines Section 15373)

Notice of Exemption: A notice filed by the *Lead Agency* after it has decided to carry out or approve a *project* and has determined that the project is exempt from CEQA (CEQA Guidelines Section 15374).

Notice of Preparation (NOP): A notice sent out by the *Lead Agency* to notify responsible, trustee, and other agencies indicating that the Lead Agency plans to prepare an *Environmental Impact Report* for a *project*. The notice serves to solicit input about the scope and content of environmental information to be included in the Environmental Impact Report. (CEQA Guidelines Section 15375)

Program Environmental Impact Report (PEIR): An *Environmental Impact Report* prepared on a series of actions that can be characterized as one large *project*, such as for the San Diego Unified School District's (SDUSD or District) Capital Improvement Program. A PEIR generally establishes a framework for tiered or project-level environmental documents that are prepared in accordance with the overall program. (CEQA Guidelines Section 15168(a))

Project: Under CEQA, the whole of an action that has the potential to result in significant physical change in the environment, directly or ultimately. (CEQA Guidelines Section 15378)

Project Description: Describes the basic characteristics of a *project*, including location, need, objectives, technical and environmental characteristics, size and design, phasing, and required permits. The level of detail provided in the project description varies according to the type of environmental document prepared. (CEQA Guidelines Section 15124)

Responsible Agency: A public agency that proposes to carry out or approve a *project* for which the Lead Agency has prepared an *environmental Impact Report* or a *Negative Declaration*. (CEQA Guidelines Section 15381)

Significant Effect: Under CEQA, a significant effect on the environment means a substantial, or potentially substantial, adverse change in any of the physical conditions within the area affected by the *project*, including land, air, water, minerals, flora, fauna, ambient noise, and objects of historic or aesthetic significance. (CEQA Guidelines Section 15382)

Statement of Overriding Considerations: A statement indicating that even though a *project* would result in one or more unavoidable adverse impacts, specific economic, social, technological, or other stated benefits outweigh the unavoidable adverse effects of the project. (CEQA Guidelines Section 15093)

Statute of Limitations: The time period within which a lawsuit may be filed or other legal action to challenge a CEQA document and approval. (CEQA Guidelines Section 15112)

Statutory Exemption: Exceptions from CEQA granted by the Legislature. (CEQA Guidelines Sections 15260-15285)

Subsequent Environmental Impact Report: An *Environmental Impact Report* (EIR) prepared for a *project* that has changed substantially due to new information, a changed *project description*, or changed circumstances within which the project would take place. Generally, new information requiring a Subsequent EIR would pertain to significant effects that were not previously analyzed. A Subsequent EIR must receive the same circulation and review as the previous EIR. (CEQA Guidelines Section 15162)

Substantial Evidence: Signifies that sufficient relevant information (facts and/or data) and reasonable inferences and assumptions predicated on facts and/or data exists, or expert opinion supported by facts and/or data suggests that a fair argument can be made to support a conclusion, even though other conclusions might also be reached. It does not include argument, speculation, unsubstantiated opinion or narrative, evidence which is clearly erroneous or inaccurate information, or input regarding social or economic impacts that do not contribute to and are not caused by physical impacts on the environment. (CEQA Guidelines Section 15384)

Supplemental Environmental Impact Report: An *Environmental Impact Report* (EIR) prepared for a *project* in which only minor changes or additions would be necessary to make the previous EIR adequate for the project as revised. A Supplement to an EIR may be circulated by itself without recirculating the previous Draft or Final EIR, but the Supplement must receive the same circulation and review as the previous EIR. (CEQA Guidelines Section 15163)

Thresholds of Significance: Criteria used in the determination of the significance of environmental impacts. (CEQA Guidelines Section 15064.7)

Tiering: Use of a *Program Environmental Impact Report* (PEIR) to clear a subsequent, specific *project*. General information from the PEIR is summarized or incorporated by reference so that the tiered *Environmental Impact Report* can focus on project/site-specific issues. (CEQA Guidelines Section 15385)

Trustee Agency: Under CEQA, a state agency that has jurisdiction by law over natural resources affected by a *project*, which are held in trust for the people of the State of California. The four Trustee Agencies are: California Department of Fish and Wildlife, State Lands Commission, California Department of Parks and Recreation and the University of California (Natural Reserve System). (CEQA Guidelines Section 15386)

CHAPTER 1

What Is the California Environmental Quality Act and When Does Compliance Start?

PURPOSE OF THE HANDBOOK

This *SDUSD CEQA Handbook* (Handbook) is largely informed by the San Diego Unified School District's (SDUSD or District) experience on previous projects as well as precedents established in California Environmental Quality Act (CEQA) case law, and has been prepared to assist the District's Facilities Planning and Construction (FPC) Division, their construction contractors, or other parties working with the District during implementation of District projects. This Handbook serves as a hands-on guide to conducting environmental review of projects undertaken by the District. This Handbook will help determine whether CEQA applies to the project being undertaken, and if so, what type of environmental document is appropriate for that project. This Handbook also lays out a step-by-step process to ensure compliance for implementing CEQA.

PURPOSE OF CEQA

In 1970, the California Legislature adopted CEQA, which requires public agencies to disclose environmental impacts of their projects to decision makers and the public, and to avoid or mitigate such impacts when feasible. All public agencies, including the District, are required to comply with CEQA.

The laws and rules governing the CEQA process are contained in the CEQA statute (Public Resources Code Section 21000 and following), the CEQA Guidelines (California Code of Regulations, Title 14, Section 15000 and following), published court decisions interpreting CEQA, and lead agency–adopted CEQA procedures. CEQA Guidelines Section 15002 expresses the basic purposes of CEQA, the primary purpose of which is to maintain a high-quality environment.

CEQA Guidelines Section 15002. Basic Purposes

The basic purposes of CEQA are to:

1. Inform governmental decision makers and the public about the potential significant environmental effects of proposed activities.

2. Identify the ways that environmental damage can be avoided or significantly reduced.

3. Prevent significant, avoidable damage to the environment by requiring changes in projects through the use of alternatives or mitigation measures when the governmental agency finds the changes to be feasible.

4. Disclose to the public the reasons why a governmental agency approved the project in the manner the agency chose if significant environmental effects are involved.

The CEQA Guidelines lay out the general responsibilities of public agencies in Section 15021.

CEQA Guidelines 15021. Duty to Minimize Environmental Damage and Balance Competing Public Objectives

CEQA establishes a duty for public agencies to avoid or minimize environmental damage where feasible, and establishes the following requirements in this regard.

1. In regulating public or private activities, agencies are required to give major consideration to preventing environmental damage.

2. A public agency should not approve a project as proposed if there are feasible alternatives or mitigation measures available that would substantially lessen any significant effects that the project would have on the environment.

    a. In deciding whether changes in a project are feasible, an agency may consider specific economic, environmental, legal, social, and technological factors.

    b. The duty to prevent or minimize environmental damage is implemented through the findings required by Section 15091.

    c. CEQA recognizes that in determining whether and how a project should be approved, a public agency has an obligation to balance a variety of public objectives, including economic, environmental, and social factors and in particular the goal of providing a decent home and satisfying living environment for every Californian. An agency shall prepare a statement of overriding considerations, as described in Section 15093, to reflect the ultimate balancing of competing public objectives when the agency

decides to approve a project that will cause one or more significant effects on the environment and such impacts cannot be reduced to less-than-significant levels with feasible mitigation.

WHEN DOES THE CEQA PROCESS START?

The CEQA process starts when a project is contemplated. When there is enough information about the proposed activity to answer questions about whether it is a project under CEQA, and to frame the scope of the environmental analysis, the CEQA process must begin. Generally, the completion of the District's Project Design Task Force Meetings provide enough information about the project to initiate the CEQA process, through the submittal of the pre-CEQA form (see Appendix A) to the CEQA coordinator. Chapter 2, *What Are the Initial Decisions I Have to Make?*, describes the initial considerations that should be made at the start of the process.

The final CEQA documents must be completed ***before*** there is a commitment to the project by decision makers. Thus, the CEQA process needs to start early enough so that the entire process, as applicable to the District's Board of Education (Board) project approvals.

Remember: *The first steps of the CEQA process can begin before many details of the project have been developed.*

As stated in CEQA Guidelines Section 15004,

> *Choosing the precise time for CEQA compliance involves a balancing of competing factors. EIRs [environmental impact reports] and negative declarations should be prepared as early as feasible in the planning process to enable environmental considerations to influence project program and design and yet late enough to provide meaningful information for environmental assessment.*

COMMUNITY OUTREACH AND AGENCY COORDINATION

Because a successful CEQA process is also framed by relations with your city/local jurisdiction and nearby communities, start communicating early about potential major projects, including those along a school boundary or projects that could be of interest to your city or nearby community. Early consultation with local jurisdictions may also need to take into account whether such jurisdictions may be Responsible Agencies.

Organization of Public Meetings

As emphasized in Section 15201 of the CEQA Guidelines, public participation is an essential component of the CEQA process. There are various types of meetings that can be incorporated into the process; some are optional and some are required. For instance, EIR scoping meetings are required for projects of statewide, areawide, or regional significance (as defined in CEQA Guidelines Section 15082(c)(1)). A scoping meeting also may be required for projects that could affect highways or other facilities under the California Department of Transportation's (Caltrans') jurisdiction. For all other projects, scoping meetings are optional. Scoping meetings are advisory meetings intended to obtain input on the scope and content of an EIR. However, the District retains the authority to determine the final scope and methodology to be used as supported by substantial evidence.

Substantial Evidence

As defined in CEQA Guidelines Section 15384, *substantial evidence* consists of "enough relevant information and reasonable inferences from this information that a fair argument can be made to support a conclusion, even though other conclusions might also be reached." Simply stated, "substantial evidence" is the relevant information used to support a conclusion. **Substantial evidence *is*** facts, reasonable assumptions predicated upon facts, and expert opinion supported by facts. **Substantial evidence *is not*** argument, speculation, unsubstantiated opinion or narrative, or evidence that is clearly erroneous or inaccurate.

APPLICABILITY OF LOCAL ZONING

Per Government Code Section 53094(b), the District is not subject to the application of local ordinances, regulations, policies, and rules, including zoning and land use regulations. Specifically, Government Code Section 53094(b) states that by a vote of two-thirds of its members, a school district may render a city or county zoning ordinance inapplicable to a proposed use of property by the school district. The governing board of the school district may not take this action when the proposed use of the property by the school district is for nonclassroom facilities, including, but not limited to, warehouses, administrative buildings, and automotive storage and repair buildings.

SDUSD AS CEQA LEAD AGENCY

CEQA defines a *Lead Agency* as the public agency that has principal responsibility for carrying out or approving a project that may have a significant effect upon the environment (Public Resources Code Section 20167) CEQA Guidelines Section 15367 adds that the Lead Agency for a project is responsible for determining whether an EIR or Negative Declaration (ND) will be required for the project, and causing the document to be prepared if it is determined to be required. CEQA Guidelines Section 15051 further provides that, where more than one public agency may be involved in a project, the Lead Agency is the public agency that will carry out the project, even if the project is located within the jurisdiction of another public agency. Thus, in accordance with the CEQA Guidelines, the District will be the Lead Agency for any project that it will carry out and approve, even if the project is located within the jurisdiction of another public agency.

PRACTICE TIP

Since each project has its own unique circumstances, consult early with the District's CEQA Coordinator and complete a Facilities Planning and Construction Pre-CEQA Coordination Checklist (Appendix A).

In accordance with CEQA Guidelines Section 15381, in any project for which the District is the Lead Agency, another public agency with discretionary approval authority over any portion of the project, would be considered a *Responsible Agency*.

Typical situations where the District is the Lead Agency and another public agency is the Responsible Agency can include projects where off-campus improvements are required for the project, and those improvements require the approval of another agency, such as an encroachment permit from a city, county, or state-level agencies; and projects where another type of permit, such as a take permit from the California Department of Fish and Wildlife, is required in order for the project to proceed.

Note, however, that per Education Code Section 17070.46, approvals from the California Department of Education, Division of the State Architect, State Allocation Board, and Office of Public School Construction are considered ministerial actions and, as such, these agencies are not Responsible Agencies under CEQA.

RECOMMENDED PROCEDURES FOR PROJECT MANAGEMENT

Managing the CEQA process should be incorporated into management of the overall project. An environmental consultant will be retained for preparation of an environmental document if one is determined to be required, as described in Chapters 2 through 8. It is recommended that CEQA consultants with a master

contract with the District be selected to prepare CEQA documents. Close coordination should be maintained between the District and the consultant team to ensure that the overall project schedule can be met. Environmental document preparers should be involved in the process early—they can help ensure that the project is designed to provide the information necessary for the environmental analysis, and may even be able to help the project design respond to and avoid impacts on environmental issues that have been identified early on.

A kick-off meeting with the environmental document preparers may occur at the time work on a project commences or when a project feasibility study has been completed. Involvement of the environmental document preparers in project team calls or meetings even before the CEQA process has officially begun may also be useful in providing the benefits described above.

Once the determination has been made that an environmental document is required, and the scope of work for the environmental document preparers has been approved, regular phone conferences with the consultant team and the internal project team should occur. Generally, such meetings will need to occur more frequently at the beginning of the process and when the environmental document is in the final stages of completion, and less frequently in the middle stages of the process. Depending on the schedule of the project, monthly, weekly, or biweekly calls may be appropriate.

Regardless of the format and timing of check-in meetings, regular and clear communication between all project team members is of the utmost importance in keeping a project moving on time and on budget. In particular, all internal decisions made regarding changes to project components and/or timing should be communicated to outside consultants as soon as possible so that changes can be readily incorporated into the environmental analysis, and changes in the timeline for deliverables can be anticipated.

CHAPTER 2

Getting Started

WHAT ARE THE INITIAL DECISIONS I HAVE TO MAKE?

Because CEQA will not apply to every activity undertaken by the District, the first step you need to take is to determine whether the activity under consideration constitutes a *project* that is subject to CEQA review.

Is the Activity a Project?

CEQA compliance is required for any District action that is considered a project, which is defined in CEQA Guidelines Section 15378 as "the whole of an action that has the potential to result in a direct physical change or in a reasonably foreseeable indirect physical change in the environment." Only *discretionary actions* are considered projects.

If the activity under consideration is not a project, CEQA does not apply, such as in these examples:

- Issuance of encroachment permits or right-of-way agreements for which no physical improvements are required.
- Issuance of Civic Center Act Permits for use of district facilities.
- Maintenance and repair of existing electrical and mechanical equipment that involves no expansion of existing use.
- Purchasing and installation of school supplies, furniture, and other classroom equipment.

District actions that require discretionary approvals by the Board are considered projects and are subject to CEQA compliance. A discretionary approval means that the exercise of judgment or deliberation is used when the public agency decides to approve or disapprove a particular activity, as distinguished from situations in which the public agency merely has to determine "whether there has been conformity with applicable statutes, ordinances, regulations, or other fixed standards." A key question is whether subjective judgment is applied to the determination of whether to approve a project and whether the decision-maker has the power to apply mitigation to avoid environmental impacts. If there is subjective judgment or the power to mitigate, the decision is discretionary (CEQA Guidelines Section 15357). Projects may range from a small action such as a demolition of a single facility or the installation of solar panels at a school, to large projects such as a whole site modernization project or even construction of a new school or administrative facility.

If an action is a project, the District will need to perform some level of CEQA analysis prior to approving the action. District Facilities Construction and Planning, or any other department with a proposed action that may require CEQA review, should submit a Facilities Planning and Construction (FPC) Pre-CEQA Form to the District CEQA Coordinator (Appendix A). This form should be submitted early enough in the planning process and should clearly describe the scope of the activity so that the District CEQA Coordinator can identify an initial determination as to the CEQA approach. This form should be resubmitted during various phases of project design and planning to ensure that the scope of the activity is known throughout the CEQA planning process. This coordination will allow for the determination of the CEQA approach, either a finding that the activity is not a project subject to CEQA, or that it requires the preparation of an Exemption (see *Option 1*, below), a Negative Declaration, a Mitigated Negative Declaration (MND), or an Environmental Impact Report.

If the Activity Is a Project, What Next?

Once you have determined that the proposed activity is a project, the next step is to find out whether the project is exempt from CEQA.

Option 1: Project Is Exempt

There are two types of exemptions from CEQA: *statutory* (created by law) and *categorical* (established through the CEQA Guidelines). Whether an exemption relieves the District from the need to prepare a CEQA document (i.e., an ND, MND, or EIR) depends on whether a project conforms to the requirements for a particular statutory or categorical exemption. Statutory exemptions are delineated in Public Resources Code Section 21080 et seq. and CEQA Guidelines Sections 15260 to 15285. A statutory exemption applies to any project that falls under its definition, regardless of the project's potential impacts on the environment.

Categorical exemptions are limited by the provisions of the specific class of exemption, and by the exceptions described under CEQA Guidelines Sections 15300.2 through 15332. Unlike statutory exemptions (which are exempt from CEQA even if they have environmental impacts), categorical exemptions may not be used for projects that could cause a significant effect on the environment due to unusual circumstances. There are currently 33 classes of categorical exemptions, which are defined in the CEQA Guidelines beginning at Section 15301. If a statutory or categorical exemption is appropriate, preparation and filing of a Notice of Exemption (NOE) with the State Clearinghouse is required (the District's NOE form is provided in Appendix B of this Handbook). Note that it is important to document that the selected exemption describes the type of project being proposed and, in the case of a categorical exemption, that none of the exceptions described in CEQA Guidelines Section 15300.2 apply. Chapter 3, *Exempt Projects*, provides further detail on choosing and

processing the correct exemption for your project. For those projects that are potentially controversial, it may be beneficial to prepare supporting environmental documents. See Chapter 3 for additional information.

Option 2: Project Not Exempt

If no exemption applies or if an exception disqualifies use of a categorical exemption, then you can conclude that the project requires review pursuant to CEQA, which leads to the next question:

What Type of Environmental Document Is Needed?

The type of environmental document needed depends upon two key issues: (1) whether the project has already been addressed in a prior CEQA document, and (2) if no prior CEQA document applies, whether the project may result in significant environmental effects. Under the first scenario, the determination must be made as to whether and to what extent the prior document has adequately analyzed the impact of the project. Substantial evidence in the record, as defined in greater detail below, should support this decision. If the project's impacts have been adequately analyzed in a prior document such that no further environmental review is necessary, a Finding of Consistency would be made.

Under the second scenario, a determination should be made, based on the fair argument standard, as to whether a project may result in a significant impact. Under this standard, if there is a fair argument, based on substantial evidence in the *Administrative Record* that a particular project may have a significant adverse effect on the environment, an EIR will be prepared. Alternatively, if no fair argument of a significant impact can be made, an ND or MND can be prepared. See Chapter 13, *Administrative Record*, for a detailed discussion of the importance and contents of a detailed Administrative Record.

Figure 1 below identifies the typical choices for environmental documentation.

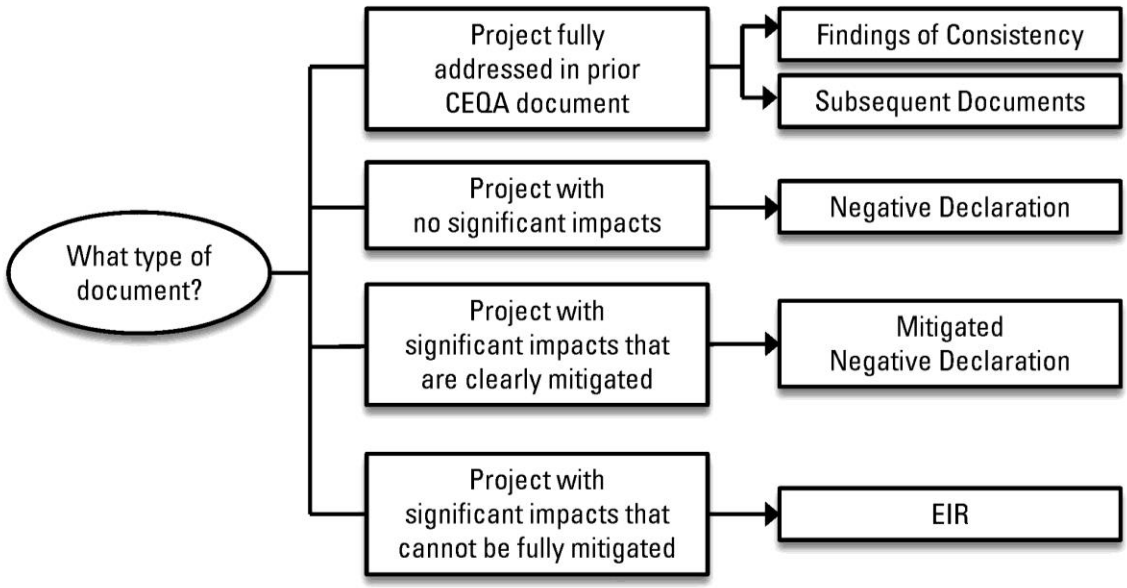

Figure 1. Choices for Environmental Documents

Findings of Consistency are addressed below. Chapters 4 through 9 address subsequent documents, NDs and MNDs, and EIRs.

WAS THIS PROJECT ADDRESSED IN THE PROGRAM EIR FOR THE DISTRICT'S CAPITAL IMPROVEMENT PROGRAM?

In [Month to come] 2021, the District certified a Program EIR (PEIR) for its Capital Improvement Program (CIP). The CIP consists of improvements identified in the 2008 Long-Range Facilities Master Plan, Propositions S and Z, and Measure YY, as well as other potential projects not identified within existing documents or specific bond measures; and consists of four project categories that represent typical capital improvement projects that could be implemented at any of the District's schools and administrative sites, as well as new, currently unidentified sites. These four categories are based on project scope and type of construction. The CIP PEIR evaluated the potential physical environmental impacts associated with each of these project categories at a programmatic level. As such, the environmental analysis for each issue area in the CIP PEIR considered the following typical project categories:

- New Acquisition and New School or Administrative Facilities
- Whole Site Modernization
- Upgrades of Existing School and Administrative Sites
- Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program

Table 1 summarizes the improvements generally associated with each project category, as well as the potential for associated enrollment changes, types of construction activities, and potential for changes associated with new operational activities such as community use of new joint-use facilities or changes in student pick-up and drop-off.

Once it has been determined that the activity is a project, and is not statutorily or categorically exempt, the next step should be to investigate whether the activity was addressed in the CIP PEIR. If the activity is addressed in the CIP PEIR, then it may be possible to "tier" from the CIP PEIR to simplify the CEQA process while ensuring thorough review of project impacts. Chapter 7, *The Contents of an EIR*, provides a detailed discussion on how to determine whether and the extent to which a project may be covered by the CIP PEIR. Figure 2 summarizes the options available for tiering from the CIP PEIR.

The investigation should focus on the extent to which the activity is different from what has been discussed and analyzed in the CIP PEIR. The *Subsequent Document Environmental Checklist – SDUSD CIP Program EIR* (Appendix C of this Handbook) should be used when analyzing the consistency between the proposed project and the CIP PEIR. After reviewing the activity, there are five potential outcomes:

- **Making a Finding of Consistency.** This finds that the activity is adequately analyzed in the CIP PEIR and no revisions are needed. A Finding of Consistency form should be completed (Appendix D).
- **Adoption of an Addendum.** This is used when the activity is slightly different from what was analyzed in the CIP PEIR, but not so different that there would be a new or substantially more severe impact not disclosed in that document.
- **Preparation of a Subsequent MND.** This is used when the activity would result in one or more new significant impacts or substantially more severe impacts that can be mitigated to a less-than-significant level.
- **Preparation of a Supplemental EIR.** This is used when the activity would result in a few new significant impacts or substantially more severe impacts that cannot be mitigated to a less-than-significant level.
- **Preparation of a Subsequent EIR.** This is used when the activity would result in several new significant impacts or substantially more severe impacts that cannot be mitigated to a less-than-significant level, and the activity would involve major changes to the analysis in the CIP PEIR.

Table 1. Improvements by Project Category

Project Category	Improvements	Potential Changes in Enrollment Capacity from Existing Conditions (Yes/No)	Typical Construction Activities	Potential Changes in Existing Operations (Yes/No)

New Acquisition and New School or Administrative Facilities	• Acquire property for construction of new school and administrative facilities.
	• New classrooms, administrative buildings, and other school facilities, including those that meet the needs of special education or people with disabilities.
	• New science/technology laboratories and up-to-date classroom and instructional technology systems.
	• New outdoor play areas, including hard court areas, playfields, and other physical education facilities.
	• New parking lot(s).
	• Sustainable landscaping, recycled water systems for irrigation, and energy efficient facilities.
		Yes	• Substantial ground disturbance
			• Multiple years
			• Heavy equipment, such as:
			  ○ Air compressors
			  ○ Asphalt/concrete truck
			  ○ Dump truck
			  ○ Cranes
			  ○ Excavator, grader, paver
			  ○ Tractor, loader, backhoe
				Yes

Whole Site Modernization	• Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing, library/media centers, performing arts buildings, theaters, auditoriums, and food service buildings. • Improved athletic facilities, such as new athletic fields, stadiums, or public address (PA) systems, electronic scoreboards, gymnasiums and auxiliary gymnasiums, locker room improvements, field houses, and other improvements such as installation of new or replacement natural and artificial turf fields to replace existing athletic facilities or the reconfiguration of existing athletic facilities, as well as the development of field use policies for school and third-party use of upgraded athletic facilities.	No	• Demolition of existing buildings • Removal of portable classrooms • Minor to major grading and ground disturbance • Multiple years • Heavy equipment (see New Acquisition and New School or Administrative Facilities above)	Yes

Project Category	Improvements	Potential Changes in Enrollment Capacity from Existing Conditions (Yes/No)	Typical Construction Activities	Potential Changes in Existing Operations (Yes/No)
	• Heating, ventilation, and air conditioning (HVAC) system upgrades or additions. • Renovation of existing District administration center facilities. • Construction of new permanent classroom buildings to replace existing modular, relocatable, portable, or permanent classroom buildings, or reconfiguration of existing classroom buildings. • Demolition and/or removal of modular, relocatable, and portable classrooms and staging of modular, relocatable, and portable, classrooms for other District sites. • Construction of new, or reconfiguration of existing, restrooms. • Construction of new, or reconfiguration of existing, driveways, drop-off zones, bus loading areas, and parking lots for improved safety and circulation of vehicles and pedestrians. • Slope repair.			

Upgrades of Existing School and Administrative Sites	• Construction of new, or reconfiguration of existing, driveways, drop-off zones, bus loading areas, and parking lots for improved safety and circulation of vehicles and pedestrians.
	• Interior modernization of buildings and systems.
	• Minimal exterior improvements.
	• Maintenance and/or replacement of aging infrastructure and overhauls of failing building systems.
	• Replacement and repair of existing asphalt and concrete walkways, roadways, and other related facilities.
		No	• Minimal to no ground disturbance
			• Short-term
			• Medium equipment, such as:
			  ○ Air compressors
			  ○ Cement and mortar mixers
			  ○ Concrete/industrial saws
			  ○ Cranes
			  ○ Forklifts
			  ○ Generator sets
				No

Project Category	Improvements	Potential Changes in Enrollment Capacity from Existing Conditions (Yes/No)	Typical Construction Activities	Potential Changes in Existing Operations (Yes/No)
	• Construction of new, or reconfiguration of existing, ADA pathways and ramps, and elevator improvements. • Construction of new, or reconfiguration of existing, hardscape and landscape areas including lunch court shelters, shade structures, and playground equipment. • Modernization and renovation of school facilities to comply with Title IX gender equity requirements. • Replacement of fire alarms, emergency communication systems, security fencing, and various site security improvements. • Technology upgrades, such as new or reconditioned wired and wireless infrastructure and equipment upgrades. • Improvements to the seismic structural integrity of school buildings. • HVAC system upgrades or additions. • Construction of ground- or roof-mounted solar panel systems and battery backup systems. • Construction of electric vehicle and equipment charging and storage facilities • Utility upgrades, such as new or reconditioned electrical, water, sewer, and storm drains. • Other interior finishes such as the provision of new classroom furniture, new windows and doors, interior and exterior painting and repairs, and the reconfiguration of existing classroom spaces. • Wall-, pole-, or ground-mounted electronic marquee signs, scoreboards, or other wayfinding monuments.		○ Welders	

Project Category	Improvements	Potential Changes in Enrollment Capacity from Existing Conditions (Yes/No)	Typical Construction Activities	Potential Changes in Existing Operations (Yes/No)
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	• Physical construction of new recreational facilities intended for future joint use. • Removal of existing decomposed granite fields. • Installation of a new natural or artificial turf field. • Installation of a new stabilized walking track (decomposed granite or asphalt). • Construction of pools and associated facilities such as equipment buildings, bleachers, restrooms/changing facilities, and concessions facilities. • Construction of additional parking to accommodate joint-use facility users in accordance with the parking requirements in the City's Municipal Code (Section 142.050 et seq.). • Other minor amenities that would provide a new recreational space for students and nearby residents in the community including comfort stations, benches, hard court areas, shade trees, drinking fountains, trash cans, and dog waste stations. • Utilities for electrical power, water conveyance, sewage, and drainage. • Per data provided by the District, a total of 20 joint-use facilities totaling 69.09 acres would be constructed under the Proposed Program.	No	• Moderate ground disturbance • Short-term • Heavy equipment (see New Acquisition and New School or Administrative Facilities above)	Yes

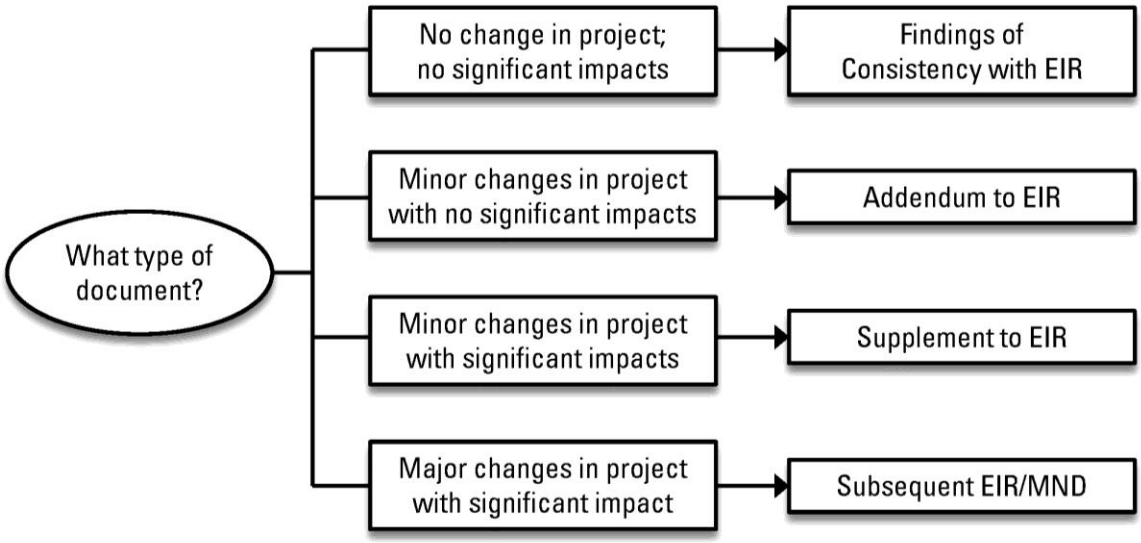

Figure 2. Tiering from the CIP PEIR

When a PEIR has been certified, it can be applied to later activities that are "within the scope" of the PEIR. However, additional CEQA review for a project within the scope of the CIP PEIR is necessary if there is substantial evidence in the record as determined by the District that one or more of the following conditions set forth in CEQA Guidelines Section 15162(a) applies:

1. Substantial changes are proposed in the project that will require major revisions of the previous EIR or ND due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects.

2. Substantial changes occur with respect to the circumstances under which the project is undertaken that will require major revisions of the previous EIR or ND due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects.

3. New information of substantial importance, which was not known and could not have been known with the exercise of reasonable diligence at the time the previous EIR was certified as complete or the ND was adopted, shows any of the following:

    a. The project will have one or more significant effects not discussed in the previous EIR or ND.

    b. Significant effects previously examined will be substantially more severe than shown in the previous EIR.

c. Mitigation measures or alternatives previously found not to be feasible would in fact be feasible, and would substantially reduce one or more significant effects of the project, but the project proponents decline to adopt the mitigation measure or alternative.

d. Mitigation measures or alternatives that are considerably different from those analyzed in the previous EIR would substantially reduce one or more significant effects on the environment, but the project proponents decline to adopt the mitigation measure or alternative.

Determining whether the activity is within the scope of the CIP PEIR is crucial if the subsequent analysis is to be limited to new or more severe impacts. If the activity is not within the scope, than a standard Initial Study (IS) must be prepared.

What is *within the scope*? CEQA Guidelines Section 15168(c)(2) states, in part:

> *Whether a later activity is within the scope of a program EIR is a factual question that the lead agency determines based on substantial evidence in the record. Factors that an agency may consider in making that determination include, but are not limited to, consistency of the later activity with the type of allowable land use, overall planned density and building intensity, geographic area analyzed for environmental impacts, and covered infrastructure, as described in the program EIR.*

FINDINGS OF CONSISTENCY WITH THE CIP PEIR

A Finding of Consistency is used when the activity is found to have been adequately analyzed in the CIP PEIR (the District's Finding of Consistency form is provided in Appendix C). The Finding of Consistency determines and documents that no new environmental analysis is required and that the activity's CEQA obligation is met by the CIP PEIR. By adopting the Finding of Consistency, the District can present the Finding of Consistency to the Board as demonstration that the project's environmental effects have been adequately analyzed and the District will be able to move a project forward without the need to conduct additional environmental analysis of potential impacts.

This determination is to be based on the substantial evidence standard (i.e., the determination will be upheld in court when supported by substantial evidence in the record). The Finding of Consistency is adopted by the Board at the same time that the action is approved. The Finding of Consistency is adopted only when no subsequent CEQA document of any kind is necessary.

As determined by the District CEQA Coordinator, a Finding of Consistency document may be prepared that explains the reasons for determining that:

- The action is within the scope of the CIP examined in the PEIR, and

- None of the conditions described in CEQA Guidelines Section 15162(a) apply, nor is an Addendum necessary.

The Finding of Consistency document will describe why the action is within the scope of the CIP PEIR. This will include the following conclusions about the action:

- It is within a site covered by the CIP and the related PEIR.
- It is consistent with the CIP, including an improvement listed under one of the four project categories covered in the CIP PEIR (see Table 1).
- It will utilize infrastructure described in the CIP PEIR.
- It is reflected in the CIP PEIR's analysis of impacts.

The Finding of Consistency document should include, at minimum:

- A brief description of the action.
- Which project category the project falls under.
- The significant effects identified in the CIP PEIR, including both those identified as significant and unavoidable, and those that are less than significant with mitigation.
- The mitigation measures in the CIP PEIR that apply to the action.
- A discussion of why the action is within the scope of the CIP PEIR.
- A discussion of why the action is adequately analyzed in the CIP PEIR.

The Finding of Consistency must be supported by factual analysis and data. The Finding of Consistency must cite any references, including the IS, relied upon to support its conclusions. The Board reviews and adopts the findings to ensure that they are sufficiently comprehensive and detailed.

To make the decision as to whether a Finding of Consistency is appropriate, you need to consider carefully whether the CIP PEIR is sufficiently specific and has enough detail to cover your project. If the CIP PEIR section under consideration is written in very general terms, such that a project-level impact assessment is not possible for a given activity, and/or there are new considerations that indicate that a new or more severe impact would result, the Finding of Consistency is not an appropriate option. The District is responsible for determining whether an ND (or MND), an Addendum, Subsequent EIR, or Supplemental EIR is necessary because a more detailed analysis is needed for changes that have occurred since the CIP PEIR was certified. See Chapter 8 for more about subsequent documents.

The Finding of Consistency will be included, or referenced, in the decision document. If a Finding of Consistency document is prepared, it is not circulated for public review, so no public notice or mailing of the document is required by CEQA.

WHAT IF I AM NOT CERTAIN ABOUT THE TYPE OF DOCUMENT NEEDED?

The purpose of this Handbook is to guide you through the District's CEQA process. The Handbook does not, however, substitute for CEQA itself. Each project has its own unique issues, and the format/content of the environmental analysis may need to be modified on a project-by-project basis. Pursuant to Section 15064(b) of the CEQA Guidelines, "[t]he determination of whether a project may have a significant effect on the environment calls for careful judgment on the part of the public agency involved, based to the extent possible on factual and scientific data. An ironclad definition of significant effect is not always possible because the significance of an activity may vary with the setting." Other sources you may need to consult for more information regarding the different types of CEQA documents include:

- The CEQA Guidelines, California Code of Regulations, Title 14, Chapter 3, beginning with Section 15000.
- The California Environmental Quality Act, Public Resources Code, Division 13. Environmental Quality, beginning with Section 21000.

The CEQA Guidelines provide a good road map for determining the type of CEQA document to prepare. However, note that when there is a conflict between the CEQA statute and the CEQA Guidelines, the statute rules. The CEQA Guidelines are updated on an irregular schedule (about every 2 years). As a result, the CEQA Guidelines do not always reflect either current statute or settled case law. The most recent comprehensive update to the Guidelines occurred in December 2018. This update incorporated important case law.

When determining which CEQA document to prepare for your project, start with a preliminary review of a proposed action to determine:

1. Is the proposed action is indeed a project?

2. Is the action exempt from CEQA?

3. Has the project been addressed fully in the CIP PEIR or any other existing environmental document?

4. Is new environmental documentation required?

Then consult with the District's Facilities Planning and Construction CEQA Coordinator (with assistance from an on-call CEQA consultant) to confirm the type of CEQA document that is necessary. When in doubt about questions 3 and 4, an IS or subsequent document checklist should be prepared to assist in this determination (see Chapter 4, *The Initial Study*).

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CHAPTER 3

Exempt Projects

The first step in analyzing a project is to determine whether it is exempt from further CEQA review. If you determine that a project is exempt, your CEQA compliance will be limited to preparing and filing an NOE.

WHAT IS AN EXEMPT PROJECT?

CEQA identifies a number of projects that generally are exempt from in-depth analysis. There are two types of exemptions: *statutory exemptions* and *categorical exemptions*.

Statutory Exemptions

Statutory exemptions are granted by the State Legislature and are narrowly defined in CEQA and the CEQA Guidelines. For some statutory exemptions, the rules and restrictions are quite complex.

The list of statutory exemptions is contained in CEQA Guidelines, Article 18 (beginning with Section 15260). Take note that exemptions are added, deleted, and modified by the Legislature from time to time. Examples of statutory exemptions that may be applicable to District projects are listed below. It is important to remember that a statutory exemption needs to be an ***exact fit*** with the proposed project. Following are examples of statutory exemptions that may apply to District projects.

- **Emergency projects** to maintain, repair, restore, demolish, or replace property or facilities damaged or destroyed in areas in which the Governor has declared a State of Emergency, and repairs necessary to maintain essential services, actions necessary to prevent or mitigate an emergency, and emergency seismic upgrade work.
- **Rooftop photovoltaic solar projects** and their associated equipment (with a restriction that the associated equipment occupies no more than 500 square feet of ground surface).
- **Feasibility and planning studies**, unless the study is adopted as a plan that will be legally binding on later activities. Adoption of such plans is ***not*** exempt from CEQA.
- **Ministerial projects** (CEQA Guidelines Section 15268) – those that have both ministerial and discretionary aspects should be considered discretionary overall and subject to CEQA.

Statutory exemptions provide an "escape" from EIR or ND requirements, even though the exempted project might result in environmental consequences (*Western Municipal Water District of Riverside County v.*

Superior Court of San Bernardino County (1986) 187 Cal. App. 3d 1104; *Elk County Water District v. Department of Forestry and Fire Protection* (1997) Cal.App.4th 1; and *CREED-21 v. City of San Diego* (2015) 234 Cal.App.4th 488). This is in contrast to categorical exemptions, discussed below, which are disallowed if the project has the potential to result in an environmental impact due to unusual circumstances.

Categorical Exemptions

Certain categories or classes of projects are exempt because they have been found to result in no significant effects on the environment. Categorically exempt projects do not require preparation of environmental documents; although, in some instances such documents are recommended. If you can determine that a project fits within the criteria, and you wish to maintain a record of that decision, you can use a categorical exemption. As described in greater detail below, there are exceptions to the use of exemptions that account for circumstances that are "unusual."

The list of categorical exemptions is contained in CEQA Guidelines, Article 19 (beginning with Section 15301). Examples of categorical exemptions that may be applicable to District projects are listed in Table 2.

Table 2. Typical Categorical Exemptions Applicable to District Projects

Exemption Category	Description
15301 – Existing Facilities	Interior or exterior alterations such as interior partitions, plumbing, and electrical conveyances; sidewalks, concrete and pavement and repairs, gutters; restoration or rehabilitation of deteriorated or damaged structures such as roofing, siding, windows, doors, or mechanical equipment such as heating, ventilation and air conditioning (HVAC), security equipment such as fencing, cameras, public address (PA) systems, and card readers; maintenance of existing landscaping, drainage infrastructure, or playfields; demolition and removal of individual small structures including portable classrooms and restrooms; demolition of fencing, playground equipment, and shade structures.
15302 – Replacement or Reconstruction	The replacement or reconstruction of existing structures and facilities where the new structure will be located on the same site as the structure replaced and will have substantially the same purpose and capacity as the structure replaced, including but not limited to: fencing, shade structures, playground equipment, PA systems, doors, security equipment, information technology equipment, playfield equipment such as benches, trash cans, and drinking fountains; replacement or reconstruction of existing schools and hospitals to provide earthquake- resistant structures that do not increase capacity more than 50%; replacement or reconstruction of existing utility systems and/or facilities involving negligible or no expansion of capacity.

Exemption Category	Description
15303 – New Construction or Conversion of Small Structures	Construction and location of limited numbers of new, small facilities or structures; installation of small new equipment and facilities in small structures; and the conversion of existing small structures from one use to another where only minor modifications are made in the exterior of the structure. Water main, sewage, electrical, gas, and other utility extensions, including street improvements, of reasonable length to serve such construction. Accessory (appurtenant) structures including fencing, playground equipment, Americans with Disabilities Act (ADA) path of travel improvements, reconfiguration or existing classrooms for Career and Technical Education (CTE) projects.
15304 – Minor Alterations to Land	Minor public or private alterations in the condition of land, water, and/or vegetation which do not involve removal of healthy, mature, scenic trees except for forestry or agricultural purposes. Examples include, but are not limited to: (a) grading on land with a slope of less than 10%, except that grading shall not be exempt in a waterway, in any wetland, in an officially designated (by federal, state, or local government action) scenic area, or in officially mapped areas of severe geologic hazard such as an Alquist Priolo Earthquake Fault Zone or within an official Seismic Hazard Zone, as delineated by the State Geologist; (b) new gardening or landscaping, including the replacement of existing conventional landscaping with water efficient or fire resistant landscaping; (c) filling of earth into previously excavated land with material compatible with the natural features of the site; (f) minor trenching and backfilling where the surface is restored. This exemption would typically be used for landscaping projects, construction of joint use playfields or playgrounds, grading, and drainage improvements on existing sites.
15307 – Information Collection	Basic data collection, research, experimental management, and resource evaluation activities that do not result in a serious or major disturbance to an environmental resource. These may be strictly for information gathering purposes, or as part of a study leading to an action that a public agency has not yet approved, adopted, or funded. Types of project include installation of monitoring wells on existing District properties with past hazardous materials contamination on or adjacent to the site.
15311 – Accessory Structures	Construction or placement of minor structures accessory to (appurtenant to) existing commercial, industrial, or institutional facilities, including but not limited to: (a) on-premise signs; (b) small parking lots; and (c) placement of seasonal or temporary use items such as lifeguard towers, mobile food units, portable restrooms, or similar items in generally the same locations from time to time in publicly owned parks, stadiums, or other facilities designed for public use. Related activities or projects include farmers markets and related structures, solar panels and equipment that do not qualify for statutory exemption, shade structures, playground equipment, and other temporary or seasonal Civic Center Act activities.

Exemption Category	Description
15314 – Minor Additions to Schools	Minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or 10 classrooms, whichever is less. The addition of portable classrooms is included in this exemption. Prop 39 allocation of facilities for existing charter schools. Allocation of existing facilities for charter schools where a former District-run school was operating.
15322 – Educational or Training Programs Involving no Physical Changes	The adoption, alteration, or termination of educational or training programs that involve no physical alteration in the area affected or that involve physical changes only in the interior of existing school or training structures. Examples include but are not limited to: (a) development of or changes in curriculum or training methods; and (b) changes in the grade structure in a school that do not result in changes in student transportation. Prop 39 allocation of facilities for existing charter schools. Allocation of existing facilities for charter schools where a former District-run school was operating.
15323 – Normal Operations of Facilities for Public Gatherings	Class 23 consists of the normal operations of existing facilities for public gatherings for which the facilities were designed, where there is a past history of the facility being used for the same or similar kind of purpose. For the purposes of this section, "past history" shall mean that the same or similar kind of activity has been occurring for at least 3 years and that there is a reasonable expectation that the future occurrence of the activity would not represent a change in the operation of the facility. Facilities included within this exemption include, but are not limited to, racetracks, stadiums, convention centers, auditoriums, amphitheaters, planetariums, swimming pools, and amusement parks. Typical projects include joint-use playfields at existing schools, renewal of joint-use agreements, Civic Center Act use of schools sites for church use, farmers markets, and other seasonal events.

Remember: *If the project potentially could have a significant effect on the environment due to unusual circumstances, using a categorical exemption is inappropriate. A categorical exemption also should not be used if there is any question or uncertainty as to whether a particular exemption applies.*

HOW DO I DETERMINE THAT A PROJECT IS EXEMPT?

After you have defined the project, carefully compare it to the list of statutory and categorical exemptions contained in CEQA Guidelines, Articles 18 and 19. Note that exemptions are added, deleted, and modified from time to time.

For statutory exemptions, make sure the project is an *appropriate fit* with the action described in the statutory exemption.

For categorical exemptions, make sure that the project fits into the category and is consistent with any conditions, restrictions, limitations, or qualifications within the CEQA Guidelines.

Always ask this question before proceeding with a categorical exemption:

1. Do any of the following exceptions apply?

    a. The project may result in damage to scenic resources within an official designated State scenic highway.

    b. The project is located on a site included on any list of hazardous waste and substance facilities and sites, and with public drinking wells with organic contaminants (i.e., Cortese List or other lists compiled pursuant to Section 65962.5 of the Government Code).

    c. The project may cause a substantial adverse change in the significance of an historic resource.

    d. There is a reasonable possibility of a significant effect on the environment due to unusual circumstances.

    e. Significant cumulative impacts from projects of the same type in the same place will result.

    f. The project could significantly affect a particularly sensitive environment.

    g. The project could affect native trees or trees identified by the District as protected trees.

An NOE should only be used in cases where the exemption clearly applies (Appendix B).

On the other hand, if the project clearly is exempt and no “unusual circumstances” are present, you should use the exemption. The intent of CEQA is not to generate endless paperwork, and you should use the tools available to you to facilitate the best decision-making process.

Also, remember that you can use more than one class of exemption for your project. For example, a project may qualify under Class 1 (existing facilities) and Class 11 (accessory structures) exemptions.

EXCEPTIONS DUE TO UNUSUAL CIRCUMSTANCES

As noted above, one of the exceptions to exemptions applies when there is a reasonable possibility of a significant effect on the environment due to unusual circumstances. If there is a reasonable possibility that an activity will have a significant effect on the environment due to unusual circumstances, that activity may not be found to be categorically exempt under CEQA. This exception applies only when *both* unusual

circumstances *and* a significant impact as a result of those unusual circumstances are demonstrated. Unusual circumstances may be found on the basis of a feature or condition that distinguishes the project from others in the exempt class, such as its size or location.

The California Supreme Court's 2015 *Berkeley Hillside Preservation v. City of Berkeley* decision (60 Cal.4th 1086) established the following two-part test to determine whether this exception applies to a project:

1. Are there unusual circumstances?
   - The lead agency determines this based on substantial evidence.
   - The lead agency has the discretion to consider conditions in the vicinity of the proposed project as a measure of whether unusual circumstances apply to the proposed project.
2. Is there potential for a significant impact?
   - If the agency finds that unusual circumstances are present, it must then consider whether those circumstances would result in a significant impact.
   - A "fair argument" must be presented that the project may result in a significant impact from those unusual circumstances.

WHEN IS AN MND THE MORE APPROPRIATE OPTION THAN AN EXEMPTION?

As discussed above, a categorical exemption is only appropriate when the project fits within the applicable criteria of one of the categorical exemptions and none of the exceptions to the exemption apply. Conversely, an MND (or an EIR) is required when the project does not fit within an exemption, or an exception to the exemption applies. For example, a project that fits within the criteria for a categorical exemption may nonetheless result in the need for an MND (or an EIR) if it has a potential to cause an environmental impact due to unusual circumstances. In this circumstance, mitigation is developed and imposed as part of the MND or EIR to reduce the impact to less than significant.

HOW DO I PREPARE DOCUMENTATION FOR THE EXEMPTION?

Document in detail how the project fits within the class of exemption and why none of the exceptions apply. When you determine that the project clearly is exempt, you will need to prepare an NOE and file that NOE with the State Clearinghouse. The District's NOE form is provided in Appendix B of this Handbook. In addition, the State Office of Planning and Research (OPR) has prepared a standard NOE form, which may change from time to time. A link is provided in Chapter 14, *Links to CEQA Guidelines, Forms, and Websites*,

to the forms available on the OPR website, including the NOE form. The following information must be included in the NOE.

Project Title	Give the project an appropriate title if it does not have one.
Project Location – Specific	Describe the location of the project, including the city, street address, and assessor's parcel number (APN). It is often helpful to list the nearest cross streets and address.
Project Location – County	San Diego
Description of Nature, Purpose, and Beneficiaries of Project	Provide a brief project description, including project objectives, physical parameters, any phasing, and construction characteristics. The project description need not be exhaustive, just detailed enough to convey the general nature of the project.
Name of Person or Agency Carrying Out Project	San Diego Unified School District
Type of Exemption	Check the appropriate exemption type. ▪ If the project is an emergency project within an area designated as within a State of Emergency by the governor, put a check next to "Declared Emergency." ▪ If the project is an emergency project not within an area designated as within a State of Emergency by the governor, put a check next to "Emergency Project." Also, list the CEQA Guidelines subsection letter where the form asks for the "state subsection letter." ▪ For categorical exemptions, list the appropriate class/classes and CEQA Guidelines Section(s) number(s).
Reasons Why the Project Is Exempt	Explain why the project is exempt. Include a description of any information necessary for the exemption to be applicable. For example, if the project involves repairing a historic building according to Secretary of the Interior Standards, state this and explain how the project will be undertaken to comply with the Class 31 categorical exemption.
Contact Person	List the contact person's name, along with a telephone number (including area code and extension).
Signature Line	Sign the exemption, and print your title underneath.

WHEN AND HOW DO I FILE THE NOE?

The NOE is filed after the project is approved. As soon as the project is approved, file the NOE with the OPR State Clearinghouse and the County of San Diego to start the 35-day statute of limitations for a legal challenge. It is recommended that the NOE be filed no later than 5 working days after project approval. This can be completed by District staff or the CEQA consultant.

If no NOE is filed and no other environmental documentation will be prepared, potential litigants have 180 days from either (1) the decision to carry out the project or (2) the date the project commenced (if no formal decision was made) to file a lawsuit.

Upon receipt, OPR and the County of San Diego, separately, will date the notice and return one copy to you in the envelope provided. After completion of the 35-day statute of limitations for legal challenge, OPR and the County of san Diego, separately, will date the second copy and return it to you in the envelope provided.

CHAPTER 4

The Initial Study

WHAT IS AN INITIAL STUDY AND WHAT WILL IT TELL ME?

The IS serves as a primary tool to determine if:

- A project could have a potential impact on the environment;
- The impact could be significant; and
- The impact can be reduced to a less-than-significant level by changing the project plans or adopting mitigation measures to avoid or minimize project impacts.

Based on this initial determination, you can decide what type of CEQA document to prepare: an ND, an MND, or an EIR. An IS can also be used to support a Finding of Consistency document with the CIP PEIR. As a Finding of Consistency is a limited tool for CEQA compliance, see Chapter 2, *What Are the Initial Decisions I Have to Make?*, for a separate discussion.

If you are certain that a project will require an EIR, an IS will help to focus the EIR analysis on significant impacts, and dismiss from further analysis (in the EIR) those effects that are not significant.

Remember: *The IS also serves as a first step in establishing a CEQA record for the project. It demonstrates that the District has examined the project's potential environmental impacts on a systemic basis.*

HOW DO I PREPARE AN INITIAL STUDY?

Complete Initial Study Checklist

Prepare an IS using the current Environmental Checklist Form provided on the OPR website (provided in Chapter 14, *Links to CEQA Guidelines, Forms, and Websites*).

Consult with Other Agencies

In preparing the IS, consider whether your project could affect resources under the jurisdiction of other State or local agencies. If so, early consultation is recommended to identify potential significant impacts, to scope out technical studies that may be needed. For example, for biological resources, you may consider consulting with the California Department of Fish and Wildlife. State OPR maintains a list of agencies and their

responsibilities that you can use to help identify the appropriate agencies for consultations. Please consult with the District's CEQA Coordinator prior to consulting with such agencies.

While the consultation can be informal, be careful to document by date and name the comments provided to you by all representatives of public agencies. When officials speak of impacts, take note of whether they are talking about hypothetical/potential impacts or known actual impacts. This is particularly important when consulting with agencies that often raise hypothetical area-wide concerns that may not apply to your specific project or its location. Any written materials to be provided must be reviewed by the District's CEQA Coordinator prior to release to other State or local agencies.

CONTENTS OF AN INITIAL STUDY

An IS consists of:

- A description of the project, including its specific location.
- An identification of the project's environmental setting.
- An identification of environmental effects.
- A discussion of ways to mitigate any significant environmental impacts identified.
- The name of the person or persons who prepared or participated in the IS.
- An identification of data sources, including any technical studies prepared for the project, previous EIRs, or other documents, if any, used in the evaluation of environmental impacts and the conclusions reached in the IS.

Project Description

A good project description is important. In writing the description, consider:

- Project objectives and purpose.
- Each individual project component (including demolition, construction, and operation).
- Major design features.
- Operational characteristics.
- Anticipated timeframe for completion.
- A list of permits and/or approvals from other public agencies (if any).
- Other relevant information.

List design features of the project that avoid or minimize potentially significant impacts. Such design features can act as built-in mitigation, so that fewer mitigation measures are needed. For example, the use of cut-off or focused lighting could prevent light and glare impacts on adjoining sensitive biological resources or nearby homes; or, the inclusion of landscaping with dense trees, berms, or walls could prevent a visual or noise impact on adjoining sensitive uses by providing adequate buffering. Refer to Chapter 7, *The Contents of an EIR*, for further discussion on how to prepare a good project description.

Practice Tip:
The best project description is written in clear, non-technical language. Include maps showing the project location and regional setting, exhibits of project plans, design features, and any other illustrations that help the reader clearly understand the project.

Surrounding Land Uses and Setting

The setting is a brief description of land uses and physical features in the area surrounding the project. Including photographs and maps in the description is often helpful.

Environmental Evaluation

As noted above, the Initial Study Checklist, sometimes referred to as the Environmental Checklist Form or the CEQA Checklist, should be used in evaluating potential impacts.

The Initial Study Checklist has four parts:

- General project information.
- A list of environmental factors that may potentially be affected by the project.
- A determination of project impacts.
- An evaluation of the environmental impacts in 21 categories of environmental factors.

General Project Information

The first part of the Initial Study Checklist pertains to information about the project. To make sure this information is complete, be sure to do the following:

- State the project name.
- List the San Diego Unified School District as the Lead Agency.
- List the name of the project site, and the name and phone number of the contact person.

- Name the project applicant or sponsor, which will also be the San Diego Unified School District.

List any other responsible agencies from which approval is required.

Environmental Factors Potentially Affected

The second part of the Initial Study Checklist is the section on environmental factors potentially affected. This section summarizes the conclusions of the analysis in the actual checklist. For the environmental issues you plan to discuss in an EIR, check the appropriate box. Make sure to double check that you have not missed any topics here that are discussed in the environmental impacts section.

Consider holding a public scoping meeting for a large project or series of projects before you complete the Initial Study Checklist on a project for which you will be preparing an EIR. The scoping meeting can help focus the EIR. As noted above, early consultation with other State or local agencies can also help to define the scope of the environmental analysis.

Remember: *Initial Studies for NDs cannot indicate that any potentially significant impacts would occur. In comparison, an IS prepared for a MND can indicate a potentially significant impact as long as project revisions or mitigation measures have been incorporated that reduce the impacts to less than significant.*

Determination of Impacts

The third part of the Initial Study Checklist is the determination. Check the appropriate box to indicate which type of environmental document you are going to use.

Practice Tip:
Always double check to make sure that you have signed and dated this page.

Evaluation of Environmental Impacts

The fourth and most important part of the Initial Study Checklist is the evaluation of environmental impacts section. This final section includes a series of questions, for which you can reply in the following four ways:

- No Impact
- Less-than-Significant Impact
- Less-than-Significant Impact with Mitigation Incorporated
- Potentially Significant Impact

The District and its CEQA consultants will need to check the appropriate box and explain the conclusion for each answer. Make sure that answers are clearly supported by fact-based narrative, technical studies, and all other sources of information.

It is not intended that each answer in the Checklist be supported by detailed studies or discussion, but rather that there be sufficient information in the IS to allow a reasonable determination of effect and significance. For example, if the project is in an urban area, then little explanation about effects on farmland or forest land will be needed.

Remember: *The determination of whether an impact is significant calls for careful judgment, based to the extent possible on established thresholds of significance and factual and scientific data. Use of established thresholds is among the most common and successful means of determining significance. See Chapter 7,* The Contents of an EIR, *for further discussion of thresholds of significance. CEQA is concerned with the project's impacts on the environment. As a general rule, CEQA is not concerned with the environment's impacts on the project unless the project would exacerbate an existing hazard.*

If you know you will ultimately prepare an EIR, for instance, less detail can be included for those topics that will be carried forward for full analysis. For example, if you plan to discuss the effects of your project in regard to criteria pollutants and greenhouse gas (GHG) emissions in an EIR, an exhaustive discussion in the Initial Study Checklist is not needed. Simply state that the impacts are potentially significant and will be evaluated in the EIR. On the other hand, if you plan to prepare an ND you need to include the full analysis of criteria pollutants and GHG in the IS. If you plan to prepare an MND with potentially significant biological resource impacts, you may need to include an extensive discussion of the setting, thresholds of significance, impacts, mitigation measures, and level of significance after mitigation, similar to an EIR.

Practice Tips:

The amount and type of detail you include in answering Checklist questions will depend on the type of document you ultimately will prepare.

Make sure to show your work and explain your conclusions. This includes citing all reference documents and technical studies in the IS. You may also cite or reference the District's adopted standards to support conclusions.

IS AN NEGATIVE DECLARATION OR MITIGATED NEGATIVE DECLARATION POSSIBLE?

When the analysis in the IS indicates that the project could not have a significant impact, an ND may be the proper document. This means that all entries in the Initial Study Checklist are checked as either "No Impact" or "Less-than-Significant Impact" and are supported by fact-based explanations.

When the analysis in the IS indicates that the project's significant impacts are clearly reduced to less-than-significant levels, either through project revisions or mitigation measures, an MND may be the proper document. This means that entries are checked as "Less-than-Significant Impact with Mitigation Incorporated" and are supported by the identified, clearly listed mitigation measures.

Thus, even if an ND or MND may be the proper document, the District should consult with the District's in-house counsel if there is a high level of community interest or controversy associated with any aspect of the project.

Practice Tips:

- The last section of the Initial Study (Mandatory Findings of Significance) refers to a variety of topics, including the project's contribution to cumulative impacts. For NDs and MNDs, make sure that you can fully substantiate a conclusion of no significant cumulative impact.
- Cite and, if feasible, attach to the Initial Study, any technical report and other materials on which conclusions regarding significance are based. Have on file and available to the public all technical reports and data on which you rely.
- Make sure that the Initial Study is internally consistent.

Remember: *The decision to prepare a ND or MND is judged according to a "fair argument" standard. This standard means that if a fair argument is presented that a project may have a significant impact, an EIR must be prepared even though other substantial evidence in the record supports a determination that the project would not have a significant impact.*

IS AN EIR NECESSARY?

An EIR is necessary when either or both of the following are true:

- One or more entries on the CEQA Checklist are checked "Potentially Significant Impact" and not all identified impacts would be reduced to less than significant with project revisions or mitigation measures.
- A "fair argument" can be made that the project might have a significant impact.

When in doubt, always prepare an EIR. An EIR provides a stronger Administrative Record and is reviewed based on a more deferential standard of review than an ND or MND in legal proceedings.

When consultants prepare an IS, or any document on behalf of the District, District staff oversees, reviews, and directs the consultants' work. Decisions about what type of document to prepare, the significance of impacts, appropriate mitigation, and the potential for the project to elicit community interest or scrutiny, are made by the District. Consult with the District's in-house counsel for advice on these issues early in the process.

Practice Tip:

When preparing an Initial Study as the first step towards preparation of an EIR, try to dismiss environmental issues from further review in the EIR that clearly will be less than significant. For those issues you dismiss, concentrate on fully explaining all "No Impact" or "Less-than-Significant Impact" determinations because they are more important at this point than "Potentially Significant Impacts," which will be analyzed in the EIR.

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CHAPTER 5

Negative Declaration/Mitigated Negative Declaration

WHAT IS A NEGATIVE DECLARATION/MITIGATED NEGATIVE DECLARATION?

An ND is a written statement making a finding that a project would not have a significant impact on the environment, and thus the preparation of an EIR is not required. An MND is a written statement making a finding that the project would not have a significant impact because either project revisions or mitigation measures will avoid or minimize the impacts to a point where clearly no significant impact could occur. The statement could also include a list of mitigation measures.

Subsequent NDs and MNDs are tools that you can use to show that, despite changes to a project or environmental conditions, no new or increased significant impacts will occur beyond those already analyzed in the previous CEQA document, or to identify additional mitigation measures to ensure less-than-significant impacts.

These tools are used most frequently for subsequent projects that were not identified in detail in a PEIR, for projects that were identified but have changed since preparation of a PEIR, and for projects that were identified in a PEIR but whose environmental conditions have since changed.

However, an ND/MND or an Addendum can also be prepared for projects that were previously evaluated in a project-specific EIR. An Addendum to an ND/MND may also be an option for projects that were previously evaluated in NDs/MNDs.

CONTENTS OF A NEGATIVE DECLARATION/MITIGATED NEGATIVE DECLARATION

An ND/MND includes the following elements:

1. District cover.
2. ND/MND (see examples on the preceding pages).
3. Initial Study Checklist.

For Subsequent NDs/MNDs, you need to include additional information in the IS, as in the following example.

Practice Tip:
For the environmental analysis in the Initial Study Checklist, as always, show your work and explain your conclusions. This includes showing calculations for air pollutant and GHG emissions, water use, wastewater discharge, etc. Also make sure to cite all your references thoroughly.

"The purpose of the evaluation of the project's potential environmental impacts is to determine whether the project could result in new significant impacts not identified in the (name) EIR, or a substantial increase in the impacts previously identified in the EIR. Where the project would result in a significant unavoidable impact that was already identified in the EIR, no additional environmental evaluation is needed or required and the "No New Impact" box is checked in the Environmental Checklist. Where the project would result in a significant impact that was already identified in the previous EIR and where mitigation identified in the EIR will still be implemented as part of the project, no additional environmental evaluation is needed or required, and the "No New Impact" box is checked in the Environmental Checklist. The Checklist issues not evaluated in the EIR are evaluated herein."

Additionally, for Subsequent NDs/MNDs, you should change the headings of the Initial Study Checklist, as in the following example (or see the headings in the *Subsequent Document Environmental Checklist – SDUSD CIP Program EIR* in Appendix C of this Handbook):

Issues:	Potentially Significant New or Increased Impact	Less-Than-Significant New or Increased Impact with Mitigation Incorporated	Less-Than-Significant New or Increased Impact	No New or Increased Impact

HOW DO I PROCESS A NEGATIVE DECLARATION/MITIGATED NEGATIVE DECLARATION?

The ND/MND is circulated for public review and comment. The review period is 30 days, although a longer time period may be established if appropriate. There are two primary steps involved in processing an ND/MND:

1. Prepare and publish a Notice of Intent to Adopt (NOI) for an ND or MND.

2. Post the ND or MND on the District's website. The document needs to be posted on the website at the same time the NOI is filed.

WHAT IS THE NOTICE OF INTENT?

The NOI is a public notice that:

- Informs public agencies and the general public that an ND or MND is completed and available for review.
- Provides each involved agency and the general public an opportunity to comment on the ND or MND.

What Does the NOI Contain?

The NOI contains a statement that the Board of Education of the San Diego Unified School District (as the Lead Agency) has prepared a draft ND or MND. The NOI must contain:

- Brief project description.
- Project location.
- Public review period dates.
- Web address where the ND/MND is posted.
- Addresses for the public library where the document can be inspected.
- Information about public meeting (if you intend to hold one).
- Statement that "the project site is not designated as a hazardous waste facility or disposal site as defined under Government Code Section 65962.5."

How Do I Send the NOI and to Whom?

The District CEQA Coordinator, CEQA Consultant, and District's Communication Office are responsible for sending the NOI. The CEQA Guidelines and OPR (State Office of Planning Research) website should be referenced for current CEQA noticing requirements. The following generally summarizes the noticing requirements for a NOI:

- Upload the ND or MND document to the OPR (State Office of Planning Research) CEQA document submittal webpage for distribution to State agencies.
- Post the ND or MND on the District's website.
- Place two copies of the NOI and ND or MND in a school library or main office and one copy in a public library.
- Send the NOI with one copy of the ND or MND document to those on your distribution list, which must include all organizations and individuals who have previously requested such notice in writing, responsible agencies, trustee agencies, and the county clerk, and may also include (CEQA Guidelines Section 15072(a-b):
    - Planning Department/other appropriate department of the city/local jurisdiction where the project is located (primarily the City of San Diego), and with the San Diego County Planning & Development Services.
    - Other local agencies that the District is aware of that may be affected by the project (including local water districts if the project is large or involves new supplies).

- Local organizations and persons who expressed interest or would likely be interested in the project. This includes local historic and environmental preservation groups, neighboring homeowners associations, and other similar groups.

Note that for projects of statewide, regional, or areawide significance, the NOI must also be provided to transportation planning agencies and public agencies that have transportation facilities within their jurisdiction that could be affected by the project. (CEQA Guidelines Section 15072(e).)

How Do I Post an NOI?

There are three ways to provide notice of the NOI:

Option 1: The easiest and most effective way is to publish the NOI in a local newspaper of general circulation in the area affected by the project. This is the preferred option. If this is done, you do not need to utilize the other methods. Make sure that the date of publication coincides with the date that OPR started the review period for your project.

Option 2: If you choose not to publish the NOI in the newspaper due to timing or other constraints, you can post the NOI on and off the site. Use your judgment as to where to post and remember that the more you post, the better the public outreach.

Option 3: The most time-consuming and difficult way to post the NOI is to mail it to property owners adjacent to the project site. This method need only be used if the project includes hazardous waste facilities, or if the project is particularly controversial.

RESPONSES TO COMMENTS – WHAT IS REQUIRED?

CEQA requires that decision makers *consider* comments received during the public review period before adopting the ND or MND. There is no requirement in CEQA to *respond* in writing to public comments on the proposed ND/MND (in contrast to comments on an EIR, which must be addressed in writing). However, it is good practice to respond to such comments in writing as it demonstrates in the record that the comments were considered, and also provides the District with an opportunity to provide additional substantial evidence in support of the analysis presented in the ND or MND. It is good practice for recipients to receive the response 10 days prior to project

Practice Tip:
Considering **late comments** builds a stronger Administrative Record, even though CEQA does not explicitly require consideration of such comments after the close of the comment period. The ability to respond will depend upon when the late comments are received.

approval. In the transmittal, make sure to also include the date, time, and place of the Board meetings and obtain a record of delivery confirmation.

In dealing with comments, the first step is to carefully consider all comments (including oral comments, if a public meeting was held) to determine if the comments:

- Raise important new issues.
- Bring forward important new information.
- Bring forward new mitigation measures that could or should have been included to mitigate impacts.

If the comments raise important new issues, consider whether substantial changes to the analysis will be needed and recirculation of the ND/MND required, as discussed in the following section.

WHEN MUST I RECIRCULATE?

You have a choice to either recirculate an ND/MND or prepare an EIR when either:

1. The project has substantially changed since the ND was circulated for public review, or

2. The comments received during public review raised new and important environmental issues. In this case, it is almost always necessary to do an EIR.

Refer to Section 15073.5 of the CEQA Guidelines for further information about recirculation.

WHAT GOES INTO A FINAL NEGATIVE DECLARATION/MITIGATED NEGATIVE DECLARATION?

A final document should include:

- The ND or MND with changes made after considering comments received.
- The IS with changes made after considering comments received (show the changes clearly, such as strikeout for removed text).
- A transcript or summary of any public meetings if available.
- A copy of any written comments received.
- A written response to each comment (if you are responding to comments in writing).

WHAT CEQA MATERIALS ARE FORWARDED TO THE BOARD OF EDUCATION AGENDA ITEM?

The following CEQA documents must be submitted to the Board:

- A PDF of the Final ND/MND document and any required hardcopies.
- Mitigation Monitoring and Reporting Program.

FILING OF THE NOTICE OF DETERMINATION

The District or the District's CEQA consultant will file a Notice of Determination (NOD) with OPR and the County of San Diego within 5 working days of the project approval for those projects approved by the Board. This starts the 30-day statute of limitations for a legal challenge regarding adequacy of ND/MND.

CHAPTER 6

What Are the Types of EIRs?

WHEN DO I PREPARE A PROJECT EIR?

If a project is not exempt from CEQA, or if a Finding of Consistency, an ND, or an MND is not appropriate for the project, an EIR will be required. CEQA provides for several types of EIRs, depending upon the project proposed and whether prior environmental review has occurred. EIR types include a Project EIR, a Program EIR, a Subsequent EIR, a Supplement to an EIR, a Master EIR, and an Addendum to an EIR. Because Master EIRs are not commonly used, and would not likely be the appropriate document for a District project, they are not discussed further here.

WHEN DO I PREPARE A PROJECT EIR?

Project EIRs are the most common types of EIRs across lead agencies in California, although a good PEIR can eliminate the need for many such documents for District projects when individual projects can be analyzed within the PEIR at an adequate level of detail. Project EIRs are used for individual projects or activities not covered by the CIP PEIR or for projects that may have significant effects not discussed in the CIP PEIR and for which tiering from the PEIR would not be appropriate. CEQA Guidelines Section 15161 discusses specific requirements for a Project EIR.

The level of detail in a Project EIR should be sufficient to cover all of the actions for project approval and all of the elements of the proposed project. However, as stated in CEQA Guidelines Section 15146, the level of specificity required in an EIR depends on the project. To the extent that information is known about the project, that information should be presented in the EIR and used in the analysis. If information is not known, then the EIR must base the analysis on what is known. To the extent that the project design changes following the approval of the project and the EIR, assessment of whether subsequent environmental analysis is required would be made under CEQA Guidelines Section 15162.

Although a Project EIR provides greater protection in legal proceedings than an ND or MND due to the differing standards of judicial review, it need not be used if a fair argument cannot be made that significant impacts will result. However, as noted previously, a high level of community interest or potential for controversy could lead to a conclusion that an EIR should be prepared. When in doubt, consult with the District's in-house counsel.

WHEN DO I PREPARE A PROGRAM EIR?

As noted above, a well-prepared PEIR reduces the need for future environmental documentation for projects consistent with the CIP. A PEIR can be prepared for a plan such as a CIP as well as for any series of actions that can be linked together logically, such as Major CIP Revisions or a series of activities.

The Benefits of Program EIRs

The benefits of a PEIR are:

- Later activities (i.e., subsequent projects) can be examined in light of the PEIR; if these later activities are consistent with the program assessed in the PEIR (such as a CIP), then the level of documentation required under CEQA can be substantially reduced, as described in Chapter 2, *Getting Started*.
- A PEIR allows you to analyze the broad environmental effects of the program or series of projects, especially in cases in which there is not much detail about subsequent future developments.
- A PEIR also allows you to disclose the cumulative effects of long-term District development and limit the need for future cumulative impact analysis for subsequent future projects.
- A PEIR can remain valid for many years, and should be your primary tool to process projects under the CIP. There are specific requirements for PEIRs, which are discussed in CEQA Guidelines Section 15168.

Combining Program- and Project-Level Analysis

In preparing a PEIR, there may an opportunity to cover specific projects that are proposed in the near term in the PEIR. It is quite common for a PEIR to contain project-level analysis for one or more specific projects that would fall within the program but about which a project-level of information is available. Preparing a combined Program/Project EIR can make the process more efficient in several ways, including streamlining the cumulative impacts analysis for projects (as the PEIR will contain this analysis), reducing costs by preparing a single document rather than a series of documents, combining multiple required public comment processes into one, and reducing the risk of potential litigation.

CHAPTER 7

The Contents of an EIR

CEQA Guidelines Sections 15120 to 15132 prescribe the contents of an EIR. Remember, though, that an EIR document includes a number of distinct components arising from the CEQA process, such as an IS, a Notice of Preparation (NOP), a Draft EIR, and a Final EIR. You need to ensure that each of these components is prepared thoroughly. Always remember to show your work, explain your conclusions, and cite your sources. Speculation and unsubstantiated statements should be avoided. The document should be consistent both internally (between sections) and with EIRs prepared for other projects. The EIR should not discuss socioeconomic or fiscal issues unless those could clearly result in *physical* effects on the environment.

NOTICE OF PREPARATION OF AN EIR

Once the decision has been made to prepare an EIR, an NOP of the EIR should be prepared and sent to OPR. The NOP is intended to launch the "scoping" period for the EIR, during which other public agencies and members of the public have an opportunity to weigh in regarding the scope of the analysis that will be contained in the EIR. Per CEQA Guidelines Section 15082, the NOP must provide Responsible Agencies, Trustee Agencies, and OPR with sufficient information about the project and its potential environmental impacts. Chapter 9, *How to Process an EIR*, discusses the requirements for preparing and distributing the NOP.

Practice Tip:

When writing the EIR or overseeing its preparation, keep in mind that the EIR should be written in an objective, clear, and concise manner understandable to the general public. The EIR also must include sufficient detail and technical analysis for the Board of Education to make an informed decision. However, overly technical information from resource studies should not be included in the chapters of the EIR. It is better to summarize the analysis found in a technical study in the EIR itself and then include the technical study in the appendices to the document, allowing more technical readers to access the information without confusing the lay reader. Ultimately, a good EIR is a balance: it should contain enough information to allow good decision-making, but not so much as to make decisions slow and difficult.

WHAT IS THE CONTENT OF A DRAFT EIR?

The term "Draft EIR" confuses some people not familiar with CEQA. The Draft EIR is the document that includes the analysis and conclusions of the EIR preparers, reviewed and verified by District staff, and released to public agencies, organizations, and the general public for review before decision-making by the Board of Education. Generally, one or two Administrative Drafts of the EIR are generated and reviewed internally prior to preparation and public release of the Draft EIR.

Keep the following things in mind while preparing your Draft EIR:

- Every situation is unique; format the EIR to match your specific project.
- There are numerous ways to present the information. Each issue need not have its own chapter. You can combine the discussion of several issues as appropriate.
- It is important to present required information in a logical manner.
- It is most important to make a good faith effort to fully disclose information.

The following section lays out the contents of a Draft EIR.

Cover

This is a cover for your document. The cover should identify the type of EIR, that it is a Draft EIR, the name of the project, and the date (month and year).

Cover Page

This page follows the cover. It should identify the project title, the type of EIR, the State Clearinghouse (OPR) number, the San Diego Unified School District (as the lead agency), the project name/address, and the project contact person (with phone number, email address, and physical address).

Table of Contents or Index

The table of contents includes at least a list of chapters or sections and their respective page numbers. A list of appendices should be included here. A list of tables, figures, and other graphics can be especially helpful. Acronyms and/or definitions also can be explained here. You may also include an index at the end of the document.

Summary

The summary, sometimes called the Executive Summary, includes: (1) a brief description of the project, (2) any special disclosure requirements, (3) each significant effect with mitigation measures, (4) alternatives to the proposed project (including the identification of the environmentally superior alternative), and (5) areas of controversy and any issues to be resolved identified through the NOP process.

You should include a table or matrix listing significant effects, mitigation measures, and level of impact after mitigation. Also include a brief paragraph explaining that a Mitigation Monitoring and Reporting Program will be prepared as a separate document.

The summary is both a chapter in the Draft EIR and a stand-alone document that is filed with OPR at the beginning of the public comment period.

Introduction

The introduction describes the CEQA process and provides a brief road map of the EIR. For example, you should summarize the NOP process, include the IS in an appendix, and provide a list of issues identified during the scoping period. You may want to include the comments received during scoping in an appendix. You should disclose the planned review period for the Draft EIR, and explain what the process is for commenting. The process for the Final EIR should be explained, as should the decision-making process for the Board. If you are tiering off other EIRs (such as the CIP PEIR), disclose this information in the Introduction, and, as appropriate, incorporate these documents by reference.

Project Description

The project description is a very important part of the Draft EIR. It introduces the project, including its objectives, size, type, and location. Maps and diagrams need to be included to describe the project and its location. The project description needs to portray the “whole of the action.” This means you should include not just a description of the completed project, but also a description of the construction process, any offsite changes required for implementation of the project (e.g., utility upgrades, relocation of uses off site), phasing of the project, and any other factors required for the project that may result in impacts on the environment. All components of the project that are proposed and to be considered as part of the analysis need to be included, including project design features (e.g., solar roof panels). It is not appropriate to divide the project into a number of related smaller projects addressed in separate documents.

The more detail that is included in the project description and analyzed in the EIR, the better the chance that future implementation of the project can be processed on the basis of a Finding of Consistency rather than a

subsequent document. Where there are specific actions contemplated as part of the CIP, these should be described and analyzed in the EIR so that it will be clear that the resultant Final EIR has disclosed the effects of those actions. Subsequent documents are discussed in Chapter 8.

CEQA case law requires that the project description be "accurate, stable, and finite." This means that if there are several choices regarding how to proceed with a project, you should pick a preferred project to examine as the CEQA project in the CEQA analysis. This does not mean that you cannot modify the project prior to approval. For example, a project description that states that the project will be "either a two-story building for classrooms or a three-story building with a ground floor gymnasium and two stories for classrooms" is likely inappropriate. On the other hand, a project that would initially provide classrooms for 325 students and which is modified to provide classrooms for 300 students prior to District approval is likely not an issue under CEQA.

Remember: *The project description is critical to the EIR process. Make sure to describe the project in its totality, including all reasonably foreseeable phases of the project to avoid "piecemealing" (i.e., breaking a larger project up into smaller pieces to avoid the discussion of impacts).*

The required components of the project description include the following (CEQA Guidelines Section 15124):

- Project location
- Statement of project objectives
- Description of project characteristics
- Statement of intended uses of the EIR
- List of all agency decisions subject to CEQA

Project Objectives

One of the most important components of the project description is the identification of project objectives. You want the project objectives to be as specific as possible, but not so specific as to become constraining. At the same time, the objectives should represent District goals.

Remember: *Project objectives are very important in discussing alternatives to the project and in identifying the reasons for rejecting any of the EIR alternatives. An alternative's inability to meet some of the project objectives could be one of the reasons for selecting the project rather than that alternative.*

The type of project will in part determine the specificity of your project objectives. For example, the objectives of a CIP or will be much more general than those of an individual facility project.

Project Characteristics

Make sure to describe the project as fully and completely as possible. Include all known, anticipated, estimated, projected, or otherwise reasonably usable information about the project in this section. This includes:

- Near-term projects (anticipated within the next 5 years). Include size, height, mass/bulk, design elements, and if available, schematic design elements.
- Maximum reasonable envelope of potential project development described as fully and completely as possible (including all potential components, design features, and other physical characteristics) for a long-term and/or concept project.
- Operational characteristics, including function, capacity, type of operations, hours of operations, etc.

Practice Tip:
Provide as much detail as possible in the EIR project description. This will limit the potential for challenges to the EIR on the adequacy of project description and limit the need for additional review in the future.

Project Construction

A description of construction (including grading, demolition, or relocation of existing structures, if any, and construction phasing) should be included, to the extent this information is known or can be estimated. The approximate timing of the construction is also required. If any special construction methods are needed, they should be identified, including large-scale grading, use of large cranes or other construction equipment, the need for drilling or pile-driving, and other non-standard construction methods. If the project involves substantial amounts of debris or excess soil due to demolition and grading, include information about the methods and location of disposal sites, whether the demolition materials would include hazardous materials disposal, and assumed haul routes. If the project involves substantial amounts of fill or construction materials, describe where the fill would come from, assumed hauls routes, and construction staging areas for materials on- or off site. Information regarding project construction is important for the analysis of construction-related impacts in the EIR.

Project Approvals and Permits

List any discretionary actions by the District that are or may be required for the project to the extent they are known.

EIR IMPACT ANALYSIS CONTENT

Your EIR impact analysis sections should contain the following elements:

- Environmental Setting
- Significance Criteria
- Impact Analysis
- Mitigation Measures
- Level of Impact after Mitigation

You need to analyze impacts for each environmental issue area identified for analysis through the IS/NOP and scoping project. An issue you screened out in the IS may need to be reintroduced because of comments from an agency, organization, or the general public suggesting that that issue does present potential for significant impacts.

Environmental Setting

CEQA requires a discussion of the environmental setting (also called existing conditions, existing environment, or baseline) as it exists at the time the NOP was issued. This should include a discussion of relevant adopted federal and State laws and regulations, and regional and local plans and policies. This information should be included in each section of the EIR describing the environmental setting with respect to the specific environmental issue area discussed in that section (aesthetics, air quality, biological resources, etc.).

Significance Criteria

The significance criteria are the standards by which you measure the significance of an impact (sometimes called *thresholds of significance*). These criteria should be as precise as possible. Whenever possible, the standards should be quantitative and clearly identify the "triggers" that would indicate a significant impact, such as for noise levels or for water quality standards.

The starting point in establishing the significance criteria must be a review of applicable District materials. From there, the EIR preparer should review and incorporate the applicable criteria provided in Appendix G of the CEQA Guidelines. Note that the District is not subject to local zoning ordinances.

If you are unsure about which criteria to use, first check the OPR website and look up the current Technical Advisories and Publications. You may also consult with other agencies that specialize in that environmental area. For example, the California Department of Fish and Wildlife and the U.S. Fish and Wildlife Service can

be consulted about criteria for specific biological resources. The State Office of Historic Preservation can assist with thresholds for historic resources.

Using regulatory standards as significant criteria can create a predictable starting point for the analysis, and allows EIR preparers to rely on the expertise of other regulatory bodies, without foreclosing consideration of possible project-specific effects. If you opt to use regulatory requirements as significance criteria, make sure to explain how application of the standard indicates a less-than-significant impact.

Criteria of significance are often dependent on the project location. For example, use your local air quality management/air pollution control district's thresholds to evaluate the emissions from the project's construction and operation. If the project's emissions would be below the threshold amounts, the impact would typically be considered to be less than significant. If the emissions would be at or above the threshold amounts, then the impact would be considered to be significant.

Remember: *The determination of whether an impact is significant calls for careful judgment, and should be based to the extent possible on established thresholds of significance and factual and scientific data. Use of established thresholds is among the most common and successful means of determining significance.*

GHG Thresholds

CEQA Guidelines Section 15064.4 contains pertinent provisions addressing the significance of impacts from GHG emissions. Section 15064.4 identifies several factors that "should" be considered by lead agencies when rendering significance determinations.

Relatedly, some air districts have issued guidance or adopted thresholds pertaining to the analysis of GHG emissions. If your air district has issued guidance or adopted thresholds, the air district's relevant source materials should be referenced and reviewed for potential applicability. If your air district has not issued guidance or adopted thresholds, use other approaches supported by substantial evidence and consistent with the parameters of CEQA Guidelines Section 15064.4 to determine the significance of your project's GHG emissions.

Environmental Impacts

This discussion is the "substance" of the EIR. Information on the project impacts can be organized in many ways depending upon the project's specific circumstances. For example, transportation issues may entail multiple sub-issues, such as transportation, pedestrians, and transit impacts. Each sub-issue can be organized with its own setting, significance criteria, impact, mitigation measures, and level of impact after mitigation, or

the EIR can address the setting for all transportation issues, then move on to significance criteria, impacts, etc. Just make sure that the discussion is logical and easy to follow and is internally consistent.

Once impact significance criteria have been developed, you can begin identifying potential impacts. Remember to maintain an objective tone, and cite your sources. Always show your work and explain your conclusions, and follow these best practices:

- Quantify impacts whenever possible and make sure to tie your impacts back to your criteria.
- Always explain how you arrive at a determination of significance for each impact, even if the explanation seems simple. Do not simply say that an impact would or would not be significant.
- Move logically through the analysis, beginning with how the project would change the existing conditions and ending with a conclusion as to whether or not the change (i.e., an impact) would be significant. Don't begin with phrases like "…the impact would be less than significant because…"
- Make sure impacts are not underestimated. If it is discovered later that additional impacts would occur, you may need to re-start your CEQA process.
- Avoid speculation, especially if there are no established standards for an impact. If an issue is too speculative to analyze, simply disclose what is known about it, state that the issue is too speculative, and move on, citing CEQA Guidelines Section 15145 regarding speculation. Consult with the District's in-house counsel before taking this approach.
- Use tables, maps, and other graphics to emphasize the most important points in the discussion in the text. These tools are especially well-suited for summarizing and explaining highly technical information. Headings, columns, and other textual aids can make the EIR easy to read as well.
- Always remember to discuss construction effects, either issue by issue or all together in one section devoted to construction. Construction impacts typically involve traffic, air quality, water quality, and noise problems. Construction effects vary with the setting, however. For example, construction next to houses, classrooms, or concert halls is quite different from construction next to an industrial park. Construction noise can be a problem for birds during the breeding season. Moving large amounts of dirt or

Practice Tip:
Beware of a "worst case" impact analysis. Keep in mind that the analysis of a "worst case" scenario for project impacts is not legally required, and may be inappropriate for your project. Consultants may use "worst case" scenarios, which may result in significant overestimation of potential effects. Exercise judgment in overseeing the consultant's work and determining the level of analysis appropriate for a specific project. It is the reasonably probable and realistic development scenarios that need to be analyzed in the EIR rather than the theoretical "worst case" scenarios.

hazardous materials (such as asbestos, old boilers, etc.) can cause effects along the haul route and at the dump site. Make sure that effects resulting from construction activity are fully disclosed.

- Make sure to discuss indirect effects, either issue by issue or in a standalone section.

Mitigation Measures

Once impacts have been identified, you need to develop mitigation measures. These measures need to be precise and measurable. For example, a mitigation measure to restore sensitive habitat should specify when and where the mitigation will occur, how it will be implemented (or set a performance standard that must be met), and when it will end. Remember to discuss briefly any impacts that could arise from the mitigation measures themselves. Chapter 10, *Mitigation Measures*, addresses mitigation measures in depth.

Level of Impact after Mitigation

Impacts that can be mitigated are referred to as "less-than-significant impacts." Impacts that cannot be mitigated fully or at all, or for which mitigation cannot be ensured, are called "significant and unavoidable impacts." It may be necessary to include analysis of the effectiveness of mitigation to make this determination, such as for traffic or noise impacts.

Alternatives to the Project

Alternatives are very important, especially for projects of high public interest. The alternatives discussion needs to examine feasible alternatives that can reduce or eliminate one or more of the project's significant impacts on the physical environment, including developing the project at alternative locations, where appropriate. An exhaustive list of alternatives is not required and it is not necessary to analyze impacts that would not reduce significant impacts of the project. CEQA Guidelines Section 15126.6 provides a discussion of the consideration of alternatives to the proposed project. This includes a discussion of the "rule of reason" for selecting the range of alternatives, and a definition of feasibility. Select alternatives that are feasible, reasonable, and can achieve major project objectives

Selecting alternatives is a difficult task. Few alternatives may be feasible and reasonable while also capable of achieving major project objectives and reducing impacts. Thus, the decision is about which feasible alternatives reduce impacts the most and achieve the project objectives best. Make sure not to use artificial alternatives that clearly cannot achieve any of the project objectives and result in much greater impacts than the project.

CEQA requires a discussion of alternative locations, if reasonable. An alternative location for a District development usually will not be a reasonable alternative because most school campuses are confined to their present locations. However, it may be appropriate to analyze an alternative location for small facility projects on a campus.

Include a brief discussion of any alternatives considered but rejected, and why they are rejected. Make sure that the reasoning here is sound, especially if the EIR does not discuss alternative locations or rejects alternatives identified in public input.

The EIR must include analysis of the No Project Alternative, which means what would reasonably be expected to occur in the absence of the project given existing plans and policies. For Project EIRs, you may discuss a No Project Alternative that considers alternate facilities or improvements on the project site under the CIP.

The analysis of alternatives should be a comparative analysis—identifying how the impacts of the alternative would compare to the impacts of the project. The analysis need not be as detailed as the analysis for the project and should focus on the relative reduction in impacts. However, remember that alternatives involve trade-offs, and it is perfectly legitimate to have alternatives that result in some increased impacts, different impacts, or impacts that are similar to those of the project. For example, traffic impacts of a project could be avoided at an alternative location, but impacts on plants or animals at that alternative location could be greater.

A comparison of the alternatives is required, including identification of the "environmentally superior alternative" other than the No Project Alternative. Whenever possible, use a matrix or a table to compare impacts of the project to impacts of the alternatives.

Cumulative and Long-Term Effects

A cumulative impact is an impact created as a result of the combination of the proposed project together with other projects causing related impacts. The EIR must discuss cumulative impacts when they are significant and when the project's incremental contribution to a significant cumulative impact is cumulatively considerable. A project's impact is cumulatively considerable if the incremental effects of the project are significant "when viewed in connection with the effects of past projects, the effects of other current projects, and the effects of probable future projects" (14 California Code of Regulations Section 15065(a)(3)). If a project does not make some contribution to a cumulative environmental effect, the cumulative effect cannot be characterized as a cumulative effect of the project. As such, the EIR should not discuss impacts that do not result in part from the proposed project. CEQA Guidelines Section 15130 includes a definition of cumulative impacts, as well as a discussion of the approach to analyzing such impacts.

Projects causing related impacts can include master-planned projects, ancillary and off-campus projects, and projects that have been approved in the area, where such projects together with the proposed project will produce an impact.

There are three ways to analyze cumulative impacts. The **list approach** is based on a list of past, present, and foreseeable future projects. The list approach is generally preferable for individual facility projects to be constructed in the short term, where other project in the areas can easily be identified. The **plan buildout approach** considers projected changes from implementation of plans over the long term. Generally, use the plan buildout approach for long-term projects, such as the CIP. A **hybrid approach** can also be used that includes known projects in the near future plus a plan buildout for the long term.

If a list approach is used, a list of related projects will need to be compiled. Planning departments for cities near the project site or San Diego County are the best places to begin researching your list. Also, there may be adopted plans and programs (such as regional growth management plans, air quality plans, habitat preservation plans, transportation plans, waste management plans, water quality management plans, and other plans) that address a cumulative problem. Other sources might include Caltrans, city or county traffic departments, local clearinghouses (such as metropolitan planning organizations like the San Diego Association of Governments), and other recent EIRs.

Remember: *Not all nearby projects may apply to your analysis—pick only the ones that could contribute to potential cumulative impacts of your project. Take care not to miss projects known to the public or to exclude projects that clearly will have some related effects. There is no requirement that a project must already be approved or have an environmental document to be included on the list. You will need to make assumptions about the likely impacts of projects that are known, but do not yet have analyses. Be sure to include these assumptions in your discussion.*

If you use a plan buildout approach, you will need to discuss cumulative impacts in more general terms. Usually, this type of discussion centers on long-term development according to the CIP, or to city/county general plans for projects that affect adjoining jurisdictions, as appropriate. For such projects, the best places to do the research are city and county planning departments. It will be helpful to look at EIRs for these plans as well, such as a recent General Plan or Community Plan EIRs.

Remember: *If a cumulative impact has been identified, mitigation to offset that impact needs to be developed if possible. Keep in mind that you are only required to mitigate the project's contribution to a cumulative problem, not solve the cumulative problem entirely. Remember to make sure that the mitigation is feasible and can be ensured.*

Irreversible and Growth-Inducing Effects

CEQA requires a discussion of significant irreversible changes and growth-inducing impacts. Discussion of these topics can be included either in the cumulative impact section or in separate sections. Consult recent EIRs prepared for other District projects regarding these topics. Briefly, significant irreversible changes refer to effects that would be difficult or impossible to reverse, such as conversion of farmland, development over important mineral resources, or demolition of a historic structure. Commitment of nonrenewable resources refers to use of building materials, energy, and other physical resources in ways that clearly would impact the supply of these resources (this includes the use of energy, electricity, gas, fossil fuels, etc.). Growth-inducing effects refer to the indirect impacts of a project, especially infrastructure extension into undeveloped areas that may facilitate further growth, or the provision of substantial employment that may generate further growth in a local area or the region.

Issues of No Significant Effect

The EIR should identify environmental issues for which the project would not result in significant effects. This may be done in an IS (provided in an appendix to the EIR), in the Executive Summary, in the Introduction, or in its own section.

Persons and Agencies Consulted

Persons and agencies consulted during preparation of the EIR must be listed.

References

All references utilized in the EIR must be listed. You can do this either in a separate section in the EIR listing the references (a bibliography) or in footnotes as they are used in the text of the EIR.

Preparers of the EIR

The San Diego Unified School District is listed as the Lead Agency. District staff and a contact person must be identified. All consultants and/or other agencies participating in the EIR preparation should be identified. Include telephone and email addresses for each person listed.

Appendices

The Appendices should include the NOP, the IS, comments received on the NOP/IS, important technical studies, worksheets showing calculations, and any other relevant information. Note that you can request that reviewers contact you for any information not included in the appendices (this request is usually stated in the Introduction section).

If several technical studies were prepared for the EIR, a separately bound Technical Appendix document is recommended.

WHAT GOES INTO THE FINAL EIR?

After circulation of the Draft EIR and the public comment period, a Final EIR that responds to comments received from public agencies and the general public is prepared. The best way to prepare a Final EIR is to prepare a complete new final document. The Final EIR includes the Draft EIR text as revised in response to comments received, and a new section (Responses to Comments on Draft EIR) that contains the comment letters and the District's responses to those comments. The Final EIR must contain at least the following:

- The Draft EIR with revisions in response to comments received shown clearly (such as with highlighted or underlined new text and strikeout for removed text).
- A list of persons, organizations, and public agencies commenting on the Draft EIR.
- All comments received on the Draft EIR.
- District responses to all comments.

Remember: *The written responses to comments submitted by a public agency during the public review period of the Draft EIR are required to be provided to the commenting public agency at least 10 days prior to the Board's certification action on the EIR.*

- ➢ It is good practice for private parties commenting on the EIR to receive the response 10 days prior to project approval and is thus encouraged.
- ➢ The District may wish to consider obtaining a record of delivery confirmation.

RESPONSES TO COMMENTS – WHAT IS REQUIRED?

As noted in CEQA Guidelines Section 15088, a lead agency is required to prepare written responses to all comments received during the noticed comment period for an EIR and any extensions that may be granted. The lead agency is not required to respond to late comments, although it is recommended that all late

comments be reviewed and that those late comments raising substantive issues also be responded to in writing. The ability to respond will depend upon when late comments are received.

Keep in mind the following points when responding to comments:

- CEQA is concerned with the physical environment, not opinions or speculations. Respond to all environmental issues raised in the comments. Do not respond to comments made regarding non-environmental issues, except to acknowledge the comment. For example, if a comment indicates that the person does not like a project, acknowledge the commenter's opposition to the project and indicate that the comment does not refer to environmental issues.
- If a commenter raises a valid point about environmental issues, EIR methodology, or conclusions, be sure to respond fully. For example, if the commenter points out that there is an error in the Draft EIR, respond as to whether the error exists, and if there is an error, correct the error and explain the implications of that error to the analysis in the EIR, if any.
- Respond to all environmental concerns raised.
- Responses should be neutral in tone and as objective as possible. One of the best ways to do this is to respond to the *comment* not the *commenter*. Start your response saying "The comment states …" rather than "The commenter did not understand…" Respond to each comment as if it raises a valid concern (even if the comment stands for an agenda or non-environmental interest). Keep in mind that many commenters took a lot of time to read the EIR and prepare their comments, they expect a reply, and, in many cases, they will appreciate the District's efforts to address their concerns.

Practice Tip:

Don't rationalize significant environmental effects of the project. The role of the EIR is to only disclose those effects and identify feasible mitigation to reduce the effects.

Do leave yourself plenty of time to prepare responses to comments. In some cases, voluminous comment letters are submitted, often by attorneys, with the intent to overwhelm the process and cause unnecessary delay. In such cases, you may choose to group comments by common issues, and prepare a series of comprehensive responses to each of the common issues. It is always best to include each individual comment and respond with "see Global Response #xx" rather than leave it up to interpretation where the response is. Be careful when using comprehensive responses that the response fully addresses all the nuances of the individual comments.

FINDINGS OF FACT

Because Findings of Fact could be nearly as important a part of the Administrative Record as the EIR in the event of legal proceedings, always be sure to prepare well-developed Findings of Fact (see Chapter 12, *Findings of Fact and the Statement of Overriding Considerations*). When developing Findings of Fact:

- Write the EIR with Findings of Fact in mind. The best way is to format the EIR in a way that the information can be directly imported into the Findings of Fact.
- Make sure that the project objectives are clearly identified in the EIR so that they can be used in the Findings of Fact about feasibility/infeasibility of alternatives and in the Statement of Overriding Considerations.
- Make sure that the EIR includes all information necessary to support the Findings of Fact.
- Utilize the Statement of Overriding Considerations template included in Appendix B.

WHEN MUST AN EIR BE RECIRCULATED?

In certain instances, listed below, new information requires that a Revised Draft EIR be prepared and circulated again for public review. Recirculation is not required, however, when that new information only clarifies, amplifies, or makes insignificant modifications to the previous Draft EIR. A Draft EIR must be recirculated when:

- The project has substantially changed since the Draft EIR was circulated for public review, or
- The existing conditions/environmental setting has materially and substantially changed since the Draft EIR was circulated for public review, or
- The comments received during the public review are identified by the District as addressing new and important environmental issues, or
- The previous Draft EIR was so inadequate that meaningful review and comment were precluded.

Remember: *Consult with the District's counsel as to whether these conditions exist. The decision not to recirculate when significant new information comes to light must be supported by substantial evidence in the project's record, such as in the responses to comments, agenda item brief, and/or Findings of Fact. Revised Draft EIRs are not uncommon; pursue this option if appropriate. A Revised Draft EIR provides strong Administrative Record for potential judicial review.*

Sometimes, only a few sections of a Draft EIR need to be revised. In this case, you can recirculate only those sections and limit reviewer comments to just those sections. If you choose to recirculate only portions of the Draft EIR, take care that these new portions are consistent with the rest of the EIR. You should discuss this issue in a cover letter or in an Introduction section to the recirculated portions of the Draft EIR.

Usually, a Draft EIR is revised and recirculated after the review period for the Draft EIR has run its course. In this case, one set of comment letters will be received on the original Draft EIR, and one set will be received on the Revised Draft EIR. The following options are available to limit the amount of work necessary to prepare responses to those comments:

- When a Draft EIR is revised substantially and the entire Draft EIR is recirculated, you do not need to respond to comments received on the previous Draft EIR. Consider sending copies of the Revised Draft EIR to everyone who commented on the prior document. Indicate in a cover letter and in the Introduction or Summary section that the Revised Draft EIR supersedes the previous Draft EIR; that the Revised Draft EIR was prepared, in part, in response to comments received on the previous Draft EIR; that comment letters submitted on the previous Draft EIR will not be responded to; and that reviewers must submit new comments on the Revised Draft EIR to receive responses.
- If you are recirculating only portions of the Draft EIR, you are to respond only to new comments on the revised sections. However, any and all comments received up until the Board takes action on the project are part of the Administrative Record, and, therefore, all comments raising substantive issues, whether on the revised sections or not, should be responded to in writing. It can be indicated in a cover letter and in the Introduction or Summary section of the Revised Draft EIR that any comments on the revised sections should be limited to those sections only, and that all previous comments regarding other sections that are not revised and recirculated will be responded to. Be careful, however; many comments discuss more than one topic, some of which may be recirculated and some which have not. When in doubt, respond to the comment.

Practice Tip:
A Revised Draft EIR requires the same noticing as a regular Draft EIR, except that a new NOP or IS does not need to be prepared. Remember to include a summary of the changes made between the Revised Draft EIR and the previous Draft EIR.

CHAPTER 8

When Do I Prepare a Subsequent EIR/MND?

WHEN DO I PREPARE A SUPPLEMENT TO AN EIR/MND?

The provisions for supplemental/subsequent CEQA documents, including Subsequent MNDs and addenda, are found in CEQA Guidelines Sections 15162–15164. When an action that is within the scope of the CIP PEIR does not qualify for a Finding of Consistency, it must be analyzed in some form of subsequent or supplemental CEQA document or addendum.

When there is a previously prepared CIP PEIR and a new activity within the scope of the CIP is proposed, CEQA's focus is on what is new about the proposed activity. To what extent are changes needed to augment the analyses in that PEIR? For example, would there be a new impact or a substantially more severe impact that wasn't disclosed in the CIP PEIR?

As noted in Chapter 2, CEQA Guidelines Section 15162 limits the need to prepare a subsequent or supplemental CEQA document to situations where the action would result in new or substantially more severe significant impacts not disclosed in the CIP PEIR. Specifically, a subsequent or supplemental CEQA document is required if any of the following situations exist:

1. Substantial changes are proposed in the project that will require major revisions of the PEIR due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects.

2. Substantial changes occur with respect to the circumstances under which the project is undertaken that will require major revisions of the PEIR due to the involvement of new significant environmental effects or a substantial increase in the severity of previously identified significant effects.

3. New information of substantial importance, which was not known and could not have been known with the exercise of reasonable diligence at the time the PEIR was certified as complete, shows any of the following:

    a. The project will have one or more significant effects not discussed in the PEIR.

    b. Significant effects previously examined will be substantially more severe than shown in the PEIR.

c. Mitigation measures or alternatives previously found not to be feasible would in fact be feasible, and would substantially reduce one or more significant effects of the project, but the project proponents decline to adopt the mitigation measure or alternative.

d. Mitigation measures or alternatives that are considerably different from those analyzed in the PEIR would substantially reduce one or more significant effects on the environment, but the project proponents decline to adopt the mitigation measure or alternative.

The subsequent or supplemental CEQA document is focused on the newly proposed action. It upgrades the CIP PEIR as needed to disclose the new or more severe impacts that could result from the action. It does not re-open the analyses in the CIP PEIR that are not related to the new or more severe impact implicated in the action.

The distinction between a Supplemental and a Subsequent EIR is subtle. The content of the EIR and its adequacy in addressing the impacts identified under the CEQA Guidelines Section 15162 findings is more important than its name.

- A Supplemental EIR is usually prepared when there are only a few new or more severe impacts that must be addressed in that EIR. The Supplemental EIR focuses on providing new analyses of those impacts, as they relate to the later action.
- A Subsequent EIR is usually prepared when there are a substantial number of new or more severe impacts that must be addressed in that EIR. A Subsequent EIR typically provides more new analyses of impacts than would a Supplemental EIR.

A Subsequent MND can be prepared when the identified new or more severe significant impacts can be reduced by project revisions or mitigated below a level of significance by feasible and enforceable mitigation measures. The Subsequent MND will focus on those impacts. It is prepared in the same manner and has the same review period as a standard MND.

WHEN DO I PREPARE AN ADDENDUM TO AN EIR/MND?

An Addendum is authorized under CEQA Guidelines Section 15164 when “only minor technical changes or additions are necessary” to the CIP PEIR in order to describe the action, and none of the criteria listed in Section 15162 exist. The Addendum will describe the minor changes and include a checklist and related analysis demonstrating that the Section 15162 criteria are absent.

Because an Addendum is used for only minor changes and no new or more severe significant impacts are implicated, no public review is necessary. The Addendum will be considered by decision makers along with

the CIP PEIR. If the action is approved, it is recommended that a Notice of Determination be filed within 5 working days.

PROCESS FOR PREPARING SUBSEQUENT DOCUMENTS

The District must examine the action as it relates to the CIP PEIR to determine whether any of the conditions described in CEQA Guidelines Section 15162 exist. After determining that the action is within the scope of the CIP PEIR, the District should prepare a checklist to help document its evaluation of the action. The following headings should be used in the checklist:

- New Significant Impact
- Substantially More Severe Significant Impact
- Less-than-Significant Impact with Additional Mitigation
- No Impact

The following table summarizes when various types of subsequent documents may be appropriate.

Subsequent CEQA Documents

Certified CIP PEIR			
Extent of Changes	**New or More Severe Significant Impact?**	**New Mitigation Necessary?**	**Type of Finding and/or Subsequent Document**
None	No	No	Finding of Consistency and use Program EIR
Minor	No	No	Addendum
Some	No, with mitigation	Yes	Mitigated Negative Declaration
Some	Yes	Yes	Supplemental EIR
Numerous	Yes	Yes	Subsequent EIR

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CHAPTER 9

How Do I Process an EIR

WHAT ARE THE STEPS IN THE EIR PROCESS?

This chapter addresses the steps involved in the processing of an EIR. This includes Program and Project EIRs, as well as supplemental review documents, including Subsequent and Supplemental EIRs. The process for Addenda to EIRs is also discussed below.

The EIR process involves four major steps:

1. Determining the scope of analysis in an EIR through an NOP.
2. Preparation of the Public Draft EIR. (The required contents of an EIR are discussed in Chapter 7.)
3. Soliciting comments on the Draft EIR through a Notice of Completion (NOC) and Notice of Availability (NOA).
4. Providing commenting agencies and others with responses to their comments on the Draft EIR.

For Subsequent and Supplemental EIRs, the same procedural requirements apply as do for the original EIR. The same NOA and NOC requirements (as described below) apply, for instance. While the CEQA Guidelines are silent on whether an NOP is required for Subsequent or Supplemental EIRs, reissuance of the NOP (as described below) is recommended.

BEGIN WITH NOP/NOC

After the Initial Study is completed, the NOP of an EIR should be prepared and distributed. Note that preparation of an Initial Study is not required if it is known that an EIR will be required. However, as discussed in Chapter 4, *The Initial Study*, preparation of an Initial Study is both recommended and standard practice, as it will help to focus the EIR analysis on significant impacts, and dismiss from further analysis (in the EIR) those effects that are not significant.

It is recommended that an NOC form accompany the NOP for accurate indexing in the CEQAnet database maintained by the State Clearinghouse (OPR).

What Is the NOP?

The NOP is a public notice that informs government agencies and the general public that an EIR will be prepared, and provides them with an opportunity to identify environmental issues that need to be addressed in the Draft EIR. CEQA requires that public agencies responding to the NOP identify only environmental issues that are within that agency's area of responsibility, if any.

Any comments received in response to the NOP should be considered in determining the scope of the EIR analysis, including alternatives to be analyzed. Work may begin on the Draft EIR prior to the receipt of responses to the NOP. However, the EIR may need to be revised or expanded to address comments received. As discussed in Chapter 1, a scoping meeting may be held during this period to provide project information and receive comments. Consult with the District's CEQA Coordinator or in-house counsel regarding whether a scoping meeting is required or recommended.

What Does an NOP Contain?

The NOP must contain:

- A brief and specific description of the project.
- A description of the project location.
- Probable environmental impacts of the project (this is usually accomplished by attaching the IS to the NOP).
- The date, time, and place of a public scoping meeting, if one is held.
- The address where the IS (if not attached to the NOP), and its reference documents, are available for review.
- The address of the website where the IS has been posted.
- The name of the District's contact person and address where the responses are to be sent.
- The deadline for submitting responses.

Use the NOP form provided on the OPR website (see Chapter 14, *Links to CEQA Guidelines, Forms, and Websites*).

When Is the NOP Distributed?

The NOP should be mailed as soon as possible after the determination to prepare an EIR is made.

How Do I Send It and to Whom?

The District CEQA Coordinator, CEQA Consultant, and District's Communication Office are responsible for distributing the NOP. Distributing the NOP involves:

1. Sending the NOP to the State Clearinghouse (OPR) for distribution to State agencies.
2. Sending the NOP to local agencies, organizations, and other interested parties.
3. Providing the general public with an opportunity to review the NOP and IS by posting both on the District's website.

Each of these is addressed separately below.

State Clearinghouse (OPR)

You need upload NOP form (as noted above, an NOP form is available at OPR's website) and NOC form (also available at OPR's website) to the State Clearinghouse website. Fill out the two-page NOC form, check the box identifying the submission as an NOP on the first page, and provide dates for the start and end of the 30-day public review period, and other information on the second page.

Local Agencies, Organizations, and Other Interested Parties

You need to send one copy of the NOP with the IS attached to each local agency that may be affected by the project, as well as to other interested organizations and parties on the *project distribution list*. The District should maintain an up-to-date distribution list of such agencies and parties, which at a minimum, should include:

- File the NOP with the County Clerk's Office.
- Planning department and other appropriate departments (such as public works, fire, police, etc.) of each adjoining city and county.
- Other local agencies that may be affected, including utility providers such as local water districts, sanitation districts, and solid waste management agencies.
- Local organizations that have expressed interest or would likely be interested in the project. This includes local historic preservation groups, environmental groups, neighboring homeowner associations, and other similar groups (as appropriate for each specific project).
- Organizations and persons who have previously requested to be notified about District projects.

General Public

You should consider providing the general public with an opportunity to comment on the scope of the Draft EIR. This generally means making the NOP document available to the public.

To fulfill this requirement:

- Post the NOP on the District's website.
- Put at least one copy of the NOP with the IS (if prepared) attached in a local library.
- Put one copy of the NOP with the IS (if prepared) attached at the school's main office or library.

How Long Is the NOP Review Period?

The NOP review period is 30 days from receipt of notice. This means that within 30 days after receiving the NOP, each agency must provide the Lead Agency with specific detail about the scope and content of the environmental information related to the agency's area of statutory responsibility.

Is a Public Scoping Meeting Required?

While CEQA does not mandate a public meeting, a scoping meeting is usually held for major projects (such as a whole site modernization or construction of a new school or administrative facility) and/or projects that may create community interest or controversy that may affect adjacent cities/counties or projects that otherwise generate a substantial community interest. The District's CEQA Coordinator will make this decision.

Practice Tip:
If a scoping meeting is held, make sure that the meeting is scheduled at about the mid-point of the 30-day review period, so that the public has enough time to review the NOP/IS prior to the meeting.

What Do I Do with Responses to the NOP?

If a public agency does not respond, you can presume that the agency has no further issues beyond those already addressed in the IS. If an agency does respond, evaluate the response to determine whether issues are raised that need to be included in the EIR. Review all other responses to see if any new issues not discussed in the IS are raised and need to be discussed in the EIR. As noted above under *Alternatives to the Project*, scoping comments can also provide information as to which project alternatives agencies or members of the public would like to see analyzed in the EIR.

PREPARE DRAFT EIR AND FILE NOC/NOA

The NOC must be filed with OPR as soon as the Draft EIR is completed. At the same time, an NOA of the Draft EIR must also be given to all organizations and individuals who have previously requested such notice. Notice must be filed for posting with the County Clerk of the county in which the project is to be located (Public Resources Code Section 21092.3). Notice will also be given by at least one of the following procedures.

- Publication at least one time by the public agency in a newspaper of general circulation in the area affected by the proposed project. This is the preferred option.
- Posting of notices by the public agency on and off the site in the area where the project is to be located.
- Direct mailing to the owners and occupants of property contiguous to the parcel or parcels on which the project is located. Owners of such property can be identified as shown on the latest equalized assessment roll.

In addition, post the Draft EIR on the District's website. The link to the website will be included in the public notice.

What Does the NOC/NOA Contain?

The NOC/NOA must contain:

- **Description of the project.** Provide the name, size, function, and other major design features of the project, along with its and operational characteristics.
- **Location of the project.** Describe the project's location. If possible, include a street address or the closest cross streets; if applicable, name the city and county in which the project is located.
- **Significant environmental effects of the project.** List significant and unavoidable impacts first (these are the impacts that cannot be completely mitigated), followed by a list of potentially significant impacts that can be mitigated to a less-than-significant level.
- **Public review period.** List the dates of the public review period, and provide the name, address, fax number, and e-mail address of a contact person to whom responses should be sent.
- **Public meeting.** If a public meeting is to be held to receive comments, provide the date, time, and place for the meeting. If no firm date is available yet, state that the date and location of the meeting will be published in the local press. Provide the name and contact information for a contact person to call for information.

- **Where to find the Draft EIR.** Provide the address of the website where the Draft EIR is posted. Also provide the addresses of the District's office and public libraries where the Draft EIR can be viewed (as applicable).
- **Reference documents.** Provide the address where the reference documents used in the Draft EIR are available for review (i.e., District's office).
- **Hazardous sites listing.** Indicate whether the project site is listed on any list of hazardous waste sites prepared pursuant to Government Code Section 65962.5.

Use the NOC/NOA form provided on the OPR's website (see Chapter 14, *Links to CEQA Guidelines, Forms, and Websites*).

WHAT DO I DO AFTER THE NOC/NOA HAS BEEN DISTRIBUTED?

After distribution of the NOC/NOA, the public review period commences. During this period, agencies and members of the public have the opportunity to review and comment on the Draft EIR.

How Long Is the Public Review Period for the Draft EIR?

The public review period is typically 45 days. In some instances, a shortened review of 30 days from OPR can be requested but you will have to contact each reviewing agency and secure its agreement to do so. The District's in-house counsel should be consulted prior to pursuing a 30-day review period.

Is a Public Meeting on the Draft EIR Required?

While not required, in most circumstances if decided by the District a public meeting focused on the Draft EIR be held. Make sure that meeting is scheduled about halfway through the 45-day review period, to provide enough time for people to review the Draft EIR prior to the meeting. It is not common for the District to have a public meeting on the Draft EIR.

FINISH WITH RESPONSES TO COMMENTS AND FINAL EIR

The next step is to prepare and send out responses to comments received on the Draft EIR, and to process the Final EIR.

Responding to Comments on the Draft EIR

You need to prepare a written response to each comment received on the Draft EIR, including comments received at the public meeting. These responses are part of the Final EIR. Responses may take the form of a revision to the Draft EIR, or may be included in a separate section of the Final EIR.

Responses to comments on the Draft EIR must:

- Provide a detailed explanation supporting the District's position on any disputed issues.
- Make a good faith effort to provide reasoned responses, not unsupported conclusory statements.

Practice Tip:
Pay special attention to comments that may result in significant new information, such as a new mitigation measure, alternative, or new significant impact, which may trigger the need to revise and recirculate the EIR before it can be certified.

Remember: *The responses to comments provide an important opportunity to provide additional substantial evidence in support of the analyses and conclusions presented in the Draft EIR.*

CEQA requires that any public agency that commented on the Draft EIR receive responses to the comments no later than 10 days prior to the decision on the project. Consult with the District's in-house counsel when comments are received after the comment period.

The District may also choose to post notices in libraries or other locations where notices are typically posted or distribute notices via email or web sites.

WHAT ITEMS ARE SUBMITTED FOR THE BOARD AGENDA ITEM?

The following CEQA documents must be submitted to the Board:

- A PDF of the Final EIR document and any required hard copies.
- Mitigation Monitoring and Reporting Program (MMRP).
- Findings of Fact.
- Statement of Overriding Considerations.

Remember: *Leave yourself sufficient lead time to prepare and submit the agenda item brief before the Board's meeting. You can use agenda item briefs prepared for other District projects as examples.*

FILING OF THE NOD

If the Board approves the project, the District's CEQA Coordinator or the District's consultant will file the NOD with OPR and County of San Diego for Final EIRs. This starts the 30-day statute of limitations for legal challenge. A copy of the District's NOD form is provided in Appendix E of this Handbook.

HOW DO I PROCESS AN ADDENDUM TO AN EIR?

Unlike other types of EIRs, an Addendum need not be circulated for public review and does not require an NOP, NOC, or NOA. To process an Addendum, the document must be prepared and sent to the Board well in advance of submittal of the agenda brief prior to the Board's meeting.

If you decide, following consultation with the Board, to circulate an Addendum for public review, follow the steps outlined beginning at the Draft EIR stage, as no IS/NOP is needed for the Addendum.

An NOD will be filed for all Addenda. The Agenda item will include the web address for the Addendum.

CHAPTER 10

Mitigation Measures

HOW DO I DEVELOP MITIGATION MEASURES?

Mitigation measures must be related to and address the significant impacts caused by the project. You need to identify mitigation measures only for significant impacts. Even if impacts would be significant and unavoidable you still must identify any and all feasible mitigation measures. You do not need to mitigate impacts that are less than significant. CEQA Guidelines Section 15126.4 defines mitigation measures and discusses the criteria for their development.

Mitigation measures need to achieve at least one of the following objectives:

- Avoid the significant impact entirely by limiting the magnitude of the project or its components, or by changing the project's features.
- Minimize the significant impact to the extent feasible by limiting the magnitude of the project or its components, or by changing the project's features.
- Rectify the significant impact by repairing, rehabilitating, or restoring the impacted environment.
- Reduce or eliminate the significant impact over time through preservation or maintenance of the environment during the life of the project.
- Compensate for the significant impact by replacing or providing substitute resources/environments, particularly through participation in existing programs for such resources/environments.

In general, mitigation measures need to be:

- Based on a performance standard by which the success of the mitigation can be determined (i.e., what the mitigation measure will achieve at the end).
- Feasible.
- Specific.
- Fully enforceable by the District, or another agency, as appropriate.

If a mitigation measure itself has a secondary impact on the environment, you need to briefly analyze that secondary impact in the EIR or MND. Very rarely, you may find that the secondary environmental impacts may make a mitigation measure counterproductive in terms of lowering the original impact.

The CEQA document needs to clearly identify feasible mitigation measures.

Work with the District's CEQA Coordinator on mitigation measures related to offsite infrastructure.

AVOIDANCE/MINIMIZATION MEASURES IN PROJECT DESCRIPTION

If a project includes within its project scope features or construction techniques that minimize environmental impacts, those features can be incorporated into the project description as *project design features*. Examples include, but are not limited to, installation of solar panels, implementation of energy efficient design standards, or a site design that creates or maintains open space.

While both project design features and mitigation measures lessen environmental impacts, a project design feature is incorporated into the project as a built-in feature and analyzed as part of the project in the environmental analysis. Typically, project design features are onsite features or techniques that avoid or minimize an impact.

It is important to properly identify an avoidance or minimization technique as either a project design feature or a mitigation measure. For example, installing solar panels on a new building as part of the project is a representative example of a project design feature that would assist in GHG emissions reductions, whereas the purchase of carbon offset credits illustrates a typical GHG mitigation measure. At times, it will be difficult to distinguish the two, although it is recommended that caution be exercised when the distinction between the two is not clear; in such cases, the feature should be identified as a mitigation measure. See *Lotus v. Department of Transportation* (January 30, 2014) 223 Cal.App.4th 645.

HOW TO WRITE MITIGATION MEASURES

Mitigation measures must be related to the project impacts and proportional to the level of impact. As such, mitigation measures should only address a project's significant impact, should address the actual impact itself (and not an unrelated issue), and should be only the amount necessary to reduce the project's contribution to the impact to a less-than-significant level.

Write mitigation measures as clearly as possible to answer the "5 Ws":

- **Why.** State the specific objective of the mitigation measure at the beginning of the measure and why you are including it. This can be in the form of a declarative sentence or two.
- **What.** Explain the specifics of the mitigation measure and how it will be designed and implemented.
  - Describe the action steps associated with the measure and its implementation.

  - You can provide flexibility in mitigation measures when you are not sure how successful one mitigation measure will be by providing a range of measures that will meet performance standard(s). The performance standard(s) should ideally be connected to your significance threshold(s) for the subject impacts. You have to be fully committed to doing one or more of those measures and to meeting the performance standard(s). Using a range of mitigation measures can provide flexibility in implementation.
  - Mitigation measures should be precise, measurable, and supported by data describing the basis for the measure.
  - Describe the timing, sequence, and duration the mitigation measure will be in effect (particularly important for measures dealing with biological resources).

- **Where.** Identify the specific location the mitigation measure will be applied.
- **When.** Indicate when the measure will be implemented (before, during or after construction, during operation, on-going, during specific times, etc.) and the sequence of implementation, if multiple steps are involved.

Mitigation Measures DOs and DON'Ts:

- **Do** answer the "5 Ws"!
- **Do** ensure measures through other programs are viable. If you include mitigation to be implemented through any type of a program, the program should already exist and be funded. If it does not, it is not mitigation.
- **Do** limit mitigation to feasible measures only. Make sure that you can actually implement the mitigation proposed. If you cannot, it is not mitigation.
- **Do** review your mitigation measures for consistency with one another. Make sure that mitigation measures do not conflict with each other.
- **Do** tie your mitigation to specific significance criteria and thresholds.
- **Limit** using measures that end with "to the greatest extent possible," "to the extent feasible," etc. Such language basically makes the mitigation measure non-enforceable and non-measurable.
- **Don't** use measures that begin with "consider," "encourage," "work toward," "cooperate," etc., unless followed by a specific performance standard that the mitigation is designed to achieve. Considering, encouraging, etc., is not a mitigation.
- **Don't** use measures that only consist of studying something such as doing a survey or an investigation. A study is only effective as mitigation if it is tied to actually taking action to avoid, reduce, or compensate for an environmental impact.

- **Limit** using measures that consist of obtaining a conditional permit. Conditional permits, including aquatic resource permits and endangered species permits, can still allow for significant impacts to occur, and are no guarantee of reducing an impact to less than significant.
- **Don't** use existing regulations and requirements as mitigation measures. If compliance with these regulations and requirements will result in a less-than-significant impact, just state so in the analysis and indicate that therefore no additional mitigation is required beyond such compliance.
- **Limit** using voluntary language. Mitigation is mandatory. Use "shall" and not "should." The only allowable use of voluntary language is if a range of mitigation measures is tied to fixed performance standard(s) in which case the language should be something like: "The District shall select and implement from the list below adequate measures to meet the established performance standard(s)..."

Beware of "Deferred Mitigation"

Mitigation measures **cannot** defer to future studies, consultations, or future undefined time. Such measures are called "deferred mitigation" and are easy points for legal challenge. In some situations it is not known whether there will be an impact without doing additional surveys or studies, especially for large and long-term projects or programs for which a Program EIR is prepared. To avoid improper "deferred mitigation" you must clearly identify what you will do if any future studies identify that there could be an impact. Alternatively, if such information is not yet available, you need to incorporate performance standards or criteria into the measure to ensure that the strategies ultimately selected in fact will reduce the impact as reported in the CEQA document.

For example, there may be cases where you are unsure whether an endangered species is present on your site, and you cannot ascertain its presence now. The mitigation measure requires a survey for that species to be conducted. That mitigation measure must include an explanation of what you will do if you find the species, for example:

- If the survey indicates that the species are present, the following measure(s) will be implemented: [list measure(s) such as habitat replacement, relocation, avoidance during the breeding season, etc.]

Remember: *If some doubt exists as to whether a mitigation measure will fully mitigate the impact, it is good practice to indicate that the impact will remain significant and unavoidable even with the incorporation of mitigation.*

Additional References

With the passage of Senate Bill 743, CEQA documents will now be required to analyze traffic impacts based on vehicle miles travelled (VMT) instead of measures of traffic congestion (like Level of Service). The District has traditionally followed the City of San Diego's *Traffic Impact Study Manual* prepared in 1998, which uses Level of Service for the evaluation of potential transportation-related impacts related to proposed projects. However, as of the beginning of 2021, the City had not yet updated its *Traffic Impact Study Manual* to reflect the requirements of Senate Bill 743. When an update to the City's manual is available, the District will follow OPR's Technical Advisory for the preparation of traffic impact analyses per Senate Bill 743.

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CHAPTER 11

Mitigation Monitoring and Reporting Program

WHEN DO I NEED TO PREPARE MITIGATION MONITORING AND REPORTING PROGRAM?

When an MND or an EIR is prepared for a project, it is necessary to prepare an MMRP. The program is prepared after all mitigation measures have been reviewed and finalized.

WHAT NEEDS TO BE INCLUDED IN THE MITIGATION MONITORING AND REPORTING PROGRAM?

At a minimum, the following information needs to be included in the MMRP:

- A list of mitigation measures from the Final EIR or MND.
- When each measure will be monitored (for example, prior to construction, during construction, during operation, on-going, at the time when…, etc.).
- When compliance is achieved.

Remember: *Mitigation measures must be complete and self-contained. The MMRP is not a part of the mitigation measure.*

WHAT FORM DOES THE MITIGATION MONITORING AND REPORTING PROGRAM TAKE?

The format of the MMRP needs to suit the project. Straightforward and simple MMRPs work best. For the CIP, the MMRP includes more general, programmatic mitigation measures. Keep in mind that these measures still need to be detailed enough to apply to subsequent projects. For an individual facility or improvement, the program will include detailed site-specific measures.

WHO IS RESPONSIBLE FOR MONITORING?

Under delegation of authority, the District has the responsibility to ensure that implementation of the mitigation measures occurs in accordance with the program.

For the mitigation of construction-related impacts (e.g., watering the site during grading, monitoring noise levels from construction equipment, using low-emission paint materials, covering haul trucks, etc.), the contractor generally is responsible for implementing on-the-ground measures under the supervision of District staff or their consultants. Such specific mitigation measures requirements should be written into the contract documents.

IS THE MITIGATION MONITORING AND REPORTING PROGRAM INCLUDED IN THE EIR?

No. The MMRP is a separate document that becomes part of the Administrative Record for the project, and must be adopted by the Board as part of the project approval action. The MMRP is included in the agenda item submitted for the Board meeting.

CAN A MITIGATION MONITORING AND REPORTING PROGRAM BE CHANGED AFTER IT HAS BEEN ADOPTED?

It is difficult to change the MMRP after it has been adopted because CEQA requires decision makers to hold a public hearing on changes to the program. Also, it is very important to develop mitigation measures from the start with an MMRP in mind. Using a range of mitigation measures and measures based on performance standards often provides enough flexibility to avoid the need for substituting mitigation measures at a later date (see Chapter 10, *Mitigation Measures*).

CHAPTER 12

Findings of Fact and Statement of Overriding Considerations

IS IT NECESSARY TO PREPARE FINDINGS OF FACT?

Yes, Findings of Fact must be prepared for a project for which a Final EIR was prepared, whether or not the project is approved.

WHAT ARE FINDINGS OF FACT?

Findings of Fact are a written statement that explains to the public (including the community and any groups that may oppose the project) why the Board is making a decision to approve a project that has significant impacts on the environment.

Findings are extremely important. They support the Board's decisions, show how the decision promotes public interest, and are an essential element of defense if the decision is challenged in court. Findings provide evidence that the Board has taken care in making a decision by showing how they have addressed each significant impact and alternative in the Final EIR.

WHAT MUST BE INCLUDED IN THE FINDINGS?

The Findings document must contain one or more of the following findings for each significant impact identified in the Final EIR:

1. Changes or alterations have been required in, or incorporated into, the project that avoid or substantially lessen the significant environmental effects identified in the Final EIR.

2. Such changes or alterations are within the responsibility and jurisdiction of another public agency and not the agency making the Finding. Such changes have been adopted by such other agency, or can and should be adopted by such other agency. (The public agency must be identified by name.)

3. Specific economic, social, legal, technological, or other considerations, including provision of employment opportunities for highly trained workers, make infeasible the mitigation measures or project alternatives identified in the Final EIR.

For each Finding, remember:

- Establish a clear, well-organized explanation of the rationale for each finding that can be easily followed.
- Provide facts to support the finding based on information in the Final EIR.
- Describe alternatives examined in the Final EIR and explain why they are infeasible. This includes not meeting objectives of the project identified in the Final EIR.

In these findings, "changes or alterations" are typically mitigation measures contained in the Final EIR.

WHEN IS A STATEMENT OF OVERRIDING CONSIDERATIONS NECESSARY?

A Statement of Overriding Considerations (SOC) is required for any Board action to approve a project with unavoidable significant impacts. This means that an SOC is required for any project for which the Final EIR identified impacts which cannot be reduced to a less-than-significant level.

WHAT MUST BE INCLUDED IN THE SOC?

The SOC must include a summary of the unavoidable impacts and a list of specific education, economic, legal, social benefits, etc., of the project that outweigh its significant environmental impact. The benefits may reflect the objectives of the project listed in the Final EIR.

ARE FINDINGS OF FACT AND STATEMENTS OF OVERRIDING CONSIDERATIONS PART OF THE FINAL EIR?

No. Findings of Fact and the SOC are separate from the Final EIR. They are a record of decision on the project, and are part of the whole record for the project (called the Administrative Record).

The SOC should be mentioned in the Notice of Determination.

DO THE FINDINGS AND STATEMENT OF OVERRIDING CONSIDERATIONS GO TO THE BOARD?

Yes. The Board needs to adopt the Findings and the Statement of Overriding Considerations.

CHAPTER 13

Administrative Record

The Administrative Record is of *primary importance* in the outcome of a potential legal challenge, as it will be the foundation for any litigation brought against the agency over its CEQA determination or the adequacy of its CEQA document. As such, it is important to build a detailed, well-organized Administrative Record.

Practice Tip:
For high-profile projects, coordinate with the District's in-house counsel early in the development of the project.

The CEQA document is just one of the components of this entire record. Other elements of the Administrative Record include:

- All project material, including plans.
- Project item reports and any staff reports, memoranda, or similar reports provided to the Board.
- Meeting minutes.
- Records from public hearings.
- All CEQA public notices.
- Public Draft and Final CEQA document with written comments and responses to these comments.
- Findings of Fact and Statement of Overriding Considerations (if your CEQA document is an EIR)
- All other documents related to the District's decision-making process, including reference materials and studies developed by or for the lead agency.

Creating an administrative record can be expensive and time consuming, especially where the required documents are scattered in various files and email accounts, and with various custodians. As such, it is recommended that SDUSD create a master file for each project where drafts, reports, emails, and other relevant documents are gathered in a single location. This will reduce or eliminate the time and expense of searching for administrative record documents after a legal challenge has been filed.

Remember: *Findings of Fact are a substantive component of your Administrative Record. See Chapter 12,* Findings of Fact and Statement of Overriding Considerations*, about preparing a substantive Findings of Fact document.*

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CHAPTER 14

Links to CEQA Guidelines, Forms, and Websites

SDUSD CEQA Handbook:

[To come.]

CEQA Statute and Guidelines:

https://resources.ca.gov/CNRALegacyFiles/ceqa/docs/2019_CEQA_Statutes_and_Guidelines.pdf

OPR Technical Advisories: http://opr.ca.gov/ceqa/technical-advisories.html

State Clearinghouse Forms (Initial Study, Notices, etc.):

http://opr.ca.gov/clearinghouse/ceqa/document-submission.html

To check if your document was posted by the State Clearinghouse: https://ceqanet.opr.ca.gov/

CEQA Case Law:

- https://ceqaportal.org/ceqa.cfm
- www.law.ucdavis.edu/centers

California Legislative Information: http://www.leginfolegislature.ca.gov/

To perform your own research on legislation, the Legislature's Official Legislative Information website is recommended. It's the fastest way to view legislative bills, bill analyses, voting records, legislative history, and signing and veto messages. In addition, California State Legislature's website has information on legislators, committees, calendars, and schedules, as well as general information related to the legislative process.

Legislative Analyst's Office: http://www.lao.ca.gov

The Legislative Analyst's Office provides independent, nonpartisan analysis, research, and advice to the Legislature on fiscal and policy issues. Their website provides convenient summaries of current and past ballot measures.

California Natural Resources Agency: http://files.resources.ca.gov/ceqa/

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APPENDIX A

Pre-CEQA Form

San Diego Unified SCHOOL DISTRICT

Facilities Planning and Construction

FPC CEQA Coordination Checklist

Initial Submittal Date: _____ **DD Coordination Date:** _____
Fixed Fee Coordination Date: _____ **100% CD Coordination Date:** _____

1.	Project Title (as shown in Unifier):				
2.	School Name and Address:				
3.	Project Manager:				
4.	Project Delivery:	LLB ☐ Design Build ☐ Standard Bid ☐ JOC ☐			
a.	BOE NTP Date for LLB Pre-Construction Services:				
b.	BOE NTP Date for LLB Construction Services:				
c.	BOE NTP Date for All other Contract Award:				
5.	Joint Use Project?	Yes ☐ No ☐ N/A ☐			
a.	City Park and Rec Board GDP Approval Date:				
6.	Would Project Increase Student Capacity by 25% or 10 Classrooms (Please include IFPD Capacity Worksheet):				Yes ☐ No ☐
a.	Permanent Classroom Increase (indicate if permanent or portable classrooms):				
b.	Student Capacity:	Pre Project:		Post Project:	
c.	Enrollment	Pre Project:		Post Project:	
7.	Specific Project Technical Details				
a.	Construction Area: (square feet or acres):				
b.	Max Depth of Excavation (feet):				
c.	Import/Export Quantities (cubic yards):	Import:		Export:	
d.	Construction Duration (describe Phasing in 10.):	Start:		End:	
8.	Technical Studies Available or in Process?				
	Geotech: ☐	Haz Bldg Survey: ☐		Traffic/Circulation Study: ☐	
	Other (Describe):				
9.	Other Agencies Whose Approval Is Required (e.g., permits, financing approval etc.):				
	DSA: ☐	DTSC: ☐	RWQCB: ☐	State Funding (OPSC): ☐	
	CDFW: ☐	FAA: ☐	City: ☐	Federal (NEPA): ☐	
10.	Provide Brief Description of Project: (Describe the entire project scope, including but not limited to later phases of the Project, any secondary, support, or off-site improvements necessary for implementation. Please include site scope plan, renderings, or other site plans).				

FPC CEQA Coordination Checklist

11. Provide Description of Project (continued):

APPENDIX B

Notice of Exemption Form

Notice of Exemption

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County of San Diego Recorder/Clerk
1600 Pacific Highway
San Diego, CA 92101

From: San Diego Unified School District
4860 Ruffner Street, Annex Room 5
San Diego, CA 92111
619-913-2999

Project Title: Click here to enter text.
Project Applicant: Click here to enter text.
Project Location – Specific: Click here to enter text.
Project Location - City: San Diego **Project Location - County:** San Diego

Description of Nature, Purpose and Beneficiaries of Project:

Click here to enter text.

Name of Public Agency Approving Project: San Diego Unified School District
Name of Person or Agency Carrying Out Project: San Diego Unified School District

Exempt Status: (check one):

☐ **Ministerial (Sec. 21080(b)(1); 15268);**
☐ **Declared Emergency (Sec. 21080(b)(3); 15269(a));**
☐ **Emergency Project (Sec. 21080(b)(4); 15269(b)(c));**
☐ **Categorical Exemption. State type and section number:** Click here to enter text.
☐ **Statutory Exemptions. State code number:** Click here to enter text.

Reasons Why Project is Exempt:

Click here to enter text.

Lead Agency Contact Person: Paul Garcia-Craivanu **Phone:** 619-913-2999
Email: pgarcia-craivanu@sandi.net

If filed by applicant:

1. Attach certified document of exemption finding.
2. Has a Notice of Exemption been filed by the public agency approving the project? ☐ Yes ☐ No

Signature:_____ **Date:**_____ **Title:** **Director of Project Management**
Gary Stanford

☒ Signed by Lead Agency ☐ Signed by Applicant

Authority cited: Sections 21083 and 21110, Public Resources Code.
Date Received for filing at OPR: _____

APPENDIX C

Subsequent Document Environmental Checklist – SDUSD CIP Program EIR

Subsequent Document Environmental Checklist
SDUSD CIP Program EIR

1. **Project Title:**
2. **Lead Agency Name and Address:** San Diego Unified School District
   Facilities Planning & Construction
   4860 Ruffner Street, Annex Room 5
   San Diego, CA 92111
3. **Contact Person and Phone Number:** Paul Garcia, Civil/Environmental Project Coordinator
   (619) 913-2999
4. **Project Location:**
5. **Project Sponsor's Name and Address:** San Diego Unified School District
   Facilities Planning & Construction
   4860 Ruffner Street, Annex Room 5
   San Diego, CA 92111
6. **General Plan Designation:**
7. **Zoning:**
8. **Name of Prior CEQA Document:**

   Capital Improvement Program, Program Environmental Impact Report
8. **Description of Project:**

9. **Surrounding Land Uses and Setting:**

10. **Other Public Agencies Whose Approval is Required:**

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

    Note: Conducting consultation early in the California Environmental Quality Act (CEQA) process allows tribal governments, lead agencies, and project proponents to discuss the level of environmental review, identify and address potential adverse impacts to tribal cultural resources, and reduce the potential for delay and conflict in the environmental review process. (See Public Resources Code Section 21083.3.2.) Information may also be available from the California Native American Heritage Commission's Sacred Lands File per Public Resources Code Section 5097.96 and the California Historical Resources Information System administered by the California Office of Historic Preservation. Please also note that Public Resources Code Section 21082.3(c) contains provisions specific to confidentiality.

Environmental Factors Potentially Affected

The following checklist is used to evaluate the potential for significant environmental impacts caused by this project (i.e., the "subsequent activity"). The purpose of the following checklist is to make an initial determination of whether these are new or substantially more severe impacts relative to those disclosed in the prior CEQA document. The San Diego Unified School District Capital Improvement Program, Program Environmental Impact Report (SDUSD CIP PEIR) and its Executive Summary and Mitigation Monitoring and Reporting Program (MMRP) shall be consulted during preparation of this checklist. The Executive Summary and MMRP are provided as attachments. All responses must consider the proposed project in its entirety and any actions involved (i.e., offsite as well as onsite impacts, cumulative as well as project-level impacts, indirect as well as direct impacts, construction as well as operational impacts).

This checklist is adapted from the form provided in Appendix G of the State CEQA Guidelines and has been modified as appropriate for this project. There are 21 CEQA subject categories to be considered, with this checklist organized as such. Each subject includes an evaluation matrix, followed by a brief discussion to explain the evaluation rationale. Each subject discussion may address more than one specific issue question if there is a salient interrelation.

The following CEQA subject categories—or environmental factors—that must be considered are presented below. Each category is scored according to the potential level of impact significance the proposed project may have on the environment. The levels of significance are indicated and described below:

4 = Impact for which SDUSD CIP Program EIR is Adequate applies where the impacts of the project were adequately addressed and mitigated in the SDUSD CIP Program EIR or in a previously approved environmental document.

3 = New or Substantially More Severe Significant Impact applies to significant impacts of the project that are not identified in the SDUSD CIP Program EIR, or are identified as less-than-significant impacts in the SDUSD CIP Program EIR but would result in substantially more severe significant impacts as a result of the project.

2 = Less-than-Significant with Additional Mitigation applies to significant impacts that would be reduced to a less-than-significant levels with the implementation of mitigation beyond the mitigation required by the SDUSD CIP Program EIR.

1 = Less-than-Significant Impact applies where the project creates no significant impacts, only less than significant impacts.

0 = No Impact: This is an adequate determination if the referenced information sources show that the impact simply does not apply to projects like the one involved.

0	Aesthetics	0	Agricultural and Forestry Resources	0	Air Quality
0	Biological Resources	0	Cultural Resources	0	Energy
0	Geology/Soils/ Paleontological Resources	0	Greenhouse Gas Emissions	0	Hazards and Hazardous Materials
0	Hydrology/Water Quality	0	Land Use/Planning	0	Mineral Resources
0	Noise	0	Population/Housing	0	Public Services
0	Recreation	0	Transportation	0	Tribal Cultural Resources
0	Utilities/Service Systems	0	Wildfire	0	Mandatory Findings of Significance

Determination

The subsequent activity has been evaluated pursuant to the provisions of Sections 15162–15164 of the State CEQA Guidelines to determine whether a subsequent EIR or mitigated negative declaration, a supplemental EIR, or an addendum to the SDUSD CIP Program EIR is required. The analysis compares the impacts identified in the SDUSD CIP Program EIR with those expected to result from the subsequent activity to determine whether the activity would result in any new or substantially more severe significant effect. No subsequent or supplemental document is necessary if the subsequent activity is within the scope of the SDUSD CIP Program EIR and none of its impacts are substantially more severe than those identified in the SDUSD CIP Program EIR. A subsequent activity is within the scope of the SDUSD CIP Program EIR when it meets all of the following requirements:

- The activity is a capital improvement project identified in the Facilities Master Plan, Propositions S and Z, and Measure YY.
- The activity is located at a school or other District-owned facility within the jurisdiction of the District.
- The activity would not result in a new significant impact relative to the SDUSD CIP Program EIR.
- All pertinent mitigation measures from the SDUSD CIP Program EIR would be applied to the activity.

I. Aesthetics

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Except as provided in Public Resources Code Section 21099, would the project:					
a. Have a substantial adverse effect on a scenic vista?	☐	☐	☐	☐	☐
b. Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings along a scenic highway?	☐	☐	☐	☐	☐
c. In non-urbanized areas, substantially degrade the existing visual character or quality of public views of the site and its surroundings? (Public views are those that are experienced from publicly accessible vantage point). If the project is in an urbanized area, would the project conflict with applicable zoning and other regulations governing scenic quality?	☐	☐	☐	☐	☐
d. Create a new source of substantial light or glare that would adversely affect daytime or nighttime views in the area?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

1. See Table 4.1-2, *Designated Scenic Vistas*. Would construction equipment intrude in a designated scenic vista, or would the project result in a structure that would interfere or block a designated scenic vista?

2. Would the project be located within the viewshed of an officially designated state scenic highway? (See scenic highways listed in Section 4.1.2.3.) If so, would construction of the project require demolition or removal of any scenic resources within the viewshed?

II. Agricultural and Forestry Resources

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
In determining whether impacts on agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Department of Conservation as an optional model to use in assessing impacts on agriculture and farmland. In determining whether impacts on forest resources, including timberland, are significant environmental effects, lead agencies may refer to information compiled by the California Department of Forestry and Fire Protection regarding the state's inventory of forest land, including the Forest and Range Assessment Project and the Forest Legacy Assessment Project, and forest carbon measurement methodology provided in the Forest Protocols adopted by the California Air Resources Board. Would the project:					
a. Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?	☐	☐	☐	☐	☐
b. Conflict with existing zoning for agricultural use or conflict with a Williamson Act contract?	☐	☐	☐	☐	☐
c. Conflict with existing zoning for, or cause rezoning of forest land (as defined in Public Resources Code Section 12220(g)), timberland (as defined by Public Resources Code Section 4526), or timberland zoned Timberland Production (as defined by Government Code Section 51104(g))?	☐	☐	☐	☐	☐
d. Result in the loss of forest land or conversion of forest land to non-forest use?	☐	☐	☐	☐	☐
e. Involve other changes in the existing environment that, due to their location or nature, could result in conversion of Farmland to non-agricultural use or conversion of forest land to non-forest use?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

As documented in the Initial Study for the SDUSD CIP Program EIR, no District properties occur on farmland, contain agricultural or forestry resources.

III. Air Quality

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Where available, the significance criteria established by the applicable air quality management district or air pollution control district may be relied upon to make the following determinations. Would the project:					
a. Conflict with or obstruct implementation of the applicable air quality plan?	☐	☐	☐	☐	☐
b. Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is a nonattainment area for an applicable federal or state ambient air quality standard?	☐	☐	☐	☐	☐
c. Expose sensitive receptors to substantial pollutant concentrations?	☐	☐	☐	☐	☐
d. Result in other emissions (such as those leading to odors) adversely affecting a substantial number of people?	☐	☐	☐	☐	☐

Resources ~~**Screening Criteria**~~**:**

1. For screening criteria see Table 4.2-7, *Construction Criteria Pollutant Screening Criteria for New Acquisition and New School or Administrative Facilities, Whole Site Modernization, and Upgrades of Existing School and Administrative Sites*; Table 4.2-8, *Operational Criteria Pollutant Screening Criteria for New Acquisition and New School Administrative Facilities, Whole Site Modernization, and Upgrades of Existing School and Administrative Sites*; Table 4.2-9, *Construction Criteria Pollutant Screening Criteria for Joint-Use Facilities*; and Table 4.2-10, *Operational Criteria Pollutant Screening Criteria for Joint-Use Facilities.* For projects that exceed the screening criteria presented in the tables or that are not consistent with the operational assumptions used in the development of the screening metrics, an impact would occur.

2. For screening criterial for toxic air contaminants, see Table 4.2-13, *Construction Health Risk Screening Criteria for New Acquisition and New School or Administrative Facilities, Whole Site Modernization, and Upgrades of Existing School and Administrative Sites*; and Table 4.2-14*, Construction Health Risk Screening Criteria for Joint-Use Facilities*.

3. See Threshold 4 in Section 4.2.4.3, which lists land uses that the California Air Resources Board (2005) has identified as being commonly associated with odors.

District activities are generally not considered odor-generating; however, students are considered sensitive receptors for odor emissions. Projects that would add any of the common odor-generating land uses could result in significant odor impacts when nearby sensitive receptors are present. However, these projects typically fall under the regulations of the San Diego Air Pollution Control District (SDAPCD) and require local permits, or are subject to ongoing monitoring and enforcement by SDAPCD to avoid impacts.

IV. Biological Resources

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special-status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?	☐	☐	☐	☐	☐
b. Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?	☐	☐	☐	☐	☐
c. Have a substantial adverse effect on state or federally protected wetlands (including, but not limited to, marshes, vernal pools, coastal wetlands, etc.) through direct removal, filling, hydrological interruption, or other means?	☐	☐	☐	☐	☐
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?	☐	☐	☐	☐	☐
e. Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?	☐	☐	☐	☐	☐
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?	☐	☐	☐	☐	☐

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Resources ~~Screening Criteria~~:					
1. For new acquisition and new school or new administrative facilities projects, would the project be located in one of the vegetation communities listed in Section 4.3.2.1, *District Wide,* or contain one of the 138 plant and wildlife species in the California Natural Diversity Database (CNDDB) list included as Appendix E of the SDUSD CIP Program EIR?					
2. For whole site modernization projects, upgrades of existing school and administrative sites, joint-use facility projects, and near-term, site-specific whole site modernization projects, would the project be located at one of the District-owned sites listed in Table 4.3-2, *MHPA-Adjacent School Sites*, or Table 4.3-3, *Existing Schools With or Adjacent to Potential Native Vegetation or Open Space*; or shown in Figures 4.3-1 through 4.3-17, *Multiple Habitat Planning Areas & CNDDB*?					
3. Challenger Middle School is the only District property known to be adjacent to a vernal pool; however, other District properties may be adjacent to vernal pools or wetlands. Whole site modernization, joint-use facilities projects, and near-term, site-specific, whole site modernization projects within 250 feet of vernal pools or wetlands could produce runoff that could cause an indirect impact, and construction within vernal pool or wetland boundaries could cause direct impacts.					
4. For new acquisition and new school or new administrative facilities projects, would the project contain habitat and vegetation suitable for migratory native bird species? Would construction involve activities that could potentially affect native migratory bird and raptor species?					
5 For all other project types, would the project contain vegetation suitable for nesting habitat for migratory birds and raptors (see Table 4.3-2, Table 4.3-3, and Figures 4.3-1 through 4.3-17).					
6. This threshold would only apply to non-educational facilities being constructed on new property acquisitions. Is the new acquisition adjacent to environmentally sensitive lands (ESLs) or Multiple Habitat Planning Area (MHPA) lands? Could construction cause sediments or materials to drain into ESLs or MHPA lands? Could construction noise indirectly affect sensitive species within ESLs or MHPA lands?					
7. For all other project categories, if the project is located adjacent to MHPA lands (see Table 4.3-2), construction activities could result in indirect impacts on MHPA lands.					
8. For new acquisition and new school or new administrative facilities projects, is the project located adjacent to MHPA lands, and could construction activities result in conflicts with the City's Multiple Species Conservation Program?					
9. For all other project categories, if the project is located adjacent to MHPA lands (see Table 4.3-2), construction activities could result in indirect impacts on MHPA lands.					

V. Cultural Resources

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Cause a substantial adverse change in the significance of a historical resource pursuant to Section 15064.5?	☐	☐	☐	☐	☐
b. Cause a substantial adverse change in the significance of an archaeological resource pursuant to Section 15064.5?	☐	☐	☐	☐	☐
c. Disturb any human remains, including those interred outside of dedicated cemeteries?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

Criteria to determine the significance of historical resources are summarized in Section 4.4.3, *Applicable Laws and Regulations*. Physical effects on historical resources typically include direct disturbance and/or destruction of a resource and occur during construction. Aesthetic effects on historical resources typically consist of indirect impacts, such as changes to the visual or auditory landscape. The demolition or substantial alteration of a historical resource would constitute a significant impact. See Table 4.4-3, *School Complexes Evaluated and Found Ineligible for CRHR Listing*, Table 4.4-4, *Partially Evaluated Schools,* Table 4.4-5, *Evaluated Schools Found Ineligible for CRHR Listing that Contain One or More Buildings Found Individually Eligible for CRHR Listing*, and 4.4-6, *Evaluated Schools Found Eligible for CRHR Listing,* which identify the eligibility for California Register of Historical Resources (CRHR) listing for school sites that have been fully or partially evaluated.

For archaeological resources, potential impacts could occur for reasonably foreseeable future development projects that result in disturbance and/or destruction of previously recorded and/or undiscovered archaeological resources. The disturbance and/or destruction of archaeological resources would be considered a significant impact. Impacts on existing religious or sacred uses, including buried human remains, include direct disturbance and/or destruction of historical resources that have religious or sacred value, or indirect impacts on the visual or auditory landscape, such as the construction of a building that blocks the view of an important landmark or use of operational equipment that consistently produces noise. Any direct or indirect impact on religious or sacred uses or human remains would be considered a significant impact. See Table 4.4-7, *School Sites with Previous Comprehensive Archaeological Sensitivity Analysis*, and Table 4.4-8, *School Sites with Previous Partial Archaeological Sensitivity Analysis*, which identify school sites where previous comprehensive or partial archaeological sensitivity analyses have been conducted

VI. Energy

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Result in potentially significant environmental impact due to wasteful, inefficient, or unnecessary consumption of energy resources, during project construction or operation?	☐	☐	☐	☐	☐
b. Conflict with or obstruct a state or local plan for renewable energy or energy efficiency?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

The SDUSD CIP Program EIR did not identify specific screening criteria related to project-specific analysis for energy. See Section 4.5.4.1, *Methodology,* for the approach used to evaluate project-specific energy impacts.

VII. Geology and~~,~~ Soils~~, and Paleontological Resources~~

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Directly or indirectly cause potential substantial adverse effects, including the risk of loss, injury, or death involving:					
1. 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.	☐	☐	☐	☐	☐
2. Strong seismic ground shaking?	☐	☐	☐	☐	☐
3. Seismic-related ground failure, including liquefaction?	☐	☐	☐	☐	☐
4. Landslides?	☐	☐	☐	☐	☐
b. Result in substantial soil erosion or the loss of topsoil?	☐	☐	☐	☐	☐
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 an onsite or offsite landslide, lateral spreading, subsidence, liquefaction, or collapse?	☐	☐	☐	☐	☐
d. Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial direct or indirect risks to life or property?	☐	☐	☐	☐	☐
e. Have soils incapable of adequately supporting the use of septic tanks or alternative waste water disposal systems where sewers are not available for the disposal of waste water?	☐	☐	☐	☐	☐

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Resources ~~Screening Criteria~~:					
1. See Table 1 in Appendix G of the SDUSD CIP Program EIR for a list of mapped soils and their erosion potential organized by cluster.					
2. See Section 4.6.2.1, *Geologic Setting,* and Figure 4.6-1, *Fault Locations,* for regional faults, and Figure 4.6-2 through 4.6-17, *Geology,* for geologic conditions for each cluster.					
3. See Table 4.6-2, *Geologic Hazard Identification for District Clusters*, for clusters that are located within areas susceptible to liquefaction, and Appendix G of the SDUSD CIP Program EIR for soil type.					

VIII. Greenhouse Gas Emissions

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?	☐	☐	☐	☐	☐
b. Conflict with an applicable plan, policy, or regulation adopted for the purpose of reducing the emissions of greenhouse gases?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:
The SDUSD CIP Program EIR did not identify specific screening criteria related to project-specific analysis for greenhouse gas emissions and climate change. See Section 4.7.4.1, *Methodology,* for the approach used to evaluate greenhouse gas emissions and climate change impacts.

IX. Hazards and Hazardous Materials

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	☐	☐	☐	☐	☐
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?	☐	☐	☐	☐	☐
c. Emit hazardous emissions or handle hazardous or acutely hazardous materials, substances, or waste within one-quarter mile of an existing or proposed school?	☐	☐	☐	☐	☐
d. Be located on a site that is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, would it create a significant hazard to the public or the environment?	☐	☐	☐	☐	☐
e. Be located within an airport land use plan area or, where such a plan has not been adopted, be within two miles of a public airport or public use airport, and result in a safety hazard or excessive noise for people residing or working in the project area?	☐	☐	☐	☐	☐
f. Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	☐	☐	☐	☐	☐

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

Resources ~~**Screening Criteria**~~**:**

1. See Appendix H of the SDUSD CIP Program EIR for the *Environmental Conditions/Hazards Programmatic Environmental Impact Report,* which summarizes existing environmental conditions and potential environmental concerns at District-owned facilities. See Table 4.8-2, *School Sites and District Facilities with Potential Environmental Concern*, for a list potential hazardous materials at existing school sites.
2. Table 4.8-3, *District School Sites Located Within a FUDS Area*, identifies school sites located within a Formerly Used Defense Site (FUDS).
3. Table 4.8-4, *School Sites and District Facilities within Airport Land Use Overlay Zones*, identifies school sites and district facilities located within airport land use overlay zones and FAA requirements for those sites.

X. Hydrology and Water Quality

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Violate any water quality standards or waste discharge requirements or otherwise substantially degrade surface or groundwater quality?	☐	☐	☐	☐	☐
b. Substantially decrease groundwater supplies or interfere substantially with groundwater recharge such that the project may impede sustainable groundwater management of the basin?	☐	☐	☐	☐	☐
c. Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner that would:					
1. Result in substantial erosion or siltation on or off site;	☐	☐	☐	☐	☐
2. Substantially increase the rate or amount of surface runoff in a manner that would result in flooding on or off site;	☐	☐	☐	☐	☐
3. Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff; or	☐	☐	☐	☐	☐
4. Impede or redirect flood flows?	☐	☐	☐	☐	☐
d. In flood hazard, tsunami, or seiche zones, risk release of pollutants due to project inundation?	☐	☐	☐	☐	☐
e. Conflict with or obstruct implementation of a water quality control plan or sustainable groundwater management plan?	☐	☐	☐	☐	☐

Resources ~~**Screening Criteria**~~**:**

1. Construction activities disturbing more than 1 acre of land would be required to comply with the Construction General Permit, which would require development and implementation of a Stormwater Pollution Prevention Plan (SWPPP) by a Qualified SWPPP Developer; for projects under 1 acre of land, construction best management practices (BMPs) would also be implemented, such as employing erosion

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
reduction techniques at construction sites, preventing or reducing the discharge of pollutants to stormwater from solid or liquid construction waste, and implementing dust control measures consistent with the City of San Diego's Jurisdictional Runoff Management Program (JRMP). 2. Figure 4.9-1, *Water Resources,* and Figure 4.9-3, *Water Resources—Site-Specific Projects,* identify flood zones. No District properties fall within tsunami hazard zones. CEQA does not require an analysis of how the existing environmental conditions will affect a project's users unless the project would exacerbate those conditions. Therefore, when discussing impacts of the environment on the project, such as flood hazard associated with tsunami or seiche, the analysis will first determine if there is a potential for the project to exacerbate the issue.					

XI. Land Use and Planning

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Physically divide an established community?	☐	☐	☐	☐	☐
b. Cause a significant environmental impact due to a conflict with any land use plan, policy, or regulation adopted for the purpose of avoiding or mitigating an environmental effect?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

As documented in the Initial Study for the SDUSD CIP Program EIR and Section 6.4, *Effects Found Not to Be Significant,* District projects generally do not have potential to divide an established community or conflict with applicable land use plans, policies, or regulations.

XII. Mineral Resources

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
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?	☐	☐	☐	☐	☐
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?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:
As documented in the Initial Study for the SDUSD CIP Program EIR and Section 6.4, *Effects Found Not to Be Significant,* no mineral resource extraction, other mining operations, or mineral resource recovery sites occur within or adjacent to District properties.

XIII. Noise

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Generate a substantial temporary or permanent increase in ambient noise levels in the vicinity of the project in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies?	☐	☐	☐	☐	☐
b. Generate excessive groundborne vibration or groundborne noise levels?	☐	☐	☐	☐	☐
c. Be located within the vicinity of a private airstrip or an airport land use plan, or, where such a plan has not been adopted, within two miles of a public airport or public use airport and expose people residing or working in the project area to excessive noise levels?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

1. This impact may occur if:

- Project construction activity occurs outside the permitted hours of 7 a.m. and 7 p.m. Monday through Saturday; or
- Project construction activity generates a 12-hour equivalent sound level (L_{eq}) in excess of 75 A-weighted decibel (dBA) L_{eq} at noise-sensitive land uses between 7 a.m. and 7 p.m.;
- Project operations generate noise levels at noise-sensitive land uses that noticeably exceed existing ambient noise levels and the noise limits provided by Section 59.5.0401 of the City of San Diego Municipal Code; or
- Project-generated traffic causes a noticeable increase in noise levels (3 decibels [dB] or more) at any offsite noise-sensitive land use that would result in a noise level exceeding the applicable City of San Diego criterion (i.e., 65 dB Community Noise Equivalent Level [CNEL] at any offsite residence, hospital, nursing facility, intermediate care facility, school, day care, library, hotel, motel, or park, or 70 dB CNEL at any offsite church or museum).

2. For all project categories, see Table 4.10-10, *Construction Noise Levels from Anticipated Construction Phases*, and Table 4.10-11, *Distances Required to Reduce Construction Noise Levels to Comply with City Ordinance*.

3. For joint-use facilities, see Table 4.10-12, *Construction Noise Levels from Joint-Use Facilities Construction*, Table 4.10-13, *Distances Required to Reduce Joint-Use Facilities Construction Noise Levels to Comply with City Ordinance,* and Table 4.10-14, *Distances Required to Reduce Joint-Use Facility Activities to Comply with the City Noise Ordinance*.

4. This impact will be assessed at sensitive receptors using the criteria established by the California Department of Transportation (Caltrans). See Tables 4.10-3, *Caltrans Vibration Damage Potential Threshold Criteria*, and 4.10-4, *Caltrans Vibration Annoyance Potential Criteria.* Also see Table 4.10-16, *Impact*

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact

Distances for Potential Vibration Damage from Program Construction, and Table 4.10-17, *Impact Distances to Potential Human Effects from Program Construction Vibration.*

[5] See Table 4.10-18, *School Sites and District Facilities Affected by Airport Noise Levels of 60 dB CNEL or Greater*. As discussed in Section 4.10.6.1, *Onsite Versus Offsite Impacts,* CEQA does not require an analysis of how the existing environmental conditions will affect a project's residents or users unless the project would exacerbate those conditions. None of the project categories would affect operations at any of the region's airports or airstrips, and operational variables (e.g., the number or timing of takeoffs and landings, type of aircraft, flight paths) would not change due to implementation of the Proposed Program or near-term, site-specific whole site modernization projects at the 21 identified sites. Future projects occurring under the Proposed Program would not exacerbate any existing airport-related noise conditions, and there would be no impact.

XIV. Paleontological Resources

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?[1]	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

Would the project:

- Require over 1,000 cubic yards of excavation and excavation extending over 10 feet deep in an area underlain by a geologic unit considered to have high paleontological sensitivity?
- Require over 2,000 cubic yards of excavation and excavation over 10 feet deep in an area underlain by a geologic unit considered to have moderate paleontological sensitivity?
- Require any amount of grading on a fossil collection locality or within 100 feet of a documented fossil collection locality?

Table 4.11-3, *District Facilities with High Paleontological Sensitivity,* Table 4.11-4, *District Facilities with High Paleontological Sensitivity*, and Table 4.11-5, *District Facilities with No or Low Paleontological Sensitivity*, identify existing school and administrative sites that are underlain by geologic units with high, moderate, low, or no paleontological sensitivity. Figures 4.11-1 through 4.11-17, *Paleontological Resources,* depict the paleontological sensitivity underlying each District facility by cluster. The above depth threshold of 10 feet was developed by the City of San Diego in consideration of the fact that modern soils and surface weathering processes often destroy fossils within 10 feet of the existing ground surface. However, in cases where prior construction-related earthwork activities (e.g., mass grading) have occurred (e.g., existing school campuses), the depth threshold may be greater than 10 feet (where artificial fill is present to depths greater than 10 feet below grade) or less than 10 feet (where previously undisturbed/unweathered formation is present at or near grade). In addition, the City of San Diego recognizes that in certain situations the depth threshold should be modified—for example, in cases where a project site has been previously graded and/or unweathered geologic deposits/ formations/rock units are present at the surface. Such a determination is usually based on the results of a project-specific geotechnical investigation, where available. Existing conditions within a given District facility site may be more accurately determined by a site-specific geotechnical investigation, where available. Unless on or within 100 feet of a recorded fossil collection locality, no monitoring is required in areas with no or low paleontological sensitivity because there is no potential for impacts on paleontological resources to occur. As such, the analysis would only focus on areas with moderate or high paleontological sensitivity.

XV. Population and Housing

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Induce substantial unplanned population growth in an area, either directly (e.g., by proposing new homes and businesses) or indirectly (e.g., through extension of roads or other infrastructure)?	☐	☐	☐	☐	☐
b. Displace a substantial number of existing people or housing, necessitating the construction of replacement housing elsewhere?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

As documented in the Initial Study for the CIP PEIR, the Proposed Program would not induce population growth or induce housing. Construction of new schools or improvements to existing schools would be conducted to accommodate existing growth in the region.

XVI. Public Services

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities or a 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 following public services:					
Fire protection?	☐	☐	☐	☐	☐
Police protection?	☐	☐	☐	☐	☐
Schools?	☐	☐	☐	☐	☐
Parks?	☐	☐	☐	☐	☐
Other public facilities?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

As documented in the Initial Study for the SDUSD CIP Program EIR, and Section 6.4, *Effects Found Not to Be Significant,* the Proposed Program would not induce population growth, which would increase demand on public services. Construction and operational activities at existing and new school sites that would be reasonably foreseeable with implementation of the Proposed Program would not affect fire protection, police protection, schools, parks, or other public facilities because they would accommodate anticipated growth.

XVII. Recreation

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	☐	☐	☐	☐	☐
b. Include recreational facilities or require the construction or expansion of recreational facilities that might have an adverse physical effect on the environment?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

New administrative facilities would be intended for District staff and would function as offices, and therefore would not include new recreational facilities that could result in significant environmental effects resulting from their construction. Construction of new schools (including charter schools) would include new recreational facilities to accommodate the student population. Recreational facilities could include new outdoor play areas, such as hard court areas, playfields, and other physical education facilities. New high schools would potentially include new athletic stadiums to support school athletic programs such as football and soccer. Whole site modernization could include improved, new, replaced, or expanded athletic facilities. As these components are considered part of the Proposed Program, the environmental effects related to construction of these facilities have been analyzed in the appropriate sections of the SDUSD CIP Program EIR, including Sections 4.2, *Air Quality and Health Risk*, 4.3, *Biological Resources*, 4.4, *Cultural Resources*, 4.6, *Geology and Soil*, 4.8, *Hazards and Hazardous Materials*, and 4.10, *Noise and Vibration*. Joint-use facilities projects could include upgrades to existing playgrounds, fields, and physical education facilities or construction of new facilities intended for future joint use. Depending on the location, construction of these facilities could result in impacts on biological resources, cultural resources, hazards and hazardous materials, and noise. Because joint-use facilities are project components of the Proposed Program, the impacts associated with their construction have been analyzed in the appropriate sections of the SDUSD CIP Program EIR.

XVIII. Transportation

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle, and pedestrian facilities?	☐	☐	☐	☐	☐
b. Conflict or be inconsistent with State CEQA Guidelines section 15064.3, subdivision (b)?	☐	☐	☐	☐	☐
c. Substantially increase hazards because of a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?	☐	☐	☐	☐	☐
d. Result in inadequate emergency access?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

1. As discussed in Section 4.13.3.3, *Local,* the District's various educational facilities, administrative sites, and vacant parcels are within the land use jurisdiction and control of the District. However, because the streets and intersections serving these properties are within the City's jurisdiction, local policies, regulations, and plans related to the circulation system should be considered in the analysis of this threshold.

2. Per the Governor's Office of Planning and Research (OPR) Technical Advisory, retail uses that would result in a net increase in vehicle miles traveled (VMT) may indicate a significant transportation impact. Therefore, because of the similarities between retail and school uses from a VMT perspective, the impact analysis evaluates whether school uses under the Proposed Program would increase VMT. Specifically, an increase in VMT per student would be identified as a significant transportation impact. It is important to note that the District intends to fully comply with the Senate Bill (SB) 743 mandate and will be utilizing VMT as the standard for analyzing transportation impacts on all future projects carried out under the Proposed Program.

XVIV. Tribal Cultural Resources

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project cause a substantial adverse change in the significance of a tribal cultural resource, defined in Public Resources Code Section 21074 as either a site, feature, place, cultural landscape that is geographically defined in terms of the size and scope of the landscape, sacred place, or object with cultural value to a California Native American tribe, and that is:					
a. Listed or eligible for listing in the California Register of Historical Resources, or in a local register of historical resources as defined in Public Resources Code section 5020.1(k), or	☐	☐	☐	☐	☐
b. A resource determined by the lead agency, in its discretion and supported by substantial evidence, to be significant pursuant to criteria set forth in subdivision (c) of Public Resources Code Section 5024.1. In applying the criteria set forth in subdivision (c) of Public Resource Code Section 5024.1, the lead agency shall consider the significance of the resource to a California Native American tribe.	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

[1] See Impact-TRI-1: Disturbance and/or Destruction of Previously Identified Tribal Cultural Resources, in Section 4.14.4.3, *Impacts and Mitigation Measures,* for a list of school sites identified as locations of tribal cultural resources concern.

XX. Utilities and Service Systems

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
Would the project:					
a. Require or result in the relocation or construction of new or expanded water, wastewater treatment, stormwater drainage, electric power, natural gas, or telecommunications facilities, the construction or relocation of which could cause significant environmental effects?	☐	☐	☐	☐	☐
b. Have sufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years?	☐	☐	☐	☐	☐
c. Result in a determination by the wastewater treatment provider that 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?	☐	☐	☐	☐	☐
d. Generate solid waste in excess of state or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals?	☐	☐	☐	☐	☐
e. Comply with federal, state, and local management and reduction statutes and regulations related to solid waste?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

The SDUSD CIP Program EIR did not identify project-specific screening criteria related to utilities and service systems. See Section 4.15.4.1, *Methodology,* for the approach used to evaluate utilities impacts.

XXI. Wildfire

	Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
If located in or near state responsibility areas or lands classified as very high fire hazard severity zones, would the project:					
a. Expose people or structures, either directly or indirectly, to a significant risk of loss, injury, or death involving wildland fires?	☐	☐	☐	☐	☐
b~~c~~. Be located in or near state responsibility areas or lands classified as Very High FHSZ and, due to slope, prevailing winds, and other factors, exacerbate wildfire risks of, and thereby expose project occupants to, pollutant concentrations from a wildfire or the uncontrolled spread of a wildfire?	☐	☐	☐	☐	☐
c~~d~~. Be located in or near state responsibility areas or lands classified as Very High FHSZ and require the installation or maintenance of associated infrastructure (such as roads, fuel breaks, emergency water sources, power lines, or other utilities) that may exacerbate fire risk or that may result in temporary or ongoing impacts on the environment?	☐	☐	☐	☐	☐
d~~e~~. Be located in or near state responsibility areas or lands classified as Very High FHSZ and expose people or structures to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes?	☐	☐	☐	☐	☐

Resources ~~Screening Criteria~~:

[1] See Figures 4.16-1 through 4.16-18, *Fire Hazard Severity Zones,* Table 4.16-2, *Existing Schools Within the Very High Fire Hazard Severity Zone,* and Table 4.16-4*, Near-Term, Site-Specific Whole Site Modernization Projects Located Within Very High FHSZs,* for school sites within areas designated as Very High Fire Hazard Severity Zones.

XXII. Mandatory Findings of Significance

		Impact for which SDUSD CIP Program EIR is Adequate	New or Substantially More Severe Significant Impact	Less-than-Significant with Additional Mitigation	Less-than-Significant Impact	No Impact
a.	Does the project have the potential to substantially degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, substantially reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of the major periods of California history or prehistory?	☐	☐	☐	☐	☐
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.)	☐	☐	☐	☐	☐
c.	Does the project have environmental effects that will cause substantial adverse effects on human beings, either directly or indirectly?	☐	☐	☐	☐	☐

Attachment A

Executive Summary

Executive Summary

Introduction

This chapter provides a summary of the Draft Program Environmental Impact Report (PEIR) for the *San Diego Unified School District CEQA Handbook* and Capital Improvement Program (Proposed Program), prepared in compliance with the California Environmental Quality Act (CEQA). The San Diego Unified School District (District) is the CEQA Lead Agency for the PEIR and, as such, has the primary responsibility for evaluating the environmental effects of the Proposed Program and considering whether to approve or disapprove the Proposed Program in light of these effects.

As required by CEQA, this Draft PEIR: (1) describes the Proposed Program, including its location, objectives, and features; (2) describes the existing conditions at the program sites and nearby environs; (3) analyzes the direct, indirect, and cumulative adverse physical effects that would occur on the existing conditions should the Proposed Program be implemented; (4) identifies feasible means of avoiding or substantially lessening the significant adverse effects; (5) provides a determination of significance for each impact after mitigation is incorporated; and (6) evaluates a reasonable range of feasible alternatives to the Proposed Program that would meet the basic objectives and reduce a Program-related significant impact.

This Executive Summary covers the following topics: (1) Project Description; (2) Areas of Controversy/Issues Raised by Agencies and the Public; and (3) Issues to Be Resolved, including significant environmental effects and the consideration of alternatives to the Proposed Program.

Project Description

Overview

The Proposed Program includes two components: the establishment and implementation of the Capital Improvement Program to repair, renovate, and revitalize District schools and the preparation of the *San Diego Unified School District CEQA Handbook*. Pursuant to CEQA, the District currently conducts a separate impact analysis for each of its capital improvement projects. To improve efficiency, the District proposes to establish the Proposed Program to repair, renovate, and revitalize District schools and administration facilities. The Proposed Program is a discretionary action and must be approved by the District's Board of Education (Board). The repair, renovation, and revitalization projects associated with the Proposed Program would include a wide range of future construction and operational activities on either existing school sites or administration facilities or on new, currently unidentified sites. While no site-specific projects are proposed at this time, the Proposed Program consists of several types of common District capital improvement projects that could be implemented at any of the District's school or administrative sites.

Project Location

The Program area includes the entire boundary of the District, which is primarily located within the City of San Diego jurisdictional boundaries in the southwestern portion of the City but also includes

a small portion of the City of La Mesa, the City of Lemon Grove, and unincorporated San Diego County. However, all existing District facilities are within the boundaries of the City of San Diego. Neighboring San Diego County school districts include: Del Mar Union, San Dieguito Union High School, and Poway Unified to the north; Santee, Cajon Valley Union, Lemon Grove, and Grossmont Union High School to the east; and Coronado Unified, National Elementary, Chula Vista Elementary, and Sweetwater Union High School to the south.

Project Objectives

The District has identified the following objectives for the proposed project:

1. Meet the Board of Education Vision 2020 plan to develop a quality school in every neighborhood by facilitating approval of the following at specific school sites:
    - Improving school security, emergency communications, controlled-entry points, and door locks so that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm.
    - Upgrading classrooms/labs for vocational/career, science, technology, and math education to provide for a unique opportunity for in-depth studies in a specific area of interest.
    - Repairing foundations, bathrooms, and plumbing to provide healthful, safe, and adequate facilities that enhance the instructional program.
    - Removing lead in drinking water and hazardous asbestos to provide a safe and healthy environment at school facilities for students, staff, and community members.
    - Acquiring property for neighborhood and charter schools to best serve the District's educational needs in accordance with the District's Long-Range Facilities Master Plan and State law, to provide diverse learning opportunities for District students, and to accommodate and contribute to other community needs.
2. Allow for the continued implementation of repairs, renovations, and/or upgrades of specific school sites and facilities consistent with requirements specified in current and future funding mechanisms and to ensure that the adequacy, design, and conditions of existing District facilities meet the needs of the instructional program and to maintain clean and inviting schools that are worthy of our students and families.
3. Facilitate agreements with any public agency, public institution, and/or community organization for use of community facilities for school programs or to make school facilities or grounds available for use by those entities and allow for community and school use of District athletic fields and lighted stadiums in a way that maximizes benefits to the school and its students while minimizing negative impacts on the surrounding community.
4. Develop District-specific CEQA guidelines and criteria, and standard construction and operating procedures to allow for a consistent streamlined process for future environmental reviews of specific school capital improvement and maintenance projects in order to maximize efficiency and provide updated facilities for students as quickly as possible.
5. Improve and modernize District facilities to retain and encourage students to return to their neighborhood schools.

Project Components

Capital Improvement Program Project Categories

The Proposed Program consists of improvements identified in the 2008 Long-Range Facilities Master Plan and Propositions S, Z, and YY, as well as other potential projects not identified within existing documents or specific bond measures that are described in this PEIR. For the purposes of this PEIR, the Proposed Program consists of four project categories that represent typical capital improvement projects that could be implemented at any of the District's schools and administrative sites. These four categories are based on project scope and type of construction. This PEIR evaluates the potential physical environmental impacts associated with each of these project categories. As such, the environmental analysis for each issue area in this document considers the following typical project categories:

1. New Acquisition and New School or Administrative Facilities Construction
2. Whole Site Modernization
3. Upgrades of Existing School and Administrative Sites
4. Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program

A detailed description of each of these project categories and the types of improvements that could be included under them is provided below. Unless noted otherwise, all District projects are required to be designed in compliance with applicable federal, state, and local regulations and standards, including, but not limited to, the Americans with Disabilities Act (ADA), Title IX of the federal Education Amendments of 1972, Title 5 of the California Code of Regulations, Title 24 of the California Building Standards Code, and the Collaborative for High Performance Schools (CHPS) standards.

New Acquisition and New School or Administrative Facilities Construction

This project category includes the acquisition of new properties and the construction of new school or administrative facilities. The construction of new District-operated school facilities provides District students with the opportunity to attend a school in their neighborhood. New schools could be constructed to provide increased capacity for a cluster area, reduce travel time outside of the community, or otherwise fill an identified need within the neighborhood, such as the need for a new school to serve an increase in residential density provided for in a community plan update.

This project category also includes the construction of new charter school facilities. Charter schools are public schools that may provide instruction in grades kindergarten through 12 (District 2018). Charter schools are usually created or organized by a group of parents, teachers and other educators, and community leaders or community-based organizations. The specific goals and operating procedures for a charter school are detailed in the agreement (or "charter") between the board and the organizers.

Proposition 39, introduced on the November 2000 ballot, amended California Education Code (CEC) Section 47614 with the intent that public school facilities should be shared fairly among all public-school pupils, including those attending charter schools. As amended, CEC Section 47614 requires that school districts make available to all charter schools operating in their school district, with projections of at least 80 units of average daily attendance, facilities that will sufficiently

accommodate all of the charter schools' in-district students, and that facilities be reasonably equivalent to other classrooms, buildings, or facilities in the district. The District's Real Estate Department is responsible for managing charter school leases of District facilities. Pursuant to Proposition 39, charter schools can be collocated on the same school site as District schools, though their facilities are separate. This can typically involve the installation of portable buildings or the use of existing portables on the school site. Collocation of a charter school is equivalent to new school construction, as it would allow for a new school to operate in an area.

Acquisition of property for new school uses, including charter schools, would be conducted in accordance with California Department of Education requirements, particularly Title 5 of the California Education Code, as well as other applicable regulations. Exact construction specifications would be determined on a project-by-project basis; however, typical features of new school construction generally consist of a wide variety of components, including, but not limited to, the following:

- New classrooms, administrative buildings, and other school facilities, including those that meet the needs of special education or people with disabilities.
- New science/technology laboratories and up-to-date classroom and instructional technology systems.
- New outdoor play areas, including hard court areas, playfields, and other physical education facilities.
- Collocation of a charter school onto an existing District school site.
- New parking lot(s).
- Sustainable landscaping, recycled water systems for irrigation, and energy efficient facilities.

Construction of new schools or administrative facilities would involve substantial ground-disturbing activities, occur over a period of several years, and require the use of heavy equipment. This project category may also include the redesign or reuse of an existing building on a site acquired by the District, which may result in minor ground disturbance. Operation of new schools, including new or collocated charter schools, would result in the congregation of students to a new area and bring different activities, such as recess and sports games, to the area. Similarly, operation of new administrative facilities would bring District staff to a new area. There are no specific new acquisitions, or new school or administrative facilities construction projects identified at this time. However, this PEIR analyzes the impacts for any future site acquisitions or new school or administrative facilities projects within the District at a programmatic level.

Whole Site Modernization

Whole site modernization projects involve substantial redevelopment of existing school properties, including charter schools. Many schools were constructed in the mid- to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years. School sites where a majority of the existing facilities require upgrades and enhancements would be candidates for whole site modernization projects. Additionally, this project category includes renovation of existing District administrative facilities.

These types of projects generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing, library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields to replace existing athletic facilities or the reconfiguration of existing athletic facilities, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new permanent classroom buildings to replace existing modular or permanent classroom buildings, or reconfiguration of existing classroom buildings.
- Demolition of modular classrooms and staging of modular classrooms for other District sites.
- Construction of new, or reconfiguration of existing, restrooms.
- Slope repairs.

Other upgrades—such as security enhancement, energy improvements (e.g., renewable energy systems and energy efficiency improvements), joint-use facility development, and technology and safety repairs—can be included as part of a whole site modernization project, or they can be conducted as individual and separate improvement projects. These upgrades are discussed further as separate categories in the sections below.

Construction activities associated with whole site modernization projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of a modernized school and administrative facility would be similar to operations as existing facilities; however, this project category could include new or reconfigured pick-up and drop-off locations. Operation of these types of projects would not increase the student enrollment capacity of the subject school or number of staff at District administrative facilities.

Upgrades of Existing School and Administrative Sites

Upgrades of existing school and administrative sites, including charter schools, could involve the implementation of a variety of site-wide improvements, including, but not limited to, the following:

- Construction of new, or reconfiguration of existing, driveways, drop-off zones, bus loading areas, and parking lots for improved safety and circulation of vehicles and pedestrians.
- Construction of new, or reconfiguration of existing, ADA pathway, ramp, and elevator improvements.
- Construction of new, or reconfiguration of existing, hardscape and landscape areas.
- Modernization and renovation of school facilities to comply with Title IX gender equity requirements.
- Improvements to visual and performing arts, physical education, athletic, and science education facilities.
- Replacement of fire alarms, emergency communication systems, security fencing, and various site security improvements.
- Technology upgrades, such as wired and wireless infrastructure and equipment upgrades.

- Improvements to the seismic structural integrity of school buildings.
- Heating, ventilation, and air conditioning (HVAC) system upgrades or additions.
- Installation of solar panels and other energy efficiency upgrades.
- Utility upgrades, such as electrical, water, sewer, and storm drains.
- Other interior finishes such as the provision of new classroom furniture, interior and exterior painting and repairs, and the reconfiguration of existing classroom spaces.
- Wall, pole, or ground mounted marquee sign or other wayfinding monuments.

These improvements would be implemented at schools and administrative facilities that require minimal, specific improvements instead of whole site modernization. Improvements such as ADA upgrades; Title IX improvements; overhauls of failing building systems; painting, window replacement, and maintenance and repair activities; emergency system improvements; electrical and technological upgrades; and improvements to performing arts, athletic, and science education facilities would be broad and vary across each campus or administrative site. However, these improvements could generally include installation of ramps outside buildings and interior upgrades to existing structures. Safety improvements to circulation and parking areas could include restriping and repaving of existing paved areas.

Specific designs for HVAC system improvements or additions that would be installed under this project category would vary depending on the existing site plan for each school campus or administrative site. HVAC system improvements could include the installation of units and duct work on the roof or windows of existing buildings, as well as electrical work and construction within building interiors. Minimal trenching may be required for condensate drainage or other utilities.

Solar panel or other energy efficiency upgrades under this project category would typically consist of solar photovoltaic arrays mounted onto building roofs or canopies in parking lots with associated monitoring equipment and electrical wiring for the inverters and integrated disconnects. While less common, ground-mounted solar arrays could also be installed under this project category. Electrical transmission lines may be installed in underground conduit.

Marquee signs installed under this project category would typically be 5- by 9-foot, single- or double-sided, and would include an internally illuminated full-color LED, dimmable, and timer controlled display. Additionally, the marquee signs would use full-color LED lighting to create text and graphics. The text could be displayed using a variety of display options such as sparkle, flash, blink, and scroll to create a message. Transitions between messages would typically occur every 1 to 4 seconds, with individual messages being displayed between approximately 4 and 10 seconds. Lastly, marquee signs would either be wall or dual pole mounted on the school campus. The District would pre-program any new marquee signs to automatically turn off from 11:00 p.m. to 7:00 a.m., for consistency with the City of San Diego Municipal Code, Chapter 14, General Regulations.

Construction of these types of projects would generally result in minimal or no ground-disturbing activities and would not require the use of heavy equipment. The construction period would typically last less than a year. Operation of these types of projects would not increase the student enrollment capacity of the subject school or number of staff at District administrative facilities and would not change or add activities at existing school sites.

Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program

Joint use facility projects involve construction and operation of new recreational facilities intended for future joint use between the District and City of San Diego as part of the Play All Day Program. The Play All Day Program is a collaboration between the District and City to expand recreational opportunities throughout San Diego and help the City address park space deficiencies in each of its communities. Under the Play All Day Program, new joint-use parks would be constructed by the District on existing school sites using bond funds, while the City Parks and Recreation Department would be responsible for operation and maintenance of the new facilities.

In addition, this project category includes future joint-use agreements administered at existing recreational facilities, operation of existing joint-use agreements at existing recreational facilities, and extensions of existing joint-use agreements. Joint-use with the City of San Diego would be consistent with the Recreation Agreement of September 1948 between the City and the District, and the Memorandum of Understanding between the City and District for the Development and Maintenance of Joint Use Facilities adopted by the San Diego City Council on October 7, 2002 (Resolution No. 297149) and by the District's Board of Education on October 8, 2002. These projects can typically include the following components:

- Removal of existing decomposed granite fields.
- Installation of a new natural or artificial turf field.
- Installation of a new stabilized walking track (decomposed granite or asphalt).
- Construction of pools and associated facilities such as equipment buildings, bleachers, restrooms/changing facilities, and concessions facilities.
- Construction of additional parking to accommodate joint-use facility users in accordance with the parking requirements in the City's Municipal Code (Section 142.050 et seq.).
- Other minor amenities that would provide a new recreational space for students and nearby residents in the community, including comfort stations, benches, hard court areas, shade trees, drinking fountains, trash cans, and dog waste stations.
- Utilities for electrical power, water conveyance, sewage, and drainage.

Per data provided by the District, 20 joint-use facilities totaling 69.09 acres would be constructed under the Proposed Program. The joint-use facilities developed under this project category may be used for organized sports activities. The size of each joint-use field would dictate the type of organized sports activity. Each field can range in size, but would typically be suitable for junior soccer league play and practice for ages 11 and younger, as well as a variety of other sports. In addition, any new pools constructed under this category would typically be up to 50 meters by 25 yards, but may be smaller depending on the need.

A joint-use agreement that specifies details of the use—such as the hours of operation, types of activities/sports allowed, how the gates would be locked if a custodian is not available, and maintenance details—can be executed between the District and the City's Parks and Recreation Department. Generally, these agreements stipulate that the District would have exclusive use of the joint-use facilities from 30 minutes before each school campus opens until 30 minutes after the school's dismissal bell on Monday through Friday while school is in session. The community would have use of the fields 30 minutes after school until 30 minutes before school, Monday through Thursday, and 30 minutes after school on Friday until 30 minutes before school on Monday. The

agreements are typically for 25 years. The City is typically responsible for maintenance of all facilities within the joint-use area. For natural turf joint-use fields, the City's Parks and Recreation Department would be responsible for the provision of water to the site. The Parks and Recreation Department is applying new watering methods to irrigate responsibly within San Diego's various climate zones and is prioritizing water use on athletic fields such as joint-use areas (City of San Diego 2020). According to the current San Diego Municipal Code (Section 67.3804(g)), the Parks and Recreation Department is exempt from watering time restrictions; however, it must comply with targeted water-use restrictions, including reductions of overall water use. Active recreational turf areas are currently irrigated three times per week (City of San Diego 2020).

Construction activities associated with installation of fields, walking tracks, parking, or other recreational facilities would generally involve minimal ground disturbance and light equipment. Construction of pools would require deep excavation and other ground disturbance for associated facilities using heavy equipment. The construction period would typically last less than a year. Operation of joint-use facilities would not increase student enrollment capacity but would increase the frequency of use of these facilities by the community consistent with the stipulations in the joint-use agreements as described above.

Near-Term, Site-Specific Whole Site Modernization Projects

The District has identified near-term, site-specific whole site modernization projects associated with the Proposed Program that would be implemented at 21 existing school sites, as shown in Table ES-1. At this time, the specific details for each of these projects are unknown. However, the near-term projects would involve a combination of the improvements identified under the Whole Site Modernization project category.

Table ES-1. Near-Term Site-Specific Whole-Site Modernization Projects

School	Location
Baker Elementary School	4041 T Street (92113)
Barnard Elementary School	2445 Fogg Street (92109)
Boone Elementary School	7330 Brookhaven Road (92114)
Clairemont High School	4150 Ute Drive (92117)
Correia Middle School	4302 Valeta Street (92107)
Crown Point Elementary School	4033 Ingraham Street (92109)
Euclid Elementary School	4141 Menlo Avenue (92105)
Fulton K-8	7055 Skyline Drive (92114)
Kearny High School	1954 Komet Way (92111)
Lewis Middle School	5170 Greenbrier Avenue (92120)
Madison High School	4833 Doliva Drive (92117)
Marshall Elementary School	3550 Altadena Avenue (92105)
Oak Park Elementary School	2606 54th Street (92105)
Pacific Beach Elementary School	1234 Tourmaline Street (92109)
Pacific View Leadership Elementary School	6196 Childs Avenue (92139)
Paradise Hills Elementary School	5816 Alleghany Street (92139)
Perkins K-8	1770 Main Street (92113)
Perry Elementary School	6290 Oriskany Road (92139)

School	Location
Roosevelt Middle School	3366 Park Boulevard (92103)
Rowan Elementary School	1755 Rowan Street (92105)
Valencia Park Elementary School	5880 Skyline Drive (92114)

Source: District 2019

San Diego Unified School District CEQA Handbook

The Proposed Program also involves preparation of a *San Diego Unified School District CEQA Handbook* to guide District staff through the CEQA process. Largely informed by the results of the analyses contained in this PEIR as well as the District's experience on previous projects, the CEQA Handbook has been prepared with the intent of assisting the District's Facilities Planning and Construction (FPC) Division, their construction contractors, and other parties working with the District during implementation of the Capital Improvement Program as well as other projects that do not fall under the Capital Improvement Program. The CEQA Handbook outlines the requirements of CEQA, including the process for tiering future CEQA analyses off this PEIR, and identifies screening criteria for being able to narrow or eliminate potential issues. Generally, the CEQA Handbook is designed to:

- Ensure the consistency, accuracy, and completeness of environmental documents prepared by the District and/or its consultants.
- Streamline CEQA review of future projects by establishing a uniform, consistent approach for the District's environmental review process.

The CEQA Handbook is intended to give staff and consultants preparing environmental documents a consistent analysis approach by providing relevant background information; applicable rules and regulations; consistent methodology, screening, and significance criteria; and potential mitigation measures.

A draft of the CEQA Handbook is provided in Appendix A of this PEIR.

Areas of Known Controversy/Issues Raised by Agencies and the Public

Section 15123 of the State CEQA Guidelines requires the summary of a PEIR to include areas of controversy known to the Lead Agency, including issues raised by agencies and the public. The District circulated a Notice of Preparation (NOP) to solicit agency and public comments on the scope and content of the environmental analysis beginning on March 22, 2019, and ending on April 22, 2019 (Appendix B).

The District received three NOP response letters from the State Clearing House (SCH), the Native American Heritage Commission (NAHC), and the City of San Diego during the review period. The SCH letter provides SCH # 2019039131 and notes which state agencies received a copy of the NOP. The NAHC letter notes the District's responsibility to comply with Assembly Bill (AB) 52 as it relates to tribal consultation requirements. The City of San Diego letter provides comments related to the project description, hydrology and water quality analysis, flood plain management, utilities and service systems, stormwater drainage, and transportation impact analysis. The District has reviewed

these letters and has considered relevant content as the PEIR process progressed. The NOP comment letters are included in Appendix B of this PEIR.

Issues to Be Resolved

Summary of Project Impacts

This Draft PEIR examines the potential environmental effects of the proposed project, including information related to existing site conditions, analyses of the types and magnitude of individual and cumulative environmental impacts, and feasible mitigation measures that could reduce or avoid environmental impacts. In accordance with Appendix G of the State CEQA Guidelines, the potential environmental effects of the proposed project were analyzed for the following areas.

- Aesthetics
- Air Quality
- Biological Resources
- Cultural Resources
- Energy
- Geology and Soils
- Greenhouse Gas Emissions
- Hazards and Hazardous Materials
- Hydrology and Water Quality
- Noise and Vibration
- Paleontological Resources
- Recreation
- Transportation
- Tribal Cultural Resources
- Utilities
- Wildfire

Table ES-2, presented at the end of this chapter, provides a summary of the environmental impacts that could result from implementation of the proposed project and feasible mitigation measures that would reduce or avoid the impacts. For each impact, Table ES-2 identifies the significance of the impact before mitigation, applicable mitigation measures, and the level of significance of the impact after the implementation of the mitigation measures. Impacts on agriculture and forestry resources, land use and planning, mineral resources, population and housing, and public services are considered to be "Effects Found Not to be Significant," in accordance with Section 15128 of the State CEQA Guidelines. These issues are discussed further in Chapter 6, *Additional Considerations.*

Summary of Project Alternatives

The following alternatives are analyzed in detail in Chapter 7 of this Draft PEIR. The objective of the alternatives analysis is to consider a reasonable range of potentially feasible alternatives to foster informed decision-making and public participation. The alternatives to the Proposed Program are summarized below.

Alternative 1: No Project Alternative

As discussed above, per State CEQA Guidelines Section 15126.6(e)(3)(B), the No Project Alternative analyzed in this PEIR would involve the implementation of Vision 2020, the Long-Range Facilities Master Plan, and improvements for school facilities that were identified under Propositions S and Z, and Measure YY. Propositions S and Z identify specific projects that are authorized to be completed at each individual school site. Propositions S and Z, and Measure YY authorizes the following projects to be completed at each or any of the District's school sites, including child development

centers and other District facilities as detailed in Section 3.2.2.3 of Chapter 3, *Project Description*. Under this alternative, improvements detailed in Table 3-1 of Chapter 3 for the New Acquisition and New School or Administrative Facilities, Whole Site Modernization, Upgrades of Existing School and Administrative Sites, and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program project categories would occur. However, the Capital Improvement Program and the *San Diego Unified School District CEQA Handbook* would not be established or implemented as part of Alternative 1. This means the improvements to schools and administrative facilities, and joint-use facilities development would occur consistent with the District's current practice of conducting separate CEQA analyses of every proposed capital improvement project at each school. The District would not develop a set of CEQA guidelines and screening criteria for the project categories that fall under the Capital Improvement Program that would streamline the District's CEQA process under this alternative.

Alternative 2: No New Site Acquisition and New School or Administrative Facilities Alternative

Under Alternative 2, the District would not acquire any new sites and would not construct any new school or administrative facilities. Any new growth in student population within the Program area would need to be accommodated at existing District facilities. All other improvements related to the Proposed Program as defined in Chapter 3 would occur. Substantial renovation of existing District sites could still occur under the Whole Site Modernization project category as well as the construction of joint-use facilities at existing District properties. In addition, activities associated with the Upgrades of Existing School and Administrative Sites project category would occur, including modernization of buildings, maintenance and replacement of aging infrastructure, technology upgrades, addition or upgrades of HVAC systems, etc.

Alternative 3: Only Whole Site Modernization and Upgrades of Existing School and Administrative Sites Alternative

Under Alternative 3, the Proposed Program would only include the Upgrades of Existing School and Administrative Sites and portions of the Whole Site Modernization project categories. Because this alternative would not include the acquisition of new sites and construction of new schools, any new growth in student population within the Program area would need to be accommodated at existing District facilities. Under this alternative, the whole site modernization projects would only include renovations or upgrades of existing buildings and would not involve major grading or ground disturbance. No new permanent classrooms would be constructed, and, therefore, modular, relocatable, or portable classrooms would remain at District sites and would continue to be used for additional classroom space. HVAC system upgrades would occur and reconfigurations of existing athletic facilities or of existing driveways, drop-off zones, bus loading areas, and parking lots could also occur. The New Site Acquisition and New School or Administrative Facilities and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program project categories would not be implemented.

Whole site modernization projects would include all of the components described in Chapter 3, including:

- Reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.

- Improvements to athletic facilities, such as new PA systems, electronic scoreboards, locker room improvements, installation of artificial turf fields to replace existing athletic facilities or the reconfiguration of existing athletic facilities, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Demolition of modular classrooms and staging of modular classrooms for other District sites.
- Reconfiguration of existing restrooms.

Upgrades of existing school and administrative sites would include all of the components described in Chapter 3, including:

- Construction of new, or reconfiguration of existing, driveways, drop-off zones, bus loading areas, and parking lots for improved safety and circulation of vehicles and pedestrians.
- Construction of new, or reconfiguration of existing, ADA pathway, ramp, and elevator improvements.
- Construction of new, or reconfiguration of existing, hardscape and landscape areas.
- Modernization and renovation of school facilities to comply with Title IX gender equity requirements.
- Improvements to visual and performing arts, physical education, athletic, and science education facilities.
- Replacement of fire alarms, emergency communication systems, security fencing, and various site security improvements.
- Technology upgrades, such as wired and wireless infrastructure and equipment upgrades.
- Improvements to the seismic structural integrity of school buildings.
- HVAC system upgrades or additions.
- Installation of solar panels and other energy efficiency upgrades.
- Utility upgrades, such as electrical, water, sewer, and storm drains.
- Other interior finishes such as the provision of new classroom furniture, interior and exterior painting and repairs, and the reconfiguration of existing classroom spaces.
- Wall, pole, or ground mounted marquee sign or other wayfinding monuments

Table ES-2. Project Impacts and Mitigation Measures

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
4.1 Aesthetics				
Create a substantial adverse effect on a scenic vista.				
New Acquisition and New School or Administrative Facilities	*Construction*: **Impact-AES-1: Potential to Result in Adverse Effects on Views within a Vista Area During Construction of New School or Administrative Facilities.** Construction activities associated with new school or administrative facilities, including large areas of graded land or the presence of large construction equipment such as cranes or scaffolding for multiple years within a scenic vista, could result in a temporary substantial adverse impact on a scenic vista. This is a potentially significant impact.	Potentially Significant	**MM-AES-1: Install Construction Screening and Fencing.** In compliance with District Guide Specification Section 01-50-00, Temporary Facilities and Controls, the District shall install construction-screening fencing around the entire perimeter of a project site during construction of a new school, administrative facility, or a whole site modernization that would shield construction activities from sight and, prior to the onset of construction activities, the District shall confirm such fencing is depicted on the appropriate demolition and construction plans. Construction screening shall meet the specifications defined in Part 2 of Section 01-50-00.	*Construction*: Significant and Unavoidable
	Operation: **Impact-AES-2: Potential to Result in Adverse Effects on Views within a Vista Area During Operation of New School or Administration Facilities.** Development of new school or administrative facilities could introduce structures within a designated scenic vista that result in substantial interference with or blockage of a designated scenic vista. This is a potentially significant impact.	Potentially Significant	**MM-AES-2: Minimize Intrusions into the Viewshed from New School or Administrative Facilities.** Prior to the preparation of a site plan and building design for a new school or administrative facility, the District shall determine if the site falls within the viewshed of a scenic vista designated in the City of San Diego community plans or any other plan applicable to the project site. If the site falls within a designated scenic vista, the District shall use site planning and building design to minimize the development's prominence within the viewshed to the greatest extent feasible. Measures could include, but are not limited to, the following: • Position highly visible features that have the potential to block or detract from the scenic vista	*Operation*: Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			(e.g., taller or larger buildings, parking lots) out of, or orient that component in such a way as to minimize their prominence within, the viewshed. • If possible, place heating, ventilation and air conditioning (HVAC) equipment on the ground and/or shield it with equipment sheds/roof screens. • Choose finishing materials for buildings or other site components, such as HVAC equipment sheds/roof screens or fencing, including paint colors, that blend with and do not detract from the surrounding structures or natural vegetation. • Use landscaping elements to minimize the visual prominence of project components within the viewshed. The District shall consider the site plan and building design as well as any residual impacts prior to approval of any specific project.	
Whole Site Modernization	*Construction*: **Impact-AES-3: Potential to Result in Adverse Effects on Views within a Vista Area During Construction of Whole Site Modernizations.** Construction activities associated with whole site modernization projects, including large areas of graded land or the presence of large construction equipment such as cranes or scaffolding, could result in a temporary substantial adverse impact on a scenic vista. This is a potentially significant impact.	Potentially Significant	Implement **MM-AES-1**, as described above.	*Construction*: Significant and Unavoidable
	Operation: **Impact-AES-4: Potential to Result in Adverse Effects on Views within**		**MM-AES-3: Prepare Visual Simulations to Evaluate the Project's Potential to Affect Scenic Vistas and Minimize Intrusions into the Viewshed**	*Operation*: Significant and Unavoidable

	a Vista Area During Operation of Existing District Sites and Facilities. Redevelopment or renovation of existing structures associated with whole site modernization projects, upgrades of existing school and administrative sites, or new development associated with joint-use facilities could result in substantial interference with or blockage of a designated scenic vista. This is a potentially significant impact.	**at Existing District Facilities.** If subsequent projects occurring under implementation of the Proposed Program at existing District sites or facilities are identified on Table 4.1-2 as falling within the viewshed of a scenic vista designated in the City of San Diego community plans and would involve an overall increase in building height or massing as part of the improvements (including the addition of rooftop features), the District shall conduct a site survey to determine the prominence of the site and its existing structures within the context of the designated scenic vista, taking into consideration the topography and intervening obstructions (other buildings, vegetation, etc.,). If the results of the visual site survey conclude the potential for improvements to intrude into or potentially block a scenic vista, the District shall prepare visual simulations during subsequent CEQA evaluations to analyze the potential for any project components to intrude into the viewshed of a designated scenic vista. If a potential impact on a scenic vista is determined to occur, the District shall minimize the impact to the greatest extent feasible. Measures could include, but are not limited to, the following: • Consider scenic vistas during any reconfigurations to an existing campus layout and position highly visible features that have the potential to block or detract from the scenic vista (e.g., taller or larger buildings, parking lots) out of, or orient that component in such a way as to minimize their prominence within, the viewshed. • When possible, place heating, ventilation, and air conditioning (HVAC) equipment on the rooftop of single-story buildings or on the ground. • Choose finishing materials for buildings or other site components, such as HVAC equipment or fencing, including paint colors, that blend with and do not detract from the surrounding structures or natural vegetation.

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			• Consider the use of landscaping elements to soften the visual prominence of project components within the viewshed. The District shall consider these factors as well as any residual impacts prior to approval of any specific project.	
Upgrades of Existing School and Administrative Sites	*Construction*: Construction activities associated with upgrades to existing school sites would not result in substantial adverse impacts on a designated scenic vista.	Less than Significant	No mitigation is required.	*Construction*: Not Applicable
	Operation: **Impact-AES-4,** as described above.	Potentially Significant	Implement **MM-AES-3**, as described above.	*Operation*: Significant and Unavoidable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with joint-use facilities would not result in substantial adverse impacts on a designated scenic vista.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: **Impact-AES-4,** as described above.	Potentially Significant	Implement **MM-AES-3**, as described above.	*Operation:* Significant and Unavoidable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with the site-specific projects would not result in substantial adverse impacts on a designated scenic vista.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with site-specific projects would not result in substantial adverse impacts on a designated scenic vista.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings along a scenic highway.				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-AES-5: Potential to Damage Scenic Resources within an Eligible or Officially Designated State Scenic Highway During New Construction.** Construction activities associated with new acquisition and new school or administrative facilities have the potential to remove or damage scenic resources, including historic buildings, trees, or rock outcroppings, within a state scenic highway. This is a potentially significant impact.	Potentially Significant	**MM-AES-4: Preserve Scenic Resources.** During the project planning phases, the District shall review Caltrans' State Scenic Highway Program to determine if the project site falls within an officially designated state scenic highway. If the project site falls outside an officially designated scenic highway, no further action is required. If the project site falls within an officially designated scenic highway the following steps shall be implemented: • If the project site is within a state scenic highway, the District shall avoid damaging, moving, or removing trees, rock outcroppings, historic structures, and other scenic resources from eligible or designated state scenic highway corridors and local scenic resources where those scenic resources are relevant to the designation or eligibility for designation as a state scenic highway or are identified as a protected visual resource in local plans. • For projects within or adjacent to a designated or eligible state scenic highway corridor, prior to project approval, the District shall complete design studies identifying site-specific mitigation measures, and during project construction shall implement such mitigation measures to reduce impacts on the quality of the views or visual experience that originally qualified the highway for scenic designation and project status of local resources in approved plans. The District shall review any design studies and site-specific mitigation measures prior to approval of the project and determine the residual level of significance.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: Operation of a new school or administrative building would not result in damage to or removal of any scenic resources.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization	*Construction:* **Impact-AES-6: Potential to Damage Scenic Resources within an Eligible or Officially Designated State Scenic Highway.** Construction activities associated with whole site modernization and joint-use facilities development including fields, pools, and the Play All Day program have the potential to remove or damage scenic resources, including historic buildings, trees, or rock outcroppings, within a state scenic highway. This is a potentially significant impact.	Potentially Significant	Implement **MM-AES-4**, as described above.	*Construction:* Significant and Unavoidable
	Operation: Operation of a whole site modernization sites would not result in damage to or removal of any scenic resources.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction and Operation:* Construction and operation associated with upgrades to existing school sites would not result in substantial adverse impacts on scenic resources within a state scenic highway.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable
Joint-Use Facilities	*Construction:* **Impact-AES-6,** as described above.	Potentially Significant	Implement **MM-AES-4,** as described above.	*Construction:*

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Development Including Fields, Pools, and Play All Day Program				Significant and Unavoidable
	Operation: Operation associated with Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program would not result in substantial adverse impacts on scenic resources within a state scenic highway.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with the site-specific projects would not result in damage or removal of any scenic resources.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with site-specific projects would not result in damage or removal of any scenic resources.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Degrade the existing visual character or quality of public views of the site and its surroundings.				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-AES-7: Degradation of Visual Character and Quality During Construction.** Construction activities associated with new school or administrative facilities have the potential to result in the degradation of the visual character and quality at the project site. This is a potentially significant impact.	Potentially Significant	Implement **MM-AES-1**, as described above.	*Construction:* Less than Significant
	Operation: Impacts on visual character and quality related to operation of a new	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	school or administrative facility would be less than significant.			
Whole Site Modernization	*Construction and Operation:* Construction and operation of whole site modernization sites would not have the potential to result in the degradation of the visual character and quality at the project site.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction and Operation:* Construction and operation of upgrades to existing school sites would not have the potential to result in the degradation of the visual character and quality at the project site.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction and Operation:* Construction and operation of joint-use facilities development including fields, pools, and Play All Day programs would not have the potential to result in the degradation of the visual character and quality at the project site.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction and Operation:* Construction and operation of the site-specific projects would not result in impacts on visual character or quality.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable
Create a new source of substantial light or glare that would adversely affect day or nighttime views in the area.				
New Acquisition and New School or Administrative	*Construction:* Construction associated with a new school or administrative facility would not create a new source of substantial light or glare that would	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	adversely affect day or nighttime views in the area.			
	Operation: **Impact-AES-8: Substantial Increase of Nighttime Lighting.** Operation of a new school, particularly new high schools with athletic fields, have the potential to result in a substantial increase of nighttime lighting caused by the addition of athletic field lighting for nighttime outdoor athletic activities (e.g., football or baseball games). This is a potentially significant impact.	Potentially Significant	**MM-AES-5: Conduct a Lighting Analysis and Minimize Impacts on Nearby Residences.** During subsequent CEQA evaluations for new school or administrative facilities or whole site modernizations that would involve installation of new, or replacement of, athletic field lighting, the District shall conduct a lighting analysis that analyzes sky glow, light trespass, and glare using the standards developed by the Institution of Lighting Engineers, the Illuminating Engineering Society of North America, and the Electric Power Research Institute to determine if illuminance produced by the project would be significant. If found to be significant, the District shall minimize light trespass, to the extent feasible. Measures to reduce light trespass could include, but are not limited to, the following: • Locate new sources of lighting as far from nearby residences as possible. • Use fencing and vegetation to soften the intensity of lighting on nearby residences. • Install LED lighting standards that feature downward-facing luminaires with reflectors and visors to focus light at the field to reduce the amount of upward or trespass light. • Mount lights at heights that produce narrow beam angles. The District shall consider the lighting analysis and proposed measures to reduce light trespass and determine the residual level of significance prior to approval of any specific project under this Program.	*Operation:* Significant and Unavoidable
Whole Site Modernization	*Construction:* Construction associated with whole site modernization sites would not	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	create a new source of substantial light or glare that would adversely affect day or nighttime views in the area.			
	Operation: Operation associated with whole site modernization projects would not include installation of new athletic field lighting or other activities that could result in a substantial increase in nighttime lighting or glare.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction:* Construction associated with upgrades of existing school sites would not create a new source of substantial light or glare that would adversely affect day or nighttime views in the area.	Less than Significant	No mitigation is required.	*Construction* Not Applicable
	Operation: Operation associated with upgrades of existing school sites would not include installation of athletic field lighting or other activities that could result in a substantial increase in nighttime lighting or glare.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction associated with of joint-use facilities development including fields, pools, and Play All Day programs would not create a new source of substantial light or glare that would adversely affect day or nighttime views in the area.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: Operation associated with of joint-use facilities development including fields, pools, and Play All Day programs would not include installation of athletic field lighting or other activities that could result in a substantial increase in nighttime lighting or glare.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with the site-specific projects would not produce substantial new sources of glare.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with site-specific projects would not produce substantial new sources of glare.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
4.2 Air Quality				
Conflict with applicable air quality plan.				
All project categories and Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with all project categories would not conflict with or obstruct implementation of the applicable air quality plan.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with all project categories would not conflict with or obstruct implementation of the applicable air quality plan.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is a nonattainment area for an applicable federal or state ambient air quality standard.				

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-AQ-1: Potential to Result in a Cumulatively Net Increase of Any Criteria Pollutant for which the Project Region is a Nonattainment Area for an Applicable Federal or State Ambient Air Quality Standard During Construction.** Construction activities associated with new acquisition and new school or administrative facilities that exceed the screening criteria presented in Table 4.2-7 could result in emissions exceeding thresholds presented in Table 4.2-5. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects, which would result in a potentially significant impact on air quality.	Potentially Significant	**MM-AQ-1: Require Project-Specific Emissions Inventory.** Projects that exceed the District-specific construction screening criteria identified in Table 4.2-7 shall conduct a project-specific emissions inventory and compare the project's construction emissions to the criteria pollutant thresholds in Table 4.2-5. If the project-specific emissions inventory demonstrates that the project would result in exceedances of the thresholds presented in Table 4.2-5, then **MM-AQ-2** through **MM-AQ-4** shall be required. **MM-AQ-2: Require Alternatively Fueled or Implement Newer Engines on Construction Equipment**. Projects conducting a project-specific emissions inventory that finds that the project results in emissions exceeding the thresholds presented in Table 4.2-5, shall require contractors, as a condition of contract, to further reduce construction-related exhaust emissions by ensuring that all off-road equipment greater than 50 horsepower and operating for more than 20 total hours over the entire duration of construction activities shall be alternatively fueled (e.g., propane, electric) or operate engines based on the schedule below: • First 5 years of program implementation: Tier 3 Final or newer engines • 5+ years of program implementation: Tier 4 Final or newer engines Exemptions can be made for specialized equipment where Tier 4 engines are not commercially available within 200 miles of the project site. The construction contractor must identify these pieces of equipment, document their unavailability, and ensure that they	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			operate on no less than a U.S. Environmental Protection Agency-approved Tier 4 engine after 5 years of program implementation. The District's CEQA Civil/Environmental Coordinator shall evaluate the contractor's submission to determine the lack of availability of necessary equipment within the 200-mile range of the project site. **MM-AQ-3: Require Construction Fleet to Use Renewable Diesel.** Projects conducting a project-specific emissions inventory that finds that the project results in emissions exceeding the thresholds presented in Table 4.2-5 shall require their contractors, as a condition of contract, to reduce construction-related exhaust emissions by ensuring that all off-road equipment greater than 50 horsepower and operating for more than 20 total hours over the entire duration of construction activities shall operate on renewable diesel (such as high-performance renewable diesel). Renewable diesel is currently commercially available in the San Diego area. The contractor will submit evidence of the use of low-VOC coatings to the District prior to the start of construction. **MM-AQ-4: Require Low-Volatile Organic Compound Coatings during Construction**. Projects conducting a project-specific emissions inventory that finds that the project results in volatile organic compound (VOC) emissions exceeding the thresholds presented in Table 4.2-5 shall require their contractors, as a condition of contract, to reduce construction-related fugitive VOC emissions by ensuring that low-VOC coatings that have a VOC content of 75 grams per liter or less are used during construction. The project applicant will submit	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			evidence of the use of low-VOC coatings to the District prior to the start of construction.	
	Operation: Operation activities associated with new acquisition and new school or administrative facilities are not anticipated to exceed the screening criteria presented in Table 4.2-8. Therefore, operational impacts would be less than significant.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization	*Construction:* **Impact-AQ-2: Potential to Result in a Cumulatively Net Increase of Any Criteria Pollutant for which the Project Region is a Nonattainment Area for an Applicable Federal or State Ambient Air Quality Standard During Construction of Whole Site Modernization Projects.** Construction activities associated with Whole Site Modernization projects that exceed the screening criteria presented in Table 4.2-7 could result in emissions exceeding thresholds presented in Table 4.2-5. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects, which would result in a potentially significant impact on air quality.	Potentially Significant	Implement **MM-AQ-1 through MM-AQ-4**, as described above.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: Operation activities associated with whole site modernization projects are not anticipated to exceed the screening criteria presented in Table 4.2-8.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction:* **Impact-AQ-3: Potential to Result in a Cumulatively Net Increase of Any Criteria Pollutant for which the Project Region is a Nonattainment Area for an Applicable Federal or State Ambient Air Quality Standard During Construction of Upgrades of Existing School and Administrative Sites**. Construction activities associated upgrades of existing school and administrative sites that exceed the screening criteria presented in Table 4.2-7 could result in emissions exceeding thresholds presented in Table 4.2-5. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects, which would result in a potentially significant impact on air quality.	Potentially Significant	Implement **MM-AQ-1** through **MM-AQ-4**, as described above.	*Construction:* Significant and Unavoidable
	Operation: Operation activities associated with upgrades of existing school sites projects are not anticipated to	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	exceed the screening criteria presented in Table 4.2-8.			
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-AQ-4: Potential to Result in a Cumulatively Net Increase of Any Criteria Pollutant for which the Project Region is a Nonattainment Area for an Applicable Federal or State Ambient Air Quality Standard During Construction of Joint-Use Facilities**. Construction activities associated with joint-use facilities that exceed the screening criteria presented in Table 4.2-9 could result in emissions exceeding thresholds presented in Table 4.2-5. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects, which would result in a potentially significant impact on air quality.	Potentially Significant	Implement **MM-AQ-1 through MM-AQ-4**, as described above.	*Construction:* Significant and Unavoidable
	Operation: **Impact-AQ-5: Potential to Result in a Cumulatively Net Increase of Any Criteria Pollutant for which the Project Region is a Nonattainment Area for an Applicable Federal or State Ambient Air Quality Standard During Operation of Joint-Use Facilities.** Operational activities	Potentially Significant	**MM-AQ-5: Require Electrical Landscaping Equipment.** The District shall coordinate with the City of San Diego to promote and require use of electrical landscaping equipment. **MM-AQ-6: Require Green Consumer Products.** The District shall promote and require the use of green products. Examples of green products may include low-volatile organic compound architectural	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	associated with joint-use facilities that exceed the screening criteria presented in Table 4.2-10 could result in emissions exceeding thresholds presented in Table 4.2-5. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects, which would result in a potentially significant impact on air quality.		coatings (75 grams per liter) and cleaning supplies, as well as alternatively fueled landscaping equipment.	
Proposed Program Buildout	*Construction:* **Impact-AQ-6: Potential to Result in a Cumulatively Net Increase of Any Criteria Pollutant for which the Project Region is a Nonattainment Area for an Applicable Federal or State Ambient Air Quality Standard During Construction.** Construction activities associated Proposed Program Buildout that exceed the screening criteria presented in Tables 4.2-7 and 4.2-9 could result in emissions exceeding thresholds presented in Table 4.2-5. These emissions could contribute to ozone formation and other air pollution in the SDAB, which at certain concentrations can contribute to short- and long-term human health effects, which would result in a	Potentially Significant	Implement **MM-AQ-1** through **MM-AQ-4**, as described above.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	potentially significant impact on air quality.			
	Operation: **Impact-AQ-7: Potential to Result in a Cumulatively Net Increase of Any Criteria Pollutant for which the Project Region is a Nonattainment Area for an Applicable Federal or State Ambient Air Quality Standard During Operation.** Operational activities associated with the Proposed Program Buildout (4.2-12) would result in emissions exceeding thresholds presented in Table 4.2-5. These emissions could contribute to ozone formation and other air pollution in the SDAB, which at certain concentrations can contribute to short- and long-term human health effects, which would result in a potentially significant impact on air quality.	Potentially Significant	Implement **MM-AQ-5** and **MM-AQ-6**, as described above.	*Operation:* Significant and Unavoidable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-AQ-2**, as described above.	Potentially Significant	Implement **MM-AQ-1** through **MM-AQ-4**, as described above.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: Operation activities associated with near-term, site-specific whole site modernization projects are not anticipated to exceed the screening criteria presented in Table 4.2-8.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Expose sensitive receptors to substantial pollutant concentrations.				
New Acquisition and New School or Administrative Facilities, Whole Site Modernization, and Upgrades of Existing School and Administrative Sites	*Construction:* **Impact-AQ-8: Potential to Expose Sensitive Receptors to Substantial Criteria Pollutant Concentrations During Construction of New School and Administrative Facilities**, Whole Site Modernizations, and Upgrades of Existing School and Administrative Sites. Construction activities associated with new school and administrative facilities, whole site modernizations, and upgrades of existing school and administrative sites could result in emissions exceeding thresholds presented in Table 4.2-5, which could expose sensitive receptors to substantial criteria pollutant concentrations. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects.	Potentially Significant	For **Impact-AQ-8**: Implement **MM-AQ-2** through **MM-AQ-4**, as described above. For **Impact-AQ-9:** **MM-AQ-7: Require Project-Specific Health Risk Assessment.** Projects that do not meet the District-specific construction health risk screening criteria identified in Table 4.2-13 and Table 4.2-14 shall conduct a project-specific health risk assessment to evaluate potential health risks to offsite sensitive receptors during construction. If the project-specific health risk assessment demonstrates that the project would result in exceedances of the cancer risk threshold of 10 in 1 million or the chronic hazard index threshold of 1.0, then the project shall implement **MM-AQ-2** and **MM-AQ-**3. Implement **MM-AQ-2** and **MM-AQ-3**, as described above.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Impact-AQ-9: Potential to Expose Sensitive Receptors to Substantial Toxic Air Contaminant Emissions During Construction of New School and Administrative Facilities, Whole Site Modernizations, and Upgrades of Existing School and Administrative Sites. Construction activities associated with new school and administrative facilities, whole site modernizations, and upgrades of existing school and administrative sites that do not meet the screening criteria presented in Tables 4.2-13 and 4.2-14 could result in Toxic Air Contaminant (TAC) emissions that exceed health risk thresholds. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects. Additional emissions generated by new stationary sources and vehicle trips could expose receptors to cancer and non-cancer risks in excess of thresholds per San Diego Air Pollution Control District (SDAPCD) Rule 1200. However, as described above, the Public Resources Code would ensure that receptors at existing schools are not exposed to significant health risks from TAC emissions of new			

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	stationary sources. In addition, the Public Resources Code would ensure receptors at new schools would not be exposed to increased emissions from mobile sources from major roadways. The Proposed Program would also reduce per student vehicle miles traveled (VMT) compared to current conditions.			
	Operation: **Impact-AQ-10: Potential to Expose Sensitive Receptors to Substantial Criteria Pollutant Concentrations During Operation of New School and Administrative Facilities, Whole Site Modernizations, and Upgrades of Existing School and Administrative Sites.** Operational activities associated with new school and administrative facilities, whole site modernizations, and upgrades of existing school and administrative sites could result in emissions exceeding thresholds presented in Table 4.2-5, which could expose sensitive receptors to substantial criteria pollutant concentrations. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects.	Potentially Significant	Implement **MM-AQ-5** and **MM-AQ-6**, as described above.	*Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction*: **Impact-AQ-11: Potential to Expose Sensitive Receptors to Substantial Criteria Pollutant Concentrations During Construction of Joint-Use Facilities**. Construction and operational activities associated with joint-use facilities could result in emissions exceeding thresholds presented in Table 4.2-5, which could expose sensitive receptors to substantial criteria pollutant concentrations. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects. **Impact-AQ-12: Potential to Expose Sensitive Receptors to Substantial Toxic Air Contaminant Emissions During Construction of Joint-Use Facilities**. Construction activities associated with joint-use facilities that do not meet the screening criteria presented in Tables 4.2-13 and 4.2-14 could result in Toxic Air Contaminant (TAC) emissions that exceed health risk thresholds. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can	Potentially Significant	For **Impact-AQ-11:** Implement **MM-AQ-2** through **MM-AQ-4**, as described above. For **Impact-AQ-12**: Implement **MM-AQ-2, MM-AQ-3,** and **MM-AQ-7**, as described above.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	contribute to short- and long-term human health effects. Additional emissions generated by new stationary sources and vehicle trips could expose receptors to cancer and non-cancer risks in excess of thresholds per San Diego Air Pollution Control District (SDAPCD) Rule 1200. However, as described above, the Public Resources Code would ensure that receptors at existing schools are not exposed to significant health risks from TAC emissions of new stationary sources. In addition, the Public Resources Code would ensure receptors at new schools would not be exposed to increased emissions from mobile sources from major roadways. The Proposed Program would also reduce per student vehicle miles traveled (VMT) compared to current conditions (see Section 4.13, *Transportation*).			
	Operation: **Impact-AQ-13: Potential to Expose Sensitive Receptors to Substantial Criteria Pollutant Concentrations During Operation of Joint-Use Facilities.** Operational activities associated with joint-use facilities could result in emissions exceeding thresholds presented in Table 4.2-5, which could expose sensitive receptors to substantial criteria	Potentially Significant	Implement **MM-AQ-5** and **MM-AQ-6**, as described above.	*Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	pollutant concentrations. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects.			
Proposed Program Buildout	*Construction:* **Impact-AQ-14: Potential to Expose Sensitive Receptors to Substantial Criteria Pollutant Concentrations During Construction of Buildout of the Proposed Program.** Construction activities associated with the Proposed Program (e.g., new school and administrative facilities, whole site modernizations, upgrades of existing school and administrative sites, joint-use facilities) could result in emissions exceeding thresholds presented in Table 4.2-5, which could expose sensitive receptors to substantial criteria pollutant concentrations. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects. **Impact-AQ-15: Potential to Expose Sensitive Receptors to Substantial Toxic Air Contaminant Emissions During Construction of Buildout of**	Potentially Significant	For **Impact-AQ-14:** Implement **MM-AQ-2** through **MM-AQ-4.** For **Impact-AQ-15**: Implement **MM-AQ-2, MM-AQ-3,** and **MM-AQ-7.**	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	the Proposed Program. Construction activities associated with the Proposed Program (e.g., new school and administrative facilities, whole site modernizations, upgrades of existing school and administrative sites, joint-use facilities) that do not meet the screening criteria presented in Tables 4.2-13 and 4.2-14 could result in Toxic Air Contaminant (TAC) emissions that exceed health risk thresholds. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects. Additional emissions generated by new stationary sources and vehicle trips could expose receptors to cancer and non-cancer risks in excess of thresholds per San Diego Air Pollution Control District (SDAPCD) Rule 1200. However, as described above, the Public Resources Code would ensure that receptors at existing schools are not exposed to significant health risks from TAC emissions of new stationary sources. In addition, the Public Resources Code would ensure receptors at new schools would not be exposed to increased emissions from mobile sources from major			

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	roadways. The Proposed Program would also reduce per student vehicle miles traveled (VMT) compared to current conditions.			
	Operation: **Impact-AQ-16: Potential to Expose Sensitive Receptors to Substantial Criteria Pollutant Concentrations During Operation of Buildout of the Proposed Program.** Operational activities associated with the Proposed Program (e.g., new school and administrative facilities, whole site modernizations, upgrades of existing school and administrative sites, joint-use facilities) could result in emissions exceeding thresholds presented in Table 4.2-5, which could expose sensitive receptors to substantial criteria pollutant concentrations. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects.	Potentially Significant	Implement **MM-AQ-5** and **MM-AQ-6.**	*Operation:* Significant and Unavoidable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-AQ-17: Potential to Expose Sensitive Receptors to Substantial Criteria Pollutant Concentrations During Construction of Near-Term, Site-Specific Whole Site Modernization Projects.** Construction and	Potentially Significant	For **Impact-AQ-17:** Implement **MM-AQ-2** through **MM-AQ-4**, as described above. For **Impact-AQ-18:** Implement **MM-AQ-2, MM-AQ-3,** and **MM-AQ-7,** as described above**.**	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	operational activities associated with the near-term, site-specific whole site modernization projects could result in emissions exceeding thresholds presented in Table 4.2-5, which could expose sensitive receptors to substantial criteria pollutant concentrations. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects.			
	Impact-AQ-18: Potential to Expose Sensitive Receptors to Substantial Toxic Air Contaminant Emissions During Construction of Near-Term, Site-Specific Whole Site Modernization Projects. Construction activities associated with the near-term, site-specific whole site modernization projects that do not meet the screening criteria presented in Table 4.2-13 could result in Toxic Air Contaminant (TAC) emissions that exceed health risk thresholds. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects.			

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Additional emissions generated by new stationary sources and vehicle trips could expose receptors to cancer and non-cancer risks in excess of thresholds per San Diego Air Pollution Control District (SDAPCD) Rule 1200. However, as described above, the Public Resources Code would ensure that receptors at existing schools are not exposed to significant health risks from TAC emissions of new stationary sources. In addition, the Public Resources Code would ensure receptors at new schools would not be exposed to increased emissions from mobile sources from major roadways. The Proposed Program would also reduce per student vehicle miles traveled (VMT) compared to current conditions. Thus, these impacts would be less than significant			
	Operation: **Impact-AQ-19: Potential to Expose Sensitive Receptors to Substantial Criteria Pollutant Concentrations During Operation of Near-Term, Site-Specific Whole Site Modernization Projects.** Operational activities associated with the near-term, site-specific whole site modernization projects could result in emissions exceeding thresholds presented in Table 4.2-5, which could expose sensitive	Potentially Significant	Implement **MM-AQ-5** and **MM-AQ-6,** as described above.	*Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	receptors to substantial criteria pollutant concentrations. These emissions could contribute to ozone formation and other air pollution in the San Diego Air Basin, which at certain concentrations can contribute to short- and long-term human health effects.			
Result in other emissions (such as those leading to odors) adversely affecting a substantial number of people?				
New Acquisition and New School or Administrative Facilities Construction	*Construction:* Construction activities associated with new acquisition and new school or administrative facilities would not result in other emissions (such as those leading to odors) adversely affecting a substantial number of people, with mandatory compliance with SDAPCD Rule 51.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: **Impact-AQ-20: Potential to Result in Other Emissions (Such as Those Leading to Odors) Adversely Affecting a Substantial Number of People During Operation.** Operational activities associated with new acquisition and new school or administrative facilities could result in other emissions (such as those leading to odors) adversely affecting a substantial number of people.	Potentially Significant	**MM-AQ-8: Site New School Facilities Away from Odor-Generating Facilities.** The District shall prohibit new school construction within 1,000 feet of existing odor-generating facilities, consistent with the California Air Resources Board's *Air Quality Land Use Handbook,* which recommends siting sensitive receptors 1,000 feet away from emission sources.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Whole Site Modernization and Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities associated with whole site modernization and upgrades of existing school and administrative facilities would not result in other emissions (such as those leading to odors) adversely affecting a substantial number of people, with mandatory compliance with SDAPCD Rule 51.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities associated with whole site modernization and upgrades of existing school and administrative facilities would not result in substantial odor impacts.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with joint-use facilities would not result in other emissions (such as those leading to odors) adversely affecting a substantial number of people, with mandatory compliance with SDAPCD Rule 51.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities associated with joint-use facilities would not result in substantial odor impacts.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction and Operation:* Near-term, site-specific whole site modernization projects would not result in other emissions (such as those leading to odors) adversely affecting a substantial number of	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	people, with mandatory compliance with SDAPCD Rule 51. Operational activities would not result in odor impacts as the types and intensity of activities would remain basically the same.			
4.3 Biological Resources				
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 CDFW or USFWS				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-BIO-1: Potential to Have a Direct Substantial Adverse Effect on Any Sensitive Species During Construction of New School or Administrative Facilities.** Construction activities associated with new school or administrative facilities could directly impact sensitive species by permanently removing suitable habitat on site. This is a potentially significant impact. **Impact-BIO-2: Potential to Have an Indirect Substantial Adverse Effect on Multi-Habitat Planning Area Lands During Construction of New School or Administrative Facilities.** Construction activities associated with new school or administrative facilities could cause sediments and other construction materials to drain into Multi-Habitat Planning Area lands. In addition, noise from construction equipment could	Potentially Significant	For **Impact-BIO-1:** **MM-BIO-1**: **Prepare a Desktop Analysis.** During the project-specific design stage, the District shall retain a qualified biologist to perform a desktop analysis to determine the potential for site-specific biological resource impacts. The review shall include a 1-mile radius around the project site. As necessary, field visits will supplement desktop analysis. If any project requires the removal of any trees or vegetation, in compliance with Migratory Bird Treaty Act, if a project requires the removal of any trees or vegetation, to the maximum extent possible, Proposed Program activity construction shall avoid the general avian breeding season (January 15 through August 31) near habitat that may contain sensitive species. If a project proposes construction involving ground disturbance, tree removal, or vegetation trimming or clearing during the nesting season in the vicinity of habitat with potential to support nesting birds, the District shall retain a qualified biologist to perform a nesting bird survey within the construction site. The survey shall be performed within 72 hours prior to project activities. If active nests are identified during the survey, the qualified biologist shall establish appropriate measures to avoid impacts on active nests, which	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	indirectly affect sensitive species within Multi-Habitat Planning Area lands. This is a potentially significant impact. **Impact-BIO-3: Potential to Have an Indirect Substantial Adverse Effect on Native Vegetation During Construction of New School or Administrative Facilities.** Construction activities associated with new school or administrative facilities could cause sediments and other construction materials to drain into adjacent native vegetation. In addition, noise from construction equipment could indirectly affect sensitive species within areas containing native vegetation. This is a potentially significant impact.		may include a buffer around designated nests or other avoidance measures. The biologist shall monitor the nest, and the avoidance measures shall be in place until it has been determined the young have fledged or the nest has been abandoned. **MM-BIO-2: Prepare a Biological Resources Technical Report.** If the desktop analysis and field visits prepared under **MM-BIO-1** identify sensitive species on a project site that would be directly or indirectly impacted, the biologist shall complete a biological resources technical report documenting biological findings and recommend project-specific mitigation measures. If the biological resources technical report identifies the need for specific mitigation measures, prior to construction, the District shall provide compensatory mitigation as necessary for direct impacts on any riparian or sensitive vegetation communities to be affected by construction of a specific project. Mitigation can be performed on site or off site, and may include passive or active habitat restoration or the purchasing of mitigation credits. All compensatory mitigation shall comply with all applicable local, regional, state, and federal plans, policies, and procedures, including CEQA compliance. In addition, the following measures shall be implemented, as applicable: 1. **Erect Environmentally Sensitive Area Fencing.** If sensitive species are identified as being present within the project site, prior to construction, a qualified biologist retained by the District shall delineate any areas identified as containing sensitive biological resources and install temporary environmentally sensitive area (ESA) fencing. Construction personnel shall avoid entering any area containing ESA fencing, and the	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			ESA fencing shall remain in place until the conclusion of construction. 2. **Limit Light Pollution**. If Proposed Program activities are proposed on a site in the vicinity of sensitive biological resources, the District shall protect the biological resources from light pollution though the use of light barriers, redirecting light sources, and the use of downward facing and low-level illumination as appropriate. 3. **Limit Noise Pollution**. To further reduce indirect noise impacts, projects in proximity to sensitive biological resources shall construct berms or walls adjacent to recreational areas and other areas that may introduce noises that could interfere with nearby wildlife. 4. **Conduct Gnatcatcher Surveys and Monitoring.** If potential nesting habitat for the coastal California gnatcatcher is identified on or adjacent to a project site, construction noise that exceeds the maximum allowable levels shall be avoided during the breeding season for the coastal California gnatcatcher (February 15–August 31). If construction is proposed during the breeding season for the species, U.S. Fish and Wildlife Service protocol surveys shall be required in order to determine species presence/absence. If protocol surveys are not conducted in suitable habitat during the breeding season for the aforementioned listed species, presence shall be assumed with implementation of noise attenuation and biological monitoring, as detailed below: a. Prior to the commencement of the breeding season, a qualified biologist (possessing a	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			valid Endangered Species Act Section 10(a)(1)(a) recovery permit) shall survey those habitat areas that would be subject to construction noise levels exceeding 60 A-weighted decibels (dBA) hourly average for the presence of the coastal California gnatcatcher. Surveys shall be conducted pursuant to the protocol survey guidelines established by the U.S. Fish and Wildlife Service within the breeding season prior to the commencement of any construction. If gnatcatchers are present, then the following conditions must be met: ○ Between February 15 and August 31, no clearing, grubbing, or grading of occupied gnatcatcher habitat shall be permitted. Areas restricted from such activities shall be staked or fenced under the supervision of a qualified biologist. Construction activities may result in noise levels exceeding 60 dBA hourly average at the edge of occupied gnatcatcher habitat. The qualified biologist, District staff, and a qualified noise specialist shall collaborate to determine suitable measures at the site. This can include, but not be limited to, the following: limitations on the placement of construction equipment and the simultaneous use of equipment, active monitoring of the gnatcatcher by the qualified biologist, or noise attenuation measures. If these implemented measures are determined to be inadequate by the qualified biologist, then the associated construction activities shall cease until such time that adequate noise attenuation	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			is achieved or until the end of the breeding season (August 31). b. If coastal California gnatcatcher is not detected during the protocol survey, the qualified biologist shall submit substantial evidence to District staff that demonstrates whether mitigation measures (described above) are necessary between February 15 and August 31 as follows: ○ If this evidence indicates the potential is high for coastal California gnatcatcher to be present based on historical records or site conditions, then conditions shall be adhered to as specified above. ○ If this evidence concludes that no impacts on this species are anticipated, no mitigation measures will be necessary. 5. **Consult With Resource Agencies.** Prior to construction and dependent on results of the project-specific biological resources technical report, if protected wetlands are identified on a project, the District shall consult with the U.S. Army Corps of Engineers, Regional Water Quality Control Board, and California Department of Wildlife to determine project impacts on protected wetlands and obtain permits, as necessary. Additional compensatory mitigation may be required, which would be identified by the resource agencies during the consultation process. 6. **Protect Vernal Pools During Construction.** If, during preparation of the project-specific biological resources technical report, it is determined that construction activities would occur within 250 feet of a vernal pool, the	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			District shall, prior to the start of construction, delineate the boundaries of vernal pool resources with clearly visible flagging or fencing. The flagging and/or fencing shall be maintained in place for the duration of construction. Flagged and fenced areas shall be avoided during construction activities in that area. A qualified biological monitor shall be present during all ground-disturbing and vegetation removal activities within 250 feet of vernal pools. Immediately prior to initial ground-disturbing activities and/or vegetation removal, the qualified biological monitor shall survey the site to ensure that fencing is installed and that construction crews are aware that vernal pool resources cannot be affected. 7. **Replace Vernal Pool Habitat.** If direct or indirect impacts on vernal pools cannot be avoided during construction, the District shall mitigate impacts on vernal pools through either purchasing from a vernal pool mitigation bank for preservation or creating additional vernal pool habitat. Direct impacts shall be mitigated at a 2:1 ratio. Indirect impacts shall be mitigated at 1:1 ration. For **Impact-BIO-2:** Implement **MM-BIO-1** and **MM-BIO-2**, as described above. **MM-BIO-3: Comply With the City's Multi-Habitat Planning Area Adjacency Guidelines.** Prior to the commencement of construction, the District shall verify the contractor has accurately represented the project's design in construction documents and/or	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			contract specifications are in conformance with the City's Multi-Habitat Planning Area Adjacency Guidelines, specifically addressing the issues of drainage, toxics, lighting, noise, barriers, invasive species, brush management, and grading/land development. For **Impact-BIO-3:** Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	
	Operation: **Impact-BIO-4: Potential to Have an Indirect Substantial Adverse Effect on Multi-Habitat Planning Area Lands During Operation of New School or Administrative Facilities.** If a new school or administrative facility construction project installs new nighttime lighting (e.g., athletics field lights, security lights) or creates new temporary or permanent noise sources (e.g., construction equipment, new athletics events, public announcement system) adjacent to existing Multi-Habitat Planning Area land areas, new school or administrative facility construction could result in indirect operational impacts on sensitive species. This is a potentially significant impact. **Impact-BIO-5: Potential to Have an Indirect Substantial Adverse Effect on Native Vegetation During**	Potentially Significant	For **Impact-BIO-4**: Implement **MM-BIO-1, MM-BIO-2,** and **MM-BIO-3,** as described above. For **Impact-BIO-5**: Implement **MM-BIO-1** and **MM-BIO-2,** as described above.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation of New School or Administrative Facilities. If a new school or administrative facility construction project installs new nighttime lighting (e.g., athletics field lights, security lights) or creates new temporary or permanent noise sources (e.g., new athletics events, public announcement system) adjacent to undisturbed native vegetation, new school or administrative facility construction projects could result in indirect operational impacts on sensitive species. This is a potentially significant impact.			
Whole Site Modernization	*Construction:* **Impact-BIO-6: Potential to Have a Direct Substantial Adverse Effect on Any Sensitive Species During Construction of Whole Site Modernization Projects.** Construction activities associated with whole site modernization projects could directly impact sensitive species by permanently removing suitable habitat on site. This is a potentially significant impact. **Impact-BIO-7: Potential to Have an Indirect Substantial Adverse Effect on Multi-Habitat Planning Area Lands During Construction of Whole Site Modernization**	Potentially Significant	For **Impact-BIO-6**: Implement **MM-BIO-1** and **MM-BIO-2**, as described above. For **Impact-BIO-7**: Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3**, as described above. For **Impact-BIO-8**: Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Projects. For existing District properties indicated on Table 4.3-2, construction activities associated with whole site modernization projects could cause sediments and other construction materials to drain into Multi-Habitat Planning Area lands. In addition, noise from construction equipment could indirectly affect sensitive species within Multi-Habitat Planning Area lands. This is a potentially significant impact. **Impact-BIO-8: Potential to Have an Indirect Substantial Adverse Effect on Native Vegetation During Construction of Whole Site Modernization Projects.** For existing District properties indicated on Table 4.3-3, construction activities associated with whole site modernization projects could cause sediments and other construction materials to drain into adjacent native vegetation. In addition, noise from construction equipment could indirectly affect sensitive species within areas containing native vegetation. This is a potentially significant impact.			
	Operation: **Impact-BIO-9: Potential to Have an Indirect Substantial Adverse Effect on Multi-Habitat Planning Area**	Potentially Significant	For **Impact-BIO-9:** Implement **MM-BIO-1, MM-BIO-2,** and **MM-BIO-3**, as described above.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Lands During Operation of Whole Site Modernization Projects. For an existing District properties indicated on Table 4.3-2, if a whole site modernization project creates new temporary or permanent noise sources (e.g., construction equipment, new athletics events, public announcement system) adjacent to existing Multi-Habitat Planning Area land areas, construction could result in indirect operational impacts on sensitive species. This is a potentially significant impact. **Impact-BIO-10: Potential to Have an Indirect Substantial Adverse Effect on Native Vegetation During Operation of Whole Site Modernization Projects.** For an existing District properties indicated on Table 4.3-3, if a whole site modernization project creates new temporary or permanent noise sources (e.g., new athletics events, public announcement system) adjacent to undisturbed native vegetation, whole site modernization projects could result in indirect operational impacts on sensitive species. This is a potentially significant impact.		For **Impact-BIO-10:** Implement **MM-BIO-1** and **MM-BIO-2,** as described above.	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Upgrades of Existing School and Administrative Sites	*Construction:* **Impact-BIO-11: Potential to Have an Indirect Substantial Adverse Effect on Multi-Habitat Planning Area Lands During Construction of Upgrades of Existing School and Administrative Sites or Joint-Use Facilities.** For existing District properties listed on Table 4.3-2, construction activities associated with upgrades of existing school and administrative sites or with joint-use facilities could cause sediments and other construction materials to drain into Multi-Habitat Planning Area lands. In addition, noise from construction equipment could indirectly affect sensitive species within Multi-Habitat Planning Area lands. This is a potentially significant impact. **Impact-BIO-12: Potential to Have an Indirect Substantial Adverse Effect on Native Vegetation During Construction of Upgrades of Existing School and Administrative Sites or Joint-Use Facilities.** For existing District properties listed on Table 4.3-3, construction activities associated with upgrades of existing school and administrative sites or with joint-use facilities could cause sediments and other construction materials to drain into adjacent native vegetation. In addition, noise	Potentially Significant	For **Impact-BIO-11**: Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3,** as described above. For **Impact-BIO-12**: Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	from construction equipment could indirectly affect sensitive species within areas containing native vegetation. This is a potentially significant impact.			
	Operation: No operational activities during upgrades of existing sites would result in a substantial adverse effect, either directly or through habitat modifications, on any sensitive species.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-BIO-11: Potential to Have an Indirect Substantial Adverse Effect on Multi-Habitat Planning Area Lands During Construction of Upgrades of Existing School and Administrative Sites or Joint-Use Facilities.** For existing District properties listed on Table 4.3-2, construction activities associated with upgrades of existing school and administrative sites or with joint-use facilities could cause sediments and other construction materials to drain into Multi-Habitat Planning Area lands. In addition, noise from construction equipment could indirectly affect sensitive species within Multi-Habitat Planning Area lands. This is a potentially significant impact.	Potentially Significant	For **Impact-BIO-11**: Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3,** as described above. For **Impact-BIO-12**: Implement **MM-BIO-1** and **MM-BIO-2**, as described above. For **Impact-BIO-13**: Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Impact-BIO-12: Potential to Have an Indirect Substantial Adverse Effect on Native Vegetation During Construction of Upgrades of Existing School and Administrative Sites or Joint-Use Facilities. For existing District properties listed on Table 4.3-3, construction activities associated with upgrades of existing school and administrative sites or with joint-use facilities could cause sediments and other construction materials to drain into adjacent native vegetation. In addition, noise from construction equipment could indirectly affect sensitive species within areas containing native vegetation. This is a potentially significant impact. **Impact-BIO-13: Potential to Have a Direct Substantial Adverse Effect on Any Sensitive Species During Construction of Joint-Use Facilities.** Construction activities associated with joint-use facilities could directly impact sensitive species by permanently removing suitable habitat on site. This is a potentially significant impact.			
	Operation: **Impact-BIO-14: Potential to Have an Indirect Substantial Adverse Effect on Multi-Habitat Planning Area Lands During Operation of**	Potentially Significant	For **Impact-BIO-14:** Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3**, as described above. For **Impact-BIO-15:**	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Joint-Use Facility Projects. For existing District properties indicated on Table 4.3-2, if a joint-use facility project creates new temporary or permanent noise sources (e.g., new athletics events, public announcement system) adjacent to existing Multi-Habitat Planning Area land areas, joint-use facilities could result in indirect operational impacts on sensitive species. This is a potentially significant impact. **Impact-BIO-15: Potential to Have an Indirect Substantial Adverse Effect on Native Vegetation During Operation of Joint-Use Facility Projects.** For existing District properties indicated on Table 4.3-3, if a joint-use project creates new temporary or permanent noise sources (e.g., new athletics events, public announcement system) adjacent to undisturbed native vegetation, joint-use facilities could result in indirect operational impacts on sensitive species.		Implement **MM-BIO-1** and **MM-BIO-2,** as described above.	
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-BIO-6**, **Impact-BIO-7**, and **Impact-BIO-8**, as described above.	Potentially Significant	For **Impact-BIO-6**: Implement **MM-BIO-1** and **MM-BIO-2**, as described above. For **Impact-BIO-7**: Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3,** as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			For **Impact-BIO-8**: Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	
	Operation: **Impact-BIO-9** and **Impact-BIO-10**, as described above.	Potentially Significant	For **Impact-BIO-9**: Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3,** as described above. For **Impact-BIO-10**: Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	*Operation:* Less than Significant
Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations, or by CDFW or USFWS				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-BIO-16: Potential to Have an Adverse Effect on Any Riparian or Other Sensitive Vegetation Community Identified in Local or Regional Plans, Policies, or Regulations, or by California Department of Wildlife or U.S. Fish and Wildlife Service.** Construction activities including grading, filling, and ground disturbance associated with the Proposed Program could remove existing sensitive riparian or vegetation communities and result in a direct impact**.** This is a potentially significant impact.	Potentially Significant	Implement **MM-BIO-1** and **MM-BIO-2**, as described above, and **MM-HWQ-1: Implement Construction Best Management Practices**, as described in Section 4.9, *Hydrology and Water Quality*.	*Construction:* Less than Significant
	Operation: No operational activities would result in a substantial adverse effect on riparian or other sensitive vegetation communities identified in local or	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	regional plans, policies, or regulations, or by CDFW or USFWS.			
Whole Site Modernization, Upgrades of Existing School and Administrative Facilities, and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with whole site modernization projects, upgrades of existing school and administration facilities, and joint-use facilities would not result in substantial adverse impacts on riparian or other sensitive vegetation communities identified in local or regional plans, policies, or regulations, or by CDFW or USFWS.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: No operational activities would result in a substantial adverse effect on riparian or other sensitive vegetation communities identified in local or regional plans, policies, or regulations, or by CDFW or USFWS.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with the near-term, site-specific whole site modernization projects would not result in substantial adverse impacts on riparian or other sensitive vegetation communities identified in local or regional plans, policies, or regulations, or by CDFW or USFWS.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation:	No Impact	No mitigation is required.	*Operation:*

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation of the near-term, site-specific whole site modernization projects would not involve activities that would affect riparian habitat or other sensitive natural communities and no impacts would occur.			Not Applicable
Have a substantial adverse effect on state or federally protected wetlands (including, but not limited to, marshes, vernal pools, coastal wetlands, etc.) through direct removal, filling, hydrological interruption, or other means				
New Acquisition and New School or Administrative Facilities	*Construction*: **Impact-BIO-17: Potential to have an adverse effect on state or federally protected wetlands (including, but not limited to, marshes, vernal pools, and coastal wetlands) through direct removal, filling, hydrological interruption, or other means.** Construction activities associated with the Proposed Program including significant clearing and grubbing, grading and excavation, filling and compaction, and other ground-disturbing activities could significantly affect protected wetlands. This is a potentially significant impact.	Potentially Significant	Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	*Construction:* Less than Significant
	Operation: No operational activities associated with these project categories would result in a substantial adverse effect on state or federally protected wetlands (including, but not limited to, marshes, vernal pools, and coastal wetlands) through direct removal,	No Impact	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	filling, hydrological interruption, or other means.			
Whole Site Modernization, and Joint-Use Facilities Development Including Fields, Pools, and Play all Day Program	*Construction:* **Impact-BIO-18: Potential to Have an Adverse Effect on State or Federally Protected Wetlands (Including, But Not Limited to, Marshes, Vernal Pools, and Coastal Wetlands) Through Direct Removal, Filling, Hydrological Interruption, or Other Indirect Means.** Construction activities associated with improvements to existing District properties, including significant clearing and grubbing, grading and excavation, filling and compaction, and other ground-disturbing activities could significantly affect state and federally protected wetlands either directly (by occurring within the boundaries of the resource) or indirectly (by occurring within 250 feet of the resource).	Potentially Significant	Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	*Construction:* Not Applicable
	Operation: No operational activities would result in a substantial adverse effect on state or federally protected wetlands (including, but not limited to, marshes and vernal pools) through direct removal, filling, hydrological interruption, or other means.	No Impact	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Upgrades of Existing School and Administrative Sites;	*Construction:* Construction activities related to upgrades of existing school and administrative sites would vary, but would occur entirely within the developed areas of any District property and would not involve significant clearing and grubbing.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: No operational activities would result in a substantial adverse effect on state or federally protected wetlands (including, but not limited to, marshes and vernal pools) through direct removal, filling, hydrological interruption, or other means.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-BIO-18**, as described above.	Potentially Significant	Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	*Construction:* Less than Significant
	Operation: No operational activities would result in a substantial adverse effect on state or federally protected wetlands (including, but not limited to, marshes and vernal pools) through direct removal, filling, hydrological interruption, or other means and no impacts would occur.	No Impact	No mitigation is required.	*Operation:* Not Applicable
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				
New Acquisition and New School or	*Construction:* **Impact-BIO-19: Potential to Interfere Substantially With the Movement of Any Native Resident**	Potentially Significant	Implement **MM-BIO-1**, and **MM-BIO-2**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Administrative Facilities	**or Migratory Fish or Wildlife Species or With Established Native Resident or Migratory Wildlife Corridors or Impede the Use of Native Wildlife Nursery Sites During Construction.** Construction activities associated with new school or administrative facilities could interfere with wildlife movement by disturbing migratory bird species' nesting habitat. This is a potentially significant impact.			
	Operation: No operational activities associated would interfere substantially with the movement of native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors or impede the use of native wildlife nursery sites.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization; Upgrades of Existing School and Administrative Sites; and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-BIO-20: Potential to 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 During Construction.** Construction activities associated with improvements to existing District facilities could interfere with wildlife movement by disturbing migratory	Potentially Significant	Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	bird species' nesting habitat. This is a potentially significant impact.			
	Operation: No operational activities would interfere substantially with the movement of native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors or impede the use of native wildlife nursery sites.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-BIO-20**, as described above.	Potentially Significant.	Implement **MM-BIO-1** and **MM-BIO-2**, as described above.	*Construction:* Less than Significant
	Operation: No operational activities would interfere substantially with the movement of native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors or impede the use of native wildlife nursery sites.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance.				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-BIO-2**, as described above. **Impact-BIO-21: Potential to Conflict With Any Local Policies or Ordinances Protecting Biological Resources, Such as a Tree Preservation Policy or Ordinance, During Construction.** Construction activities associated with new non-	Potentially Significant	For **Impact-BIO-2**: Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3,** as described above. For **Impact-BIO-21**: Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3,** as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	educational facilities at new site acquisitions could conflict with the Environmentally Sensitive Lands Ordinance or Public Tree Protection Policy. This is a potentially significant impact.		**MM-BIO-4**: **Obtain a Tree Removal Permit and Provide Compensatory Mitigation.** Prior to construction for a non-educational facility at a new site acquisition, the District shall apply for a tree removal permit with the City of San Diego and provide compensatory mitigation as required by the City for any protected trees slated for removal.	
	Operation: Operation of new school and administrative facilities would not conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization	*Construction:* **Impact-BIO-7**, as described above.	Potentially Significant	Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3,** as described above.	*Construction:* Less than Significant
	Operation: Operational activities associated with the Proposed Program would not conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites; and Joint-Use Facilities Development Including Fields, Pools,	*Construction:* **Impact-BIO-11**, as described above.	Potentially Significant	Implement **MM-BIO-1**, **MM-BIO-2**, and **MM-BIO-3**, as described above.	*Construction:* Less than Significant
	Operation: No operational activities would conflict with any local policies or ordinances protecting biological resources.	No Impact	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
and Play All Day Program				
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-BIO-7**, as described above.	Potentially Significant	Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3,** as described above.	*Construction:* Less than Significant
	Operation: No operation activities would occur related to a conflict with any local policies or ordinances protecting biological resources.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Conflict with the provisions of an adopted habitat conservation plan, natural community conservation plan, or other approved local, regional, or state habitat conservation plan				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-BIO-2**, as described above.	Potentially Significant	Implement **MM-BIO-1, MM-BIO-2**, and **MM-BIO-3,** as described above.	*Construction:* Less than Significant
	Operation: No operational activities would conflict with the provisions of an adopted HCP, NCCP, or other approved local, regional, or state HCP.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization	*Construction:* **Impact-BIO-7**, as described above.	Potentially Significant	Implement **MM-BIO-1**, **MM-BIO-2**, and **MM-BIO-3**, as described above.	*Construction:* Less than Significant
	Operation: No operational activities would conflict with the provisions of an adopted HCP, NCCP, or other approved local, regional, or state HCP.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and	*Construction:* **Impact-BIO-11**, as described above.	Potentially Significant	Implement **MM-BIO-1**, **MM-BIO-2**, and **MM-BIO-3**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Administrative Sites; and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Operation*: No operational activities would conflict with the provisions of an adopted HCP, NCCP, or other approved local, regional, or state HCP.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-BIO-7**, as described above.	Potentially Significant	Implement **MM-BIO-1**, **MM-BIO-2**, and **MM-BIO-3**, as described above.	*Construction:* Less than Significant
	Operation: No operational activities would conflict with the provisions of an adopted HCP, NCCP, or other approved local, regional, or state HCP.	No Impact	No mitigation is required.	*Operation:* Not Applicable
4.4 Cultural Resources				
Cause a substantial adverse change in the significance of a historical resource pursuant to Section 15064.5				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-CUL-1: Potential to Cause a Substantial Adverse Change in the Significance of a Historical Resource through Demolition and Construction of a New School or Administrative Facility.** Demolition and construction activities associated with new acquisition and new school or administrative facilities could result in significant impacts on historical resources through demolition of existing buildings or complexes. Any demolition of a known or yet-to-be identified	Potentially Significant	For **Impact-CUL-1** and **Impact-CUL-2:** **MM-CUL-1: Prepare a Historical Resource Evaluation of Buildings, Complexes, and Other Potentially Significant Built Environment Resources 45 Years Old or Older that Are Subject to Demolition or Modification.** A Historical Resource Evaluation (HRE) shall be required at existing school sites or newly acquired sites when the following conditions apply: (1) construction activity would potentially demolish or otherwise alter character-defining features of an existing 45-year-old or older building, complex, or structure; and (2) that building, complex, or structure has not previously been evaluated for California Register of	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	California Register of Historical Resources (CRHR)-eligible building or complex would constitute a significant impact on a historical resource. Some improvements to known or yet-to-be identified CRHR-eligible buildings could result in a significant impact on a historical resource by eliminating character defining features. **Impact-CUL-2: Potential to Cause Substantial Adverse Change in the Significance of a Historical Resource through Physical Alteration During Construction of a New School or Administrative Facility.** Alterations of existing buildings and complexes associated with construction of new school or administrative facilities could result in significant impacts on historical resources. Depending on the degree and nature of such modifications planned for specific buildings and complexes, impacts on historical resources could be less than significant in some cases. However, a significant impact on a historical resource would occur if any modifications diminished the historic integrity and eliminated character-defining features of a California Register of Historical Resources (CRHR)-eligible building or complex so as to result in substantial adverse		Historical Resources (CRHR) eligibility to determine if it qualifies as a historical resource under CEQA. Prior to any approval of a future project proposed for existing school properties or a property acquired for school development, the District shall retain a cultural resources specialist who meets or exceeds the Secretary of the Interior Qualifications Standards for architectural historian to define an appropriate historical resources study area for the project. The study area shall account for potential direct and indirect impacts on historical resources. The architectural historian shall survey and research the study area to identify built resources known to qualify as a historical resource under CEQA as a result of previous evaluation or designation, and shall record and formally evaluate built resources not previously designated that could potentially qualify as historical resources under CEQA. Evaluations shall apply CRHR significance criteria and integrity considerations. The recorded resources and resource evaluations shall be documented in California Department of Recreation (DPR) 523 forms. When a historical resource is present in the study area, an architectural historian shall analyze project actions to determine if the project would result in a significant impact on the historical resource. The District shall make such a finding if the proposed project would result in the following: • Demolish or materially alter the qualities that make the resource eligible for listing in the CRHR (State CEQA Guidelines Section 15064.5[b][2][A],[C]). • Demolish or materially alter the qualities that justify the inclusion of the resource on a local register or its identification in an historical resources survey meeting the requirements of	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	change in the significance of a historical resource. In such instances, impacts would be significant.		California Public Resources Code (PRC) Section 5024.1(g), unless the District establishes by a preponderance of evidence that the resource is not historically or culturally significant (State CEQA Guidelines Section 15064.5[b][2][B]). • Alter, directly or indirectly, the qualities that make a resource eligible for listing in the National Register of Historic Places (NRHP) (36 CFR 800.5[a][1]). • Cause a substantial adverse change in the significance of an historical resource (California PRC Section 21084.1). The District shall make these findings prior to the approval of any project examined under the measure. If the HRE determines that no CRHR-eligible or listed bult-environment resources are present, or that the project would have a less-than-significant impact on any resource qualifying as a historical resource under CEQA, no additional mitigation is necessary. **MM-CUL-2: Ensure that Any Alteration of Historical Resources Is in Accordance with Secretary of the Interior Standards for the Treatment of Historic Properties.** For existing and new schools and administrative sites, to the extent feasible, the District shall retain a Secretary of the Interior (SOI)-qualified historic preservation professional (subject to District approval) to assist in the preparation of design measures that provide for improvements to a historical resource that conform to SOI Standards for the Treatment of Historic Properties (SOI Standards). When feasible, District staff shall work with an SOI-qualified historic preservation professional to redesign project elements so that proposed improvements do not	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			result in a substantial adverse change in the significance of a historical resource. Design measures shall provide for improvements to be undertaken so as to ensure that the subject historical resource sufficiently retains historic integrity and the character-defining features that convey its significance. This process shall include preparation of a character-defining feature inventory if an adequate one does not exist, design consultation with an SOI-qualified professional to ensure compliance with SOI Standards, and plan review and approval by an SOI-qualified professional. Depending on the level of the historical resource significance and the scope of alterations to be undertaken, this process may also require the SOI qualified professional to participate in preconstruction meetings and conduct construction monitoring to ensure and document compliance with the applicable SOI Standards. Where feasible, the District shall also consider relocation of a historical resource subject to potential demolition at a site acquired for new school development in accordance with SOI Standards. Prior to project approval, the District will consider the steps taken pursuant to this measure and determine residual significance for any project to which this measure applies. **MM-CUL-3: Arrange Archival Documentation of Historical Resources.** For existing and new schools and administrative sites, the District shall arrange for preparation of archival documentation to reduce impacts on historical resources that meet California Register of Historical Resources Criterion 3, as architecturally significant historical resources, as important examples of a master architect or builder's	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			work, and/or as resources that embody distinctive characteristics of a type, period, or method of construction. The District shall retain a Secretary of the Interior qualified preservation professional to document such resources through archival photography, physical description, and historical narrative to be distributed to one or more appropriate local repositories. Potentially appropriate repositories include the San Diego Public Library, the San Diego History Center, other local historical societies, and local university library special collections. Archival documentation of historical resources would be prepared in accordance with the National Parks Service's guidelines for Historic American Buildings Survey, Historic American Landscape Survey, and Historic American Engineering Record documentation. The documentation shall provide a record of the resource's character-defining features prior to alteration, the historical context of its development, and other historical information pertinent to its significance. The level and degree of documentation would be commensurate with size, extent, and level of the documented historical resource's significance. **MM-CUL-4: Provide Interpretive and/or Educational Media.** For existing and new schools and administrative sites, the District shall arrange for preparation of interpretive and/or educational media to reduce impacts on historical resources that meet California Register of Historical Resources Criterion 1 for direct association with an important event or pattern of events, or Criterion 2 for direct association with the work of a historically significant individual. The District shall retain an Secretary of the Interior qualified historic preservation	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			professional to prepare or advise on the preparation of appropriate interpretive and/or educational media such as displays in public spaces, print materials, or websites. Interpretive and educational media may incorporate written, photographic, and archival documentation (such as those compiled according to National Parks Service's guidelines for Historic American Buildings Survey, Historic American Landscape Survey, and Historic American Engineering Record), oral history interviews, video, or animation to tell the story of the heritage represented by the impacted resource. Interpretive media is an appropriate mitigation for built resources qualifying as historical resources under CEQA not for their design qualities, but rather, for their significant associations with events that have made a significant contribution to the broad patterns of San Diego's or California's history and cultural heritage, or for their significant associations with the principle noteworthy activities of individuals important to our past. The District shall evaluate any interpretive and/or educational media proposals and determine the effectiveness of such measures at reducing project-specific impacts as part of the discretionary approval of any project under this Program with the potential to impact historic resources.	
	Operation: There would be no impacts on historical resources related to operation of this project category.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization	*Construction:*	Potentially Significant	For **Impact-CUL-3** and **Impact-CUL-4:**	*Construction:*

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Impact-CUL-3: Potential to Cause a Substantial Adverse Change in the Significance of a Historical Resource through Demolition and Construction of Existing District Facilities. Demolition and construction activities associated with whole site modernization projects could result in significant impacts on historical resources through demolition of existing buildings or complexes. Any demolition of a known or yet-to-be identified California Register of Historical Resources (CRHR)-eligible building or complex would constitute a significant impact on a historical resource. Some improvements to existing school complexes and known or yet-to-be identified CRHR-eligible school complexes and buildings could result in a significant impact on a historical resource by eliminating character defining features.		Implement **MM-CUL-1** through **MM-CUL-4**, as described above.	Significant and Unavoidable
	Impact-CUL-4: Potential to Cause Substantial Adverse Change in the Significance of a Historical Resource through Physical Alteration of Existing District Facilities. Alterations of existing school buildings and complexes associated with whole site modernization projects or upgrades of existing school and administrative sites could result in significant			

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	impacts on historical resources. Depending on the degree and nature of such modifications planned for specific school buildings and complexes, impacts on historical resources could be less than significant in some cases. However, a significant impact on a historical resource would occur if any modifications diminished the historic integrity and eliminated character-defining features of a California Register of Historical Resources-eligible building or complex so as to result in substantial adverse change in the significance of a historical resource. In such instances, impacts would be significant.			
	Operation: There would be no impacts on historical resources related to operation of this project category.	No Impact	No mitigation is required.	*Operation;* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction:* **Impact-CUL-4,** as described.	Potentially Significant	Implement **MM-CUL-1** through **MM-CUL-4**, as described above.	*Construction:* Significant and Unavoidable
	Operation: There would be no impacts on historical resources related to operation of this project category.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools,	*Construction:* This project category would occur within areas of existing school sites where recreational facilities are currently located. The existing	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
and Play All Day Program	structures and objects of those existing facilities are ubiquitous elements of a school's built environments that do not contribute to school buildings and complexes that qualify as historical resources.			
	Operation: There would be no impacts on historical resources related to operation of this project category.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Planned construction activities involving these 21 school properties would not result in impacts on a historical resource.	No Impact	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations of the 21 near-term, site-specific whole site modernization projects would not demolish, physically alter, or otherwise diminish the historical integrity of a building or school complex qualifying has a historical resource under CEQA.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Cause a substantial adverse change in the significance of an archaeological resource pursuant to Section 15064.5				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-CUL-5**: **Disturbance and/or Destruction of Previously Recorded and/or Undiscovered Archaeological Resources During Construction Related to New Acquisition and New School or Administrative Facilities.** Ground-disturbing activities associated with new school or administrative	Potentially Significant	**MM-CUL-5: Prepare an Archaeological Sensitivity Analysis.** An archaeological sensitivity analysis shall be prepared during project-specific CEQA analyses for a project that involves ground disturbance or excavation at new school or administrative sites, or at the 164 existing sites with unknown archaeological sensitivity. The archaeological sensitivity analysis shall include:	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	facilities could result in damage or destruction of archaeological resources. This would constitute a significant impact on an archaeological resource.		• Obtaining a record search at SCIC that includes the school property and at minimum a quarter-mile buffer. • Obtaining a Sacred Lands file search from the NAHC. • Reviewing available historic maps, historic aerials, Sanborn fire insurance maps, small-scale plot plans, and geotechnical investigation reports of the school property. A cultural resources memo shall be prepared summarizing the results of the record search and background research and illustrating the history of development and disturbances at the school property. The memo shall discuss the potential for historic and prehistoric archeological resources to be present at the school property. Additionally, the memo shall identify potential impacts and provide recommendations. The cultural resources archaeological recommendations shall be valid for 5 years after the date of the record search. After 5 years, the District shall retain an archaeologist who shall acquire an updated record search from the SCIC and review the cultural resources memo recommendations. For District properties, where only a record search and/or a site visit have already been conducted prior to this PEIR, the District shall retain an archaeologist to: • Review record search results, site visit results, and any recommendations. • If the record search is older than 5 years, obtain an updated record search from the SCIC. • Review available historic maps, historic aerials, Sanborn fire insurance maps, small-scale plot	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			plans and geotechnical investigation reports of the school property. • Prepare a cultural resources memo with existing or updated record search results; a summary of background research of historic maps, aerials, etc.; and potential for historic and prehistoric archeological resources to be present at the school property. Additionally, the memo shall identify potential impacts and provide recommendations. The District will review these findings and make a determination regarding the significance of project-level impacts prior to approval of any project. **MM-CUL-6: Conduct Archaeological Monitoring.** Where the above analysis **(MM-CUL-5)** indicates that a project would result in significant impacts on archaeological resources, archaeological monitoring shall be required. Specifically, the District and/or its construction supervisor shall ensure the following measures are implemented: • Initial grading and/or excavating shall be monitored by a qualified archaeologist who is supervised by a Lead Archaeologist who meets the Secretary of the Interior's Professional Qualifications Standards, as outlined in 36 Code of Federal Regulations (CFR) 61. • The Lead Archaeologist shall participate in a preconstruction meeting to inform all personnel of the potential to encounter archaeological materials during construction. • If the archaeological monitor, through observation and professional judgment, determines that a particular location is not archaeologically sensitive because of lack of	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			native soil or previous disturbance, the archaeological monitor may reduce or curtail monitoring efforts in that location. • Monitoring efforts may be reduced if some of the areas with potential for culturally sensitive materials are determined to have a low potential to contain cultural resources upon exposure and examination by the qualified archaeological monitor. • If an artifact is discovered that requires collection, the archaeological monitor shall have the authority to temporarily halt construction activities in the immediate area of the find, and be given sufficient time to recover the item(s) and map its location with a GPS device. • In the event that cultural materials (e.g., bone, chipped stone, ground stone, shell, glass, ceramics, metal) are located below surface during the construction of a project, work shall be halted in that area so that the significance of the find can be determined by the Lead Archaeologist, and, if necessary, appropriate treatment measures can be developed in consultation with the District. Treatment measures typically include development of avoidance strategies, capping with fill material, or mitigation of impacts through data recovery programs, such as excavation or detailed documentation, following standard archaeological procedures. • Recovered items shall be treated in accordance with current professional standards by being properly provenienced, cleaned, analyzed, researched, reported, and curated in a collection facility meeting the SOI's Standards, as	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			promulgated in 36 CFR 79, such as the San Diego Archaeological Center. • A monitoring report shall be prepared by the Lead Archaeologist and submitted to the District for review and approval. The report shall discuss the monitoring methods and results, and provide interpretations about any recovered materials or sites identified, if any. The final report shall be submitted to the District and the South Coastal Information Center.	
	Operation: There would be no impacts on archaeological resources related to operation of these project categories.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization; Upgrades of Existing School and Administrative Sites; Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-CUL-6: Disturbance and/or Destruction of Previously Recorded and/or Undiscovered Archaeological Resources.** Ground-disturbing activities at existing school sites associated with implementation of the Proposed Program could result in damage or destruction of archaeological resources and would constitute a significant impact on an archaeological resource.	Potentially Significant	Implement **MM-CUL-5** and **MM-CUL-6**, as described above.	*Construction:* Less than Significant
	Operation: Operation of District facilities subject to the Proposed Program would not involve ground disturbance and therefore would not damage or destroy an archaeological resource. No impact on an archaeological resource would occur.	No Impact	No mitigation is required.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-CUL-7**: **Disturbance and/or Destruction of Significant Archaeological Resources.** Implementation of future construction activities at Crown Point Junior Music Academy and Barnard Asian Pacific Language Academy would result in potentially significant impacts on archaeological resources.	Potentially Significant	Implement **MM-CUL-6**, as described above.	*Construction:* Less than Significant
	Operation: Operations of the 21 near-term, site-specific whole site modernization projects would not involve ground disturbance and therefore would not damage or destroy an archaeological resource.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Disturbance of Human Remains, including those interred outside of dedicated cemeteries				
All Project Categories	*Construction:* Construction-related elements of the Proposed Program have the potential to disturb human remains, including those interred outside of formal cemeteries. Potentially significant impact(s) include damage to or destruction of human remains. If human remains are discovered, work must halt in that area and the procedures as set forth in PRC Section 5097.98 and State Health and Safety Code Section 7050.5 must be undertaken. Therefore, because regulations are present that ensure	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	disturbances to human remains are minimized, the Proposed Program impacts on human remains would be less than significant.			
	Operation: Operation of these project categories would not require any construction activities involving excavation or other ground disturbances.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction*: Ground-disturbing activities associated with the whole site modernization projects at the 21 near-term sites have the potential to disturb human remains, including those interred outside of formal cemeteries, and could result in damage or destruction of human remains. If human remains are discovered at any of the 21 schools sites, work must halt in that area and the procedures as set forth in PRC Section 5097.98 and State Health and Safety Code Section 7050.5 must be undertaken. Any potential impacts on human remains would thereby be reduced to a less-than-significant level.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations at the 21 school sites would not require excavation or other ground-disturbing activities. No impact on human remains would occur as a result of operation.	No Impact	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
4.5 Energy				
Wasteful, inefficient, or unnecessary consumption of energy resources				
New Acquisition and New School or Administrative Facilities Construction	*Construction:* **Impact-EN-1: Potential Wasteful, Inefficient, or Unnecessary Consumption of Energy Resources During Construction of New School or Administrative Facilities.** Construction activities associated with new acquisition and new school or administrative facilities projects would have the potential to result in the wasteful, inefficient, or unnecessary consumption of energy resources. This is a potentially significant impact.	Potentially Significant	Implement **MM-GHG-1: Implement Best Management Practices During Construction**, as described below.	*Construction:* Less than Significant
	Operation: Operations associated with new school and administrative facilities would not result in the wasteful, inefficient, or unnecessary consumption of energy resources.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization	*Construction:* **Impact-EN-2: Potential Wasteful, Inefficient, or Unnecessary Consumption of Energy Resources During Construction of Whole Site Modernization Projects.** Construction activities associated with whole site modernization projects would have the potential to result in the wasteful, inefficient, or unnecessary consumption of energy	Potentially Significant	Implement **MM-GHG-1,** as described below.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	resources. This is a potentially significant impact.			
	Operation: Operations associated with whole site modernization projects would not result in the wasteful, inefficient, or unnecessary consumption of energy resources.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction:* **Impact-EN-3: Potential Wasteful, Inefficient, or Unnecessary Consumption of Energy Resources During Construction of Upgrades of Existing School and Administrative Sites.** Construction activities associated with upgrades of existing school and administrative sites projects would have the potential to result in the wasteful, inefficient, or unnecessary consumption of energy resources. This is a potentially significant impact.	Potentially Significant	Implement **MM-GHG-1,** as described below.	*Construction:* Less than Significant
	Operation: Operations associated with upgrades of existing school and administrative sites would not result in the wasteful, inefficient, or unnecessary consumption of energy resources.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools,	*Construction:* **Impact-EN-4: Potential Wasteful, Inefficient, or Unnecessary Consumption of Energy Resources During Construction of Joint-Use**	Potentially Significant	Implement **MM-GHG-1,** as described below.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
and Play All Day Program	**Facilities.** Construction associated with joint-use facilities projects would have the potential to result in the wasteful, inefficient, or unnecessary consumption of energy resources. This is a potentially significant impact.			
	Operation: Operations associated with joint-use facilities would not result in the wasteful, inefficient, or unnecessary consumption of energy resources.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-EN-2,** as described above.	Potentially Significant	Implement **MM-GHG-1,** as described below.	*Construction:* Less than Significant
	Operation: Operations associated with the near-term, site-specific whole site modernization projects would not result in the wasteful, inefficient, or unnecessary consumption of energy resources.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Conflict with or obstruct a state or local plan for renewable energy or energy efficiency				
All Project Categories	*Construction and Operation:* **Impact-EN-5: Inconsistency with District Environmental Sustainability Goals.** The Proposed Program could result in energy use due to construction and long-term operations. While future projects would aim to implement District-wide energy-reducing actions per its *Dream Big* initiative, design guide, and Collaborative for High	Potentially Significant	Implement **MM-GHG-2: Incorporate Sustainable Design Features**, as described below.	*Construction and Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Performance Schools criteria, there is no guarantee that all actions and design criteria would be incorporated into the design of all future projects. Therefore, it is conservatively assumed that all project categories under the Proposed Program would be inconsistent with the energy efficiency goals set forth by the District. This is a potentially significant impact.			
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction and Operation:* **Impact-EN-5**, as described above.	Potentially Significant	Implement **MM-GHG-2**, as described below.	*Construction and Operation:* Less than Significant
4.6 Geology and Soils				
Directly or indirectly cause potential substantial adverse effects, including the risk of loss, injury, or death involving: a. *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.* b. *Strong seismic ground shaking.* c. *Seismic-related ground failure, including liquefaction.* d. *Landslides*				
New Acquisition and New School or Administrative Facilities	*Construction:* Construction activities associated with new school or administrative facilities would not result in increased risk of loss, injury, or death due to geologic hazards.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of new school or administrative facilities would not	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	result in increased risk of loss, injury, or death due to geologic hazards. Impacts would be less than significant.			
Whole Site Modernization	*Construction:* Construction activities associated with whole site modernization projects would not result in increased risk of loss, injury, or death due to geologic hazards. Impacts would be less than significant.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of whole site modernization projects would not result in increased risk of loss, injury, or death due to geologic hazards. Impacts would be less than significant.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with joint-use facilities would not result in increased risk of loss, injury, or death due to geologic hazards. Impacts would be less than significant.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of joint-use facilities would not result in increased risk of loss, injury, or death due to geologic hazards. Impacts would be less than significant.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and	*Construction:* Construction associated with the upgrades of existing school and	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Administrative Sites	administrative sites would not result in increased risk of loss, injury, or death due to geologic hazards. Impacts would be less than significant.			
	Operation: Operation following upgrades of existing school and administrative sites would not result in increased risk of loss, injury, or death due to geologic hazards. Impacts would be less than significant.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization	*Construction:* Construction of near-term, site-specific whole site modernization projects would not result in increased risk of loss, injury, or death due to geologic hazards. Impacts would be less than significant.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of near-term, site-specific whole site modernization projects would not result in increased risk of loss, injury, or death due to geologic hazards. Impacts would be less than significant.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Result in substantial soil erosion or the loss of topsoil				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact GEO-1: Potential to Result in Substantial Soil Erosion or the Loss of Topsoil During Construction of New School or Administrative Facilities.** Construction activities associated	Potentially Significant	**MM-HWQ-1: Implement Construction Best Management Practices.** Prior to the onset of any construction activities affecting over 1 acre of land, the District shall obtain coverage under the National Pollutant Discharge Elimination System Construction General Permit, as issued by the San Diego Regional Water Quality Control Board. The District shall be	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	with new school or administrative facilities could expose soils to the elements, which could cause substantial soil erosion or the loss of topsoil.		responsible for ensuring that construction activities comply with the conditions in this permit, including development of a Stormwater Pollution Prevention Plan (SWPPP), implementation of Best Management Practices (BMPs) identified in the SWPPP, and monitoring (as required) to ensure that effects on water quality are minimized. As part of this process, the District shall implement multiple erosion and sediment control BMPs in areas with the potential to drain to surface water. Guidelines established in the City of San Diego Jurisdictional Runoff Management Plan or equivalent guidelines shall be followed in selecting, implementing, and monitoring BMPs for construction activities. The District shall verify that a notice of intent has been submitted to the State Water Resources Control Board and a SWPPP has been completed before allowing construction to begin. Prior to the onset of any construction activities under 1 acre, the District shall prepare a BMP Plan that identifies implementation of best management practices to ensure that effects on water quality are minimized. As part of this process, the District shall implement multiple erosion and sediment control BMPs in areas with the potential to drain to surface water.	
	Operation: Operational activities associated with new school or administrative facilities would result in less-than-significant impacts related to substantial soil erosion or loss of topsoil.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Whole Site Modernization; Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact GEO-2: Potential to Result in Substantial Soil Erosion or the Loss of Topsoil during Construction of Whole Site Modernizations or Joint-use Facilities.** Construction activities associated with new school or administrative facilities, whole site modernizations, or joint-use facilities could expose soils to the elements, which could cause substantial soil erosion or the loss of topsoil.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Not Applicable
	Operation: Operational activities associated with whole site modernizations or joint-use facilities would result in less-than-significant impacts related to exposing soils to the elements, which could cause substantial soil erosion or the loss of topsoil.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities associated with the Upgrades of Existing School and Administrative Sites project category would not result in substantial soil erosion or the loss of topsoil. There would be no impacts.	No Impact	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of an existing school or administrative facility would not involve ground-disturbing activities. Therefore, the Upgrades of an Existing School and Administrative Sites project category would not	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	result in substantial soil erosion or the loss of topsoil during operation.			
Near-Term, Site-Specific Whole Site Modernization	*Construction:* Construction activities associated with near-term, site-specific whole site modernization projects would not result in substantial soil erosion or loss of topsoil.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of an existing school or administrative facility would not involve ground-disturbing activities. Therefore, near-term, site-specific whole site modernization projects would not result in substantial soil erosion or the loss of topsoil during operation.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
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				
New Acquisition and New School or Administrative Facilities; Whole Site Modernization; Joint-Use Facilities Development Including Fields, Pools,	*Construction:* Construction activities associated with New Acquisition and New School or Administrative Facilities; Whole Site Modernization; and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program project categories would not be located on a geologic unit or soil that is unstable and potentially result in lateral spreading, subsidence, or collapse. Impacts would be less than significant.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
and Play All Day Program	*Operation:* Operation of an existing or new school, charter school, administrative facility, or joint-use facility would not involve activities that would cause a geologic unit or soil to become unstable or exacerbate unstable soil in a way that would potentially result in lateral spreading, subsidence, or collapse. No impacts would occur.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities associated with the Upgrades of Existing School and Administrative Sites project category would not be constructed on a geologic unit or soil that would potentially result in lateral spreading, subsidence, or collapse.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of an existing school or administrative facility would not involve activities that would cause a geologic unit or soil to become unstable or exacerbate unstable soil in a way that would potentially result in lateral spreading, subsidence, or collapse. No impacts would occur.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization	*Construction:* Construction of near-term, site-specific whole site modernization projects would not 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 an on- or offsite landslide,	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	lateral spreading, subsidence, liquefaction, or collapse.			
	Operation: Operation of near-term, site-specific whole site modernization projects would not 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 an on- or offsite landslide, lateral spreading, subsidence, liquefaction, or collapse.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial direct or indirect risks to life or property				
New Acquisition and New School or Administrative Facilities	*Construction:* Construction associated with New Acquisition and New School or Administrative Facilities projects would not place structures on expansive soils and thus would not create substantial direct or indirect risks to life or property.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of the New Acquisition and New School or Administrative Facilities project category would not place structures on expansive soils and thus would not create substantial direct or indirect risks to life or property.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Whole Site Modernization; and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction of projects under the Whole Site Modernization and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program categories would not place structures on expansive soils and thus would not create substantial direct or indirect risks to life or property.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: The Whole Site Modernization and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program project categories do not include a change in current operations at existing school sites.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction:* The Upgrades of Existing School and Administrative Sites project category does not include the construction of new structures. Any ground-disturbing activities would be minimal and contained to previously disturbed areas. Therefore, this project category would not place structures on expansive soils and thus would not create substantial direct or indirect risks to life or property.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: The Upgrades of Existing School and Administrative Sites project category	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	does not include a change in current operations at existing school sites.			
Near-Term, Site-Specific Whole Site Modernization	*Construction:* Construction of near-term, site-specific whole site modernization projects would not be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial direct or indirect risks to life or property.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of near-term, site-specific whole site modernization projects would not be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial direct or indirect risks to life or property.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
4.7 Greenhouse Gas Emissions				
Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment				
New Acquisition and New School or Administrative Facilities Construction	*Construction:* **Impact-GHG-1: Potential to Generate Greenhouse Gas Emissions, Either Directly or Indirectly, that May Have a Significant Impact on the Environment During Construction.** Depending on the size and scale of an individual project, along with its construction schedule and other parameters, there may also be instances where the construction-related emissions generated by a single project could be substantial.	Potentially Significant	Implement **MM-AQ-3: Require Construction Fleet to Use Renewable Diesel**, as described above. **MM-GHG-1: Implement Best Management Practices During Construction**. The District shall incorporate best management practices to reduce greenhouse gas emissions during construction, as applicable. Best management practices may include, but are not limited to: • Use local building materials. • Recycle construction waste or demolition materials. • Implement employee carpool programs.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	This is a potentially significant impact.		Maintain all construction equipment in proper working condition according to manufacturers' specifications. The equipment must be checked by a certified mechanic and determined to be running in proper condition before it is operated.	
	Operation: **Impact-GHG-2: Potential to Generate Greenhouse Gas Emissions, Either Directly or Indirectly, that May Have a Significant Impact on the Environment During Operation.** The Proposed Program could result in long-term greenhouse gas emissions, exceeding District-specific thresholds, where applicable. Future projects would be encouraged to implement District-wide sustainability actions per the *Dream Big* initiative, Collaborative for High Performance Schools criteria, Zero Net Energy Plan, and the District's Board policies and administrative regulations. However, while the District would aim to implement all applicable actions and design criteria, there is no guarantee that all actions and design criteria will be incorporated into the project design of all future projects or that these measures would be effective in meeting the District's efficiency thresholds. Therefore, the Proposed Program is conservatively assumed to conflict with the state's 2030 emissions reduction target or the	Potentially Significant	**MM-GHG-2: Incorporate Sustainable Design Features**: To ensure future projects would reduce operational greenhouse gas (GHG) emissions, during project planning and design phases, the District shall require all future projects to incorporate sustainable design features, including, but not limited to, the following: • All interior/exterior lighting shall be LED lighting. • Photovoltaic (PV) solar systems shall be installed at school sites that meet the siting criteria in the District's *Solar PV Design Guide*. • All school sites shall have an Energy Management System to control heating, ventilation, and air conditioning (HVAC) systems for all school site rooms. • All school sites shall provide adequate amounts of trash, recycle, and food waste receptacles that are easily accessible to staff and students.	*Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	2017 Scoping Plan. This is a potentially significant impact.			
Whole Site Modernization and Upgrades of Existing School and Administrative Sites	*Construction:* **Impact-GHG-1,** as described above.	Potentially Significant	Implement **MM-AQ-3** and **MM-GHG-1**, as described above.	*Construction:* Significant and Unavoidable
	Operation: **Impact-GHG-2,** as described above.	Potentially Significant	Implement **MM-GHG-2**, as described above.	*Operation:* Significant and Unavoidable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-GHG-1,** as described above.	Potentially Significant	Implement **MM-AQ-3** and **MM-GHG-1**, as described above.	*Construction:* Significant and Unavoidable
	Operation: **Impact-GHG-2,** as described above.	Potentially Significant	Implement **MM-GHG-2**, as described above.	*Operation:* Significant and Unavoidable
Near-Term, Site-Specific Whole Site Modernization	*Construction:* **Impact-GHG-1,** as described above.	Potentially Significant	Implement **MM-AQ-3** and **MM-GHG-1**, as described above.	*Construction:* Significant and Unavoidable
	Operation: **Impact-GHG-2,** as described above.	Potentially Significant	Implement **MM-GHG-2**, as described above.	*Operation:* Significant and Unavoidable
Conflict with an applicable plan, policy or regulation adopted for the purpose of reducing the emissions of greenhouse gases				
All Project Categories	*Construction and Operation:* **Impact-GHG-3: Potential to Conflict with an Applicable Plan, Policy, or Regulation Adopted for the Purpose of Reducing the Emissions of Greenhouse Gases.** The Proposed Program could result in construction and long-term operational greenhouse emissions. Future projects would aim to implement District-wide sustainability actions	Potentially Significant	Implement **MM-GHG-1** and **MM-GHG-2**, as described above.	*Construction and Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	per its *Dream Big* initiative and design guide, Collaborative for High Performance Schools criteria, Zero Net Energy Plan, and the District's Board policies and administrative regulations. However, while the District would aim to implement all applicable actions and design criteria, there is no guarantee that all actions and design criteria will be incorporated into the project design of all future projects. Therefore, it is conservatively assumed that the Proposed Program's emission levels would be inconsistent with the goals in Executive Order B-55-18/S-3-05. This is a potentially significant impact.			
Near-Term, Site-Specific Whole Site Modernization	*Construction and Operation:* **Impact-GHG-3,** as described above.	Potentially Significant	Implement **MM-GHG-1** and **MM-GHG-2**, as described above.	*Construction and Operation:* Significant and Unavoidable
4.8 Hazards and Hazardous Materials				
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				
New Acquisition and New School or Administrative Facilities Construction	*Construction:* **Impact-HAZ-1: Encounter Hazardous Materials During Ground-Disturbing Activities.** Ground-disturbing construction activities at future, unknown sites may encounter soil, groundwater, or vapor contaminated with hazardous materials due to previous uses of the property, that are not listed on Table	Potentially Significant	For **Impact-HAZ-1**: **MM-HAZ-1: Conduct an Environmental Site Assessment.** Prior to acquisition, if not required per California Education Code (CEC) 17213, property-specific due diligence shall be conducted by a licensed Professional Geologist, Professional Engineering Geologist, or Professional Engineer with more than 2 years of experience conducting hazardous material and contamination assessments.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	4.8-2, which could result in a significant hazard to the public or the environment. This is a potentially significant impact. **Impact-HAZ-2: Encounter Contamination or Munitions on Sites Listed as Formerly Used Defense Sites.** Ground-disturbing activities at new acquisition and new school or administrative facilities, the locations of which are as yet unknown, could occur on a Formerly Used Defense Site (FUDS). This ground disturbance could encounter potential contamination or munitions from unexploded ordnance (UXO), munitions debris (MD), or munitions and explosives of concern (MECs). This could result in a significant hazard to the public or the environment. This is a potentially significant impact.		The following steps shall be implemented, as appropriate. • **Prepare Phase I Environmental Site Assessment.** A Phase I Environmental Site Assessment (ESA) shall be conducted in accordance with the standard of care at that time (currently the ASTM Standard Practice E1527-13) and applicable regulations (currently the U.S. Environmental Protection Agency's [EPA's] 40 Code of Federal Regulations 312: *Standards and Practices for All Appropriate Inquiries*). If the Phase I ESA is being prepared for a project that will use state funding, the Phase I ESA must also be prepared in accordance with the requirements detailed in in California Code of Regulations Section 69104. • **Prepare a Phase I ESA Addendum**. For a project that will use state funding, Department of Toxic Substances Control (DTSC) permits evaluation of lead from lead-based paint (LBP), organochlorine pesticides from termiticides, or polychlorinated biphenyls from electrical transformers to be addressed in a Phase I Addendum if the site is a school, residential, or commercial property; if these are the only recognized environmental conditions on site; and if the environmental review process for the site has not reached a Preliminary Environmental Assessment (PEA). The work should be performed in accordance with the DTSC's *Interim Guidance: Evaluation of School Sites with Potential Soil Contamination as a Result of Lead From Lead-Based Paint, Organochlorine Pesticides from Termiticides, and Polychlorinated Biphenyls from Electrical Transformers (2006).* A PEA would be used to evaluate contamination if	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			there are additional recognized environmental conditions identified on the site or if the Phase I Addendum identifies significant contamination (see below). DTSC may permit for a Phase I and Phase I Addendum to be submitted as a PEA equivalent document. • **Prepare Phase II ESA/PEA.** Based on the findings of the Phase I ESA and/or Phase I Addendum, further evaluation through a Phase II ESA or PEA (for projects utilizing state funding) may be recommended, in which case a Phase II ESA or PEA shall be conducted prior to any disturbance of the area suspected of potential contamination, as indicated by the Phase I ESA or Phase I Addendum. For properties with cases under regulatory oversight, the regulatory agency may require an approved work plan prior to commencement of the Phase II ESA or PEA. Results of previous assessment activities for a property (e.g., previous Phase II ESAs, underground storage tank [UST] removal sampling data), if any, shall be evaluated by a qualified environmental hazardous materials professional with more than 2 years of experience preparing and evaluating Phase II ESAs/PEAs. If a PEA is required, it should be prepared in accordance with the current DTSC *Preliminary Endangerment Assessment Guidance Manual*. If the PEA concludes that significant contamination is present, the DTSC may require additional evaluation as detailed in Figure 1-1 Cleanup Process in the DTSC's *Preliminary Endangerment Assessment Guidance Manual*. If the Phase I ESA or the Phase II ESA/PEA indicate potential sites of environmental concern are present on the project site, **MM-HAZ-3** through **MM-HAZ-7**	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			(see below) shall then be implemented as appropriate; or if DTSC requires additional remedial documentation and/or action beyond the scope of **MM-HAZ-3** through **MM-HAZ-7**, such as a Remedial Action Work Plan/Remedial Action Plan, these requirements shall be implemented. For **Impact-HAZ-2**: **MM-HAZ-2: Prepare a Munitions Response Plan for New District Sites.** For work occurring within a new acquisition or new school construction site that is located within a known Formerly Used Defense Site (FUDS) area, the following procedures shall be implemented to ensure safety for all students, staff, and contractors working in these areas: • Preparation of a Munitions Response Plan (MRP) consistent with the District's MRP template (see Appendix H) shall be required for the new school or new administrative facility located within the known FUDS areas. The purpose of the MRP is to outline the procedures that must take place in the event an unexploded ordnance is discovered during ground-disturbing activities. • An unexploded ordnance (UXO) awareness briefing shall be conducted for all District staff and contractors who will be involved in any ground disturbance at a new school or administrative facility in a known FUDS area. The awareness briefings shall be completed prior to the start of ground-disturbing activities. Any new personnel shall be trained prior to beginning work on site. See Appendix H for a sample briefing, • Any ground disturbance at new school or administrative facilities located within the	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			Rosedale and Linda Vista FUDS areas shall require a preconstruction survey of the area to be disturbed by a qualified UXO technician using a magnetometer, ground penetrating radar, or other appropriate equipment, to locate any potential hazards. The preconstruction survey is meant as a preliminary tool to assess the risk of UXO presence and shall not be used to provide UXO clearance for ground-disturbing activities. All construction-related ground-disturbing activity into native and nonnative soils shall require a UXO technician be present. Monitoring may also be performed in lieu of a preconstruction survey if the presence of UXO materials is assumed. • Monitoring shall be performed during ground disturbance at any new school or administrative facility site where the preconstruction survey identified the presence of a UXO or other hazard. Monitoring shall be conducted by a qualified UXO technician. Monitoring may also be performed in lieu of a preconstruction survey if the presence of UXO materials is assumed. • Miller Elementary School, located at 4343 Shields Street, San Diego, CA 92124 and Hancock Elementary School, located at 3303 Taussig Street, San Diego, CA 92124 are both located within the Camp Elliot Tierra Santa FUDS area. However, they are located on land leased to the District by the United States Department of the Navy. Prior to any ground disturbing activities at these two schools, the District shall coordinate with the Naval Ordnance Safety and Security Activity (NOSSA). For additional information regarding ground disturbing activities at these two schools the District shall contact the	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			Department of the Navy, Naval Ordnance Safety and Security Activity, Farragut Hall 3817, Strauss Avenue, Suite 108 Indian Head, MD 20640-5151, Attn: Captain. Eric Bray (301-744-6003). The Navy NOSSA will provide oversight and ensure that all ground distributing activities follow the Navy's protocols to ensure that any potential risk associated with UXOs is avoided.	
	Operation: Operation of new school or administrative facilities would not result in impacts associated with significant hazards to the public or the environment due to reasonably foreseeable upset or accident conditions involving the release of hazardous materials into the environment.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization; Upgrades of Existing School and Administrative Sites; and Joint Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-HAZ-3: Encounter Hazardous Materials During Ground-Disturbing Activities.** Ground-disturbing construction activities at the existing District-owned sites listed in Table 4.8-2 may encounter soil, groundwater, or soil vapor contaminated with hazardous materials, which could result in significant hazard to the public or the environment. This is a potentially significant impact. **Impact-HAZ-4: Encounter Lead or Organochlorine Pesticides in Soil During Construction.** Ground-	Potentially Significant	For **Impact-HAZ-3** and **Impact-HAZ-4:** **MM-HAZ-3: Prepare a Site Screening Memorandum.** If implementation of whole site modernization, upgrades of existing school and administrative sites, and joint use facilities projects includes ground-disturbing activities, and any such projects are located at one of the school sites listed in Table 4.8-2, during project design and prior to construction, a Site Screening Memorandum, or equivalent, shall be prepared that includes a review of readily available information pertaining to the site to identify if there are any known environmental concerns/hazards at the site that the project may impact. The sources of information to be reviewed should include the Environmental Conditions/Hazards report prepared by Ninyo & Moore and dated August	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	disturbing activities at the site of an existing or former residential structure built before 1980, a school structure built prior to 1992, or any commercial/industrial structure could encounter lead-contaminated soil. Ground-disturbing activities at the site of an existing or former wooden structure (or structure with wooden components) built prior to January 1, 1989, could encounter pesticide-contaminated soil surrounding the structure. Disturbance of these soils could result in a significant hazard to the public or the environment. This is a potentially significant impact. **Impact-HAZ-5: Encounter Contamination or Munitions on Sites Listed as Formerly Used Defense Sites.** Ground-disturbing activities at a Formerly Used Defense Site (FUDS) school or administrative facility listed in Table 4.8-3 could encounter potential contamination or munitions from unexploded ordnance (UXO), munitions debris (MD), or munitions and explosives of concern (MECs). This could result in a significant hazard to the public or the environment. This is a potentially significant impact.		9, 2019; regulatory agency online databases (e.g., State Water Resources Control Board's GeoTracker, Department of Toxic Substances Control's [DTSC's] Envirostor, United States Army Corps of Engineers Formerly Used Defense Site [FUDS] databases);and readily available online historical aerial photographs (e.g., Google Earth). In addition, the memorandum should evaluate if a proposed project is located on a site that included historic land uses that may have involved the use of lead-based paints (LBPs) or termiticides. The lines of evidence that should be evaluated include: • **Age of construction of the building(s).** Residential buildings constructed prior to January 1, 1979, school structures constructed prior to January 1, 1992, and commercial/industrial structures of any age may have/had LBP; and buildings constructed prior to January 1, 1989, may have had termiticides applied to soil surrounding the building. • **Building construction components**. If the building(s) do/does not have wooden components, then termiticide impacts are not a concern. • **Documentation of termiticide application**. If the District can provide written documentation, which may include a statement signed by a District-representative, that termiticides have not been applied to the soil at the site, then impacts are not a concern. • **LBP survey reports.** Any survey reports available that include testing of the potential lead-containing surfaces on the exterior of the building(s) should be reviewed. Lead in soil would only be a concern if survey results	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			indicate LBP is present on the exterior of the building(s). • **Drainage off of the structure.** If drainage off of the building(s) is directed only to paved areas prior to discharge off of the site, then lead impacts on soil would not be considered a concern. • **Pavement present around the building(s).** If no unpaved areas are present within 4 feet of the building(s) then lead impacts on soil would not be a concern surrounding the building(s); however, lead impacts on soil may be a concern in areas where runoff from the building(s) may flow if those areas are unpaved. The memorandum should provide one of the following conclusions: • No known environmental concerns/hazards identified on the site. • Environmental concerns/hazards identified on the site, but the project will not impact the concerns/hazards. • Environmental concerns/hazards identified on the site, and the project will impact one or more concern/hazard; however, documents have already been prepared that sufficiently address how to manage the concerns/hazards that will be impacted. (Note: These documents may include, but are not limited to, Soil Management Plans, Operations and Maintenance Plans, Worker Health and Safety Plans, and Community Health and Safety Plans.) • Environmental concerns/hazards identified on the site, but additional studies and/or plans are needed to determine if, or to what extent, the project will impact a concern/hazard or to	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			address how to manage the concerns/hazards that will be impacted. The memorandum should provide a recommendation for the additional studies and/or plans needed. If the Site Screening Memorandum indicates additional studies or plans are needed to evaluate the potential for impacts or to address how to manage the concerns/hazards to be impacted, **MM-HAZ-2** through **MM-HAZ-7**(see below) will then be implemented, as appropriate. **MM-HAZ-4: Prepare a Site Characterization Report.** The District shall prepare a Site Characterization Report to confirm the presence of onsite contamination if recommended by the Site Screening Memorandum. The Site Characterization Report may include onsite sampling to confirm the presence and determine the extent of the contamination, and if the proposed work onsite would encounter or exacerbate the contamination. The Site Characterization Report will include an evaluation of the location and scope of proposed work on the site, and provide sufficient information regarding the location, extent, and level of contamination present for the preparation of the appropriate plans to manage the contamination during the project. If the Site Characterization Report confirms onsite contamination is present and will be impacted by the project, **MM-HAZ-3** through **MM-HAZ-5** (see below) shall then be implemented as appropriate. **MM-HAZ-5: Prepare a Soil Management Plan.** If the Site Screening Memorandum or Site Characterization Report determines the proposed	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			work may encounter onsite soil and/or groundwater contamination, during project design and prior to construction, the District shall obtain a consultant to prepare a Soil Management Plan (or Soil and Groundwater Management Plan if groundwater will be encountered that has or may have been impacted by existing environmental hazards), if no existing Soil Management Plan exists. The Soil Management Plan shall be prepared by a licensed Professional Geologist, Professional Engineering Geologist, or Professional Engineer with experience in contaminated site redevelopment and restoration and be implemented during soil-disturbing activities under the oversight of a qualified environmental professional on behalf of the District. The plan shall address monitoring of the disturbed soil, soil and groundwater handling, stockpiling, characterization, onsite reuse, export, and disposal protocols. Appropriate references of the potential to encounter contaminated soils and/or groundwater shall be included in construction specifications and bid documents so that the contractor can consider various environmental factors (e.g., groundwater pumping rates, soil disposal, worker health and safety) are appropriately and cost-effectively managed by the contractor. The Soil Management Plan shall be submitted to the District for review and approval. After the District's review and approval, the contractor shall implement the Soil Management Plan. **MM-HAZ-6: Prepare a Project-Specific Worker Health and Safety Plan.** For proposed projects that may disturb existing hazardous conditions, the District and the contractor performing the work on behalf of the District, prior to the start of	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			construction, shall each prepare a project-specific Worker Health and Safety Plan for their respective workers. The Worker Health and Safety Plan shall include site-specific information, requirements, and guidelines to be followed while conducting activities that may disturb the existing hazardous materials of concern, which may include but are not limited to, grading, excavation, trenching, boring, dewatering, stockpiling, reusing, handling, or disposing of wastes; and, other applicable site activities. The Worker Health and Safety Plan shall be prepared in accordance with the Federal and State Occupational Safety and Health Administration Hazardous Waste Operations and Emergency Response (HAZWOPER) Standards: 29 Code of Federal Regulations (CFR) 1910.120 and 8 California Code of Regulations (CCR) 5192. The Worker Health and Safety Plan shall include contingencies (i.e., if unknown or unanticipated environmental conditions may exist at the site) for a variety of situations that may arise. The Worker Health and Safety Plan shall be based on the Site Characterization Report, Soil Management Plan, and the planned site construction activities to ensure that site workers potentially exposed to site contamination in soil, groundwater, or vapor are trained, equipped, and monitored during site activity. The training, equipment, and monitoring activities shall ensure that workers are not exposed to contaminants above personnel exposure limits established by Table Z, 29 CFR 1910.1000. The Worker Health and Safety Plan shall be signed by and implemented under the oversight of a California State Certified Industrial Hygienist. **MM-HAZ-7: Prepare a Community Health and Safety Plan.** If the Site Characterization Report	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			determines the proposed work may encounter onsite contamination, during project design and prior to construction, the District must prepare a Community Health and Safety Plan for the project site if no such plan exists. The Ninyo & Moore Environmental Conditions/Hazards Report, included as Appendix H to this PEIR, shall be reviewed to determine if a Master Community Health and Safety Plan has already been prepared for the site. The Community Health and Safety Plan shall address field procedures, anticipated contaminants on the project site, and established action levels for exposure to contaminants; and provide contingency plans for emergencies that may arise during fieldwork that may encounter hazardous materials. The Community Health and Safety Plan shall be prepared in general accordance with the current DEH Site Assessment and Mitigation Manual Guidelines. If a Master Community Health and Safety Plan has been prepared for the site, it shall be reviewed to determine if regulatory agency notifications of project-specific activities or monitoring are required. The Community Health and Safety Plan shall be implemented by the District during activities that may encounter existing hazardous materials to ensure the public and surrounding properties were protected from potential health and environmental hazards during these activities and indicate that unacceptable community exposure to adverse conditions did not occur during these activities. For **Impact-HAZ-5:** **MM-HAZ-8: Prepare a Munitions Response Plan for Existing District Sites.** For work occurring within any of the 14 schools located within the known Formerly Used Defense Site (FUDS) identified	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			in Table 4.8-3, the following procedures shall be implemented to ensure safety for all students, staff, and contractors working in these areas: • Preparation of a Munitions Response Plan (MRP) consistent with the District's MRP template (see Appendix H) shall be required for the 14 identified schools located within the known FUDS areas. The purpose of the MRP is to outline the procedures that must take place in the event an unexploded ordnance is discovered during ground-disturbing activities. • An unexploded ordnance (UXO) awareness briefing shall be conducted for all District staff and contractors who will be involved in any ground disturbance at any of the 14 identified schools shown in Table 4.8-5. The awareness briefings shall be completed prior to the start of ground-disturbing activities. Any new personnel shall be trained prior to beginning work on site. See Appendix H for a sample briefing. • Any ground disturbance at schools located within the Rosedale and Linda Vista FUDS areas shall require a preconstruction survey of the area to be disturbed by a qualified UXO technician using a magnetometer, ground penetrating radar, or other appropriate equipment, to locate any potential hazards. The preconstruction survey is meant as a preliminary tool to assess the risk of UXO presence and shall not be used to provide UXO clearance for ground-disturbing activities. All construction-related ground-disturbing activity into native and nonnative soils shall require a UXO technician be present. • Monitoring shall be performed during ground disturbance at any school site where the	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			preconstruction survey identified the presence of a UXO or other hazard. Monitoring shall be conducted by a qualified UXO technician.	
	Operation: Operation of Whole Site Modernization; Upgrades of Existing School and Administrative Sites; and Joint Use Facilities Development Including Fields, Pools, and Play All Day Program would not result in impacts associated with significant hazards to the public or the environment due to reasonably foreseeable upset or accident conditions involving the release of hazardous materials into the environment.	Less than Significant	No mitigation is required.	*Operation:* Less than Significant
Near-Term, Site-Specific Whole Site Modernization	*Construction:* **Impact-HAZ-3,** as described above. **Impact-HAZ-4,** as described above. **Impact-HAZ-6: Encounter Contamination or Munitions at Madison High School During Ground-Disturbing Activities.** Because Madison High School is located within the Rosedale Formerly Used Defense Site (FUDS) area, ground-disturbing activities could encounter potential contamination or munitions from unexploded ordnance (UXO), munitions debris (MD), or munitions and explosives of concern (MECs). This could result in	Potentially Significant	For **Impact-HAZ-3** and **Impact-HAZ-4:** Implement **MM-HAZ-3** through **MM-HAZ-7**, as described above. For **Impact-HAZ-6:** Implement **MM-HAZ-8,** as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	a significant hazard to the public or the environment. This is a potentially significant impact.			
	Operation: Operation would not involve ground-disturbing activities that would have the possibility of encountering hazardous materials listed on an environmental database. Therefore, operations would not result in a significant hazard to the public or the environment due to reasonably foreseeable upset or accident conditions involving the release of hazardous materials into the environment.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Be located on a site that is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, create a significant hazard to the public or the environment				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-HAZ-1**, as described above.	Potentially Significant	Implement **MM-HAZ-1**, as described above.	*Construction:* Less than Significant
	Operation: Operation of new school or administrative facilities would not result in impacts associated with significant hazards to the public or the environment due to being located on a site that is listed on a hazardous materials database pursuant to Government Code Section 65962.5.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Whole Site Modernization; Upgrades of Existing School or Administrative Sites; and Joint Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-HAZ-3**, as described above.	Potentially Significant	Implement **MM-HAZ-3** through **MM-HAZ-7**, as described above.	*Construction:* Less than Significant
	Operation: Operation of new school or administrative facilities would not result in impacts associated with significant hazards to the public or the environment due to being located on a site that is listed on a hazardous materials database pursuant to Government Code Section 65962.5.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization	*Construction:* **Impact-HAZ-3,** as described above	Potentially Significant	Implement **MM-HAZ-3** through **MM-HAZ-7**, as described above.	*Construction:* Less than Significant
	Operation: Operations associated with near-term, site-specific whole site modernization projects would not exacerbate existing hazardous conditions associated with being listed on a hazardous materials database as part of the Cortese list, and would not result in a significant impact.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Be located within an airport land use plan or, where such a plan has not been adopted, be within two miles of a public airport or public use airport, and result in a safety hazard or excessive noise for people residing or working within the vicinity of the project area.				
New Acquisition and New School or Administrative Facilities	*Construction and Operation:* **Impact-HAZ-7: Interfere with Federal Aviation Administration Communication.** Proposed projects located within the Federal Aviation Administration Notification overlay	Potentially Significant	For **Impact-HAZ-7**: **MM-HAZ-9: Ensure Federal Aviation Administration Notification of Proposed Construction or Alteration.** During project design, the District shall comply with the requirements of 14 Code of Federal Regulations 77 Notification Criteria	*Construction and Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	for nearby airports could introduce elements that could interfere with the safe operation of aircraft or air navigation facilities, due to the height of structures or construction equipment. This could result in a safety hazard for the people living or working within the vicinity of the proposed project site. This is a potentially significant impact.		for proposed construction or alteration of objects exceeding certain heights or that could potentially interfere with navigational aids by submitting Form 7460-1 to the Federal Aviation Administration (FAA) for review and approval. Regardless of location, the District shall notify the FAA of proposed structures or objects (including construction cranes) exceeding 200 feet above ground level. If conditions of approval are issued by the FAA upon review, the District shall comply with all conditions.	
	Impact-HAZ-8: Conflict with Regulations Applicable to Review Area 1. Future proposed projects located within Review Area 1 for nearby airports could result in a conflict with Airport Land Use Compatibility Plan (ALUCP) regulations regarding land use projects in the vicinity of the airport. This could result in a safety hazard for the people living or working within the vicinity of the proposed project site. This is a potentially significant impact.		For **Impact-HAZ-8**: **MM-HAZ-9: Ensure Airport Land Use Commission Review and Approval for Review Area 1.** During project design, the District shall submit a consistency application for Airport Land Use Commission (ALUC) review for all projects located within Review Area 1. The ALUC shall make a consistency determination as to whether the project is compatible with Airport Land Use Compatibility Plan (ALUCP) noise and safety compatibility policies, and whether the project requires Federal Aviation Administration (FAA) review or is determined by the FAA not to be a hazard or obstruction to air navigation. The District shall include the FAA notice of determination (**MM-HAZ-9**) with the ALUC consistency application.	
	Impact-HAZ-9: Conflict with Regulations Applicable to Review Area 2. Future proposed projects located within Review Area 2 could propose structures, construction equipment, or other project elements that would conflict with Airport Land Use Compatibility Plan (ALUCP) regulations regarding land use projects within Review Area 2. This		For **Impact-HAZ-9**: **MM-HAZ-11: Ensure Airport Land Use Commission Review and Approval for Review Area 2.** Prior to project design, the District shall submit a consistency application for Airport Land Use Commission (ALUC) review for land use projects located within Review Area 2 if they propose	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	could result in a safety hazard for the people living or working within the vicinity of the airport. This is a potentially significant impact.		increases in height limits compared to existing structures, or for projects that: • Have received a Notice of Presumed Hazard, a Determination of Hazard, or a Determination of No Hazard subject to conditions, limitations, or marking and lighting requirements, from the Federal Aviation Administration (FAA); and/or • Would create any of the following hazards: ○ Glare ○ Lighting ○ Electromagnetic interference ○ Dust, water vapor, and smoke ○ Thermal plumes ○ Bird attractants	
Whole Site Modernization; Upgrades of Existing School and Administrative Sites; and Joint Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-HAZ-7**, **Impact-HAZ-8**, and **Impact-HAZ-9**, as described above.	Potentially Significant	For **Impact-HAZ-7**: Implement **MM-HAZ-9**, as described above. For **Impact-HAZ-8**: Implement **MM-HAZ-10**, as described above. For **Impact-HAZ-9**: Implement **MM-HAZ-11**, as described above.	*Construction:* Less than Significant
	Operation: Operations associated with whole site modernization, upgrades of existing school and administrative sites, and joint use facilities projects would not result in impacts associated with a safety hazard or excessive noise for people residing or working in the project area due to being located within an airport land use plan area or, where such a plan	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	has not been adopted, within two miles of a public airport or public use airport.			
Near-Term, Site-Specific Whole Site Modernization	*Construction:* **Impact-HAZ-7**, **Impact-HAZ-8**, and **Impact-HAZ-9**, as described above.	Potentially Significant	For **Impact-HAZ-7**: Implement **MM-HAZ-9**, as described above. For **Impact-HAZ-8**: Implement **MM-HAZ-10**, as described above. For **Impact-HAZ-9**: Implement **MM-HAZ-11**, as described above.	*Construction:* Less than Significant
	Operation: Implementation of near-term, site-specific whole site modernization projects would not result in potentially significant impacts.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
4.9 Hydrology/Water Quality				
Violate any water quality standards or waste discharge requirements or otherwise substantially degrade surface or ground water quality				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-HWQ-1: Potential to Violate Water Quality Standards or Waste Discharge Requirements During Construction of New School or Administrative Facilities.** Construction activities associated with the with new school or administrative facilities could degrade water quality by increasing polluted stormwater runoff, which could contribute to water quality degradation. This is a potentially significant impact.	Potentially Significant	**MM-HWQ-1: Implement Construction Best Management Practices.** Prior to the onset of any construction activities affecting over 1 acre of land, the District shall obtain coverage under the National Pollutant Discharge Elimination System Construction General Permit, as issued by the San Diego Regional Water Quality Control Board. The District shall be responsible for ensuring that construction activities comply with the conditions in this permit, including development of a Stormwater Pollution Prevention Plan (SWPPP), implementation of Best Management Practices (BMPs) identified in the SWPPP, and monitoring (as required) to ensure that effects on water quality are minimized. As part of this process, the District shall implement multiple erosion and sediment control BMPs in areas with the potential to	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			drain to surface water. Guidelines established in the City of San Diego Jurisdictional Runoff Management Plan or equivalent guidelines shall be followed in selecting, implementing, and monitoring BMPs for construction activities. The District shall verify that a notice of intent has been submitted to the State Water Resources Control Board and a SWPPP has been completed before allowing construction to begin. Prior to the onset of any construction activities under 1 acre, the District shall prepare a BMP Plan that identifies implementation of best management practices to ensure that effects on water quality are minimized. As part of this process, the District shall implement multiple erosion and sediment control BMPs in areas with the potential to drain to surface water.	
	Operation: **Impact-HWQ-2: Potential to Violate Water Quality Standards or Waste Discharge Requirements During Operation of New School or Administrative Facilities.** Operation activities associated with new school or administrative facilities could degrade water quality by increasing polluted stormwater runoff, which could contribute to water quality degradation. This is a potentially significant impact.	Potentially Significant	**MM-HWQ-2: Implement Low Impact Development Features and Post-Construction Best Management Practices.** The District shall complete the City of San Diego's Storm Water Requirements Applicability Checklist (Form DS-560) to determine if the project is a Priority Development Project (PDP), Standard Development Project (SDP), or Exempt and to determine which stormwater requirements apply. Per the City of San Diego's National Pollutant Discharge Elimination System Municipal Permit and Jurisdictional Runoff Management Plan, the District shall implement the applicable stormwater Best Management Practices (BMP) into project building and grading plans. The Jurisdictional Runoff Management Plan (JRMP) dictates installation of which post-construction best management practices to implement to prevent pollutants from entering the storm drainage system. The JRMP requirements may include, but are not	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			limited to, minimum source control BMP requirements and site design Low Impact Development (LID) requirements for all projects regardless of the size and for PDPs to incorporate pollutant control BMPs and hydromodification management BMPs.	
Whole Site Modernization	*Construction:* **Impact-HWQ-3: Potential to Violate Water Quality Standards or Waste Discharge Requirements During Construction of Whole Site Modernization Projects.** Construction activities associated with whole site modernization projects could degrade water quality by increasing polluted stormwater runoff, which could contribute to water quality degradation. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-4: Potential to Violate Water Quality Standards or Waste Discharge Requirements During Operation of Whole Site Modernization Projects.** Operation activities associated with whole site modernization projects could degrade water quality by increasing polluted stormwater runoff, which could contribute to water quality degradation. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Upgrades of Existing School and Administrative Sites	*Construction:* Construction associated with upgrades of existing school and administrative sites would not result in a violation of a water quality standard or waste discharge requirement during construction activities, with implementation of construction BMPs as needed.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities associated with upgrades of existing school and administrative sites would not result in a violation of a water quality standard or WDR with implementation of operational BMPs as needed.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-HWQ-5: Potential to Violate Water Quality Standards or Waste Discharge Requirements During Construction of Joint-Use Facilities.** Construction activities associated with joint-use facilities could degrade water quality by increasing polluted stormwater runoff, which could contribute to water quality degradation. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-6: Potential to Violate Water Quality Standards or Waste Discharge Requirements During Operation of Joint-Use Facilities.** Operation activities	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	associated with joint-use facilities could degrade water quality by increasing polluted stormwater runoff, which could contribute to water quality degradation. This is a potentially significant impact.			
Near-Term, Site-Specific Whole Site Modernization	*Construction:* **Impact-HWQ-3,** as described above.	Potentially Significant	Implement **MM-HWQ-1,** as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-4,** as described above.	Potentially Significant	Implement **MM-HWQ-2,** as described above.	*Operation:* Less than Significant
Substantially decrease groundwater supplies or interfere substantially with groundwater recharge such that the project may impede sustainable groundwater management of the basin				
All Project Categories	*Construction:* Construction activities associated with all project categories would not substantially decrease groundwater supplies or interfere substantially with groundwater recharge such that the project may impede sustainable groundwater management of the basin.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities associated with all project categories would not substantially decrease groundwater supplies or interfere substantially with groundwater recharge such that the project may impede sustainable groundwater management of the basin.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Near-Term, Site-Specific Whole Site Modernization	*Construction and Operation:* Construction and operation of near-term, site-specific whole site modernization projects would result in less-than-significant impacts prior to mitigation.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable
Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner which would: a. *Result in substantial erosion or siltation on or off site;*				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-HWQ-7: Potential to Result in Substantial Erosion or Siltation On or Off Site During Construction of New Acquisition and New School or Administrative Facilities.** Construction activities associated with new school or administrative facilities could alter the existing drainage pattern of the site or area, and could result in substantial erosion or siltation on or off site. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction*: Less than Significant
	Operation: **Impact-HWQ-8: Potential to Result in Substantial Erosion or Siltation On or Off Site During Operation of New Acquisition and New School or Administrative Facilities.** Operational activities associated with new school or	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation*: Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	administrative facilities could alter the existing drainage pattern of the site or area, and could result in substantial erosion or siltation on or off site. This is a potentially significant impact.			
Whole Site Modernization	*Construction:* **Impact-HWQ-9: Potential to Result in Substantial Erosion or Siltation On or Off Site During Construction of Whole Site Modernization Projects.** Construction activities associated with whole site modernization projects could alter the existing drainage pattern of the site or area, and could result in substantial erosion or siltation on or off site. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-10: Potential to Result in Substantial Erosion or Siltation On or Off Site During Operation of Whole Site Modernization Projects.** Operation activities associated with whole site modernization projects could alter the existing drainage pattern of the site or area, and could result in substantial erosion or siltation on or off site. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities associated with upgrades of existing school and administrative sites would not substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner that would result in substantial erosion or siltation on or off site.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of upgrades of existing school and administrative sites would not substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner that would result in substantial erosion or siltation on or off site.	Less than Significant	No mitigation is required.	*Operation*: Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-HWQ-11: Potential to Result in Substantial Erosion or Siltation On or Off Site During Construction of Joint-Use Facilities.** Construction activities associated with joint-use facilities could alter the existing drainage pattern of the site or area, and could result in substantial erosion or siltation on or off site. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: **Impact-HWQ-12: Potential to Result in Substantial Erosion or Siltation On or Off Site During Operation of Joint-Use Facilities.** Operation activities associated with joint-use facilities could alter the existing drainage pattern of the site or area, and could result in substantial erosion or siltation on or off site. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
Near-Term, Site-Specific Whole Site Modernization	*Construction:* **Impact-HWQ-9,** as described above.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-10,** as described above.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
b.	*Substantially increase the rate or amount of surface runoff in a manner that would result in flooding on or off site; or*			
d.	*Impede or redirect flood flows.*			
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-HWQ-13: Potential to Result in Substantial Flooding On or Off Site or Impede or Redirect Flood Flows During Construction of New School or Administrative Facilities.** Construction activities associated with new school or administrative facilities could alter the existing drainage pattern of the site or area, and could result in substantial flooding on or off site or	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	impede or redirect flood flows. This is a potentially significant impact.			
	Operation: **Impact-HWQ-14: Potential to Result in Substantial Flooding On or Off Site or Impede or Redirect Flood Flows During Operation of New School or Administrative Facilities.** Operation activities associated with new school or administrative facilities could alter the existing drainage pattern of the site or area, and could result in substantial flooding on or off site or impede or redirect flood flows. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
Whole Site Modernization	*Construction:* **Impact-HWQ-15: Potential to Result in Substantial Flooding On or Off Site or Impede or Redirect Flood Flows During Construction of Whole Site Modernization Projects.** Construction activities associated with whole site modernization projects could alter the existing drainage pattern of the site or area, and could result in substantial flooding on or off site or impede or redirect flood flows. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-16: Potential to Result in Substantial Flooding On or Off Site or Impede or Redirect Flood Flows During Operation of**	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Whole Site Modernization Projects. Operation activities associated with whole site modernization projects could alter the existing drainage pattern of the site or area, and could result in substantial flooding on or off site or impede or redirect flood flows. This is a potentially significant impact.			
Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities associated with upgrades of existing school and administrative facilities would not substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner that would substantially increase the rate or amount of surface runoff in a manner that would result in flooding on or off site or impede or redirect flood flows.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of upgrades of existing school and administrative facilities would not substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner that would substantially increase the rate or amount of surface runoff in a manner that would result in flooding	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	on or off site or impede or redirect flood flows.			
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with joint-use facilities would not substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner that would substantially increase the rate or amount of surface runoff in a manner that would result in flooding on or off site or impede or redirect flood flows.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: **Impact-HWQ-17: Potential to Result in Substantial Flooding On or Off Site or Impede or Redirect Flood Flows During Operation of Joint-Use Facilities.** Operation activities associated with joint-use facilities could alter the existing drainage pattern of the site or area, and could result in substantial flooding on or off site or impede or redirect flood flows. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
Near-Term, Site-Specific Whole Site Modernization	*Construction:* **Impact-HWQ-15,** as described above.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: **Impact-HWQ-16,** as described above.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
c. Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff.				
New Acquisition and New School or Administrative Facilities	Construction: **Impact-HWQ-18: Potential for New School and Administrative Facilities to Create or Contribute Runoff Water That Would Exceed the Capacity of Existing or Planned Stormwater Drainage Systems or Provide Substantial Additional Sources of Polluted Runoff During Construction.** Construction activities associated with new acquisition and new school or administrative facilities projects could alter the existing drainage pattern of the site or area, and could create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-19: Potential for New School and Administrative Facilities to Create or Contribute Runoff Water That Would Exceed the Capacity of Existing or Planned Stormwater Drainage Systems or Provide Substantial Additional**	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Sources of Polluted Runoff During Operation. Operation activities associated with new acquisition and new school or administrative facilities projects could alter the existing drainage pattern of the site or area, and could create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff. This is a potentially significant impact.			
Whole Site Modernization	*Construction:* **Impact-HWQ-20: Potential for Whole Site Modernization Projects to Create or Contribute Runoff Water That Would Exceed the Capacity of Existing or Planned Stormwater Drainage Systems or Provide Substantial Additional Sources of Polluted Runoff During Construction.** Construction activities associated with whole site modernization projects could alter the existing drainage pattern of the site or area, and could create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: **Impact-HWQ-21: Potential for Whole Site Modernization Projects to Create or Contribute Runoff Water That Would Exceed the Capacity of Existing or Planned Stormwater Drainage Systems or Provide Substantial Additional Sources of Polluted Runoff During Operation.** Operation activities associated with whole site modernization projects could alter the existing drainage pattern of the site or area, and could create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities associated with upgrades of existing school and administrative sites would not result in alteration of existing drainage patterns during construction, which could exceed stormwater drainage system capacities or provide substantial sources of additional pollutants.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities associated with upgrades of existing school and administrative sites would not result	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	in alteration of existing drainage patterns during operation, which could exceed stormwater drainage system capacities or provide substantial sources of additional pollutants.			
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-HWQ-22: Potential for Joint-Use Facilities to Create or Contribute Runoff Water That Would Exceed the Capacity of Existing or Planned Stormwater Drainage Systems or Provide Substantial Additional Sources of Polluted Runoff During Construction.** Construction activities associated with joint-use facilities projects could alter the existing drainage pattern of the site or area, and could create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff. This is a potentially significant impact.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-23: Potential for Joint-Use Facilities to Create or Contribute Runoff Water That Would Exceed the Capacity of Existing or Planned Stormwater Drainage Systems or Provide Substantial Additional Sources of Polluted Runoff During Operation.**	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation activities associated with joint-use facilities projects could alter the existing drainage pattern of the site or area, and could create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff. This is a potentially significant impact.			
Near-Term, Site-Specific Whole Site Modernization	*Construction:* **Impact-HWQ-20,** as described above.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-21,** as described above.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
In flood hazard, tsunami, or seiche zones, risk release of pollutants due to project inundation				
All Project Categories	*Construction and Operation:* Construction activities associated with and operation of the Proposed Program would not risk the release of pollutants due to project inundation within a flood hazard, tsunami, or seiche zone.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization	*Construction and Operation:* Construction and operational activities associated the near-term, site-specific whole site modernization projects would not risk the release of pollutants due to project inundation within a flood hazard, tsunami, or seiche zone.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Conflict with or obstruct implementation of a water quality control plan or sustainable groundwater management plan				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-HWQ-1,** as described above.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-2,** as described above.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
Whole Site Modernization	*Construction:* **Impact-HWQ-3,** as described above.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-4,** as described above.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities associated with upgrades of existing school and administrative facilities would not result in a violation of a water quality standard or WDR during construction activities, with implementation of construction BMPs as needed.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations following upgrades of existing school and administrative facilities would not result in a violation of a water quality standard with implementation of post-construction BMPs as needed.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities	*Construction:* **Impact-HWQ-5,** as described above.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Development Including	*Operation:* **Impact-HWQ-6,** as described above.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
Near-Term, Site-Specific Whole Site Modernization	*Construction*: **Impact-HWQ-3,** as described above.	Potentially Significant	Implement **MM-HWQ-1**, as described above.	*Construction:* Less than Significant
	Operation: **Impact-HWQ-4,** as described above.	Potentially Significant	Implement **MM-HWQ-2**, as described above.	*Operation:* Less than Significant
4.10 Noise and Vibration				
Generate a substantial temporary or permanent increase in ambient noise levels in the vicinity of the project in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies.				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-NOI-1: Exceed the City of San Diego Municipal Code Construction Noise Limits at Residences or Other Offsite Noise-Sensitive Receptors During Construction of New School or Administrative Facilities.** Noise levels due to various construction activities (phases) associated with new school or administrative facilities could exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (Leq) at residences or other offsite noise-sensitive receptors. These impacts could occur if one or more project construction phase(s) occur within the screening distances identified in Table 4.10-11 or Table 4.10-13. (Actual impact distances could be shorter depending on site-specific details such as	Potentially Significant	For **Impact-NOI-1:** **MM-NOI-1: Conduct Site-Specific Reviews of Noise Impacts and, if Warranted, Conduct Additional Analyses.** Once individual project (i.e., site-specific) plans are available, an acoustical consultant shall be retained by the District to review noise impacts against the identified screening criteria, prior to implementation of further mitigation measures. If impacts are confirmed, then no further analysis is required, and the project may proceed with implementation of the relevant mitigation measures described in this PEIR. However, at the District's discretion, new or more detailed analysis may be conducted in order to clarify site-specific impacts. These analyses may indicate that significant impacts will not, in fact, occur. In such cases, the acoustical consultant shall indicate which mitigation measure(s) are no longer required, and the District may modify or eliminate those measure(s) from the project accordingly at the approval of the project. The analysis and findings should be documented by	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	ground conditions and the presence of any acoustical screening.) This is a potentially significant impact. **Impact-NOI-2: Exceed 75 A-Weighted Decibels 12-Hour Equivalent Sound Level at Occupied Onsite Learning Spaces Due to Construction Activities Related to New School or Administrative Facilities.** Noise levels due to various construction activities (phases) associated with new school or administrative facilities could exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (Leq) at onsite learning spaces (classrooms, libraries, etc.) while occupied by students for academic purposes. These impacts could occur if one or more project construction phase(s) occur within the screening distances identified in Table 4.10-11 or Table 4.10-13 of occupied onsite learning spaces. (Actual impact distances could be shorter depending on site-specific details such as ground conditions and the presence of any acoustical screening.) This is a potentially significant impact.		the acoustical consultant in a memorandum or technical report. **MM-NOI-2: Prohibit Exterior Construction Activities Outside of the City of San Diego's Permitted Construction Hours**. During construction of the project, the District shall require all contractors to limit exterior construction activities, including material or equipment deliveries and collections, to the hours of 7 a.m. to 7 p.m. on weekdays and Saturdays, with no such work at any time on Sundays or legal holidays. Except for construction personnel specifically working on interior construction tasks, construction personnel shall not be permitted on the job site outside of the permitted exterior construction hours. **MM-NOI-3: Avoid Construction Within the Calculated Screening Distances of Noise-Sensitive Receptors.** During construction of the project, the District shall require all contractors to maintain adequate clearance from noise-sensitive offsite receptors based on the appropriate screening distance for each phase of construction, as identified in Tables 4.10-11 and 4.10-13. **MM-NOI-4: Implement General Best Practices for Construction Noise Abatement.** During construction of the project, the District shall require all contractors to adhere to the following noise abatement measures: • All construction equipment and vehicles using internal combustion engines will be equipped with mufflers, air-inlet silencers where appropriate, and any other shrouds, shields, or	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			other noise-reducing features in good operating condition that meet or exceed original factory specification. • All mobile or fixed construction equipment used on the project that is regulated for noise output by a local, state, or federal agency will comply with such regulation while in the course of proposed project activity. • All construction equipment will be properly maintained and serviced. • All construction equipment will be operated only when necessary and will be switched off when not in use. • Construction employees will be trained in the proper operation and use of the equipment to avoid careless or improper operation of equipment that could increase noise levels. • Electrically powered equipment will be used instead of pneumatic or internal combustion powered equipment, where feasible. • Material stockpiles and mobile equipment staging, parking, and maintenance areas will be located as far as practicable from noise-sensitive receptors. • Construction site speed limits will be established and enforced during the construction period. • The use of noise-producing signals, including horns, whistles, alarms, and bells, will be for safety warning purposes only. • The contractor will provide advance written notification of construction activities to residences around the construction site. Notification will include a brief overview of the proposed construction activity and its purpose and schedule. It also will include the name and	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			contact information of the project manager or representative responsible for resolving any noise concerns. **MM-NOI-5: Install Temporary Noise Barriers to Shield Noise-Sensitive Receptors from Excessive Construction Noise Levels.** During construction of the project, the construction contractor shall install temporary noise barrier(s) between construction activities and noise-sensitive receptor(s) where noise levels are anticipated to exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (L_{eq}). The barriers shall be constructed as follows: • The minimum height of the barriers will be 8 feet above ground level. • The barriers will be positioned to block the line-of-sight between the construction equipment and the receiver. • The barriers will be constructed from acoustical blankets hung over or from a supporting frame. • The blankets will provide a minimum sound transmission class (STC) rating of 28. • The blankets will be overlapped by at least 4 inches at seams and taped and/or closed with hook-and-loop fasteners (i.e., Velcro®) so that no gaps exist. • The largest blankets available should be used to minimize the number of seams. • The blankets will be draped to the ground to eliminate any gaps at the base of the barrier. **MM-NOI-6: Avoid or Reduce Construction Noise from Pile Driving**. During construction activities, the District and its construction contractor shall take steps to reduce pile driving noise, if any, associated	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			with the project. Possible noise reduction methods may include, but are not limited to, the following: • Avoiding impact pile driving by using quieter alternative installation methods, such as press-in piles or drilled piles (e.g., cast-in-drilled-hole, poured-in-place piles). • Using an acoustical shroud around impact pile driving. The shroud shall be constructed of materials that provide a minimum STC of 28 (examples include sound-rated acoustical blankets). For **Impact-NOI-2:** Implement **MM-NOI-1**, and **MM-NOI-3** through **MM-NOI-6**. **MM-NOI-7: Coordinate Construction Activities to Avoid or Minimize Excessive Noise at Occupied Onsite Learning Spaces.** During construction activities, the District shall coordinate with all contractors to avoid excessive noise at occupied onsite learning spaces. Such coordination may include, but is not limited to, the following: • Identifying days and times when school buildings or exterior facilities would be used for sensitive learning activities and maximizing the separation between these areas and construction equipment and heavy vehicles. • Relocating sensitive learning activities to alternative classrooms or other spaces away from heavy construction activities. • Shortening the construction work day and/or altering start and stop times to avoid particularly sensitive time periods such as student testing and exams.	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			• Scheduling interior construction and renovation work to occur outside of school hours, including at nighttime if necessary.	
	Operation: **Impact-NOI-3: Increase Traffic Noise by 3 Decibels Community Noise Equivalent Level or More that Would Result in Excessive Noise Levels at Residences or Other Offsite Noise-Sensitive Receptors Due to Additional Vehicle Trips at New School or Administrative Facilities.** Vehicle trips generated by new school or administrative facilities have the potential to cause a traffic noise increase of 3 decibels (dB) Community Noise Equivalent Level (CNEL) or more that would result in a noise level greater than 65 dB CNEL at an offsite residence, hospital, nursing facility, intermediate care facility, school, day care, library, hotel, motel, or park, or 70 dB CNEL at an offsite church or museum. This is a potentially significant impact. **Impact-NOI-4: Generate a Noticeable Increase (3 Decibels or More) in Noise Levels at a Noise-Sensitive Offsite Land Use that Would Result in a Noise Level Greater Than the Limits Specified in the City of San Diego Municipal Code During Operation of New**	Potentially Significant	For **Impact-NOI-3:** **MM-NOI-8: Conduct a Traffic Noise Analysis to Quantify the Traffic Effects of New District Sites.** During project-specific CEQA evaluations, in order to clarify the potential for substantial increases in traffic noise, the District shall retain a qualified traffic consultant to conduct analyses to quantify existing daily traffic volumes on the roadways surrounding the site as well as the anticipated increase in these traffic volumes as a result of the proposed project. **MM-NOI-9: Plan Access Routes for New District Sites to Avoid Noise-Sensitive Land Uses and/or Encourage Use of Major Arterials as Opposed to Smaller Local Streets.** If site-specific traffic analysis indicates that substantial increases in daily traffic could occur then, where compatible with safety or other critical requirements, the District shall design ingress and egress at new facilities to encourage vehicle trips to utilize routes that avoid residential streets or other roadways adjacent to noise-sensitive receptors. Where such routes cannot be avoided, the District shall design site access to encourage trips along major roadways where the relative effect of increased traffic would be less noticeable. For **Impact-NOI-4**: **MM-NOI-10: Apply Administrative Controls and Incorporate Public Address System Design Features to Reduce Operational Noise Levels During All Use (School and Joint Use) of Any New or Redesigned Major Athletic Facilities.** During	*Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation

	School or Administrative Facilities. Operation of new school or administrative facilities have the potential to cause a noticeable increase (3 decibels or more) in noise levels that would result in a noise level greater than the limits specified in the City's Municipal Code. This is a potentially significant impact.		project planning and design phases, the District shall implement the following measures to control operational noise levels from new or redesigned major athletic facilities such as stadiums, large fields with bleacher seating and Public Address (PA) systems, or aquatic facilities with bleacher seating and PA systems. These measures shall apply to both District use and any use as part of a joint/community use agreement.
			• The use of noise-generating equipment (bullhorns/megaphones, air horns, rattles, etc.) by spectators will be prohibited at all times.
			• Use of the facilities for any noise-generating activity, excluding morning practice, will be prohibited from dusk until dawn each day, and shall not occur at any time before 7 a.m. or after 10 p.m. on any day.
			• The proposed project will incorporate the following design features into the PA system that will be installed at the athletic field:
			  ○ All speakers installed on the loudspeaker poles will have defined coverage patterns and be mounted in a way that the aiming of speakers can be adjusted at the time of installation both vertically and horizontally to maximize control of sound coverage.
			  ○ The aiming point of each loudspeaker (or loudspeaker cluster) will be individually adjusted to fit the minimal area of coverage to maximize the sound levels for the spectators and minimize the bleed over into the adjacent areas.
			  ○ Each loudspeaker cluster type will have independent parametric equalization and amplification control, allowing individual	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			adjustment of frequency content and sound levels. In addition, the audio system will be programmed to provide compression and limiting that will control the maximum sound output level. ○ The field, home bleachers, and visitor bleachers speaker systems will be designed to allow for independent activation via local control. This will allow for use of all speakers or a portion of the speakers depending on the needs of the event. ○ Connection to an audio mixer will be provided with the system to adjust inputs and microphones and control the levels. ○ The overall system volume will be adjusted and the maximum output will be limited to prevent additional amplification by end users. **MM-NOI-11: Design and Install All New or Substantially Altered Mechanical Systems to Ensure All Mechanical Equipment Complies with Section 59.5.0401 of the City of San Diego Municipal Code at Nearby Noise-Sensitive Receptors.** During the architectural and engineering design phases of the project, and prior to the issuance of any building permits for the school buildings, an acoustical consultant shall be retained by the District to evaluate the mechanical system design and provide recommendations, as necessary, to ensure that exterior noise levels comply with the City's Municipal Code noise limits at nearby noise-sensitive land uses. Such recommendations may include, but are not limited to, the selection of quieter mechanical units, changes in unit locations,	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			changes to rooftop parapet walls, and acoustical louvers or screens. **MM-NOI-12: Design and Develop All Other New, Expanded, or Relocated Exterior Noise Sources so that Operational Noise Does Not Generate a Noticeable Increase (3 Decibels or More) in Noise Levels at a Noise-Sensitive Offsite Land Use Resulting in an Exceedance of Section 59.5.0401 of the City of San Diego Municipal Code.** During the architectural and engineering design phases of the proposed project, and prior to the issuance of any building permits for the school buildings, an acoustical consultant shall be retained by the District to evaluate the potential noise impacts of ancillary outdoor noise sources such as new parking lots and playgrounds. The consultant shall assess the proposed project details and determine what, if any, additional analysis is required to quantify operational noise levels and potential noise control measures. Based on the consultant's professional experience, the assessment may range from a cursory review to detailed technical analysis. Noise control measures, if required, may include, but are not limited to, reorientation or relocation of noise sources, administrative controls on the times and intensity of use, or the addition of noise barriers or other acoustical screening.	
Whole Site Modernization	*Construction:* **Impact-NOI-5: Exceed the City of San Diego Municipal Code Construction Noise Limits at Residences or Other Offsite Noise-Sensitive Receptors During Construction of Whole Site**	Potentially Significant	For **Impact-NOI-5**: Implement **MM-NOI-1** through **MM-NOI-6**, as described above. For **Impact-NOI-6**: Implement **MM-NOI-1**, and **MM-NOI-3** through **MM-NOI-7**, as described above.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Modernization Projects. Noise levels due to various construction activities (phases) associated with whole site modernization projects could exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (L_{eq}) at residences or other offsite noise-sensitive receptors. These impacts could occur if one or more project construction phase(s) occur within the screening distances identified in Table 4.10-11 or Table 4.10-13. (Actual impact distances could be shorter depending on site-specific details such as ground conditions and the presence of any acoustical screening.) This is a potentially significant impact. **Impact-NOI-6: Exceed 75 A-Weighted Decibels 12-Hour Equivalent Sound Level at Occupied Onsite Learning Spaces Due to Construction Activities Related to Whole Site Modernization Projects.** Noise levels due to various construction activities (phases) associated with whole site modernization projects could exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (L_{eq}) at onsite learning spaces (classrooms, libraries, etc.) while occupied by students for academic purposes. These impacts could occur if one or more project construction			

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	phase(s) occur within the screening distances identified in Table 4.10-11 or Table 4.10-13 of occupied onsite learning spaces. (Actual impact distances could be shorter depending on site-specific details such as ground conditions and the presence of any acoustical screening.) This is a potentially significant impact.			
	Operation – Traffic **Impact-NOI-7: Increase Traffic Noise by 3 Decibels Community Noise Equivalent Level or More that Would Result in Excessive Noise Levels at Residences or Other Offsite Noise-Sensitive Receptors Due to Additional Vehicle Trips or Altered Traffic Patterns.** Increased vehicle trips on local roadways could be generated by new facilities, expanded use of existing facilities, or redirection of traffic patterns due to reconfiguration of site access and layout. These changes have the potential to cause a traffic noise increase of 3 decibels (dB) Community Noise Equivalent Level (CNEL) or more that would result in a noise level greater than 65 dB CNEL at an offsite residence, hospital, nursing facility, intermediate care facility, school, day care, library, hotel, motel, or park, or 70 dB CNEL	Potentially Significant	For **Impact-NOI-7**: **MM-NOI-13: Conduct a Traffic Noise Analysis to Quantify the Traffic Effects of Redesigned Project Sites, Including New or Expanded Onsite Facilities.** During project-specific CEQA evaluations, in order to clarify the potential for substantial increases in traffic noise, the District shall retain a qualified traffic consultant to conduct analyses to quantify existing daily traffic volumes on the roadways surrounding the site, as well as the anticipated change in trip distribution and traffic volumes on these roadways as a result of the project. **MM-NOI-14: Plan Access Routes for Redesigned Project Sites, Including New or Expanded Onsite Facilities to Avoid Substantial Traffic Increases Adjacent to Noise-Sensitive Land Uses.** If site-specific traffic analysis indicates that substantial increases in daily traffic could occur then, where compatible with safety or other critical requirements, the District shall redesign or relocate ingress and egress at existing facilities to encourage vehicle trips to utilize routes that avoid residential streets or other roadways adjacent to noise-sensitive receptors. Where such routes cannot be avoided, the District shall design site access to encourage trips	*Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	at an offsite church or museum. This is a potentially significant impact. *Operation – Onsite Noise Sources* **Impact-NOI-8: Generate a Noticeable Increase (3 Decibels or More) in Noise Levels at a Noise-Sensitive Offsite Land Use that Would Result in a Noise Level Greater Than the Limits Specified in the City of San Diego Municipal Code During Operation of an Existing District Facility.** Operation of expanded or reconfigured operations at existing facilities have the potential to cause a noticeable increase (3 decibels or more) in noise levels that would result in a noise level greater than the limits specified in the City's Municipal Code. This is a potentially significant impact.		along routes where the relative effect of increased traffic would be less noticeable; this could include major roadways or the roadways that currently provide primary access to the site. For **Impact-NOI-8**: Implement **MM-NOI-10** through **MM-NOI-12**, as described above.	
Upgrades of Existing School and Administrative Sites	*Construction:* **Impact-NOI-9: Exceed the City of San Diego Municipal Code Construction Noise Limits at Residences or Other Offsite Noise-Sensitive Receptors During Construction Activities Associated with Upgrades of Existing School and Administrative Sites.** Noise levels due to various construction activities (phases) associated with upgrades of existing school and administrative sites could exceed 75 A-weighted decibels (dBA) 12-hour	Potentially Significant	For **Impact-NOI-9:** Implement **MM-NOI-1** through **MM-NOI-6**, as described above. For **Impact-NOI-10:** Implement **MM-NOI-1**, and **MM-NOI-3** through **MM-NOI-7**, as described above.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	equivalent sound level (L_{eq}) at residences or other offsite noise-sensitive receptors. These impacts could occur if one or more project construction phase(s) occur within the screening distances identified in Table 4.10-11 or Table 4.10-13. (Actual impact distances could be shorter depending on site-specific details such as ground conditions and the presence of any acoustical screening.) This is a potentially significant impact.			
	Impact-NOI-10: Exceed 75 A-Weighted Decibels 12-Hour Equivalent Sound Level at Occupied Onsite Learning Spaces Due to Construction Activities Related to Upgrades of Existing School and Administrative Sites. Noise levels due to various construction activities (phases) associated with upgrades of existing school and administrative sites could exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (L_{eq}) at onsite learning spaces (classrooms, libraries, etc.) while occupied by students for academic purposes. These impacts could occur if one or more project construction phase(s) occur within the screening distances identified in Table 4.10-11 or Table 4.10-13 of occupied onsite learning spaces. (Actual impact distances			

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	could be shorter depending on site-specific details such as ground conditions and the presence of any acoustical screening.) This is a potentially significant impact.			
	Operation – Traffic **Impact-NOI-7,** as described above. *Operation – Onsite Noise Sources* **Impact-NOI-8,** as described above.	Potentially Significant	For **Impact-NOI-7**: Implement **MM-NOI-13** and **MM-NOI-14**, as described above. For **Impact-NOI-8**: Implement **MM-NOI-10** through **MM-NOI-12**, as described above.	*Operation:* Significant and Unavoidable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-NOI-11: Exceed the City of San Diego Municipal Code Construction Noise Limits at Residences or Other Offsite Noise-Sensitive Receptors During Construction of Joint-Use Facilities.** Noise levels due to various construction activities (phases) associated with joint-use facilities could exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (L_{eq}) at residences or other offsite noise-sensitive receptors. These impacts could occur if one or more project construction phase(s) occur within the screening distances identified in Table 4.10-11 or Table 4.10-13. (Actual impact distances could be shorter depending on site-specific details such as ground conditions and the presence of any	Potentially Significant	For **Impact-NOI-11**: Implement **MM-NOI-1** through **MM-NOI-6**, as described above. For **Impact-NOI-12**: Implement **MM-NOI-1**, and **MM-NOI-3** through **MM-NOI-7**, as described above.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	acoustical screening.). This is a potentially significant impact. **Impact-NOI-12: Exceed 75 A-Weighted Decibels 12-Hour Equivalent Sound Level at Occupied Onsite Learning Spaces Due to Construction Activities Associated with Joint-Use Facilities.** Noise levels due to various construction activities (phases) associated with joint-use facilities could exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (L_{eq}) at onsite learning spaces (classrooms, libraries, etc.) while occupied by students for academic purposes. These impacts could occur if one or more project construction phase(s) occur within the screening distances identified in Table 4.10-11 or Table 4.10-13 of occupied onsite learning spaces. (Actual impact distances could be shorter depending on site-specific details such as ground conditions and the presence of any acoustical screening.) This is a potentially significant impact.			
	Operation – Traffic **Impact-NOI-7,** as described above. *Operation – Onsite Noise Sources* **Impact-NOI-8,** as described above.	Potentially Significant	For **Impact-NOI-7:** Implement **MM-NOI-13** and **MM-NOI-14**, as described above**.** For **Impact-NOI-8**: Implement **MM-NOI-10** through **MM-NOI-12**, as described above.	*Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			MM-NOI-15: Control Noise and Minimize Potential Annoyance from Joint-Use Facilities. During contract development for joint-use facilities, the District shall implement into contracts and agreements the following measures to control operational noise levels from joint-use facilities other than "major athletic facilities." Operational limitations shall be incorporated into all use agreements between the District, the City, and/or groups using the fields (sports leagues, etc.). • The use of noise-generating equipment (permanent or temporary public address systems, bullhorns, air horns, etc.) at the facilities will be prohibited at all times. The only exception is for the use of whistles as needed by coaches, referees, or other game officials. • Use of the facilities for any noise-generating activity will be prohibited from dusk until dawn each day, and shall not occur at any time before 7 a.m. or after 10 p.m. on any day. Signs to this effect will be prominently posted at each joint-use field site. • City of San Diego Parks and Recreation staff will work closely with user groups to ensure that their use of the facilities does not negatively impact neighborhoods through excessive noise. • If noise complaints are received regarding the joint-use facilities, City staff shall respond during normal business hours, investigate the complaint as necessary, and undertake additional steps as needed to address the complaint. Additional steps may include, but are not limited to, the following:	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			○ Enforcing applicable conditions of any permits under which the subject activity is conducted. ○ Working with user groups to avoid problematic activities or behaviors. ○ Imposing additional limits on hours during which particularly noisy activities can occur at the facilities. ○ Conducting noise measurements to confirm noise levels at sensitive receptors. ○ Revoking permits for user groups if they generate ongoing noise violations that cannot be remedied.	
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* I**mpact-NOI-5** and **Impact-NOI-6**, as described above.	Potentially Significant	For **Impact-NOI-5**: Implement **MM-NOI-1** through **MM-NOI-6**, as described above. For **Impact-NOI-6:** Implement **MM-NOI-1** and **MM-NOI-3** through **MM-NOI-7,** as described above.	*Construction:* Significant and Unavoidable
	Operation – Traffic **Impact-NOI-7**, as described above. *Operation – Onsite Noise Sources* **Impact-NOI-8**, as described above.	Potentially Significant	For **Impact-NOI-7:** Implement **MM-NOI-13** and **MM-NOI-14**, as described above. For **Impact-NOI-8:** Implement **MM-NOI- 10**, **MM-NOI-11,** and **MM-NOI-12**, as described above.	*Construction:* Significant and Unavoidable
Generation of excessive groundborne vibration or groundborne noise levels				
New Acquisition and New School or Administrative Facilities; and	*Construction:* **Impact-NOI-13: Exceed Caltrans Guideline Criteria for Potential Building Damage During Project Construction.** Vibration levels due to	Potentially Significant	For **Impact-NOI-13:** **MM-NOI-16**: **Avoid or Reduce Potentially Damaging Vibration at Nearby Buildings from Program Construction.** During construction activities, the District shall require all contractors, to	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Whole Site Modernization	various construction activities could exceed recommended criteria for potential building damage. The actual impacts, if any, would depend on the equipment used and the distance to the affected structure(s). Specifically, a significant impact would occur if project construction occurs within one or more of the threshold distances identified in Table 4.10-16 based on the actual construction equipment to be used. This is a potentially significant impact. **Impact-NOI-14: Exceed Caltrans Guideline Criteria for Potential Human Annoyance at Offsite Sensitive Receptors During Project Construction.** Vibration levels due to various construction activities could exceed recommended criteria for potential human annoyance. The actual impacts, if any, would depend on the equipment used and the distance to the affected sensitive buildings. Specifically, a significant impact would occur if project construction occurs within the "distinctly perceptible" threshold distance of an occupied sensitive building, as identified in Table 4.10-17 based on the actual construction equipment to be used. This is a potentially significant impact.		avoid working within the potential damage threshold distances identified in Table 4.10-16 based on the construction equipment to be used and the type and condition of nearby structures. The contractor may reduce the potential impact distance through the selection of alternate construction equipment or techniques such as, but not limited to, the following. • Replacing impact pile driving with press-in piles or drilled piles (e.g., cast-in-drilled-hole, poured-in-place piles). • Using smaller categories of equipment, such as a Bobcat or skid steer instead of full size graders or bulldozers. If these techniques cannot be fully implemented or are not sufficient to place the affected receivers outside of the applicable threshold distance, then the following additional steps shall be taken to protect buildings within the potential impact distances for construction vibration damage: • The project proponent/contractor shall retain a qualified structural or geotechnical engineer to conduct preconstruction surveys of neighboring structures (including photographing and/or videotaping) to document existing building conditions for future comparison if any vibration-related damage is suspected or results from construction-related activities. • Based on professional judgment and review of the specific buildings involved, the structural/geotechnical engineer may provide updated vibration thresholds and revised impact distances for potentially affected buildings. • If considered appropriate by the structural/geotechnical engineer, monitoring shall be conducted during construction to check	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Impact-NOI-15: Exceed Caltrans Guideline Criteria for Potential Human Annoyance at Occupied Onsite Learning Spaces During Project Construction. Vibration levels due to various construction activities could exceed recommended criteria for potential human annoyance. The actual impacts, if any, would depend on the equipment used and the distance to the affected sensitive buildings. Specifically, a significant impact would occur if project construction occurs within the "distinctly perceptible" threshold distance of an occupied sensitive building, as identified in Table 4.10-17 based on the actual construction equipment to be used. This is a potentially significant impact.		for vibration-related damage during pile driving. Such monitoring may include vibration measurements obtained inside or outside of the buildings or other tests and observations deemed necessary. For **Impact-NOI-14**: **MM-NOI-17**: **Avoid or Reduce Potentially Annoying Vibration at Occupied Sensitive Offsite Buildings During Project Construction.** During construction activities, the District shall require all contractors to avoid working within the distinctly perceptible threshold distances identified in Table 4.10-17 from occupied sensitive offsite buildings, based on the construction equipment to be used. The contractor may reduce the potential impact distance through the selection of alternate construction equipment or techniques such as, but not limited to, the following. • Replacing impact pile driving with press-in piles or drilled piles (e.g., cast-in-drilled-hole, poured-in-place piles). • Using smaller categories of equipment, such as a Bobcat or skid steer instead of full size graders or bulldozers. For **Impact-NOI-15:** **MM-NOI-18: Avoid or Reduce Potentially Annoying Vibration at Occupied Onsite Learning Spaces During Program Construction.** During construction of the project, the District shall coordinate with all contractors to avoid excessive groundborne vibration at sensitive onsite buildings. Such coordination may include, but is not limited to, the following.	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			• Identifying days and times when school buildings would be used for sensitive learning activities and avoiding the operation of heavy construction equipment within the threshold distances identified in Table 4.10-17. • Relocating sensitive learning activities to alternative classrooms or other spaces away from heavy construction activities. • Shortening the construction work day and/or altering start and stop times to avoid particularly sensitive time periods such as student testing and exams	
	Operation: Operation of new school and administrative facilities and whole site modernization projects would not generate excessive groundborne vibration or groundborne noise levels.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction:* **Impact-NOI-13**, **Impact-NOI-14**, and **Impact-NOI-15**, as described above.	Potentially Significant	For **Impact-NOI-13**: Implement **MM-NOI-16**, as described above. For **Impact-NOI-14**: Implement **MM-NOI-17**, as described above. For **Impact-NOI-15**: Implement **MM-NOI-18**, as described above.	*Construction:* Significant and Unavoidable
	Operation: Operation of upgrades of existing school and administrative sites would not generate excessive groundborne vibration or groundborne noise levels.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-NOI-13**, **Impact-NOI-14**, and **Impact-NOI-15**, as described above.	Potentially Significant	For **Impact-NOI-13**: Implement **MM-NOI-16**, as described above. For **Impact-NOI-14**: Implement **MM-NOI-17**, as described above. For **Impact-NOI-15**: Implement **MM-NOI-18**, as described above.	*Construction:* Significant and Unavoidable
	Operation: Operation of joint-use facilities development including fields, pools, and Play All Day program would not generate excessive groundborne vibration or groundborne noise levels.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-NOI-13**, **Impact-NOI-14**, and **Impact-NOI-15**, as described above.	Potentially Significant	For **Impact-NOI-13**: Implement **MM-NOI-16**, as described above. For **Impact-NOI-14**: Implement **MM-NOI-17**, as described above. For **Impact-NOI-15**: Implement **MM-NOI-18**, as described above.	*Construction:* Significant and Unavoidable
	Operation: Mechanical equipment used during operation of the near-term, site-specific whole site modernization projects, such as HVAC units and fans, could produce some perceptible vibration within the buildings at which they are installed, but such equipment would not be large enough to generate noticeable	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	groundborne vibration at offsite locations.			
Be located within the vicinity of a private airstrip or an airport land use plan, or, where such a plan has not been adopted, within two miles of a public airport or public use airport and expose people residing or working in the project area to excessive noise levels.				
All Project Categories and Near-Term, Site-Specific Whole Site Modernization	*Construction and Operation:* The Proposed Program would not exacerbate any existing airport-related noise conditions, and there would be no impact.	No Impact	No mitigation is required.	*Construction:* Not Applicable
4.11 Paleontological Resources				
Directly or indirectly destroy a unique paleontological resource or site.				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-PAL-1: Potential to Disturb Buried Paleontological Resources During New Acquisition and New School or Administrative Facilities Projects.** Reasonably foreseeable construction activities associated with new acquisition and new school or administrative facilities projects have the potential to significantly affect paleontological resources as a result of any ground-disturbing activities extending 10 feet or more below existing surface grade and requiring more than 1,000 cubic yards of excavation within a high sensitivity geologic unit and/or more than 2,000 cubic yards of excavation within a moderate sensitivity geologic unit. In addition, if a new school or administrative facility site would be located on or within 100	Potentially Significant	**MM-PAL-1: Conduct Grading and Paleontological Sensitivity Screening.** 1. For new acquisition and new school or administrative facilities projects, a paleontological records search should be conducted to determine (1) whether any high or moderate sensitivity geologic units underlie the project site (following City of San Diego, 2016) and (2) whether there are documented fossil collection localities present within the site or within 100 feet of the site. If either of these are answered in the affirmative, proceed to Step 2. If not, no further action is required. For District facility improvement projects, consult Tables 4.11-3 to 4.11-5 presented in this report. If the existing District facility is underlain by high or moderate sensitivity geologic units or if documented fossil collection localities are present within the site or within 100 feet of the site, proceed to Step 2. If it is entirely underlain by low or no sensitivity geologic units and there	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	feet of a documented fossil collection locality, any ground-disturbing activities during construction would potentially result in significant impacts on these resources regardless of depth and/or volume thresholds. This is a potentially significant impact.		are no documented fossil collection localities nearby, no further action is required. 2. Compare project grading plans and the paleontological resource geographic information system (GIS) database (or paleontological records search results, for new acquisition and new school or administrative facilities projects), and project geotechnical report (if available). Determine whether the distribution of high/moderate sensitivity geologic units overlaps with construction plans, and what volume/depths will be affected. Determine whether a depth threshold other than 10 feet should be used for the project (see discussion under **Impact-PAL-2**). Otherwise, a standard depth threshold of 10 feet should be used. Based on comparison of these documents, will a high or moderate sensitivity geologic unit be affected by construction of the project? If yes, proceed to Step 3. If no (e.g., only artificial fill will be affected), no further action is required. 3. Determine whether volume and project-specific depth thresholds will be exceeded during project construction. Volume thresholds are greater than 1,000 cubic feet in areas underlain by high sensitivity geologic units and greater than 2,000 cubic feet in areas underlain by moderate sensitivity geologic units. The project-specific depth threshold was determined in Step 2. If both volume and depth thresholds for a project will be exceeded, **MM-PAL-2** should be implemented. If not, no further action is required. **MM-PAL-2: Conduct Paleontological Monitoring in Areas of High or Moderate Sensitivity.**	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation

			Where the above screening (**MM-PAL-1**) indicates that project construction would result in significant impacts on paleontological resources, **MM-PAL-2** shall be implemented to reduce these potential impacts to less-than-significant levels. Specifically, the District and/or its construction supervisor shall ensure the following measures are implemented:
			• A qualified paleontologist shall be retained to oversee the mitigation program.
			  ○ A qualified paleontologist is defined as an individual with an M.S. or Ph.D. in paleontology or geology who is familiar with paleontological procedures and techniques, who is knowledgeable in the geology and paleontology of San Diego County, and who has worked as a paleontological mitigation project supervisor in the county for at least 1 year.
			In addition, a regional fossil repository shall be designated to receive any discovered fossils.
			  ○ A fossil repository is defined as a scientific institution with permanent paleontological collections. Because the District lies within San Diego County, the recommended repository is San Diego National History Museum.
			• The qualified paleontologist shall attend the preconstruction meeting to consult with the grading and excavation contractors concerning excavation schedules, paleontological field techniques, and safety issues.
			• A paleontological monitor (working under the direction of the qualified paleontologist) shall be on site on a full-time basis during initial excavation activities that are anticipated to affect	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			high or moderate paleontological sensitivity geologic units to inspect exposures for contained fossils. The project-specific depth threshold should be used to determine where monitoring is required. ○ A paleontological monitor is defined as an individual selected by the qualified paleontologist who has experience in the collection and salvage of fossil materials. Paleontological monitoring may be reduced (e.g., to part-time monitoring or spot-checking) or eliminated at the discretion of the qualified paleontologist and in consultation with appropriate agencies. Changes to the paleontological monitoring schedule shall be based on the results of the mitigation program as it unfolds during site development, and actual and anticipated conditions in the field. • If fossils are discovered, the qualified paleontologist (or paleontological monitor) shall recover them and temporarily direct, divert, or halt grading to allow recovery of fossil remains in a timely manner. • Fossil remains collected during the monitoring and salvage portion of the mitigation program shall be cleaned, repaired, sorted, and catalogued. • Prepared fossils, along with copies of all pertinent field notes, photos, and maps, shall be deposited (as a donation) in the designated fossil repository. Donation of the fossils shall be accompanied by financial support for initial specimen storage, paid for by the project proponent.	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			Within 90 days of the completion of all ground-disturbing construction activities and fossil preparation and curation work (if fossils are discovered), a final paleontological mitigation report shall be completed by the qualified paleontologist that summarizes the results of the mitigation program. This report shall include discussions of the methods used and stratigraphic section(s) exposed, as well as fossils collected and significance of recovered fossils (if fossils are discovered and recovered).	
	Operation: Operational activities associated with new acquisition and new school or administrative facilities would not involve ground-disturbing activities and would result in no impacts on paleontological resources.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* **Impact-PAL-2: Potential to Disturb Buried Paleontological Resources During Construction of Whole Site Modernization and Joint-Use Facilities Development Projects.** Reasonably foreseeable construction activities associated with whole site modernization and joint-use facilities development projects have the potential to significantly affect paleontological resources as a result of any ground-disturbing activities exceeding the appropriate depth threshold (less than 10 feet for sites where previously undisturbed strata been exposed by prior grading of the	Potentially Significant	For **Impact-PAL-2** and **Impact-PAL-3:** Implement **MM-PAL-1** and **MM-PAL-2**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	site, more than 10 feet for sites containing artificial fill to depths of greater than 10 feet, or when project-specific documentation/evidence [i.e., geotechnical reports, etc.] indicate a different depth threshold should be applied such as when surficial resources may exist) requiring more than 1,000 cubic yards of excavation within a high sensitivity formation and/or more than 2,000 cubic yards of excavation within a moderate sensitivity formation. This is a potentially significant impact. **Impact-PAL-3: Potential to Disturb Fossil Collection Localities During Construction.** Reasonably foreseeable ground-disturbing construction activities associated with District facility improvement projects have the potential to significantly affect paleontological resources when the project is located on or within 100 feet of a documented fossil collection locality. This is a potentially significant impact.			
	Operation: Operational activities following whole site modernization or joint-use facilities development projects would not involve ground-disturbing	No Impact	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	activities and would result in no impacts on paleontological resources.			
Upgrades of Existing School and Administrative Sites	*Construction:* **Impact-PAL-3**, as described above.	Potentially Significant	Implement **MM-PAL-2**, as described above	*Construction:* Less than Significant
	Operation: Operations associated with upgrades of existing school and administrative facilities would not directly or indirectly destroy unique paleontological resources or fossil collection localities.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific, Whole Site Modernization Projects	*Construction:* **Impact-PAL-4: Potential to Disturb Buried Paleontological Resources During Construction of Near-Term, Site-Specific Whole Site Modernization Projects.** Reasonably foreseeable construction activities associated with near-term, site-specific whole site modernization projects have the potential to significantly affect paleontological resources as a result of any ground-disturbing activities exceeding the appropriate depth threshold (less than 10 feet for sites where previously undisturbed strata have been exposed by prior grading of the site, more than 10 feet for sites containing artificial fill to depths of greater than 10 feet, or when project-specific documentation/evidence [i.e., geotechnical reports, etc.] indicate a different depth threshold	Potentially Significant	For **Impact-PAL-4** and **Impact-PAL-5:** Implement **MM-PAL-1** and **MM-PAL-2**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	should be applied such as when surficial resources may exist) requiring more than 1,000 cubic yards of excavation within a high sensitivity formation and/or more than 2,000 cubic yards of excavation within a moderate sensitivity formation. This is a potentially significant impact. **Impact-PAL-5: Potential to Disturb Fossil Collection Localities During Construction of Near-Term, Site-Specific Whole Site Modernization projects.** Reasonably foreseeable ground-disturbing construction activities associated with near-term, site-specific whole site modernization projects have the potential to significantly affect paleontological resources when the project is located on or within 100 feet of a documented fossil collection locality. This is a potentially significant impact.			
	Operation: Operation of near-term, site-specific whole site modernization projects would not directly or indirectly destroy a unique paleontological resource or site.	No Impact	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
4.12 Recreation				
Require the construction or expansion of recreational facilities that might have an adverse physical effect on the environment.				
New Acquisition and New School or Administrative Facilities	*Construction*: New school or administrative facilities projects would not require new or expanded recreational facilities, the construction of which could result in adverse physical effects on the environment.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations associated with new school or administrative facilities would not require new or expanded recreational facilities, the construction of which could result in adverse physical effects on the environment.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization	*Construction:* Construction activities associated with whole site modernization projects would not require new or expanded recreational facilities, the construction of which could result in adverse physical effects on the environment.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations associated with whole site modernization projects would not require new or expanded recreational facilities, the construction of which could result in adverse physical effects on the environment.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Upgrades of Existing School Administrative Sites	*Construction:* None of the potential improvements that could occur with upgrades of existing school and administrative sites include recreational facilities that could result in adverse physical effects on the environment during construction.	No Impact	No mitigation is required.	*Construction:* Not Applicable
	Operation: None of the potential improvements that could occur with upgrades of existing school and administrative sites include recreational facilities that could result in adverse physical effects on the environment during operations.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with joint-use facilities would not require new or expanded recreational facilities, the construction of which could result in adverse physical effects on the environment.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations associated with joint-use facilities would not require new or expanded recreational facilities, the construction of which could result in adverse physical effects on the environment.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Near-Term, Site-Specific, Whole Site Modernization Projects	*Construction:* Construction activities associated with the near-term, site-specific whole site modernization projects would not require new or expanded recreational facilities, the construction of which could result in adverse physical effects on the environment.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations associated with the near-term, site-specific whole site modernization projects would not require new or expanded recreational facilities, the construction of which could result in adverse physical effects on the environment.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
4.13 Transportation				
Conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle and pedestrian facilities				
New Acquisition and New School or Administrative Facilities	*Construction:* Construction activities associated with new school or administrative facilities would not conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle, and pedestrian facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: **Impact-TRA-1: Conflict with Policies Related to Safe and Effective Pedestrian and Bicycle Routes to School and Result in Potential Safety Hazards During**	Potentially Significant	**MM-TRA-1: Develop a Safe Routes to School Plan.** During the planning phases for new schools or whole site modernizations, the District shall continue to coordinate with the City of San Diego to develop a Safe Routes to School (SRTS) Plan to ensure safe and efficient access for students walking and bicycling to	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation of a New School. New school construction could introduce new site access points and new pick-up/drop-off zones along roadways that include pedestrian, bicycle, and transit facilities, which could result in safety conflicts between the different users of the roadway or affect operations of these facilities. This would conflict with the City of San Diego's plans and policies addressing the circulation system, including roadway, pedestrian, bicycle, and transit facilities. This is a potentially significant impact.		school. If a SRTS Plan exists, the District shall update the plan to reflect project improvements. The District shall consider the SRTS and its effectiveness at mitigating project-specific impacts prior to approvals of applicable subsequent projects under the plan. **MM-TRA-2: Develop a Pick-up/Drop-off Plan.** During the planning phases for new schools or whole site modernizations, the District shall prepare a student pick-up/drop-off plan for all schools to ensure safety for all modes and to minimize disruptions resulting from project-related traffic. The pick-up/drop-off plan should identify any temporary controls and staff requirements (crossing guards, cones, signage, restrictions) and designate appropriate queuing areas and routes. Consistent with California Department of Education policy, pick-up/drop-off areas shall adhere to California Code of Regulations, Title 5, Section 14030 site design standards. The District shall consider the pick-up/drop-off plan and its effectiveness at mitigating project-specific impacts prior to approvals of applicable subsequent projects under the plan.	
Whole Site Modernization	*Construction:* Construction activities associated with whole site modernization projects would not conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle, and pedestrian facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: **Impact-TRA-2: Conflict with Policies Related to Safe and Effective Pedestrian and Bicycle**	Potentially Significant	Implement **MM-TRA-1** and **MM-TRA-2**, as described above.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Routes to School and Result in Potential Safety Hazards During Operation of a Whole Site Modernization Project. Whole site modernization projects could change site access and shift travel routes for existing traffic traveling to and from the school to different roadways as a result of new pick-up/drop-off zones or new driveways. Changes to site access along roadways that include pedestrian, bicycle, and transit facilities could result in safety conflicts between the different users of the roadway or affect operations of these facilities. This would conflict with the City's plans and policies addressing the circulation system, including roadway, pedestrian, bicycle, and transit facilities.			
Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities associated with upgrades of existing school and administrative sites would not conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle, and pedestrian facilities.	No Impact	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities associated with upgrades of existing school and administrative sites would not conflict with a program, plan, ordinance, or policy addressing the	No Impact	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	circulation system, including transit, roadway, bicycle, and pedestrian facilities.			
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with joint-use facilities development would not conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle, and pedestrian facilities.	No Impact	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities associated with joint-use facilities development would not conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle, and pedestrian facilities.	No Impact	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with near-term, site-specific whole site modernization projects would not conflict with programs, plans, policies, or ordinances addressing the circulation system.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: **Impact-TRA-2**, as described above.	Potentially Significant	Implement **MM-TRA-1** and **MM-TRA-2**, as described above.	*Operation:* Less than Significant
Conflict or be inconsistent with CEQA Guidelines Section 15064.3, subdivision (b)				
New Acquisition and New School or	*Construction:* Construction activities associated with new school or administrative facilities would not conflict or be	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Administrative Facilities	inconsistent with State CEQA Guidelines Section 15064.3, subdivision (b).			
	Operation: **Impact-TRA-3: Potential to Generate Increased Vehicle Miles Traveled Within the Program Area Due to Increased Student Capacity or New Staff.** New school or administrative facilities have the potential to increase student capacity within a cluster, which could generate an increase in vehicle miles traveled (VMT) within the Program area. This would be considered a conflict with State CEQA Guidelines Section 15064.3, subdivision (b), which constitutes a potentially significant impact.	Potentially Significant	**MM-TRA-3: Prepare a Project-Specific Vehicle Miles Traveled Analysis.** For any new school or administrative facilities project, the District shall prepare a project-specific vehicle miles traveled (VMT) analysis during subsequent environmental review to evaluate the potential for an increase in VMT per student. If an increase in VMT per student is identified, the District shall implement **MM-TRA-4**. **MM-TRA-4: Prepare a Transportation Demand Management Plan.** If results of the vehicle miles traveled (VMT) analysis identify increases in VMT per student, the District shall prepare a Transportation Demand Management (TDM) plan for that site to help reduce the number of vehicular trips by promoting transportation choices, including carpooling, walking, bicycling, and taking transit. The TDM plan should emphasize available regional resources (such as San Diego Association of Governments' iCommute program), provide carpool matching resources, and/or identify relevant transit information. The District shall consider the TDM and its effectiveness at mitigating project-specific impacts prior to approvals of applicable subsequent projects under the plan.	*Operation:* Significant and Unavoidable
Whole Site Modernization; Upgrades of Existing School and Administrative Sites; and Joint-	*Construction:* Construction activities associated with whole site modernization projects would not conflict or be inconsistent with State CEQA Guidelines Section 15064.3, subdivision (b).	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Use Facilities Development Including Fields, Pools, and Play All Day Program	*Operation:* Operation associated with whole site modernization projects would not conflict or be inconsistent with State CEQA Guidelines Section 15064.3, subdivision (b).	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site- Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with near-term, site-specific whole site modernization projects would not conflict or be inconsistent with State CEQA Guidelines Section 15064.3, subdivision (b).	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with near-term, site-specific whole site modernization projects would not conflict or be inconsistent with State CEQA Guidelines Section 15064.3, subdivision (b).	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Substantially increase hazards because of a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)				
New Acquisition and New School or Administrative Facilities	*Construction:* Construction activities would not substantially increase hazards because of a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment).	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: **Impact-TRA-1**, as described above.	Potentially Significant	Implement **MM-TRA-1** and **MM-TRA-2**, as described above.	*Operation:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Whole Site Modernization	*Construction:* Construction activities would not substantially increase hazards because of a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment).	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: **Impact-TRA-2**, as described above.	Potentially Significant	Implement **MM-TRA-1** and **MM-TRA-2**, as described above.	*Operation:* Less than Significant
Upgrades of Existing School and Administrative Sites, and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with upgrades of existing school and administrative sites and joint-use development would not substantially increase hazards because of a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment).	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities associated with upgrades of existing school and administrative sites and joint-use development would not substantially increase hazards because of a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment).	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site	*Construction:* Construction activities associated with near-term, site-specific whole site modernization projects would	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Modernization Projects	not substantially increase hazards because of a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment).			
	Operation: **Impact-TRA-2,** as described above.	Potentially Significant	Implement **MM-TRA-1** and **MM-TRA-2**, as described above.	*Operation:* Less than Significant
Result in inadequate emergency access				
All Project Categories	*Construction:* Construction activities would not result in inadequate emergency access.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities would not result in inadequate emergency access.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with near-term, site-specific whole site modernization projects would not result in inadequate emergency access.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities associated with near-term, site-specific whole site modernization projects would not result in inadequate emergency access.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
4.14 Tribal Cultural Resources				
Substantial adverse change in the significance of a tribal cultural resource				
All Project Categories	*Construction:*	Potentially Significant	For **Impact-TRI-1:**	*Construction*:

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Impact-TRI-1: Disturbance and/or Destruction of Previously Identified Tribal Cultural Resources. Ground-disturbing activities associated with implementation of the Proposed Program could result in damage or destruction of tribal cultural resources at the following school sites identified as locations of tribal cultural resources concern and would constitute a significant impact on a tribal cultural resource. This is a potentially significant impact. • Clairemont High • Correia Middle • Holly Drive Leadership • Iftin K-8 • Ingenuity Charter (co-located on the O'Farrell Charter School campus) • Kavod Elementary • Madison High • Fay Elementary • Franklin Elementary • Taft Middle – Francis Parker Side • Chavez Elementary • Hage Elementary • Mission Bay High • Barnard Asian Pacific Language Academy • Crown Point Junior Music Academy • Sessions Elementary		**MM-TRI-1: Conduct Monitoring of Ground-Disturbing Activities by Native American Monitors**. To reduce potential impacts on tribal cultural resources, prior to construction, the District shall consult with the Jamul Indian Village to determine if Native American monitors shall be present during ground-disturbing activities at the following school sites: • Clairemont High • Correia Middle • Holly Drive Leadership • Iftin K-8 • Ingenuity Charter (co-located on the O'Farrell Charter School campus) • Kavod Elementary • Madison High • Fay Elementary • Franklin Elementary • Taft Middle – Francis Parker Side • Chavez Elementary • Hage Elementary • Mission Bay High • Barnard Asian Pacific Language Academy • Crown Point Junior Music Academy • Sessions Elementary • Rodriguez Elementary • Miramar Ranch Elementary • Scripps Ranch High • University City High • Perkins K-8 • Pacific Beach Elementary • Roosevelt Middle	Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	• Rodriguez Elementary • Miramar Ranch Elementary • Scripps Ranch High • University City High • Perkins K-8 • Pacific Beach Elementary • Roosevelt Middle **Impact-TRI-2 Disturbance and/or Destruction of Undiscovered Tribal Cultural Resources.** Ground-disturbing activities associated with the Proposed Program could result in damage or destruction of undiscovered tribal cultural resources, which would constitute a significant impact on a tribal cultural resource. This is a potentially significant impact.		If it is determined that monitoring is necessary at any of the schools identified as being sensitive, the monitoring shall be conducted by a qualified Kumeyaay Native American monitor during ground-disturbing activities. The role of the Kumeyaay Native American monitor would be to represent tribal concerns and communicate with the tribal council. Appropriate representatives would be identified based on the location of the identified traditional location or place. Specifically, the following measures shall be implemented to reduce impacts: • The Native American consultant/monitor, in consultation with the District, shall determine the extent of their presence during soil-disturbing and grading/excavation/trenching activities, and assist the District's qualified archaeologist and District with preparing the monitoring plan. • If prehistoric resources are encountered during the Native American consultant/monitor's absence, work shall stop until the Native American monitor can observe and comment on the nature of the find. • Attendance by Native American monitors during construction and restoration of the Proposed Program is at the discretion of the tribe, and the absence of a Native American monitor, should the tribes choose to forgo monitoring for some reason, will not delay work. • The Native American monitors shall have the ability to notify the District's qualified archaeological monitor who has the authority to temporarily stop work if they find a cultural	

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			resource that may require recordation and evaluation. • Interpretation of a find shall be requested from the Native American consultant/monitors involved with the discovery, evaluation, or data recovery of unanticipated finds for inclusion in a final Cultural Resources Report. • The Native American monitor, in consultation with the District's qualified archaeologist, shall have the discretion to increase or decrease the level of monitoring under certain field conditions such as modern disturbance, including previous excavation/grading/trenching activities that exceed the depth of, or have removed, potential archaeological deposits; or when native soils are encountered. For **Impact-TRI-2:** **MM-TRI-2: Obtain a Sacred Lands File Search and Consult with Jamul Indian Village if Positive Results Are Identified**. To reduce potential impacts on tribal cultural resources, a Sacred Lands file search of the project site shall be obtained from the NAHC. If the file search is positive, the District shall implement **MM-TRI-1**. If the file search is negative, and the project location has not been identified an as area of tribal cultural resources concern, no further action is required.	
	Operation: No impacts on tribal cultural resources would occur, as operation of District facilities does not involve ground disturbing activities	No Impact	No mitigation is required.	*Operation*: Not Applicable
Near-Term, Site-Specific	*Construction:*	Potentially Significant	**MM-TRI-3: Conduct Monitoring of Ground-Disturbing Activities by Native American**	*Construction:*

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Whole Site Modernization Projects	**Impact-TRI-3: Disturbance and/or Destruction of Previously Identified Tribal Cultural Resources.** Ground-disturbing activities associated with implementation of the site-specific projects could result in damage or destruction of tribal cultural resources at the following school sites identified as locations of tribal cultural resources concern and would constitute a significant impact on a tribal cultural resource. This is a potentially significant impact. • Clairemont High • Correia Middle • Madison High • Barnard Asian Pacific Language Academy • Crown Point Junior Music Academy • Perkins K-8 • Pacific Beach Elementary • Roosevelt Middle		**Monitors.** To reduce potential impacts on tribal cultural resources, prior to construction, the District shall consult with the Jamul Indian Village to determine if Native American monitors shall be present during ground disturbing activities at the following school sites: • Clairemont High • Correia Middle • Madison High • Barnard Asian Pacific Language Academy • Crown Point Junior Music Academy • Perkins K-8 • Pacific Beach Elementary • Roosevelt Middle If it is determined that monitoring is necessary at any of the schools identified as being sensitive, the monitoring shall be conducted by a qualified Kumeyaay Native American monitor during ground-disturbing activities. The role of the Kumeyaay Native American monitor would be to represent tribal concerns and communicate with the tribal council. Appropriate representatives would be identified based on the location of the identified traditional location or place. Specifically, the following measures shall be implemented to reduce impacts: • The Native American consultant/monitor, in consultation with the District, shall determine the extent of their presence during soil-disturbing and grading/excavation/trenching activities, and assist the District's qualified archaeologist and District with preparing the monitoring plan. • If prehistoric resources are encountered during the Native American consultant/monitor's	Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			absence, work shall stop until the Native American monitor can observe and comment on the nature of the find. • Attendance by Native American monitors during construction and restoration of the Proposed Program is at the discretion of the tribe, and the absence of a Native American monitor, should the tribes choose to forgo monitoring for some reason, will not delay work. • The Native American monitors shall have the ability to notify the District's qualified archaeological monitor who has the authority to temporarily stop work if they find a cultural resource that may require recordation and evaluation. • Interpretation of a find shall be requested from the Native American consultant/monitors involved with the discovery, evaluation, or data recovery of unanticipated finds for inclusion in a final Cultural Resources Report. • The Native American monitor, in consultation with the District's qualified archaeologist, shall have the discretion to increase or decrease the level of monitoring under certain field conditions such as modern disturbance, including previous excavation/grading/ trenching activities that exceed the depth of, or have removed, potential archaeological deposits; or when native soils are encountered.	
	Operation: Operations of the near-term, site-specific whole site modernization projects would not involve ground disturbance and therefore would not	No Impact	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	demolish or physically alter a tribal cultural resource.			
4.15 Utilities				
Relocation or construction of new or expanded water, or wastewater treatment or storm water drainage, electric power, natural gas, or telecommunications facilities, the construction or relocation of which could cause significant environmental effects				
New Acquisition and New School or Administrative Facilities	*Construction:* Construction activities related to new school and administrative facilities would not result in the relocation or construction of new or expanded water, wastewater treatment, stormwater drainage, electric power, natural gas, or telecommunications facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities related to new school and administrative facilities would not result in the relocation or construction of new or expanded water, wastewater treatment, stormwater drainage, electric power, natural gas, or telecommunications facilities.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization	*Construction:* Construction activities related to whole site modernization projects would not result in the relocation or construction of new or expanded water, wastewater treatment or storm water drainage, natural gas, or telecommunications facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities related to whole site modernization projects	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	would not result in the relocation or construction of new or expanded water, wastewater treatment, stormwater drainage, electric power, natural gas, or telecommunications facilities.			
Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities related to upgrades of existing school and administrative facilities would not result in the relocation or construction of new or expanded water, wastewater treatment, stormwater drainage, electric power, natural gas, or telecommunications facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operational activities related to upgrades of existing school and administrative facilities would not result in the relocation or construction of new or expanded water, wastewater treatment, stormwater drainage, electric power, natural gas, or telecommunications facilities.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities related to joint-use facilities would not result in the relocation or construction of new or expanded water, wastewater treatment, stormwater drainage, electric power, natural gas, or telecommunications facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: Operation of joint-use facilities would not result in the relocation or construction of new or expanded water, wastewater treatment, stormwater drainage, electric power, natural gas, or telecommunications facilities.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with the near-term, site-specific whole site modernization projects would not result in the relocation or construction of new or expanded water, wastewater treatment or stormwater drainage, electric power, natural gas, or telecommunications facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of the 21 near-term, site-specific whole site modernization projects would not result in the relocation or construction of new or expanded water, wastewater treatment or stormwater drainage, electric power, natural gas, or telecommunications facilities.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Insufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry and multiple dry years				
New Acquisition and New School or Administrative Facilities	*Construction:* Construction activities associated with new school or administrative facilities would not result in insufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with new school or administrative facilities would not result in insufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Whole Site Modernization	*Construction:* Construction activities associated with whole site modernization projects would not result in insufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with whole site modernization projects would not result in insufficient water supplies available to serve the project and reasonably foreseeable future	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	development during normal, dry, and multiple dry years.			
Upgrades of Existing School and Administrative Sites	*Construction:* Construction activities associated with upgrades of existing school and administrative facilities would not result in insufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with upgrades of existing school and administrative facilities would not result in insufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with joint-use facilities would not result in insufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with joint-use facilities would not result in insufficient water supplies available to serve the project and reasonably foreseeable future development	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	during normal, dry, and multiple dry years.			
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction activities associated with the 21 near-term, site-specific whole site modernization projects would not result in insufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with the 21 near-term, site-specific whole site modernization projects would not result in insufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Result in a determination by the wastewater treatment provider which serves or may serve the project that it would not adequate capacity to serve the project's projected demand in addition to the provider's existing commitments				
New Acquisition and New School or Administrative Facilities	*Construction:* Construction activities associated with new school or administrative facilities would not generate a substantial amount of wastewater that would exceed the capacity of existing wastewater facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with new school or administrative facilities would not generate a substantial amount of wastewater that would	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	exceed the capacity of existing wastewater facilities.			
Whole Site Modernization; Upgrades of Existing School and Administrative Sites; and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with whole site modernizations, upgrades of school and administrative facilities, and joint-use facilities development would not generate a substantial amount of wastewater that would exceed the capacity of existing wastewater facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with whole site modernizations, upgrades of school and administrative facilities, and joint-use facilities development would not generate a substantial amount of wastewater that would exceed the capacity of existing wastewater facilities.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction of the near-term, site-specific whole site modernization projects would not generate a substantial amount of wastewater that would exceed the capacity of existing wastewater treatment facilities.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with the 21 near-term, site-specific whole site modernization projects would not generate a substantial amount of	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	wastewater compared to existing conditions and would not exceed the capacity of the existing wastewater treatment facilities.			
Generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals or fail to comply with federal, state, and local management and reduction statutes and regulations related to solid waste.				
New Acquisition and New School or Administrative Facilities	*Construction:* Construction activities associated with new school or administrative facilities would not generate solid waste in excess of state or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply with federal, state, and local management and reduction statutes and regulations related to solid waste.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations associated with new school or administrative facilities would not generate solid waste in excess of state or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply with federal, State, and local management and reduction statutes and regulations related to solid waste.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Whole Site Modernization	*Construction:* Construction associated with whole site modernization projects would not generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply with federal, State, and local management and reduction statutes and regulations related to solid waste.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations associated with whole site modernization projects would not generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply with federal, State, and local management and reduction statutes and regulations related to solid waste.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Upgrades of Existing School and Administrative Sites	*Construction:* Construction associated with upgrades of existing school and administrative sites would not generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply with federal, State, and local management and reduction statutes	Less than Significant	No mitigation is required.	*Construction:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	and regulations related to solid waste.			
	Operation: Operations associated with upgrades of existing school and administrative sites would not generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply with federal, State, and local management and reduction statutes and regulations related to solid waste.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction associated with joint-use facilities development would not generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply with federal, State, and local management and reduction statutes and regulations related to solid waste.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations associated with joint-use facilities would not generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	with federal, State, and local management and reduction statutes and regulations related to solid waste.			
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* Construction of the near-term, site-specific whole site modernization projects would not generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply with federal, State, and local management and reduction statutes and regulations related to solid waste.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of the near-term, site-specific whole site modernization projects would not generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals; or fail to comply with federal, State, and local management and reduction statutes and regulations related to solid waste.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
4.16 Wildfire				
Expose people or structures, either directly or indirectly, to a significant risk of loss, injury, or death involving wildland fires				
New Acquisition and	*Construction:*	Potentially Significant	**MM-WF-1: Prepare a Construction Fire Protection Plan.** For projects implemented under the Proposed	*Construction:*

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
New School or Administrative Facilities	**Impact-WF-1: Potential to Exacerbate the Risk of Wildfire During Construction of New Acquisition and New School or Administrative Facilities Projects.** Construction activities associated with new acquisition and new school or administrative facilities projects in areas designated as Very High Fire Hazard Severity Zones could result in a potentially significant impact related to exacerbating wildfire risks from construction equipment and vehicles, as well as the use of flammable materials. Impacts would be potentially significant.		Program that are proposed in areas designated as Very High Fire Hazard Severity Zones, prior to construction, the District shall prepare a Construction Fire Protection Plan (CFPP) for the District property. The CFPP shall include, but not be limited to, the following measures to address potential ignition sources during construction: • Parking for workers' vehicles and equipment will be designated away from dry brush and other ignition sources. • Vehicle idling will be prohibited. • During high fire risk conditions, designated vehicles will carry fire-prevention equipment, such as water, a shovel, and/or a fire extinguisher on the construction site at all times. • Fireproof mats or shields will be used during welding or other construction activities that could produce sparks during high fire risk conditions. • The District's temporary fire protection measures will be implemented as required by Section 01.50.00, Section A. Temporary Fire Protection, of the Standard Construction Specifications, which includes, but is not limited to, compliance with National Fire Protection Association 241 (fire prevention program); installation and maintenance of temporary fire-protection facilities; prohibiting smoking on District property; and supervising welding operations, combustion-type temporary heating units, or similar sources of fire ignition. • A buffer will be established between vegetated canyons or other high fire risk areas on the project site during all construction activity.	Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			The District shall review the CFPP as part of the approval for any future project under this Program and determine the adequacy of the CFPP to mitigate future project-specific impacts. To the extent the CFPP does sufficiently mitigate a future project's impacts, the District shall prepare subsequent/supplemental environmental review to determine whether there are any additional, feasible mitigation measures that would mitigate impacts to a less-than-significant level.	
	Operation: **Impact-WF-2: Potential to Exacerbate the Risk of Wildfire During Operation.** If new acquisition and new school or administrative facilities projects are implemented in areas designated as Very High Fire Hazard Severity Zones, operation of these new facilities could exacerbate wildfire risk that could expose students, staff, and onsite structures to significant hazards associated with wildfires. Impacts would be potentially significant.	Potentially Significant	**MM-WF-2: Prepare a Fire Protection Plan.** For new acquisition or new school or administrative facilities projects that are proposed in areas designated as Very High Fire Hazard Severity Zones (FHSZs), the District shall prepare a Fire Protection Plan (FPP) for the District property prior to commencing operation of the facility. The FPP shall be prepared to ensure that new school or administrative facilities developed within Very High FHSZs are in compliance with current regulatory codes and that impacts resulting from wildland fire hazards are adequately mitigated. The FPP shall include, but would not be limited to, the following: • Measures to address specific location, topography, geology, level of flammable vegetation, and climate of the project site. • Measures consistent with applicable fire codes. • A vegetation management plan that includes measures such as reducing flammable vegetation around the property's structure and installing sprinklers that activate in the case of fire. In addition, the following elements shall be included within the FPP: • Emergency Services – Availability and Travel Time.	*Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
			• Access for Emergency Services and Evacuation of Students and Faculty (primary and, if required, additional access). • Firefighting Water Supply. • Fire Sprinkler System. • Ignition Resistant Construction. • Defensible Space, Ornamental Landscaping, and Vegetation Management. The District shall review the FPP as part of the approval for any future project under this Program and determine the adequacy of the FPP to mitigate future project-specific impacts. To the extent the FPP does sufficiently mitigate a future project's impacts, the District shall prepare subsequent/supplemental environmental review to determine whether there are any additional, feasible, mitigation measures that would mitigate impacts to a less-than-significant level.	
Whole Site Modernizations; Upgrades of Existing School or Administrative Sites; and Joint-use Facilities Development Projects	*Construction:* Construction of all other project categories would not result in significant impacts. Therefore, whole site modernizations, upgrades of existing school or administrative sites, and joint-use facilities development projects would not expose people or structures, either directly or indirectly, to a significant risk of loss, injury, or death involving wildland fires.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation of all other project categories would not exacerbate existing wildfire hazards. Therefore, whole site modernizations, upgrades	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	of existing school or administrative sites, and joint-use facilities development projects would not expose people or structures, either directly or indirectly, to a significant risk of loss, injury, or death involving wildland fires.			
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction and Operation:* Construction and operation of near-term, site-specific whole site modernization projects would not expose people or structures, either directly or indirectly, to a significant risk of loss, injury, or death involving wildland fires.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable
Be located in or near state responsibility areas or lands classified as Very High FHSZ and, due to slope, prevailing winds, and other factors, exacerbate wildfire risks of, and thereby expose project occupants to, pollutant concentrations from a wildfire or the uncontrolled spread of a wildfire				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-WF-3: Potential to Exacerbate the Risk of Wildfire and Expose Project Occupants to Pollutants or Uncontrolled Spread of Wildfire During Construction.** Construction activities associated with the Proposed Program may be located within a Very High Fire Hazard Severity Zone and could result in a potentially significant impact related to exacerbating wildfire risks of, and thereby exposing project occupants to, pollutant concentrations from a wildfire or the uncontrolled spread of a wildfire. Impacts would be potentially significant	Potentially Significant	Implement **MM-WF-1**, as described above.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: **Impact-WF-4: Potential to Expose Project Occupants to Pollutants or Uncontrolled Spread of Wildfire During Operation.** New acquisition and new school or administrative facilities projects may be located within a Very High Fire Hazard Severity Zone and could exacerbate wildfire risk by introducing additional students and/or staff to the area, thereby exposing project occupants to pollutant concentrations from a wildfire or the uncontrolled spread of a wildfire. Impacts would be potentially significant	Potentially Significant	Implement **MM-WF-2**, as described above.	*Operation:* Significant and Unavoidable
Whole Site Modernizations; Upgrades of Existing School or Administrative Sites, and Joint-use Facilities Development Projects	*Construction:* Construction associated with whole site modernization, upgrades of existing school and administrative sites, and joint-use field development projects would not exacerbate wildfire risk, and therefore would not expose project occupants to pollutant concentrations from a wildfire or the uncontrolled spread of a wildfire.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations associated with whole site modernization, upgrades of existing school and administrative sites, and joint-use field development projects would not exacerbate wildfire risks of, and	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	thereby expose project occupants to, pollutant concentrations from a wildfire or the uncontrolled spread of a wildfire.			
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction and Operation:* Construction and operation of the near-term, site-specific whole site modernization projects would not exacerbate wildfire risks of, and thereby expose project occupants to, pollutant concentrations from a wildfire or the uncontrolled spread of a wildfire.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable
Be located in or near state responsibility areas or lands classified as Very High FHSZ, and require the installation or maintenance of associated infrastructure (such as roads, fuel breaks, emergency water sources, power lines, or other utilities) that may exacerbate fire risk or that may result in temporary or ongoing impacts on the environment				
New Acquisition and New School or Administrative Facilities	*Construction:* **Impact-WF-5: Exacerbate Wildfire Risk from the Installation of New Infrastructure During Construction of New Acquisition and New School or Administrative Facilities Projects.** Construction activities associated with new school or administrative facilities may require the installation of new or extended utilities in Very High Fire Hazard Severity Zones, which could exacerbate the wildfire risk to the students and staff at these project sites during construction. Impacts would be potentially significant.	Potentially Significant	Implement **MM-WF-1**, as described above.	*Construction:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	Operation: **Impact-WF-6: Exacerbate Wildfire Risk from the Maintenance of Infrastructure or Fire Breaks.** Operations associated with new school or administrative facilities may require the operational maintenance of infrastructure (e.g., utilities), fire breaks, or other fire-protection measures in Very High Fire Hazard Severity Zones, which could result in temporary or ongoing environmental impacts.	Potentially Significant	Implement **MM-WF-2,** as described above.	*Operation:* Significant and Unavoidable
Whole Site Modernization	*Construction:* **Impact-WF-7: Exacerbate Wildfire Risk from the Installation of New Infrastructure During Construction of Whole Site Modernization Projects.** Construction activities associated with whole site modernization projects may require the installation of new or extended utilities in Very High Fire Hazard Severity Zones, which could exacerbate the wildfire risk to the students and staff at these project sites during construction. Impacts would be potentially significant.	Potentially Significant	Implement **MM-WF-1**, as described above.	*Construction:* Significant and Unavoidable
	Operation: Operations of whole site modernization projects would not exacerbate fire risk or result in temporary or ongoing impacts on	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	the environment due to installation or maintenance of infrastructure.			
Upgrades of Existing School and Administrative Sites, and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction activities associated with upgrades of existing school and administrative sites or joint-use facilities development would not exacerbate wildfire risk or result in temporary or ongoing impacts on the environment due to the installation or maintenance of infrastructure.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operations following upgrades of existing school and administrative sites or joint-use facilities development would not exacerbate fire risk or result in temporary or ongoing impacts on the environment due to installation or maintenance of infrastructure.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction:* **Impact-WF-8: Exacerbate Wildfire Risk from the Installation of New Infrastructure.** Near-term, site-specific whole site modernization projects at Kearny High School, Perry Elementary School, and Roosevelt Middle School may require the installation of relocated or upgraded utilities or other infrastructure, which could exacerbate the wildfire risk to the students and staff at these project	Potentially Significant	Implement **MM-WF-1**, as described above.	*Construction:* Less than Significant

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	sites during construction due to their location within a Very High Fire Hazard Severity Zone. Impacts would be potentially significant.			
	Operation: Operation of the near-term, site-specific whole site modernization projects would not exacerbate wildfire risk or result in temporary or ongoing impacts on the environment due to installation or maintenance of infrastructure.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable
Be located in or near state responsibility areas or lands classified as Very High FHSZ, and expose people or structures to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes				
New Acquisition and New School or Administrative Facilities;	*Construction:* **Impact-WF-9: Expose People or Structures to Significant Risks from Post-Fire Hazards During Construction.** New acquisition and new school or administrative facilities projects could exacerbate risks to life and property by placing workers and structures in areas prone to wildfire and susceptible to post-fire hazards. Impacts would be potentially significant.	Potentially Significant	Implement **MM-WF-1**, as described above.	*Construction:* Significant and Unavoidable
	Operation: **Impact-WF-10: Expose People or Structures to Significant Risks from Post-Fire Hazards During Operation.** The operation of new acquisition and new school or administrative facilities projects could exacerbate risks to life and	Potentially Significant	Implement **MM-WF-2**, as described above.	*Operation:* Significant and Unavoidable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
	property by placing students, staff, and structures in areas prone to wildfire and susceptible to post-fire hazards. Impacts would be potentially significant			
Whole Site Modernization; Upgrades of Existing School and Administrative Sites; and Joint-Use Facilities Development Including Fields, Pools, and Play All Day Program	*Construction:* Construction associated with whole site modernization, upgrades of existing school and administrative sites, and joint-use facilities development would not have the potential to expose people or structure to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes during construction.	Less than Significant	No mitigation is required.	*Construction:* Not Applicable
	Operation: Operation associated with whole site modernization, upgrades of existing school and administrative sites, and joint-use facilities development would not have the potential to expose people or structures to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes during operation.	Less than Significant	No mitigation is required.	*Operation:* Not Applicable

Issue	Impact	Significance Before Mitigation	Mitigation Measure(s)	Significance After Mitigation
Near-Term, Site-Specific Whole Site Modernization Projects	*Construction and Operation:* Near-term, site-specific whole site modernization projects would not have the potential to expose people or structure to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes during construction.	Less than Significant	No mitigation is required.	*Construction and Operation:* Not Applicable

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Attachment B

Mitigation Monitoring and Reporting Program

San Diego Unified School District Capital Improvement Program

State Clearinghouse No. 2019039131

Mitigation Monitoring and Reporting Program

Prepared For:

San Diego Unified School District
Facilities Planning and Construction
4860 Ruffner Street, Annex Room 5
San Diego, CA 92111
Contact: Paul Garcia
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July 2021

ICF. 2021. San Diego Unified School District Capital Improvement Program. July. (ICF Project 735.17.) San Diego, CA. Prepared for San Diego Unified School District, San Diego, CA.

The San Diego Unified School District would adopt this Mitigation Monitoring and Reporting Program (MMRP) in accordance with Public Resources Code Section 21081.6 and Section 15097 of the California Environmental Quality Act (CEQA) Guidelines. The purpose of the MMRP is to ensure that the San Diego Unified School District Capital Improvement Program, which is the subject of the Program Environmental Impact Report (PEIR), complies with all applicable environmental mitigation requirements. The mitigation measures for the project would be adopted by the San Diego Unified School District, in conjunction with the certification of the PEIR. The mitigation measures have been integrated into this MMRP. Within this document, the approved mitigation measures are organized and referenced by subject category. The mitigation measures are provided in Attachment A. The specific mitigation measures are identified, along with the method and timing of verification and the responsible party that would ensure that each action is implemented.

The mitigation measures applicable to the Program include avoiding certain impacts altogether, minimizing impacts by limiting the degree or magnitude of the action and its implementation, and/or reducing or eliminating impacts over time by maintenance operations during the life of the action.

Public Resources Code Section 21081.6 requires the Lead Agency, for each project that is subject to CEQA, to monitor performance of the mitigation measures included in any environmental document to ensure that implementation does, in fact, take place. The San Diego Unified School District is the designated lead agency for the MMRP. The San Diego Unified School District is responsible for review of all monitoring reports, enforcement actions, and document disposition. The San Diego Unified School District would rely on information provided by the monitor as accurate and up to date and would field check mitigation measure status as required.

A record of the MMRP would be maintained at San Diego Unified School District, Facilities Planning and Construction, 4860 Ruffner Street, Annex Room 5, San Diego, CA 92111. All mitigation measures contained in the PEIR shall be made conditions of the Program as may be further described below.

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Attachment A

San Diego Unified School District
Capital Improvement Program Final PEIR
Mitigation Monitoring and Reporting Program

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Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
Section 4.1 Aesthetics				
Mitigation Measure MM-AES-1: Install Construction Screening and Fencing. In compliance with District Guide Specification Section 01-50-00, Temporary Facilities and Controls, the District shall install construction-screening fencing around the entire perimeter of a project site during construction of a new school, administrative facility, or a whole site modernization that would shield construction activities from sight and, prior to the onset of construction activities, the District shall confirm such fencing is depicted on the appropriate demolition and construction plans. Construction screening shall meet the specifications defined in Part 2 of Section 01-50-00.	Prior to and during construction	Verification of compliance with District Guide Specification Section 01-50-00, Temporary Facilities and Controls	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-AES-2: Minimize Intrusions into the Viewshed from New School or Administrative Facilities. Prior to the preparation of a site plan and building design for a new school or administrative facility, the District shall determine if the site falls within the viewshed of a scenic vista designated in the City of San Diego community plans or any other plan applicable to the project site. If the site falls within a designated scenic vista, the District shall use site planning and building design to minimize the development's prominence within the viewshed to the greatest extent feasible. Measures could include, but are not limited to, the following: • Position highly visible features that have the potential to block or detract from the scenic vista (e.g., taller or larger buildings, parking lots) out of, or orient that component in such a way as to minimize their prominence within, the viewshed. • If possible, place heating, ventilation, and air conditioning (HVAC) equipment on the ground and/or shield it with equipment sheds/roof screens. • Choose finishing materials for buildings or other site components, such as HVAC equipment sheds/roof screens or fencing, including paint colors, that blend with and do not detract from the surrounding structures or natural vegetation. • Use landscaping elements to minimize the visual prominence of project components within the viewshed. The District shall consider the site plan and building design as well as any residual impacts prior to approval of any specific project.	Prior to the preparation of a site plan and building design for a new school or administrative facility	Conduct a review to ensure that the site plan and building design minimizes impacts on viewsheds to the extent feasible	San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-AES-3: Prepare Visual Simulations to Evaluate the Project's Potential to Affect Scenic Vistas and Minimize Intrusions into the Viewshed at Existing District Facilities. If subsequent projects occurring under implementation of the Proposed Program at existing District sites or facilities are identified on Table 4.1-2 as falling within the viewshed of a scenic vista designated in the City of San Diego community plans and would involve an	Prior to the approval of any specific project	Conduct a review to ensure that the site plan and building design minimizes	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
overall increase in building height or massing as part of the improvements (including the addition of rooftop features), the District shall conduct a site survey to determine the prominence of the site and its existing structures within the context of the designated scenic vista, taking into consideration the topography and intervening obstructions (other buildings, vegetation, etc.). If the results of the visual site survey conclude the potential for improvements to intrude into or potentially block a scenic vista, the District shall prepare visual simulations during subsequent CEQA evaluations to analyze the potential for any project components to intrude into the viewshed of a designated scenic vista. If a potential impact on a scenic vista is determined to occur, the District shall minimize the impact to the greatest extent feasible. Measures could include, but are not limited to, the following: ● Consider scenic vistas during any reconfigurations to an existing campus layout and position highly visible features that have the potential to block or detract from the scenic vista (e.g., taller or larger buildings, parking lots) out of, or orient that component in such a way as to minimize their prominence within, the viewshed. ● When possible, place heating, ventilation, and air conditioning (HVAC) equipment on the rooftop of single-story buildings or on the ground. ● Choose finishing materials for buildings or other site components, such as HVAC equipment or fencing, including paint colors, that blend with and do not detract from the surrounding structures or natural vegetation. ● Consider the use of native landscaping elements to soften the visual prominence of project components within the viewshed. The District shall consider these factors as well as any residual impacts prior to the approval of any specific project.		impacts on viewsheds to the extent feasible		
Mitigation Measure MM-AES-4: Preserve Scenic Resources. During the project planning phases, the District shall review Caltrans' State Scenic Highway Program to determine if the project site falls within an officially designated state scenic highway. If the project site falls outside an officially designated scenic highway, no further action is required. If the project site falls within an officially designated scenic highway the following steps shall be implemented: ● If the project site is within a state scenic highway, the District shall avoid damaging, moving, or removing trees, rock outcroppings, historic structures, and other scenic resources from eligible or designated state scenic highway corridors and local scenic resources where those scenic resources are relevant to the designation or eligibility for designation as a state scenic highway or are identified as a protected visual resource in local plans. ● For projects within or adjacent to a designated or eligible state scenic highway corridor, prior to project approval, the District shall complete	During the project planning phases	Conduct a review to ensure that the site plan and building design minimizes impacts on highway resources	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
design studies identifying site-specific mitigation measures, and during project construction shall implement such mitigation measures to reduce impacts on the quality of the views or visual experience that originally qualified the highway for scenic designation and project status of local resources in approved plans. The District shall review any design studies and site-specific mitigation measures prior to approval of the project and determine the residual level of significance.				
Mitigation Measure MM-AES-5: Conduct a Lighting Analysis and Minimize Impacts on Nearby Residences. During subsequent CEQA evaluations for new school or administrative facilities or whole site modernizations that would involve installation of new, or replacement of, athletic field lighting, the District shall conduct a lighting analysis that analyzes sky glow, light trespass, and glare using the standards developed by the Institution of Lighting Engineers, the Illuminating Engineering Society of North America, and the Electric Power Research Institute to determine if illuminance produced by the project would be significant. If found to be significant, the District shall minimize light trespass, to the extent feasible. Measures to reduce light trespass could include, but are not limited to, the following: ● Locate new sources of lighting as far from nearby residences as possible. ● Use fencing and vegetation to soften the intensity of lighting on nearby residences. ● Install LED lighting standards that feature downward-facing luminaires with reflectors and visors to focus light at the field to reduce the amount of upward or trespass light. ● Mount lights at heights that produce narrow beam angles. The District shall consider the lighting analysis and proposed measures to reduce light trespass and determine the residual level of significance prior to approval of any specific project under this Program.	During subsequent CEQA evaluations for new school or administrative facilities or whole site modernizations	Conduct a lighting analysis and implement measures to reduce light trespass	San Diego Unified School District	San Diego Unified School District
Section 4.2 Air Quality and Health Risk				
Mitigation Measure MM-AQ-1: Require Project-Specific Emissions Inventory. Projects that do not exceed the District-specific construction screening criteria identified in Table 4.2-7 shall conduct a project-specific emissions inventory and compare the project's construction emissions to the criteria pollutant thresholds in Table 4.2-5. If the project-specific emissions inventory demonstrates that the project would result in exceedances of the thresholds presented in Table 4.2-5, then **MM-AQ-2** through **MM-AQ-4** shall be required.	Prior to and during construction	Conduct project-specific emissions inventory	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
Mitigation Measure MM-AQ-2: Require Alternatively Fueled or Implement Newer Engines on Construction Equipment. Projects conducting a project-specific emissions inventory that finds that the Project results in emissions exceeding the thresholds presented in Table 4.2-5, shall require contractors, as a condition of contract, to further reduce construction-related exhaust emissions by ensuring that all off-road equipment greater than 50 horsepower and operating for more than 20 total hours over the entire duration of construction activities shall be alternatively fueled (e.g., propane, electric) or operate engines based on the schedule below: • First 5 years of program implementation: Tier 3 Final or newer engines • 5+ years of program implementation: Tier 4 Final or newer engines Exemptions can be made for specialized equipment where Tier 4 engines are not commercially available within 200 miles of the project site. The construction contractor must identify these pieces of equipment, document their unavailability, and ensure that they operate on no less than a U.S. Environmental Protection Agency-approved Tier 4 engine after 5 years of program implementation. The District's CEQA Civil/Environmental Coordinator shall evaluate the contractor's submission to determine the lack of availability of necessary equipment within the 200-mile range of the project site.	Prior to and during construction	Verification of compliance with condition of contract	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-AQ-3: Require Construction Fleet to Use Renewable Diesel. Projects conducting a project-specific emissions inventory that finds that the project results in emissions exceeding the thresholds presented in Table 4.2-5 shall require their contractors, as a condition of contract, to reduce construction-related exhaust emissions by ensuring that all off-road equipment greater than 50 horsepower and operating for more than 20 total hours over the entire duration of construction activities shall operate on renewable diesel (such as high-performance renewable diesel). Renewable diesel is currently commercially available in the San Diego area. The contractor will submit evidence of the use of low-VOC coatings to the District prior to the start of construction**.**	During construction	Verification of compliance with condition of contract	San Diego Unified School District with Construction Contractor	San Diego Unified School District
MM-AQ-4: Require Low-Volatile Organic Compound Coatings During Construction. Projects that do not meet the District-specific construction screening criteria identified in Table 4.2-7, and are found to result in volatile organic compound (VOC) emissions exceeding the thresholds presented in Table 4.2-5 shall require their contractors, as a condition of contract, to reduce construction-related fugitive VOC emissions by ensuring that low-VOC coatings that have a VOC content of 75 grams per liter or less are used during construction. The project applicant will submit evidence of the use of low-VOC coatings to the District prior to the start of construction.	During construction	Verification of compliance with condition of contract	San Diego Unified School District with Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
Mitigation Measures MM-AQ-5: Require Electrical Landscaping Equipment. The District shall coordinate with the City of San Diego to promote and require use of electrical landscaping equipment.	During construction and operation	Verification of use of electrical landscaping equipment	San Diego Unified School District	San Diego Unified School District
Mitigation Measures MM-AQ-6: Require Green Consumer Products. The District shall promote and require the use of green products. Examples of green products may include low-volatile organic compound architectural coatings (75 grams per liter) and cleaning supplies, as well as alternatively fueled landscaping equipment.	During construction and operation	Verification of the use of green products	San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-AQ-7: Require Project-Specific Health Risk Assessment. Projects that do not meet the District-specific construction health risk screening criteria identified in Table 4.2-13 and Table 4.2-14 shall conduct a project-specific health risk assessment to evaluate potential health risks to offsite sensitive receptors during construction. If the project-specific health risk assessment demonstrates that the project would result in exceedances of the cancer risk threshold of 10 in 1 million or the chronic hazard index threshold of 1.0, then the project shall implement **MM-AQ-2** and **MM-AQ-3**. Implement **MM-AQ-2** and **MM-AQ-3** as described above.	Prior to and during construction	Preparation of project-specific health risk assessment	San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-AQ-8: Site New School Facilities Away from Odor-Generating Facilities. The District shall prohibit new school construction within 1,000 feet of existing odor-generating facilities, consistent with the California Air Resources Board's Air Quality Land Use Handbook, which recommends siting sensitive receptors 1,000 feet away from emission sources.	Prior to construction of a new school	Verification of consistency with the California Air Resources Board's Air Quality Land Use Handbook	San Diego Unified School District	San Diego Unified School District
Section 4.3 Biological Resources				
Mitigation Measure MM-BIO-1: Prepare a Desktop Analysis. During the project-specific design stage, the District shall retain a qualified biologist to perform a desktop analysis to determine the potential for site-specific biological resource impacts. The review shall include a 1-mile radius around the project site. As necessary, field visits will supplement desktop analysis. If any project requires the removal of any trees or vegetation, in compliance with Migratory Bird Treaty Act, if a project requires the removal of any trees or vegetation, to the maximum extent possible, Proposed Program activity construction shall avoid the general avian breeding season (January 15 through August 31) near habitat that may contain sensitive species. If a project proposes construction involving ground disturbance, tree removal, or vegetation trimming or clearing during the nesting season in the vicinity of habitat with potential to	During the project-specific design stage	Preparation of desktop analysis	Qualified biologist retained by the San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
support nesting birds, the District shall retain a qualified biologist to perform a nesting bird survey within the construction site. The survey shall be performed within 72 hours prior to project activities. If active nests are identified during the survey, the qualified biologist shall establish appropriate measures to avoid impacts on active nests, which may include a buffer around designated nests or other avoidance measures. The biologist shall monitor the nest, and the avoidance measures shall be in place until it has been determined the young have fledged or the nest has been abandoned.				
Mitigation Measure MM-BIO-2: Prepare a Biological Resources Technical Report. If the desktop analysis and field visits prepared under MM-BIO-1 identify sensitive species on a project site that would be directly or indirectly impacted, the biologist shall complete a biological resources technical report documenting biological findings and recommend project-specific mitigation measures. If the biological resources technical report identifies the need for specific mitigation measures, prior to construction, the District shall provide compensatory mitigation as necessary for direct impacts on any riparian or sensitive vegetation communities to be affected by construction of a specific project. Mitigation can be performed on site or off site, and may include passive or active habitat restoration or the purchasing of mitigation credits. All compensatory mitigation shall comply with all applicable local, regional, state, and federal plans, policies, and procedures, including CEQA compliance. In addition, the following measures shall be implemented, as applicable: 1. Erect Environmentally Sensitive Area Fencing. If sensitive species are identified as being present within the project site, prior to construction, a qualified biologist retained by the District shall delineate any areas identified as containing sensitive biological resources and install temporary environmentally sensitive area (ESA) fencing. Construction personnel shall avoid entering any area containing ESA fencing, and the ESA fencing shall remain in place until the conclusion of construction. 2. Limit Light Pollution. If Proposed Program activities are proposed on a site in the vicinity of sensitive biological resources, the District shall protect the biological resources from light pollution though the use of light barriers, redirecting light sources, and the use of downward facing and low-level illumination as appropriate. 3. Limit Noise Pollution. To further reduce indirect noise impacts, projects in proximity to sensitive biological resources shall construct berms or walls adjacent to recreational areas and other areas that may introduce noises that could interfere with nearby wildlife. 4. Conduct Gnatcatcher Surveys and Monitoring. If potential nesting habitat for the coastal California gnatcatcher is identified on or adjacent to a project site,	During the project-specific design stage and prior to construction	Preparation of a Biological Resources Technical Report	Qualified biologist (possessing a valid Endangered Species Act Section 10(a)(1)(a) recovery permit) retained by the San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
construction noise that exceeds the maximum allowable levels shall be avoided during the breeding season for the coastal California gnatcatcher (February 15–August 31). If construction is proposed during the breeding season for the species, U.S. Fish and Wildlife Service protocol surveys shall be required in order to determine species presence/absence. If protocol surveys are not conducted in suitable habitat during the breeding season for the aforementioned listed species, presence shall be assumed with implementation of noise attenuation and biological monitoring, as detailed below: a. Prior to the commencement of the breeding season, a qualified biologist (possessing a valid Endangered Species Act Section 10(a)(1)(a) recovery permit) shall survey those habitat areas that would be subject to construction noise levels exceeding 60 A weighted decibels (dBA) hourly average for the presence of the coastal California gnatcatcher. Surveys shall be conducted pursuant to the protocol survey guidelines established by the U.S. Fish and Wildlife Service within the breeding season prior to the commencement of any construction. If gnatcatchers are present, then the following conditions must be met: o Between February 15 and August 31, no clearing, grubbing, or grading of occupied gnatcatcher habitat shall be permitted. Areas restricted from such activities shall be staked or fenced under the supervision of a qualified biologist. Construction activities may result in noise levels exceeding 60 dBA hourly average at the edge of occupied gnatcatcher habitat. The qualified biologist, District staff, and a qualified noise specialist shall collaborate to determine suitable measures at the site. This can include, but not be limited to, the following: limitations on the placement of construction equipment and the simultaneous use of equipment, active monitoring of the gnatcatcher by the qualified biologist, or noise attenuation measures. If these implemented measures are determined to be inadequate by the qualified biologist, then the associated construction activities shall cease until such time that adequate noise attenuation is achieved or until the end of the breeding season (August 31). b. If coastal California gnatcatcher is not detected during the protocol survey, the qualified biologist shall submit substantial evidence to District staff that demonstrates whether mitigation measures (described above) are necessary between February 15 and August 31 as follows: o If this evidence indicates the potential is high for coastal California gnatcatcher to be present based on historical records or site conditions, then conditions shall be adhered to as specified above.				

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
○ If this evidence concludes that no impacts on this species are anticipated, no mitigation measures will be necessary. 5. Consult With Resource Agencies. Prior to construction and dependent on results of the project-specific biological resources technical report, if protected wetlands are identified on a project, the District shall consult with the U.S. Army Corps of Engineers, Regional Water Quality Control Board, and California Department of Wildlife to determine project impacts on protected wetlands and obtain permits, as necessary. Additional compensatory mitigation may be required, which would be identified by the resource agencies during the consultation process. 6. Protect Vernal Pools During Construction. If, during preparation of the project-specific biological resources technical report, it is determined that construction activities would occur within 250 feet of a vernal pool, the District shall, prior to the start of construction, delineate the boundaries of vernal pool resources with clearly visible flagging or fencing. The flagging and/or fencing shall be maintained in place for the duration of construction. Flagged and fenced areas shall be avoided during construction activities in that area. A qualified biological monitor shall be present during all ground-disturbing and vegetation removal activities within 250 feet of vernal pools. Immediately prior to initial ground-disturbing activities and/or vegetation removal, the qualified biological monitor shall survey the site to ensure that fencing is installed and that construction crews are aware that vernal pool resources cannot be affected. 7. Replace Vernal Pool Habitat. If direct or indirect impacts on vernal pools cannot be avoided during construction, the District shall mitigate impacts on vernal pools through either purchasing from a vernal pool mitigation bank for preservation or creating additional vernal pool habitat. Direct impacts shall be mitigated at a 2:1 ratio. Indirect impacts shall be mitigated at 1:1 ration.				
Mitigation Measure MM-BIO-3: Comply With the City's Multi-Habitat Planning Area Adjacency Guidelines. Prior to the commencement of construction, the District shall verify the contractor has accurately represented the project's design in construction documents and/or contract specifications are in conformance with the City's Multi-Habitat Planning Area Adjacency Guidelines, specifically addressing the issues of drainage, toxics, lighting, noise, barriers, invasive species, brush management, and grading/land development.	Prior to and during construction	Verification of compliance with the City's Multi-Habitat Planning Area Adjacency Guidelines	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-BIO-4: Obtain a Tree Removal Permit and Provide Compensatory Mitigation. Prior to construction for a non-educational facility at a new site acquisition, the District shall apply for a tree removal permit with the	Prior to construction	Verification of obtainment of a tree removal	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
City of San Diego and provide compensatory mitigation as required by the City for any protected trees slated for removal.		permit from the City of San Diego		
Section 4.4 Cultural Resources				
Mitigation Measure MM-CUL-1: Prepare a Historical Resource Evaluation of Buildings, Complexes, and Other Potentially Significant Built Environment Resources 45 Years Old or Older that Are Subject to Demolition or Modification. A Historical Resource Evaluation (HRE) shall be required at existing school sites or newly acquired sites when the following conditions apply: (1) construction activity would potentially demolish or otherwise alter character-defining features of an existing 45-year-old or older building, complex, or structure; and (2) that building, complex, or structure has not previously been evaluated for California Register of Historical Resources (CRHR) eligibility to determine if it qualifies as a historical resource under CEQA. Prior to any approval of a future project proposed for existing school properties or a property acquired for school development, the District shall retain a cultural resources specialist who meets or exceeds the Secretary of the Interior Qualifications Standards for architectural historian to define an appropriate historical resources study area for the project. The study area shall account for potential direct and indirect impacts on historical resources. The architectural historian shall survey and research the study area to identify built resources known to qualify as a historical resource under CEQA as a result of previous evaluation or designation, and shall record and formally evaluate built resources not previously designated that could potentially qualify as historical resources under CEQA. Evaluations shall apply CRHR significance criteria and integrity considerations. The recorded resources and resource evaluations shall be documented in California Department of Recreation (DPR) 523 forms. When a historical resource is present in the study area, an architectural historian shall analyze project actions to determine if the project would result in a significant impact on the historical resource. The District shall make such a finding if the proposed project would result in the following: ● Demolish or materially alter the qualities that make the resource eligible for listing in the CRHR (State CEQA Guidelines Section 15064.5[b][2][A],[C]). ● Demolish or materially alter the qualities that justify the inclusion of the resource on a local register or its identification in an historical resources survey meeting the requirements of California Public Resources Code (PRC) Section 5024.1(g), unless the District establishes by a preponderance of evidence that the resource is not historically or culturally significant (State CEQA Guidelines Section 15064.5[b][2][B]).	Prior to any approval of a future project proposed for existing school properties or a property acquired for school development	Preparation of a Historical Resource Evaluation	Cultural resources specialist who meets or exceeds the Secretary of the Interior Qualifications Standards for architectural historian	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
• Alter, directly or indirectly, the qualities that make a resource eligible for listing in the National Register of Historic Places (NRHP) (36 CFR 800.5[a][1]). • Cause a substantial adverse change in the significance of an historical resource (California PRC Section 21084.1). The District shall make these findings prior to the approval of any project examined under the measure. If the HRE determines that no CRHR-eligible or listed bult-environment resources are present, or that the project would have a less-than-significant impact on any resource qualifying as a historical resource under CEQA, no additional mitigation is necessary.				
MM-CUL-2: Ensure that Any Alteration of Historical Resources Is in Accordance with Secretary of the Interior Standards for the Treatment of Historic Properties. For existing and new schools and administrative sites, to the extent feasible, the District shall retain a Secretary of the Interior (SOI)-qualified historic preservation professional (subject to District approval) to assist in the preparation of design measures that provide for improvements to a historical resource that conform to SOI Standards for the Treatment of Historic Properties (SOI Standards). When feasible, District staff shall work with an SOI-qualified historic preservation professional to redesign project elements so that proposed improvements do not result in a substantial adverse change in the significance of a historical resource. Design measures shall provide for improvements to be undertaken so as to ensure that the subject historical resource sufficiently retains historic integrity and the character-defining features that convey its significance. This process shall include preparation of a character-defining feature inventory if an adequate one does not exist, design consultation with an SOI-qualified professional to ensure compliance with SOI Standards, and plan review and approval by an SOI-qualified professional. Depending on the level of the historical resource significance and the scope of alterations to be undertaken, this process may also require the SOI qualified professional to participate in preconstruction meetings and conduct construction monitoring to ensure and document compliance with the applicable SOI Standards. Where feasible, the District shall also consider relocation of a historical resource subject to potential demolition at a site acquired for new school development in accordance with SOI Standards. Prior to project approval, the District will consider the steps taken pursuant to this measure and determine residual significance for any project to which this measure applies.	During project-specific design and prior to project approval	Preparation of design measures that provide for improvements to a historical resource that conform to Secretary of the Interior Standards for the Treatment of Historic Properties	Secretary of the Interior (SOI)-qualified historic preservation professional (subject to San Diego Unified School District approval)	San Diego Unified School District
Mitigation Measure MM-CUL-3: Arrange Archival Documentation of Historical Resources. For existing and new schools and administrative sites, the District shall arrange for preparation of archival documentation to reduce	Prior to project approval and	Preparation of archival documentation	Secretary of the Interior (SOI)-qualified historic	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
impacts on historical resources that meet California Register of Historical Resources Criterion 3, as architecturally significant historical resources, as important examples of a master architect or builder's work, and/or as resources that embody distinctive characteristics of a type, period, or method of construction. The District shall retain a Secretary of the Interior qualified preservation professional to document such resources through archival photography, physical description, and historical narrative to be distributed to one or more appropriate local repositories. Potentially appropriate repositories include the San Diego Public Library, the San Diego History Center, other local historical societies, and local university library special collections. Archival documentation of historical resources would be prepared in accordance with the National Parks Service's guidelines for Historic American Buildings Survey, Historic American Landscape Survey, and Historic American Engineering Record documentation. The documentation shall provide a record of the resource's character-defining features prior to alteration, the historical context of its development, and other historical information pertinent to its significance. The level and degree of documentation would be commensurate with size, extent, and level of the documented historical resource's significance.	prior to construction	to reduce impacts on historical resources	preservation professional (subject to San Diego Unified School District approval)	
Mitigation Measure MM-CUL-4: Provide Interpretive and/or Educational Media. For existing and new schools and administrative sites, the District shall arrange for preparation of interpretive and/or educational media to reduce impacts on historical resources that meet California Register of Historical Resources Criterion 1 for direct association with an important event or pattern of events, or Criterion 2 for direct association with the work of a historically significant individual. The District shall retain an Secretary of the Interior qualified historic preservation professional to prepare or advise on the preparation of appropriate interpretive and/or educational media such as displays in public spaces, print materials, or websites. Interpretive and educational media may incorporate written, photographic, and archival documentation (such as those compiled according to National Parks Service's guidelines for Historic American Buildings Survey, Historic American Landscape Survey, and Historic American Engineering Record), oral history interviews, video, or animation to tell the story of the heritage represented by the impacted resource. Interpretive media is an appropriate mitigation for built resources qualifying as historical resources under CEQA not for their design qualities, but rather, for their significant associations with events that have made a significant contribution to the broad patterns of San Diego's or California's history and cultural heritage, or for their significant associations with the principle noteworthy activities of individuals important to our past. The District shall evaluate any interpretive and/or educational media proposals and determine the effectiveness of such measures at reducing project-specific impacts as part of the	Prior to project approval and prior to construction	Preparation of interpretive and/or educational media to reduce impacts on historical resources	Secretary of the Interior (SOI)-qualified historic preservation professional (subject to San Diego Unified School District approval)	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
discretionary approval of any project under this Program with the potential to impact historic resources.				
Mitigation Measure MM-CUL-5: Prepare an Archaeological Sensitivity Analysis. An archaeological sensitivity analysis shall be prepared during project-specific CEQA analyses for a project that involves ground disturbance or excavation at new school or administrative sites, or at the 164 existing sites with unknown archaeological sensitivity. The archaeological sensitivity analysis shall include: ● Obtaining a record search at South Coastal Information Center (SCIC) that includes the school property and at minimum a quarter-mile buffer. ● Obtaining a Sacred Lands file search from the Native American Heritage Commission (NAHC). ● Reviewing available historic maps, historic aerials, Sanborn fire insurance maps, small-scale plot plans, and geotechnical investigation reports of the school property. A cultural resources memo shall be prepared summarizing the results of the record search and background research and illustrating the history of development and disturbances at the school property. The memo shall discuss the potential for historic and prehistoric archeological resources to be present at the school property. Additionally, the memo shall identify potential impacts and provide recommendations. The cultural resources archaeological recommendations shall be valid for 5 years after the date of the record search. After 5 years, the District shall retain an archaeologist who shall acquire an updated record search from the SCIC and review the cultural resources memo recommendations. For District properties, where only a record search and/or a site visit have already been conducted prior to this PEIR, the District shall retain an archaeologist to: ● Review record search results, site visit results, and any recommendations. ● If the record search is older than 5 years, obtain an updated record search from the SCIC. ● Review available historic maps, historic aerials, Sanborn fire insurance maps, small-scale plot plans, and geotechnical investigation reports of the school property. ● Prepare a cultural resources memo with existing or updated record search results; a summary of background research of historic maps, aerials, etc.; and potential for historic and prehistoric archeological resources to be present at the school property. Additionally, the memo shall identify potential impacts and provide recommendations.	During project-specific CEQA analyses, prior to project approval	Preparation of an archaeological sensitivity analysis and cultural resources memo	Qualified archaeologist	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
The District will review these findings and make a determination regarding the significance of project-level impacts prior to approval of any project.				
Mitigation Measure MM-CUL-6: Conduct Archaeological Monitoring. Where the above analysis (MM-CUL-5) indicates that a project could result in significant impacts on archaeological resources, archaeological monitoring shall be required during construction activities. Specifically, the District shall require and it or its construction supervisor shall ensure the following measures are implemented: ● Initial grading and/or excavating shall be monitored by a qualified archaeologist who is supervised by a Lead Archaeologist who meets the Secretary of the Interior's Professional Qualifications Standards, as outlined in 36 Code of Federal Regulations (CFR) 61. ● The Lead Archaeologist shall participate in a preconstruction meeting to inform all personnel of the potential to encounter archaeological materials during construction. ● If the archaeological monitor, through observation and professional judgment, determines that a particular location is not archaeologically sensitive because of lack of native soil or previous disturbance, the archaeological monitor may reduce or curtail monitoring efforts in that location. ● Monitoring efforts may be reduced if some of the areas with potential for culturally sensitive materials are determined to have a low potential to contain cultural resources upon exposure and examination by the qualified archaeological monitor. ● If an artifact is discovered that requires collection, the archaeological monitor shall have the authority to temporarily halt construction activities in the immediate area of the find, and be given sufficient time to recover the item(s) and map its location with a global positioning system (GPS) device. ● In the event that cultural materials (e.g., bone, chipped stone, ground stone, shell, glass, ceramics, metal) are located below surface during the construction of a project, work shall be halted in that area so that the significance of the find can be determined by the Lead Archaeologist, and, if necessary, appropriate treatment measures can be developed in consultation with the District. Treatment measures typically include development of avoidance strategies, capping with fill material, or mitigation of impacts through data recovery programs, such as excavation or detailed documentation, following standard archaeological procedures. ● Recovered items shall be treated in accordance with current professional standards by being properly provenienced, cleaned, analyzed, researched, reported, and curated in a collection facility meeting the SOI's Standards, as promulgated in 36 CFR 79, such as the San Diego Archaeological Center.	During project construction	Construction monitoring plan submittal and on-site construction monitoring by archaeologist	San Diego Unified School District with qualified archaeologist, who meets the Secretary of the Interior's Professional Qualifications Standards, as outlined in 36 Code of Federal Regulations (CFR) 61, and Construction Contractor	San Diego Unified School District, District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
• A monitoring report shall be prepared by the Lead Archaeologist and submitted to the District for review and approval. The report shall discuss the monitoring methods and results, and provide interpretations about any recovered materials or sites identified, if any. The final report shall be submitted to the District and the South Coastal Information Center.				
Section 4.5 Energy				
MM-GHG-1 and **MM-GHG-2** as described below.				
Section 4.6 Geology and Soils				
MM-HWQ-1 as described below.				
Section 4.7 Greenhouse Gas Emissions				
Mitigation Measure MM-GHG-1: Implement Best Management Practices During Construction. The District shall incorporate best management practices to reduce greenhouse gas emissions during construction, as applicable. Best management practices may include, but are not limited to: • Use local building materials. • Recycle construction waste or demolition materials. • Implement employee carpool programs. • Maintain all construction equipment in proper working condition according to manufacturers' specifications. The equipment must be checked by a certified mechanic and determined to be running in proper condition before it is operated.	During construction	Verification of implementation of best management practices to reduce greenhouse gas emissions	San Diego Unified School District and Construction Contractor	San Diego Unified School District
Mitigation Measure MM-GHG-2: Incorporate Sustainable Design Features. To ensure future projects would reduce operational greenhouse gas (GHG) emissions, during project planning and design phases, the District shall require all future projects to incorporate sustainable design features, including, but not limited to, the following: • All interior/exterior lighting shall be LED lighting. • Photovoltaic (PV) solar systems shall be installed at school sites that meet the siting criteria in the District's Solar PV Design Guide. • All school sites shall have an Energy Management System to control heating, ventilation, and air conditioning (HVAC) systems for all school site rooms. • All school sites shall provide adequate amounts of trash, recycle, and food waste receptacles that are easily accessible to staff and students.	During project planning and design	Verification of incorporation of sustainable design	San Diego Unified School District	San Diego Unified School District
Section 4.8 Hazards and Hazardous Materials				
Mitigation Measure MM-HAZ-1: Conduct an Environmental Site Assessment. Prior to acquisition, if not required per California Education Code (CEC) 17213, property-specific due diligence shall be conducted by a licensed Professional	Prior to site acquisition	Preparation of a Phase I Environmental	San Diego Unified School District with a Licensed	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
Geologist, Professional Engineering Geologist, or Professional Engineer with more than 2 years of experience conducting hazardous material and contamination assessments. The following steps shall be implemented, as appropriate. • Prepare Phase I Environmental Site Assessment. A Phase I Environmental Site Assessment (ESA) shall be conducted in accordance with the standard of care at that time (currently the ASTM Standard Practice E1527-13) and applicable regulations (currently the U.S. Environmental Protection Agency's [EPA's] 40 Code of Federal Regulations 312: Standards and Practices for All Appropriate Inquiries). If the Phase I ESA is being prepared for a project that will use state funding, the Phase I ESA must also be prepared in accordance with the requirements detailed in in California Code of Regulations Section 69104. • Prepare a Phase I ESA Addendum. For a project that will use state funding, Department of Toxic Substances Control (DTSC) permits evaluation of lead from lead-based paint (LBP), organochlorine pesticides from termiticides, or polychlorinated biphenyls from electrical transformers to be addressed in a Phase I Addendum if the site is a school, residential, or commercial property; if these are the only recognized environmental conditions on site; and if the environmental review process for the site has not reached a Preliminary Environmental Assessment (PEA). The work should be performed in accordance with the DTSC's Interim Guidance: Evaluation of School Sites with Potential Soil Contamination as a Result of Lead From Lead-Based Paint, Organochlorine Pesticides from Termiticides, and Polychlorinated Biphenyls from Electrical Transformers (2006). A PEA would be used to evaluate contamination if there are additional recognized environmental conditions identified on the site or if the Phase I Addendum identifies significant contamination (see below). DTSC may permit for a Phase I and Phase I Addendum to be submitted as a PEA equivalent document. • Prepare Phase II ESA/PEA. Based on the findings of the Phase I ESA and/or Phase I Addendum, further evaluation through a Phase II ESA or PEA (for projects utilizing state funding) may be recommended, in which case a Phase II ESA or PEA shall be conducted prior to any disturbance of the area suspected of potential contamination, as indicated by the Phase I ESA or Phase I Addendum. For properties with cases under regulatory oversight, the regulatory agency may require an approved work plan prior to commencement of the Phase II ESA or PEA. Results of previous assessment activities for a property (e.g., previous Phase II ESAs, underground storage tank [UST] removal sampling data), if any, shall be evaluated by a qualified environmental hazardous materials professional with more than 2 years of experience preparing and evaluating Phase II ESAs/PEAs. If a PEA is		Site Assessment; Prepare a Phase I ESA Addendum; Prepare Phase II ESA/PEA	Professional Geologist, Professional Engineering Geologist, or Professional Engineer with more than 2 years of experience conducting hazardous material and contamination assessments	

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
required, it should be prepared in accordance with the current DTSC Preliminary Endangerment Assessment Guidance Manual. If the PEA concludes that significant contamination is present, the DTSC may require additional evaluation as detailed in Figure 1-1 Cleanup Process in the DTSC's Preliminary Endangerment Assessment Guidance Manual. If the Phase I ESA or the Phase II ESA/PEA indicate potential sites of environmental concern are present on the project site, MM-HAZ-3 through MM-HAZ-7 (see below) shall then be implemented as appropriate; or if DTSC requires additional remedial documentation and/or action beyond the scope of MM-HAZ-3 through MM-HAZ-7, such as a Remedial Action Work Plan/Remedial Action Plan, these requirements shall be implemented.				
Mitigation Measure MM-HAZ-2: Prepare a Munitions Response Plan for New District Sites. For work occurring within a new acquisition or new school construction site that is located within a known Formerly Used Defense Site (FUDS) area, the following procedures shall be implemented to ensure safety for all students, staff, and contractors working in these areas: • Preparation of a Munitions Response Plan (MRP) consistent with the District's MRP template (see Appendix H) shall be required for the new school or new administrative facility located within the known FUDS areas. The purpose of the MRP is to outline the procedures that must take place in the event an unexploded ordnance is discovered during ground-disturbing activities. • An unexploded ordnance (UXO) awareness briefing shall be conducted for all District staff and contractors who will be involved in any ground disturbance at a new school or administrative facility in a known FUDS area. The awareness briefings shall be completed prior to the start of ground-disturbing activities. Any new personnel shall be trained prior to beginning work on site. See Appendix H for a sample briefing, • Any ground disturbance at new school or administrative facilities located within the Rosedale and Linda Vista FUDS areas shall require a preconstruction survey of the area to be disturbed by a qualified UXO technician using a magnetometer, ground penetrating radar, or other appropriate equipment, to locate any potential hazards. The preconstruction survey is meant as a preliminary tool to assess the risk of UXO presence and shall not be used to provide UXO clearance for ground-disturbing activities. All construction-related ground-disturbing activity into native and nonnative soils shall require a UXO technician be present. Monitoring may also be performed in lieu of a preconstruction survey if the presence of UXO materials is assumed.	Prior to and during construction	Preparation of a Munitions Response Plan for New District Sites	San Diego Unified School District with Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
• Monitoring shall be performed during ground disturbance at any new school or administrative facility site where the preconstruction survey identified the presence of a UXO or other hazard. Monitoring shall be conducted by a qualified UXO technician. Monitoring may also be performed in lieu of a preconstruction survey if the presence of UXO materials is assumed. • Miller Elementary School, located at 4343 Shields Street, San Diego, CA 92124 and Hancock Elementary School, located at 3303 Taussig Street, San Diego, CA 92124 are both located within the Camp Elliot Tierra Santa FUDS area. However, they are located on land leased to the District by the United States Department of the Navy. Prior to any ground-disturbing activities at these two schools, the District shall coordinate with Naval Ordnance Safety and Security Activity (NOSSA). For additional information regarding ground-disturbing activities at these two schools the District shall contact the Department of the Navy, Naval Ordnance Safety and Security Activity, Farragut Hall 3817, Strauss Avenue, Suite 108 Indian Head, MD 20640-5151, Attn: Captain. Eric Bray (301-744-6003). The Navy NOSSA will provide oversight and ensure that all ground-distributing activities follow the Navy's protocols to ensure that any potential risk associated with UXOs is avoided.				
Mitigation Measure MM-HAZ-3: Prepare a Site Screening Memorandum. If implementation of whole site modernization, upgrades of existing school and administrative sites, and joint use facilities projects includes ground-disturbing activities, and any such projects are located at one of the school sites listed in Table 4.8-2, during project design and prior to construction, a Site Screening Memorandum, or equivalent, shall be prepared that includes a review of readily available information pertaining to the site to identify if there are any known environmental concerns/hazards at the site that the project may impact. The sources of information to be reviewed should include the Environmental Conditions/ Hazards report prepared by Ninyo & Moore and dated August 9, 2019; regulatory agency online databases (e.g., State Water Resources Control Board's GeoTracker, Department of Toxic Substances Control's [DTSC's] Envirostor, United States Army Corps of Engineers Formerly Used Defense Site [FUDS] databases); and readily available online historical aerial photographs (e.g., Google Earth). In addition, the memorandum should evaluate if a proposed project is located on a site that included historic land uses that may have involved the use of lead-based paints (LBPs) or termiticides. The lines of evidence that should be evaluated include: • Age of construction of the building(s). Residential buildings constructed prior to January 1, 1979, school structures constructed prior to January 1, 1992, and commercial/industrial structures of any age may have/had LBP;	During project design and prior to construction	Preparation of a Site Screening Memorandum, or equivalent if implementation requires ground-disturbing activities	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
and buildings constructed prior to January 1, 1989, may have had termiticides applied to soil surrounding the building. • Building construction components. If the building(s) do/does not have wooden components, then termiticide impacts are not a concern. • Documentation of termiticide application. If the District can provide written documentation, which may include a statement signed by a District-representative, that termiticides have not been applied to the soil at the site, then impacts are not a concern. • LBP survey reports. Any survey reports available that include testing of the potential lead-containing surfaces on the exterior of the building(s) should be reviewed. Lead in soil would only be a concern if survey results indicate LBP is present on the exterior of the building(s). • Drainage off of the structure. If drainage off of the building(s) is directed only to paved areas prior to discharge off of the site, then lead impacts on soil would not be considered a concern. • Pavement present around the building(s). If no unpaved areas are present within 4 feet of the building(s) then lead impacts on soil would not be a concern surrounding the building(s); however, lead impacts on soil may be a concern in areas where runoff from the building(s) may flow if those areas are unpaved. The memorandum should provide one of the following conclusions: • No known environmental concerns/hazards identified on the site. • Environmental concerns/hazards identified on the site, but the project will not impact the concerns/hazards. • Environmental concerns/hazards identified on the site, and the project will impact one or more concern/hazard; however, documents have already been prepared that sufficiently address how to manage the concerns/hazards that will be impacted. (Note: These documents may include, but are not limited to, Soil Management Plans, Operations and Maintenance Plans, Worker Health and Safety Plans, and Community Health and Safety Plans.) • Environmental concerns/hazards identified on the site, but additional studies and/or plans are needed to determine if, or to what extent, the project will impact a concern/hazard or to address how to manage the concerns/hazards that will be impacted. The memorandum should provide a recommendation for the additional studies and/or plans needed.				

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
Mitigation Measure MM-HAZ-4: Prepare a Site Characterization Report. The District shall prepare a Site Characterization Report to confirm the presence of onsite contamination if recommended by the Site Screening Memorandum. The Site Characterization Report may include onsite sampling to confirm the presence and determine the extent of the contamination, and if the proposed work onsite would encounter or exacerbate the contamination. The Site Characterization Report will include an evaluation of the location and scope of proposed work on the site, and provide sufficient information regarding the location, extent, and level of contamination present for the preparation of the appropriate plans to manage the contamination during the project. If the Site Characterization Report confirms onsite contamination is present and will be impacted by the project, MM-HAZ-3 through MM-HAZ-5 (see below) shall then be implemented as appropriate.	Prior to construction	Preparation of a Site Characterization Report to confirm the presence of onsite contamination if recommended by the Site Screening Memorandum	San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-HAZ-5: Prepare a Soil Management Plan. If the Site Screening Memorandum or Site Characterization Report determines the proposed work may encounter onsite soil and/or groundwater contamination, during project design and prior to construction, the District shall obtain a consultant to prepare a Soil Management Plan (or Soil and Groundwater Management Plan if groundwater will be encountered that has or may have been impacted by existing environmental hazards), if no existing Soil Management Plan exists. The Soil Management Plan shall be prepared by a licensed Professional Geologist, Professional Engineering Geologist, or Professional Engineer with experience in contaminated site redevelopment and restoration and be implemented during soil-disturbing activities under the oversight of a qualified environmental professional on behalf of the District. The plan shall address monitoring of the disturbed soil, soil and groundwater handling, stockpiling, characterization, onsite reuse, export, and disposal protocols. Appropriate references of the potential to encounter contaminated soils and/or groundwater shall be included in construction specifications and bid documents so that the contractor can consider various environmental factors (e.g., groundwater pumping rates, soil disposal, worker health and safety) are appropriately and cost-effectively managed by the contractor. The Soil Management Plan shall be submitted to the District for review and approval. After the District's review and approval, the contractor shall implement the Soil Management Plan.	During project design, prior to and during construction	Preparation of a Soil Management Plan and implement prior to and during construction	San Diego Unified School District with Consultant, licensed Professional Geologist, Professional Engineering Geologist, or Professional Engineer with experience in contaminated site redevelopment and restoration and be implemented during soil-disturbing activities under the oversight of a qualified environmental professional on behalf of the District, and Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
Mitigation Measure MM-HAZ-6: Prepare a Project-Specific Worker Health and Safety Plan. For proposed projects that may disturb existing hazardous conditions, the District and the contractor performing the work on behalf of the District, prior to the start of construction, shall each prepare a project-specific Worker Health and Safety Plan for their respective workers. The Worker Health and Safety Plan shall include site-specific information, requirements, and guidelines to be followed while conducting activities that may disturb the existing hazardous materials of concern, which may include but are not limited to, grading, excavation, trenching, boring, dewatering, stockpiling, reusing, handling, or disposing of wastes; and, other applicable site activities. The Worker Health and Safety Plan shall be prepared in accordance with the Federal and State Occupational Safety and Health Administration Hazardous Waste Operations and Emergency Response (HAZWOPER) Standards: 29 Code of Federal Regulations (CFR) 1910.120 and 8 California Code of Regulations (CCR) 5192. The Worker Health and Safety Plan shall include contingencies (i.e., if unknown or unanticipated environmental conditions may exist at the site) for a variety of situations that may arise. The Worker Health and Safety Plan shall be based on the Site Characterization Report, Soil Management Plan, and the planned site construction activities to ensure that site workers potentially exposed to site contamination in soil, groundwater, or vapor are trained, equipped, and monitored during site activity. The training, equipment, and monitoring activities shall ensure that workers are not exposed to contaminants above personnel exposure limits established by Table Z, 29 CFR 1910.1000. The Worker Health and Safety Plan shall be signed by and implemented under the oversight of a California State Certified Industrial Hygienist.	Prior to and during construction	Preparation of a project-specific Worker Health and Safety Plan	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-HAZ-7: Prepare a Community Health and Safety Plan. If the Site Characterization Report determines the proposed work may encounter onsite contamination, during project design and prior to construction, the District must prepare a Community Health and Safety Plan for the project site if no such plan exists. The Ninyo & Moore Environmental Conditions/Hazards Report, included as Appendix H to this PEIR, shall be reviewed to determine if a Master Community Health and Safety Plan has already been prepared for the site. The Community Health and Safety Plan shall address field procedures, anticipated contaminants on the project site, and established action levels for exposure to contaminants; and provide contingency plans for emergencies that may arise during fieldwork that may encounter hazardous materials. The Community Health and Safety Plan shall be prepared in general accordance with the current DEH Site Assessment and Mitigation Manual Guidelines. If a Master Community Health and Safety Plan has been prepared for the site, it shall be reviewed to determine if regulatory agency notifications of project-specific activities or monitoring are required. The Community Health and Safety Plan	During project design and prior to and during construction	Preparation of a Community Health and Safety Plan and implement Plan during construction	San Diego Unified School District with Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
shall be implemented by the District during activities that may encounter existing hazardous materials to ensure the public and surrounding properties were protected from potential health and environmental hazards during these activities and indicate that unacceptable community exposure to adverse conditions did not occur during these activities.				
Mitigation Measure MM-HAZ-8: Prepare a Munitions Response Plan for Existing District Sites. For work occurring within any of the 14 schools located within the known Formerly Used Defense Site (FUDS) identified in Table 4.8-3, the following procedures shall be implemented to ensure safety for all students, staff, and contractors working in these areas: • Preparation of a Munitions Response Plan (MRP) consistent with the District's MRP template (see Appendix H) shall be required for the 14 identified schools located within the known FUDS areas. The purpose of the MRP is to outline the procedures that must take place in the event an unexploded ordnance is discovered during ground-disturbing activities. • An unexploded ordnance (UXO) awareness briefing shall be conducted for all District staff and contractors who will be involved in any ground disturbance at any of the 14 identified schools shown in Table 4.8-5. The awareness briefings shall be completed prior to the start of ground-disturbing activities. Any new personnel shall be trained prior to beginning work on site. See Appendix H for a sample briefing. • Any ground disturbance at schools located within the Rosedale and Linda Vista FUDS areas shall require a preconstruction survey of the area to be disturbed by a qualified UXO technician using a magnetometer, ground penetrating radar, or other appropriate equipment, to locate any potential hazards. The preconstruction survey is meant as a preliminary tool to assess the risk of UXO presence and shall not be used to provide UXO clearance for ground-disturbing activities. All construction-related ground-disturbing activity into native and nonnative soils shall require a UXO technician be present. • Monitoring shall be performed during ground disturbance at any school site where the preconstruction survey identified the presence of a UXO or other hazard. Monitoring shall be conducted by a qualified UXO technician.	Prior to and during construction	Preparation of a Munitions Response Plan for Existing District Sites	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-HAZ-9. Ensure Federal Aviation Administration Notification of Proposed Construction or Alteration. During project design, the District shall comply with the requirements of 14 Code of Federal Regulations 77 Notification Criteria for proposed construction or alteration of objects exceeding certain heights or that could potentially interfere with navigational aids by submitting Form 7460-1 to the Federal Aviation Administration (FAA) for review and approval. Regardless of location, the District shall notify the FAA of	During project design	Verification of compliance with the requirements of 14 Code of Federal Regulations 77	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
proposed structures or objects (including construction cranes) exceeding 200 feet above ground level. If conditions of approval are issued by the FAA upon review, the District shall comply with all conditions.		Notification Criteria		
Mitigation Measure MM-HAZ-10. Ensure Airport Land Use Commission Review and Approval for Review Area 1. During project design, the District shall submit a consistency application for Airport Land Use Commission (ALUC) review for all projects located within Review Area 1. The ALUC shall make a consistency determination as to whether the project is compatible with Airport Land Use Compatibility Plan (ALUCP) noise and safety compatibility policies, and whether the project requires Federal Aviation Administration (FAA) review or is determined by the FAA not to be a hazard or obstruction to air navigation. The District shall include the FAA notice of determination (MM-HAZ-9) with the ALUC consistency application.	During project design	Verification of submittal of a consistency application for Airport Land Use Commission review for all projects located within Review Area 1	San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-HAZ-11: Ensure Airport Land Use Commission Review and Approval for Review Area 2. Prior to project design, the District shall submit a consistency application for Airport Land Use Commission (ALUC) review for land use projects located within Review Area 2 if they propose increases in height limits compared to existing structures, or for projects that: ● Have received a Notice of Presumed Hazard, a Determination of Hazard, or a Determination of No Hazard subject to conditions, limitations, or marking and lighting requirements, from the Federal Aviation Administration (FAA); and/or ● Would create any of the following hazards: ○ Glare ○ Lighting ○ Electromagnetic interference ○ Dust, water vapor, and smoke ○ Thermal plumes ○ Bird attractants	Prior to project design	Verification of submittal of a consistency application for Airport Land Use Commission review for land use projects located within Review Area 2	San Diego Unified School District	San Diego Unified School District
Section 4.9 Hydrology and Water Quality				
Mitigation Measure MM-HWQ-1: Implement Construction Best Management Practices. Prior to the onset of any construction activities affecting over 1 acre of land, the District shall obtain coverage under the National Pollutant Discharge Elimination System Construction General Permit, as issued by the San Diego Regional Water Quality Control Board. The District shall be responsible for ensuring that construction activities comply with the conditions in this permit, including development of a Stormwater Pollution Prevention Plan (SWPPP), implementation of Best Management Practices (BMPs) identified in the SWPPP, and monitoring (as required) to ensure that effects on water quality are	Prior to the onset of any construction activities affecting over 1 acre of land	Verification of obtainment of coverage under the National Pollutant Discharge Elimination System Construction	San Diego Unified School District with Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
minimized. As part of this process, the District shall implement multiple erosion and sediment control BMPs in areas with the potential to drain to surface water. Guidelines established in the City of San Diego Jurisdictional Runoff Management Plan or equivalent guidelines shall be followed in selecting, implementing, and monitoring BMPs for construction activities. The District shall verify that a notice of intent has been submitted to the State Water Resources Control Board and a SWPPP has been completed before allowing construction to begin. Prior to the onset of any construction activities under 1 acre, the District shall prepare a BMP Plan that identifies implementation of best management practices to ensure that effects on water quality are minimized. As part of this process, the District shall implement multiple erosion and sediment control BMPs in areas with the potential to drain to surface water.		General Permit; Implement the applicable BMPs		
Mitigation Measure MM-HWQ-2: Implement Low Impact Development Features and Post-Construction Best Management Practices. The District shall complete the City of San Diego's Storm Water Requirements Applicability Checklist (Form DS-560) to determine if the project is a Priority Development Project (PDP), Standard Development Project, or Exempt and to determine which stormwater requirements apply. Per the City of San Diego's National Pollutant Discharge Elimination System Municipal Permit and Jurisdictional Runoff Management Plan, the District shall implement the applicable stormwater Best Management Practices (BMPs) into project building and grading plans. The Jurisdictional Runoff Management Plan (JRMP) dictates installation of which post-construction BMPs to implement to prevent pollutants from entering the storm drainage system. The JRMP requirements may include, but are not limited to, minimum source control BMP requirements and site design Low Impact Development requirements for all projects regardless of the size and for PDPs to incorporate pollutant control BMPs and hydromodification management BMPs.	Prior to and during construction	Verification of completion of the City of San Diego's Storm Water Requirements Applicability Checklist (Form DS-560); Implement the applicable BMPs	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Section 4.10 Noise and Vibration				
Mitigation Measure MM-NOI-1: Conduct Site-Specific Reviews of Noise Impacts and, if Warranted, Conduct Additional Analyses. Once individual project (i.e., site-specific) plans are available, an acoustical consultant shall be retained by the District to review noise impacts against the identified screening criteria, prior to implementation of further mitigation measures. If impacts are confirmed, then no further analysis is required, and the project may proceed with implementation of the relevant mitigation measures described in this PEIR. However, at the District's discretion, new or more detailed analysis may be conducted in order to clarify site-specific impacts. These analyses may indicate that significant impacts will not, in fact, occur. In such cases, the acoustical consultant shall indicate which mitigation measure(s) are no longer required, and the District may modify or eliminate those measure(s) from the project	Once individual project (i.e., site-specific) plans are available, and during CEQA analysis	Conduct site-specific reviews of noise impacts and, if warranted, conduct additional analyses	Acoustical consultant shall be retained by the District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
accordingly at the approval of the project. The analysis and findings should be documented by the acoustical consultant in a memorandum or technical report.				
Mitigation Measure MM-NOI-2: Prohibit Exterior Construction Activities Outside of the City of San Diego's Permitted Construction Hours. During construction of the project, the District shall require all contractors to limit exterior construction activities, including material or equipment deliveries and collections, to the hours of 7 a.m. to 7 p.m. on weekdays and Saturdays, with no such work at any time on Sundays or legal holidays. Except for construction personnel specifically working on interior construction tasks, construction personnel shall not be permitted on the job site outside of the permitted exterior construction hours.	During construction	Verification of compliance with project construction specifications	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-NOI-3: Avoid Construction Within the Calculated Screening Distances of Noise-Sensitive Receptors. During construction of the project, the District shall require all contractors to maintain adequate clearance from noise-sensitive offsite receptors based on the appropriate screening distance for each phase of construction, as identified in Tables 4.10-11 and 4.10-13.	During construction	Verification that adequate clearance from noise-sensitive offsite receptors is maintained based on the appropriate screening distance for each phase of construction, as identified in Tables 4.10-11 and 4.10-13 of the PEIR	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-NOI-4: Implement General Best Practices for Construction Noise Abatement. During construction of the project, the District shall require all contractors to adhere to the following noise abatement measures: ● All construction equipment and vehicles using internal combustion engines will be equipped with mufflers, air-inlet silencers where appropriate, and any other shrouds, shields, or other noise-reducing features in good operating condition that meet or exceed original factory specification. ● All mobile or fixed construction equipment used on the project that is regulated for noise output by a local, state, or federal agency will comply with such regulation while in the course of proposed project activity. ● All construction equipment will be properly maintained and serviced.	During construction	Verification of implementation of general best practices for construction noise abatement	San Diego Unified School District with Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
• All construction equipment will be operated only when necessary and will be switched off when not in use. • Construction employees will be trained in the proper operation and use of the equipment to avoid careless or improper operation of equipment that could increase noise levels. • Electrically powered equipment will be used instead of pneumatic or internal combustion powered equipment, where feasible. • Material stockpiles and mobile equipment staging, parking, and maintenance areas will be located as far as practicable from noise-sensitive receptors. • Construction site speed limits will be established and enforced during the construction period. • The use of noise-producing signals, including horns, whistles, alarms, and bells, will be for safety warning purposes only. • The contractor will provide advance written notification of construction activities to residences around the construction site. Notification will include a brief overview of the proposed construction activity and its purpose and schedule. It also will include the name and contact information of the project manager or representative responsible for resolving any noise concerns.				
Mitigation Measure MM-NOI-5: Install Temporary Noise Barriers to Shield Noise-Sensitive Receptors from Excessive Construction Noise Levels. During construction of the project, the construction contractor shall install temporary noise barrier(s) between construction activities and noise-sensitive receptor(s) where noise levels are anticipated to exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (L_{eq}). The barriers shall be constructed as follows: • The minimum height of the barriers will be 8 feet above ground level. • The barriers will be positioned to block the line-of-sight between the construction equipment and the receiver. • The barriers will be constructed from acoustical blankets hung over or from a supporting frame. • The blankets will provide a minimum sound transmission class (STC) rating of 28. • The blankets will be overlapped by at least 4 inches at seams and taped and/or closed with hook-and-loop fasteners (i.e., Velcro®) so that no gaps exist. • The largest blankets available should be used to minimize the number of seams. • The blankets will be draped to the ground to eliminate any gaps at the base of the barrier.	During construction	Verification of installation of temporary noise barrier(s) between construction activities and noise-sensitive receptor(s) where noise levels are anticipated to exceed 75 A-weighted decibels (dBA) 12-hour equivalent sound level (L^{eq})	San Diego Unified School District with Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
Mitigation Measure MM-NOI-6: Avoid or Reduce Construction Noise from Pile Driving. During construction activities, the District and its construction contractor shall take steps to reduce pile driving noise, if any, associated with the project. Possible noise reduction methods may include, but are not limited to, the following: ● Avoiding impact pile driving by using quieter alternative installation methods, such as press-in piles or drilled piles (e.g., cast-in-drilled-hole, poured-in-place piles). ● Using an acoustical shroud around impact pile driving. The shroud shall be constructed of materials that provide a minimum STC of 28 (examples include sound-rated acoustical blankets).	During construction	Verification of avoidance or reduction of construction noise from pile driving	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-NOI-7: Coordinate Construction Activities to Avoid or Minimize Excessive Noise at Occupied Onsite Learning Spaces. During construction activities, the District shall coordinate with all contractors to avoid excessive noise at occupied onsite learning spaces. Such coordination may include, but is not limited to, the following: ● Identifying days and times when school buildings or exterior facilities would be used for sensitive learning activities and maximizing the separation between these areas and construction equipment and heavy vehicles. ● Relocating sensitive learning activities to alternative classrooms or other spaces away from heavy construction activities. ● Shortening the construction work day and/or altering start and stop times to avoid particularly sensitive time periods such as student testing and exams. ● Scheduling interior construction and renovation work to occur outside of school hours, including at nighttime if necessary.	During construction	Verification of avoidance of excessive noise at occupied onsite learning spaces	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-NOI-8: Conduct a Traffic Noise Analysis to Quantify the Traffic Effects of New District Sites. During project-specific CEQA evaluations, in order to clarify the potential for substantial increases in traffic noise, the District shall retain a qualified traffic consultant to conduct analyses to quantify existing daily traffic volumes on the roadways surrounding the site as well as the anticipated increase in these traffic volumes as a result of the proposed project.	During project-specific CEQA evaluations	Preparation of Traffic Noise analyses to quantify existing daily traffic volumes	Qualified traffic consultant retained by San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-NOI-9: Plan Access Routes for New District Sites to Avoid Noise-Sensitive Land Uses and/or Encourage Use of Major Arterials as Opposed to Smaller Local Streets. If site-specific traffic analysis indicates that substantial increases in daily traffic could occur then, where compatible with safety or other critical requirements, the District shall design ingress and egress at new facilities to encourage vehicle trips to utilize routes that avoid residential streets or other roadways adjacent to noise-sensitive receptors. Where such	During project planning and design phases	Verification that ingress and egress at new facilities are designed to encourage vehicle trips to	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
routes cannot be avoided, the District shall design site access to encourage trips along major roadways where the relative effect of increased traffic would be less noticeable.		utilize routes that avoid residential streets or other roadways adjacent to noise-sensitive receptors		
Mitigation Measure MM-NOI-10: Apply Administrative Controls and Incorporate Public Address System Design Features to Reduce Operational Noise Levels During All Use (School and Joint Use) of Any New or Redesigned Major Athletic Facilities. During project planning and design phases, the District shall implement the following measures to control operational noise levels from new or redesigned major athletic facilities such as stadiums, large fields with bleacher seating and Public Address (PA) systems, or aquatic facilities with bleacher seating and PA systems. These measures shall apply to both District use and any use as part of a joint/community use agreement. • The use of noise-generating equipment (bullhorns/megaphones, air horns, rattles, etc.) by spectators will be prohibited at all times. • Use of the facilities for any noise-generating activity, excluding morning practice, will be prohibited from dusk until dawn each day, and shall not occur at any time before 7 a.m. or after 10 p.m. on any day. • The proposed project will incorporate the following design features into the PA system that will be installed at the athletic field: • All speakers installed on the loudspeaker poles will have defined coverage patterns and be mounted in a way that the aiming of speakers can be adjusted at the time of installation both vertically and horizontally to maximize control of sound coverage. • The aiming point of each loudspeaker (or loudspeaker cluster) will be individually adjusted to fit the minimal area of coverage to maximize the sound levels for the spectators and minimize the bleed over into the adjacent areas. • Each loudspeaker cluster type will have independent parametric equalization and amplification control, allowing individual adjustment of frequency content and sound levels. In addition, the audio system will be programmed to provide compression and limiting that will control the maximum sound output level. • The field, home bleachers, and visitor bleachers speaker systems will be designed to allow for independent activation via local control. This will allow	During project planning and design phases	Verification that administrative controls and public address system design features are implemented to reduce operational noise levels during all use (school and joint use) of any new or redesigned major athletic facilities	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
for use of all speakers or a portion of the speakers depending on the needs of the event. • Connection to an audio mixer will be provided with the system to adjust inputs and microphones and control the levels. • The overall system volume will be adjusted and the maximum output will be limited to prevent additional amplification by end users.				
Mitigation Measure MM-NOI-11: Design and Install All New or Substantially Altered Mechanical Systems to Ensure All Mechanical Equipment Complies with Section 59.5.0401 of the City of San Diego Municipal Code at Nearby Noise-Sensitive Receptors. during the architectural and engineering design phases of the project, and prior to the issuance of any building permits for the school buildings, an acoustical consultant shall be retained by the District to evaluate the mechanical system design and provide recommendations, as necessary, to ensure that exterior noise levels comply with the City's Municipal Code noise limits at nearby noise-sensitive land uses. Such recommendations may include, but are not limited to, the selection of quieter mechanical units, changes in unit locations, changes to rooftop parapet walls, and acoustical louvers or screens.	During the architectural and engineering design phases of the project, and prior to construction	Verification that all mechanical equipment complies with Section 59.5.0401 of the City of San Diego Municipal Code at nearby noise-sensitive receptors	Acoustical consultant shall be retained by San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-NOI-12: Design and Develop All Other New, Expanded, or Relocated Exterior Noise Sources so that Operational Noise Does Not Generate a Noticeable Increase (3 Decibels or More) in Noise Levels at a Noise-Sensitive Offsite Land Use Resulting in an Exceedance of Section 59.5.0401 of the City of San Diego Municipal Code. During the architectural and engineering design phases of the proposed project, and prior to the issuance of any building permits for the school buildings, an acoustical consultant shall be retained by the District to evaluate the potential noise impacts of ancillary outdoor noise sources such as new parking lots and playgrounds. The consultant shall assess the proposed project details and determine what, if any, additional analysis is required to quantify operational noise levels and potential noise control measures. Based on the consultant's professional experience, the assessment may range from a cursory review to detailed technical analysis. Noise control measures, if required, may include, but are not limited to, reorientation or relocation of noise sources, administrative controls on the times and intensity of use, or the addition of noise barriers or other acoustical screening.	During the architectural and engineering design phases and prior to construction	Preparation of analysis to ensure that operational noise does not generate a noticeable increase (3 decibels or more) in noise levels at a noise-sensitive offsite land use	Acoustical consultant retained by San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-NOI-13: Conduct a Traffic Noise Analysis to Quantify the Traffic Effects of Redesigned Project Sites, Including New or Expanded Onsite Facilities. During project-specific CEQA evaluations, in order to clarify the potential for substantial increases in traffic noise, the District shall retain a qualified traffic consultant to conduct analyses to quantify existing daily traffic volumes on the roadways surrounding the site, as well as the anticipated	During project-specific CEQA evaluations	Preparation of a Traffic Noise analyses to quantify existing daily traffic volumes	Qualified traffic consultant retained by San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
change in trip distribution and traffic volumes on these roadways as a result of the project.				
Mitigation Measure MM-NOI-14: Plan Access Routes for Redesigned Project Sites, Including New or Expanded Onsite Facilities to Avoid Substantial Traffic Increases Adjacent to Noise-Sensitive Land Uses. If site-specific traffic analysis indicates that substantial increases in daily traffic could occur then, where compatible with safety or other critical requirements, the District shall redesign or relocate ingress and egress at existing facilities to encourage vehicle trips to utilize routes that avoid residential streets or other roadways adjacent to noise-sensitive receptors. Where such routes cannot be avoided, the District shall design site access to encourage trips along routes where the relative effect of increased traffic would be less noticeable; this could include major roadways or the roadways that currently provide primary access to the site.	During project planning and design phases	Verification that ingress and egress at new facilities are designed to encourage vehicle trips to utilize routes that avoid residential streets or other roadways adjacent to noise-sensitive receptors	San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-NOI-15: Control Noise and Minimize Potential Annoyance from Joint-Use Facilities. During contract development for joint-use facilities, the District shall implement into contracts and agreements the following measures to control operational noise levels from joint-use facilities other than "major athletic facilities." Operational limitations shall be incorporated into all use agreements between the District, the City, and/or groups using the fields (sports leagues, etc.). ● The use of noise-generating equipment (permanent or temporary public address systems, bullhorns, air horns, etc.) at the facilities will be prohibited at all times. The only exception is for the use of whistles as needed by coaches, referees, or other game officials. ● Use of the facilities for any noise-generating activity will be prohibited from dusk until dawn each day, and shall not occur at any time before 7 a.m. or after 10 p.m. on any day. Signs to this effect will be prominently posted at each joint-use field site. ● City of San Diego Parks and Recreation staff will work closely with user groups to ensure that their use of the facilities does not negatively impact neighborhoods through excessive noise. ● If noise complaints are received regarding the joint-use facilities, City staff shall respond during normal business hours, investigate the complaint as necessary, and undertake additional steps as needed to address the complaint. Additional steps may include, but are not limited to, the following:	During project planning and design phases	Verification that administrative controls and public address system design features are implemented to reduce operational noise levels during all use (school and joint use) of any new or redesigned major athletic facilities	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
○ Enforcing applicable conditions of any permits under which the subject activity is conducted. ○ Working with user groups to avoid problematic activities or behaviors. ○ Imposing additional limits on hours during which particularly noisy activities can occur at the facilities. ○ Conducting noise measurements to confirm noise levels at sensitive receptors. ○ Revoking permits for user groups if they generate ongoing noise violations that cannot be remedied.				
Mitigation Measure MM-NOI-16: Avoid or Reduce Potentially Damaging Vibration at Nearby Buildings from Program Construction. During construction activities, the District shall require all contractors, to avoid working within the potential damage threshold distances identified in Table 4.10-16 based on the construction equipment to be used and the type and condition of nearby structures. The contractor may reduce the potential impact distance through the selection of alternate construction equipment or techniques such as, but not limited to, the following. ● Replacing impact pile driving with press-in piles or drilled piles (e.g., cast-in-drilled-hole, poured-in-place piles). ● Using smaller categories of equipment, such as a Bobcat or skid steer instead of full size graders or bulldozers. If these techniques cannot be fully implemented or are not sufficient to place the affected receivers outside of the applicable threshold distance, then the following additional steps shall be taken to protect buildings within the potential impact distances for construction vibration damage: ● The project proponent/contractor shall retain a qualified structural or geotechnical engineer to conduct preconstruction surveys of neighboring structures (including photographing and/or videotaping) to document existing building conditions for future comparison if any vibration-related damage is suspected or results from construction-related activities. ● Based on professional judgment and review of the specific buildings involved, the structural/geotechnical engineer may provide updated vibration thresholds and revised impact distances for potentially affected buildings. ● If considered appropriate by the structural/geotechnical engineer, monitoring shall be conducted during construction to check for vibration-related damage during pile driving. Such monitoring may include vibration measurements obtained inside or outside of the buildings or other tests and observations deemed necessary.	During construction	Verification that all contractors, avoid working within the potential damage threshold distances identified in Table 4.10-16 of the PEIR or implement other techniques to protect buildings	San Diego Unified School District with Construction Contractors	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
Mitigation Measure MM-NOI-17: Avoid or Reduce Potentially Annoying Vibration at Occupied Sensitive Offsite Buildings During Project Construction. During construction activities, the District shall require all contractors to avoid working within the distinctly perceptible threshold distances identified in Table 4.10-17 from occupied sensitive offsite buildings, based on the construction equipment to be used. The contractor may reduce the potential impact distance through the selection of alternate construction equipment or techniques such as, but not limited to, the following. • Replacing impact pile driving with press-in piles or drilled piles (e.g., cast-in-drilled-hole, poured-in-place piles). • Using smaller categories of equipment, such as a Bobcat or skid steer instead of full size graders or bulldozers.	During construction	Verification that all contractors avoid working within the distinctly perceptible threshold distances identified in Table 4.10-17 from occupied sensitive offsite buildings, based on the construction equipment to be used	San Diego Unified School District with Construction Contractor	San Diego Unified School District
Mitigation Measure MM-NOI-18: Avoid or Reduce Potentially Annoying Vibration at Occupied Onsite Learning Spaces During Program Construction. During construction of the project, the District shall coordinate with all contractors to avoid excessive groundborne vibration at sensitive onsite buildings. Such coordination may include, but is not limited to, the following. • Identifying days and times when school buildings would be used for sensitive learning activities and avoiding the operation of heavy construction equipment within the threshold distances identified in Table 4.10-17. • Relocating sensitive learning activities to alternative classrooms or other spaces away from heavy construction activities. • Shortening the construction work day and/or altering start and stop times to avoid particularly sensitive time periods such as student testing and exams.	During construction	Verification of avoidance of excessive groundborne vibration at sensitive onsite buildings	San Diego Unified School District with Construction Contractors	San Diego Unified School District
Section 4.11 Paleontological Resources				
Mitigation Measure MM-PAL-1: Conduct Grading and Paleontological Sensitivity Screening 1. For new acquisition and new school or administrative facilities projects, a paleontological records search should be conducted to determine (1) whether any high or moderate sensitivity geologic units underlie the project site (following City of San Diego, 2016) and (2) whether there are documented fossil collection localities present within the site or within 100	Prior to construction	Preparation of paleontological records search and grading screening	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
feet of the site. If either of these are answered in the affirmative, proceed to Step 2. If not, no further action is required. For District facility improvement projects, consult Tables 4.11-3 to 4.11-5 presented in this report. If the existing District facility is underlain by high or moderate sensitivity geologic units or if documented fossil collection localities are present within the site or within 100 feet of the site, proceed to Step 2. If it is entirely underlain by low or no sensitivity geologic units and there are no documented fossil collection localities nearby, no further action is required. 2. Compare project grading plans and the paleontological resource geographic information system (GIS) database (or paleontological records search results, for new acquisition and new school or administrative facilities projects), and project geotechnical report (if available). Determine whether the distribution of high/moderate sensitivity geologic units overlaps with construction plans, and what volume/depths will be affected. Determine whether a depth threshold other than 10 feet should be used for the project (see discussion under Impact-PAL-2). Otherwise, a standard depth threshold of 10 feet should be used. Based on comparison of these documents, will a high or moderate sensitivity geologic unit be affected by construction of the project? If yes, proceed to Step 3. If no (e.g., only artificial fill will be affected), no further action is required. 3. Determine whether volume and project-specific depth thresholds will be exceeded during project construction. Volume thresholds are greater than 1,000 cubic feet in areas underlain by high sensitivity geologic units and greater than 2,000 cubic feet in areas underlain by moderate sensitivity geologic units. The project-specific depth threshold was determined in Step 2. If both volume and depth thresholds for a project will be exceeded, MM-PAL-2 should be implemented. If not, no further action is required.				
Mitigation Measure MM-PAL-2: Conduct Paleontological Monitoring in Areas of High or Moderate Sensitivity. Where the above screening (MM-PAL-1) indicates that project construction would result in significant impacts on paleontological resources, MM-PAL-2 shall be implemented to reduce these potential impacts to less-than-significant levels. Specifically, the District and/or its construction supervisor shall ensure the following measures are implemented: • A qualified paleontologist shall be retained to oversee the mitigation program. ○ A qualified paleontologist is defined as an individual with an M.S. or Ph.D. in paleontology or geology who is familiar with paleontological procedures and techniques, who is knowledgeable in the geology and	During construction	Preparation of monitoring plan and on-site construction monitoring by a qualified paleontologist	San Diego Unified School District with a qualified paleontologist and Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
paleontology of San Diego County, and who has worked as a paleontological mitigation project supervisor in the county for at least 1 year. In addition, a regional fossil repository shall be designated to receive any discovered fossils. ○ A fossil repository is defined as a scientific institution with permanent paleontological collections. Because the District lies within San Diego County, the recommended repository is San Diego Natural History Museum. ● The qualified paleontologist shall attend the preconstruction meeting to consult with the grading and excavation contractors concerning excavation schedules, paleontological field techniques, and safety issues. ● A paleontological monitor (working under the direction of the qualified paleontologist) shall be on site on a full-time basis during initial excavation activities that are anticipated to affect high or moderate paleontological sensitivity geologic units to inspect exposures for contained fossils. The project-specific depth threshold should be used to determine where monitoring is required. ○ A paleontological monitor is defined as an individual selected by the qualified paleontologist who has experience in the collection and salvage of fossil materials. Paleontological monitoring may be reduced (e.g., to part-time monitoring or spot-checking) or eliminated at the discretion of the qualified paleontologist and in consultation with appropriate agencies. Changes to the paleontological monitoring schedule shall be based on the results of the mitigation program as it unfolds during site development, and actual and anticipated conditions in the field. ● If fossils are discovered, the qualified paleontologist (or paleontological monitor) shall recover them and temporarily direct, divert, or halt grading to allow recovery of fossil remains in a timely manner. ● Fossil remains collected during the monitoring and salvage portion of the mitigation program shall be cleaned, repaired, sorted, and catalogued. ● Prepared fossils, along with copies of all pertinent field notes, photos, and maps, shall be deposited (as a donation) in the designated fossil repository. Donation of the fossils shall be accompanied by financial support for initial specimen storage, paid for by the project proponent. Within 90 days of the completion of all ground-disturbing construction activities and fossil preparation and curation work (if fossils are discovered), a final paleontological mitigation report shall be completed by the qualified				

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
paleontologist that summarizes the results of the mitigation program. This report shall include discussions of the methods used and stratigraphic section(s) exposed, as well as fossils collected and significance of recovered fossils (if fossils are discovered and recovered).				
Section 4.12 Recreation				
No mitigation measures required.	n/a	n/a	n/a	n/a
Section 4.13 Transportation				
Mitigation Measure MM-TRA-1: Develop a Safe Routes to School Plan. During the planning phases for new schools or whole site modernizations, the District shall continue to coordinate with the City of San Diego to develop a Safe Routes to School (SRTS) Plan to ensure safe and efficient access for students walking and bicycling to school. If a SRTS Plan exists, the District shall update the plan to reflect project improvements. The District shall consider the SRTS and its effectiveness at mitigating project-specific impacts prior to approvals of applicable subsequent projects under the plan.	During the planning phases	Preparation of a Safe Routes to School (SRTS) Plan	San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-TRA-2: Develop a Pick-up/Drop-off Plan. During the planning phases for new schools or whole site modernizations, the District shall prepare a student pick-up/drop-off plan for all schools to ensure safety for all modes and to minimize disruptions resulting from project-related traffic. The pick-up/drop-off plan should identify any temporary controls and staff requirements (crossing guards, cones, signage, restrictions) and designate appropriate queuing areas and routes. Consistent with California Department of Education policy, pick-up/drop-off areas shall adhere to California Code of Regulations, Title 5, Section 14030 site design standards. The District shall consider the pick-up/drop-off plan and its effectiveness at mitigating project-specific impacts prior to approvals of applicable subsequent projects under the plan.	During the planning phases	Preparation of a pick-up/Drop-off Plan consistent with California Department of Education policy, that adheres to California Code of Regulations, Title 5, Section 14030 site design standards	San Diego Unified School District	San Diego Unified School District
Mitigation Measure MM-TRA-3: Prepare a Project-Specific Vehicle Miles Traveled Analysis. For any new school or administrative facilities project, the District shall prepare a project-specific vehicle miles traveled (VMT) analysis during subsequent environmental review to evaluate the potential for an increase in VMT per student. If an increase in VMT per student is identified, the District shall implement MM-TRA-4	During subsequent CEQA review	Preparation of a project-specific vehicle miles traveled analysis	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
MM-TRA-4: Prepare a Transportation Demand Management Plan. If results of the vehicle miles traveled (VMT) analysis identify increases in VMT per student, the District shall prepare a Transportation Demand Management (TDM) plan for that site to help reduce the number of vehicular trips by promoting transportation choices, including carpooling, walking, bicycling, and taking transit. The TDM plan should emphasize available regional resources (such as San Diego Association of Governments' iCommute program), provide carpool matching resources, and/or identify relevant transit information. The District shall consider the TDM and its effectiveness at mitigating project-specific impacts prior to approvals of applicable subsequent projects under the plan.	During subsequent CEQA review	Preparation of a Transportation Demand Management (TDM) plan	San Diego Unified School District	San Diego Unified School District
Section 4.14 Tribal Cultural Resources				
Mitigation Measures MM-TRI-1: Conduct Monitoring of Ground-Disturbing Activities by Native American Monitors. To reduce potential impacts on tribal cultural resources, prior to construction, the District shall consult with the Jamul Indian Village to determine if Native American monitors shall be present during ground-disturbing activities at the following school sites: • Clairemont High • Correia Middle • Holly Drive Leadership • Iftin K-8 • Ingenuity Charter (co-located on the O'Farrell Community Charter School campus) • Kavod Elementary • Madison High • Fay Elementary • Franklin Elementary • Taft Middle – Francis Parker Side • Chavez Elementary • Hage Elementary • Mission Bay High • Barnard Asian Pacific Language Academy • Crown Point Junior Music Academy • Sessions Elementary • Rodriguez Elementary • Miramar Ranch Elementary • Scripps Ranch High • University City High	Prior to construction and during construction	Consult with Jamul Indian Village and preparation of a monitoring plan and on-site construction monitoring by a qualified Native American monitor	San Diego Unified School District, Archaeologist, Native American Monitor contractor and Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
• Perkins K-8 • Pacific Beach Elementary • Roosevelt Middle If it is determined that monitoring is necessary at any of the schools identified as being sensitive, the monitoring shall be conducted by a qualified Kumeyaay Native American monitor during ground-disturbing activities. The role of the Kumeyaay Native American monitor would be to represent tribal concerns and communicate with the tribal council. Appropriate representatives would be identified based on the location of the identified traditional location or place. Specifically, the following measures shall be implemented to reduce impacts: • The Native American consultant/monitor, in consultation with the District, shall determine the extent of their presence during soil-disturbing and grading/excavation/trenching activities, and assist the District's qualified archaeologist and District with preparing the monitoring plan. • If prehistoric resources are encountered during the Native American consultant/monitor's absence, work shall stop until the Native American monitor can observe and comment on the nature of the find. • Attendance by Native American monitors during construction and restoration of the Proposed Program is at the discretion of the tribe, and the absence of a Native American monitor, should the tribes choose to forgo monitoring for some reason, will not delay work. • The Native American monitors shall have the ability to notify the District's qualified archaeological monitor who has the authority to temporarily stop work if they find a cultural resource that may require recordation and evaluation. • Interpretation of a find shall be requested from the Native American consultant/monitors involved with the discovery, evaluation, or data recovery of unanticipated finds for inclusion in a final Cultural Resources Report. • The Native American monitor, in consultation with the District's qualified archaeologist, shall have the discretion to increase or decrease the level of monitoring under certain field conditions such as modern disturbance, including previous excavation/grading/trenching activities that exceed the depth of, or have removed, potential archaeological deposits; or when native soils are encountered				
Mitigation Measure MM-TRI-2: Obtain a Sacred Lands File Search and Consult with Jamul Indian Village if Positive Results Are Identified. To reduce potential impacts on tribal cultural resources, a Sacred Lands file search of the project site shall be obtained from the NAHC. If the file search is positive, the District shall implement MM-TRI-1. If the file search is negative, and the	Prior to construction	Obtain a Scared Lands File Search and Consult with	San Diego Unified School District	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
project location has not been identified an as area of tribal cultural resources concern, no further action is required.		Jamul Indian Village		
Mitigation Measure MM-TRI-3: Conduct Monitoring of Ground-Disturbing Activities by Native American Monitors. To reduce potential impacts on tribal cultural resources, prior to construction, the District shall consult with the Jamul Indian Village to determine if Native American monitors shall be present during ground disturbing activities at the following school sites: ● Clairemont High ● Correia Middle ● Madison High ● Barnard Asian Pacific Language Academy ● Crown Point Junior Music Academy ● Perkins K-8 ● Pacific Beach Elementary ● Roosevelt Middle If it is determined that monitoring is necessary at any of the schools identified as being sensitive, the monitoring shall be conducted by a qualified Kumeyaay Native American monitor during ground-disturbing activities. The role of the Kumeyaay Native American monitor would be to represent tribal concerns and communicate with the tribal council. Appropriate representatives would be identified based on the location of the identified traditional location or place. Specifically, the following measures shall be implemented to reduce impacts: ● The Native American consultant/monitor, in consultation with the District, shall determine the extent of their presence during soil-disturbing and grading/excavation/trenching activities, and assist the District's qualified archaeologist and District with preparing the monitoring plan. ● If prehistoric resources are encountered during the Native American consultant/monitor's absence, work shall stop until the Native American monitor can observe and comment on the nature of the find. ● Attendance by Native American monitors during construction and restoration of the Proposed Program is at the discretion of the tribe, and the absence of a Native American monitor, should the tribes choose to forgo monitoring for some reason, will not delay work. ● The Native American monitors shall have the ability to notify the District's qualified archaeological monitor who has the authority to temporarily stop work if they find a cultural resource that may require recordation and evaluation. ● Interpretation of a find shall be requested from the Native American consultant/monitors involved with the discovery, evaluation, or data	Prior to construction and during construction	Consult with Jamul Indian Village and preparation of a monitoring plan and on-site construction monitoring by a qualified Native American monitor	San Diego Unified School District, Archaeologist, Native American Monitor contractor and Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
recovery of unanticipated finds for inclusion in a final Cultural Resources Report. • The Native American monitor, in consultation with the District's qualified archaeologist, shall have the discretion to increase or decrease the level of monitoring under certain field conditions such as modern disturbance, including previous excavation/grading/trenching activities that exceed the depth of, or have removed, potential archaeological deposits; or when native soils are encountered.				
Section 4.15 Utilities and Service Systems				
No mitigation measures required.	n/a	n/a	n/a	n/a
Section 4.16 Wildfire				
Mitigation Measure MM-WF-1: Prepare a Construction Fire Protection Plan. For projects implemented under the Proposed Program that are proposed in areas designated as Very High Fire Hazard Severity Zones, prior to construction, the District shall prepare a Construction Fire Protection Plan (CFPP) for the District property. The CFPP shall include, but not be limited to, the following measures to address potential ignition sources during construction: • Parking for workers' vehicles and equipment will be designated away from dry brush and other ignition sources. • Vehicle idling will be prohibited. • During high fire risk conditions, designated vehicles will carry fire-prevention equipment, such as water, a shovel, and/or a fire extinguisher on the construction site at all times. • Fireproof mats or shields will be used during welding or other construction activities that could produce sparks during high fire risk conditions. • The District's temporary fire protection measures will be implemented as required by Section 01.50.00, Section A. Temporary Fire Protection, of the Standard Construction Specifications, which includes, but is not limited to, compliance with National Fire Protection Association 241 (fire prevention program); installation and maintenance of temporary fire-protection facilities; prohibiting smoking on District property; and supervising welding operations, combustion-type temporary heating units, or similar sources of fire ignition. • A buffer will be established between vegetated canyons or other high fire risk areas on the project site during all construction activity. The District shall review the CFPP as part of the approval for any future project under this Program and determine the adequacy of the CFPP to mitigate future project-specific impacts. To the extent the CFPP does sufficiently mitigate a future project's impacts, the District shall prepare subsequent/supplemental	Prior to project approval and during construction	Preparation of a Construction Fire Protection Plan (CFPP) for the District property	San Diego Unified School District with Construction Contractor	San Diego Unified School District

Mitigation Measure	Implementation Time Frame	Monitoring Method	Implementation Responsibility	Verification Responsibility
environmental review to determine whether there are any additional, feasible mitigation measures that would mitigate impacts to a less-than-significant level.				
Mitigation Measure MM-WF-2: Prepare a Fire Protection Plan. For new acquisition or new school or administrative facilities projects that are proposed in areas designated as Very High Fire Hazard Severity Zones (FHSZs), the District shall prepare a Fire Protection Plan (FPP) for the District property prior to commencing operation of the facility. The FPP shall be prepared to ensure that new school or administrative facilities developed within Very High FHSZs are in compliance with current regulatory codes and that impacts resulting from wildland fire hazards are adequately mitigated. The FPP shall include, but would not be limited to, the following: ● Measures to address specific location, topography, geology, level of flammable vegetation, and climate of the project site. ● Measures consistent with applicable fire codes. ● A vegetation management plan that includes measures such as reducing flammable vegetation around the property's structure and installing sprinklers that activate in the case of fire. ● In addition, the following elements shall be included within the FPP: ● Emergency Services – Availability and Travel Time. ● Access for Emergency Services and Evacuation of Students and Faculty (primary and, if required, additional access). ● Firefighting Water Supply. ● Fire Sprinkler System. ● Ignition Resistant Construction. ● Defensible Space, Ornamental Landscaping, and Vegetation Management. The District shall review the FPP as part of the approval for any future project under this Program and determine the adequacy of the FPP to mitigate future project-specific impacts. To the extent the FPP does sufficiently mitigate a future project's impacts, the District shall prepare subsequent/supplemental environmental review to determine whether there are any additional, feasible, mitigation measures that would mitigate impacts to a less-than-significant level.	Prior to project approval and during operation	Preparation of a Fire Protection Plan (FPP)	San Diego Unified School District	San Diego Unified School District

Source: ICF 2021.

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APPENDIX D

Finding of Consistency Form

SDUSD Capital Improvement Program PEIR – Finding of Consistency

Project Title: Click here to enter text.
Project Applicant: Click here to enter text.
Project Location – Specific: Click here to enter text.
Project Location - City: Click here to enter text. **Project Location - County:** Click here to enter text.

Description of Nature, Purpose and Beneficiaries of Project:

Click here to enter text.

The Capital Improvement Program elements identified above are within the scope of the adopted SDUSD Capital Improvement Program, Program Environmental Impact Report (PEIR), certified by the Board. The certified PEIR was completed in accordance with the California Environmental Quality Act (CEQA) and the State CEQA Guidelines. Further, the certified PEIR remains pertinent and continues to have strong informational value. The above-described project has been evaluated under CEQA to determine whether such changes in the project, circumstances, or information would trigger the need for any supplemental environmental documentation based on new or substantially more severe significant environmental impacts. After a thorough factual evaluation, the Board has determined that no further supplemental environmental review is required because:

1) The above-described project elements do not propose substantial changes to the original project, which would require major revisions to the previously-certified PEIR due to the involvement of new or substantially more severe significant impacts;
2) The above-described project elements will not involve substantial changes with respect to the circumstances under which the original project was undertaken, which would require major revisions to the previously-certified PEIR due to the involvement of new or substantially more severe significant impacts; and
3) No substantially important new information requiring new analysis of significant effects, mitigation, or alternatives is known that would require major revisions to the previously-certified PEIR due to the above-described project elements.

The San Diego Unified School District Board of Education finds that no further environmental documentation is required because all potentially significant effects (a) have been analyzed adequately in the previously-certified PEIR pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to the previously-certified EIR. Therefore, in accordance with CEQA and the CEQA Guidelines (Section 15168(c)(2)), above-described project elements are within the scope of the previously-certified PEIR; that PEIR continues to be pertinent with considerable information value; and such project elements do not give rise to any new or substantially more severe significant effects, nor do they require any new mitigation measures or alternatives. Accordingly, no new environmental document is required.

Lead Agency Contact Person: Click here to enter text. **Phone:** Click here to enter text.
Email: Click here to enter text.

Signature:_____ **Date:**_____ **Title:** **Director of Project Management**
Gary Stanford

APPENDIX E

Notice of Determination Form

Notice of Determination

To: Office of Planning and Research
P.O. Box 3044, Room 113
Sacramento, CA 95812-3044

County of San Diego Recorder/Clerk
1600 Pacific Highway
San Diego, CA 92101

From: San Diego Unified School District
4860 Ruffner Street, Annex Room 5
San Diego, CA 92111
619-913-2999

Subject: Filing of Notice of Determination in compliance with Section 21108 or 21152 of the Public Resources Code.

State Clearinghouse Number (if submitted to State Clearinghouse): Click here to enter text.
Project Title: Click here to enter text.
Project Applicant: San Diego Unified School District
Project Location (Include County): City of San Diego, San Diego County
Project Description: Click here to enter text.

This is to advise that the San Diego Unified School District **has approved the above described**
☒ Lead Agency or ☐ Responsible Agency
project on ##/##/20## **and has made the following determinations regarding the above described project:**
(Date)

1. **The project [☐ will ☐ will not] have a significant effect on the environment.**
2. **An Environmental Impact Report was prepared for this project pursuant to the provisions of CEQA.**
2. **A Negative Declaration was prepared for this project pursuant to the provisions of CEQA.**
3. **Mitigation measures [☐ were ☐ were not] made a condition of the approval of the project.**
4. **A mitigation reporting or monitoring plan [☐ was ☐ was not] adopted for this project.**
5. **A statement of Overriding Considerations [☐ was ☐ was not] adopted for this project.**
6. **Findings [☐ were ☐ were not] made pursuant to the provisions of CEQA.**

This is to certify that the final EIR with comments and responses and record of project approval, or the negative declaration, is available to the General Public at: 4860 Ruffner Street, Annex Room 5, San Diego, CA 92111

Signature (Public Agency): _____ **Title: Director of Project Management**
(Gary Stanford)
Date: _____ **Date Received for filing at OPR:** _____

Authority cited: Sections 21083, Public Resources Code.
Reference Section 21000-21174, Public Resources Code.

Appendix B

Initial Study/Notice of Preparation and Comment Letters

Initial Study/Notice of Preparation

NOTICE OF PREPARATION OF AN ENVIRONMENTAL IMPACT REPORT

SAN DIEGO UNIFIED SCHOOL DISTRICT CAPITAL IMPROVEMENT PROGRAM

March 22, 2019

The San Diego Unified School District (District) will be the Lead Agency for preparing a Program Environmental Impact Report (PEIR) in accordance with the California Environmental Quality Act (CEQA) for the Capital Improvement Program (Proposed Program). The District is soliciting public and agency input on the scope and content of the environmental analysis to be contained in the PEIR. The project description, location, and possible environmental effects of the Proposed Program are described below.

Due to the time limits mandated by state law, your comments must be sent no later than 30 days after receiving this notice. Comments regarding the scope of the environmental analysis within the PEIR will be accepted until April 22, 2019. Comments can be sent electronically via email or through regular mail to the contact provided below.

Project Title: San Diego Unified School District Capital Improvement Program

Project Applicant: San Diego Unified School District

Project Location: The Proposed Program includes improvements at all District academic and administrative facilities throughout the City of San Diego.

Project Description: The District is proposing to establish and implement its Capital Improvement Program (Proposed Program). The Proposed Program would include various project types to repair, renovate, and revitalize District schools and administration facilities. The repair, renovation, and revitalization projects associated with the Proposed Program would include a wide range of future construction and operation activities on either existing school sites or administration facilities or on new, currently unidentified sites.

Probable Environmental Effects: The District prepared an initial study/environmental checklist and has determined that a PEIR will be prepared for the Proposed Program (CEQA Guidelines §15063[a]). The initial study/environmental checklist concluded the Proposed Program would have no impact or a less-than-significant impact on the following environmental issue areas: agriculture and forestry resources, mineral resources, population and housing, and public services. The initial study/environmental checklist concluded the Proposed Program could have a potentially significant impact on the following resources, and therefore would be fully analyzed within the PEIR: aesthetics, air quality and health risk, biological resources, cultural resources, energy, geology and soils, greenhouse gas emissions and climate change, hazards and hazardous materials, hydrology and water quality, land use and planning, noise and vibration, recreation, transportation, tribal cultural resources, utilities and service systems, and wildfire.

A copy of the initial study/environmental checklist is available for review at the following locations:

- San Diego Unified School District (Physical Plant Operations Center Annex, Room 5), 4860 Ruffner Street, San Diego CA 92111; and
- Online at https://www.sandiegounified.org/environmental-reviews
- San Diego Downtown Main Library, 330 Park Blvd, San Diego, CA 92101

Pursuant to State CEQA Guidelines Section 15082(b), comments regarding the scope and content of the environmental analysis must be submitted no later than 30 days after receipt of this notice. The public review period is from March 22, 2019 until April 22, 2019. Please send your comments no later than 5:00 p.m. on Monday, April 22, 2019 directly to:

Paul Garcia, CEQA Environmental Coordinator
San Diego Unified School District
Facilities Planning & Construction/Annex 5
4860 Ruffner Street
San Diego, CA 92111
or via email to: environmental@sandi.net

The district will also hold public scoping meetings on the following dates and locations:

- 6:00 p.m., April 10, 2019 at Morse High School Auditorium, 6905 Skyline Drive, San Diego, CA 92114
- 6:00 p.m., April 11, 2019 at Scripps Ranch High School Library, 10410 Falcon Way, San Diego, CA 92131
- 6:00 p.m., April 16, 2019 at Mission Bay High School Library, 2475 Grand Avenue, San Diego, CA 92109
- 6:00 p.m., April 17, 2019 at Hoover High School Library, 4474 El Cajon Boulevard, San Diego, CA 92115
- 6:00 p.m., April 18, 2019 at University City High School Auditorium, 6949 Genesee Avenue, San Diego, CA 92122

The public meetings will provide an opportunity to disseminate information and solicit comments on the scope and content of the PEIR for the Proposed Program. For more project information, please contact Paul Garcia, CEQA Environmental Coordinator, at (858) 637-6290.

AVISO DE LA PREPARACIÓN DE UN REPORTE DEL IMPACTO AMBIENTAL

PROGRAMA DE MEJORAS DE CAPITAL DEL DISTRITO ESCOLAR UNIFICADO DE SAN DIEGO

22 de marzo de 2019

El Distrito Escolar Unificado de San Diego (Distrito) será la Agencia Encargada de preparar un Reporte del Impacto Ambiental del Programa (PEIR) conforme a la Ley de California de Calidad Medioambiental (CEQA) para el Proyecto de Modernización del Plantel Completo (WSM) del Programa de Mejoras de Capital (Programa Propuesto). El Distrito está solicitando opiniones públicas y de agencias en la gama y el contenido del análisis ambiental que se debe incluir en el PEIR. La descripción del proyecto, el lugar y los posibles efectos ambientales del Programa Propuesto se describen a continuación.

Debido a los límites de tiempo establecidos por las leyes estatales, sus comentarios se deben enviar a más tardar 30 días después de haber recibido este aviso. Los comentarios sobre la gama del análisis ambiental dentro del PEIR se aceptarán hasta el 22 de abril de 2019. Los comentarios se pueden enviar electrónicamente por email o por correo regular al contacto proporcionado a continuación.

Título del proyecto: Programa de Mejoras de Capital del Distrito Escolar Unificado de San Diego

Solicitante del proyecto: Distrito Escolar Unificado de San Diego

Ubicación del proyecto: El Programa Propuesto incluye mejoras en todas las instalaciones académicas y administrativas del Distrito por toda la Ciudad de San Diego.

Descripción del proyecto: El distrito propone establecer e implementar su Programa de Mejoras de Capital (Programa Propuesto). El Programa Propuesto incluiría varios tipos de proyectos para reparar, renovar y revitalizar las escuelas y las instalaciones administrativas del Distrito. Los proyectos de reparación, renovación y revitalización relacionados al Programa Propuesto incluirían una gama amplia de construcción futura y actividades operativas en planteles escolares o instalaciones administrativas existentes o en lugares nuevos que no hayan sido identificados actualmente.

Efectos ambientales probables: El Distrito preparó un estudio inicial/una lista de reviso ambiental y ha determinado que un PEIR será preparado para el Programa Propuesto (Pautas de CEQA §15063[a]). El estudio inicial/la lista de reviso ambiental concluyó que el Programa Propuesto no tendría un impacto o tendría un impacto menos de lo significante en las siguientes áreas de los asuntos ambientales: recursos agrícolas y forestales, recursos minerales, poblaciones y alojamiento y servicios públicos. El estudio inicial/la lista de reviso ambiental concluyó que el Programa Propuesto podría tener un posible impacto significante en los siguientes recursos, y por lo tanto serían analizados plenamente dentro del PEIR: estética, calidad del aire y riesgos de salud, recursos biológicos, recursos culturales, energía, geología y tierras, emisiones de gases de efecto invernadero y cambios al clima, peligros y materiales peligrosos, hidrología y calidad del agua, uso del terreno y planificación, ruido y vibración, recreación, transporte, recursos culturales tribales, servicios públicos y sistemas de servicio e incendios forestales.

El borrador del estudio inicial/la lista de reviso ambiental está disponible para su lectura en los siguientes lugares:

- El Distrito Escolar Unificado de San Diego (Anexo del Centro de Operaciones Físicas de los Planteles, Salón 5) 4860 Ruffner Street, San Diego, CA 92111; y
- En línea en https://www.sandiegounified.org/environmental-reviews
- La Biblioteca Principal del Centro de San Diego, 330 Park Blvd, San Diego, CA 92101

Conforme a la Sección 15082(b) de las Pautas Estatales de CEQA, los comentarios sobre la gama y el contenido del análisis ambiental deben entregarse a más tardar 30 días después de recibir este aviso. El periodo de revisión pública es del 22 de marzo de 2019 hasta el 22 de abril de 2019. Por favor envíen sus comentarios a más tardar a las 5:00 p.m. el lunes, 22 de abril de 2019 directamente a:

Paul Garcia, Coordinador Ambiental de CEQA
Distrito Escolar Unificado de San Diego
Planificación y Construcción de Instalaciones/Anexo 5
4860 Ruffner Street
San Diego, CA 92111

o por email a: environmental@sandi.net

El distrito también realizará juntas de ámbito público en las fechas y los lugares a continuación:

- 6:00 p.m., 10 de abril de 2019 en el auditorio de la Escuela Preparatoria Morse, 6905 Skyline Drive, San Diego, CA 92114
- 6:00 p.m., 11 de abril de 2019 en la biblioteca de la Escuela Preparatoria Scripps Ranch, 10410 Falcon Way, San Diego, CA 92131
- 6:00 p.m., 16 de abril de 2019 en la biblioteca de la Escuela Preparatoria Mission Bay, 2475 Grand Avenue, San Diego, CA 92109
- 6:00 p.m., 17 de abril de 2019 en la biblioteca de la Escuela Preparatoria Hoover, 4474 El Cajon Boulevard, San Diego, CA 92115
- 6:00 p.m., 18 de abril de 2019 en el auditorio de la Escuela Preparatoria University City, 6949 Genesee Avenue, San Diego, CA 92122

Las juntas públicas proporcionarán una oportunidad para diseminar información y solicitar comentarios sobre el alcance y el contenido del PEIR del Programa Propuesto. Para más información sobre el proyecto, por favor comuníquense con Paul Garcia, coordinador ambiental de CEQA, al (858) 637-6290.

San Diego Unified School District Capital Improvement Program Initial Study/Environmental Checklist

Prepared for the:

San Diego Unified School District
4860 Ruffner Street, Annex Room 5
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March 2019

ICF. 2019. San Diego Unified School District Capital Improvement Program, Initial Study/Environmental Checklist. March. (ICF 00735.17) San Diego, CA. Prepared for San Diego Unified School District, San Diego, CA.

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Acronyms and Abbreviations

AB	Assembly Bill
ADA	Americans with Disability Act
ALUCP	Airport Land Use Compatibility Plan
Bay	San Diego Bay
CARB	California Air Resources Board
CCR	California Code of Regulations
CEQA	California Environmental Quality Act
CHPS	Collaborative for High Performance Schools
District	San Diego Unified School District
EO	Executive Order
FUDS	Formerly Used Defense Sites
GHG	greenhouse gas
IS	initial study
MBTA	Migratory Bird Treaty Act
MCAS	Marine Corps Air Station
MHPA	Multi-Habitat Planning Area
MND	mitigated negative declaration
MRZ	Mineral Resource Zone
MSCP	Multiple Species Conservation Program
ND	negative declaration
O_3	ozone
PEIR	Program Environmental Impact Report
PM	particulate matter
PM10	particulate matter less than 10 microns in diameter
PM2.5	particulate matter less than 2.5 microns in diameter
PRC	Public Resources Code
Proposed Program	Capital Improvement CEQA Compliance Program
RAQS	Regional Air Quality Strategy
SANDAG	San Diego Association of Governments
SB	Senate Bill
SDAB	San Diego Air Basin
SDCAPCD	San Diego County Air Pollution Control District
SDIA	San Diego International Airport
SOPs	standard operating procedures
SR-	State Route
UST	underground storage tank
VHFHSZ	Very High Fire Hazard Severity Zones

Chapter 1
Introduction and Overview

Overview

The San Diego Unified School District (District), as the lead agency under the California Environmental Quality Act (CEQA), has prepared this initial study (IS) to evaluate the potential environmental impacts associated with implementation of the District's Capital Improvement Program (Proposed Program). The purpose of the IS is to help focus the scope of the environmental analysis for the Program Environmental Impact Report (PEIR). The Proposed Program would include various project types to repair, renovate, and revitalize District schools and administrative facilities. Establishment and implementation of the Proposed Program would require approval by the District's Board of Education. As part of the District's discretionary review process, the Proposed Program is required to undergo environmental review in accordance with CEQA.

CEQA Requirements

Approval of the Proposed Program is a discretionary action and therefore is subject to the requirements of CEQA (Public Resources Code [PRC], Division 13, Sections 21000–21177) and the State CEQA Guidelines (California Code of Regulations [CCR], Title 14, Sections 15000–15387). An Initial Study/Environmental Checklist is prepared to provide the basis for deciding whether to prepare an EIR, a mitigated negative declaration (MND), or a negative declaration (ND) for a project subject to CEQA.

Initial Study Organization

The content and format of this report are designed to meet the requirements of CEQA. This IS identifies the potential significant environmental impacts of the Proposed Program to support the decision to prepare an EIR, MND, ND, or Notice of Exemption. The report contains the following sections.

- Chapter 1, *Introduction and Overview*, identifies the purpose and scope of the Initial Study and the terminology used in the report.
- Chapter 2, *Project Description*, identities the location and background of the Proposed Program and describes the Proposed Program in detail.
- Chapter 3, *Environmental Checklist*, presents the checklist responses for each resource topic. The chapter also includes a brief setting section for each resource topic and identifies the potential impacts of implementing the Proposed Program.
- Chapter 4, *References*, identifies all printed references and individuals cited in this Initial Study.
- Chapter 5, *List of Preparers*, identifies the individuals who prepared this report and their areas of technical expertise.

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Chapter 2
Program Description

Program Overview

Pursuant to CEQA, the District currently conducts a separate impact analysis for each of its capital improvement projects. To improve efficiency, the District proposes to establish the Proposed Program to repair, renovate, and revitalize District schools and administration facilities. The Proposed Program is a discretionary action and must be approved by the District's Board of Education. The repair, renovation, and revitalization projects associated with the Proposed Program would include a wide range of future construction and operational activities on either existing school sites or administration facilities or on new, currently unidentified sites.

While no site-specific projects are proposed at this time, the Proposed Program consists of several types of common District capital improvement projects that could be implemented at any of the District's school or administrative sites. As a result, implementation of the Proposed Program would involve reasonably foreseeable construction and operational activities that could potentially result in physical changes to the environment and significant environmental impacts. Therefore, the analysis presented in Chapter 3 of this IS provides a programmatic level analysis of the potential environmental impacts that could result from implementation of the District's capital improvement projects. Because project details for future construction and operational activities are not available at this time, this analysis includes a number of assumptions, including the type of activities, amount of ground disturbance, and types of equipment. Once more specific details are known for a particular project, additional environmental review pursuant to State CEQA Guidelines Section 15168 will be conducted.

Program Location

The program area includes the entire boundary of the District, which is entirely within the jurisdictional boundaries of the City of San Diego in southwestern San Diego County. The Proposed Program's location in relationship to the surrounding San Diego region is depicted on Figure 2-1. Neighboring San Diego County school districts include: Del Mar Union, San Dieguito Union High School, and Poway Unified to the north; Santee, Cajon Valley Union, Lemon Grove, and Grossmont Union High School to the east; and Coronado Unified, National Elementary, Chula Vista Elementary, and Sweetwater Union High School to the south.

Environmental Setting

The District has 225 educational facilities throughout the City of San Diego. District-wide enrollment during the 2018–2019 school year is approximately 118,348 students (District 2018). In accordance with Vision 2020, District schools are organized into clusters for greater community cohesion. The District consists of 16 clusters that are organized geographically; each has a high school and the elementary and middle schools that feed into it to create a continuity for the neighborhood students in

the pre-K to 12 program. In addition to traditional schools, clusters also contain atypical and charter schools. Figure 2-2 depicts the locations of each cluster within the District. Tables 2-1 through 2-16 identify the schools by school type (e.g., elementary and middle school), 2018–2019 student enrollment, and student enrollment capacity for each cluster.

Table 2-1. Clairemont Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools (ES)		
Alcott ES	4680 Hidalgo Avenue	439
Bay Park ES	2433 Denver Street	504
Cadman ES	4370 Kamloop Avenue	191
Holmes ES	4902 Mt. Ararat Drive	560
Toler ES	3350 Baker Street	264
Middle Schools (MS)		
Marston MS	3799 Clairemont Drive	670
High Schools (HS)		
Clairemont HS	4150 Ute Drive	917
Atypical Schools		
Longfellow K–8	5055 July Street	714
John Muir TK–12	4431 Mt. Herbert Avenue	187
Mt Everest K–12	4350 Mt. Everest Boulevard	269
Riley K–12	5650 Mt. Ackerly Drive	192
Whittier K–12	3401 Clairemont Drive	54

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-2. Crawford Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Carver ES	3251 Juanita Street	246
Clay ES	6506 Solita Avenue	313
Euclid ES	4166 Euclid Avenue	495
Fay ES	4080 52nd Street	595
Ibarra ES	4877 Orange Avenue	458
Marshall ES	3550 Altadena Avenue	490
Oak Park ES	2606 54th Street	530
Rolando Park ES	6620 Marlowe Drive	209
Middle Schools		
Mann MS	4345 54th Street	771
High Schools		
Crawford HS	4191 Colts Way	1,125

School	Address	2018–2019 Enrollment
Atypical Schools		
Language Academy K–8[1]	4961 64th Street	1,006
Charter Schools		
City Heights Prep 6–11	3770 Altadena Avenue	118
Darnall TK–8	36065 Santa Fe Avenue	655
Iftin K–8	5465 El Cajon Boulevard	349
Tubman Village K–8	6880 Mohawk Street	405

[1] School located within the Crawford-Henry, Mann-Lewis, and Clay-Hardy Optional Area, and therefore is included in both clusters.
ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-3. Henry Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Benchley/Weinberger ES	6269 Twin Lake Drive	562
Dailard ES	6425 Cibola Road	531
Foster ES	6550 51st Street	414
Gage ES	6811 Bisby Lake	576
Green ES	7030 Wandermere Drive	451
Hardy ES	5420 Montezuma Road	347
Hearst ES	6230 Del Cerro Boulevard	513
Marvin ES	5720 Brunswick Avenue	520
Middle Schools		
Lewis MS	5170 Greenbrier Avenue	1,061
Pershing MS	8204 San Carlos Drive	693
High Schools		
Henry HS	6702 Wandermere Drive	2,433
Atypical Schools		
Language Academy K–8[1]	4961 64th Street	1,006
Charter Schools		
Magnolia Science Academy 6–8	6365 Lake Atlin Avenue	410

[1] School located within the Crawford-Henry, Mann-Lewis, and Clay-Hardy Optional Area, and therefore is included in both clusters.
ES = elementary school; MS = middle school; HS = high school; K = kindergarten.

Table 2-4. Hoover Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Adams ES	4672 35th Street	291
Central ES	4063 Polk Avenue	664
Cherokee Point ES	3735 38th Street	391
Edison ES	4077 35th Street	406
Franklin ES	4481 Copeland Avenue	378
Hamilton ES	2807 Fairmont Avenue	505
Joyner ES	4271 Myrtle Avenue	570
Normal Heights ES	3750 Ward Road	344
Rosa Parks ES	4510 Landis Street	919
Rowan ES	1755 Rowan Street	229
Middle Schools		
Clark MS	4388 Thorn Street	965
Wilson MS	3838 Orange Avenue	713
High Schools		
Hoover HS	4474 EL Cajon Boulevard	2,180
Charter Schools		
Health Sciences High and Middle	3910 University Avenue	691
San Diego Global Vision Academy TK–8	3430 School Street	386

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-5. Kearny Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Angier ES	8450 Hurlburt Street	475
Carson ES	6905 Kramer Street	379
Chesterton ES	7335 Wheatley Street	448
Cubberley ES	3201 Marathon Drive	175
Fletcher ES	7666 Bobolink Way	163
Jones ES	2751 Greyling Drive	304
Juarez ES	2633 Melbourne Drive	275
Linda Vista ES	2772 Ulric Street	354
Ross ES	7470 Bagdad Street	211
Wegeforth ES	3443 Ediwhar Avenue	213
Middle Schools		
Montgomery MS	2470 Ulric Street	458
Taft MS	9191 Gramercy Drive	463

School	Address	2018–2019 Enrollment
High Schools		
Kearny HS Complex	1954 Komet Way	1,449
Atypical Schools		
San Diego Met HS	7250 Mesa College Drive	134
Twain HS	6402 Linda Vista Road	356
Charter Schools		
Elevate ES Serra Mesa Campus	2285 Murray Ridge Road	317
Empower K-6	2230 East Jewett Street	143
Kavod ES	3201 Marathon Drive	217
San Diego Cooperative	7260 Linda Vista Road	735
School for Entrepreneurship and Technology	3540 Aero Court	184

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-6. La Jolla Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Bird Rock ES	5371 La Jolla Hermosa Avenue	449
La Jolla ES	1111 Marine Street	569
Torrey Pines ES	8350 Cliffridge Avenue	475
Middle Schools		
Muirlands MS	1056 Nautilus Street	925
High Schools		
La Jolla HS	750 Nautilus Street	1,410

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-7. Lincoln Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Baker ES	4041 T Street	432
Balboa ES	1844 S. 40th Street	523
Chavez ES	1404 S. 40th Street	504
Chollas/Mead ES	401 N. 45th Street	625
Encanto ES	822 65th Street	488
Horton ES	5050 Guymon Street	408
Johnson ES	1355 Kelton Road	313
Nye ES	981 Valencia Parkway	410

School	Address	2018–2019 Enrollment
Porter ES	4800 T Street	843
Valencia Park ES	5880 Skyline Drive	541
Webster ES	4801 Elm Street	258
Middle Schools		
Knox MS	1098 S. 49th Street	641
Millennial Tech MS	1110 Carolina Lane	452
High Schools		
Lincoln HS	4777 Imperial Avenue	1,576
Charter Schools		
America's Finest	730 45th Street	447
Gompers Prep	1005 47th Street	1,318
Holly Drive Leadership Academy	4801 Elm Street	129
O'Farrell Community School	6130 Skyline Drive	1,155

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-8. Madison Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Field ES	4375 Bannock Avenue	322
Hawthorne ES	4750 Lehrer Drive	263
Lafayette ES	6125 Printwood Way	323
Lindbergh/Schweitzer ES	4133 Mt. Albertine Avenue	385
Sequoia ES	4690 Limerick Avenue	190
Whitman ES	4050 Appleton Street	147
Middle Schools		
Innovation MS	5095 Arvinels Avenue	489
High Schools		
Madison HS	4833 Doliva Drive	975
Atypical Schools		
CPMA MS	5050 Conrad Avenue	942

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-9. Mira Mesa Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Ericson ES	11174 Westonhill Drive	715
Hage ES	9750 Galvin Avenue	703
Hickman ES	10850 Montongo Street	425
Jonas Salk ES	7825 Flanders Drive	710
Mason ES	10340 San Ramon Drive	531
Sandburg ES	11230 Avenida del Gato	539
Walker ES	9225 Hillery Drive	400
Middle Schools		
Challenger MS	10810 Parkdale Avenue	947
Wangenheim MS	9230 Gold Coast Drive	917
High Schools		
Mira Mesa HS	10510 Marauder Way	2,411
Atypical Schools		
Twain Mesa HS	10444 Reagan Road	61

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-10. Mission Bay Cluster Details

School	Address	2018-19 Enrollment
Elementary Schools		
Crown Point Junior Music Academy	4033 Ingraham Street	314
Pacific Beach ES	1234 Tourmaline Street	387
Sessions ES	2150 Beryl Street	517
Middle Schools		
Pacific Beach MS	4676 Ingraham Street	747
High Schools		
Mission Bay HS	2475 Grand Avenue	1,121
Atypical Schools		
Barnard Asian Pacific Language Academy	2445 Fogg Street	518

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-11. Morse Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Boone ES	7330 Brookhaven Road	440
Freese ES	8140 Greenlawn Drive	295
Pacific View Leadership ES	6196 Childs Avenue	279
Paradise Hills ES	5816 Alleghany Street	330
Penn ES	2797 Utica Drive	404
Perry ES	6290 Oriskany Road	382
Zamorano ES	2655 Casey Street	1,081
K–8 Schools		
Audubon K–8	8111 San Vincente Street	500
Bethune K–8	6835 Benjamin Holt Road	615
Fulton K–8	7055 Skyline Drive	332
Middle Schools		
Bell MS	620 Briarwood Road	707
High Schools		
Morse HS	6905 Skyline Drive	1,726
Atypical Schools		
San Diego School of Creative and Performing Arts 6–12	2425 Dusk Drive	1,435
Twain Morse HS	6905 Skyline Drive	86
Charter Schools		
Keiller Leadership Academy	7270 Lisbon Street	622

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-12. Point Loma Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Cabrillo ES	3120 Talbot Street	168
Dewey ES	3251 Rosecrans Street	378
Loma Portal ES	3341 Browning Street	391
Ocean Beach ES	4741 Santa Monica Avenue	410
Silver Gate ES	1499 Venice Street	510
Sunset View ES	4365 Hill Street	427
Middle Schools		
Correia MS	4302 Valeta Street	782
Dana MS	1775 Chatsworth Boulevard	754
High Schools		
Point Loma HS	2335 Chatsworth Boulevard	1,908

School	Address	2018–2019 Enrollment
Atypical Schools		
iHigh Virtual Academy[1]	3939 Conde Street	42
Charter Schools		
High Tech Elementary Explorer	2230 Truxtun Road	358
High Tech ES	2150 Cushing Road	403
High Tech MS	2359 Truxtun Road	321
High Tech Middle Media Arts	2230 Truxtun Road	328
High Tech HS	2861 Womble Road	527
High Tech High Media Arts	2230 Truxtun Road	390
High Tech High International	2855 Farragut Road	393
Old Town Academy[1]	2120 San Diego Avenue	250

[1] School located within the Dana/Correia-Roosevelt and Point Loma-San Diego Optional Area, and therefore are included in both cluster lists.
ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-13. San Diego Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Birney ES	4345 Campus Avenue	545
Burbank ES	2146 Julian Avenue	410
Emerson/Bandini ES	3510 Newton Avenue	424
Florence ES	3914 First Ave	338
Garfield ES	4487 Oregon Street	328
Jefferson ES	3770 Utah Street	423
Kimbrough ES	321 Hoitt Street	380
McKinley ES	3045 Felton Street	575
Rodriguez ES	825 S. 31st Street	449
Sherman ES	301 22nd Street	660
Washington ES	1789 State Street	329
K–8 Schools		
Golden Hill K–8	1240 33rd Street	404
Grant K–8	1425 Washington Place	724
Logan K–8	2875 Ocean View Boulevard	435
Perkins K–8	1770 Main Street	483
Middle Schools		
Memorial Prep MS	2850 Logan Avenue	419
Roosevelt MS	3366 Park Boulevard	989
High Schools		
San Diego HS Complex	1405 Park Boulevard	2,569

School	Address	2018–2019 Enrollment
Atypical Schools		
ALBA 6–12	4041 Oregon Street	39
East Village HS	1425 Russ Boulevard	108
Garfield HS	1255 16th Street	282
iHigh Virtual Academy[1]	3939 Conde Street	42
Charter Schools		
Albert Einstein Academy ES	3035 Ash Street	800
Albert Einstein Academy MS	458 26th Street	599
E3 Civic High	395 11th Avenue	377
King-Chavez Arts, Athletics and Primary 3–5	415 31st Street	719
King-Chavez Academy of Excellence	2716 Marcy Avenue	291
King-Chavez Community HS	201 A Street	362
King-Chavez Preparatory Academy	500 30th Street	368
Kipp Adelante Prep Academy	1475 6th Avenue	327
McGill School of Success	3025 Fir Street	162
Museum School	211 Maple Street	239
Old Town Academy[1]	2120 San Diego Avenue	250
Urban Discovery Academy	840 14th Street	576

[1] School located within the Dana/Correia-Roosevelt and Point Loma-San Diego Optional Area, and therefore are included in both cluster lists.
ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-14. Scripps Ranch Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Dingeman ES	11840 Scripps Creek Drive	769
E.B. Scripps ES	11778 Cypress Canyon Road	736
Jerabek ES	10050 Avenida Magnifica	657
Miramar Ranch ES	10770 Red Cedar Drive	705
Middle Schools		
Marshall MS	9700 Avenue of the Nations	1,491
High Schools		
Scripps Ranch HS	10410 Falcon Way	2,180
Charter Schools		
Innovations Academy K–8	10380 Spring Canyon Road	404

ES = elementary school; MS = middle school; HS = high school; K = kindergarten.

Table 2-15. Serra Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Hancock ES	3303 Taussig Street	609
Kumeyaay ES	6475 Antigua Boulevard	464
Miller ES	4343 Shields Street	756
Tierrasanta ES	5450 La Cuenta Drive	515
Vista Grande ES	5606 Antigua Boulevard	384
Middle Schools		
De Portola MS	11010 Clairemont Mesa Boulevard	905
Farb MS	4880 La Cuenta Drive	476
High Schools		
Serra HS	5156 Santo Road	1,474
Charter Schools		
Elevate ES Tierrasanta Campus	5606 Antigua Boulevard	317

ES = elementary school; MS = middle school; HS = high school; K = kindergarten; TK = transitional kindergarten.

Table 2-16. University City Cluster Details

School	Address	2018–2019 Enrollment
Elementary Schools		
Curie ES	4080 Governor Drive	584
Doyle ES	3950 Berino Court	673
Spreckels ES	6033 Stadium Street	656
Middle Schools		
Standley MS	6298 Radcliffe Drive	1,013
High Schools		
University City HS	6949 Genesee Avenue	1,845
Charter Schools		
Preuss Charter	9500 Gilman Drive	837

ES = elementary school; MS = middle school; HS = high school

Proposed Program

The District is proposing the establishment and implementation of the Proposed Program to repair, renovate, and revitalize District schools and administrative facilities. The Proposed Program consists of eight project categories that represent typical capital improvement projects that could be implemented at any of the District's schools and administrative sites.

These projects consist of improvements identified in the 2008 Long-Range Facilities Master Plan and Propositions S, Z, and YY, as well as other potential projects not identified within existing documents

or specific bond measures. The eight categories are based on the anticipated project scope and type of construction. Physical impacts resulting from projects within these eight categories are analyzed in Chapter 3 of this IS.

1. New Acquisition and New School Construction
2. Whole Site Modernization
3. Upgrades of Existing School Sites
4. Joint-Use Facilities Development Including Fields, Pools, and Play all Day Program
5. Other Property Related Agreements Including Easements, License Agreements, and Joint Occupancy
6. Charter School Facilities, Acquisition, and Facility Improvements
7. Replacement, Renovation, Consolidation, and Repair of Administrative Facilities
8. Major Maintenance and Repair

Unless noted otherwise, all District projects are required to be designed in compliance with applicable federal, state, and local regulations and standards, including but not limited to the Americans with Disabilities Act (ADA), Title IX of the federal Education Amendments of 1972, Title 5 of the California Code of Regulations, Title 24 of the California Building Standards Code, and Collaborative for High Performance Schools (CHPS) standards.

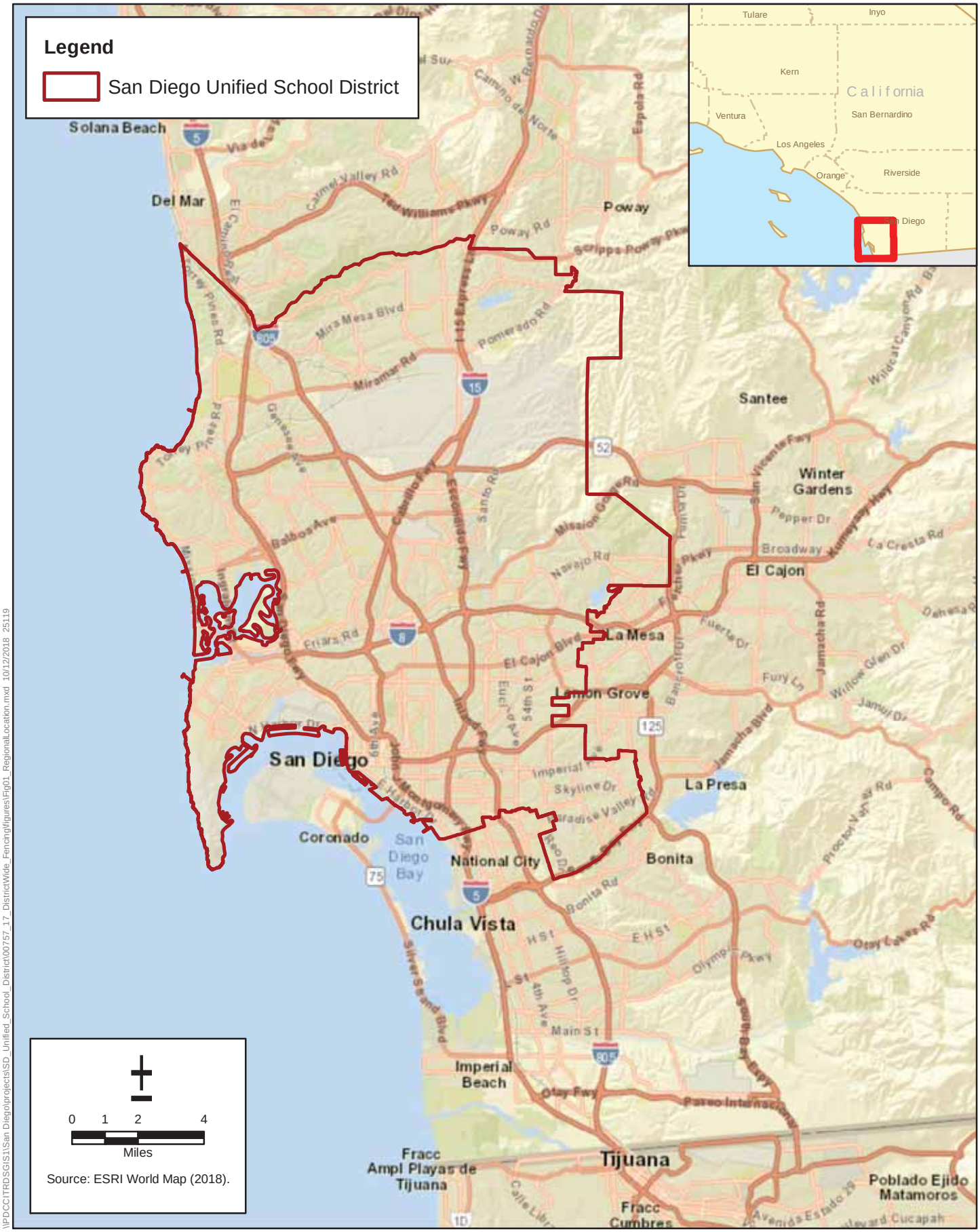

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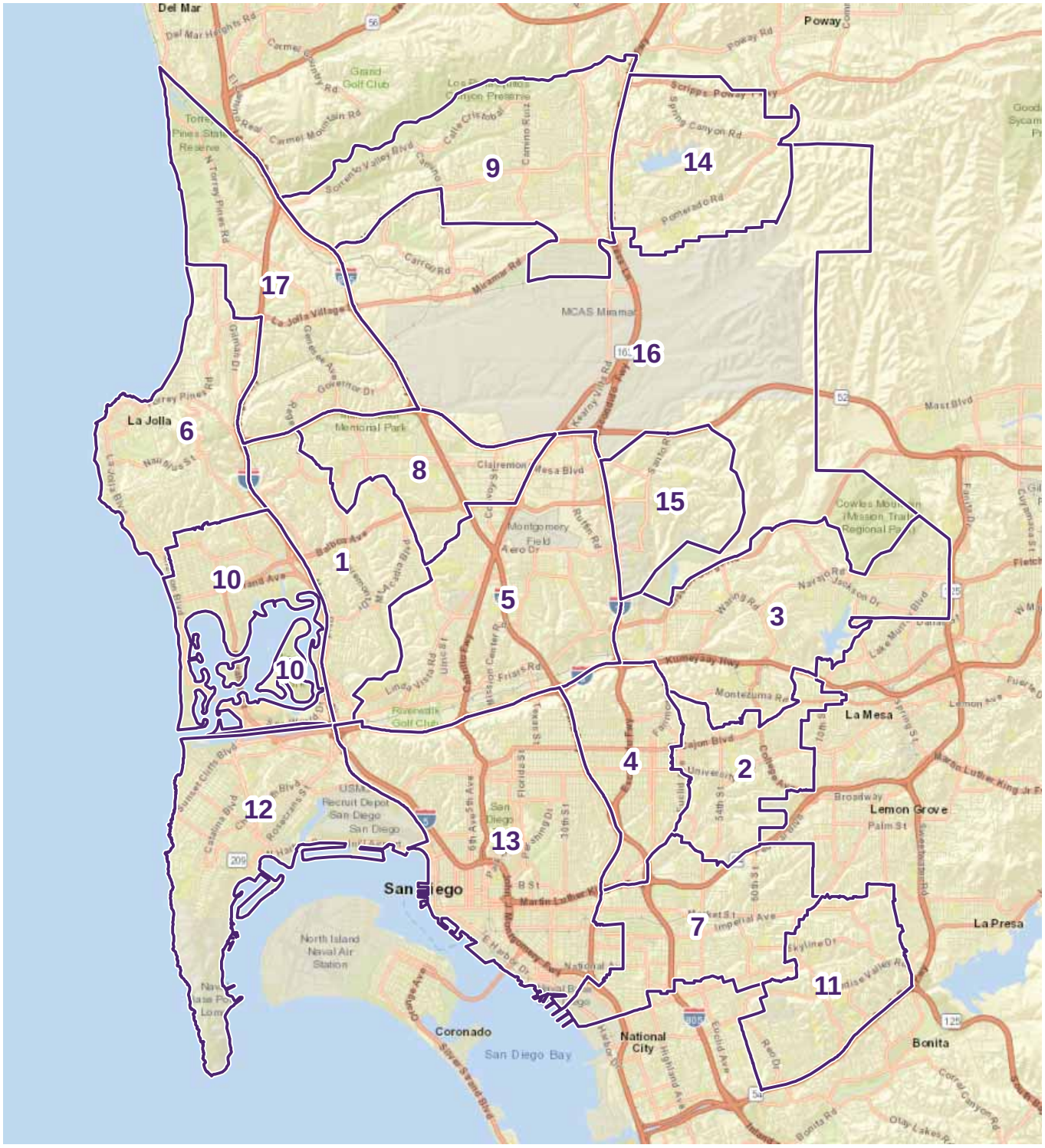
Figure 2-1
Regional Location Map
Capital Improvement Program PEIR



Cluster Boundaries

1-Clairemont
2-Crawford
3-Henry
4-Hoover
5-Kearny
6-La Jolla
7-Lincoln
8-Madison
9-Mira Mesa
10-Mission Bay
11-Morse
12-Point Loma
13-San Diego
14-Scripps Ranch
15-Serra
16-Unassigned
17-University City

Source: Imagery-ESRI Street Map (2018)

0 1 2 Miles
1 in =3 miles

Figure 2-2
Cluster Boundaries
Capital Improvement Program PEIR

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Chapter 3
Environmental Checklist

1.	Program Title:	San Diego Unified School District Capital Improvement Program
2.	Lead Agency Name and Address:	San Diego Unified School District Facilities Planning & Construction 4860 Ruffner Street, Annex Room 5 San Diego, CA 92111
3.	Contact Person and Phone Number:	Paul Garcia, CEQA Project Manager San Diego Unified School District (858) 637-6290
4.	Program Location:	The program area encompasses the entire boundaries of the San Diego Unified School District San Diego, CA
5.	Program Sponsor's Name and Address:	San Diego Unified School District Facilities Planning & Construction 4860 Ruffner Street, Annex Room 5 San Diego, CA 92111
6.	General Plan Designation:	Varies per District site
7.	Zoning:	Varies per District site
8.	Description of Program:	See Chapter 2, *Program Description*.
9.	Surrounding Land Uses and Setting:	Varies per District site
10.	Other Public Agencies Whose Approval May Be Required:	Division of the State Architect, Department of Toxic Substances Control, Office of Public School Construction, California Department of Education, City of San Diego (offsite improvements)
11.	Have California Native American tribes traditionally and culturally affiliated with the project area requested consultation pursuant to Public Resources Code Section 21080.3.1? If so, is there a plan for consultation that includes, for example, the determination of significance of impacts to tribal cultural resources, procedures regarding confidentiality, etc.? *Note: Conducting consultation early in the CEQA process allows tribal governments and lead agencies to discuss the level of environmental review, identify and address potential adverse impacts to tribal cultural resources, and reduce the potential for delay and conflict in the environmental review process. (Public Resources Code Section 21080.3.2.) Information may also be available from the California Native American Heritage Commission's Sacred Lands File per Public Resources Code Section 5097.96 and the California Historical Resources Information System administered by the California Office of Historic Preservation. Public Resources Code Section 21082.3(c) contains provisions specific to confidentiality.*	Yes

Environmental Factors Potentially Affected

The following checklist is used to evaluate the potential for significant environmental impacts caused by the Proposed Program. All responses must consider the project in its entirety and any actions involved (i.e., offsite as well as onsite impacts, cumulative as well as project-level impacts, indirect as well as direct impacts, and construction as well as operational impacts).

This checklist is adapted from the form provided in Appendix G of the State CEQA Guidelines. The checklist is modified as appropriate for this project. There are 21 CEQA subject categories to be considered, with this checklist organized as such. Each subject discussion includes an evaluation matrix, followed by a brief discussion explaining the evaluation rationale. As appropriate, each subject discussion may address more than one specific issue question if there is a salient interrelation.

The 21 CEQA subject categories—or environmental factors—that must be considered are presented below. Each category is scored according to the potential level of impact significance the Proposed Program may have on the environment. The levels of significance are indicated and described below.

3 = **Potentially Significant**: There is substantial evidence that an effect is significant.

2 = **Less than Significant with Mitigation**: Applies in situations where a “potentially significant” impact can be reduced to a “less than significant” level with the incorporation of an adequate and feasible mitigation measure(s).

1 = **Less than Significant**: This is an effect that is discernible but would not cause a lasting significant impact.

0 = **No Impact**: This is an adequate determination if the referenced information sources show that the impact simply does not apply to projects like the one involved.

3	Aesthetics	0	Agriculture and Forestry Resources	3	Air Quality
3	Biological Resources	3	Cultural Resources	3	Energy
3	Geology and Soils	3	Greenhouse Gas Emissions and Climate Change	3	Hazards and Hazardous Materials
3	Hydrology and Water Quality	3	Land Use and Planning	0	Mineral Resources
3	Noise and Vibration	0	Population and Housing	0	Public Services
3	Recreation	3	Transportation	3	Tribal Cultural Resources
3	Utilities and Service Systems	3	Wildfire	3	Mandatory Findings of Significance

Determination

On the basis of this initial evaluation:

- ☐ I find that the proposed project COULD NOT have a significant effect on the environment, and a NEGATIVE DECLARATION will be prepared.
- ☐ I find that although the proposed project could have a significant effect on the environment, there will not be a significant effect in this case because revisions to 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 an impact on the environment that is "potentially significant" or "potentially significant unless mitigated" 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 ENVIRONMENTAL IMPACT REPORT or NEGATIVE DECLARATION pursuant to applicable standards, and (b) have been avoided or mitigated pursuant to that earlier ENVIRONMENTAL IMPACT REPORT or NEGATIVE DECLARATION, including revisions or mitigation measures that are imposed upon the project, nothing further is required.

Signature	Date
Dave Koepcke	San Diego Unified School District
Printed Name	For

I. Aesthetics	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Except as provided in Public Resources Code Section 21099, would the project:				
a. Have a substantial adverse effect on a scenic vista?	☒	☐	☐	☐
b. Substantially damage scenic resources, including, but not limited to, trees, rock outcroppings, and historic buildings along a scenic highway?	☒	☐	☐	☐
c. In non-urbanized areas, substantially degrade the existing visual character or quality of public views of the site and its surroundings? (Public views are those that are experienced from publicly accessible vantage point). If the project is in an urbanized area, would the project conflict with applicable zoning and other regulations governing scenic quality?	☒	☐	☐	☐
d. Create a new source of substantial light or glare that would adversely affect daytime or nighttime views in the area?	☒	☐	☐	☐

Impact Analysis

Would the project:

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

Potentially Significant Impact. A scenic vista is generally defined as a viewpoint that provides expansive views of a highly valued landscape for the benefit of the general public. There are numerous public areas within the program area that are considered scenic vistas, which provide views of the San Diego Bay (Bay), San Diego–Coronado Bay Bridge, the Pacific Ocean, Downtown San Diego, and other high-value viewpoints.

Construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program could include the addition of structures larger or taller than existing structures have the potential to obstruct scenic vistas. In addition, the acquisition and development of new school sites could add new structures to the surrounding area that obstruct scenic vistas. Therefore, the Proposed Program's potential to cause a substantial adverse change on a scenic vista would be potentially significant. Further analysis is warranted in the PEIR.

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

Potentially Significant Impact. Officially Designated State Scenic Highways within the City and County of San Diego include portions of State Route (SR-) 52, SR-75, SR-78, SR-125, and SR-163 (Caltrans 2017). SR-52 borders the Clairemont, Madison, Kearny, and Serra clusters to the north and

borders the University City cluster to the south. SR-75 is visible from the San Diego cluster. SR-163 travels through the San Diego and Kearny clusters. All of the District schools are in urbanized areas, which are characterized by residential, commercial, industrial, and recreational land uses.

Activities that would be reasonably foreseeable with implementation of the Proposed Program could result in damage to scenic resources along a scenic highway, such as the removal of trees or rock outcroppings, or demolition or alteration of historic buildings. Additionally, new school sites have the potential to be located along a scenic highway, and construction or operation activities associated with development of the new school site could damage scenic resources. Therefore, the impact on designated scenic highways and scenic resources would be potentially significant. Further analysis is warranted in the PEIR.

c. In non-urbanized areas, substantially degrade the existing visual character or quality of public views of the site and its surroundings? (Public views are those that are experienced from publicly accessible vantage point). If the project is in an urbanized area, would the project conflict with applicable zoning and other regulations governing scenic quality?

Potentially Significant Impact. The program area is characterized as an urbanized area consisting of residential, commercial, industrial, and recreational uses. The existing school sites are currently developed as operating school campuses. New school sites could be located on undeveloped parcels of land.

While it is anticipated that construction and operation activities on existing school sites that would be reasonably foreseeable with implementation of the Proposed Program would be consistent with the existing visual character, there is the potential for certain improvements to degrade the existing visual character of the surrounding neighborhoods. Additionally, the development of new schools may not be consistent with the visual character of the surrounding area. Therefore, impacts on the visual character or quality of the site or surrounding area would be potentially significant. Further analysis is warranted in the PEIR.

d. Create a new source of substantial light or glare that would adversely affect daytime or nighttime views in the area?

Potentially Significant Impact. The program area is located in an urbanized city with numerous existing sources of light and glare that are visible in the daytime and nighttime.

Reasonably foreseeable activities under the Proposed Program would potentially introduce new sources of light and/or glare that could adversely affect daytime or nighttime views surrounding existing school sites. For example, new school sites would require security lighting, and athletic fields could include stadium lighting. As such, the Proposed Program's potential to create new sources of substantial light or glare that could potentially affect daytime or nighttime views in the area would be a potentially significant impact. Therefore, further analysis is warranted in the PEIR.

II. Agriculture and Forestry Resources	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
In determining whether impacts on agricultural resources are significant environmental effects, lead agencies may refer to the California Agricultural Land Evaluation and Site Assessment Model (1997) prepared by the California Department of Conservation as an optional model to use in assessing impacts on agriculture and farmland. In determining whether impacts to forest resources, including timberland, are significant environmental effects, lead agencies may refer to information compiled by the California Department of Forestry and Fire Protection regarding the state's inventory of forest land, including the Forest and Range Assessment Project, the Forest Legacy Assessment project, and forest carbon measurement methodology provided in Forest Protocols adopted by the California Air Resources Board. Would the project:				
a. Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?	☐	☐	☐	☒
b. Conflict with existing zoning for agricultural use or conflict with a Williamson Act contract?	☐	☐	☐	☒
c. Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code Section 12220(g)), timberland (as defined by Public Resources Code Section 4526), or timberland zoned Timberland Production (as defined by Government Code Section 51104(g))?	☐	☐	☐	☒
d. Result in the loss of forest land or conversion of forest land to non-forest use?	☐	☐	☐	☒
e. Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland to non-agricultural use or conversion of forest land to non-forest use?	☐	☐	☐	☒

Impact Analysis

Would the project:

a. Convert Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (Farmland), as shown on the maps prepared pursuant to the Farmland Mapping and Monitoring Program of the California Resources Agency, to non-agricultural use?

No Impact. The District boundaries are entirely within the City of San Diego. All of the District schools are in urbanized areas where there are no farmlands or agricultural resources. According to the California Department of Conservation's San Diego County Important Farmland 2016 map, the program area is classified as "Urban and Built-Up Land" and "Other Land," which do not contain agricultural uses or areas designated as Prime Farmland, Unique Farmland, or Farmland of Statewide Importance (California Department of Conservation 2016). There is Farmland of Local Importance in the northern portion of the City, and there is a small area of Unique Farmland near MCAS Miramar Airport; however, both are outside of the project boundaries (City of San Diego 2007a). Any new schools acquired and developed would be sited in urbanized areas, as they would be intended to serve as neighborhood schools. As such, the Proposed Program would not result in the conversion of Prime Farmland, Unique Farmland, or Farmland of Statewide Importance to non-agricultural use. Therefore, there would be no impact, and no further analysis is warranted in the PEIR.

b. Conflict with existing zoning for agricultural use or conflict with a Williamson Act contract?

No Impact. As discussed in item II.a, all of the schools within the District are in urbanized areas where there are no farmlands or agricultural resources. The Williamson Act applies to parcels within an established agricultural preserve consisting of at least 20 acres of Prime Farmland or at least 40 acres of land not designated as Prime Farmland. The purpose of the act is to preserve agriculture and open space lands by discouraging premature and unnecessary conversion to urban uses. The Williamson Act enables local governments to enter into contracts with private landowners for the purpose of restricting specific parcels of land for use as agricultural or related open space.

The program area is classified as "Urban and Built-Up Land" and "Other Land" by the California Department of Conservation (California Department of Conservation 2016). The program area is not zoned for agricultural use, nor are there Williamson Act contracts within the program area (California Department of Conservation 2013). Additionally, there are no Williamson Act contract eligible lands in the program area. Any new schools acquired and developed would be sited in urbanized areas, as they would be intended to serve as neighborhood schools. Therefore, the Proposed Program would not conflict with existing zoning for agricultural use or a Williamson Act contract. There would be no impact, and no further analysis is warranted in the PEIR.

c. Conflict with existing zoning for, or cause rezoning of, forest land (as defined in Public Resources Code Section 12220(g)), timberland (as defined by Public Resources Code Section 4526), or timberland zoned Timberland Production (as defined by Government Code Section 51104(g))?

No Impact. The District boundaries are entirely within the City of San Diego, which does not contain any forest land, timberland, or timberland zoned Timberland Production. All of the District schools are in urbanized areas where there are no forestry resources. Construction and operation activities that would be reasonably foreseeable with implementation of the Proposed Program would occur primarily at existing school and administrative facilities, which are classified as "Urban and Built-Up

Land" or "Other Land" and are not zoned as forest land, timberlands, or timberland zoned Timberland Production (California Department of Conservation 2016). In addition, any new schools acquired and developed would be sited in urbanized areas, as they would be intended to serve as neighborhood schools. The Proposed Program would not conflict with existing zoning for, or cause rezoning of, forest land or timberland resources. Therefore, there would be no impact, and no further analysis is warranted in the PEIR.

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

No Impact. As discussed in item II.c, the program area is a predominantly urbanized area where there are no farmlands or forest resources. Any new schools acquired and developed would be sited in urbanized areas, as they would be intended to serve as neighborhood schools. The program area is classified as "Urban and Built-Up Land" and "Other Land" and is not zoned as forest land, timberlands, or timberland zoned Timberland Production. As such, the Proposed Program would not result in a loss of forest land or conversion of forest land to non-forest uses. Therefore, there would be no impact, and no further analysis is warranted in the PEIR.

e. Involve other changes in the existing environment which, due to their location or nature, could result in conversion of Farmland to non-agricultural use or conversion of forest land to non-forest use?

No Impact. As detailed in items II.a through II.d, implementation of the Proposed Program would have no impact on agriculture and/or forestry resources. Improvements to District facilities that would be reasonably foreseeable with implementation of the Proposed Program would occur on sites containing existing school campuses and administrative facilities, in areas classified as "Urban and Built-Up Land" or "Other Land," which do not contain any agricultural uses or areas designated Prime Farmland, Unique Farmland, or Farmland of Statewide Importance. Furthermore, there are no Williamson Act contracts or forest lands in the program area (California Department of Conservation 2013). In addition, any new schools acquired and developed would be sited in urbanized areas, as they would be intended to serve as neighborhood schools. Implementation of the Proposed Program would not involve changes to the existing environment, which, due to their location and nature, would result in the conversion of Farmland to non-agricultural use or forest land to non-forest use. Therefore, there would be no impact, and no further analysis is warranted in the PEIR.

III. Air Quality	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
When available, the significance criteria established by the applicable air quality management district or air pollution control district may be relied upon to make the following determinations. Would the project:				
a. Conflict with or obstruct implementation of the applicable air quality plan?	☒	☐	☐	☐
b. Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is a nonattainment area for an applicable federal or state ambient air quality standard?	☒	☐	☐	☐
c. Expose sensitive receptors to substantial pollutant concentrations?	☒	☐	☐	☐
d. Result in other emissions (such as those leading to odors) adversely affecting a substantial number of people?	☒	☐	☐	☐

Impact Analysis

Would the project:

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

Potentially Significant Impact. The District is in the San Diego Air Basin (SDAB), which is commensurate with San Diego County. The San Diego Air Pollution Control District (SDAPCD) is required, pursuant to the federal and state Clean Air Acts, to reduce emissions of criteria pollutants for which the SDAB is in nonattainment. The SDAB is currently classified as a moderate nonattainment area for the federal 8-hour ozone (O_3) standard and attainment for all other federal pollutants. In addition, the SDAB is classified as a nonattainment area for state O_3, particulate matter (PM) less than 2.5 microns in diameter (PM2.5), and PM less than 10 microns in diameter (PM10) standards (San Diego Air Pollution Control District 2018).

All areas designated as nonattainment are required to prepare plans that show how the areas would meet the state and federal air quality standards by their attainment dates. The San Diego Regional Air Quality Strategy (RAQS) is the region's applicable air quality plan for improving air quality in the region and attaining federal and state air quality standards. The RAQS relies on information from the California Air Resources Board (CARB) and the San Diego Association of Governments (SANDAG), including projected growth in the county, which is based, in part, on information from local general plans. Generally, projects that propose development that is consistent with the land use designations and growth anticipated by the local general plan and SANDAG are consistent with the RAQS.

Various project types that would be reasonably foreseeable with implementation of the Proposed Program could increase enrollment within both existing and new schools. Construction of the various project elements would be required to comply with SDAPCD Rules and Regulations,

including Rules 50, 51, and 55, which forbid visible emissions, forbid nuisance activities, and require fugitive dust control measures, respectively. The acquisition and development of new schools may require land uses changes. In addition, construction and operation activities that would be reasonably foreseeable with implementation of the Proposed Program could occur at existing school sites over the short- and long-term. Both of these could result in a permanent increase in emissions, including motor vehicle trips, energy consumption, and other sources, compared to existing conditions. As such, because the Proposed Program could increase student enrollment in the region, which could result in enrollment and emissions that exceed existing general plan and SANDAG projections, the Proposed Program is considered potentially inconsistent with local general plans and/or SANDAG's growth projections. This is considered a potentially significant impact, and this issue area will be analyzed in the PEIR.

b. Result in a cumulatively considerable net increase of any criteria pollutant for which the project region is a nonattainment area for an applicable federal or state ambient air quality standard?

Potentially Significant Impact. The District is in the SDAB, which is classified as a nonattainment area for certain federal and state designated criteria pollutants, including O_3, PM10, and PM2.5. Construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program would generate emissions of criteria pollutants, including PM10, PM2.5, and O_3 precursors. These activities would potentially cause a cumulatively considerable net increase in criteria pollutants, including those for which the region is in nonattainment. Therefore, impacts be potentially significant, and further analysis will be provided in the PEIR.

c. Expose sensitive receptors to substantial pollutant concentrations?

Potentially Significant Impact. Sensitive receptors are facilities and structures where people live or spend considerable amounts of time, including retirement homes, residences, schools, playgrounds, childcare centers, and athletic facilities. The people most affected by air pollution are typically children younger than 14, the elderly older than 65, athletes, and individuals with cardiovascular and chronic respiratory diseases. Because the majority of District schools are within residential neighborhoods, there are several sensitive receptors, including the school sites themselves, present throughout the program area that could be affected by construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program. As such, the Proposed Program has the potential to expose sensitive receptors to substantial pollutant concentrations, which would be a potentially significant impact. Therefore, further analysis will be provided in the PEIR.

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

Potentially Significant Impact. According to the *Air Quality and Land Use Handbook* (California Environmental Protection Agency/California Air Resources Board 2005), land uses associated with odor complaints typically include agricultural uses, wastewater treatment plants, food processing plants, chemical plants, composting facilities, refineries, landfills, dairies, and fiberglass molding facilities. The acquisition and development of new school facilities could feasibly occur within proximity to land uses that generate odors, including those mentioned above. Thus, the Proposed Program may expose or generate additional odors that may affect existing and new student uses, which would be a potentially significant impact. Therefore, further analysis will be provided in the PEIR.

IV. Biological Resources	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special-status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?	☒	☐	☐	☐
b. Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?	☒	☐	☐	☐
c. Have a substantial adverse effect on state or federally protected wetlands (including, but not limited to, marshes, vernal pools, coastal wetlands, etc.) through direct removal, filling, hydrological interruption, or other means?	☒	☐	☐	☐
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?	☒	☐	☐	☐
e. Conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance?	☒	☐	☐	☐
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?	☒	☐	☐	☐

Impact Analysis

Would the project:

a. Have a substantial adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special-status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?

Potentially Significant Impact. Existing school facilities within the program area contain ornamental vegetation that provides potentially suitable nesting habitat for migratory birds and raptors protected under the federal Migratory Bird Treaty Act (MBTA) and Sections 3503 and 3503.5 of the California Fish and Game Code, which prohibit the take or destruction of migratory birds and raptors, their nests, and/or eggs. Direct impacts on nesting birds protected by the MBTA

and similar provisions of the Fish and Game Code could occur if construction that would be reasonably foreseeable with implementation of the Proposed Program is conducted during the general avian breeding season (January 15 through August 31) and includes the removal of any ornamental trees containing active nests. In addition, the acquisition and development of new school sites could require the removal of existing vegetation or occur adjacent to vegetation that provides nesting bird habitat. A biological resources analysis will be prepared as part of the PEIR that will detail existing conditions and potential impacts from construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

b. Have a substantial adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service?

Potentially Significant Impact. The program area is within the boundaries of the City of San Diego, which contains riparian habitat and other sensitive natural communities that may potentially be inhabited by federally or state-listed biological species. Additionally, portions of the program area are adjacent to the Multi-Habitat Planning Area boundaries as designated in the City of San Diego's Multiple Species Conservation Program (MSCP) Subarea Plan (City of San Diego 2007b). Construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program would potentially result in direct and/or indirect impacts on riparian habitat or other sensitive natural communities identified in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service. In addition, the acquisition and development of new school sites could have potential impacts on riparian habitat or other sensitive natural communities. Therefore, impacts would be potentially significant and further analysis is warranted in the PEIR.

c. Have a substantial adverse effect on state or federally protected wetlands (including, but not limited to, marshes, vernal pools, coastal wetlands, etc.) through direct removal, filling, hydrological interruption, or other means?

Potentially Significant Impact. The program area consists predominantly of developed land in an urbanized area; however, portions of the program area contain wetlands. No state or federally protected wetlands are located on existing school or administration sites. However, there are multiple existing District sites adjacent to sensitive habitat, including wetlands. While, construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program would primarily occur within each of the existing campus footprints, there is a potential for impacts to occur due the presence of adjacent wetlands. Additionally, new school sites could be located on undeveloped parcels of land, some of which could contain or be adjacent to wetlands. Consequently, the acquisition and development of new school sites could occur in proximity to wetlands that could be impacted. As such, the Proposed Program would potentially affect state and federally protected wetlands, either directly or indirectly. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

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?

Potentially Significant Impact. Construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program would primarily occur within sites that

are completely developed as existing operating schools, which are either paved or graded, and contain buildings and other structures. As a result, the existing school sites are not considered migratory wildlife corridors or nursery sites and do not contain any streams or bodies of water that may be inhabited by any native resident or migratory fish species. However, as mentioned in item IV.a, existing school facilities within the program area contain ornamental vegetation that provides potentially suitable nesting habitat for migratory birds and raptors protected under the federal MBTA and similar sections of the California Fish and Game Code. As such, construction and operational activities at existing school sites could result in direct and indirect impacts on nesting birds. In addition, the acquisition and development of new school sites could require the removal of existing vegetation or occur adjacent to vegetation that provides nesting bird habitat. As such, the Proposed Program would potentially interfere with the movement of fish or wildlife and affect wildlife corridors. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

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

Potentially Significant Impact. In the City of San Diego, local habitat, species, and biological resources are protected under the City of San Diego MSCP, which is implemented through the MSCP Subarea Plan. To implement its portion of the MSCP preserve, the City of San Diego developed the Multi-Habitat Planning Area (MHPA), which is considered an urban preserve that delineates core biological resource areas and corridors targeted for conservation. Additionally, the City's Environmentally Sensitive Lands Ordinance requires the overall protection of biological resources within the City and ensures implementation of the MSCP Subarea Plan.

While a majority of District facilities are within urbanized areas, several existing schools are adjacent to the MHPA. Additionally, new school sites could be acquired and developed, which could potentially be sited adjacent to the MHPA. The City's MHPA Land Use Adjacency Guidelines would be applicable for any activities at existing and new school sites located adjacent to the MHPA. As such, implementation of the Proposed Program would potentially conflict with one or more local policies or ordinances protecting biological resources. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

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?

Potentially Significant Impact. As discussed in item IV.e, the program area is within the City of San Diego, which protects local habitat, species, and biological resources through implementation of its MSCP Subarea Plan. Several existing schools are adjacent to the MHPA, and there is a potential that new schools could also be sited adjacent to the MHPA. As such, implementation of the Proposed Program would potentially conflict with approved conservation plans. Therefore, impacts would be potentially significant and further analysis is warranted in the PEIR.

V. Cultural Resources	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Cause a substantial adverse change in the significance of a historical resource pursuant to Section 15064.5?	☒	☐	☐	☐
b. Cause a substantial adverse change in the significance of an archaeological resource pursuant to Section 15064.5?	☒	☐	☐	☐
c. Disturb any human remains, including those interred outside of formal cemeteries?	☒	☐	☐	☐

Impact Analysis

Would the project:

a. Cause a substantial adverse change in the significance of a historical resource pursuant to Section 15064.5?

Potentially Significant Impact. Due to the size of the program area, historic resources are potentially present. Existing school campuses may include structures that are more than 50 years old. Based on the age and character of these buildings, construction activities that would be reasonably foreseeable with implementation of the Proposed Program would potentially result in impacts on historical buildings. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

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

Potentially Significant Impact. A records search at the South Coastal Information Center for archaeological resources will be conducted to determine the potential for resources to be uncovered during construction activities that would be reasonably foreseeable with implementation of the Proposed Program. Therefore, the PEIR will address the Proposed Program's potential to cause a substantial adverse change in the significance of an archaeological resource.

c. Disturb any human remains, including those interred outside of formal cemeteries?

Potentially Significant Impact. As discussed in item V.b, a records search will be conducted for the program area to identify any potential cultural resources, including human remains that would be potentially disturbed as a result of construction activities that would be reasonably foreseeable with implementation of the Proposed Program. Therefore, the PEIR will address the Proposed Program's potential to disturb human remains.

VI. Energy	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Result in potentially significant environmental impacts due to wasteful, inefficient, or unnecessary consumption of energy resources, during project construction or operation?	☒	☐	☐	☐
b. Conflict with or obstruct a state or local plan for renewable energy or energy efficiency?	☒	☐	☐	☐

Impact Analysis

Would the project:

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

Potentially Significant Impact. Reasonably foreseeable activities associated with the Proposed Program would require the use of energy during construction and operation. Activities at existing school sites that would potentially increase student enrollment, such as whole site modernizations, would require additional energy compared to existing conditions. In addition, the construction of new school or administrative facilities would represent a new source of energy demand. These new or additional sources of energy use could be considered wasteful, inefficient, or unnecessary and could result in significant environmental impacts. Therefore, this impact would be potentially significant and further analysis is warranted in the PEIR.

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

Potentially Significant Impact. Applicable regulations and plans for renewable energy or energy efficiency include the state energy or green building code, renewable energy or energy efficiency goals in SANDAG's Regional Energy Strategy, and statewide renewable portfolio standards goals. Reasonably foreseeable activities associated with the Proposed Program would require the use of energy during construction and operation. Activities at existing school sites that would potentially increase student enrollment, such as whole site modernizations, would require additional energy compared to existing conditions. In addition, the construction of new school or administrative facilities would represent a new source of energy demand. There is a potential that these activities would conflict with regulations and/or plans that have been adopted at the state, regional, and local level for the purposes of increasing renewable energy usage and energy efficiency. Therefore, impacts would be potentially significant and further analysis is warranted in the PEIR.

VII. Geology and Soils	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Directly or indirectly cause potential substantial adverse effects, including the risk of loss, injury, or death involving:				
i. Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.	☒	☐	☐	☐
ii. Strong seismic ground shaking?	☒	☐	☐	☐
iii. Seismic-related ground failure, including liquefaction?	☒	☐	☐	☐
iv. Landslides?	☒	☐	☐	☐
b. Result in substantial soil erosion or the loss of topsoil?	☒	☐	☐	☐
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 an onsite or offsite landslide, lateral spreading, subsidence, liquefaction, or collapse?	☒	☐	☐	☐
d. Be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial direct or indirect risks to life or property?	☒	☐	☐	☐
e. Have soils incapable of adequately supporting the use of septic tanks or alternative wastewater disposal systems in areas where sewers are not available for the disposal of wastewater?	☐	☐	☐	☒
f. Directly or indirectly destroy a unique paleontological resource or site or unique geologic feature?	☒	☐	☐	☐

Impact Analysis

Would the project:

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

i. Rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map issued by the State Geologist for the area or based on other substantial evidence of a known fault? Refer to Division of Mines and Geology Special Publication 42.

ii. Strong seismic ground shaking?

iii. Seismic-related ground failure, including liquefaction?

iv. Landslides?

Potentially Significant Impact. The program area is in a known seismically active region where several known earthquake faults exist. Active faults in the program area include the Rose Canyon Fault, and portions of the program area are within a State of California Earthquake Fault Zone (formerly known as an Alquist-Priolo Special Studies Zone) (City of San Diego 2008). A seismic event could cause significant ground shaking in the program area, and, while the potential for ground rupture due to faulting is considered low, lurching or cracking of the ground surface as a result of a nearby seismic event is possible. Additionally, the program area contains areas mapped as liquefaction or landslide hazard zones in the City of San Diego's Seismic Safety Study (City of San Diego 2008). Therefore, there is potential for liquefaction or landslides to occur.

Furthermore, due to the presence of known earthquake faults, construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program have the potential to directly or indirectly cause substantial adverse effects from seismic activities. Therefore, impacts are potentially significant, and further analysis is warranted in the PEIR.

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

Potentially Significant Impact. Soils mapped under existing school and administration sites vary in classification, and there are numerous soil types throughout the program area (U.S. Department of Agriculture 2012). These soils have likely been altered through cut and fill operations for previous development and therefore have a low potential for erosion within developed areas.

Construction activities that would be reasonably foreseeable with implementation of the Proposed Program would primarily occur within the previously disturbed areas of existing campuses, and therefore would not result in substantial soil erosion. However, there is a potential that new school sites could be acquired and developed, some of which may be currently undeveloped. As such, the Proposed Program would potentially result in substantial soil erosion or the loss of topsoil, and impacts would be potentially significant. Further analysis is warranted in the PEIR.

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 an onsite or offsite landslide, lateral spreading, subsidence, liquefaction, or collapse?

Potentially Significant Impact. As discussed in question VII.a, the program area contains areas mapped as a landslide or liquefaction hazard zone (City of San Diego 2008). As lateral spreading

occurs when there are liquefiable soils, there is a potential for lateral spreading to occur within the program area. In addition, there are numerous soil types throughout the program area, some of which may be unstable in their existing condition and could be exacerbated by activities that would be reasonably foreseeable with implementation of the Proposed Program. Therefore, impacts are potentially significant, and an analysis of the geologic units and soil types and their potential instability will be presented in the PEIR.

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

Potentially Significant Impact. Expansive soils are fine-grained soils (generally, high-plasticity clays) that can undergo a significant increase in volume with an increase in water content or, conversely, a significant decrease in volume with a decrease in water content. Changes in the water content of an expansive soil can result in severe distress to structures built upon it. Although both expansive and liquefiable soil conditions are influenced by the presence of groundwater, soil expansion differs from soil liquefaction in that soil expansion is not seismically induced. Table 18-1-B of the Uniform Building Code provides a classification for expansive soils utilizing an expansion index and the associated potential for expansion. For example, an expansion index of 0–20 has a very low potential for expansion, while an expansion index of 91–130 has a high potential for expansion.

There is the potential for expansive soils to be located within the program area, as defined by Table 18-1-B of the Uniform Building Code. Both existing and potential future school and administrative sites are underlain by a variety of soil types, which may have shrink-swell potential. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

e. Have soils incapable of adequately supporting the use of septic tanks or alternative wastewater disposal systems in areas where sewers are not available for the disposal of wastewater?

No Impact. The entire program area is urbanized and uses the existing municipal sewer system for the disposal of wastewater. No septic tanks or alternative wastewater disposal systems are used at existing school sites, nor would new school sites rely on septic tanks. Therefore, there would be no impact, and no further analysis is warranted in the PEIR.

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

Potentially Significant Impact. The program area is within the Coastal Plain Province, which contains several rock formations. This province is underlain by a sequence of marine and non-marine sedimentary rock units that record portions of the last 140 million years of Earth's history. Over this period of time, ancient marine rocks were preserved up to elevations about 900 feet above sea level (City of San Diego 2007c). The program area is potentially underlain by geologic formations with moderate and high paleontological resource sensitivity. Construction activities that would be reasonably foreseeable with implementation of the Proposed Program may include excavation that could result in a potentially significant impact on paleontological resources. Therefore, the PEIR will address the Proposed Program's potential to cause significant impacts on paleontological resources.

VIII. Greenhouse Gas Emissions and Climate Change	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Generate greenhouse gas emissions, either directly or indirectly, that may have a significant impact on the environment?	☒	☐	☐	☐
b. Conflict with an applicable plan, policy, or regulation adopted for the purpose of reducing the emissions of greenhouse gases?	☒	☐	☐	☐

Impact Analysis

Would the project:

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

Potentially Significant Impact. Construction and operation of future projects that would be reasonably foreseeable with implementation of the Proposed Program would have the potential to generate greenhouse gas (GHG) emissions. Consequently, the Proposed Program has the potential to directly or indirectly exceed an established threshold for GHG emissions. Therefore, the PEIR will address the Proposed Program's potential to generate GHG emissions that may have a significant effect on the environment.

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

Potentially Significant Impact. The City of San Diego adopted a Climate Action Plan in December 2015, which is the City's plan to reduce GHG emissions; however, the plan does not include emissions associated with District and school operations. Therefore, the most applicable plans, policies, or regulations adopted for the purpose of reducing GHG emissions are Assembly Bill (AB) 32 and Senate Bill (SB) 32, which codified the state's GHG emissions reduction targets for the future. Consistent with recent juridical and legislative action, this analysis also considers the long-range (2050) reduction target outlined in Executive Order (EO) S-3-05. Additionally, the analysis considers consistency with the District's "*Dream Big Ideas,*" which were developed to support GHG reductions consistent with regional and statewide targets.

CARB adopted the AB 32 Scoping Plan as a framework for achieving AB 32. The Scoping Plan outlines a series of technologically feasible and cost-effective measures to reduce statewide GHG emissions. These strategies are geared toward sectors and activities that generate significant amounts of GHGs. For example, the majority of measures address building energy, waste and wastewater generation, goods movement, on-road transportation, water usage, and high global warming potential gases. CARB furthered its efforts with SB 32 and recently finalized the Scoping Plan, which includes strategies for meeting the statewide 2030 target.

Activities that would be reasonably foreseeable with implementation of the Proposed Program could result in growth in enrollment that could generate emissions that may conflict with state, regional, or local plans, policies, or regulations adopted for the purpose of reducing emissions.

Therefore, the PEIR will address the Proposed Program's potential to conflict with an applicable plan, policy, or regulation adopted for the purpose of reducing the emissions of greenhouse gases.

IX. Hazards and Hazardous Materials	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials?	☐	☐	☒	☐
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?	☒	☐	☐	☐
c. Emit hazardous emissions or involve handling hazardous or acutely hazardous materials, substances, or waste within 0.25 mile of an existing or proposed school?	☐	☐	☒	☐
d. Be located on a site that is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, create a significant hazard to the public or the environment?	☒	☐	☐	☐
e. Be located within an airport land use plan area or, where such a plan has not been adopted, be within 2 miles of a public airport or public use airport and result in a safety hazard or excessive noise for people residing or working in the project area?	☒	☐	☐	☐
f. Impair implementation of or physically interfere with an adopted emergency response plan or emergency evacuation plan?	☐	☐	☒	☐
g. Expose people or structures, either directly or indirectly, to a significant risk of loss, injury, or death involving wildland fires?	☒	☐	☐	☐

Impact Analysis

Would the project:

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

Less-than-Significant Impact. Construction that would be reasonably foreseeable with implementation of the Proposed Program would require the transport, use, and disposal of materials that are typically associated with construction activities, such as diesel fuels, hydraulic liquids, oils, solvents, and paints. This transport, use, and disposal of hazardous materials is regulated by federal, state, and local agencies and regulations, such as the U.S. Environmental Protection Agency's Resource Conservation and Recovery Act of 1976, the U.S. Department of Transportation's Hazardous Materials Regulations, and the San Diego County Department of Environmental Health's regulations.

Because schools are typically not considered a use that generates hazardous materials or hazardous waste, operation and maintenance of school and administrative facilities would not require the use of hazardous materials or generate hazardous waste. Compliance with existing hazardous materials regulations is mandatory; therefore, the Proposed Program would not create a significant hazard to the public or the environment through the routine transport, use, or disposal of hazardous materials. Therefore, construction and operational impacts would be less than significant. No further analysis is warranted in the PEIR.

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?

Potentially Significant Impact. A review of available existing environmental reports and online regulatory databases will be conducted as part of the hazardous materials assessments that are being prepared for the forthcoming PEIR. The database review will identify any locations of known hazardous waste sites, landfills, leaking underground storage tanks (USTs), permitted facilities that utilize USTs, and facilities that use, store, or dispose of hazardous materials/wastes. These sites could either be located on existing school campuses or administrative facilities or in the surrounding neighborhoods. In addition, new schools have the potential to be located on a hazardous waste site. As such, construction that would be reasonably foreseeable with implementation of the Proposed Program could result in a significant hazard to the public or the environment through reasonably foreseeable upset and accident conditions involving the release of hazardous materials in the event contaminated media is encountered. Therefore, the PEIR will summarize this information and present an analysis of the Proposed Program's potential to create a significant hazard to the public or the environment.

c. Emit hazardous emissions or involve handling hazardous or acutely hazardous materials, substances, or waste within 0.25 mile of an existing or proposed school?

Less-than-Significant Impact. As mentioned previously, construction that would be reasonably foreseeable with implementation of the Proposed Program would require the use of typical materials associated with construction activities (e.g., diesel fuel, gasoline, oil, hydraulic fluid, engine exhaust, solvent for welding PVC, and paint). Any hazardous materials used during construction would be transported, used, and stored in accordance with state and federal regulations regarding hazardous materials, as noted in item IX.a.

Schools are typically not considered a use that generates hazardous materials or hazardous waste. As such, the school sites are not anticipated to be a source of hazardous emissions or involve the handling of hazardous or acutely hazardous materials, substances, or waste. In addition, all schools and administration facilities are required to comply with existing state and federal regulations regarding hazardous materials. Therefore, the Proposed Program would not emit hazardous emissions or involve the handling of hazardous or acutely hazardous materials, substances, or waste on the existing school site or within 0.25 mile of an existing or proposed school. Construction and operational impacts would be less than significant. No further analysis is warranted in the PEIR.

d. Be located on a site that is included on a list of hazardous materials sites compiled pursuant to Government Code Section 65962.5 and, as a result, create a significant hazard to the public or the environment?

Potentially Significant Impact. A review of available existing environmental reports and online regulatory databases will be conducted as part of the hazardous materials assessments that are being prepared for the forthcoming PEIR. The PEIR will summarize this information and present an analysis of the Proposed Program's potential to create a significant hazard to the public or the environment.

e. For a project within an airport land use plan or, where such a plan has not been adopted, within 2 miles of a public airport or public use airport, would the project result in a safety hazard or excessive noise for people residing or working in the project area?

Potentially Significant Impact. San Diego International Airport (SDIA), Marine Corps Air Station (MCAS) Miramar Airport, and Montgomery Field are located within the program area. In addition, the program area is within Review Areas 1 and 2 of the Airport Influence Area for each of these airports (Airport Land Use Commission 2008, 2010, 2014). Each of these airports has an Airport Land Use Compatibility Plan (ALUCP) with which future District capital improvement projects would be required to comply. The basic function of an ALUCP is to promote compatibility between airports and the land uses that surround them "to the extent that these areas are not already devoted to incompatible uses" (California Public Utilities Code Section 21674(a)).

Construction activities that would be reasonably foreseeable with implementation of the Proposed Program could include the use of large pieces of construction equipment, such as cranes, or the construction of multi-story buildings or other structures that are taller than existing structures within a project site. These activities have the potential to conflict with the applicable ALUCPs, as well as Federal Aviation Administration requirements under Federal Aviation Regulations Part 77. In addition, according to the ALUCPs for each of these airports, several existing school facilities are located within noise exposure contours, which means that exterior noise levels from aeronautical operations would, at a minimum, exceed 60 decibels (dB) community noise equivalent level (CNEL) (Airport Land Use Commission 2008, 2010, 2014). Also, new schools could be acquired and developed, which would potentially be located within the noise exposure contours of the aforementioned airports. Therefore, a potentially significant impact could occur, and further analysis is warranted in the PEIR.

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

Less-than-Significant Impact. Emergency management services are overseen by the San Diego Fire-Rescue Department, which responds to emergencies such as earthquakes, floods, and terrorist acts. In addition, the District maintains a Natural Hazards Mitigation Plan that addresses issues related to multiple hazards, including earthquakes, floods, wildfires, landslides, and tsunamis. Furthermore, the County of San Diego's Emergency Operations Plan describes a comprehensive emergency management system which provides for a planned response to any emergency associated with natural disasters, technological incidents, terrorism and nuclear-related incidents.

Construction activities that would be reasonably foreseeable with implementation of the Proposed Program would have the potential to temporarily restrict access for emergency vehicles traveling to and around the school sites. However, construction would be required to comply with the County of

San Diego's Emergency Operations Plan, and it is anticipated that construction would not result in the full closure of roadways or other means of emergency access. New operations associated with future District capital improvement projects would not change the existing site access in a way that would impair or interfere with implementation of adopted emergency response plans or evacuation plans. As such, implementation of the Proposed Program would not impair or physically interfere with an emergency response, and impacts would be less than significant. No further analysis is warranted in the PEIR.

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

Potentially Significant Impact. The City of San Diego is subject to both wildland and urban fires because of its climate, topography, and native vegetation (City of San Diego 2008). The extended drought characteristic of the region's Mediterranean climate and increasingly severe dry periods associated with global warming result in large areas of dry native vegetation that provide fuel for wildland fires. State law requires all local jurisdictions to identify any Very High Fire Hazard Severity Zone (VHFHSZ) within their areas of responsibility (California Government Code Sections 51175–51189). Inclusion within these zones is based on vegetation density, slope severity, and other relevant factors that contribute to fire severity.

According to the VHFHSZ maps prepared by the City in collaboration with the California Department of Forestry and Fire Protection, portions of the program area contain or are adjacent to areas that have been identified as a VHFHSZ and 300-foot brush buffer area (City of San Diego 2009). The Proposed Program would not change the current use of any existing school sites; however, enrollment at existing schools could potentially increase from construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program. In addition, there is a potential that new school sites could be acquired and developed, which could be sited within or adjacent to wildland fire hazard areas (i.e., areas designated as VHFHSZ). Therefore, impacts would be potentially significant and further analysis is warranted in the PEIR.

X. Hydrology and Water Quality	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Violate any water quality standards or waste discharge requirements or otherwise substantially degrade surface or groundwater quality?	☒	☐	☐	☐
b. Substantially decrease groundwater supplies or interfere substantially with groundwater recharge such that the project may impede sustainable groundwater management of the basin?	☒	☐	☐	☐
c. Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner that would:				
i. Result in substantial erosion or siltation on-site or off-site?	☒	☐	☐	☐
ii. Substantially increase the rate or amount of surface runoff in a manner that would result in flooding onsite or offsite?	☒	☐	☐	☐
iii. Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff?	☒	☐	☐	☐
iv. Impede or redirect flood flows?	☐	☐	☒	☐
d. In flood hazard, tsunami, or seiche zones, risk release of pollutants due to project inundation?	☐	☐	☒	☐
e. Conflict with or obstruct implementation of a water quality control plan or sustainable groundwater management plan?	☒	☐	☐	☐

Impact Analysis

Would the project:

a. Violate any water quality standards or waste discharge requirements or otherwise substantially degrade surface or groundwater quality?

Potentially Significant Impact. Construction activities that would be reasonably foreseeable with implementation of the Proposed Program have the potential to increase erosion and result in delivery of sediment to surface waters and storm drains near existing and potential future school sites and administrative facilities. During operations, stormwater contaminants could be generated that would negatively affect receiving water bodies.

Therefore, the Proposed Program could violate water quality standards or waste discharge requirements, and further analysis is warranted in the PEIR.

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

Potentially Significant Impact. The program area is within an established urban community serviced by the City of San Diego Public Utilities Department, and it is not anticipated that groundwater would be used during construction or operational activities that would be reasonably foreseeable with implementation of the Proposed Program. However, future District capital improvement projects could result in the expansion of impervious areas, which could interfere with groundwater recharge. Therefore, the Proposed Program could result in potentially significant impacts, and further analysis is warranted in the PEIR.

c. Substantially alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner that would:

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

Potentially Significant Impact. Future projects that would be reasonably foreseeable with implementation of the Proposed Program would have the potential to result in the alteration of drainage patterns and increased erosion/siltation, primarily due to the potential addition of impervious surfaces or substantial earth-moving activities. Impacts would be potentially significant, and further analysis is warranted in the PEIR.

ii. Substantially increase the rate or amount of surface runoff in a manner that would result in flooding onsite or offsite?

Potentially Significant Impact. Future projects that would be reasonably foreseeable with implementation of the Proposed Program would have the potential to result in the alteration of drainage patterns and increase flooding, primarily due to the potential addition of new impervious surfaces. Therefore, further analysis is warranted in the PEIR.

iii. Create or contribute runoff water that would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff?

Potentially Significant Impact. Future projects that would be reasonably foreseeable with implementation of the Proposed Program would have the potential to increase the amount of runoff. The potential addition of impervious surfaces could add runoff water to the existing stormwater drainage system and exceed its capacity during operations. Additionally, construction activities have the potential to result in polluted runoff. Therefore, further analysis is warranted in the PEIR.

iv. Impede or redirect flood flows?

Less-than-Significant Impact. The program area includes several portions of the 100-year floodplain, as designated on Flood Insurance Rate Maps (Federal Emergency Management Agency 2012). Future projects that would be reasonably foreseeable with implementation of the Proposed Program would occur primarily within the boundaries of existing school sites. While there is a potential that new school sites could be acquired and developed, any new schools

would be sited in urbanized areas, as they would serve existing neighborhoods, and not within mapped floodplains. As such, the Proposed Program would not place structures within a 100-year flood hazard area that would impede or redirect flood flows. Therefore, impacts would be less than significant, and no further analysis is warranted in the PEIR.

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

Less-than-Significant Impact. As discussed above under question X.c.iv, the Proposed Program would not place structures within a 100-year flood hazard area, and therefore would not risk the release of pollutants due to project inundation.

A seiche is a standing wave in a completely or partially enclosed body of water, and areas along the shoreline of a lake or reservoir are susceptible to inundation by a seiche. The main lakes or reservoirs within the program area are Lake Miramar and Lake Murray. Existing school campuses are not adjacent to any lakes or reservoirs and therefore are not at risk for inundation by a seiche. While there is a potential that new school sites could be acquired and developed, much of the land surrounding Lake Miramar and Lake Murray is currently developed and unlikely to offer space for a new school. The closest water bodies are the San Diego Bay, Mission Bay, and the Pacific Ocean. No existing school campuses are within tsunami inundation areas (California Department of Conservation 2009a, 2009b, 2009c).

Therefore, the Proposed Program would not risk the release of pollutants due to project inundation within a flood hazard, tsunami, or seiche zone. Impacts would be less than significant, and no further analysis is warranted in the PEIR.

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

Potentially Significant Impact. As discussed above under question X.a, construction activities that would be reasonably foreseeable with implementation of the Proposed Program have the potential to increase erosion and result in delivery of sediment to surface waters and storm drains near existing and potential future school sites and administrative facilities. During operations, stormwater contaminants could be generated that would negatively affect receiving water bodies. The discharge of these contaminants to water bodies within the program area could exceed water quality standards and conflict with or obstruct implementation of a water quality control plan. Therefore, impacts would be potentially significant and further analysis is warranted in the PEIR. It should be noted that no sustainable groundwater management plans have been adopted to date.

XI. Land Use and Planning	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Physically divide an established community?	☐	☐	☐	☒
b. Cause a significant environmental impact due to a conflict with any land use plan, policy, or regulation adopted for the purpose of avoiding or mitigating an environmental effect?	☒	☐	☐	☐

Impact Analysis

Would the project:

a. Physically divide an established community?

No Impact. Development that would be reasonably foreseeable with implementation of the Proposed Program would primarily occur within the boundaries of existing school sites, which are already established within their respective communities. If new school sites are acquired and developed, these new schools would provide a needed service to the established community. Therefore, the Proposed Program would not physically divide an established community, there would be no impacts, and no further analysis is warranted in the PEIR.

b. Cause a significant environmental impact due to a conflict with any land use plan, policy, or regulation adopted for the purpose of avoiding or mitigating an environmental effect?

Potentially Significant Impact. Development within existing school sites that would be reasonably foreseeable with implementation of the Proposed Program would not result in any changes to the current land uses, as the schools would still function as educational facilities. If new school sites are acquired and developed, these new schools would be consistent with applicable land use plans, policies, and regulations.

Additionally, Government Code Section 53094 authorizes the governing board of a school district, by two-thirds vote, to render a city and county land use and zoning ordinance inapplicable to the proposed use of a certain property for educational purposes. Therefore, the District is not bound by local land use and zoning requirements consistent with Government Code Section 53094. However, administrative facilities or other non-educational facilities owned by the District would not be exempt from city and county land use and zoning ordinances. Therefore, certain project types under the Proposed Program would potentially conflict with land use plans, policies, or regulations in a manner that could cause significant environmental effects. Therefore, impacts would be potentially significant, and further analysis will be provided in the *Land Use* section of the PEIR.

XII. Mineral Resources	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
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?	☐	☐	☐	☒
b. Result in the loss of availability of a locally important mineral resource recovery site that has been delineated on a local general plan, specific plan, or other land use plan?	☐	☐	☐	☒

Impact Analysis

Would the project:

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?

No Impact. The Surface Mining and Reclamation Act of 1975 required the State Geologist to initiate mineral land classification to help identify and protect mineral resources in areas within the state. In accordance with guidelines established by the State Mining and Geology Board, mineral deposits in western San Diego County have been classified into Mineral Resource Zones (MRZs). According to the Conservation Element of the City of San Diego's General Plan (City of San Diego 2008), portions of the program area are mapped as MRZ-2, indicating that adequate information exists that significant mineral deposits are present or there is a high likelihood for their presence (County of San Diego 2011). However, no mineral resource extraction or other mining operations currently occur within or adjacent to existing school sites. In addition, the District does not intend to remove any existing school campuses; therefore, the sites would not be available for mineral extraction activities in the future. Furthermore, any new schools would be sited in urbanized areas, as they would serve as neighborhood schools, and not within or adjacent to areas suitable for mineral resource extraction or other mining operations. As such, the Proposed Program would not result in the loss of availability of known mineral resources that would be of value to the region and the residents of the state. Therefore, there would be no impact, and no further analysis is warranted in the PEIR.

b. Result in the loss of availability of a locally important mineral resource recovery site that has been delineated on a local general plan, specific plan, or other land use plan?

No Impact. As discussed in item XII.a, construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program would not result in the loss of availability of a locally important mineral resource recovery site. There would be no impact, and no further analysis is warranted in the PEIR.

XIII. Noise and Vibration	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Result in the generation of a substantial temporary or permanent increase in ambient noise levels in the vicinity of the project in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies?	☒	☐	☐	☐
b. Result in the generation of excessive ground-borne vibration or ground-borne noise levels?	☒	☐	☐	☐
c. Be located within the vicinity of a private airstrip or an airport land use plan area or, where such a plan has not been adopted, within 2 miles of a public airport or public use airport and expose people residing or working in the project area to excessive noise levels?	☒	☐	☐	☐

Impact Analysis

Would the project:

a. Result in the generation of a substantial temporary or permanent increase in ambient noise levels in the vicinity of the project in excess of standards established in a local general plan or noise ordinance or applicable standards of other agencies?

Potentially Significant Impact. The relevant noise standards for the Proposed Program would be those provided in the City of San Diego Noise Ordinance, which is detailed in Chapter 5, Article 9.5 of the City's Municipal Code. Construction and/or operational activities that would be reasonably foreseeable with implementation of the Proposed Program would generate a substantial temporary or permanent increase in ambient noise levels in the project vicinity in excess of allowable levels. Impacts would be potentially significant, and further analysis is warranted in the PEIR.

b. Result in the generation of excessive ground-borne vibration or ground-borne noise levels?

Potentially Significant Impact. Construction activities that would be reasonably foreseeable with implementation of the Proposed Program would have the potential to generate excessive groundborne vibration or groundborne noise in excess of standards. Impacts would be potentially significant, and further analysis is warranted in the PEIR.

c. Be located within the vicinity of a private airstrip or an airport land use plan area or, where such a plan has not been adopted, within 2 miles of a public airport or public use airport and expose people residing or working in the project area to excessive noise levels?

Potentially Significant Impact. There are no private airstrips within the program area (City of San Diego 2008). Therefore, there would be no impact associated with noise from private airstrips, and no further analysis is warranted in the PEIR.

SDIA, MCAS Miramar, and Montgomery Field are public airports located within the program area. According to the ALUCPs for each of these airports, several existing school facilities are located within noise exposure contours, which means that exterior noise levels from aeronautical operations would, at a minimum, exceed 60 decibels (dB) community noise equivalent level (CNEL) (Airport Land Use Commission 2008, 2010, 2014). Also, new schools could be acquired and developed, which would potentially be located within the noise exposure contours of the aforementioned airports. Therefore, impacts are potentially significant, and further analysis is warranted in the PEIR.

XIV. Population and Housing	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Induce substantial unplanned population growth in an area, either directly (e.g., by proposing new homes and businesses) or indirectly (e.g., through extension of roads or other infrastructure)?	☐	☐	☐	☒
b. Displace a substantial number of existing people or housing units, necessitating the construction of replacement housing elsewhere?	☐	☐	☐	☒

Impact Analysis

Would the project:

a. Induce substantial unplanned population growth in an area, either directly (e.g., by proposing new homes and businesses) or indirectly (e.g., through extension of roads or other infrastructure)?

No Impact. The Proposed Program would not facilitate the construction of any homes or businesses or extension of roads or other infrastructure. Repair, renovation, or revitalization of existing school and administration facilities, or the construction of a new school, would be conducted to accommodate existing growth in the region and would not induce unplanned population growth.

Development activities that would be reasonably foreseeable with implementation of the Proposed Program would result in the generation of temporary construction jobs; however, the additional jobs are expected to be filled by individuals currently residing in the San Diego region. The jobs would not result in the relocation of any population. Therefore, the Proposed Program would not directly or indirectly induce substantial unplanned population growth through the creation of new homes or businesses in the San Diego region. There would be no impact, and no further analysis is warranted in the PEIR.

b. Displace a substantial number of existing people or housing units, necessitating the construction of replacement housing elsewhere?

No Impact. The program area is entirely within the boundaries of the City of San Diego, and most existing schools are in built out, urbanized areas. Existing school sites are developed and do not contain any housing units, and new school sites would not displace existing people or housing units. Therefore, the Proposed Program would not require the construction of replacement housing elsewhere. There would be no impact, and no further analysis is warranted in the PEIR.

XV. Public Services	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities or a 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 following public services:				
1. Fire protection?	☐	☐	☐	☒
2. Police protection?	☐	☐	☐	☒
3. Schools?	☐	☐	☐	☒
4. Parks?	☐	☐	☐	☒
5. Other public facilities?	☐	☐	☐	☒

Impact Analysis

Would the project:

a. Would the project result in substantial adverse physical impacts associated with the provision of new or physically altered governmental facilities or a 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 following public services: fire protection, police protection, schools, parks, or other public facilities?

No Impact. Fire protection services within the program area are currently provided by the San Diego Fire-Rescue Department, and the San Diego Police Department provides police protection services in the City. Numerous parks and other public facilities are located throughout the program area, and the Proposed Program itself is associated with schools and related educational facilities.

Construction and operational activities at existing and new school sites that would be reasonably foreseeable with implementation of the Proposed Program would not affect fire protection, police protection, schools, parks, or other public facilities because they would accommodate anticipated growth, and not induce unexpected population growth. As such, no additional public services would be required with the Proposed Program. There would be no impacts, and no further analysis is warranted in the PEIR.

XVI. Recreation	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?	☐	☐	☒	☐
b. Include recreational facilities or require the construction or expansion of recreational facilities that might have an adverse physical effect on the environment?	☒	☐	☐	☐

Impact Analysis

Would the project:

a. Increase the use of existing neighborhood and regional parks or other recreational facilities such that substantial physical deterioration of the facility would occur or be accelerated?

Less-than-Significant Impact. An increase in the use of existing parks and recreational facilities typically results from an increase in the number of housing units or residents in an area. The Proposed Program would not increase the number of housing units or residents within the program area because it would accommodate existing growth, and not induce population growth. Additionally, due to the built-out, urbanized nature of the program area, it is unlikely that future projects that would be reasonably foreseeable with implementation of the Proposed Program would spur population growth that could increase the usage of any offsite park or recreational facilities. As such, the Proposed Program would not increase the use of other existing recreational facilities such that substantial physical deterioration of the facilities would occur or be accelerated. Therefore, impacts would be less than significant, and no further analysis is warranted in the PEIR.

b. Include recreational facilities or require the construction or expansion of recreational facilities that might have an adverse physical effect on the environment?

Potentially Significant Impact. Construction and operation of some recreational facilities that would be reasonably foreseeable with implementation of the Proposed Program would be available for community use as well as the schools. The construction and operation of these new or expanded recreational facilities may have an adverse physical effect on the environment. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

XVII. Transportation	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Conflict with a program, plan, ordinance, or policy addressing the circulation system, including transit, roadway, bicycle and pedestrian facilities?	☒	☐	☐	☐
b. Conflict or be inconsistent with CEQA Guidelines section 15064.3, subdivision (b)?	☒	☐	☐	☐
c. Substantially increase hazards because of a geometric design feature (e.g., sharp curves or dangerous intersections) or incompatible uses (e.g., farm equipment)?	☒	☐	☐	☐
d. Result in inadequate emergency access?	☒	☐	☐	☐

Impact Analysis

Would the project:

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

Potentially Significant Impact. Applicable plans, ordinances, and policies for the Proposed Program include *San Diego Forward: The Regional Plan* (SANDAG 2015), the City of San Diego's *Traffic Impact Study Manual* (1998), and the City of San Diego's *Street Design Manual* (2002). These plans respectively establish a blueprint for the region's growth and development, provide thresholds for acceptable roadway and intersection operations, and provide guidance for the design of public right-of-way that accommodates a variety of potential users, including motorists, pedestrians, and bicyclists. The City has also produced bicycle and pedestrian master plans that provide guidelines related to multi-modal improvements.

Construction and operation that would be reasonably foreseeable with implementation of the Proposed Program could potentially increase vehicular traffic and conflict with adopted local programs, plans, ordinances, or policies that address the circulation system, including public transit, roadway, bicycle and pedestrian facilities. Therefore, a transportation impact analysis will be prepared for the Proposed Program. Impacts are potentially significant, and further analysis is warranted in the PEIR.

b. Conflict or be inconsistent with CEQA Guidelines section 15064.3, subdivision (b)?

Potentially Significant Impact.

Construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program could generate vehicle miles traveled and potentially conflict or be inconsistent with CEQA Guidelines section 15064.3, subdivision (b). Therefore, impacts are potentially significant, and further analysis is warranted in the PEIR.

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

Potentially Significant Impact. Activities at existing and new school sites that would be reasonably foreseeable with implementation of the Proposed Program could include new geometric design features or new uses that would have the potential to substantially increase hazards. Therefore, impacts are potentially significant, and further analysis is warranted in the PEIR.

d. Result in inadequate emergency access?

Potentially Significant Impact. Construction activities that would be reasonably foreseeable with implementation of the Proposed Program would have the potential to temporarily restrict access for emergency vehicles traveling to and around the school sites. Additionally, future District capital improvement projects could change the existing site plans of existing schools in a way that could result in inadequate emergency access. Therefore, impacts are potentially significant, and further analysis is warranted in the PEIR.

XVIII. Tribal Cultural Resources	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project cause a substantial adverse change in the significance of a tribal cultural resource, defined in Public Resources Code Section 21074 as a site, feature, place, cultural landscape that is geographically defined in terms of the size and scope of the landscape, sacred place, or an object with cultural value to a California Native American tribe and:				
a. Listed or eligible for listing in the California Register of Historical Resources or in a local register of historical resources, as defined in Public Resources Code Section 5020.1(k), or	☒	☐	☐	☐
b. A resource determined by the lead agency, in its discretion and supported by substantial evidence, to be significant pursuant to criteria set forth in subdivision (c) of Public Resources Code Section 5024.1. In applying the criteria set forth in subdivision (c) of Public Resource Code Section 5024.1, the lead agency shall consider the significance of the resource to a California Native American tribe.	☒	☐	☐	☐

Impact Analysis

Would the project:

Cause a substantial adverse change in the significance of a tribal cultural resource, defined in Public Resources Code Section 21074 as a site, feature, place, cultural landscape that is geographically defined in terms of the size and scope of the landscape, sacred place, or an object with cultural value to a California Native American tribe and:

a. Listed or eligible for listing in the California Register of Historical Resources or in a local register of historical resources, as defined in Public Resources Code Section 5020.1(k)?

Potentially Significant Impact. A records search at the South Coast Information Center will be conducted to determine if tribal cultural resources are present within the Program area. The Native American Heritage Commission will also be contacted to determine if sacred lands have been identified within the program area. Impacts are potentially significant, and further analysis is warranted in the PEIR.

b. A resource determined by the lead agency, in its discretion and supported by substantial evidence, to be significant pursuant to criteria set forth in subdivision (c) of Public Resources Code Section 5024.1. In applying the criteria set forth in subdivision (c) of Public Resource Code Section 5024.1, the lead agency shall consider the significance of the resource to a California Native American tribe.

Potentially Significant Impact. Pursuant to Public Resources Code Section 21080.3.1 (AB 52), California Native American Tribes traditionally and culturally affiliated with a program area can request notification of projects in their traditional cultural territory. In this instance, the Jamul Indian Village requested AB 52 consultation with the District. Construction activities that would be reasonably foreseeable with implementation of the Proposed Program have the potential to result in significant impacts on tribal cultural resources. Consequently, consultation must be completed for the Proposed Program. The District has agreed that the Jamul Indian Village will be included on the mailing list for all future project documents. Through ongoing consultation between the District and the Jamul Indian Village, the tribe has indicated areas sensitive for tribal cultural resources within the District's jurisdiction. If the tribe indicates that a future District capital improvement project is sensitive for or contains a tribal cultural resource, the District will consult with the tribe regarding evaluation and treatment. Impacts are potentially significant, and further analysis is warranted in the PEIR.

XIX. Utilities and Service Systems	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
Would the project:				
a. Require or result in the relocation or construction of new or expanded water, wastewater treatment, stormwater drainage, electric power, natural gas, or telecommunications facilities, the construction of which could cause significant environmental effects?	☒	☐	☐	☐
b. Have sufficient water supplies available to serve the project and reasonably foreseeable future development during normal, dry, and multiple dry years?	☒	☐	☐	☐
c. Result in a determination by the wastewater treatment provider that 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?	☒	☐	☐	☐
d. Generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals?	☒	☐	☐	☐
e. Comply with federal, state, and local management and reduction statutes and regulations related to solid waste?	☒	☐	☐	☐

Impact Analysis

Would the project:

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

Potentially Significant Impact. During reasonably foreseeable construction activities at existing and new school sites, excavation activities and exposed soil have the potential to temporarily increase the amount of suspended soils (sediment) in sheet flow or runoff that would enter the existing storm drain system during a rain event. Stormwater best management practices would be implemented to limit erosion, minimize sedimentation, and control stormwater runoff water quality during construction activities. Therefore, construction activities would not require construction of new stormwater drainage facilities or expansion of existing facilities.

Activities at existing schools and the acquisition and development of new schools would potentially result in changes to impervious surfaces. Therefore, alteration of the existing drainage patterns could occur, which would have the potential to substantially increase the rate or amount of surface runoff in a manner that would result in the need for new stormwater drainage facilities. In addition,

activities at existing schools that would increase enrollment and the acquisition and development of new schools would represent a new source of wastewater generation, water use, and utility use (i.e., electricity, natural gas, and telecommunications). Furthermore, new schools could be constructed on undeveloped land without utility facilities, or on developed sites that would require relocation or modifications to existing utility facilities. As such, activities that would be reasonably foreseeable with implementation of the Proposed Program would potentially require relocation or construction of new or expanded water, wastewater, stormwater drainage, electric power, natural gas, or telecommunications facilities, the construction of which could result in significant environmental impacts. Impacts would be potentially significant, and further analysis is warranted in the PEIR.

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

Potentially Significant Impact. A number of activities that would be reasonably foreseeable with implementation of the Proposed Program would not increase employees, student capacity, or operation of existing facilities, and therefore would not substantially increase water use compared to existing conditions. However, some reasonably foreseeable activities under the Proposed Program, such as a whole site modernization, could increase student enrollment or result in other modifications to existing school operations that would necessitate greater demand for water. Additionally, the acquisition and development of new schools would potentially result in increased water use. Therefore, the demand for water could increase above what currently exists at the sites. Impacts on water supplies would be potentially significant, and further analysis is warranted in the PEIR.

c. Result in a determination by the wastewater treatment provider that 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?

Potentially Significant Impact. Existing school sites are currently serviced by the City of San Diego's Metropolitan Sewerage System and are included in the City's service population. A number of activities that would be reasonably foreseeable with implementation of the Proposed Program would not result in an increase in student enrollment or modifications to existing school operations that could necessitate greater demand for wastewater treatment. Therefore, wastewater treatment requirements would not be exceeded by these activities. However, some reasonably foreseeable activities under the Proposed Program, such as a whole site modernization, could increase student enrollment or result in other modifications to existing school operations that would necessitate greater demand for wastewater treatment. In addition, the acquisition and development of new schools would generate wastewater that could potentially exceed wastewater treatment capacity. Therefore, impacts are potentially significant, and further analysis is warranted in the PEIR.

d. Generate solid waste in excess of State or local standards, or in excess of the capacity of local infrastructure, or otherwise impair the attainment of solid waste reduction goals?

Potentially Significant Impact. Construction activities that would be reasonably foreseeable with implementation of the Proposed Program would generate both recyclable and non-recyclable waste. All non-recyclable solid waste generated during construction would be taken to one of the four San Diego County landfills identified above. In accordance with the City's Construction and Demolition Debris Deposit Ordinance, at least 65% of the remaining construction and demolition debris would be recycled either on site or at local recycling facilities. However, construction activities could still generate solid waste that would exceed landfill capacity.

A number of activities that would be reasonably foreseeable with implementation of the Proposed Program would not increase employees, student capacity, or operation of existing facilities, and therefore would not substantially increase solid waste generation compared to existing conditions. However, some reasonably foreseeable activities under the Proposed Program, such as a whole site modernization, could increase student enrollment or result in other modifications to existing school operations that would generate additional solid waste. Additionally, the acquisition and development of new schools could result in a substantial new source of solid waste generation within the City's service area. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

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

Potentially Significant Impact. AB 939 established the California Integrated Waste Management Board, the State agency designated to oversee, manage, and track California's solid waste generation each year. In order to further the goals of AB 939, statewide strategies to achieve a 75% reduction goal by 2020 were established with the adoption of AB 341 in May 2012, the main component of which implemented mandatory commercial recycling by certain businesses and public entities. Local regulations include the City of San Diego Construction and Demolition Debris Deposit Ordinance, as described above.

As described in item XIX.d, non-recyclable solid waste generated during construction activities that would be reasonably foreseeable with implementation of the Proposed Program would be taken to a landfill with sufficient permitted capacity, while recyclable construction and demolition debris would be recycled in accordance with the City's Construction and Demolition Debris Deposit Ordinance. However, construction activities could still generate solid waste that would exceed landfill capacity.

A number of activities that would be reasonably foreseeable with implementation of the Proposed Program would not increase employees, student capacity, or operation of existing facilities, and therefore would not substantially increase solid waste generation compared to existing conditions. However, some reasonably foreseeable activities under the Proposed Program, such as a whole site modernization, could increase student enrollment or result in other modifications to existing school operations that would generate additional solid waste. Additionally, the acquisition and development of new schools could generate solid waste that would potentially conflict with existing solid waste regulations. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

XX. Wildfire	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
If located in or near state responsibility areas or lands classified as very high fire hazard severity zones, would the project:				
a. Substantially impair an adopted emergency response plan or emergency evacuation plan?	☐	☐	☒	☐
b. Due to slope, prevailing winds, and other factors, exacerbate wildfire risks, and thereby expose project occupants to pollutant concentrations from a wildfire or the uncontrolled spread of wildfire?	☒	☐	☐	☐
c. Require the installation or maintenance of associated infrastructure (such as roads, fuel breaks, emergency water sources, power lines, or other utilities) that may exacerbate wildfire risk or that may result in temporary or ongoing impacts to the environment?	☒	☐	☐	☐
d. Expose people or structures to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes?	☒	☐	☐	☐

State law requires all local jurisdictions to identify any VHFHSZ within their areas of responsibility (California Government Code Sections 51175–51189). Inclusion within these zones is based on vegetation density, slope severity, and other relevant factors that contribute to fire severity. According to the VHFHSZ maps prepared by the City in collaboration with the California Department of Forestry and Fire Protection, portions of the program area contain or are adjacent to areas that have been identified as a VHFHSZ and 300-foot brush buffer area (City of San Diego 2009).

Impact Analysis

Would the project:

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

Less-than-Significant Impact. Emergency management services are overseen by the San Diego Fire-Rescue Department, which responds to emergencies such as earthquakes, floods, and terrorist acts. In addition, the District maintains a Natural Hazards Mitigation Plan that addresses issues related to multiple hazards, including earthquakes, floods, wildfires, landslides, and tsunamis. Furthermore, the County of San Diego's Emergency Operations Plan describes a comprehensive emergency management system that provides for a planned response to any emergency associated with natural disasters, technological incidents, terrorism, and nuclear-related incidents. Annex Q, *Evacuation*, of the Emergency Operations Plan identifies wildfires as the most likely of six hazards that could affect the San Diego operational area and require evacuation of several communities (the other five are dam failure, earthquake, flooding, tsunami, and terrorism). This part of the Emergency

Operations Plan identifies basic protocols that dictate who is responsible for an evacuation effort and how regional resources will be requested and coordinated.

Construction activities that would be reasonably foreseeable with implementation of the Proposed Program would have the potential to temporarily restrict access for emergency vehicles traveling to and around the school sites. However, it is not anticipated that construction would result in the full closure of roadways or other means of emergency access that could substantially impair emergency evacuation in the event of a wildfire. New operations associated with future District capital improvement projects would not change the existing site access in a way that would impair or interfere with implementation of adopted emergency response plans or evacuation plans. As such, implementation of the Proposed Program would not impair or physically interfere with an emergency response, and impacts would be less than significant. No further analysis is warranted in the PEIR.

b. Due to slope, prevailing winds, and other factors, exacerbate wildfire risks, and thereby expose project occupants to pollutant concentrations from a wildfire or the uncontrolled spread of wildfire?

Potentially Significant Impact. Several existing school sites are adjacent to canyons with steep slopes, many of which are designated as a VHFHSZ. Reasonably foreseeable activities within or adjacent to areas designated as VHFHSZ have the potential to exacerbate wildfire risk, particularly if it occurs in areas with steep topography and/or prevailing winds as these conditions contribute to the spread of wildfires and make it more difficult to contain wildfires. The Proposed Program would not change the current use of any existing school sites; however, enrollment at existing schools could potentially increase from construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program. Because most wildfires are caused by humans, these increases in student enrollment could exacerbate the potential for wildfire risks. In addition, there is a potential that new school sites could be acquired and developed, which could be sited adjacent to canyons or other steep slopes designated as VHFHSZ areas. As such, reasonably foreseeable activities associated with the Proposed Program would have the potential to exacerbate wildfire risk, thereby exposing students or faculty to pollutant concentrations in the event of a wildfire. This impact would be potentially significant, and further analysis is warranted in the PEIR.

c. Require the installation or maintenance of associated infrastructure (such as roads, fuel breaks, emergency water sources, power lines, or other utilities) that may exacerbate wildfire risk or that may result in temporary or ongoing impacts to the environment?

Potentially Significant Impact. As discussed under question XIX.a, activities at existing schools that would increase enrollment and the acquisition and development of new schools would represent a new or additional source of utility demand (i.e., electricity, natural gas, and telecommunications) that could require relocation or installation of new utility connections. Furthermore, new schools could be constructed on undeveloped land without utility facilities, or on developed sites that would require relocation or modifications to existing utilities. The installation of these utilities on existing or new school or administration sites that are within or adjacent to VHFHSZ areas could exacerbate wildfire risk. Similarly, the acquisition of new school sites within or adjacent to VHFHSZ areas could require the removal of vegetation to maintain defensible spaces. Therefore, impacts would be potentially significant, and further analysis is warranted in the PEIR.

d. Expose people or structures to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes?

Potentially Significant Impact. According to the U.S. Geological Survey, fast moving and highly destructive debris flows triggered by intense rainfall are considered one of the most dangerous post-wildfire hazards. The risk of flooding and debris flows increases substantially after a wildfire due to the loss of vegetation, which leaves previously covered soil exposed during a rainstorm. The program area contains areas mapped as landslide hazard zones in the City of San Diego's Seismic Safety Study (City of San Diego 2008). As a result, these areas are already prone to landslides, which could be exacerbated following a wildfire. Existing school and administration sites are located downslope of these areas and new school sites could also be developed in these areas. Therefore, reasonably foreseeable activities associated with the Proposed Program could expose people or structures to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes. Impacts would be potentially significant, and further analysis is warranted in the PEIR.

XXI. Mandatory Findings of Significance	Potentially Significant Impact	Less-than-Significant Impact with Mitigation Incorporated	Less-than-Significant Impact	No Impact
a. Does the project have the potential to substantially degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, substantially reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of the major periods of California history or prehistory?	☒	☐	☐	☐
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.)	☒	☐	☐	☐
c. Does the project have environmental effects that will cause substantial adverse effects on human beings, either directly or indirectly?	☒	☐	☐	☐

Impact Analysis

a. Does the project have the potential to substantially degrade the quality of the environment, substantially reduce the habitat of a fish or wildlife species, cause a fish or wildlife population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, substantially reduce the number or restrict the range of a rare or endangered plant or animal, or eliminate important examples of the major periods of California history or prehistory?

Potentially Significant Impact. As discussed under Section IV, *Biological Resources,* construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program would result in potentially significant impacts on biological resources. These activities would have the potential to substantially degrade the quality of the environment, substantially reduce species' habitats, cause a species' population to drop below self-sustaining levels, threaten to eliminate a plant or animal community, and substantially reduce the number of rare or endangered species. In addition, as discussed under Section V, *Cultural Resources*, impacts on cultural and historical resources within the program area would be potentially significant. The loss and/or destruction of cultural and historical resources would affect important examples of the major periods of California history or prehistory. Therefore, impacts are potentially significant, and further analysis is warranted in the PEIR.

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.)

Potentially Significant Impact. State CEQA Guidelines Section 15130 requires a discussion of the cumulative impacts of a project when the project's incremental effect is "cumulatively considerable," meaning that the project's incremental effects are considerable when viewed in connection with the effects of past, current, and probable future projects. The cumulative impacts discussion does not need to provide as much detail as is provided in the analysis of project-specific impacts and should be guided by the standards of practicality and reasonableness.

As determined by this Initial Study, there may be potentially significant effects related to aesthetics, air quality, biological resources, cultural resources, geology and soils, GHG emissions, hazards and hazardous materials, hydrology and water quality, land use and planning, noise and vibration, recreation, transportation and traffic, tribal cultural resources, and utilities and service systems. Therefore, further analysis of the Proposed Program's potential contribution to cumulative impacts related to these resources is warranted in the PEIR.

Because the Proposed Program would have no impact on agriculture and forestry resources, mineral resources, population and housing, or public services it was determined that the Proposed Program would have no potential to result in cumulative impacts related to these resource areas. Further analysis of the cumulative effect on these resources is not warranted in the PEIR.

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

Potentially Significant Impact. A discussion of direct and indirect effects on human beings will be provided in the forthcoming PEIR. As demonstrated in the analysis in this Initial Study, construction and operational activities that would be reasonably foreseeable with implementation of the Proposed Program would potentially result in substantial adverse effects on the environment, including human beings, either directly or indirectly. Specific environmental impacts that could have a substantial adverse effect on human beings include potential construction-related health risks and construction- and operation-related noise and vibration levels. Furthermore, cumulative impacts associated with the Proposed Program would be potentially significant. Therefore, the effects on human beings as a result of the Proposed Program would be potentially significant, and further analysis is warranted in the PEIR.

Chapter 4
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Chapter 5
List of Preparers

San Diego Unified School District

Paul Garcia	Facilities Development CEQA Coordinator
Tom Calhoun	Lead Project Manager, Facilities Planning and Construction

ICF

Kathie Washington	Project Director
Elyssa Figari	Project Manager
Tristan Evert	Deputy Project Manager
Claudia Watts	Environmental Planner
Matt McFalls	Air Quality and Greenhouse Gas Emissions
Karen Crawford	Technical Director, Cultural Resources
Karolina Chmiel	Cultural Resources (Pre Historic)
Tim Yates, Ph.D.	Cultural Resources (Historic)
Jonathan Higginson	Noise and Vibration
David Duncan	Graphics/GIS
Ken Cherry	Editor

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Comment Letters

STATE OF CALIFORNIA

Governor's Office of Planning and Research

State Clearinghouse and Planning Unit

Gavin Newsom
Governor

Kate Gordon
Director

Notice of Preparation

March 22, 2019

To: Reviewing Agencies

Re: Capital Improvement Program
SCH# 2019039131

Attached for your review and comment is the Notice of Preparation (NOP) for the Capital Improvement Program draft Environmental Impact Report (EIR).

Responsible agencies must transmit their comments on the scope and content of the NOP, focusing on specific information related to their own statutory responsibility, within 30 days of receipt of the NOP from the Lead Agency. This is a courtesy notice provided by the State Clearinghouse with a reminder for you to comment in a timely manner. We encourage other agencies to also respond to this notice and express their concerns early in the environmental review process.

Please direct your comments to:

Paul Garcia
San Diego Unified School District
4860 Ruffner Street, Annex Room 5
San Diego, CA 92111

with a copy to the State Clearinghouse in the Office of Planning and Research at state.clearinghouse@opr.ca.gov . Please refer to the SCH number noted above in all correspondence concerning this project on our website: https://ceqanet.opr.ca.gov/2019039131/2.

If you have any questions about the environmental document review process, please call the State Clearinghouse at (916) 445-0613.

Sincerely,

Scott Morgan
Director, State Clearinghouse

cc: Lead Agency

Print Form

Appendix C

Notice of Completion & Environmental Document Transmittal

Mail to: State Clearinghouse, P.O. Box 3044, Sacramento, CA 95812-3044 (916) 445-0613
For Hand Delivery/Street Address: 1400 Tenth Street, Sacramento, CA 95814

SCH# 2019039137

Project Title: Capital Improvement Program

Lead Agency: San Diego Unified School District — Contact Person: Paul Garcia
Mailing Address: 4860 Ruffner Street, Annex Room 5 — Phone: 858-637-6290
City: San Diego — Zip: 92111 — County: San Diego

Project Location: County: San Diego — City/Nearest Community: City of San Diego
Cross Streets: N/A — Zip Code: Varies
Longitude/Latitude (degrees, minutes and seconds): ____° ____′ ____″ N / ____° ____′ ____″ W — Total Acres: N/A
Assessor's Parcel No.: N/A — Section: N/A — Twp.: N/A — Range: N/A — Base: N/A
Within 2 Miles: State Hwy #: I-5, I-15, I-805, I-8, SR-163 — Waterways: Pacific Ocean, San Diego Bay, Mission Bay
Airports: SDIA, Montgomery Field, MCA — Railways: Amtrak, BNSF, NCTD — Schools: All schools in City of San

Document Type:

CEQA: ☒ NOP ☐ Early Cons ☐ Neg Dec ☐ Mit Neg Dec
☐ Draft EIR ☐ Supplement/Subsequent EIR (Prior SCH No.) ____ Other: ____
NEPA: ☐ NOI ☐ EA ☐ Draft EIS ☐ FONSI
Other: ☐ Joint Document ☐ Final Document ☐ Other: ____

Governor's Office of Planning & Research
MAR 22 2019
STATE CLEARINGHOUSE

Local Action Type:

☐ General Plan Update ☐ General Plan Amendment ☐ General Plan Element ☐ Community Plan
☐ Specific Plan ☐ Master Plan ☐ Planned Unit Development ☐ Site Plan
☐ Rezone ☐ Prezone ☐ Use Permit ☐ Land Division (Subdivision, etc.)
☐ Annexation ☐ Redevelopment ☐ Coastal Permit ☒ Other: Capital Improve

Development Type:

☐ Residential: Units ____ Acres ____
☐ Office: Sq.ft. ____ Acres ____ Employees ____
☐ Commercial: Sq.ft. ____ Acres ____ Employees ____
☐ Industrial: Sq.ft. ____ Acres ____ Employees ____
☒ Educational: Capital improvements to District Facilities
☐ Recreational: ____
☐ Water Facilities: Type ____ MGD ____
☐ Transportation: Type ____
☐ Mining: Mineral ____
☐ Power: Type ____ MW ____
☐ Waste Treatment: Type ____ MGD ____
☐ Hazardous Waste: Type ____
☐ Other: ____

Project Issues Discussed in Document:

☒ Aesthetic/Visual
☐ Agricultural Land
☒ Air Quality
☒ Archeological/Historical
☒ Biological Resources
☒ Coastal Zone
☒ Drainage/Absorption
☐ Economic/Jobs
☐ Fiscal
☒ Flood Plain/Flooding
☒ Forest Land/Fire Hazard
☒ Geologic/Seismic
☐ Minerals
☒ Noise
☐ Population/Housing Balance
☐ Public Services/Facilities
☒ Recreation/Parks
☒ Schools/Universities
☐ Septic Systems
☒ Sewer Capacity
☒ Soil Erosion/Compaction/Grading
☒ Solid Waste
☒ Toxic/Hazardous
☒ Traffic/Circulation
☒ Vegetation
☒ Water Quality
☒ Water Supply/Groundwater
☒ Wetland/Riparian
☒ Growth Inducement
☒ Land Use
☒ Cumulative Effects
☒ Other: GHG, Energy, Wild

Present Land Use/Zoning/General Plan Designation:

Varies per District site

Project Description: *(please use a separate page if necessary)*

The District proposes to establish and implement its Capital Improvement Program (Proposed Program) to repair, renovate, and revitalize District schools and administration facilities. The repair, renovation, and revitalization projects associated with the Proposed Program would include a wide range of future construction and operational activities on either existing school sites or administration facilities or on new, currently unidentified sites. The Proposed Program consists of eight project categories that represent typical capital improvement projects that could be implemented at any of the District's schools and administrative sites.

Note: The State Clearinghouse will assign identification numbers for all new projects. If a SCH number already exists for a project (e.g. Notice of Preparation or previous draft document) please fill in.

Revised 2010

Reviewing Agencies Checklist

Lead Agencies may recommend State Clearinghouse distribution by marking agencies below with and "**X**".
If you have already sent your document to the agency please denote that with an "**S**".

X Air Resources Board
___ Boating & Waterways, Department of
___ California Emergency Management Agency
___ California Highway Patrol
X Caltrans District #11
X Caltrans Division of Aeronautics
X Caltrans Planning
___ Central Valley Flood Protection Board
___ Coachella Valley Mtns. Conservancy
X Coastal Commission
___ Colorado River Board
___ Conservation, Department of
___ Corrections, Department of
___ Delta Protection Commission
___ Education, Department of
___ Energy Commission
X Fish & Game Region #5
___ Food & Agriculture, Department of
___ Forestry and Fire Protection, Department of
___ General Services, Department of
___ Health Services, Department of
___ Housing & Community Development
X Native American Heritage Commission

X Office of Historic Preservation
X Office of Public School Construction
___ Parks & Recreation, Department of
___ Pesticide Regulation, Department of
___ Public Utilities Commission
X Regional WQCB #9
X Resources Agency
___ Resources Recycling and Recovery, Department of
___ S.F. Bay Conservation & Development Comm.
___ San Gabriel & Lower L.A. Rivers & Mtns. Conservancy
___ San Joaquin River Conservancy
___ Santa Monica Mtns. Conservancy
___ State Lands Commission
___ SWRCB: Clean Water Grants
___ SWRCB: Water Quality
___ SWRCB: Water Rights
___ Tahoe Regional Planning Agency
X Toxic Substances Control, Department of
___ Water Resources, Department of

___ Other: ___
___ Other: ___

Local Public Review Period (to be filled in by lead agency)

Starting Date March 22, 2019 Ending Date April 22, 2019

Lead Agency (Complete if applicable):

Consulting Firm: ICF
Address: 525 B Street, Suite 1700
City/State/Zip: San Diego, CA 92101
Contact: Kathie Washington
Phone: 858-444-3565

Applicant: San Diego Unified School District
Address: 4860 Ruffner Street, Annex Room 5
City/State/Zip: San Diego, CA 92111
Phone: 858-637-6290

Signature of Lead Agency Representative: Kathie **Date:** 3/21/19

Authority cited: Section 21083, Public Resources Code. Reference: Section 21161, Public Resources Code.

NOP Distribution List

County: San Diego

SCH# 2019039131

esources Agency

- [x] **Resources Agency**
  Nadell Gayou
- [ ] **Dept. of Boating & Waterways**
  Denise Peterson
- [x] **California Coastal Commission**
  Allyson Hitt
- [ ] **Colorado River Board**
  Elsa Contreras
- [ ] **Dept. of Conservation**
  Crina Chan
- [ ] **Cal Fire**
  Dan Foster
- [ ] **Central Valley Flood Protection Board**
  James Herota
- [ ] **Office of Historic Preservation**
  Ron Parsons
- [x] **Dept of Parks & Recreation**
  Environmental Stewardship Section
- [ ] **S.F. Bay Conservation & Dev't. Comm.**
  Steve Goldbeck
- [ ] **Dept. of Water Resources**
  Resources Agency
  Nadell Gayou

Fish and Game

- [ ] **Depart. of Fish & Wildlife**
  Scott Flint
  Environmental Services Division
- [ ] **Fish & Wildlife Region 1**
  Curt Babcock
- [ ] **Fish & Wildlife Region 1E**
  Laurie Harnsberger
- [ ] **Fish & Wildlife Region 2**
  Jeff Drongesen
- [ ] **Fish & Wildlife Region 3**
  Craig Weightman
- [ ] **Fish & Wildlife Region 4**
  Julie Vance
- [x] **Fish & Wildlife Region 5**
  Leslie Newton-Reed
  Habitat Conservation Program
- [ ] **Fish & Wildlife Region 6**
  Tiffany Ellis
  Habitat Conservation Program
- [ ] **Fish & Wildlife Region 6 I/M**
  Heidi Calvert
  Inyo/Mono, Habitat Conservation Program
- [ ] **Dept. of Fish & Wildlife M**
  William Paznokas
  Marine Region

Other Departments

- [x] **California Department of Education**
  Lesley Taylor
- [ ] **OES (Office of Emergency Services)**
  Monique Wilber
- [ ] **Food & Agriculture**
  Sandra Schubert
  Dept. of Food and Agriculture
- [x] **Dept. of General Services**
  Cathy Buck
  Environmental Services Section
- [ ] **Housing & Comm. Dev.**
  CEQA Coordinator
  Housing Policy Division

Independent Commissions,Boards

- [ ] **Delta Protection Commission**
  Erik Vink
- [ ] **Delta Stewardship Council**
  Anthony Navasero
- [ ] **California Energy Commission**
  Eric Knight
- [x] **Native American Heritage Comm.**
  Debbie Treadway
- [x] **Public Utilities Commission**
  Supervisor
- [ ] **Santa Monica Bay Restoration**
  Guangyu Wang
- [x] **State Lands Commission**
  Jennifer Deleong
- [ ] **Tahoe Regional Planning Agency (TRPA)**
  Cherry Jacques

Cal State Transportation Agency CalSTA

- [x] **Caltrans - Division of Aeronautics**
  Philip Crimmins
- [ ] **Caltrans – Planning HQ LD-IGR**
  Christian Bushong
- [x] **California Highway Patrol**
  Suzann Ikeuchi
  Office of Special Projects

Dept. of Transportation

- [ ] **Caltrans, District 1**
  Rex Jackman
- [ ] **Caltrans, District 2**
  Marcelino Gonzalez
- [ ] **Caltrans, District 3**
  Susan Zanchi
- [ ] **Caltrans, District 4**
  Patricia Maurice
- [ ] **Caltrans, District 5**
  Larry Newland
- [ ] **Caltrans, District 6**
  Michael Navarro
- [ ] **Caltrans, District 7**
  Dianna Watson
- [ ] **Caltrans, District 8**
  Mark Roberts
- [ ] **Caltrans, District 9**
  Gayle Rosander
- [ ] **Caltrans, District 10**
  Tom Dumas
- [x] **Caltrans, District 11**
  Jacob Armstrong
- [ ] **Caltrans, District 12**
  Maureen El Harake

Cal EPA

Air Resources Board

- [ ] **Airport & Freight**
  Jack Wursten
  - **Transportation Projects**
    Nesamani Kalandiyur
  - [ ] **Industrial/Energy Projects**
    Mike Tollstrup
- [ ] **California Department of Resources, Recycling & Recovery**
  Kevin Taylor/Jeff Esquivel
- [ ] **State Water Resources Control Board**
  Regional Programs Unit
  Division of Financial Assistance
- **State Water Resources Control Board**
  Cindy Forbes – Asst Deputy
  Division of Drinking Water
- [ ] **State Water Resources Control Board**
  Div. Drinking Water #_____
- [x] **State Water Resources Control Board**
  Student Intern, 401 Water Quality Certification Unit
  Division of Water Quality
- [ ] **State Water Resouces Control Board**
  Phil Crader
  Division of Water Rights
- [x] **Dept. of Toxic Substances Control Reg. #_____**
  CEQA Tracking Center
- [ ] **Department of Pesticide Regulation**
  CEQA Coordinator

Regional Water Quality Control Board (RWQCB)

- [ ] **RWQCB 1**
  Cathleen Hudson
  North Coast Region (1)
- [ ] **RWQCB 2**
  Environmental Document Coordinator
  San Francisco Bay Region (2)
- [ ] **RWQCB 3**
  Central Coast Region (3)
- [ ] **RWQCB 4**
  Teresa Rodgers
  Los Angeles Region (4)
- [ ] **RWQCB 5S**
  Central Valley Region (5)
  - [ ] **RWQCB 5F**
    Central Valley Region (5)
    Fresno Branch Office
  - [ ] **RWQCB 5R**
    Central Valley Region (5)
    Redding Branch Office
- [ ] **RWQCB 6**
  Lahontan Region (6)
  - [ ] **RWQCB 6V**
    Lahontan Region (6)
    Victorville Branch Office
- [ ] **RWQCB 7**
  Colorado River Basin Region (7)
- [ ] **RWQCB 8**
  Santa Ana Region (8)
- [x] **RWQCB 9**
  San Diego Region (9)

- [ ] **Other** _____
  _____
  _____
- [ ] _____
  Conservancy

Last Updated 5/22/18

NATIVE AMERICAN HERITAGE COMMISSION
Cultural and Environmental Department
1550 Harbor Blvd., Suite 100
West Sacramento, CA 95691 Phone (916) 373-3710
Email: nahc@nahc.ca.gov
Website: http://www.nahc.ca.gov
Twitter: @CA_NAHC

April 2, 2019

Paul Garcia
San Diego Unifies School District
4860 Ruffner St., Annex Room 5
San Diego, CA 92111

RE: SCH# 2019039131 Capital Improvement Program, San Diego County

Dear Mr. Garcia:

The Native American Heritage Commission (NAHC) has received the Notice of Preparation (NOP), Draft Environmental Impact Report (DEIR) or Early Consultation for the project referenced above. The California Environmental Quality Act (CEQA) (Pub. Resources Code §21000 et seq.), specifically Public Resources Code §21084.1, states that a project that may cause a substantial adverse change in the significance of a historical resource, is a project that may have a significant effect on the environment. (Pub. Resources Code § 21084.1; Cal. Code Regs., tit.14, §15064.5 (b) (CEQA Guidelines §15064.5 (b)). If there is substantial evidence, in light of the whole record before a lead agency, that a project may have a significant effect on the environment, an Environmental Impact Report (EIR) shall be prepared. (Pub. Resources Code §21080 (d); Cal. Code Regs., tit. 14, § 5064 subd.(a)(1) (CEQA Guidelines §15064 (a)(1)). In order to determine whether a project will cause a substantial adverse change in the significance of a historical resource, a lead agency will need to determine whether there are historical resources within the area of potential effect (APE).

CEQA was amended significantly in 2014. Assembly Bill 52 (Gatto, Chapter 532, Statutes of 2014) (AB 52) amended CEQA to create a separate category of cultural resources, "tribal cultural resources" (Pub. Resources Code §21074) and provides that a project with an effect that may cause a substantial adverse change in the significance of a tribal cultural resource is a project that may have a significant effect on the environment. (Pub. Resources Code §21084.2). Public agencies shall, when feasible, avoid damaging effects to any tribal cultural resource. (Pub. Resources Code §21084.3 (a)). **AB 52 applies to any project for which a notice of preparation, a notice of negative declaration, or a mitigated negative declaration is filed on or after July 1, 2015.** If your project involves the adoption of or amendment to a general plan or a specific plan, or the designation or proposed designation of open space, on or after March 1, 2005, it may also be subject to Senate Bill 18 (Burton, Chapter 905, Statutes of 2004) (SB 18). **Both SB 18 and AB 52 have tribal consultation requirements**. If your project is also subject to the federal National Environmental Policy Act (42 U.S.C. § 4321 et seq.) (NEPA), the tribal consultation requirements of Section 106 of the National Historic Preservation Act of 1966 (154 U.S.C. 300101, 36 C.F.R. §800 et seq.) may also apply.

The NAHC recommends consultation with California Native American tribes that are traditionally and culturally affiliated with the geographic area of your proposed project as early as possible in order to avoid inadvertent discoveries of Native American human remains and best protect tribal cultural resources. Below is a brief summary of portions of AB 52 and SB 18 as well as the NAHC's recommendations for conducting cultural resources assessments.

Consult your legal counsel about compliance with AB 52 and SB 18 as well as compliance with any other applicable laws.

AB 52

AB 52 has added to CEQA the additional requirements listed below, along with many other requirements:

1. Fourteen Day Period to Provide Notice of Completion of an Application/Decision to Undertake a Project: Within fourteen (14) days of determining that an application for a project is complete or of a decision by a public agency to undertake a project, a lead agency shall provide formal notification to a designated contact of, or tribal representative of, traditionally and culturally affiliated California Native American tribes that have requested notice, to be accomplished by at least one written notice that includes:
    a. A brief description of the project.
    b. The lead agency contact information.
    c. Notification that the California Native American tribe has 30 days to request consultation. (Pub. Resources Code §21080.3.1 (d)).
    d. A "California Native American tribe" is defined as a Native American tribe located in California that is on the contact list maintained by the NAHC for the purposes of Chapter 905 of Statutes of 2004 (SB 18). (Pub. Resources Code §21073).

2. Begin Consultation Within 30 Days of Receiving a Tribe's Request for Consultation and Before Releasing a Negative Declaration, Mitigated Negative Declaration, or Environmental Impact Report: A lead agency shall begin the consultation process within 30 days of receiving a request for consultation from a California Native American tribe that is traditionally and culturally affiliated with the geographic area of the proposed project. (Pub. Resources Code §21080.3.1, subds. (d) and (e)) and prior to the release of a negative declaration, mitigated negative declaration or Environmental Impact Report. (Pub. Resources Code §21080.3.1(b)).
    a. For purposes of AB 52, "consultation shall have the same meaning as provided in Gov. Code §65352.4 (SB 18). (Pub. Resources Code §21080.3.1 (b)).

3. Mandatory Topics of Consultation If Requested by a Tribe: The following topics of consultation, if a tribe requests to discuss them, are mandatory topics of consultation:
    a. Alternatives to the project.
    b. Recommended mitigation measures.
    c. Significant effects. (Pub. Resources Code §21080.3.2 (a)).

4. Discretionary Topics of Consultation: The following topics are discretionary topics of consultation:
    a. Type of environmental review necessary.
    b. Significance of the tribal cultural resources.
    c. Significance of the project's impacts on tribal cultural resources.
    d. If necessary, project alternatives or appropriate measures for preservation or mitigation that the tribe may recommend to the lead agency. (Pub. Resources Code §21080.3.2 (a)).

5. Confidentiality of Information Submitted by a Tribe During the Environmental Review Process: With some exceptions, any information, including but not limited to, the location, description, and use of tribal cultural resources submitted by a California Native American tribe during the environmental review process shall not be included in the environmental document or otherwise disclosed by the lead agency or any other public agency to the public, consistent with Government Code §6254 (r) and §6254.10. Any information submitted by a California Native American tribe during the consultation or environmental review process shall be published in a confidential appendix to the environmental document unless the tribe that provided the information consents, in writing, to the disclosure of some or all of the information to the public. (Pub. Resources Code §21082.3 (c)(1)).

6. Discussion of Impacts to Tribal Cultural Resources in the Environmental Document: If a project may have a significant impact on a tribal cultural resource, the lead agency's environmental document shall discuss both of the following:
    a. Whether the proposed project has a significant impact on an identified tribal cultural resource.
    b. Whether feasible alternatives or mitigation measures, including those measures that may be agreed to pursuant to Public Resources Code §21082.3, subdivision (a), avoid or substantially lessen the impact on the identified tribal cultural resource. (Pub. Resources Code §21082.3 (b)).

7. Conclusion of Consultation: Consultation with a tribe shall be considered concluded when either of the following occurs:
    a. The parties agree to measures to mitigate or avoid a significant effect, if a significant effect exists, on a tribal cultural resource; or
    b. A party, acting in good faith and after reasonable effort, concludes that mutual agreement cannot be reached. (Pub. Resources Code §21080.3.2 (b)).

8. Recommending Mitigation Measures Agreed Upon in Consultation in the Environmental Document: Any mitigation measures agreed upon in the consultation conducted pursuant to Public Resources Code §21080.3.2 shall be recommended for inclusion in the environmental document and in an adopted mitigation monitoring and reporting program, if determined to avoid or lessen the impact pursuant to Public Resources Code §21082.3, subdivision (b), paragraph 2, and shall be fully enforceable. (Pub. Resources Code §21082.3 (a)).

9. Required Consideration of Feasible Mitigation: If mitigation measures recommended by the staff of the lead agency as a result of the consultation process are not included in the environmental document or if there are no agreed upon mitigation measures at the conclusion of consultation, or if consultation does not occur, and if substantial evidence demonstrates that a project will cause a significant effect to a tribal cultural resource, the lead agency shall consider feasible mitigation pursuant to Public Resources Code §21084.3 (b). (Pub. Resources Code §21082.3 (e)).

10. Examples of Mitigation Measures That, If Feasible, May Be Considered to Avoid or Minimize Significant Adverse Impacts to Tribal Cultural Resources:
    a. Avoidance and preservation of the resources in place, including, but not limited to:
        i. Planning and construction to avoid the resources and protect the cultural and natural context.
        ii. Planning greenspace, parks, or other open space, to incorporate the resources with culturally appropriate protection and management criteria.
    b. Treating the resource with culturally appropriate dignity, taking into account the tribal cultural values and meaning of the resource, including, but not limited to, the following:
        i. Protecting the cultural character and integrity of the resource.
        ii. Protecting the traditional use of the resource.
        iii. Protecting the confidentiality of the resource.
    c. Permanent conservation easements or other interests in real property, with culturally appropriate management criteria for the purposes of preserving or utilizing the resources or places.
    d. Protecting the resource. (Pub. Resource Code §21084.3 (b)).
    e. Please note that a federally recognized California Native American tribe or a non-federally recognized California Native American tribe that is on the contact list maintained by the NAHC to protect a California prehistoric, archaeological, cultural, spiritual, or ceremonial place may acquire and hold conservation easements if the conservation easement is voluntarily conveyed. (Civ. Code §815.3 (c)).
    f. Please note that it is the policy of the state that Native American remains and associated grave artifacts shall be repatriated. (Pub. Resources Code §5097.991).

11. Prerequisites for Certifying an Environmental Impact Report or Adopting a Mitigated Negative Declaration or Negative Declaration with a Significant Impact on an Identified Tribal Cultural Resource: An Environmental Impact Report may not be certified, nor may a mitigated negative declaration or a negative declaration be adopted unless one of the following occurs:
    a. The consultation process between the tribes and the lead agency has occurred as provided in Public Resources Code §21080.3.1 and §21080.3.2 and concluded pursuant to Public Resources Code §21080.3.2.
    b. The tribe that requested consultation failed to provide comments to the lead agency or otherwise failed to engage in the consultation process.
    c. The lead agency provided notice of the project to the tribe in compliance with Public Resources Code §21080.3.1 (d) and the tribe failed to request consultation within 30 days. (Pub. Resources Code §21082.3 (d)).

The NAHC's PowerPoint presentation titled, "Tribal Consultation Under AB 52: Requirements and Best Practices" may be found online at: http://nahc.ca.gov/wp-content/uploads/2015/10/AB52TribalConsultation_CalEPAPDF.pdf

SB 18

SB 18 applies to local governments and requires local governments to contact, provide notice to, refer plans to, and consult with tribes prior to the adoption or amendment of a general plan or a specific plan, or the designation of open space. (Gov. Code §65352.3). Local governments should consult the Governor's Office of Planning and Research's "Tribal Consultation Guidelines," which can be found online at: https://www.opr.ca.gov/docs/09_14_05_Updated_Guidelines_922.pdf

Some of SB 18's provisions include:

1. Tribal Consultation: If a local government considers a proposal to adopt or amend a general plan or a specific plan, or to designate open space it is required to contact the appropriate tribes identified by the NAHC by requesting a "Tribal Consultation List." If a tribe, once contacted, requests consultation the local government must consult with the tribe on the plan proposal. **A tribe has 90 days from the date of receipt of notification to request consultation unless a shorter timeframe has been agreed to by the tribe.** (Gov. Code §65352.3 (a)(2)).
2. No Statutory Time Limit on SB 18 Tribal Consultation. There is no statutory time limit on SB 18 tribal consultation.
3. Confidentiality: Consistent with the guidelines developed and adopted by the Office of Planning and Research pursuant to Gov. Code §65040.2, the city or county shall protect the confidentiality of the information concerning the specific identity, location, character, and use of places, features and objects described in Public Resources Code §5097.9 and §5097.993 that are within the city's or county's jurisdiction. (Gov. Code §65352.3 (b)).
4. Conclusion of SB 18 Tribal Consultation: Consultation should be concluded at the point in which:
    a. The parties to the consultation come to a mutual agreement concerning the appropriate measures for preservation or mitigation; or
    b. Either the local government or the tribe, acting in good faith and after reasonable effort, concludes that mutual agreement cannot be reached concerning the appropriate measures of preservation or mitigation. (Tribal Consultation Guidelines, Governor's Office of Planning and Research (2005) at p. 18).

Agencies should be aware that neither AB 52 nor SB 18 precludes agencies from initiating tribal consultation with tribes that are traditionally and culturally affiliated with their jurisdictions before the timeframes provided in AB 52 and SB 18. For that reason, we urge you to continue to request Native American Tribal Contact Lists and "Sacred Lands File" searches from the NAHC. The request forms can be found online at: http://nahc.ca.gov/resources/forms/

NAHC Recommendations for Cultural Resources Assessments

To adequately assess the existence and significance of tribal cultural resources and plan for avoidance, preservation in place, or barring both, mitigation of project-related impacts to tribal cultural resources, the NAHC recommends the following actions:

1. Contact the appropriate regional California Historical Research Information System (CHRIS) Center (http://ohp.parks.ca.gov/?page_id=1068) for an archaeological records search. The records search will determine:
    a. If part or all of the APE has been previously surveyed for cultural resources.
    b. If any known cultural resources have already been recorded on or adjacent to the APE.
    c. If the probability is low, moderate, or high that cultural resources are located in the APE.
    d. If a survey is required to determine whether previously unrecorded cultural resources are present.

2. If an archaeological inventory survey is required, the final stage is the preparation of a professional report detailing the findings and recommendations of the records search and field survey.
    a. The final report containing site forms, site significance, and mitigation measures should be submitted immediately to the planning department. All information regarding site locations, Native American human remains, and associated funerary objects should be in a separate confidential addendum and not be made available for public disclosure.
    b. The final written report should be submitted within 3 months after work has been completed to the appropriate regional CHRIS center.

3. Contact the NAHC for:
   a. A Sacred Lands File search. Remember that tribes do not always record their sacred sites in the Sacred Lands File, nor are they required to do so. A Sacred Lands File search is not a substitute for consultation with tribes that are traditionally and culturally affiliated with the geographic area of the project's APE.
   b. A Native American Tribal Consultation List of appropriate tribes for consultation concerning the project site and to assist in planning for avoidance, preservation in place, or, failing both, mitigation measures.

4. Remember that the lack of surface evidence of archaeological resources (including tribal cultural resources) does not preclude their subsurface existence.
   a. Lead agencies should include in their mitigation and monitoring reporting program plan provisions for the identification and evaluation of inadvertently discovered archaeological resources per Cal. Code Regs., tit. 14, §15064.5(f) (CEQA Guidelines §15064.5(f)). In areas of identified archaeological sensitivity, a certified archaeologist and a culturally affiliated Native American with knowledge of cultural resources should monitor all ground-disturbing activities.
   b. Lead agencies should include in their mitigation and monitoring reporting program plans provisions for the disposition of recovered cultural items that are not burial associated in consultation with culturally affiliated Native Americans.
   c. Lead agencies should include in their mitigation and monitoring reporting program plans provisions for the treatment and disposition of inadvertently discovered Native American human remains. Health and Safety Code §7050.5, Public Resources Code §5097.98, and Cal. Code Regs., tit. 14, §15064.5, subdivisions (d) and (e) (CEQA Guidelines §15064.5, subds. (d) and (e)) address the processes to be followed in the event of an inadvertent discovery of any Native American human remains and associated grave goods in a location other than a dedicated cemetery.

If you have any questions or need additional information, please contact me at my email address: Steven.Quinn@nahc.ca.gov.

Sincerely,

for

Steven Quinn
Associate Governmental Program Analyst

cc: State Clearinghouse

The City of
SAN DIEGO
Planning Department

April 22, 2019

Paul Garcia, CEQA Environmental Coordinator
San Diego Unified School District
Facilities Planning & Construction/Annex 5
4860 Ruffner Street
San Diego, CA 92111

SUBJECT: CITY OF SAN DIEGO COMMENTS ON THE NOTICE OF PREPARATION OF AN ENVRIONMENTAL IMPACT REPORT FOR THE SAN DIEGO UNIFIED SCHOOL DISTRICT CAPITAL IMPROVEMENT PROGRAM

Dear Mr. Garcia:

The City of San Diego ("City") Planning Department has received the Notice of Preparation (NOP) and Initial Study prepared for the Program Environmental Impact Report (PEIR) for the San Diego Unified School District (SDUSD) Capital Improvement Program and distributed it to applicable City departments for review. The City, as a Responsible Agency under CEQA, has reviewed the NOP and appreciates this opportunity to provide comments to the SDUSD. The City looks forward to continued coordination with the SDUSD and other local, regional, state, and federal agencies. In response to this request for public comments, the City has the following comments on the NOP and Initial Study for your consideration.

TRANSPORTATION AND STORM WATER DEPARTMENT – STORM WATER DIVISION
Mark Stephens – Associate Planner

Pages 2-1 to 2-12, Project Description. How and when site specific information will be reflected in the environmental review process is a critical consideration. Project description information and baseline environmental conditions are presented at a general programmatic level. Key factors in evaluating potential hydrology, water quality, and drainage infrastructure effects, for instance, will often hinge on specific local conditions and project design and timing. This perspective is reflected in the following comments, and the Draft PEIR should include guidance to assure sufficient detail is at least provided through additional environmental review per Section 15168 of State CEQA Guidelines.

Pages 3-11 to 3-14, IV. Biological Resources. We concur with the SDUSD's assessment that further analysis of potentially significant impacts is required in the Draft PEIR. This should include site specific considerations, as applicable, based on state, federal, and local biological regulations, plans, and/or policies.

Pages 3-25 to 3-26, X. Hydrology and Water Quality. We concur that further analysis of potentially significant impacts is required in the Draft PEIR. As projects are proposed and designed, analysis should drill down to a project level.

Pages 3-26 to 3-27, X. Hydrology and Water Quality. Note that City of San Diego Council Policy 800-04 requires a flood plain management program be applied to flood plain areas designated on flood hazard boundary maps (areas subject to inundation by the 100-year frequency flood) as furnished by the National Flood Insurance Administration. The program consists of applying floodway (FW) and flood plain fringe (FPF) zoning to flood plains within the City and regulating ongoing development in accordance with the applicable zoning regulations. This Council Policy also states that diversion of the natural flow of storm water runoff from one runoff area to another shall not be permitted without specific approval of the City. We request further consideration of the proposed program's potential to place structures within a 100-year flood hazard area that could impede or redirect flood flows, including within the boundaries of any existing school sites located in the 100-year floodplain. This is requested to assure compliance with Council Policy 800-04 and document the less than significant impact determination.

Pages 3-39 to 3-40, XIX. Utilities and Service Systems. Note that per City of San Diego Council Policy 800-04, the responsibility for construction of storm water drainage facilities is based upon the following general criteria: a. It is the basic responsibility of any owner or holder of land to accept and provide a suitable conveyance and outlet for the natural upstream flow of storm water runoff passing through or originating from such land. b. Diversion of the natural flow of storm water runoff from one runoff area to another shall not be permitted without specific approval of the City. The City will generally accept responsibility for maintenance of public drainage facilities which are designed and constructed to City standards and located within a public street or drainage easement dedicated to the City. d. The City will accept drainage easements only when drainage facilities are installed to the standards established by the City. e. The construction and maintenance of drainage facilities for limited drainage areas, where runoff is clearly from private property and the drainage facilities are of local benefit, is the responsibility of the private property owners affected.

DEVELOPMENT SERVICES DEPARTMENT
Ismail Elhamad – Associate Traffic Engineer

- The Transportation Impact Analysis in the Draft PEIR should follow the guidelines of the *City of San Diego Traffic Impact Study Manual, July 1998,* including various scenarios to be included, for all transportation facilities within the City evaluated.

- The Transportation Impact Analysis in the Draft PEIR should apply the *City of San Diego Significance Determination Thresholds, July 2016* for all transportation facilities within the City evaluated.

- The Draft PEIR should include alternatives that avoid or reduce expected transportation/circulation impacts, including at least one alternative that would avoid unmitigated significant impacts to the City's transportation facilities.

- Potentially impacted transportation facilities within the City should be evaluated, and significant traffic impacts to these transportation facilities should be mitigated.

- The Draft PEIR should analyze the separate phases of the project with approximate timelines for each phase if appropriate.

- The Draft PEIR should evaluate opportunities for enhanced access to school sites via transit, bicycle, pedestrian, or other modes.

- The Draft PEIR Transportation Impact Analysis should include analysis for any construction traffic impacts, especially any additional impacts if staging cannot be accommodated onsite.

- Pursuant to SB 743, we recommend that vehicle miles traveled (VMT) analysis be included in the Transportation Impact Analysis and Draft PEIR as appropriate.

- The Draft PEIR should provide a traffic analysis for any closure of public streets and the effect of the closure on nearby streets and intersections.

- The Draft PEIR should require a traffic control plan be submitted to the City for review to minimize disruption to communities from construction traffic for each CIP project as appropriate. Traffic control plans should ensure that access remains available to all private properties.

- No lane closures should occur on public streets during the AM and PM peak commuter hours to minimize disruption to communities from construction traffic.

Thank you for the opportunity to provide comments on the NOP and Initial Study. Please contact me directly if there are any questions regarding the contents of this letter or if the SDUSD would like to meet with City staff to discuss our comments. Please feel free to contact Susan Morrison, Associate Planner, directly via email at simorrison@sandiego.gov or by phone at (619) 533-6492.

Sincerely,

HEIDI VONBLUM, Program Manager
Environment and Mobility Planning

SIM/sim

cc: Reviewing Departments (via email)
Review and Comment online file

Appendix C

Existing Joint Use Facilities

City of San Diego/San Diego Unified School District

Parks and Recreation Department
Current and Future Joint Use Sites - SDUSD

JOINT USE SITE	FACILITY NAME	ADDRESS	PLANNING AREA	CITY ACRES	DIST ACRES	TOTAL ACRES
Adams Elementary	Adams Avenue Community Park	Adams Ave. & 35th Street	Mid-City, Normal Heights	1.12	1.38	2.50
ALBA School	Alba/North Park Com. Park	4044 Idaho Street	Greater North Park	2.63	0.24	2.87
Alcott Elementary	Alcott Elementary	4680 Hidalgo Avenue	Clairemont Mesa	0.00	6.11	6.11
Angier Elementary Joint Use	Angier Elementary	8450 Hurlburt St.	Serra Mesa	0.00	2.90	2.90
Bayview Terrace Elementary	Bayview Terrace Elementary	2445 Fogg Street	Pacific Beach	0.00	3.50	3.50
Bird Rock Elementary	Bird Rock Neighborhood Park	5371 La Jolla Hermosa Ave.	La Jolla	0.70	1.09	1.79
Birney Elementary	Birney Elementary	4345 Campus Avenue	Uptown	0.00	1.82	1.82
Cabrillo Elementary	Cabrillo Elementary	3120 Talbot Street	Pennisula	0.00	2.22	2.22
Cadman Elementary	Cadman Neighborhood Park	4280 Avati Drive	Clairemont Mesa	0.48	3.16	3.64
Carson Elementary	Carson Elementary	6905 Kramer Street	Linda Vista	0.00	1.80	1.80
Challenger Middle School	McAuliffe Community Park	10810 Parkdale Avenue	Mira Mesa	0.48	7.09	7.57
Chavez Elementary	Cesar Chavez Elementary	1404 S. 40th Street	Southeastern San Diego	0.00	1.78	1.78
Cherokee Point Elementary	Cherokee Point Elementary	3735 38th Street	Mid-City, City Heights	0.44	2.11	2.55
Chollas Mead Elementary	Chollas Mead Elementary	545 45th Street	Southeastern San Diego	0.00	3.45	3.45
Clark Middle School	Clark Middle School	4388 Thorn Street	Mid-City, City Heights	0.00	4.00	4.00
Clay Elementary	Clay Elementary	6506 Solita Avenue	Mid-City, Eastern Area	0.00	3.68	3.68
CPMA Middle School	CPMA Middle School	5050 Conrad Avenue	Clairemont Mesa	0.00	8.00	8.00
Crown Point Elementary	Crown Point Elementary	4033 Ingraham Street	Pacific Beach	0.00	2.20	2.20
Cubberley Elementary School	Cubberley Elementary School	3201 Marathon Drive	Serra Mesa	0.00	3.65	3.65
Dailard Elementary	Dailard Elementary	6425 Cibola Road	Navajo	0.00	2.98	2.98
Dana Center Elementary	Dana Center Elementary	1775 Chatsworth Boulevard	Pennisula	0.00	5.50	5.50
De Portola Middle School	De Portola Middle School	11010 Clairemont Mesa Boulevard	Tierrasanta	0.00	14.48	14.48
Dingeman Elementary School	Spring Canyon Neighborhood Park	10880 Scripps Poway Pkwy.	Miramar Ranch North	5.20	0.00	5.20
Doyle Elementary	Doyle Elementary	3950 Berino Court	University	0.00	4.07	4.07
Edison Elementary	Edison Elementary	4077 35th Street	Mid-City, City Heights	0.00	1.25	1.25
Ellen Browning Scripps Elementary	Scripps Ranch Community Park	11801 Cypress Canyon Road	Miramar Ranch North	3.15	0.60	3.75
Encanto Elementary School	Encanto Elementary	822 65th Street	Encanto	0.00	2.43	2.43
Ericson Elementary	Ericson Elementary	11174 Westonhill Drive	Mira Mesa	0.00	5.44	5.44
Farb Middle School	Farb Middle School	4880 La Cuenta Drive	Tierrasanta	0.00	4.00	4.00
Fay Elementary	Fay Elementary	4080 52nd Street	Mid-City, City Heights	0.00	1.65	1.65
Field Elementary	Field Elementary	4375 Bannock Avenue	Clairemont Mesa	0.00	3.35	3.35
Fletcher Elementary	Fletcher Elementary	7666 Bobolink Way	Serra Mesa	0.00	4.97	4.97
Forward Elementary	Forward Elementary	6460 Boulder Lake Drive	Navajo	0.00	4.50	4.50

City of San Diego/San Diego Unified School District

Parks and Recreation Department
Current and Future Joint Use Sites - SDUSD

JOINT USE SITE	FACILITY NAME	ADDRESS	PLANNING AREA	CITY ACRES	DIST ACRES	TOTAL ACRES
Franklin Elementary	Franklin Elementary	4481 Copeland Avenue	Mid-City, Kensington Talmadge	0.00	1.42	1.42
Gage Elementary School	Gage Elementary	6811 Bisby Lake Avenue	Navajo	0.00	7.05	7.05
Garfield Elementary	Garfield Elementary	4487 Oregon Street	Greater North Park	0.00	0.70	0.70
Griffith Joyner Elementary	Griffith Joyner Elementary	4271 Myrtle Street	Mid-City, City Heights	0.00	2.10	2.10
Hage Elementary	Hage Elementary	9750 Galvin Avenue	Mira Mesa	0.00	0.30	0.30
Hardy Elementary	Hardy Elementary	5420 Montezuma Road	College Area	0.00	2.63	2.63
Hearst Elementary	Hearst Elementary	6230 Del Cerro Boulevard	Navajo	0.00	4.18	4.18
Horton Elementary School	Horton Elementary	4990 Guymon Street	Encanto	1.00	2.50	3.50
Ibarra Elementary	Ibarra Elementary	4877 Orange Avenue	Mid-City, City Heights	0.00	2.78	2.78
Jefferson Elementary	Jefferson Elementary	3770 Utah Street	Greater North Park	0.00	1.46	1.46
Jerabek Elementary	Jerabek Elementary	10050 Avenida Magnifica	Scripps Miramar Ranch	0.00	3.68	3.68
Juarez Elementary	Juarez Elementary	2633 Melbourne Drive	Serra Mesa	0.00	4.87	4.87
Keiller Middle School	Keiller Neighborhood Park	Lisbon Street at Woodrow	Skyline-Paradise Hills	4.04	0.00	4.04
Kennedy Porter Elementary	Kennedy Porter Elementary Schools	445 South 47th Street	Southeastern San Diego	0.00	3.05	3.05
Kimbrough Elementary	Kimbrough Elementary	321 Hoitt Street	Southeastern San Diego	0.00	1.00	1.00
King Martin Elementary	King, Martin Elementary	415 31st Street	Southeastern San Diego	0.00	3.33	3.33
Kumeyaay Elementary	Kumeyaay Elementary	6475 Antigua Boulevard	Tierrasanta	0.00	4.04	4.04
Language Academy	Language Academy	4961 64th Street	College Area	0.00	1.46	1.46
Lewis Middle School	Lewis Middle School	5170 Greenbrier Avenue	Navajo	0.00	9.58	9.58
Linda Vista Elementary School	Linda Vista Elementary School	2772 Ulric Street	Linda Vista	0.00	2.27	2.27
Mann Middle School	Mann Middle School	4345 54th Street	Mid-City, Eastern Area	0.00	4.14	4.14
Marshall Middle School	Marshall Middle School	9700 Avenue of Nations	Scripps Miramar Ranch	0.00	5.25	5.25
Marston Middle School	Marston Middle School	3799 Clairemont Drive	Clairemont Mesa	0.00	2.90	2.90
Marvin Elementary School	Marvin Elementary School	5720 Brunswick Avenue	Navajo	0.00	3.87	3.87
Mason Elementary	Mason Elementary	10340 San Ramon Drive	Mira Mesa	0.00	1.12	1.12
McKinley Elementary	McKinley Elementary	3045 Fenton St.	Greater North Park	0.00	2.52	2.52
Memorial Academy	Logan Heights Library	567 S. 28th Street		0.00	1.89	1.89
Memorial Academy	Memorial Community Park	2850 Logan Avenue	Southeastern San Diego	0.00	0.31	0.31
Montgomery Middle School	Montgomery Middle School	2470 Ulric Street	Linda Vista	0.00	3.50	3.50
Normal Heights Elementary	Normal Heights Elementary	3750 Ward Road	Mid-City, Normal Heights	0.00	2.90	2.90
Ocean Beach Elementary	Ocean Beach Elementary	4741 Santa Monica Avenue	Ocean Beach	0.00	1.20	1.20

City of San Diego/San Diego Unified School District

Parks and Recreation Department
Current and Future Joint Use Sites - SDUSD

JOINT USE SITE	FACILITY NAME	ADDRESS	PLANNING AREA	CITY ACRES	DIST ACRES	TOTAL ACRES
Pacific Beach Elementary	Pacific Beach Elementary	1234 Tourmaline Street	Ocean Beach	0.00	1.80	1.80
Pacific Beach Middle School	Pacific Beach Middle School	4676 Ingraham Street	Pacific Beach	0.00	2.48	2.48
Penn Athletic Field/School of Performing Arts	Penn Athletic Area	2425 Dusk Drive	Skyline-Paradise Hills	0.00	11.40	11.40
Penn Elementary	Penn Elementary	2797 Utica Drive	Skyline-Paradise Hills	0.00	3.08	3.08
Pershing Middle School	Pershing Middle School	8204 San Carlos Drive	Navajo	0.00	10.00	10.00
Rodriguez Elementary	Rodriguez Elementary	825 South 31st Street	Southeastern San Diego	0.00	2.49	2.49
Roosevelt Middle School	Roosevelt Middle School	3366 Park Boulevard	Balboa Park	0.00	2.20	2.20
Rosa Parks Elementary	City Heights Neighborhood Park	4380 Landis Street	Mid-City, City Heights	6.40	1.90	8.30
Scripps Ranch High School	Scripps Ranch High School	10410 Treena Street	Scripps Miramar Ranch	0.00	11.50	11.50
Serra High School	Serra High School	5156 Santo Road	Tierrasanta	0.00	5.66	5.66
Sherman Elementary	Sherman Elementary	301 22nd Street	Southeastern San Diego	0.00	1.40	1.40
Spreckles Elementary	Spreckles Elementary JUA includes Standley MS	6033 Stadium Street	University	0.00	1.70	1.70
Standley Aquatic Facility	Standley Aquatic Facility		University			
Standley Middle School	Standley Middle School JUA includes Spreckles ES	6298 Radcliff Drive	University	0.00	12.77	12.77
Tierrasanta Elementary	Tierrasanta Elementary	5450 La Cuenta Drive	Tierrasanta	0.00	1.49	1.49
Torrey Pines Elementary	Torrey Pines Elementary	8350 Cliffridge Avenue	La Jolla	0.00	3.00	3.00
Tubman Charter School	Tubman Charter School	6880 Mohawk Street	College Area	0.00	1.60	1.60
Valencia Park Elementary	Valencia Park Elementary	5880 Skyline Drive	Southeastern San Diego	0.00	6.78	6.78
Vista Grande Elementary	Vista Grande Elementary	5606 Antigua Boulevard	Tierrasanta	0.00	2.56	2.56
Walker Elementary	Walker Elementary	9225 Hillery Drive	Mira Mesa	0.00	4.80	4.80
Walker Elementary	Walker Neighborhood Park	9225 Hillery Drive	Mira Mesa	0.00	1.88	1.88
Wangenheim Middle School	Wangenheim Middle School	9230 Gold Coast Drive	Mira Mesa	0.00	6.60	6.60
Wegeforth Elementary School Joint Use	Wegeforth Elementary	3443 Ediwhar Ave.	Serra Mesa	0.00	3.26	3.26
Wilson Middle School	Wilson Middle School	3838 Orange Avenue	Mid-City, City Heights	0.00	4.00	4.00
Zamarano Elementary	Zamarano Elementary	2655 Casey Street	Skyline-Paradise Hills	0.00	2.00	2.00

Appendix D

Air Quality

AQ/GHG Modeling Outputs

Construction Emissons (Joint-Use Facilities Only)

SDUSD PEIR - Construction JUFs Only
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
City Park	69.09	Acre	69.09	3,009,560.40	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs updated per SB 100
Land Use - 43.32 acres for new play all day; 25.77 acres for new JUAs and expansions
Construction Phase - schedule durations per previous SDUSD projects
Off-road Equipment - no equipment assumed
Off-road Equipment - equipment list per previous SDUSD projects * 20 for new JUFs/agreements
Trips and VMT - per project trips per previous SDUSD projects 10* 20 for new JUFs/agreements
Grading - assumed all acreages graded; assumed export of entire site (2.5 feet deep)
Vehicle Trips - Construction Run only
Area Coating -
Landscape Equipment -
Energy Use -
Operational Off-Road Equipment -

Table Name	Column Name	Default Value	New Value
tblConstructionPhase	NumDays	110.00	65.00
tblConstructionPhase	NumDays	40.00	132.00

tblGrading	AcresOfGrading	0.00	690.90
tblGrading	AcresOfGrading	3,960.00	0.00
tblGrading	MaterialExported	0.00	376,195.00
tblOffRoadEquipment	OffRoadEquipmentType		Graders
tblOffRoadEquipment	OffRoadEquipmentType		Rollers
tblOffRoadEquipment	OffRoadEquipmentType		Rubber Tired Loaders
tblOffRoadEquipment	OffRoadEquipmentType		Scrapers
tblOffRoadEquipment	OffRoadEquipmentType		Tractors/Loaders/Backhoes
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	20.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblTripsAndVMT	WorkerTripNumber	350.00	200.00
tblTripsAndVMT	WorkerTripNumber	0.00	200.00
tblVehicleTrips	ST_TR	22.75	0.00
tblVehicleTrips	SU_TR	16.74	0.00
tblVehicleTrips	WD_TR	1.89	0.00

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2020	61.0038	710.4076	372.3934	0.941	23.5578	27.3223	28.9652	4.4907	25.1365	25.5723	0.0000	91,183.23	91,183.233	29.0264	0.0000	91,908.89
Maximum	**61.0038**	**710.4076**	**372.3934**	**0.9410**	**23.5578**	**27.3223**	**28.9652**	**4.4907**	**25.1365**	**25.5723**	**0.0000**	**91,183.23**	**91,183.233**	**29.0264**	**0.0000**	**91,908.89**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2020	61.0038	710.4076	372.3934	0.9410	23.5578	27.3223	28.9652	4.4907	25.1365	25.5723	0.0000	91,183.23	91,183.233	29.0264	0.0000	91,908.89
Maximum	**61.0038**	**710.4076**	**372.3934**	**0.9410**	**23.5578**	**27.3223**	**28.9652**	**4.4907**	**25.1365**	**25.5723**	**0.0000**	**91,183.23**	**91,183.233**	**29.0264**	**0.0000**	**91,908.89**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Site Preparation	Site Preparation	1/1/2020	7/2/2020	5	132	
2	Grading	Grading	7/3/2020	10/1/2020	5	65	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 690.9

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 0; Non-Residential Outdoor: 0; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Site Preparation	Rubber Tired Dozers	0	8.00	247	0.40
Site Preparation	Rubber Tired Dozers	0	8.00	247	0.40
Site Preparation	Tractors/Loaders/Backhoes	0	8.00	97	0.37
Site Preparation	Tractors/Loaders/Backhoes	0	8.00	97	0.37
Grading	Excavators	0	8.00	158	0.38
Grading	Graders	0	8.00	187	0.41
Grading	Rubber Tired Dozers	0	8.00	247	0.40
Grading	Scrapers	0	8.00	367	0.48
Grading	Tractors/Loaders/Backhoes	0	8.00	97	0.37
Site Preparation	Graders	20	8.00	187	0.41
Site Preparation	Rollers	20	8.00	80	0.38

Site Preparation	Rubber Tired Loaders	60	8.00	203	0.36
Site Preparation	Scrapers	20	8.00	367	0.48
Site Preparation	Tractors/Loaders/Backhoes	20	8.00	97	0.37

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Site Preparation	140	200.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	0	200.00	0.00	37,196.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	60.1726	709.8524	367.0484	0.9251		27.3107	27.3107		25.1259	25.1259		89,600.97	89,600.970	28.9788		90,325.43
Total	**60.1726**	**709.8524**	**367.0484**	**0.9251**	**0.0000**	**27.3107**	**27.3107**	**0.0000**	**25.1259**	**25.1259**		**89,600.97**	**89,600.970**	**28.9788**		**90,325.43**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.8312	0.5552	5.3449	0.0159	1.6430	0.0115	1.6545	0.4358	0.0106	0.4464		1,582.263	1,582.2639	0.0476		1,583.454
Total	**0.8312**	**0.5552**	**5.3449**	**0.0159**	**1.6430**	**0.0115**	**1.6545**	**0.4358**	**0.0106**	**0.4464**		**1,582.263**	**1,582.2639**	**0.0476**		**1,583.454**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	60.1726	709.8524	367.0484	0.9251		27.3107	27.3107		25.1259	25.1259	0.0000	89,600.97	89,600.970	28.9788		90,325.43
Total	**60.1726**	**709.8524**	**367.0484**	**0.9251**	**0.0000**	**27.3107**	**27.3107**	**0.0000**	**25.1259**	**25.1259**	**0.0000**	**89,600.97**	**89,600.970**	**28.9788**		**90,325.43**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.8312	0.5552	5.3449	0.0159	1.6430	0.0115	1.6545	0.4358	0.0106	0.4464		1,582.263	1,582.2639	0.0476		1,583.454
Total	**0.8312**	**0.5552**	**5.3449**	**0.0159**	**1.6430**	**0.0115**	**1.6545**	**0.4358**	**0.0106**	**0.4464**		**1,582.263**	**1,582.2639**	**0.0476**		**1,583.454**

3.3 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					11.9156	0.0000	11.9156	1.3146	0.0000	1.3146			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**11.9156**	**0.0000**	**11.9156**	**1.3146**	**0.0000**	**1.3146**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	4.6485	161.1718	38.6398	0.4403	9.9993	0.5199	10.5192	2.7404	0.4974	3.2378		48,162.26	48,162.263	4.4643		48,273.87
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.8312	0.5552	5.3449	0.0159	1.6430	0.0115	1.6545	0.4358	0.0106	0.4464		1,582.263	1,582.2639	0.0476		1,583.454
Total	**5.4797**	**161.7270**	**43.9848**	**0.4562**	**11.6422**	**0.5315**	**12.1737**	**3.1762**	**0.5080**	**3.6842**		**49,744.52**	**49,744.527**	**4.5119**		**49,857.32**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					11.9156	0.0000	11.9156	1.3146	0.0000	1.3146			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**11.9156**	**0.0000**	**11.9156**	**1.3146**	**0.0000**	**1.3146**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	4.6485	161.1718	38.6398	0.4403	9.9993	0.5199	10.5192	2.7404	0.4974	3.2378		48,162.26	48,162.263	4.4643		48,273.87
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.8312	0.5552	5.3449	0.0159	1.6430	0.0115	1.6545	0.4358	0.0106	0.4464		1,582.263	1,582.2639	0.0476		1,583.454
Total	**5.4797**	**161.7270**	**43.9848**	**0.4562**	**11.6422**	**0.5315**	**12.1737**	**3.1762**	**0.5080**	**3.6842**		**49,744.52**	**49,744.527**	**4.5119**		**49,857.32**

SDUSD PEIR - Construction JUFs Only
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
City Park	69.09	Acre	69.09	3,009,560.40	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs updated per SB 100
Land Use - 43.32 acres for new play all day; 25.77 acres for new JUAs and expansions
Construction Phase - schedule durations per previous SDUSD projects
Off-road Equipment - no equipment assumed
Off-road Equipment - equipment list per previous SDUSD projects * 20 for new JUFs/agreements
Trips and VMT - per project trips per previous SDUSD projects 10* 20 for new JUFs/agreements
Grading - assumed all acreages graded; assumed export of entire site (2.5 feet deep)
Vehicle Trips - Construction Run only
Area Coating -
Landscape Equipment -
Energy Use -
Operational Off-Road Equipment -

Table Name	Column Name	Default Value	New Value
tblConstructionPhase	NumDays	110.00	65.00
tblConstructionPhase	NumDays	40.00	132.00

tblGrading	AcresOfGrading	0.00	690.90
tblGrading	AcresOfGrading	3,960.00	0.00
tblGrading	MaterialExported	0.00	376,195.00
tblOffRoadEquipment	OffRoadEquipmentType		Graders
tblOffRoadEquipment	OffRoadEquipmentType		Rollers
tblOffRoadEquipment	OffRoadEquipmentType		Rubber Tired Loaders
tblOffRoadEquipment	OffRoadEquipmentType		Scrapers
tblOffRoadEquipment	OffRoadEquipmentType		Tractors/Loaders/Backhoes
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	20.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblTripsAndVMT	WorkerTripNumber	350.00	200.00
tblTripsAndVMT	WorkerTripNumber	0.00	200.00
tblVehicleTrips	ST_TR	22.75	0.00
tblVehicleTrips	SU_TR	16.74	0.00
tblVehicleTrips	WD_TR	1.89	0.00

2.0 Emissions Summary

2.1 Overall Construction
Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	4.1927	52.1943	25.964	0.0771	0.8635	1.8203	2.6838	0.1721	1.6753	1.8474	0.0000	6,941.954	6,941.95	1.8685	0	6,988.67
Maximum	**4.1927**	**52.1943**	**25.9640**	**0.0771**	**0.8635**	**1.8203**	**2.6838**	**0.1721**	**1.6753**	**1.8474**	**0.0000**	**6,941.954**	**6,941.9549**	**1.8685**	**0.0000**	**6,988.668**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	4.1927	52.1942	25.9640	0.0771	0.8635	1.8203	2.6838	0.1721	1.6753	1.8474	0.0000	6,941.948	6,941.9485	1.8685	0.0000	6,988.661
Maximum	**4.1927**	**52.1942**	**25.9640**	**0.0771**	**0.8635**	**1.8203**	**2.6838**	**0.1721**	**1.6753**	**1.8474**	**0.0000**	**6,941.948**	**6,941.9485**	**1.8685**	**0.0000**	**6,988.661**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Quarter	Start Date	End Date	Maximum Unmitigated ROG + NOX (tons/quarter)	Maximum Mitigated ROG + NOX (tons/quarter)
1	**1-1-2020**	**3-31-2020**	25.0709	25.0709
2	**4-1-2020**	**6-30-2020**	25.0657	25.0657
3	**7-1-2020**	**9-30-2020**	5.8669	5.8669
		Highest	25.0709	25.0709

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Site Preparation	Site Preparation	1/1/2020	7/2/2020	5	132	
2	Grading	Grading	7/3/2020	10/1/2020	5	65	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 690.9

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 0; Non-Residential Outdoor: 0; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Site Preparation	Rubber Tired Dozers	0	8.00	247	0.40
Site Preparation	Rubber Tired Dozers	0	8.00	247	0.40
Site Preparation	Tractors/Loaders/Backhoes	0	8.00	97	0.37
Site Preparation	Tractors/Loaders/Backhoes	0	8.00	97	0.37
Grading	Excavators	0	8.00	158	0.38
Grading	Graders	0	8.00	187	0.41

Grading	Rubber Tired Dozers	0	8.00	247	0.40
Grading	Scrapers	0	8.00	367	0.48
Grading	Tractors/Loaders/Backhoes	0	8.00	97	0.37
Site Preparation	Graders	20	8.00	187	0.41
Site Preparation	Rollers	20	8.00	80	0.38
Site Preparation	Rubber Tired Loaders	60	8.00	203	0.36
Site Preparation	Scrapers	20	8.00	367	0.48
Site Preparation	Tractors/Loaders/Backhoes	20	8.00	97	0.37

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Site Preparation	140	200.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	0	200.00	0.00	37,196.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0	0	0	0	0	0
Off-Road	3.9714	46.8503	24.2252	0.0611		1.8025	1.8025		1.6583	1.6583	0	5,364.79	5,364.79	1.7351	0	5,408.16
Total	**3.9714**	**46.8503**	**24.2252**	**0.0611**	**0.0000**	**1.8025**	**1.8025**	**0.0000**	**1.6583**	**1.6583**	**0**	**5,364.79**	**5,364.79**	**1.7351**	**0**	**5,408.16**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0	0	0	0
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0	0	0	0
Worker	0.0487	0.0360	0.3532	1.0600e-	0.1059	7.6000e-	0.1066	0.0281	7.0000e-	0.0288	0.0000	95.6836	95.6836	2.87E-03	0	95.7554

Total	**0.0487**	**0.0360**	**0.3532**	**1.0600e-**	**0.1059**	**7.6000e-**	**0.1066**	**0.0281**	**7.0000e-**	**0.0288**	**0.0000**	**95.6836**	**95.6836**	**2.8700e-**	**0.0000**	**95.7554**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	3.9714	46.8502	24.2252	0.0611		1.8025	1.8025		1.6583	1.6583	0.0000	5,364.779	5,364.7794	1.7351	0.0000	5,408.156
Total	**3.9714**	**46.8502**	**24.2252**	**0.0611**	**0.0000**	**1.8025**	**1.8025**	**0.0000**	**1.6583**	**1.6583**	**0.0000**	**5,364.779**	**5,364.7794**	**1.7351**	**0.0000**	**5,408.156**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0487	0.0360	0.3532	1.0600e-	0.1059	7.6000e-	0.1066	0.0281	7.0000e-	0.0288	0.0000	95.6836	95.6836	2.8700e-	0.0000	95.7554
Total	**0.0487**	**0.0360**	**0.3532**	**1.0600e-**	**0.1059**	**7.6000e-**	**0.1066**	**0.0281**	**7.0000e-**	**0.0288**	**0.0000**	**95.6836**	**95.6836**	**2.8700e-**	**0.0000**	**95.7554**

3.3 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.3873	0.0000	0.3873	0.0427	0.0000	0.0427	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.3873**	**0.0000**	**0.3873**	**0.0427**	**0.0000**	**0.0427**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.1487	5.2903	1.2117	0.0145	0.3182	0.0167	0.3349	0.0874	0.0160	0.1034	0	1,434.37	1,434.37	0.1292	0	1,437.60
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0	0	0	0	0	0
Worker	0.0240	0.0177	0.1739	5.2000e-	0.0521	3.7000e-	0.0525	0.0139	3.5000e-	0.0142	0	47.1169	47.1169	1.41E-03	0	47.1523
Total	**0.1727**	**5.3080**	**1.3856**	**0.0150**	**0.3704**	**0.0171**	**0.3874**	**0.1013**	**0.0163**	**0.1176**	**0**	**1,481.49**	**1,481.49**	**0.1306**	**0**	**1,484.75**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.3873	0.0000	0.3873	0.0427	0.0000	0.0427	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.3873**	**0.0000**	**0.3873**	**0.0427**	**0.0000**	**0.0427**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.1487	5.2903	1.2117	0.0145	0.3182	0.0167	0.3349	0.0874	0.0160	0.1034	0.0000	1,434.368	1,434.3686	0.1292	0.0000	1,437.597
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0240	0.0177	0.1739	5.2000e-	0.0521	3.7000e-	0.0525	0.0139	3.5000e-	0.0142	0.0000	47.1169	47.1169	1.4100e-	0.0000	47.1523
Total	**0.1727**	**5.3080**	**1.3856**	**0.0150**	**0.3704**	**0.0171**	**0.3874**	**0.1013**	**0.0163**	**0.1176**	**0.0000**	**1,481.485**	**1,481.4855**	**0.1306**	**0.0000**	**1,484.750**

Operational Emissions (Summary: Joint-Use Facilities and Academic Facilities)

Summary

Operational Criteria Pollutant Emissions (pounds per day)

Condition	ROG	NOx	CO	SO2	PM10	PM2.5
Existing (2019)						
Academic Facilities (a)						
Area	404	0	12	0	0	0
Energy	4	35	29	0	3	3
Mobile	156	405	1,619	5	544	143
Joint-Use Facilities (b)						
Area	84	744	632	1	57	52
Energy (c)	0	0	0	0	0	0
Mobile	34	138	364	1	86	24
Total (d)	681	1,322	2,657	7	690	222
With Program (2030)						
Academic Facilities (e)						
Area (f)	604	0	18	0	0	0
Energy	6	52	44	0	4	4
Mobile	125	245	1,306	5	813	209
Joint-Use Facilities Construction (g)						
Construction	61	710	372	1	29	26
Joint-Use Facilities Operation (h)						
Area	99	883	750	1	67	62
Energy (c)	0	0	0	0	0	0
Mobile	40	163	432	1	102	28
Total (d)	935	2,054	2,922	8	1,015	328
Net Change (Buildout v. Existing	253	731	265	1	325	107
Threshold	75	250	550	250	100	55
Exceed Threshold?	Yes	Yes	No	No	Yes	Yes

Source: CalEEMod and EMFAC. See Appendix 4.2-1.

[a] Emissions quantified based on the current (2019) emissions intensity for area, energy, and mobile sources and the 2018 student enrollment at existing schools.

[b] Emissions quantified based on the current (2019) emissions intensity for area, mobile, and off-road sources at existing joint-use facilities.

[c] Per the District, no existing energy consumption at joint-use fields.

[d] Values may not add up due to rounding.

[e] Emissions quantified based on the future projected emissions intensity for area, energy, and mobile sources in 2030 and the student capacity at existing schools. This analysis assumes projects implemented under the Proposed Program would increase student enrollment at existing schools to the maximum allowable capacity. The analysis does not include any emissions resulting from non-school uses (e.g., administrative buildings) or capacity increasing projects (e.g., new schools).

[f] VOC emissions with implementation of Mitigation Measure MM-AQ-5, which requires low-VOC coatings (75 g/l) during operation

[g] Maximum daily construction emissions for joint-use fields, conservatively assuming all construction activities to overlap during a single year of construction. Should activities not overlap, daily emissions would be reduced.

h Emissions quantified based on the future projected emissions intensity for area, mobile, and off-road sources in 2030 and the acreage of joint-use facilities.

Operational Criteria Pollutant Emissions (pounds per day)

Condition	ROG	NOx	CO	SO2	PM10	PM2.5
Existing (2019)						
Academic Facilities						
Area	404	0	12	0	0	0
Energy	4	35	29	0	3	3
Mobile	156	405	1,619	5	544	143
Joint-Use Facilities	0	0	0	0	0	0
Area	84	744	632	1	57	52
Energy	0	0	0	0	0	0
Mobile	34	138	364	1	86	24
Total	681	1,322	2,657	7	690	222
With Program (2030)						
Academic Facilities						
Area	520	0	18	0	0	0
Energy	6	52	44	0	4	4
Mobile	125	245	1,306	5	813	209
Joint-Use Facilities						
Construction	61	710	372	1	29	26
Joint-Use Facilities						
Area	99	883	750	1	67	62
Energy	0	0	0	0	0	0
Mobile	40	163	432	1	102	28
Total	851	2,054	2,922	8	1,015	328
Net Change (Buildout	170	731	265	1	325	107
Threshold	75	250	550	250	100	55
Exceed Threshold?	Yes	Yes	No	No	Yes	Yes

Source: CalEEMod and EMFAC. See Appendix 4.2-1.

Operational Greenhouse Gas Emissions (metric tons/year)

Condition	CO2	CH4	N2O	CO2e	ıtage of Total CO2e
Academic Facilites					
Existing (2019)(a)					
Area	2	0	0	2	0%
Energy	30,611	2	0	30,747	38%
Mobile	38,671	2	2	39,295	49%
Waste	4,464	264	0	11,059	14%
Water	853	3	0	948	1%
Total(b)	73,578	270	2	81,001	100%
With Program (2030) ©					
Area	3	0	0	3	0%
Energy	30,784	1	0	30,886	30%
Mobile	53,085	3	3	53,952	53%
Waste	6,668	394	0	16,521	16%
Water	753	4	0	892	1%
Total (b)	91,294	402	3	102,255	100%
Net Change (Buildout v. Existing)				21,254	-
2030 Student Enrollment				180,004	-
Metric tons CO2e per student				0.57	-
Efficiency Threshold (metric tons CO2e pet student)(d)				0.27	-
Exceed Threshold?				Yes	-
Joint-Use Faciliites					
Existing (2019) €					
Area	721	0	0	727	4%
Energy (f)	0	0	0	0	0%
Mobile	17,445	1	0	17,471	90%
Waste	7	0	0	16	0%
Water	1,117	0	0	1,121	6%
Total(b)	19,289	2	0	19,335	100%
With Program (2030)					
Joint-Use Facilities Construc	6,942	2	0	6,989	24%
Joint-Use Facilities Operation (g)					
Area	856	0	0	862	3%
Energy (f)	0	0	0	0	0%
Mobile	20,666	1	0	20,697	71%
Waste	8	0	0	19	0%
Water	764	0	0	765	3%
Total (b)	22,293	2	0	29,332	100%
Net Change (Buildout v. Existing)				9,997	-
2030 Acreage				443	-
2030 Per Acreage GHG Emissions				66.2	-
2030 Threshold (Metric Tons CO2e/Acreage (d)				26.1	-
Exceed Threshold?				Yes	-

[a] Based on 120,495 in 2019.

[b] Values may not add up due to rounding.

[c] Based on 180,004 students in 2030.

[d] See "Threshold Approach" under Section 4.7.4.2, *Thresholds of Significance* above for a detailed description regarding this threshold and how it was derived.

[e] Based on 374.2 acres in 2019.

[f] Per the District, no energy consumption at joint-use fields.

[g] Based on 443.3 acres in 2030.

eGrid2016 Emission Factors (EPA 2018)

527.900 lb CO2/MWh https://www.epa.gov/sites/production/files/2018-02/documents/egrid2016_summarytables.pdf
0.033 lb CH4/MWh
0.004 lb N2O/MWh

2016 CA	%	EF (lb/MWh) CO2	CH4	N2O
Hydro	12.11%	0	0	0
Nuclear	9.43%	0	0	0
Renewable	24.92%	0	0	0
Non-renewable	53.55%	986	0.062	0.007
Total	100.00%	528	0.033	0.004

2020 (RPS = 33%)	%	EF (lb/MWh) CO2	CH4	N2O
Hydro	12.11%	0	0	0
Nuclear	9.43%	0	0	0
Renewable	33.00%	0	0	0
Non-renewable	45.47%	986	0.062	0.007
Total	100.00%	448	0.028	0.003

2030 (RPS = 60%)	%	EF (lb/MWh) CO2	CH4	N2O
Hydro	12.11%	0	0	0
Nuclear	9.43%	0	0	0
Renewable	60.00%	0	0	0
Non-renewable	18.47%	986	0.062	0.007
Total	100.00%	182	0.011	0.001

2045 (RPS =100%)	%	EF (lb/MWh) CO2	CH4	N2O
Hydro	0.00%	0	0	0
Nuclear	0.00%	0	0	0
Renewable	100.00%	0	0	0
Non-renewable	0.00%	986	0.062	0.007
Total	100.00%	0	0.000	0.000

Year	EF (lb/MWh) CO2	CH4	N2O
2016	528	0.033	0.004
2017	528	0.033	0.004
2018	508	0.033	0.004
2019	488	0.032	0.004
2020	448	0.028	0.003
2021	422	0.026	0.003
2022	395	0.025	0.003
2023	368	0.023	0.003
2024	342	0.021	0.003
2025	315	0.020	0.002
2026	289	0.018	0.002
2027	262	0.016	0.002
2028	235	0.015	0.002
2029	209	0.013	0.002
2030	182	0.011	0.001
2031	170	0.011	0.001
2032	158	0.010	0.001
2033	146	0.009	0.001
2034	133	0.008	0.001
2035	121	0.008	0.001
2036	109	0.007	0.001
2037	97	0.006	0.001
2038	85	0.005	0.001
2039	73	0.005	0.001
2040	61	0.004	0.0005
2041	49	0.003	0.000
2042	36	0.002	0.000
2043	24	0.002	0.000
2044	12	0.001	0.000
2045	0	0.000	0.000

SDG&E

535.723 lb CO2/MWh https://www.sdge.com/sites/default/files/regulatory/SDGE%20November%20Update%20and%20Attachment%20G%20-%20PUBLIC.pdf
44% Renewables % https://www.sdge.com/sites/default/files/regulatory/R.18-07-003%20SDGE%20Final%202018%20RPS%20Public%20Version.pdf

2017	%	EF (lb/MWh) CO2
Renewable	44.00%	0
Non-renewable	56.00%	957
Total	100.00%	536

2045 (RPS = 100%)	%	EF (lb/MWh) CO2
Renewable	100.00%	0
Non-renewable	0.00%	0
Total	100.00%	0

Year	EF (lb/MWh) CO2
2017	536
2018	517
2019	497
2020	478
2021	459
2022	440
2023	421
2024	402
2025	383
2026	364
2027	344
2028	325
2029	306
2030	287
2031	268
2032	249
2033	230
2034	210
2035	191
2036	172
2037	153
2038	134
2039	115
2040	96
2041	77
2042	57
2043	38
2044	19
2045	0

Operational Emisions (Joint-Use Facilities)

Joint-Use Facilites

Operational Criteria Air Pollutants (lbs/day)

	ROG	NOx	CO	SO2	PM10	PM2.5
Existing (2019)						
Area	84	744	632	1	57	52
Energy	0	0	0	0	0	0
Mobile	34	138	364	1	86	24
Total	117	882	997	2	143	76
With Program (2030)						
Area	99	883	750	1	67	62
Energy	0	0	0	0	0	0
Mobile	40	163	432	1	102	28
Total	139	1,046	1,182	2	169	90
Net Change	22	164	185	0	26	14

Source: See CalEEmod ouputs

Operational Greenhouse Gases (MT/year)

	CO2	CH4	N20	CO2e
Existing (2019)				
Area	721	0	0	727
Energy	257	0	0	258
Mobile	17,445	1	0	17,471
Waste	7	0	0	16
Water	1,117	0	0	1,121
Total	19,546	2	0	19,593
With Program (2030)				
Area	856	0	0	862
Energy	176	0	0	176
Mobile	20,666	1	0	20,697
Waste	8	0	0	19
Waste	764	0	0	765
Total	22,469	2	0	22,520
Net Change	2,923	0	0	2,927

Source: See CalEEmod ouputs

Energy Emissions from Water Use

Water	MG	kWh
2019	446	5,804,983
2020	446	5,804,983
2030	528	6,876,859

Source: See CalEEmod ouputs

Energy Emissions from Water Use

Energy	kwh
2019	1,140,920
2020	1,140,920
2030	1,351,590

Conversions

kwh/MG	13,021	Caleemod
kwh_mwh	0.001	Standard
MT_lb	0.000453592	Standard

1990 GHG Emissions Inventory for JUFs

Emissions	CO2	CH4	N2O	CO2e	%
Area	718	0	0	723	4%
Energy	247	0	0	248	1%
Mobile	17,445	1	0	17,471	89%
Waste	7	0	0	16	0%
Water	1,074	0	0	1,077	6%
Total	19,490	2	0	19,536	100%
2020 Acreage				374.2	
1990 Threshold (MT per acre)				52.2	
2030 GHG limit (40% below 1990 levels per SB 32)				11,721	
2030 Acreage				443.26	
2030 Threshold (Metric Tons CO2e/Acreage				26.4	

Source: See CalEEmod ouputs

Notes:

2020 acreage will not differ substantially from 2019 acreage. Therefore, the

The 2030 threshold was derived by reducing the 1990/2020 inventory by 40

Joint-Use Facilites (Operational Energy Consumption)

Natural Gas Consumption

Year	kBTUs	BTUs	MBTUs
Existing (2019)	0	0	0
With Program (2030)	0	0	0

Source: See CalEEmod ouputs

Electricity Consumption (Water Use + Electricity)

Year	kwh	MWh	BTU	MBTUs
Existing (2019)	6,945,903	6,946	23,699,421,572	23,699
With Program (2030)	8,228,449	8,228	28,075,467,497	28,075

Source: See CalEEmod ouputs

Fuel Consumption

Year	Fuel Source	Total MT of CO2	kg CO2	Gallons	BTU	MBTUs
Existing (2019)						
Mobile	Gasoline	17,471	17,470,636	1,989,822	230,998,419,320	230,998
Offroad	Diesel	727	726,887	71,194	9,859,604,974	9,860
With Program (2030)			0			
Mobile	Gasoline	20,697	20,696,566	2,357,240	273,651,974,411	273,652
Offroad	Diesel	862	862,361	84,462	11,697,196,365	11,697

Source: See CalEEmod ouputs

Conversions		Source
MWh per kwh	0.001	Standard
MWh per BTU	3,412,000	Standard
kg CO2 per gallon of diesel	10.21	https://www.epa.gov/sites/production/files/2018-03/documents/emission-factors_mar_2018_0.pdf
kg CO2 per gallon of gasoline	8.78	https://www.epa.gov/sites/production/files/2018-03/documents/emission-factors_mar_2018_0.pdf
kg per MT	1000	Standard
BTU/1 gallon gasoline	116,090	https://afdc.energy.gov/fuels/fuel_comparison_chart.pdf
BTU/1 gallon diesel	138,490	https://afdc.energy.gov/fuels/fuel_comparison_chart.pdf

SDUSD PEIR - Existing JUFs
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
City Park	374.17	Acre	374.17	16,298,845.20	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2019
Utility Company	San Diego Gas & Electric				
CO2 Intensity	497	**CH4 Intensity**	0.032	**N2O Intensity**	0.004

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100
Land Use - Existing acreage provided by SDUSD
Construction Phase - operational analysis only
Vehicle Trips - Per San Diego Trip Generation Manual, consistent with previous SDUSD projects
Area Coating - consistent with SDACPD rules
Energy Use -
Operational Off-Road Equipment - asssumed mower (weekly, 52), aerator (quarterly, 4), fertilizer (quarterly, 4)
Area Mitigation - asssumed extremely compliant VOC paint

Table Name	Column Name	Default Value	New Value
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	150
tblAreaCoating	Area_EF_Nonresidential_Interior	250	150
tblAreaMitigation	UseLowVOCPaintNonresidentialExterio	150	10
tblAreaMitigation	UseLowVOCPaintNonresidentialInterior	150	10
tblAreaMitigation	UseLowVOCPaintParkingValue	250	10
tblAreaMitigation	UseLowVOCPaintResidentialExteriorVa	250	10

tblAreaMitigation	UseLowVOCPaintResidentialInteriorVal	250	10
tblConstructionPhase	NumDays	440.00	0.00
tblConstructionPhase	NumDays	6,200.00	0.00
tblConstructionPhase	NumDays	400.00	0.00
tblConstructionPhase	NumDays	620.00	0.00
tblConstructionPhase	NumDays	440.00	0.00
tblConstructionPhase	NumDays	240.00	0.00
tblConstructionPhase	PhaseEndDate	11/1/2051	2/23/2050
tblConstructionPhase	PhaseEndDate	6/17/2048	9/11/2024
tblConstructionPhase	PhaseEndDate	5/26/2021	11/13/2019
tblConstructionPhase	PhaseEndDate	9/11/2024	4/27/2022
tblConstructionPhase	PhaseEndDate	2/23/2050	6/17/2048
tblConstructionPhase	PhaseEndDate	4/27/2022	5/26/2021
tblGrading	AcresOfGrading	0.00	1,550.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	52.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblOperationalOffRoadEquipment	OperLoadFactor	0.34	0.34
tblOperationalOffRoadEquipment	OperLoadFactor	0.34	0.34
tblOperationalOffRoadEquipment	OperLoadFactor	0.34	0.34
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	104.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	104.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	104.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.032
tblProjectCharacteristics	CO2IntensityFactor	720.49	497
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.004
tblVehicleTrips	ST_TR	22.75	50.00
tblVehicleTrips	SU_TR	16.74	50.00
tblVehicleTrips	WD_TR	1.89	50.00

2.0 Emissions Summarv

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	0.8434	3.60E-04	0.0386	0		1.40E-04	1.40E-04		1.40E-04	1.40E-04		0.0819	0.0819	2.2000e-004		0.0874
Energy	0	0	0	0		0	0		0	0		0.0000	0.0000	0.0000	0.0000	0.0000
Mobile	33.9191	137.9852	364.3157	1.0322	84.7071	1.2103	85.9174	22.6437	1.1388	23.7825		104,626.2	104,626.29	6.3381		104,784.7
Offroad	82.6759	744.0537	632.288	0.8022		56.7356	56.7356		52.1968	52.1968		79,496.76	79,496.765	25.1519		80,125.56
Total	**117.4384**	**882.0393**	**996.6423**	**1.8344**	**84.7071**	**57.9461**	**142.6532**	**22.6437**	**53.3357**	**75.9794**		**184,123.1**	**184,123.14**	**31.4902**	**0.0000**	**184,910.3**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	0.8434	3.6000e-	0.0386	0.0000		1.4000e-	1.4000e-		1.4000e-	1.4000e-		0.0819	0.0819	2.2000e-		0.0874
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Mobile	33.9191	137.9852	364.3157	1.0322	84.7071	1.2103	85.9174	22.6437	1.1388	23.7825		104,626.2	104,626.29	6.3381		104,784.7
Offroad	82.6759	744.0537	632.2880	0.8022		56.7356	56.7356		52.1968	52.1968		79,496.76	79,496.765	25.1519		80,125.56
Total	**117.4384**	**882.0393**	**996.6423**	**1.8344**	**84.7071**	**57.9461**	**142.6532**	**22.6437**	**53.3357**	**75.9794**		**184,123.1**	**184,123.14**	**31.4902**	**0.0000**	**184,910.3**

	ROG	**NOx**	**CO**	**SO2**	**Fugitive**	**Exhaust**	**PM10**	**Fugitive**	**Exhaust**	**PM2.5**	**Bio- CO2**	**NBio-CO2**	**Total**	**CH4**	**N20**	**CO2e**
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	33.9191	137.9852	364.3157	1.0322	84.7071	1.2103	85.9174	22.6437	1.1388	23.7825		104,626.2	104,626.29	6.3381		104,784.7
Unmitigated	33.9191	137.9852	364.3157	1.0322	84.7071	1.2103	85.9174	22.6437	1.1388	23.7825		104,626.2	104,626.29	6.3381		104,784.7

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
City Park	18,708.50	18,708.50	18708.50	39,939,892	39,939,892
Total	18,708.50	18,708.50	18,708.50	39,939,892	39,939,892

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
City Park	9.50	7.30	7.30	33.00	48.00	19.00	66	28	6

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
City Park	0.581689	0.044135	0.186694	0.113515	0.018244	0.005600	0.015197	0.022573	0.001888	0.002088	0.006279	0.000742	0.001357

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

6.0 Area Detail

6.1 Mitigation Measures Area

Use Low VOC Cleaning Supplies

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	0.8434	3.6000e-	0.0386	0.0000		1.4000e-	1.4000e-		1.4000e-	1.4000e-		0.0819	0.0819	2.2000e-		0.0874
Unmitigated	0.8434	3.6000e-	0.0386	0.0000		1.4000e-	1.4000e-		1.4000e-	1.4000e-		0.0819	0.0819	2.2000e-		0.0874

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	0.8397					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	3.6600e-	3.6000e-	0.0386	0.0000		1.4000e-	1.4000e-		1.4000e-	1.4000e-		0.0819	0.0819	2.2000e-		0.0874
Total	**0.8434**	**3.6000e-**	**0.0386**	**0.0000**		**1.4000e-**	**1.4000e-**		**1.4000e-**	**1.4000e-**		**0.0819**	**0.0819**	**2.2000e-**		**0.0874**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	0.8397					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	3.6600e-	3.6000e-	0.0386	0.0000		1.4000e-	1.4000e-		1.4000e-	1.4000e-		0.0819	0.0819	2.2000e-		0.0874
Total	**0.8434**	**3.6000e-**	**0.0386**	**0.0000**		**1.4000e-**	**1.4000e-**		**1.4000e-**	**1.4000e-**		**0.0819**	**0.0819**	**2.2000e-**		**0.0874**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type
Other General Industrial Equipment	104	8.00	52	88	0.34	Diesel
Other General Industrial Equipment	104	8.00	4	88	0.34	Diesel
Other General Industrial Equipment	104	8.00	4	88	0.34	Diesel

UnMitigated/Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Equipment Type	lb/day										lb/day					
Other General	82.6759	744.0537	632.2880	0.8022		56.7356	56.7356		52.1968	52.1968		79,496.76	79,496.765	25.1519		80,125.56
Total	**82.6759**	**744.0537**	**632.2880**	**0.8022**		**56.7356**	**56.7356**		**52.1968**	**52.1968**		**79,496.76**	**79,496.765**	**25.1519**		**80,125.56**

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD PEIR - Existing JUFs
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
City Park	374.17	Acre	374.17	16,298,845.20	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2019
Utility Company	San Diego Gas & Electric				
CO2 Intensity	497	**CH4 Intensity**	0.032	**N2O Intensity**	0.004

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100
Land Use - Existing acreage provided by SDUSD
Construction Phase - operational analysis only
Vehicle Trips - Per San Diego Trip Generation Manual, consistent with previous SDUSD projects
Area Coating - consistent with SDACPD rules
Energy Use -
Operational Off-Road Equipment - asssumed mower (weekly, 52), aerator (qaurterly, 4), fertilizer (quarterly, 4)
Area Mitigation - asssumed extremely compliant VOC paint

Table Name	Column Name	Default Value	New Value
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	150
tblAreaCoating	Area_EF_Nonresidential_Interior	250	150
tblAreaMitigation	UseLowVOCPaintNonresidentialExterio	150	10
tblAreaMitigation	UseLowVOCPaintNonresidentialInterior	150	10
tblAreaMitigation	UseLowVOCPaintParkingValue	250	10
tblAreaMitigation	UseLowVOCPaintResidentialExteriorVa	250	10

tblAreaMitigation	UseLowVOCPaintResidentialInteriorVal	250	10
tblConstructionPhase	NumDays	440.00	0.00
tblConstructionPhase	NumDays	6,200.00	0.00
tblConstructionPhase	NumDays	400.00	0.00
tblConstructionPhase	NumDays	620.00	0.00
tblConstructionPhase	NumDays	440.00	0.00
tblConstructionPhase	NumDays	240.00	0.00
tblConstructionPhase	PhaseEndDate	11/1/2051	2/23/2050
tblConstructionPhase	PhaseEndDate	6/17/2048	9/11/2024
tblConstructionPhase	PhaseEndDate	5/26/2021	11/13/2019
tblConstructionPhase	PhaseEndDate	9/11/2024	4/27/2022
tblConstructionPhase	PhaseEndDate	2/23/2050	6/17/2048
tblConstructionPhase	PhaseEndDate	4/27/2022	5/26/2021
tblGrading	AcresOfGrading	0.00	1,550.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	52.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblOperationalOffRoadEquipment	OperLoadFactor	0.34	0.34
tblOperationalOffRoadEquipment	OperLoadFactor	0.34	0.34
tblOperationalOffRoadEquipment	OperLoadFactor	0.34	0.34
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	104.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	104.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	104.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.032
tblProjectCharacteristics	CO2IntensityFactor	720.49	497
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.004
tblVehicleTrips	ST_TR	22.75	50.00
tblVehicleTrips	SU_TR	16.74	50.00
tblVehicleTrips	WD_TR	1.89	50.00

2.0 Emissions Summary

2.2 Overall Operational
Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.1536	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.69E-03	2.00E-05	0	7.14E-03
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0	0	0	0
Mobile	5.9964	25.1976	65.2154	0.1897	15.0550	0.2187	15.2737	4.0324	0.2058	4.2381	0.0000	17,444.81	17,444.82	1.0327	0	17,470.64
Offroad	0.8268	7.4405	6.3229	8.0200e-		0.5674	0.5674		0.5220	0.5220	0.0000	721.1825	721.1825	0.2282	0	726.8869
Waste						0.0000	0.0000		0.0000	0.0000	6.5323	0.0000	6.5323	0.386	0	16.1834
Water						0.0000	0.0000		0.0000	0.0000	0.0000	1,116.586	1,116.59	0.0719	8.99E-03	1,121.06

Total	**6.9767**	**32.6381**	**71.5417**	**0.1977**	**15.0550**	**0.7861**	**15.8411**	**4.0324**	**0.7277**	**4.7601**	**6.5323**	**19,282.59**	**19,289.13**	**1.7188**	**8.99E-03**	**19,334.78**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.1536	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Mobile	5.9964	25.1976	65.2154	0.1897	15.0550	0.2187	15.2737	4.0324	0.2058	4.2381	0.0000	17,444.81	17,444.819	1.0327	0.0000	17,470.63
Offroad	0.8268	7.4405	6.3229	8.0200e-		0.5674	0.5674		0.5220	0.5220	0.0000	721.1825	721.1825	0.2282	0.0000	726.8869
Waste						0.0000	0.0000		0.0000	0.0000	6.5323	0.0000	6.5323	0.3860	0.0000	16.1834
Water						0.0000	0.0000		0.0000	0.0000	0.0000	1,116.586	1,116.5866	0.0719	8.9900e-	1,121.061
Total	**6.9767**	**32.6381**	**71.5417**	**0.1977**	**15.0550**	**0.7861**	**15.8411**	**4.0324**	**0.7277**	**4.7601**	**6.5323**	**19,282.59**	**19,289.127**	**1.7188**	**8.9900e-**	**19,334.77**

	ROG	**NOx**	**CO**	**SO2**	**Fugitive**	**Exhaust**	**PM10**	**Fugitive**	**Exhaust**	**PM2.5**	**Bio- CO2**	**NBio-CO2**	**Total**	**CH4**	**N20**	**CO2e**
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	5.9964	25.1976	65.2154	0.1897	15.0550	0.2187	15.2737	4.0324	0.2058	4.2381	0.0000	17,444.82	17,444.82	1.0327	0	17,470.64
Unmitigated	5.9964	25.1976	65.2154	0.1897	15.0550	0.2187	15.2737	4.0324	0.2058	4.2381	0.0000	17,444.81	17,444.819	1.0327	0.0000	17,470.63

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
City Park	18,708.50	18,708.50	18708.50	39,939,892	39,939,892
Total	18,708.50	18,708.50	18,708.50	39,939,892	39,939,892

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
City Park	9.50	7.30	7.30	33.00	48.00	19.00	66	28	6

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
City Park	0.581689	0.044135	0.186694	0.113515	0.018244	0.005600	0.015197	0.022573	0.001888	0.002088	0.006279	0.000742	0.001357

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Electricity						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
City Park	0	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
City Park	0	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**

6.0 Area Detail

6.1 Mitigation Measures Area

Use Low VOC Cleaning Supplies

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.1536	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-
Unmitigated	0.1536	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer	0.1533					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	3.3000e-	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-
Total	**0.1536**	**3.0000e-**	**3.4700e-**	**0.0000**		**1.0000e-**	**1.0000e-**		**1.0000e-**	**1.0000e-**	**0.0000**	**6.6900e-**	**6.6900e-**	**2.0000e-**	**0.0000**	**7.1400e-**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer	0.1533					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	3.3000e-	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-
Total	**0.1536**	**3.0000e-**	**3.4700e-**	**0.0000**		**1.0000e-**	**1.0000e-**		**1.0000e-**	**1.0000e-**	**0.0000**	**6.6900e-**	**6.6900e-**	**2.0000e-**	**0.0000**	**7.1400e-**

7.0 Water Detail

7.1 Mitigation Measures Water

	Total CO2	CH4	N2O	CO2e
Category	MT/yr			
Mitigated	1,116.5866	0.0719	8.9900e-	1,121.0619
Unmitigated	1,116.5866	0.0719	8.9900e-	1,121.0619

7.2 Water by Land Use

Unmitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
City Park	0 /	1,116.5866	0.0719	8.9900e-	1,121.061
Total		**1,116.5866**	**0.0719**	**8.9900e-**	**1,121.061**

Mitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
City Park	0 /	1,116.5866	0.0719	8.9900e-	1,121.061
Total		**1,116.5866**	**0.0719**	**8.9900e-**	**1,121.061**

8.0 Waste Detail

8.1 Mitigation Measures Waste

Category/Year

	Total CO2	CH4	N2O	CO2e
	MT/yr			
Mitigated	6.5323	0.3860	0.0000	16.1834
Unmitigated	6.5323	0.3860	0.0000	16.1834

8.2 Waste by Land Use

Unmitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
City Park	32.18	6.5323	0.3860	0.0000	16.1834
Total		**6.5323**	**0.3860**	**0.0000**	**16.1834**

Mitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
City Park	32.18	6.5323	0.3860	0.0000	16.1834
Total		**6.5323**	**0.3860**	**0.0000**	**16.1834**

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type
Other General Industrial Equipment	104	8.00	52	88	0.34	Diesel

Other General Industrial Equipment	104	8.00	4	88	0.34	Diesel
Other General Industrial Equipment	104	8.00	4	88	0.34	Diesel

UnMitigated/Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Equipment Type	tons/yr										MT/yr					
Other General	0.8268	7.4405	6.3229	8.0200e-		0.5674	0.5674		0.5220	0.5220	0.0000	721.1825	721.1825	0.2282	0	726.8869
Total	**0.8268**	**7.4405**	**6.3229**	**8.0200e-**		**0.5674**	**0.5674**		**0.5220**	**0.5220**	**0.0000**	**721.1825**	**721.1825**	**0.2282**	**0.0000**	**726.8869**

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD PEIR - 2020 JUFs
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
City Park	374.17	Acre	374.17	16,298,845.20	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2019
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100
Land Use - Existing acreage provided by SDUSD
Construction Phase - operational analysis only
Vehicle Trips - Per San Diego Trip Generation Manual, consistent with previous SDUSD projects
Area Coating - consistent with SDACPD rules
Energy Use -
Area Mitigation - asssumed extremely compliant VOC paint
Operational Off-Road Equipment - asssumed mower (weekly, 52), aerator (qaurterly, 4), fertilizer (quarterly, 4)

Table Name	Column Name	Default Value	New Value
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	150
tblAreaCoating	Area_EF_Nonresidential_Interior	250	150
tblAreaMitigation	UseLowVOCPaintNonresidentialExterio	150	10
tblAreaMitigation	UseLowVOCPaintNonresidentialInterior	150	10
tblAreaMitigation	UseLowVOCPaintParkingValue	250	10
tblAreaMitigation	UseLowVOCPaintResidentialExteriorVa	250	10

tblAreaMitigation	UseLowVOCPaintResidentialInteriorVal	250	10
tblConstructionPhase	NumDays	400.00	0.00
tblConstructionPhase	NumDays	240.00	0.00
tblConstructionPhase	NumDays	620.00	0.00
tblConstructionPhase	NumDays	6,200.00	0.00
tblConstructionPhase	NumDays	440.00	0.00
tblConstructionPhase	NumDays	440.00	0.00
tblGrading	AcresOfGrading	0.00	1,550.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	52.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	104.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	104.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	104.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblVehicleTrips	ST_TR	22.75	50.00
tblVehicleTrips	SU_TR	16.74	50.00
tblVehicleTrips	WD_TR	1.89	50.00

2.0 Emissions Summary

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.1536	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.69E-03	2.00E-05	0	7.14E-03
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0	0	0	0
Mobile	5.9964	25.1976	65.2154	0.1897	15.0550	0.2187	15.2737	4.0324	0.2058	4.2381	0.0000	17,444.81	17,444.82	1.0327	0	17,470.64
Offroad	0.8227	7.4035	6.2914	7.9800e-		0.5645	0.5645		0.5194	0.5194	0.0000	717.5946	717.5946	0.227	0	723.2705
Waste						0.0000	0.0000		0.0000	0.0000	6.5323	0.0000	6.5323	0.386	0	16.1834
Water						0.0000	0.0000		0.0000	0.0000	0.0000	1,073.900	1,073.90	0.0629	6.74E-03	1,077.48
Total	**6.9726**	**32.6011**	**71.5103**	**0.1976**	**15.0550**	**0.7832**	**15.8383**	**4.0324**	**0.7251**	**4.7575**	**6.5323**	**19,236.32**	**19,242.852**	**1.7087**	**6.7400e-**	**19,287.57**

Area
Energy
Mobile
Offroad
Waate
Water

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.1536	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-

Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Mobile	5.9964	25.1976	65.2154	0.1897	15.0550	0.2187	15.2737	4.0324	0.2058	4.2381	0.0000	17,444.81	17,444.819	1.0327	0.0000	17,470.63
Offroad	0.8227	7.4035	6.2914	7.9800e-		0.5645	0.5645		0.5194	0.5194	0.0000	717.5946	717.5946	0.2270	0.0000	723.2705
Waste						0.0000	0.0000		0.0000	0.0000	6.5323	0.0000	6.5323	0.3860	0.0000	16.1834
Water						0.0000	0.0000		0.0000	0.0000	0.0000	1,073.900	1,073.9002	0.0629	6.7400e-	1,077.481
Total	**6.9726**	**32.6011**	**71.5103**	**0.1976**	**15.0550**	**0.7832**	**15.8383**	**4.0324**	**0.7251**	**4.7575**	**6.5323**	**19,236.32**	**19,242.852**	**1.7087**	**6.7400e-**	**19,287.57**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	5.9964	25.1976	65.2154	0.1897	15.0550	0.2187	15.2737	4.0324	0.2058	4.2381	0.0000	17,444.81	17,444.819	1.0327	0.0000	17,470.63
Unmitigated	5.9964	25.1976	65.2154	0.1897	15.0550	0.2187	15.2737	4.0324	0.2058	4.2381	0.0000	17,444.81	17,444.819	1.0327	0.0000	17,470.63

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
City Park	18,708.50	18,708.50	18708.50	39,939,892	39,939,892
Total	18,708.50	18,708.50	18,708.50	39,939,892	39,939,892

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
City Park	9.50	7.30	7.30	33.00	48.00	19.00	66	28	6

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
City Park	0.581689	0.044135	0.186694	0.113515	0.018244	0.005600	0.015197	0.022573	0.001888	0.002088	0.006279	0.000742	0.001357

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Electricity						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
City Park	0	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
City Park	0	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**

6.0 Area Detail

6.1 Mitigation Measures Area

Use Low VOC Cleaning Supplies

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.1536	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-
Unmitigated	0.1536	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer	0.1533					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	3.3000e-	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-
Total	**0.1536**	**3.0000e-**	**3.4700e-**	**0.0000**		**1.0000e-**	**1.0000e-**		**1.0000e-**	**1.0000e-**	**0.0000**	**6.6900e-**	**6.6900e-**	**2.0000e-**	**0.0000**	**7.1400e-**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer	0.1533					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	3.3000e-	3.0000e-	3.4700e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	6.6900e-	6.6900e-	2.0000e-	0.0000	7.1400e-
Total	**0.1536**	**3.0000e-**	**3.4700e-**	**0.0000**		**1.0000e-**	**1.0000e-**		**1.0000e-**	**1.0000e-**	**0.0000**	**6.6900e-**	**6.6900e-**	**2.0000e-**	**0.0000**	**7.1400e-**

7.0 Water Detail

7.1 Mitigation Measures Water

	Total CO2	CH4	N2O	CO2e
Category	MT/yr			
Mitigated	1,073.9002	0.0629	6.7400e-	1,077.4813
Unmitigated	1,073.9002	0.0629	6.7400e-	1,077.4813

7.2 Water by Land Use

Unmitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
City Park	0 /	1,073.9002	0.0629	6.7400e-	1,077.481
Total		**1,073.9002**	**0.0629**	**6.7400e-**	**1,077.481**

Mitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
City Park	0 /	1,073.9002	0.0629	6.7400e-	1,077.481
Total		**1,073.9002**	**0.0629**	**6.7400e-**	**1,077.481**

8.0 Waste Detail

8.1 Mitigation Measures Waste

Category/Year

	Total CO2	CH4	N2O	CO2e
	MT/yr			
Mitigated	6.5323	0.3860	0.0000	16.1834
Unmitigated	6.5323	0.3860	0.0000	16.1834

8.2 Waste by Land Use

Unmitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
City Park	32.18	6.5323	0.3860	0.0000	16.1834
Total		**6.5323**	**0.3860**	**0.0000**	**16.1834**

Mitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
City Park	32.18	6.5323	0.3860	0.0000	16.1834
Total		**6.5323**	**0.3860**	**0.0000**	**16.1834**

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type
Other General Industrial Equipment	104	8.00	52	88	0.34	Diesel
Other General Industrial Equipment	104	8.00	4	88	0.34	Diesel
Other General Industrial Equipment	104	8.00	4	88	0.34	Diesel

UnMitigated/Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Equipment Type	tons/yr										MT/yr					
Other General	0.8227	7.4035	6.2914	7.9800e-		0.5645	0.5645		0.5194	0.5194	0.0000	717.5946	717.5946	0.2270	0.0000	723.2705
Total	**0.8227**	**7.4035**	**6.2914**	**7.9800e-**		**0.5645**	**0.5645**		**0.5194**	**0.5194**	**0.0000**	**717.5946**	**717.5946**	**0.2270**	**0.0000**	**723.2705**

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type
Other General Industrial Equipment	124	8.00	52	88	0.34	Diesel
Other General Industrial Equipment	124	8.00	4	88	0.34	Diesel
Other General Industrial Equipment	124	8.00	4	88	0.34	Diesel

UnMitigated/Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Equipment Type	tons/yr										MT/yr					
Other General	0.9809	8.8273	7.5013	9.52E-03		0.6731	0.6731		0.6193	0.6193	0	855.5935	855.5935	0.2707	0	862.361
Total	**0.9809**	**8.8273**	**7.5013**	**9.5200e-**		**0.6731**	**0.6731**		**0.6193**	**0.6193**	**0.0000**	**855.5935**	**855.5935**	**0.2707**	**0.0000**	**862.3610**

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD PEIR - 2030 JUFs
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
City Park	443.26	Acre	443.26	19,308,405.60	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2019
Utility Company	San Diego Gas & Electric				
CO2 Intensity	287	**CH4 Intensity**	0.011	**N2O Intensity**	0.001

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100
Land Use - Existing acreage provided by SDUSD
Construction Phase - operational analysis only
Vehicle Trips - Per San Diego Trip Generation Manual, consistent with previous SDUSD projects
Area Coating - consistent with SDACPD rules
Energy Use -
Area Mitigation - asssumed extremely compliant VOC paint
Operational Off-Road Equipment - asssumed mower (weekly, 52), aerator (qaurterly, 4), fertilizer (quarterly, 4)
Off-road Equipment - Operational analysis only
Grading -
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Trips and VMT - Operational analysis only

Table Name	Column Name	Default Value	New Value
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tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	124.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	124.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.011
tblProjectCharacteristics	CO2IntensityFactor	720.49	287
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.001
tblTripsAndVMT	VendorTripNumber	3,165.00	0.00
tblTripsAndVMT	WorkerTripNumber	8,110.00	0.00
tblTripsAndVMT	WorkerTripNumber	1,622.00	0.00
tblVehicleTrips	ST_TR	22.75	50.00
tblVehicleTrips	SU_TR	16.74	50.00
tblVehicleTrips	WD_TR	1.89	50.00

2.0 Emissions Summary

2.2 Overall Operational
Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e

Category	lb/day										lb/day					
Area	0.9991	4.20E-04	0.0457	0		1.60E-04	1.60E-04		1.60E-04	1.60E-04		0.0970	0.0970	2.6000e-		0.1036
Energy	0	0	0	0		0	0		0	0		0.0000	0.0000	0.0000	0.0000	0.0000
Mobile	40.1822	163.464	431.5861	1.2228	100.3482	1.4338	101.782	26.8248	1.3491	28.174		123,945.4	123,945.40	7.5084		124,133.1
Offroad	98.0847	882.7273	750.1312	0.9517		67.3098	67.3098		61.925	61.925		94,313.04	94,313.040	29.8396		95,059.03
Total	**139.266**	**1,046.19**	**1,181.76**	**2.1745**	**100.3482**	**68.7437**	**169.0919**	**26.8248**	**63.2742**	**90.0991**		**218,258.5**	**218,258.53**	**37.3483**	**0.0000**	**219,192.2**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	0.9991	4.2000e-	0.0457	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0970	0.0970	2.6000e-		0.1036
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Mobile	40.1822	163.4640	431.5861	1.2228	100.3482	1.4338	101.7820	26.8248	1.3491	28.1740		123,945.4	123,945.40	7.5084		124,133.1
Offroad	98.0847	882.7273	750.1312	0.9517		67.3098	67.3098		61.9250	61.9250		94,313.04	94,313.040	29.8396		95,059.03
Total	**139.2660**	**1,046.1917**	**1,181.763**	**2.1745**	**100.3482**	**68.7437**	**169.0919**	**26.8248**	**63.2742**	**90.0991**		**218,258.5**	**218,258.53**	**37.3483**	**0.0000**	**219,192.2**

	ROG	**NOx**	**CO**	**SO2**	**Fugitive**	**Exhaust**	**PM10**	**Fugitive**	**Exhaust**	**PM2.5**	**Bio- CO2**	**NBio-CO2**	**Total**	**CH4**	**N20**	**CO2e**
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	40.1822	163.4640	431.5861	1.2228	100.3482	1.4338	101.7820	26.8248	1.3491	28.1740		123,945.4	123,945.40	7.5084		124,133.1
Unmitigated	40.1822	163.4640	431.5861	1.2228	100.3482	1.4338	101.7820	26.8248	1.3491	28.1740		123,945.4	123,945.40	7.5084		124,133.1

4.2 Trip Summary Information

	Average Daily Trip Rate	Unmitigated	Mitigated

Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
City Park	22,163.00	22,163.00	22163.00	47,314,741	47,314,741
Total	22,163.00	22,163.00	22,163.00	47,314,741	47,314,741

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
City Park	9.50	7.30	7.30	33.00	48.00	19.00	66	28	6

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
City Park	0.581689	0.044135	0.186694	0.113515	0.018244	0.005600	0.015197	0.022573	0.001888	0.002088	0.006279	0.000742	0.001357

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

6.0 Area Detail

6.1 Mitigation Measures Area

Use Low VOC Cleaning Supplies

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	0.9991	4.2000e-	0.0457	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0970	0.0970	2.6000e-		0.1036
Unmitigated	0.9991	4.2000e-	0.0457	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0970	0.0970	2.6000e-		0.1036

6.2 Area by SubCategory
Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	0.9948					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000

Landscaping	4.3300e-	4.2000e-	0.0457	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0970	0.0970	2.6000e-		0.1036
Total	**0.9991**	**4.2000e-**	**0.0457**	**0.0000**		**1.6000e-**	**1.6000e-**		**1.6000e-**	**1.6000e-**		**0.0970**	**0.0970**	**2.6000e-**		**0.1036**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	0.9948					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	4.3300e-	4.2000e-	0.0457	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0970	0.0970	2.6000e-		0.1036
Total	**0.9991**	**4.2000e-**	**0.0457**	**0.0000**		**1.6000e-**	**1.6000e-**		**1.6000e-**	**1.6000e-**		**0.0970**	**0.0970**	**2.6000e-**		**0.1036**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type
Other General Industrial Equipment	124	8.00	52	88	0.34	Diesel
Other General Industrial Equipment	124	8.00	4	88	0.34	Diesel
Other General Industrial Equipment	124	8.00	4	88	0.34	Diesel

UnMitigated/Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Equipment Type	lb/day										lb/day					
Other General	98.0847	882.7273	750.1312	0.9517		67.3098	67.3098		61.9250	61.9250		94,313.04	94,313.040	29.8396		95,059.03
Total	**98.0847**	**882.7273**	**750.1312**	**0.9517**		**67.3098**	**67.3098**		**61.9250**	**61.9250**		**94,313.04**	**94,313.040**	**29.8396**		**95,059.03**

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD PEIR - 2030 JUFs - San Diego County, Annual

SDUSD PEIR - 2030 JUFs
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
City Park	443.26	Acre	443.26	19,308,405.60	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2019
Utility Company	San Diego Gas & Electric				
CO2 Intensity	287	**CH4 Intensity**	0.011	**N2O Intensity**	0.001

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100
Land Use - total future acreage provided by SDUSD
Construction Phase - operational analysis only
Vehicle Trips - Per San Diego Trip Generation Manual, consistent with previous SDUSD projects
Area Coating - consistent with SDACPD rules
Energy Use -
Area Mitigation - asssumed extremely compliant VOC paint
Operational Off-Road Equipment - asssumed mower (weekly, 52), aerator (qaurterly, 4), fertilizer (quarterly, 4)
Off-road Equipment - Operational analysis only
Grading -
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Trips and VMT - Operational analysis only

Table Name	Column Name	Default Value	New Value
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tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	52.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	124.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	124.00
tblOperationalOffRoadEquipment	OperOffRoadEquipmentNumber	0.00	124.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.011
tblProjectCharacteristics	CO2IntensityFactor	720.49	287
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.001
tblTripsAndVMT	VendorTripNumber	3,165.00	0.00
tblTripsAndVMT	WorkerTripNumber	8,110.00	0.00
tblTripsAndVMT	WorkerTripNumber	1,622.00	0.00
tblVehicleTrips	ST_TR	22.75	50.00
tblVehicleTrips	SU_TR	16.74	50.00
tblVehicleTrips	WD_TR	1.89	50.00

2.0 Emissions Summary

2.2 Overall Operational
Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.1819	4.0000e-	4.1100e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	7.9200e-	7.92E-03	2.00E-05	0	8.46E-03
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0	0	0	0
Mobile	7.1036	29.8503	77.2573	0.2247	17.8349	0.2591	18.0940	4.7770	0.2438	5.0207	0.0000	20,665.98	20,665.98	1.2234	0	20,696.57
Offroad	0.9809	8.8273	7.5013	9.5200e-		0.6731	0.6731		0.6193	0.6193	0.0000	855.5935	855.5935	0.2707	0	862.361
Waste						0.0000	0.0000		0.0000	0.0000	7.7380	0.0000	7.738	0.4573	0	19.1706
Water						0.0000	0.0000		0.0000	0.0000	0.0000	763.8490	763.849	0.0293	2.66E-03	765.374
Total	**8.2664**	**38.6776**	**84.7627**	**0.2342**	**17.8349**	**0.9322**	**18.7671**	**4.7770**	**0.8630**	**5.6400**	**7.7380**	**22,285.43**	**22,293.17**	**1.9807**	**2.66E-03**	**22,343.48**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.1819	4.0000e-	4.1100e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	7.9200e-	7.9200e-	2.0000e-	0.0000	8.4600e-
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Mobile	7.1036	29.8503	77.2573	0.2247	17.8349	0.2591	18.0940	4.7770	0.2438	5.0207	0.0000	20,665.98	20,665.982	1.2234	0.0000	20,696.56
Offroad	0.9809	8.8273	7.5013	9.5200e-		0.6731	0.6731		0.6193	0.6193	0.0000	855.5935	855.5935	0.2707	0.0000	862.3610
Waste						0.0000	0.0000		0.0000	0.0000	7.7380	0.0000	7.7380	0.4573	0.0000	19.1706
Water						0.0000	0.0000		0.0000	0.0000	0.0000	763.8490	763.8490	0.0293	2.6600e-	765.3740
Total	**8.2664**	**38.6776**	**84.7627**	**0.2342**	**17.8349**	**0.9322**	**18.7671**	**4.7770**	**0.8630**	**5.6400**	**7.7380**	**22,285.43**	**22,293.170**	**1.9807**	**2.6600e-**	**22,343.48**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	7.1036	29.8503	77.2573	0.2247	17.8349	0.2591	18.094	4.777	0.2438	5.0207	0	20,665.98	20,665.98	1.2234	0	20,696.57
Unmitigated	7.1036	29.8503	77.2573	0.2247	17.8349	0.2591	18.094	4.777	0.2438	5.0207	0	20,665.98	20,665.98	1.2234	0	20,696.57

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
City Park	22,163.00	22,163.00	22163.00	47,314,741	47,314,741
Total	22,163.00	22,163.00	22,163.00	47,314,741	47,314,741

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
City Park	9.50	7.30	7.30	33.00	48.00	19.00	66	28	6

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
City Park	0.581689	0.044135	0.186694	0.113515	0.018244	0.005600	0.015197	0.022573	0.001888	0.002088	0.006279	0.000742	0.001357

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Electricity						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e

Land Use	kBTU/yr	tons/yr										MT/yr					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
City Park	0	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
City Park	0	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**

6.0 Area Detail

6.1 Mitigation Measures Area

Use Low VOC Cleaning Supplies

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.1819	4.0000e-	4.1100e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	7.9200e-	7.9200e-	2.0000e-	0.0000	8.4600e-
Unmitigated	0.1819	4.0000e-	4.1100e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	7.9200e-	7.9200e-	2.0000e-	0.0000	8.4600e-

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer	0.1816					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	3.9000e-	4.0000e-	4.1100e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	7.9200e-	7.9200e-	2.0000e-	0.0000	8.4600e-
Total	**0.1819**	**4.0000e-**	**4.1100e-**	**0.0000**		**1.0000e-**	**1.0000e-**		**1.0000e-**	**1.0000e-**	**0.0000**	**7.9200e-**	**7.9200e-**	**2.0000e-**	**0.0000**	**8.4600e-**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer	0.1816					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Landscaping	3.9000e-	4.0000e-	4.1100e-	0.0000		1.0000e-	1.0000e-		1.0000e-	1.0000e-	0.0000	7.9200e-	7.9200e-	2.0000e-	0.0000	8.4600e-
Total	**0.1819**	**4.0000e-**	**4.1100e-**	**0.0000**		**1.0000e-**	**1.0000e-**		**1.0000e-**	**1.0000e-**	**0.0000**	**7.9200e-**	**7.9200e-**	**2.0000e-**	**0.0000**	**8.4600e-**

7.0 Water Detail

7.1 Mitigation Measures Water

	Total CO2	CH4	N2O	CO2e
Category	MT/yr			
Mitigated	763.8490	0.0293	2.6600e-	765.3740
Unmitigated	763.8490	0.0293	2.6600e-	765.3740

7.2 Water by Land Use

Unmitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
City Park	0 /	763.8490	0.0293	2.6600e-	765.3740
Total		**763.8490**	**0.0293**	**2.6600e-**	**765.3740**

Mitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
City Park	0 /	763.8490	0.0293	2.6600e-	765.3740
Total		**763.8490**	**0.0293**	**2.6600e-**	**765.3740**

8.0 Waste Detail

8.1 Mitigation Measures Waste

Category/Year

	Total CO2	CH4	N2O	CO2e
	MT/yr			
Mitigated	7.7380	0.4573	0.0000	19.1706
Unmitigated	7.7380	0.4573	0.0000	19.1706

8.2 Waste by Land Use

Unmitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
City Park	38.12	7.7380	0.4573	0.0000	19.1706
Total		**7.7380**	**0.4573**	**0.0000**	**19.1706**

Mitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
City Park	38.12	7.7380	0.4573	0.0000	19.1706
Total		**7.7380**	**0.4573**	**0.0000**	**19.1706**

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type
Other General Industrial Equipment	124	8.00	52	88	0.34	Diesel
Other General Industrial Equipment	124	8.00	4	88	0.34	Diesel
Other General Industrial Equipment	124	8.00	4	88	0.34	Diesel

UnMitigated/Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Equipment Type	tons/yr										MT/yr					
Other General	0.9809	8.8273	7.5013	9.52E-03		0.6731	0.6731		0.6193	0.6193	0	855.5935	855.5935	0.2707	0	862.361
Total	**0.9809**	**8.8273**	**7.5013**	**9.5200e-**		**0.6731**	**0.6731**		**0.6193**	**0.6193**	**0.0000**	**855.5935**	**855.5935**	**0.2707**	**0.0000**	**862.3610**

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD PEIR - Existing JUFs Lighting Only
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Parking Lot	74.83	Acre	74.83	3,259,769.04	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2019
Utility Company	San Diego Gas & Electric				
CO2 Intensity	497	**CH4 Intensity**	0.032	**N2O Intensity**	0.004

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100
Land Use - Existing acreage (374.17) provided by SDUSD, per SDUSD 20% assumed to be the area of parking area

Table Name	Column Name	Default Value	New Value
tblAreaCoating	Area_Parking	195586	0
tblGrading	AcresOfGrading	0.00	275.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	52.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblOperationalOffRoadEquipment	OperDaysPerYear	260.00	4.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.032
tblProjectCharacteristics	CO2IntensityFactor	720.49	497
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.004
tblSolidWaste	LandfillCaptureGasFlare	94.00	0.00
tblSolidWaste	LandfillNoGasCapture	6.00	0.00

2.0 Emissions Summary

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.2108	1.00E-05	6.90E-04	0		0	0		0	0	0	1.34E-03	1.34E-03	0	0	1.43E-03
Energy	0	0	0	0		0	0		0	0	0	257.2036	257.2036	0.0166	2.07E-03	258.2345
Mobile	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Offroad	0	0	0	0		0	0		0	0	0	0	0	0	0	0
Waste						0	0		0	0	0	0	0	0	0	0
Water						0	0		0	0	0	0	0	0	0	0
Total	**0.2108**	**1.00E-05**	**6.90E-04**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**257.2049**	**257.2049**	**0.0166**	**2.07E-03**	**258.2359**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.2108	1.0000e-	6.9000e-	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	1.3400e-	1.3400e-	0.0000	0.0000	1.4300e-
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	257.2036	257.2036	0.0166	2.0700e-	258.2345
Mobile	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Offroad	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Waste						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Water						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.2108**	**1.0000e-**	**6.9000e-**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**257.2049**	**257.2049**	**0.0166**	**2.0700e-**	**258.2359**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

5.0 Energy Detail

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Parking Lot	1.14E+06	257.2036	0.0166	2.0700e-003	258.2345
Total		**257.2036**	**0.0166**	**2.0700e-**	**258.2345**

Mitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Parking Lot	1.14092e+006	257.2036	0.0166	2.0700e-003	258.2345
Total		**257.2036**	**0.0166**	**2.0700e-**	**258.2345**

SDUSD PEIR - 2020 JUFs Lighting Only
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Parking Lot	74.83	Acre	74.83	3,259,769.04	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100
Land Use - Existing acreage provided by SDUSD (374.17); assumed 20% to be have lighting per the district

2.0 Emissions Summary

2.2 Overall Operational
Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.2108	1.0000e-00	6.9000e-00	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	1.3400e-00	1.3400e-00	0.0000	0.0000	1.4300e-00
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0	247.3708	247.3708	0.0145	1.55E-03	248.1958
Mobile	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Offroad	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Waste						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Water						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Total	**0.2108**	**1.0000e-005**	**6.9000e-004**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**247.3722**	**247.3722**	**0.0145**	**1.5500e-003**	**248.1972**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.2108	1.0000e-	6.9000e-	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	1.3400e-	1.3400e-	0.0000	0.0000	1.4300e-
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	247.3708	247.3708	0.0145	1.5500e-	248.1958
Mobile	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Offroad	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Waste						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Water						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.2108**	**1.0000e-005**	**6.9000e-004**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**247.3722**	**247.3722**	**0.0145**	**1.5500e-003**	**248.1972**

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity Mitigated						0.0000	0.0000		0.0000	0.0000	0.0000	247.3708	247.3708	0.0145	1.5500e-003	248.1958
Electricity Unmitigated						0.0000	0.0000		0.0000	0.0000	0.0000	247.3708	247.3708	0.0145	1.5500e-003	248.1958
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Parking Lot	1.14092e+006	247.3708	0.0145	1.5500e-003	248.1958
Total		**247.3708**	**0.0145**	**1.5500e-003**	**248.1958**

Mitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			

Parking Lot	1.14E+06	247.3708	0.0145	1.5500e-003	248.1958
Total		**247.3708**	**0.0145**	**1.5500e-003**	**248.1958**

SDUSD PEIR - 2030 JUFs Lighting Only - San Diego County, Annual

SDUSD PEIR - 2030 JUFs Lighting Only
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Parking Lot	88.65	Acre	88.65	3,861,681.12	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2030
Utility Company	San Diego Gas & Electric				
CO2 Intensity	287	**CH4 Intensity**	0.011	**N2O Intensity**	0.001

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100
Land Use - total future acreage provided by SDUSD (443.26), assumed 20% to require lighting per SDUSD

2.0 Emissions Summary

2.2 Overall Operational
Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.2497	1.0000e-[illegible]	8.2000e-[illegible]	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	1.5800e-[illegible]	1.5800e-[illegible]	0.0000	0.0000	1.6900e-[illegible]
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	175.9511	175.9511	6.74E-03	6.10E-04	176.3024
Mobile	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Offroad	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Waste						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Water						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Total	**0.2497**	**1.0000e-**	**8.2000e-**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**175.9527**	**175.9527**	**6.7400e-**	**6.1000e-**	**176.3041**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.2497	1.0000e-	8.2000e-	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	1.5800e-	1.5800e-	0.0000	0.0000	1.6900e-
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	175.9511	175.9511	6.7400e-003	6.1000e-004	176.3024
Mobile	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Offroad	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Waste						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Water						0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.2497**	**1.0000e-**	**8.2000e-**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**175.9527**	**175.9527**	**6.7400e-**	**6.1000e-**	**176.3041**

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity Mitigated						0.0000	0.0000		0.0000	0.0000	0.0000	175.9511	175.9511	6.7400e-003	6.1000e-004	176.3024
Electricity Unmitigated						0.0000	0.0000		0.0000	0.0000	0.0000	175.9511	175.9511	6.7400e-003	6.1000e-004	176.3024
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Parking Lot	1.35E+06	175.9511	6.7400e-003	6.1000e-004	176.3024
Total		**175.9511**	**6.7400e-003**	**6.1000e-004**	**176.3024**

Mitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Parking Lot	1.35159e+006	175.9511	6.7400e-003	6.1000e-004	176.3024
Total		**175.9511**	**6.7400e-003**	**6.1000e-004**	**176.3024**

Operational Emissions (Academic Facilities)

Academic Facilities

Operational Criteria Pollutant Emissions (pounds per day)

Condition	ROG	NOx	CO	SO2	PM10	PM2.5
Existing (2019)						
Area	404	0	12	0	0	0
Architectural Coating	61	0	0	0	0	0
Consumer Products	342	0	0	0	0	0
Landscaping	1	0	12	0	0.0	0
Energy	4	35	29	0	3	3
Mobile	156	405	1,619	5	544	143
Total(a)	564	440	1,660	5	547	146
With Program (2030)						
Area	604	0	18	0	0	0
Architectural Coating	91	0	0	0	0	0
Consumer Products	511	0	0	0	0	0
Landscaping	2	0	18	0	0	0
Energy	6	52	44	0	4	4
Mobile	125	245	1,306	5	813	209
Total(a)	734	297	1,368	5	817	213

Source: CalEEMod and EMFAC. See Appendix 4.2-1.
(a) Values may not add up to to rounding

Operational Criteria Pollutant Emissions (pounds per day)

Condition	ROG	NOx	CO	SO2	PM10	PM2.5
Existing (2019)						
Area	404	0	12	0	0	0
Architectural Coating	61	0	0	0	0	0
Consumer Products	342	0	0	0	0	0
Landscaping	1	0	12	0	0	0
Energy	4	35	29	0	3	3
Mobile	156	405	1,619	5	544	143
Total(a)	564	440	1,660	5	547	146
With Program (2030)						
Area	520	0	18	0	0	0
Architectural Coating	45	0	0	0	0	0
Consumer Products	473	0	0	0	0	0
Landscaping	2	0	18	0	0	0
Energy	Energy	6	52	44	0	4
Mobile	125	245	1,306	5	813	209
Total(a)	645	251	1,377	48	813	213

Source: CalEEMod and EMFAC. See Appendix 4.2-1.
(a) Values may not add up to to rounding
Mitigation: Green consumer products, 75 g/l

1990 GHG Emissions Inventory for District Academic Facilities (metric tons)

Emissions Source	CO2	CH4	N2O	CO2e	%
Area	2	0	0	2	0%
Energy	29,705	1	0	29,823	37%
Mobile	37,649	2	2	38,244	48%
Waste	4,464	264	0	11,059	14%
Water	821	3	0	916	1%
Total	72,642	270	2	80,044	100%
2020 Student Enrollment				120,495	
1990 Threshold (MT per student)				0.66	
2030 GHG Emissions Limit (40% below 1990 levels per SB 32)				48,027	
2030 Student Capacity				180,004	
2030 Threshold (MT per student)				0.27	

Notes:
2020 student enrollment will not differ substantially from 2019 student enrollment. Therefore, the emissions inventory, which was calculated using 2019 student enrollment data and 2020 emission factors, is representative of 2020 conditions. Based on the state's GHG limit under AB 32, GHG emissions generated by District activities in 2020 are assumed to be equivalent to those emissions
The 2030 threshold was derived by reducing the 1990/2020 inventory by 40 percent (per SB 32) and dividing by the 2030 student capacity.

Unmitigated Operational GHG Emissions (metric tons per year)

Condition	CO2	CH4	N2O	CO2e	%
Existing (2019)					
Area	2	0	0	2	0%
Energy	30,611	2	0	30,747	38%
Mobile	37,649	2	2	38,244	47%
Waste	4,464	264	0	11,059	14%
Water	853	3	0	948	1%
Total	73,578	270	2	81,001	100%
With Program (2030)					
Area	3	0	0	3	0%
Energy	30,784	1	0	30,886	30%
Mobile	53,085	3	3	53,952	53%
Waste	6,668	394	0	16,521	16%
Water	753	4	0	892	1%
Total	91,294	402	3	102,255	100%
Net Change (Academic Facilities)					
Buildout v. Existing	17,716	132	0.8	21,254	-
Metric tons CO2e per student				0.57	
Efficiency Threshold (metric tons CO2e pet student)				0.27	
Exceed Threshold?				Yes	

Academic Facilities (Operational Energy Consumption)

Natural Gas Consumption

Year	kBTUs	BTUs	MBTUs
Existing (2019)	129,958,000	129,958,000,000	129,958
With Program (2030)	194,140,000	194,140,000,000	194,140

Source: See CalEEmod ouputs

Electricity Consumption (Including energy from water use)

Year	kwh	MWh	BTU	MBTUs
Existing (2019)	105,021,314	105,021	358,332,724,363	358,333
With Program (2030)	163,001,506	163,002	556,161,136,854	556,161

Source: See CalEEmod ouputs

Fuel Consumption

Year	Gallons	BTU	MBTUs
Existing (2019)			
Gasoline	3,600,857	418,023,462,334	418,023
Diesel	1,262,844	174,891,322,744	174,891
With Program (2030			
Gasoline	3,533,572	410,212,388,747	410,212
Diesel	1,622,243	224,664,403,900	224,664

Energy Consumption from Water Use

Year	MG	kWh
2019	314	4,092,390
2030	470	6,113,506

Conversions		Source
MWh per kwh	0.001	Standard
MWh per BTU	3,412,000	Standard
kg per MT	1000	Standard
BTU/1 gallon gasoline	116,090	https://afdc.energy.gov/fuels/fuel_comparison_chart.pdf
BTU/1 gallon diesel	138,490	https://afdc.energy.gov/fuels/fuel_comparison_chart.pdf
kwh/MG	13,021	Caleemod

SDUSD PEIR - Full Build Operational Analysis - 2030 Buildout - San Diego County, Winter

SDUSD PEIR - Full Build Operational Analysis - 2030 Buildout
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	180,004.00	Student	548.20	23,879,506.59	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2030
Utility Company	San Diego Gas & Electric				
CO2 Intensity	287	**CH4 Intensity**	0.011	**N2O Intensity**	0.001

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100 for 2030
Land Use - Chen Ryan Associates 2019 Table 4-1; high school selected because consumption rates (operation/waste) are highest. Conservative
Construction Phase - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Trips and VMT - Operational analysis only
Grading - Operational analysis only
Architectural Coating - Operational analysis only
Vehicle Trips - Mobile emissions modeled separately
Area Coating - g/L revised per SDAPCD 67.0.1
Energy Use - conservative rates used; per data provided by SDUSD
Water And Wastewater - Water And Wastewater - water use calculatd per data provided by SDUSD, assumed more conservative consumption

Solid Waste -
Area Mitigation - low VOC

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	ConstArea_Nonresidential_Exterior	11,939,753.00	0.00
tblArchitecturalCoating	ConstArea_Nonresidential_Interior	35,819,260.00	0.00
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	150
tblAreaCoating	Area_EF_Nonresidential_Interior	250	150
tblAreaMitigation	UseLowVOCPaintNonresidentialExterio	150	75
tblAreaMitigation	UseLowVOCPaintNonresidentialInterior	150	75
tblAreaMitigation	UseLowVOCPaintParkingCheck	False	True
tblAreaMitigation	UseLowVOCPaintParkingValue	250	75
tblAreaMitigation	UseLowVOCPaintResidentialExteriorVa	250	75
tblAreaMitigation	UseLowVOCPaintResidentialInteriorVal	250	75
tblConstructionPhase	NumDays	660.00	0.00
tblConstructionPhase	NumDays	9,300.00	0.00
tblConstructionPhase	NumDays	600.00	0.00
tblConstructionPhase	NumDays	930.00	0.00
tblConstructionPhase	NumDays	660.00	0.00
tblConstructionPhase	NumDays	360.00	0.00
tblEnergyUse	LightingElect	2.54	3.25
tblEnergyUse	NT24E	1.18	1.22
tblEnergyUse	NT24NG	0.48	0.57
tblEnergyUse	T24E	1.52	2.10
tblEnergyUse	T24NG	5.44	7.56
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00

tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	6.00	0.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.011
tblProjectCharacteristics	CO2IntensityFactor	720.49	287
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.001
tblTripsAndVMT	VendorTripNumber	3,914.00	0.00
tblTripsAndVMT	WorkerTripNumber	10,029.00	0.00
tblTripsAndVMT	WorkerTripNumber	2,006.00	0.00
tblVehicleTrips	ST_TR	0.61	0.00
tblVehicleTrips	SU_TR	0.25	0.00
tblVehicleTrips	WD_TR	1.71	0.00
tblWater	IndoorWaterUseRate	792,910,419.84	131,450,125.23
tblWater	OutdoorWaterUseRate	2,038,912,508.16	338,061,089.40

2.0 Emissions Summary

2.2 Overall Operational
Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	603.6656	0.1646	18.2862	1.37E-03		0.0648	0.0648		0.0648	0.0648		39.3943	39.3943	0.1016		41.9341
Energy	5.7361	52.1462	43.8028	0.3129		3.9631	3.9631		3.9631	3.9631		62,575.47	62,575.47	1.1994	1.1472	62,947.32
Mobile	0	0	0	0	0	0	0	0	0	0		0	0	0		0

Total	**609.4017**	**52.3109**	**62.089**	**0.3143**	**0**	**4.0279**	**4.0279**	**0**	**4.0279**	**4.0279**		**62,614.86**	**62,614.86**	**1.301**	**1.1472**	**62,989.26**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	519.9729	0.1646	18.2862	1.37E-03		0.0648	0.0648		0.0648	0.0648		39.3943	39.3943	0.1016		41.9341
Energy	5.7361	52.1462	43.8028	0.3129		3.9631	3.9631		3.9631	3.9631		62,575.47	62,575.47	1.1994	1.1472	62,947.32
Mobile	0	0	0	0	0	0	0	0	0	0		0	0	0		0
Total	**525.7089**	**52.3109**	**62.0890**	**0.3143**	**0.0000**	**4.0279**	**4.0279**	**0.0000**	**4.0279**	**4.0279**		**62,614.86**	**62,614.862**	**1.3010**	**1.1472**	**62,989.25**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**13.73**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	5.7361	52.1462	43.8028	0.3129		3.9631	3.9631		3.9631	3.9631		62,575.46	62,575.467	1.1994	1.1472	62,947.32
NaturalGas	5.7361	52.1462	43.8028	0.3129		3.9631	3.9631		3.9631	3.9631		62,575.46	62,575.467	1.1994	1.1472	62,947.32

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
High School	531891	5.7361	52.1462	43.8028	0.3129		3.9631	3.9631		3.9631	3.9631		62,575.467	62,575.46	1.1994	1.1472	62,947.32
Total		**5.7361**	**52.1462**	**43.8028**	**0.3129**		**3.9631**	**3.9631**		**3.9631**	**3.9631**		**62,575.467**	**62,575.46**	**1.1994**	**1.1472**	**62,947.32**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
High School	531.891	5.7361	52.1462	43.8028	0.3129		3.9631	3.9631		3.9631	3.9631		62,575.467	62,575.46	1.1994	1.1472	62,947.32
Total		**5.7361**	**52.1462**	**43.8028**	**0.3129**		**3.9631**	**3.9631**		**3.9631**	**3.9631**		**62,575.467**	**62,575.46**	**1.1994**	**1.1472**	**62,947.32**

6.0 Area Detail

6.1 Mitigation Measures Area

Use Low VOC Paint - Residential Interior
Use Low VOC Paint - Residential Exterior
Use Low VOC Paint - Non-Residential Interior
Use Low VOC Paint - Non-Residential Exterior
No Hearths Installed
Use Low VOC Cleaning Supplies

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	519.9729	0.1646	18.2862	1.3700e-		0.0648	0.0648		0.0648	0.0648		39.3943	39.3943	0.1016		41.9341
Unmitigated	603.6656	0.1646	18.2862	1.3700e-		0.0648	0.0648		0.0648	0.0648		39.3943	39.3943	0.1016		41.9341

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	90.9711					0	0		0	0			0			0
Consumer	511.0214					0	0		0	0			0			0
Landscaping	1.6731	0.1646	18.2862	1.37E-03		0.0648	0.0648		0.0648	0.0648		39.3943	39.3943	0.1016		41.9341
Total	**603.6656**	**0.1646**	**18.2862**	**1.3700e-**		**0.0648**	**0.0648**		**0.0648**	**0.0648**		**39.3943**	**39.3943**	**0.1016**		**41.9341**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	45.4855					0	0		0	0			0.0000			0.0000
Consumer	472.8142					0	0		0	0			0.0000			0.0000
Landscaping	1.6731	0.1646	18.2862	1.37E-03		0.0648	0.0648		0.0648	0.0648		39.3943	39.3943	0.1016		41.9341
Total	**519.9729**	**0.1646**	**18.2862**	**1.3700e-**		**0.0648**	**0.0648**		**0.0648**	**0.0648**		**39.3943**	**39.3943**	**0.1016**		**41.9341**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD PEIR - Full Build Operational Analysis - 2030 Buildout - San Diego County, Annual

SDUSD PEIR - Full Build Operational Analysis - 2030 Buildout
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	180,004.00	Student	548.20	23,879,506.59	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2030
Utility Company	San Diego Gas & Electric				
CO2 Intensity	287	**CH4 Intensity**	0.011	**N2O Intensity**	0.001

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100 for 2030
Land Use - Chen Ryan Associates 2019 Table 4-1; high school selected because consumption rates (operation/waste) are highest. Conservative
Construction Phase - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Trips and VMT - Operational analysis only
Grading - Operational analysis only
Architectural Coating - Operational analysis only
Vehicle Trips - Mobile emissions modeled separately
Area Coating - g/L revised per SDAPCD 67.0.1
Energy Use - conservative rates used; per data provided by SDUSD
Water And Wastewater - Water And Wastewater - water use calculatd per data provided by SDUSD, assumed more conservative consumption

Solid Waste -
Area Mitigation - low VOC

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	ConstArea_Nonresidential_Exterior	11,939,753.00	0.00
tblArchitecturalCoating	ConstArea_Nonresidential_Interior	35,819,260.00	0.00
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	150
tblAreaCoating	Area_EF_Nonresidential_Interior	250	150
tblAreaMitigation	UseLowVOCPaintNonresidentialExterio	150	75
tblAreaMitigation	UseLowVOCPaintNonresidentialInterior	150	75
tblAreaMitigation	UseLowVOCPaintParkingCheck	False	True
tblAreaMitigation	UseLowVOCPaintParkingValue	250	75
tblAreaMitigation	UseLowVOCPaintResidentialExteriorVa	250	75
tblAreaMitigation	UseLowVOCPaintResidentialInteriorVal	250	75
tblConstructionPhase	NumDays	660.00	0.00
tblConstructionPhase	NumDays	9,300.00	0.00
tblConstructionPhase	NumDays	600.00	0.00
tblConstructionPhase	NumDays	930.00	0.00
tblConstructionPhase	NumDays	660.00	0.00
tblConstructionPhase	NumDays	360.00	0.00
tblEnergyUse	LightingElect	2.54	3.25
tblEnergyUse	NT24E	1.18	1.22
tblEnergyUse	NT24NG	0.48	0.57
tblEnergyUse	T24E	1.52	2.10
tblEnergyUse	T24NG	5.44	7.56
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00

tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	6.00	0.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.011
tblProjectCharacteristics	CO2IntensityFactor	720.49	287
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.001
tblTripsAndVMT	VendorTripNumber	3,914.00	0.00
tblTripsAndVMT	WorkerTripNumber	10,029.00	0.00
tblTripsAndVMT	WorkerTripNumber	2,006.00	0.00
tblVehicleTrips	ST_TR	0.61	0.00
tblVehicleTrips	SU_TR	0.25	0.00
tblVehicleTrips	WD_TR	1.71	0.00
tblWater	IndoorWaterUseRate	792,910,419.84	131,450,125.23
tblWater	OutdoorWaterUseRate	2,038,912,508.16	338,061,089.40

2.0 Emissions Summary

2.2 Overall Operational
Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	110.0142	0.0148	1.6458	1.2000e-		5.8300e-	5.8300e-		5.8300e-	5.8300e-	0.0000	3.2164	3.2164	8.29E-03	0	3.4238
Energy	1.0468	9.5167	7.9940	0.0571		0.7233	0.7233		0.7233	0.7233	0.0000	30,783.95	30,783.96	0.9814	0.2611	30,886.30
Mobile	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0	0	0	0

Waste						0.0000	0.0000		0.0000	0.0000	6,668.401	0.0000	6,668.40	394.0912	0	16,520.68
Water						0.0000	0.0000		0.0000	0.0000	41.7031	711.7609	753.4639	4.3106	0.1036	892.1067
Total	**111.0611**	**9.5315**	**9.6398**	**0.0572**	**0.0000**	**0.7291**	**0.7291**	**0.0000**	**0.7291**	**0.7291**	**6,710.104**	**31,498.93**	**38,209.037**	**399.3915**	**0.3647**	**48,302.50**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	94.7403	0.0148	1.6458	1.2000e-		5.8300e-	5.8300e-		5.8300e-	5.8300e-	0.0000	3.2164	3.2164	8.2900e-	0.0000	3.4238
Energy	1.0468	9.5167	7.9940	0.0571		0.7233	0.7233		0.7233	0.7233	0.0000	30,783.95	30,783.955	0.9814	0.2611	30,886.29
Mobile	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Waste						0.0000	0.0000		0.0000	0.0000	6,668.401	0.0000	6,668.4013	394.0912	0.0000	16,520.68
Water						0.0000	0.0000		0.0000	0.0000	41.7031	711.7609	753.4639	4.3106	0.1036	892.1067
Total	**95.7871**	**9.5315**	**9.6398**	**0.0572**	**0.0000**	**0.7291**	**0.7291**	**0.0000**	**0.7291**	**0.7291**	**6,710.104**	**31,498.93**	**38,209.037**	**399.3915**	**0.3647**	**48,302.50**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent Reduction	**13.75**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity						0.0000	0.0000		0.0000	0.0000	0.0000	20,423.88	20,423.885	0.7828	0.0712	20,464.66
Electricity						0.0000	0.0000		0.0000	0.0000	0.0000	20,423.88	20,423.885	0.7828	0.0712	20,464.66
NaturalGas	1.0468	9.5167	7.9940	0.0571		0.7233	0.7233		0.7233	0.7233	0.0000	10,360.07	10,360.070	0.1986	0.1899	10,421.63
NaturalGas	1.0468	9.5167	7.9940	0.0571		0.7233	0.7233		0.7233	0.7233	0.0000	10,360.07	10,360.070	0.1986	0.1899	10,421.63

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
High School	1.94E+08	1.0468	9.5167	7.9940	0.0571		0.7233	0.7233		0.7233	0.7233	0.0000	10,360.070	10,360.07	0.1986	0.1899	10,421.63
Total		**1.0468**	**9.5167**	**7.9940**	**0.0571**		**0.7233**	**0.7233**		**0.7233**	**0.7233**	**0.0000**	**10,360.070**	**10,360.07**	**0.1986**	**0.1899**	**10,421.63**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
High School	1.9414e+0	1.0468	9.5167	7.9940	0.0571		0.7233	0.7233		0.7233	0.7233	0.0000	10,360.070	10,360.07	0.1986	0.1899	10,421.63
Total		**1.0468**	**9.5167**	**7.9940**	**0.0571**		**0.7233**	**0.7233**		**0.7233**	**0.7233**	**0.0000**	**10,360.070**	**10,360.07**	**0.1986**	**0.1899**	**10,421.63**

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
High School	1.57E+08	20,423.885	0.7828	0.0712	20,464.66
Total		**20,423.885**	**0.7828**	**0.0712**	**20,464.66**

Mitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
High School	1.56888e+	20,423.885	0.7828	0.0712	20,464.66
Total		**20,423.885**	**0.7828**	**0.0712**	**20,464.66**

6.0 Area Detail

6.1 Mitigation Measures Area

Use Low VOC Paint - Residential Interior
Use Low VOC Paint - Residential Exterior
Use Low VOC Paint - Non-Residential Interior
Use Low VOC Paint - Non-Residential Exterior
No Hearths Installed
Use Low VOC Cleaning Supplies

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	94.7403	0.0148	1.6458	1.2000e-		5.8300e-	5.8300e-		5.8300e-	5.8300e-	0.0000	3.2164	3.2164	8.2900e-	0.0000	3.4238
Unmitigated	110.0142	0.0148	1.6458	1.2000e-		5.8300e-	5.8300e-		5.8300e-	5.8300e-	0.0000	3.2164	3.2164	8.2900e-	0.0000	3.4238

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	16.6022					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer	93.2614					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	0.1506	0.0148	1.6458	1.2000e-		5.8300e-	5.8300e-		5.8300e-	5.8300e-	0.0000	3.2164	3.2164	8.2900e-	0.0000	3.4238
Total	**110.0142**	**0.0148**	**1.6458**	**1.2000e-**		**5.8300e-**	**5.8300e-**		**5.8300e-**	**5.8300e-**	**0.0000**	**3.2164**	**3.2164**	**8.2900e-**	**0.0000**	**3.4238**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	8.3011					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer	86.2886					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	0.1506	0.0148	1.6458	1.2000e-		5.8300e-	5.8300e-		5.8300e-	5.8300e-	0.0000	3.2164	3.2164	8.2900e-	0.0000	3.4238
Total	**94.7403**	**0.0148**	**1.6458**	**1.2000e-**		**5.8300e-**	**5.8300e-**		**5.8300e-**	**5.8300e-**	**0.0000**	**3.2164**	**3.2164**	**8.2900e-**	**0.0000**	**3.4238**

7.0 Water Detail

7.1 Mitigation Measures Water

	Total CO2	CH4	N2O	CO2e
Category	MT/yr			
Mitigated	753.4639	4.3106	0.1036	892.1067
Unmitigated	753.4639	4.3106	0.1036	892.1067

7.2 Water by Land Use

Unmitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
High School	469.511	753.4639	4.3106	0.1036	892.1067
Total		**753.4639**	**4.3106**	**0.1036**	**892.1067**

Mitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
High School	131.45 /	753.4639	4.3106	0.1036	892.1067
Total		**753.4639**	**4.3106**	**0.1036**	**892.1067**

8.0 Waste Detail

8.1 Mitigation Measures Waste

Category/Year

	Total CO2	CH4	N2O	CO2e
	MT/yr			
Mitigated	6,668.4013	394.0912	0.0000	16,520.682
Unmitigated	6,668.4013	394.0912	0.0000	16,520.682

8.2 Waste by Land Use
Unmitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
High School	32850.7	6,668.4013	394.0912	0.0000	16,520.68
Total		**6,668.4013**	**394.0912**	**0.0000**	**16,520.68**

Mitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
High School	32850.7	6,668.4013	394.0912	0.0000	16,520.68
Total		**6,668.4013**	**394.0912**	**0.0000**	**16,520.68**

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

Operational Mobile Sources Emissions (Academic Facilities)

Emission Factors (Adjusted for SAFE Vehicle Rule Part 1)

	Running (RUNEX, PMTW, PMBW) grams per mile												Process (IDLEX, STREX, TOTEX, DIURN, HTSK, RUNLS, RESTL) grams per trip									
	ROG	TOG	CO	NOx	CO2	CH4	PM10 Ex	PM10 D	PM2.5 Ex	PM2.5 D	SOX	N2O	ROG	TOG	CO	NOx	CO2	CH4	PM10	PM2.5	SOX	N2O
2019	0.05	0.07	1.15	0.30	387.12	0.02	0.01	0.89	0.01	0.23	0.00	0.02	0.16	0.16	0.38	0.07	9.97	0.01	0.00	0.00	0.00	0.00
2020	0.04	0.07	1.05	0.27	376.81	0.02	0.01	0.89	0.00	0.23	0.00	0.02	0.15	0.15	0.37	0.06	9.86	0.01	0.00	0.00	0.00	0.00
2030	0.02	0.04	0.63	0.12	284.96	0.01	0.00	0.89	0.00	0.23	0.00	0.01	0.10	0.10	0.28	0.05	8.03	0.01	0.00	0.00	0.00	0.00

Unmitigated Summary

	Pounds Per Day						Metric Tons per Year				Gallons per Year	
Condition	ROG	NOx	CO	SO2	PM10	PM2.5	CO2	CH4	N20	CO2e	Gasoline	Diesel
Existing (2019)	156	405	1,619	5	544	143	38,671	2	2	39,295	3,600,857	1,262,844
Existing (2020)	144	360	1,495	4	544	142	37,649	2	2	38,244	3,489,077	1,265,767
Buildout With Program	125	245	1,306	5	813	209	53,085	3	3	53,952	3,533,572	1,622,243
Net Change (Buildout v Existing)	-31	-161	-312	0	268	66	14,415	1	1	14,657	-67,285	359,398

Daily VMT

Cluster	Existing (2019)	Existing (2020)	Build Out No Program	Build Out with Program
Clairemont	14,635	14,635	14,635	22,799
Crawford	24,833	24,833	24,833	37,354
Henry	40,711	40,711	40,711	51,358
Hoover	30,284	30,284	30,284	46,188
Kearny	44,419	44,419	44,419	61,056
La Jolla	21,724	21,724	21,724	24,605
Lincoln	42,174	42,174	42,174	66,786
Madison	11,243	11,243	11,243	23,105
Mira Mesa	31,909	31,909	31,909	45,118
Mission Bay	11,101	11,101	11,101	18,120
Morse	32,082	32,082	32,082	52,100
Point Loma	67,431	67,431	67,431	79,957
San Diego	76,902	76,902	76,902	101,533
Scripps Ranch	40,001	40,001	40,001	50,224
Serra	20,013	20,013	20,013	26,978
University City	38,431	38,431	38,431	43,904
Total Daily	547,896	547,896	547,896	751,183

Source: Chen Ryan (2019)

Annual VMT

Cluster	Existing (2019)	Existing (2020)	Build Out No Program	Build Out with Program
Clairemont	2,634,350	2,634,350	2,634,350	4,103,757
Crawford	4,469,866	4,469,866	4,469,866	6,723,635
Henry	7,328,050	7,328,050	7,328,050	9,244,517
Hoover	5,451,208	5,451,208	5,451,208	8,313,824
Kearny	7,995,463	7,995,463	7,995,463	10,990,030
La Jolla	3,910,363	3,910,363	3,910,363	4,428,846
Lincoln	7,591,381	7,591,381	7,591,381	12,021,426
Madison	2,023,760	2,023,760	2,023,760	4,158,913
Mira Mesa	5,743,667	5,743,667	5,743,667	8,121,233
Mission Bay	1,998,157	1,998,157	1,998,157	3,261,582
Morse	5,774,773	5,774,773	5,774,773	9,378,041
Point Loma	12,137,666	12,137,666	12,137,666	14,392,235
San Diego	13,842,360	13,842,360	13,842,360	18,275,855
Scripps Ranch	7,200,257	7,200,257	7,200,257	9,040,361
Serra	3,602,345	3,602,345	3,602,345	4,856,027
University City	6,917,594	6,917,594	6,917,594	7,902,653
Total Daily	98,621,262	98,621,262	98,621,262	135,212,936

Condition	**Daily VMT**
Existing (2019)	547,896
Existing (2020)	547,896
Build Out No Program	547,896
Build Out With Program	751,183
Comparison to Existing Conditions	
	203,287

Conditions	**Daily Trips**	**Annual Trips**
Existing (2019)	274,483	49,406,940
Existing (2020)	274,483	49,406,940
Build Out No Program	274,483	49,406,940
Build Out With Program	413,426	74,416,680

		Population	VMT	Trips
2019SDAB	2019	2,590,716	97,790,200	12,845,063
2020SDAB	2020	2,626,117	98,635,106	13,026,587
2030SDAB	2030	3,021,024	106,139,937	15,002,941

		Running (RUNEX, PMTW, PMBW) grams per mile												Process (IDLEX, STREX, TOTEX, DIURN, HTSK, RUNLS, RESTL) grams per trip									
		ROG	TOG	CO	NOx	CO2	CH4	PM10 Ex	PM10 D	PM2.5 Ex	PM2.5 D	SOX	N2O	ROG	TOG	CO	NOx	CO2	CH4	PM10	PM2.5	SOX	N2O
2019		0.05	0.07	1.15	0.30	387.12	0.02	0.01	0.05	0.03	0.02	0.00	0.02	0.16	0.16	0.38	0.07	9.97	0.01	0.00	0.00	0.00	0.00
2020		0.04	0.07	1.05	0.27	376.81	0.02	0.01	0.05	0.00	0.02	0.00	0.02	0.15	0.15	0.37	0.06	9.86	0.01	0.00	0.00	0.00	0.00
2030		0.02	0.04	0.63	0.12	284.96	0.01	0.00	0.05	0.00	0.02	0.00	0.01	0.10	0.10	0.28	0.05	8.03	0.01	0.00	0.00	0.00	0.00
		1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*11*	*12*	*13*	*14*	*15*	*16*	*17*	*18*	*19*	*20*	*21*	*22*	*23*

			gal/day	miles/day	gallons/mile	
Fuel	2019	2019GAS	3,821,129	91,266,393	0.041868	87%
	2019	2019DSL	560,516	5,599,631	0.100099	13%
	2020	2020GAS	3,736,219	91,794,661	0.040702	87%
	2020	2020DSL	562,185	5,728,860	0.098132	13%
	2030	2030GAS	2,936,526	95,174,246	0.030854	85%
	2030	2030DSL	530,464	6,764,897	0.078414	15%

Operational Emissions (Administrative Facilities)

1990 GHG Emissions Inventory for Administrative Facilities

Emissions Source	CO2	CH4	N2O	CO2e	%
Area	0	0	0	0	0%
Energy	361	0	0	362	16%
Mobile	1,638	0	0	1,640	72%
Waste	37	2	0	91	4%
Water	159	1	0	196	9%
Total	2,194	3	0	2,288	100%
2020 Square Footage				194,000	
1990 Threshold (MT per square feet)				0.012	
2030 GHG limit (40% below 1990 levels per SB 32) (Metric Tons)				1,373	
2030 Square Footage				194,000	
2030 Threshold (Metric Tons CO2e/Square Feet)				0.007	

Source: See CalEEmod ouputs

Notes:

Based on the state's GHG limit under AB 32, GHG emissions generated by District in 2020 are assumed to be equivalent to those emissions generated in 1990.

The 2030 threshold was derived by reducing the 1990/2020 inventory by 40% (per SB 32) and dividing by the 2030 square footage per administrative facility, which is assumed to remain the same as 2020.

SDUSD PEIR - Operational Analysis - Admin Facilities - 2020 Inventory Existing

San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
General Office Building	194.00	1000sqft	4.45	194,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity (lb/MWhr)	478	**CH4 Intensity (lb/MWhr)**	0.028	**N2O Intensity (lb/MWhr)**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100 for 2020 for inventory

Land Use - Conservative rates used per data provided by SDUSD; sf per district for each administrative facility

Construction Phase - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Trips and VMT - Operational analysis only

Grading - Operational analysis only

Architectural Coating - Operational analysis only

Vehicle Trips -

Area Coating - g/L revised per SDAPCD 67.0.1

Energy Use - calculated per consumption data provided by SDUSD, assumed more conservative rates

Water And Wastewater -

Solid Waste -

Fleet Mix -

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	ConstArea_Nonresidential_Exterior	97,000.00	0.00
tblArchitecturalCoating	ConstArea_Nonresidential_Interior	291,000.00	0.00
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	150
tblAreaCoating	Area_EF_Nonresidential_Interior	250	150
tblAreaCoating	Area_EF_Parking	250	150
tblAreaCoating	Area_EF_Residential_Exterior	250	150
tblAreaCoating	Area_EF_Residential_Interior	250	150
tblAreaCoating	Area_Nonresidential_Exterior	97000	7992500
tblAreaCoating	Area_Nonresidential_Interior	291000	23977500
tblAreaMitigation	UseLowVOCPaintNonresidentialExteriorValue	150	250
tblAreaMitigation	UseLowVOCPaintNonresidentialInteriorValue	150	250
tblAreaMitigation	UseLowVOCPaintParkingValue	150	250
tblAreaMitigation	UseLowVOCPaintResidentialExteriorValue	150	250
tblAreaMitigation	UseLowVOCPaintResidentialInteriorValue	150	250
tblConstructionPhase	NumDays	18.00	0.00
tblConstructionPhase	NumDays	230.00	0.00
tblConstructionPhase	NumDays	20.00	0.00
tblConstructionPhase	NumDays	8.00	0.00
tblConstructionPhase	NumDays	18.00	0.00
tblConstructionPhase	NumDays	5.00	0.00

tblEnergyUse	LightingElect	3.81	3.25
tblEnergyUse	NT24E	4.97	1.22
tblEnergyUse	NT24NG	4.20	0.57
tblEnergyUse	T24E	4.66	2.10
tblEnergyUse	T24NG	15.99	7.56
tblGrading	AcresOfGrading	0.00	4.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblTripsAndVMT	VendorTripNumber	32.00	0.00

2.0 Emissions Summary

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	11.8714	2.0000e-005	1.7900e-003	0.0000		1.0000e-005	1.0000e-005		1.0000e-005	1.0000e-005	0	3.47E-03	3.47E-03	1.00E-05	0	3.70E-03
Energy	8.5000e-003	0.0773	0.0649	4.6000e-004		5.8800e-003	5.8800e-003		5.8800e-003	5.8800e-003	0	360.5173	360.5173	0.0178	3.28E-03	361.939
Mobile	0.4986	2.1611	5.6469	0.0178	1.4642	0.0180	1.4823	0.3922	0.0169	0.4090	0	1,637.52	1,637.52	0.0915	0	1,639.80
Waste						0.0000	0.0000		0.0000	0.0000	36.6236	0	36.6236	2.1644	0	90.7335
Water						0.0000	0.0000		0.0000	0.0000	10.939	148.2504	159.1894	1.1322	0.0275	195.6781
Total	**12.3785**	**2.2385**	**5.7136**	**0.0182**	**1.4642**	**0.0239**	**1.4881**	**0.3922**	**0.0228**	**0.4149**	**47.5627**	**2,146.2877**	**2,193.8503**	**3.4060**	**0.0307**	**2,288.1587**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	11.8714	2.0000e-005	1.7900e-003	0.0000		1.0000e-005	1.0000e-005		1.0000e-005	1.0000e-005	0.0000	3.4700e-003	3.4700e-003	1.0000e-005	0.0000	3.7000e-003
Energy	8.5000e-003	0.0773	0.0649	4.6000e-004		5.8800e-003	5.8800e-003		5.8800e-003	5.8800e-003	0.0000	360.5173	360.5173	0.0178	3.2800e-003	361.9390
Mobile	0.4986	2.1611	5.6469	0.0178	1.4642	0.0180	1.4823	0.3922	0.0169	0.4090	0.0000	1,637.5166	1,637.5166	0.0915	0.0000	1,639.8045
Waste						0.0000	0.0000		0.0000	0.0000	36.6236	0.0000	36.6236	2.1644	0.0000	90.7335
Water						0.0000	0.0000		0.0000	0.0000	10.9390	148.2504	159.1894	1.1322	0.0275	195.6781
Total	**12.3785**	**2.2385**	**5.7136**	**0.0182**	**1.4642**	**0.0239**	**1.4881**	**0.3922**	**0.0228**	**0.4149**	**47.5627**	**2,146.2877**	**2,193.8503**	**3.4060**	**0.0307**	**2,288.1587**

	ROG	**NOx**	**CO**	**SO2**	**Fugitive PM10**	**Exhaust PM10**	**PM10 Total**	**Fugitive PM2.5**	**Exhaust PM2.5**	**PM2.5 Total**	**Bio- CO2**	**NBio-CO2**	**Total CO2**	**CH4**	**N20**	**CO2e**
Percent Reduction	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.4986	2.1611	5.6469	0.0178	1.4642	0.0180	1.4823	0.3922	0.0169	0.4090	0.0000	1,637.5166	1,637.5166	0.0915	0.0000	1,639.8045
Unmitigated	0.4986	2.1611	5.6469	0.0178	1.4642	0.0180	1.4823	0.3922	0.0169	0.4090	0.0000	1,637.5166	1,637.5166	0.0915	0.0000	1,639.8045

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
General Office Building	2,139.82	477.24	203.70	3,885,069	3,885,069
Total	2,139.82	477.24	203.70	3,885,069	3,885,069

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-W	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
General Office Building	9.50	7.30	7.30	33.00	48.00	19.00	77	19	4

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
General Office Building	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity Mitigated						0.0000	0.0000		0.0000	0.0000	0.0000	276.3508	276.3508	0.0162	1.7300e-003	277.2724
Electricity Unmitigated						0.0000	0.0000		0.0000	0.0000	0.0000	276.3508	276.3508	0.0162	1.7300e-003	277.2724
NaturalGas Mitigated	8.5000e-003	0.0773	0.0649	4.6000e-004		5.8800e-003	5.8800e-003		5.8800e-003	5.8800e-003	0.0000	84.1665	84.1665	1.6100e-003	1.5400e-003	84.6666
NaturalGas Unmitigated	8.5000e-003	0.0773	0.0649	4.6000e-004		5.8800e-003	5.8800e-003		5.8800e-003	5.8800e-003	0.0000	84.1665	84.1665	1.6100e-003	1.5400e-003	84.6666

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
General Office Building	1.57722e+006	8.5000e-003	0.0773	0.0649	4.6000e-004		5.8800e-003	5.8800e-003		5.8800e-003	5.8800e-003	0.0000	84.1665	84.1665	1.6100e-003	1.5400e-003	84.6666
Total		**8.5000e-003**	**0.0773**	**0.0649**	**4.6000e-004**		**5.8800e-003**	**5.8800e-003**		**5.8800e-003**	**5.8800e-003**	**0.0000**	**84.1665**	**84.1665**	**1.6100e-003**	**1.5400e-003**	**84.6666**

Mitigated

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
General Office Building	1.57722e+006	8.5000e-003	0.0773	0.0649	4.6000e-004		5.8800e-003	5.8800e-003		5.8800e-003	5.8800e-003	0.0000	84.1665	84.1665	1.6100e-003	1.5400e-003	84.6666
Total		**8.5000e-003**	**0.0773**	**0.0649**	**4.6000e-004**		**5.8800e-003**	**5.8800e-003**		**5.8800e-003**	**5.8800e-003**	**0.0000**	**84.1665**	**84.1665**	**1.6100e-003**	**1.5400e-003**	**84.6666**

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity Use	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
General Office Building	1.27458e+006	276.3508	0.0162	1.7300e-003	277.2724
Total		**276.3508**	**0.0162**	**1.7300e-003**	**277.2724**

Mitigated

	Electricity Use	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
General Office Building	1.27458e+006	276.3508	0.0162	1.7300e-003	277.2724

Total		**276.3508**	**0.0162**	**1.7300e-003**	**277.2724**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	11.8714	2.0000e-005	1.7900e-003	0.0000		1.0000e-005	1.0000e-005		1.0000e-005	1.0000e-005	0.0000	3.4700e-003	3.4700e-003	1.0000e-005	0.0000	3.7000e-003
Unmitigated	11.8714	2.0000e-005	1.7900e-003	0.0000		1.0000e-005	1.0000e-005		1.0000e-005	1.0000e-005	0.0000	3.4700e-003	3.4700e-003	1.0000e-005	0.0000	3.7000e-003

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural Coating	11.1136					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer Products	0.7577					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	1.7000e-004	2.0000e-005	1.7900e-003	0.0000		1.0000e-005	1.0000e-005		1.0000e-005	1.0000e-005	0.0000	3.4700e-003	3.4700e-003	1.0000e-005	0.0000	3.7000e-003
Total	**11.8714**	**2.0000e-005**	**1.7900e-003**	**0.0000**		**1.0000e-005**	**1.0000e-005**		**1.0000e-005**	**1.0000e-005**	**0.0000**	**3.4700e-003**	**3.4700e-003**	**1.0000e-005**	**0.0000**	**3.7000e-003**

Mitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural Coating	11.1136					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer Products	0.7577					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Landscaping	1.7000e-004	2.0000e-005	1.7900e-003	0.0000		1.0000e-005	1.0000e-005		1.0000e-005	1.0000e-005	0.0000	3.4700e-003	3.4700e-003	1.0000e-005	0.0000	3.7000e-003
Total	**11.8714**	**2.0000e-005**	**1.7900e-003**	**0.0000**		**1.0000e-005**	**1.0000e-005**		**1.0000e-005**	**1.0000e-005**	**0.0000**	**3.4700e-003**	**3.4700e-003**	**1.0000e-005**	**0.0000**	**3.7000e-003**

7.0 Water Detail

7.1 Mitigation Measures Water

	Total CO2	CH4	N2O	CO2e
Category	MT/yr			
Mitigated	159.1894	1.1322	0.0275	195.6781
Unmitigated	159.1894	1.1322	0.0275	195.6781

7.2 Water by Land Use

Unmitigated

	Indoor/Outdoor Use	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
General Office Building	34.4803 / 21.1331	159.1894	1.1322	0.0275	195.6781
Total		**159.1894**	**1.1322**	**0.0275**	**195.6781**

Mitigated

	Indoor/Outdoor Use	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
General Office Building	34.4803 / 21.1331	159.1894	1.1322	0.0275	195.6781

Total		**159.1894**	**1.1322**	**0.0275**	**195.6781**

8.0 Waste Detail

8.1 Mitigation Measures Waste

Category/Year

	Total CO2	CH4	N2O	CO2e
	MT/yr			
Mitigated	36.6236	2.1644	0.0000	90.7335
Unmitigated	36.6236	2.1644	0.0000	90.7335

8.2 Waste by Land Use

Unmitigated

	Waste Disposed	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
General Office Building	180.42	36.6236	2.1644	0.0000	90.7335
Total		**36.6236**	**2.1644**	**0.0000**	**90.7335**

Mitigated

	Waste Disposed	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
General Office Building	180.42	36.6236	2.1644	0.0000	90.7335
Total		**36.6236**	**2.1644**	**0.0000**	**90.7335**

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

Operational Emissions (New Schools)

1990 GHG Emissions Inventory for Elementary Schools

Emissions Source	CO2	CH4	N2O	CO2e	%
Area	0	0	0	0	0%
Energy	70	0	0	70	14%
Mobile	387	0	0	388	76%
Waste	17	1	0	41	8%
Water	10	0	0	11	2%
Total	484	1	0	511	100%
2020 Students per school				450	
1990 Threshold (MT per student)				1.1	
2030 GHG limit (40% below 1990 levels per SB 32) (Metric Tons)				307	
2030 Students				450	
2030 Threshold (Metric Tons CO2e/Student)				**0.68**	

Source: See CalEEmod ouputs

Notes:

Based on the state's GHG limit under AB 32, GHG emissions generated by District in 2020 are assumed to be equivalent to those emissions generated in 1990.

The 2030 threshold was derived by reducing the 1990/2020 inventory by 40 percent (per SB 32) and dividing by the 2020 students per school.

SDUSD PEIR - Operational Analysis - 2020 - Elementary
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Elementary School	450.00	Student	0.86	37,621.52	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100 for 2020
Land Use - average student enrollment of elementary school provided by district
Construction Phase - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Trips and VMT - Operational analysis only
Grading - Operational analysis only
Architectural Coating - Operational analysis only
Vehicle Trips -
Area Coating - g/L revised per SDAPCD 67.0.1
Energy Use - Adjusted per energy consumption data provided by SDUSD, most conservative rates used
Water And Wastewater -

Table Name	Column Name	Default Value	New Value
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	150
tblAreaCoating	Area_EF_Nonresidential_Interior	250	150
tblAreaCoating	Area_EF_Parking	250	150
tblAreaCoating	Area_EF_Residential_Exterior	250	150

tblAreaCoating	Area_EF_Residential_Interior	250	150
tblEnergyUse	LightingElect	2.54	3.25
tblEnergyUse	NT24E	1.18	1.22
tblEnergyUse	NT24NG	0.48	0.57
tblEnergyUse	T24E	1.52	2.10
tblEnergyUse	T24NG	5.44	7.56
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003

2.0 Emissions Summary

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.1735	4.00E-05	4.16E-03	0		1.00E-05	1.00E-05		1.00E-05	1.00E-05	0	8.04E-03	8.04E-03	2.00E-05	0	8.58E-03
Energy	1.65E-03	0.015	0.0126	9.00E-05		1.14E-03	1.14E-03		1.14E-03	1.14E-03	0	69.9134	69.9134	3.45E-03	6.40E-04	70.1892
Mobile	0.1234	0.5264	1.3584	4.21E-03	0.3446	4.28E-03	0.3489	0.0923	4.01E-03	0.0963	0	387.482	387.482	0.022	0	388.0307
Waste						0	0		0	0	16.6717	0	16.6717	0.9853	0	41.3033
Water						0	0		0	0	0.3461	9.8371	10.1832	0.0361	9.00E-04	11.3548
Total	**0.2985**	**0.5414**	**1.3752**	**4.30E-03**	**0.3446**	**5.43E-03**	**0.35**	**0.0923**	**5.16E-03**	**0.0974**	**17.0177**	**467.2406**	**484.2583**	**1.0468**	**1.54E-03**	**510.8865**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.1735	4.00E-05	4.16E-03	0		1.00E-05	1.00E-05		1.00E-05	1.00E-05	0	8.04E-03	8.04E-03	2.00E-05	0	8.58E-03
Energy	1.65E-03	0.015	0.0126	9.00E-05		1.14E-03	1.14E-03		1.14E-03	1.14E-03	0	69.9134	69.9134	3.45E-03	6.40E-04	70.1892
Mobile	0.1234	0.5264	1.3584	4.21E-03	0.3446	4.28E-03	0.3489	0.0923	4.01E-03	0.0963	0	387.482	387.482	0.022	0	388.0307
Waste						0	0		0	0	16.6717	0	16.6717	0.9853	0	41.3033
Water						0	0		0	0	0.3461	9.8371	10.1832	0.0361	9.00E-04	11.3548
Total	**0.2985**	**0.5414**	**1.3752**	**4.30E-03**	**0.3446**	**5.43E-03**	**0.35**	**0.0923**	**5.16E-03**	**0.0974**	**17.0177**	**467.2406**	**484.2583**	**1.0468**	**1.54E-03**	**510.8865**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.1234	0.5264	1.3584	4.2100e-	0.3446	4.2800e-	0.3489	0.0923	4.0100e-	0.0963	0.0000	387.4820	387.4820	0.0220	0.0000	388.0307
Unmitigated	0.1234	0.5264	1.3584	4.2100e-	0.3446	4.2800e-	0.3489	0.0923	4.0100e-	0.0963	0.0000	387.4820	387.4820	0.0220	0.0000	388.0307

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
Elementary School	580.50	0.00	0.00	914,262	914,262
Total	580.50	0.00	0.00	914,262	914,262

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
Elementary School	9.50	7.30	7.30	65.00	30.00	5.00	63	25	12

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
Elementary School	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity						0	0		0	0	0	53.5914	53.5914	3.14E-03	3.40E-04	53.7701
Electricity						0	0		0	0	0	53.5914	53.5914	3.14E-03	3.40E-04	53.7701
NaturalGas	1.65E-03	0.015	0.0126	9.00E-05		1.14E-03	1.14E-03		1.14E-03	1.14E-03	0	16.322	16.322	3.10E-04	3.00E-04	16.419
NaturalGas	1.65E-03	0.015	0.0126	9.00E-05		1.14E-03	1.14E-03		1.14E-03	1.14E-03	0	16.322	16.322	3.10E-04	3.00E-04	16.419

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e

Land Use	kBTU/yr	tons/yr										MT/yr					
Elementary	305863	1.65E-03	0.015	0.0126	9.00E-05		1.14E-03	1.14E-03		1.14E-03	1.14E-03	0	16.322	16.322	3.10E-04	3.00E-04	16.419
Total		**1.65E-03**	**0.015**	**0.0126**	**9.00E-05**		**1.14E-03**	**1.14E-03**		**1.14E-03**	**1.14E-03**	**0**	**16.322**	**16.322**	**3.10E-04**	**3.00E-04**	**16.419**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
Elementary	305863	1.65E-03	0.015	0.0126	9.00E-05		1.14E-03	1.14E-03		1.14E-03	1.14E-03	0	16.322	16.322	3.10E-04	3.00E-04	16.419
Total		**1.65E-03**	**0.015**	**0.0126**	**9.00E-05**		**1.14E-03**	**1.14E-03**		**1.14E-03**	**1.14E-03**	**0**	**16.322**	**16.322**	**3.10E-04**	**3.00E-04**	**16.419**

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Elementary	247173	53.5914	3.14E-03	3.40E-04	53.7701
Total		**53.5914**	**3.14E-03**	**3.40E-04**	**53.7701**

Mitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Elementary	247173	53.5914	3.14E-03	3.40E-04	53.7701
Total		**53.5914**	**3.14E-03**	**3.40E-04**	**53.7701**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.1735	4.00E-05	4.16E-03	0		1.00E-05	1.00E-05		1.00E-05	1.00E-05	0	8.04E-03	8.04E-03	2.00E-05	0	8.58E-03
Unmitigated	0.1735	4.00E-05	4.16E-03	0		1.00E-05	1.00E-05		1.00E-05	1.00E-05	0	8.04E-03	8.04E-03	2.00E-05	0	8.58E-03

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	0.0262					0	0		0	0	0	0	0	0	0	0

Consumer	0.1469					0	0		0	0	0	0	0	0	0	0
Landscaping	3.90E-04	4.00E-05	4.16E-03	0		1.00E-05	1.00E-05		1.00E-05	1.00E-05	0	8.04E-03	8.04E-03	2.00E-05	0	8.58E-03
Total	**0.1735**	**4.00E-05**	**4.16E-03**	**0**		**1.00E-05**	**1.00E-05**		**1.00E-05**	**1.00E-05**	**0**	**8.04E-03**	**8.04E-03**	**2.00E-05**	**0**	**8.58E-03**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	0.0262					0	0		0	0	0	0	0	0	0	0
Consumer	0.1469					0	0		0	0	0	0	0	0	0	0
Landscaping	3.90E-04	4.00E-05	4.16E-03	0		1.00E-05	1.00E-05		1.00E-05	1.00E-05	0	8.04E-03	8.04E-03	2.00E-05	0	8.58E-03
Total	**0.1735**	**4.00E-05**	**4.16E-03**	**0**		**1.00E-05**	**1.00E-05**		**1.00E-05**	**1.00E-05**	**0**	**8.04E-03**	**8.04E-03**	**2.00E-05**	**0**	**8.58E-03**

7.0 Water Detail

7.1 Mitigation Measures Water

	Total CO2	CH4	N2O	CO2e
Category	MT/yr			
Mitigated	10.1832	0.0361	9.0000e-	11.3548
Unmitigated	10.1832	0.0361	9.0000e-	11.3548

7.2 Water by Land Use

Unmitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
Elementary School	1.09091 / 2.80519	10.1832	0.0361	9.0000e-004	11.3548
Total		**10.1832**	**0.0361**	**9.0000e-004**	**11.3548**

Mitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
Elementary School	1.09091 / 2.80519	10.1832	0.0361	9.0000e-004	11.3548
Total		**10.1832**	**0.0361**	**9.0000e-004**	**11.3548**

8.0 Waste Detail

8.1 Mitigation Measures Waste

Category/Year

	Total CO2	CH4	N2O	CO2e
	MT/yr			
Mitigated	16.6717	0.9853	0.0000	41.3033
Unmitigated	16.6717	0.9853	0.0000	41.3033

8.2 Waste by Land Use

Unmitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
Elementary	82.13	16.6717	0.9853	0.0000	41.3033
Total		**16.6717**	**0.9853**	**0.0000**	**41.3033**

Mitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
Elementary	82.13	16.6717	0.9853	0.0000	41.3033
Total		**16.6717**	**0.9853**	**0.0000**	**41.3033**

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

1990 GHG Emissions Inventory for Middle Schools

Emissions Source	CO2	CH4	N2O	CO2e	%
Area	0	0	0	0	0%
Energy	116	0	0	116	11%
Mobile	826	0	0	827	80%
Waste	28	2	0	69	7%
Water	17	0	0	19	2%
Total	987	2	0	1,031	100%
2020 Students per school				750	
1990 Threshold (MT per student)				1.4	
2030 GHG limit (40% below 1990 levels per SB 32) (Metric Tons)				619	
2030 Students				750	
2030 Threshold (Metric Tons CO2e/Student)				**0.82**	

Source: See CalEEmod ouputs

Notes:

Based on the state's GHG limit under AB 32, GHG emissions generated by District in 2020 are assumed to be equivalent to those emissions generated in 1990.

The 2030 threshold was derived by reducing the 1990/2020 inventory by 40 percent (per SB 32) and dividing by the 2020 students per school.

SDUSD PEIR - Operational Analysis - 2020 - Middle

San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Junior High School	750.00	Student	2.02	88,171.26	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity (lb/MWhr)	478	**CH4 Intensity (lb/MWhr)**	0.028	**N2O Intensity (lb/MWhr)**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100 for 2020

Land Use - average student enrollment of elementary school provided by district

Construction Phase - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Off-road Equipment - Operational analysis only

Trips and VMT - Operational analysis only

Grading - Operational analysis only

Architectural Coating - Operational analysis only

Vehicle Trips -

Area Coating - g/L revised per SDAPCD 67.0.1

Energy Use - Adjusted per energy consumption data provided by SDUSD for middle school

Water And Wastewater -

Table Name	Column Name	Default Value	New Value
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	150
tblAreaCoating	Area_EF_Nonresidential_Interior	250	150
tblAreaCoating	Area_EF_Parking	250	150
tblAreaCoating	Area_EF_Residential_Exterior	250	150
tblAreaCoating	Area_EF_Residential_Interior	250	150
tblConstructionPhase	NumDays	20.00	0.00
tblConstructionPhase	NumDays	3.00	0.00
tblConstructionPhase	NumDays	6.00	0.00
tblConstructionPhase	NumDays	220.00	0.00
tblConstructionPhase	NumDays	10.00	0.00
tblConstructionPhase	NumDays	10.00	0.00
tblConstructionPhase	PhaseEndDate	1/28/2019	12/31/2018
tblConstructionPhase	PhaseEndDate	1/31/2019	1/28/2019
tblConstructionPhase	PhaseEndDate	2/8/2019	1/31/2019
tblConstructionPhase	PhaseEndDate	12/13/2019	2/8/2019
tblConstructionPhase	PhaseEndDate	12/27/2019	12/13/2019
tblConstructionPhase	PhaseEndDate	1/10/2020	12/27/2019
tblEnergyUse	LightingElect	2.54	2.25
tblEnergyUse	NT24E	1.18	1.05
tblEnergyUse	NT24NG	0.48	0.40
tblEnergyUse	T24E	1.52	1.35
tblEnergyUse	T24NG	5.44	5.35

tblGrading	AcresOfGrading	0.00	3.00
tblGrading	AcresOfGrading	0.00	4.50
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003

2.0 Emissions Summary

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.4063	6.0000e-005	6.9400e-003	0.0000		2.0000e-005	2.0000e-005		2.0000e-005	2.0000e-005	0.0000	0.0134	0.0134	4.00E-05	0	0.0143
Energy	2.7300e-003	0.0249	0.0209	1.5000e-004		1.8900e-003	1.8900e-003		1.8900e-003	1.8900e-003	0.0000	115.9489	115.9489	5.73E-03	1.05E-03	116.4061
Mobile	0.2601	1.1139	2.8833	8.9700e-003	0.7354	9.1100e-003	0.7445	0.1969	8.5400e-003	0.2055	0.0000	825.7879	825.7879	0.0466	0	826.9535
Waste						0.0000	0.0000		0.0000	0.0000	27.7854	0.0000	27.7854	1.6421	0	68.8372
Water						0.0000	0.0000		0.0000	0.0000	0.5768	16.3951	16.972	0.0602	1.50E-03	18.9246
Total	**0.6691**	**1.1388**	**2.9111**	**9.1200e-003**	**0.7354**	**0.0110**	**0.7464**	**0.1969**	**0.0105**	**0.2074**	**28.3622**	**958.1453**	**986.5076**	**1.7547**	**2.5500e-003**	**1,031.1357**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	0.4063	6.0000e-005	6.9400e-003	0.0000		2.0000e-005	2.0000e-005		2.0000e-005	2.0000e-005	0.0000	0.0134	0.0134	4.0000e-005	0.0000	0.0143
Energy	2.7300e-003	0.0249	0.0209	1.5000e-004		1.8900e-003	1.8900e-003		1.8900e-003	1.8900e-003	0.0000	115.9489	115.9489	5.7300e-003	1.0500e-003	116.4061

Mobile	0.2601	1.1139	2.8833	8.9700e-003	0.7354	9.1100e-003	0.7445	0.1969	8.5400e-003	0.2055	0.0000	825.7879	825.7879	0.0466	0.0000	826.9535
Waste						0.0000	0.0000		0.0000	0.0000	27.7854	0.0000	27.7854	1.6421	0.0000	68.8372
Water						0.0000	0.0000		0.0000	0.0000	0.5768	16.3951	16.9720	0.0602	1.5000e-003	18.9246
Total	**0.6691**	**1.1388**	**2.9111**	**9.1200e-003**	**0.7354**	**0.0110**	**0.7464**	**0.1969**	**0.0105**	**0.2074**	**28.3622**	**958.1453**	**986.5076**	**1.7547**	**2.5500e-003**	**1,031.1357**

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent Reduction	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.2601	1.1139	2.8833	8.9700e-003	0.7354	9.1100e-003	0.7445	0.1969	8.5400e-003	0.2055	0.0000	825.7879	825.7879	0.0466	0.0000	826.9535
Unmitigated	0.2601	1.1139	2.8833	8.9700e-003	0.7354	9.1100e-003	0.7445	0.1969	8.5400e-003	0.2055	0.0000	825.7879	825.7879	0.0466	0.0000	826.9535

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
Junior High School	1,215.00	0.00	0.00	1,951,111	1,951,111
Total	1,215.00	0.00	0.00	1,951,111	1,951,111

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-W	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
Junior High School	9.50	7.30	7.30	72.80	22.20	5.00	63	25	12

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
Junior High School	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity Mitigated						0.0000	0.0000		0.0000	0.0000	0.0000	88.8942	88.8942	5.2100e-003	5.6000e-004	89.1907
Electricity Unmitigated						0.0000	0.0000		0.0000	0.0000	0.0000	88.8942	88.8942	5.2100e-003	5.6000e-004	89.1907
NaturalGas Mitigated	2.7300e-003	0.0249	0.0209	1.5000e-004		1.8900e-003	1.8900e-003		1.8900e-003	1.8900e-003	0.0000	27.0546	27.0546	5.2000e-004	5.0000e-004	27.2154
NaturalGas Unmitigated	2.7300e-003	0.0249	0.0209	1.5000e-004		1.8900e-003	1.8900e-003		1.8900e-003	1.8900e-003	0.0000	27.0546	27.0546	5.2000e-004	5.0000e-004	27.2154

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
Junior High School	506985	2.7300e-003	0.0249	0.0209	1.5000e-004		1.8900e-003	1.8900e-003		1.8900e-003	1.8900e-003	0.0000	27.0546	27.0546	5.2000e-004	5.0000e-004	27.2154
Total		**2.7300e-003**	**0.0249**	**0.0209**	**1.5000e-004**		**1.8900e-003**	**1.8900e-003**		**1.8900e-003**	**1.8900e-003**	**0.0000**	**27.0546**	**27.0546**	**5.2000e-004**	**5.0000e-004**	**27.2154**

Mitigated

	NaturalGas Use	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					

Junior High School	506985	2.7300e-003	0.0249	0.0209	1.5000e-004		1.8900e-003	1.8900e-003		1.8900e-003	1.8900e-003	0.0000	27.0546	27.0546	5.2000e-004	5.0000e-004	27.2154
Total		**2.7300e-003**	**0.0249**	**0.0209**	**1.5000e-004**		**1.8900e-003**	**1.8900e-003**		**1.8900e-003**	**1.8900e-003**	**0.0000**	**27.0546**	**27.0546**	**5.2000e-004**	**5.0000e-004**	**27.2154**

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity Use	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Junior High School	409996	88.8942	5.2100e-003	5.6000e-004	89.1907
Total		**88.8942**	**5.2100e-003**	**5.6000e-004**	**89.1907**

Mitigated

	Electricity Use	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
Junior High School	409996	88.8942	5.2100e-003	5.6000e-004	89.1907
Total		**88.8942**	**5.2100e-003**	**5.6000e-004**	**89.1907**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.4063	6.0000e-005	6.9400e-003	0.0000		2.0000e-005	2.0000e-005		2.0000e-005	2.0000e-005	0.0000	0.0134	0.0134	4.0000e-005	0.0000	0.0143
Unmitigated	0.4063	6.0000e-005	6.9400e-003	0.0000		2.0000e-005	2.0000e-005		2.0000e-005	2.0000e-005	0.0000	0.0134	0.0134	4.0000e-005	0.0000	0.0143

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural Coating	0.0613					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer Products	0.3444					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	6.5000e-004	6.0000e-005	6.9400e-003	0.0000		2.0000e-005	2.0000e-005		2.0000e-005	2.0000e-005	0.0000	0.0134	0.0134	4.0000e-005	0.0000	0.0143
Total	**0.4063**	**6.0000e-005**	**6.9400e-003**	**0.0000**		**2.0000e-005**	**2.0000e-005**		**2.0000e-005**	**2.0000e-005**	**0.0000**	**0.0134**	**0.0134**	**4.0000e-005**	**0.0000**	**0.0143**

Mitigated

	ROG	NOx	CO	SO2	Fugitive PM10	Exhaust PM10	PM10 Total	Fugitive PM2.5	Exhaust PM2.5	PM2.5 Total	Bio- CO2	NBio-CO2	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural Coating	0.0613					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Consumer Products	0.3444					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Landscaping	6.5000e-004	6.0000e-005	6.9400e-003	0.0000		2.0000e-005	2.0000e-005		2.0000e-005	2.0000e-005	0.0000	0.0134	0.0134	4.0000e-005	0.0000	0.0143
Total	**0.4063**	**6.0000e-005**	**6.9400e-003**	**0.0000**		**2.0000e-005**	**2.0000e-005**		**2.0000e-005**	**2.0000e-005**	**0.0000**	**0.0134**	**0.0134**	**4.0000e-005**	**0.0000**	**0.0143**

7.0 Water Detail

7.1 Mitigation Measures Water

	Total CO2	CH4	N2O	CO2e
Category	MT/yr			

Mitigated	16.9720	0.0602	1.5000e-003	18.9246
Unmitigated	16.9720	0.0602	1.5000e-003	18.9246

7.2 Water by Land Use

Unmitigated

	Indoor/Outdoor Use	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
Junior High School	1.81818 / 4.67532	16.9720	0.0602	1.5000e-003	18.9246
Total		**16.9720**	**0.0602**	**1.5000e-003**	**18.9246**

Mitigated

	Indoor/Outdoor Use	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
Junior High School	1.81818 / 4.67532	16.9720	0.0602	1.5000e-003	18.9246
Total		**16.9720**	**0.0602**	**1.5000e-003**	**18.9246**

8.0 Waste Detail

8.1 Mitigation Measures Waste

Category/Year

	Total CO2	CH4	N2O	CO2e
	MT/yr			
Mitigated	27.7854	1.6421	0.0000	68.8372
Unmitigated	27.7854	1.6421	0.0000	68.8372

8.2 Waste by Land Use

Unmitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
Junior High	136.88	27.7854	1.6421	0.0000	68.8372
Total		**27.7854**	**1.6421**	**0.0000**	**68.8372**

Mitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
Junior High	136.88	27.7854	1.6421	0.0000	68.8372
Total		**27.7854**	**1.6421**	**0.0000**	**68.8372**

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

1990 GHG Emissions Inventory for High Schools

Emissions Source	CO2	CH4	N2O	CO2e	%
Area	0.032	0.000	0.000	0.034	0%
Energy	277	0	0	278	11%
Mobile	1,998	0	0	2,001	79%
Waste	67	4	0	165	7%
Water	74	0	0	83	3%
Total	2,416	4	0	2,526	100%
2020 Students per school				1,800	
1990 Threshold (MT per student)				1.4	
2030 GHG limit (40% below 1990 levels per SB 32) (Metric Tons)				1,516	
2030 Students				1,800	
2030 Threshold (Metric Tons CO2e/Student)				**0.84**	

Source: See CalEEmod ouputs

Notes:

Based on the state's GHG limit under AB 32, GHG emissions generated by District in 2020 are assumed to be equivalent to those emissions generated in 1990.

The 2030 threshold was derived by reducing the 1990/2020 inventory by 40 percent (per SB 32) and dividing by the 2020 students per school.

SDUSD PEIR - Operational Analysis - 2020 - High - San Diego County, Annual

SDUSD PEIR - Operational Analysis - 2020 - High
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	1,800.00	Student	5.48	238,789.76	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - EFs adjusted per SB 100 for 2020
Land Use - average student enrollment of high school provided by district
Construction Phase - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Off-road Equipment - Operational analysis only
Trips and VMT - Operational analysis only
Grading - Operational analysis only
Architectural Coating - Operational analysis only
Vehicle Trips -
Area Coating - g/L revised per SDAPCD 67.0.1
Energy Use - Adjusted per energy consumption data provided by SDUSD for high school
Water And Wastewater -

Table Name	Column Name	Default Value	New Value
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	150
tblAreaCoating	Area_EF_Nonresidential_Interior	250	150
tblAreaCoating	Area_EF_Parking	250	150
tblAreaCoating	Area_EF_Residential_Exterior	250	150
tblAreaCoating	Area_EF_Residential_Interior	250	150
tblConstructionPhase	NumDays	20.00	0.00
tblConstructionPhase	NumDays	10.00	0.00
tblConstructionPhase	NumDays	20.00	0.00
tblConstructionPhase	NumDays	230.00	0.00
tblConstructionPhase	NumDays	20.00	0.00
tblConstructionPhase	NumDays	20.00	0.00
tblConstructionPhase	PhaseEndDate	1/28/2019	12/31/2018
tblConstructionPhase	PhaseEndDate	2/11/2019	1/28/2019
tblConstructionPhase	PhaseEndDate	3/11/2019	2/11/2019
tblConstructionPhase	PhaseEndDate	1/27/2020	3/11/2019
tblConstructionPhase	PhaseEndDate	2/24/2020	1/27/2020
tblConstructionPhase	PhaseEndDate	3/23/2020	2/24/2020
tblEnergyUse	LightingElect	2.54	2.03
tblEnergyUse	NT24E	1.18	0.76
tblEnergyUse	NT24NG	0.48	0.35
tblEnergyUse	T24E	1.52	1.31
tblEnergyUse	T24NG	5.44	4.72
tblGrading	AcresOfGrading	0.00	10.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003

2.0 Emissions Summary

2.2 Overall Operational
Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	1.1002	1.5000e-	0.0167	0.0000		6.0000e-	6.0000e-		6.0000e-	6.0000e-	0	0.0322	0.0322	9.00E-05	0	0.0343
Energy	6.5300e-	0.0594	0.0499	3.6000e-		4.5100e-	4.5100e-		4.5100e-	4.5100e-	0	276.8779	276.8779	0.0137	2.52E-03	277.9697
Mobile	0.4522	1.9632	5.3016	0.0215	2.3862	0.0140	2.4002	0.6387	0.0130	0.6518	0	1,998.10	1,998.10	0.0973	0	2,000.53
Waste						0.0000	0.0000		0.0000	0.0000	66.6825	0	66.6825	3.9408	0	165.2032
Water						0.0000	0.0000		0.0000	0.0000	2.5155	71.4978	74.0133	0.2626	6.55E-03	82.5288

Total	**1.5589**	**2.0227**	**5.3681**	**0.0219**	**2.3862**	**0.0186**	**2.4048**	**0.6387**	**0.0176**	**0.6563**	**69.1980**	**2,346.5096**	**2,415.7076**	**4.3144**	**9.0700e-003**	**2,526.2693**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Area	1.1002	1.5000e-	0.0167	0.0000		6.0000e-	6.0000e-		6.0000e-	6.0000e-	0.0000	0.0322	0.0322	9.0000e-	0.0000	0.0343
Energy	6.5300e-	0.0594	0.0499	3.6000e-		4.5100e-	4.5100e-		4.5100e-	4.5100e-	0.0000	276.8779	276.8779	0.0137	2.5200e-	277.9697
Mobile	0.4522	1.9632	5.3016	0.0215	2.3862	0.0140	2.4002	0.6387	0.0130	0.6518	0.0000	1,998.101	1,998.1018	0.0973	0.0000	2,000.533
Waste						0.0000	0.0000		0.0000	0.0000	66.6825	0.0000	66.6825	3.9408	0.0000	165.2032
Water						0.0000	0.0000		0.0000	0.0000	2.5155	71.4978	74.0133	0.2626	6.5500e-	82.5288
Total	**1.5589**	**2.0227**	**5.3681**	**0.0219**	**2.3862**	**0.0186**	**2.4048**	**0.6387**	**0.0176**	**0.6563**	**69.1980**	**2,346.5096**	**2,415.7076**	**4.3144**	**9.0700e-003**	**2,526.2693**

	ROG	**NOx**	**CO**	**SO2**	**Fugitive**	**Exhaust**	**PM10**	**Fugitive**	**Exhaust**	**PM2.5**	**Bio- CO2**	**NBio-CO2**	**Total**	**CH4**	**N20**	**CO2e**
Percent Reduction	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	0.4522	1.9632	5.3016	0.0215	2.3862	0.0140	2.4002	0.6387	0.0130	0.6518	0.0000	1,998.101	1,998.1018	0.0973	0.0000	2,000.533
Unmitigated	0.4522	1.9632	5.3016	0.0215	2.3862	0.0140	2.4002	0.6387	0.0130	0.6518	0.0000	1,998.101	1,998.1018	0.0973	0.0000	2,000.533

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
High School	3,078.00	1,098.00	450.00	6,335,202	6,335,202
Total	3,078.00	1,098.00	450.00	6,335,202	6,335,202

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by

High School	9.50	7.30	7.30	77.80	17.20	5.00	75	19	6

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
High School	0.616428	0.037185	0.177402	0.097684	0.012090	0.005279	0.017663	0.025476	0.001931	0.001677	0.005617	0.000785	0.000782

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Electricity						0	0		0	0	0	212.2722	212.2722	0.0124	1.33E-03	212.9801
Electricity						0	0		0	0	0	212.2722	212.2722	0.0124	1.33E-03	212.9801
NaturalGas	6.53E-03	0.0594	0.0499	3.60E-04		4.51E-03	4.51E-03		4.51E-03	4.51E-03	0	64.6057	64.6057	1.24E-03	1.18E-03	64.9896
NaturalGas	6.53E-03	0.0594	0.0499	3.60E-04		4.51E-03	4.51E-03		4.51E-03	4.51E-03	0	64.6057	64.6057	1.24E-03	1.18E-03	64.9896

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
High School	1.21066e+006	6.5300e-003	0.0594	0.0499	3.6000e-004		4.5100e-003	4.5100e-003		4.5100e-003	4.5100e-003	0.0000	64.6057	64.6057	1.2400e-003	1.1800e-003	64.9896
Total		**6.5300e-003**	**0.0594**	**0.0499**	**3.6000e-004**		**4.5100e-003**	**4.5100e-003**		**4.5100e-003**	**4.5100e-003**	**0.0000**	**64.6057**	**64.6057**	**1.2400e-003**	**1.1800e-003**	**64.9896**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	tons/yr										MT/yr					
High School	1.21066e+006	6.5300e-003	0.0594	0.0499	3.6000e-004		4.5100e-003	4.5100e-003		4.5100e-003	4.5100e-003	0.0000	64.6057	64.6057	1.2400e-003	1.1800e-003	64.9896
Total		**6.5300e-003**	**0.0594**	**0.0499**	**3.6000e-004**		**4.5100e-003**	**4.5100e-003**		**4.5100e-003**	**4.5100e-003**	**0.0000**	**64.6057**	**64.6057**	**1.2400e-003**	**1.1800e-003**	**64.9896**

5.3 Energy by Land Use - Electricity

Unmitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
High School	979038	212.2722	0.0124	1.3300e-003	212.9801
Total		**212.2722**	**0.0124**	**1.3300e-003**	**212.9801**

Mitigated

	Electricity	Total CO2	CH4	N2O	CO2e
Land Use	kWh/yr	MT/yr			
High School	979038	212.2722	0.0124	1.3300e-003	212.9801
Total		**212.2722**	**0.0124**	**1.3300e-003**	**212.9801**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Mitigated	1.1002	1.5000e-004	0.0167	0.0000		6.0000e-005	6.0000e-005		6.0000e-005	6.0000e-005	0.0000	0.0322	0.0322	9.0000e-005	0.0000	0.0343
Unmitigated	1.1002	1.5000e-004	0.0167	0.0000		6.0000e-005	6.0000e-005		6.0000e-005	6.0000e-005	0.0000	0.0322	0.0322	9.0000e-005	0.0000	0.0343

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					
Architectural	0.166					0	0		0	0	0	0	0	0	0	0
Consumer	0.9326					0	0		0	0	0	0	0	0	0	0
Landscaping	1.57E-03	1.50E-04	0.0167	0		6.00E-05	6.00E-05		6.00E-05	6.00E-05	0	0.0322	0.0322	9.00E-05	0	0.0343
Total	**1.1002**	**1.50E-04**	**0.0167**	**0**		**6.00E-05**	**6.00E-05**		**6.00E-05**	**6.00E-05**	**0**	**0.0322**	**0.0322**	**9.00E-05**	**0**	**0.0343**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	tons/yr										MT/yr					

Architectural	0.166					0	0		0	0	0	0	0	0	0	0
Consumer	0.9326					0	0		0	0	0	0	0	0	0	0
Landscaping	1.57E-03	1.50E-04	0.0167	0		6.00E-05	6.00E-05		6.00E-05	6.00E-05	0	0.0322	0.0322	9.00E-05	0	0.0343
Total	**1.1002**	**1.50E-04**	**0.0167**	**0**		**6.00E-05**	**6.00E-05**		**6.00E-05**	**6.00E-05**	**0**	**0.0322**	**0.0322**	**9.00E-05**	**0**	**0.0343**

7.0 Water Detail

7.1 Mitigation Measures Water

	Total CO2	CH4	N2O	CO2e
Category	MT/yr			
Mitigated	74.0133	0.2626	6.55E-03	82.5288
Unmitigated	74.0133	0.2626	6.55E-03	82.5288

7.2 Water by Land Use

Unmitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
High School	7.92893 / 20.3887	74.0133	0.2626	6.5500e-003	82.5288
Total		**74.0133**	**0.2626**	**6.5500e-**	**82.5288**

Mitigated

	Indoor/Out	Total CO2	CH4	N2O	CO2e
Land Use	Mgal	MT/yr			
High School	7.92893 / 20.3887	74.0133	0.2626	6.5500e-003	82.5288
Total		**74.0133**	**0.2626**	**6.5500e-003**	**82.5288**

8.0 Waste Detail

8.1 Mitigation Measures Waste

Category/Year

	Total CO2	CH4	N2O	CO2e
	MT/yr			
Mitigated	66.6825	3.9408	0.0000	165.2032
Unmitigated	66.6825	3.9408	0.0000	165.2032

8.2 Waste by Land Use

Unmitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
High School	328.5	66.6825	3.9408	0.0000	165.2032
Total		**66.6825**	**3.9408**	**0.0000**	**165.2032**

Mitigated

	Waste	Total CO2	CH4	N2O	CO2e
Land Use	tons	MT/yr			
High School	328.5	66.6825	3.9408	0.0000	165.2032
Total		**66.6825**	**3.9408**	**0.0000**	**165.2032**

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

Screening Criteria

Analysis*	Building (sf)	ROG	NOx	CO	SOx	PM10	PM2.5
Construction (no demolition or excavation)	25,500	74.5	34.6	29.5	0.1	3.5	2.3
Construction (no demolition or excavation) with Low VOC Coatings	96,000	74.4	74.0	52.5	0.1	12.4	7.0
Construction and demolition (no excavation)	25,000	74.1	45.7	38.1	0.1	6.8	3.2
Construction and demolition (no excavation) with Low VOC Coatings	93,000	71.6	100.7	68.8	0.1	18.7	8.9
Demolition only (no excavation or vertical construction)	>750,000	4.7	80.8	33.0	0.2	42.3	8.2
SDAPCD Threshold	-	*75*	*250*	*550*	*250*	*100*	*55*

*All analyses assume concurrent construction of all phases (6/1/2020)

Criteria Air Pollutant Construction Screening Criteria – Construction Only

SDUSD PEIR Screening Criteria: Construction Only New Schools
San Diego County, Summer

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	25.50	1000sqft	0.59	25,500.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Architectural Coating - VOC content 150 g/L per SDAPCD Rule 67.0.1

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	EF_Nonresidential_Exterior	250.00	150.00
tblArchitecturalCoating	EF_Nonresidential_Interior	250.00	150.00
tblConstructionPhase	PhaseEndDate	6/16/2020	6/1/2020
tblConstructionPhase	PhaseEndDate	6/18/2020	6/2/2020
tblConstructionPhase	PhaseEndDate	11/5/2020	10/16/2020
tblConstructionPhase	PhaseEndDate	11/12/2020	6/5/2020
tblConstructionPhase	PhaseEndDate	11/19/2020	6/5/2020
tblConstructionPhase	PhaseStartDate	6/16/2020	6/1/2020

tblConstructionPhase	PhaseStartDate	6/17/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	6/19/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	11/6/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	11/13/2020	6/1/2020

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2020	74.5	34.6	29.5	0.1	1.7	1.8	3.5	0.6	1.7	2.3	0.0	5015.8	5015.8	1.2	0.0	5046.4
Maximum	**74.5**	**34.6**	**29.5**	**0.1**	**1.7**	**1.8**	**3.5**	**0.6**	**1.7**	**2.3**	**0.0**	**5015.8**	**5015.8**	**1.2**	**0.0**	**5046.4**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Site Preparation	Site Preparation	6/1/2020	6/1/2020	5	1	
2	Grading	Grading	6/1/2020	6/2/2020	5	2	
3	Building Construction	Building Construction	6/1/2020	10/16/2020	5	100	
4	Paving	Paving	6/1/2020	6/5/2020	5	5	
5	Architectural Coating	Architectural Coating	6/1/2020	6/5/2020	5	5	

Acres of Grading (Site Preparation Phase): 0.5

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 38,250; Non-Residential Outdoor: 12,750; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Site Preparation	Graders	1	8.00	187	0.41
Site Preparation	Tractors/Loaders/Backhoes	1	8.00	97	0.37
Grading	Concrete/Industrial Saws	1	8.00	81	0.73
Grading	Rubber Tired Dozers	1	1.00	247	0.40
Grading	Tractors/Loaders/Backhoes	2	6.00	97	0.37
Building Construction	Cranes	1	4.00	231	0.29

Building Construction	Forklifts	2	6.00	89	0.20
Building Construction	Tractors/Loaders/Backhoes	2	8.00	97	0.37
Paving	Cement and Mortar Mixers	4	6.00	9	0.56
Paving	Pavers	1	7.00	130	0.42
Paving	Rollers	1	7.00	80	0.38
Paving	Tractors/Loaders/Backhoes	1	7.00	97	0.37
Architectural Coating	Air Compressors	1	6.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Site Preparation	2	5.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	4	10.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	5	11.00	4.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	7	18.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	2.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.2 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.5303	0.0000	0.5303	0.0573	0.0000	0.0573			0.0000			0.0000
Off-Road	0.6853	8.4307	4.0942	9.7400e-		0.3353	0.3353		0.3085	0.3085		943.4872	943.4872	0.3051		951.1158
Total	**0.6853**	**8.4307**	**4.0942**	**9.7400e-**	**0.5303**	**0.3353**	**0.8656**	**0.0573**	**0.3085**	**0.3658**		**943.4872**	**943.4872**	**0.3051**		**951.1158**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0184	0.0124	0.1417	4.2000e-	0.0411	2.9000e-	0.0414	0.0109	2.7000e-	0.0112		42.1374	42.1374	1.2600e-		42.1688
Total	**0.0184**	**0.0124**	**0.1417**	**4.2000e-**	**0.0411**	**2.9000e-**	**0.0414**	**0.0109**	**2.7000e-**	**0.0112**		**42.1374**	**42.1374**	**1.2600e-**		**42.1688**

3.3 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.7528	0.0000	0.7528	0.4138	0.0000	0.4138			0.0000			0.0000
Off-Road	0.8674	7.8729	7.6226	0.0120		0.4672	0.4672		0.4457	0.4457		1,147.235	1,147.2352	0.2169		1,152.657
Total	**0.8674**	**7.8729**	**7.6226**	**0.0120**	**0.7528**	**0.4672**	**1.2200**	**0.4138**	**0.4457**	**0.8595**		**1,147.235**	**1,147.2352**	**0.2169**		**1,152.657**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0367	0.0247	0.2835	8.5000e-	0.0822	5.8000e-	0.0827	0.0218	5.3000e-	0.0223		84.2747	84.2747	2.5200e-		84.3376
Total	**0.0367**	**0.0247**	**0.2835**	**8.5000e-**	**0.0822**	**5.8000e-**	**0.0827**	**0.0218**	**5.3000e-**	**0.0223**		**84.2747**	**84.2747**	**2.5200e-**		**84.3376**

3.4 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.8617	8.8523	7.3875	0.0114		0.5224	0.5224		0.4806	0.4806		1,102.978	1,102.9781	0.3567		1,111.896
Total	**0.8617**	**8.8523**	**7.3875**	**0.0114**		**0.5224**	**0.5224**		**0.4806**	**0.4806**		**1,102.978**	**1,102.9781**	**0.3567**		**1,111.896**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0150	0.4510	0.1149	1.1000e-	0.0271	2.2100e-	0.0293	7.8000e-	2.1100e-	9.9100e-		117.6160	117.6160	8.6800e-		117.8330
Worker	0.0404	0.0272	0.3118	9.3000e-	0.0904	6.3000e-	0.0910	0.0240	5.8000e-	0.0246		92.7022	92.7022	2.7700e-		92.7714
Total	**0.0553**	**0.4782**	**0.4267**	**2.0300e-**	**0.1174**	**2.8400e-**	**0.1203**	**0.0318**	**2.6900e-**	**0.0345**		**210.3182**	**210.3182**	**0.0115**		**210.6043**

3.5 Paving - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.7716	7.2266	7.1128	0.0113		0.3950	0.3950		0.3669	0.3669		1,035.392	1,035.3926	0.3016		1,042.932
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**0.7716**	**7.2266**	**7.1128**	**0.0113**		**0.3950**	**0.3950**		**0.3669**	**0.3669**		**1,035.392**	**1,035.3926**	**0.3016**		**1,042.932**

3.6 Architectural Coating - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	70.9155					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.2422	1.6838	1.8314	2.9700e-		0.1109	0.1109		0.1109	0.1109		281.4481	281.4481	0.0218		281.9928

Total	**71.1577**	**1.6838**	**1.8314**	**2.9700e-**		**0.1109**	**0.1109**		**0.1109**	**0.1109**		**281.4481**	**281.4481**	**0.0218**		**281.9928**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	7.3400e-	4.9400e-	0.0567	1.7000e-	0.0164	1.2000e-	0.0165	4.3600e-	1.1000e-	4.4600e-		16.8549	16.8549	5.0000e-		16.8675
Total	**7.3400e-**	**4.9400e-**	**0.0567**	**1.7000e-**	**0.0164**	**1.2000e-**	**0.0165**	**4.3600e-**	**1.1000e-**	**4.4600e-**		**16.8549**	**16.8549**	**5.0000e-**		**16.8675**

Criteria Air Pollutant Construction Screening Criteria – Construction Only (Low VOC)

SDUSD PEIR Screening Criteria: Construction Only New Schools (low VOC)

San Diego County, Summer

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	96.00	1000sqft	2.20	96,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Architectural Coating - Low VOC coatings

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	EF_Nonresidential_Exterior	250.00	75.00
tblArchitecturalCoating	EF_Nonresidential_Interior	250.00	75.00
tblConstructionPhase	PhaseEndDate	6/18/2020	6/3/2020
tblConstructionPhase	PhaseEndDate	6/26/2020	6/8/2020
tblConstructionPhase	PhaseEndDate	4/30/2021	4/2/2021
tblConstructionPhase	PhaseEndDate	5/14/2021	6/12/2020
tblConstructionPhase	PhaseEndDate	5/28/2021	6/12/2020

tblConstructionPhase	PhaseStartDate	6/16/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	6/19/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	6/27/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	5/1/2021	6/1/2020
tblConstructionPhase	PhaseStartDate	5/15/2021	6/1/2020

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2020	74.4	74.0	52.5	0.1	8.9	3.5	12.4	3.7	3.3	7.0	0.0	9802.0	9802.0	2.5	0.0	9864.4
2021	2.2	17.7	16.0	0.0	0.4	0.8	1.3	0.1	0.8	0.9	0.0	3080.9	3080.9	0.5	0.0	3093.2
Maximum	**74.4**	**74.0**	**52.5**	**0.1**	**8.9**	**3.5**	**12.4**	**3.7**	**3.3**	**7.0**	**0.0**	**9802.0**	**9802.0**	**2.5**	**0.0**	**9864.4**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Architectural Coating	Architectural Coating	6/1/2020	6/12/2020	5	10	
2	Site Preparation	Site Preparation	6/1/2020	6/3/2020	5	3	
3	Grading	Grading	6/1/2020	6/8/2020	5	6	
4	Building Construction	Building Construction	6/1/2020	4/2/2021	5	220	
5	Paving	Paving	6/1/2020	6/12/2020	5	10	

Acres of Grading (Site Preparation Phase): 4.5

Acres of Grading (Grading Phase): 3

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 144,000; Non-Residential Outdoor: 48,000; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Site Preparation	Graders	1	8.00	187	0.41
Site Preparation	Tractors/Loaders/Backhoes	1	7.00	97	0.37
Building Construction	Generator Sets	1	8.00	84	0.74
Grading	Rubber Tired Dozers	1	8.00	247	0.40

Grading	Tractors/Loaders/Backhoes	2	7.00	97	0.37
Building Construction	Cranes	1	8.00	231	0.29
Building Construction	Forklifts	2	7.00	89	0.20
Building Construction	Tractors/Loaders/Backhoes	1	6.00	97	0.37
Paving	Cement and Mortar Mixers	1	8.00	9	0.56
Paving	Pavers	1	8.00	130	0.42
Paving	Rollers	2	8.00	80	0.38
Paving	Tractors/Loaders/Backhoes	1	8.00	97	0.37
Architectural Coating	Air Compressors	1	6.00	78	0.48
Grading	Graders	1	8.00	187	0.41
Paving	Paving Equipment	1	8.00	132	0.36
Site Preparation	Scrapers	1	8.00	367	0.48
Building Construction	Welders	3	8.00	46	0.45

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Site Preparation	3	8.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	4	10.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	8	40.00	16.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	6	15.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	8.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.2 Architectural Coating - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	66.7440					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.2422	1.6838	1.8314	2.9700e-		0.1109	0.1109		0.1109	0.1109		281.4481	281.4481	0.0218		281.9928
Total	**66.9862**	**1.6838**	**1.8314**	**2.9700e-**		**0.1109**	**0.1109**		**0.1109**	**0.1109**		**281.4481**	**281.4481**	**0.0218**		**281.9928**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0294	0.0198	0.2268	6.8000e-	0.0657	4.6000e-	0.0662	0.0174	4.2000e-	0.0179		67.4198	67.4198	2.0100e-		67.4701
Total	**0.0294**	**0.0198**	**0.2268**	**6.8000e-**	**0.0657**	**4.6000e-**	**0.0662**	**0.0174**	**4.2000e-**	**0.0179**		**67.4198**	**67.4198**	**2.0100e-**		**67.4701**

3.3 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					1.5908	0.0000	1.5908	0.1718	0.0000	0.1718			0.0000			0.0000
Off-Road	1.6521	19.9196	11.2678	0.0245		0.7771	0.7771		0.7149	0.7149		2,372.906	2,372.9062	0.7675		2,392.092
Total	**1.6521**	**19.9196**	**11.2678**	**0.0245**	**1.5908**	**0.7771**	**2.3678**	**0.1718**	**0.7149**	**0.8867**		**2,372.906**	**2,372.9062**	**0.7675**		**2,392.092**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0294	0.0198	0.2268	6.8000e-	0.0657	4.6000e-	0.0662	0.0174	4.2000e-	0.0179		67.4198	67.4198	2.0100e-		67.4701
Total	**0.0294**	**0.0198**	**0.2268**	**6.8000e-**	**0.0657**	**4.6000e-**	**0.0662**	**0.0174**	**4.2000e-**	**0.0179**		**67.4198**	**67.4198**	**2.0100e-**		**67.4701**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					6.5523	0.0000	6.5523	3.3675	0.0000	3.3675			0.0000			0.0000
Off-Road	1.9219	21.3418	9.9355	0.0206		0.9902	0.9902		0.9110	0.9110		1,996.406	1,996.4061	0.6457		2,012.548
Total	**1.9219**	**21.3418**	**9.9355**	**0.0206**	**6.5523**	**0.9902**	**7.5425**	**3.3675**	**0.9110**	**4.2784**		**1,996.406**	**1,996.4061**	**0.6457**		**2,012.548**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0367	0.0247	0.2835	8.5000e-	0.0822	5.8000e-	0.0827	0.0218	5.3000e-	0.0223		84.2747	84.2747	2.5200e-		84.3376
Total	**0.0367**	**0.0247**	**0.2835**	**8.5000e-**	**0.0822**	**5.8000e-**	**0.0827**	**0.0218**	**5.3000e-**	**0.0223**		**84.2747**	**84.2747**	**2.5200e-**		**84.3376**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	2.2879	17.4336	14.8972	0.0250		0.9482	0.9482		0.9089	0.9089		2,288.887	2,288.8877	0.4646		2,300.501
Total	**2.2879**	**17.4336**	**14.8972**	**0.0250**		**0.9482**	**0.9482**		**0.9089**	**0.9089**		**2,288.887**	**2,288.8877**	**0.4646**		**2,300.501**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0598	1.8041	0.4596	4.3800e-	0.1083	8.8300e-	0.1171	0.0312	8.4400e-	0.0396		470.4641	470.4641	0.0347		471.3318
Worker	0.1468	0.0989	1.1338	3.3800e-	0.3286	2.3100e-	0.3309	0.0872	2.1200e-	0.0893		337.0988	337.0988	0.0101		337.3505
Total	**0.2066**	**1.9030**	**1.5935**	**7.7600e-**	**0.4369**	**0.0111**	**0.4480**	**0.1183**	**0.0106**	**0.1289**		**807.5630**	**807.5630**	**0.0448**		**808.6822**

3.5 Building Construction - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	2.0451	16.0275	14.5629	0.0250		0.8173	0.8173		0.7831	0.7831		2,288.935	2,288.9355	0.4503		2,300.193
Total	**2.0451**	**16.0275**	**14.5629**	**0.0250**		**0.8173**	**0.8173**		**0.7831**	**0.7831**		**2,288.935**	**2,288.9355**	**0.4503**		**2,300.193**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0484	1.6293	0.4152	4.3300e-	0.1083	3.4200e-	0.1117	0.0312	3.2700e-	0.0345		466.1631	466.1631	0.0333		466.9958
Worker	0.1384	0.0899	1.0610	3.2700e-	0.3286	2.2700e-	0.3309	0.0872	2.0900e-	0.0893		325.7764	325.7764	9.3000e-		326.0088
Total	**0.1867**	**1.7192**	**1.4762**	**7.6000e-**	**0.4369**	**5.6900e-**	**0.4426**	**0.1183**	**5.3600e-**	**0.1237**		**791.9395**	**791.9395**	**0.0426**		**793.0046**

3.6 Paving - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	1.1547	11.5873	11.8076	0.0178		0.6565	0.6565		0.6051	0.6051		1,709.218	1,709.2180	0.5417		1,722.760
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**1.1547**	**11.5873**	**11.8076**	**0.0178**		**0.6565**	**0.6565**		**0.6051**	**0.6051**		**1,709.218**	**1,709.2180**	**0.5417**		**1,722.760**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0550	0.0371	0.4252	1.2700e-	0.1232	8.6000e-	0.1241	0.0327	8.0000e-	0.0335		126.4121	126.4121	3.7700e-		126.5064
Total	**0.0550**	**0.0371**	**0.4252**	**1.2700e-**	**0.1232**	**8.6000e-**	**0.1241**	**0.0327**	**8.0000e-**	**0.0335**		**126.4121**	**126.4121**	**3.7700e-**		**126.5064**

Criteria Air Pollutant Construction Screening Criteria – Demolition + Construction

SDUSD PEIR Screening Criteria: Construction and Demo New Schools
San Diego County, Summer

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	25.00	1000sqft	0.57	25,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Trips and VMT - CalEEMod defaults
Off-road Equipment - Model defaults
Architectural Coating - VOC content 150 g/L per SDAPCD Rule 67.0.1

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	EF_Nonresidential_Exterior	250.00	150.00
tblArchitecturalCoating	EF_Nonresidential_Interior	250.00	150.00
tblArchitecturalCoating	EF_Parking	250.00	150.00
tblConstructionPhase	PhaseEndDate	11/4/2020	6/5/2020
tblConstructionPhase	PhaseEndDate	10/21/2020	10/16/2020
tblConstructionPhase	PhaseEndDate	6/3/2020	6/2/2020
tblConstructionPhase	PhaseEndDate	10/28/2020	6/5/2020
tblConstructionPhase	PhaseStartDate	10/29/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	6/4/2020	6/1/2020

tblConstructionPhase	PhaseStartDate	6/2/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	10/22/2020	6/1/2020

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)
Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2020	74.1	45.7	38.1	0.1	4.5	2.3	6.8	1.0	2.2	3.2	0.0	7223.5	7223.5	1.5	0.0	7261.7
Maximum	**74.1**	**45.7**	**38.1**	**0.1**	**4.5**	**2.3**	**6.8**	**1.0**	**2.2**	**3.2**	**0.0**	**7223.5**	**7223.5**	**1.5**	**0.0**	**7261.7**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Site Preparation	Site Preparation	6/1/2020	6/1/2020	5	1	
2	Grading	Grading	6/1/2020	6/2/2020	5	2	
3	Building Construction	Building Construction	6/1/2020	10/16/2020	5	100	
4	Paving	Paving	6/1/2020	6/5/2020	5	5	
5	Architectural Coating	Architectural Coating	6/1/2020	6/5/2020	5	5	
6	Demolition	Demolition	6/1/2020	6/12/2020	5	10	

Acres of Grading (Site Preparation Phase): 0.5

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 37,500; Non-Residential Outdoor: 12,500; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Architectural Coating	Air Compressors	1	6.00	78	0.48
Paving	Cement and Mortar Mixers	4	6.00	9	0.56
Site Preparation	Graders	1	8.00	187	0.41
Paving	Tractors/Loaders/Backhoes	1	7.00	97	0.37
Building Construction	Cranes	1	4.00	231	0.29
Building Construction	Forklifts	2	6.00	89	0.20
Grading	Concrete/Industrial Saws	1	8.00	81	0.73

Paving	Pavers	1	7.00	130	0.42
Paving	Rollers	1	7.00	80	0.38
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Grading	Rubber Tired Dozers	1	1.00	247	0.40
Building Construction	Tractors/Loaders/Backhoes	2	8.00	97	0.37
Demolition	Rubber Tired Dozers	1	1.00	247	0.40
Grading	Tractors/Loaders/Backhoes	2	6.00	97	0.37
Demolition	Tractors/Loaders/Backhoes	2	6.00	97	0.37
Site Preparation	Tractors/Loaders/Backhoes	1	8.00	97	0.37

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	4	10.00	0.00	114.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	2	5.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	4	10.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	5	11.00	4.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	7	18.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	2.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.2 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.5303	0.0000	0.5303	0.0573	0.0000	0.0573			0.0000			0.0000
Off-Road	0.6853	8.4307	4.0942	9.7400e-		0.3353	0.3353		0.3085	0.3085		943.4872	943.4872	0.3051		951.1158
Total	**0.6853**	**8.4307**	**4.0942**	**9.7400e-**	**0.5303**	**0.3353**	**0.8656**	**0.0573**	**0.3085**	**0.3658**		**943.4872**	**943.4872**	**0.3051**		**951.1158**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0184	0.0124	0.1417	4.2000e-	0.0411	2.9000e-	0.0414	0.0109	2.7000e-	0.0112		42.1374	42.1374	1.2600e-		42.1688
Total	**0.0184**	**0.0124**	**0.1417**	**4.2000e-**	**0.0411**	**2.9000e-**	**0.0414**	**0.0109**	**2.7000e-**	**0.0112**		**42.1374**	**42.1374**	**1.2600e-**		**42.1688**

3.3 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e

Category	lb/day										lb/day					
Fugitive Dust					0.7528	0.0000	0.7528	0.4138	0.0000	0.4138			0.0000			0.0000
Off-Road	0.8674	7.8729	7.6226	0.0120		0.4672	0.4672		0.4457	0.4457		1,147.235	1,147.2352	0.2169		1,152.657
Total	**0.8674**	**7.8729**	**7.6226**	**0.0120**	**0.7528**	**0.4672**	**1.2200**	**0.4138**	**0.4457**	**0.8595**		**1,147.235**	**1,147.2352**	**0.2169**		**1,152.657**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0367	0.0247	0.2835	8.5000e-	0.0822	5.8000e-	0.0827	0.0218	5.3000e-	0.0223		84.2747	84.2747	2.5200e-		84.3376
Total	**0.0367**	**0.0247**	**0.2835**	**8.5000e-**	**0.0822**	**5.8000e-**	**0.0827**	**0.0218**	**5.3000e-**	**0.0223**		**84.2747**	**84.2747**	**2.5200e-**		**84.3376**

3.4 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.8617	8.8523	7.3875	0.0114		0.5224	0.5224		0.4806	0.4806		1,102.978	1,102.9781	0.3567		1,111.896
Total	**0.8617**	**8.8523**	**7.3875**	**0.0114**		**0.5224**	**0.5224**		**0.4806**	**0.4806**		**1,102.978**	**1,102.9781**	**0.3567**		**1,111.896**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0150	0.4510	0.1149	1.1000e-	0.0271	2.2100e-	0.0293	7.8000e-	2.1100e-	9.9100e-		117.6160	117.6160	8.6800e-		117.8330
Worker	0.0404	0.0272	0.3118	9.3000e-	0.0904	6.3000e-	0.0910	0.0240	5.8000e-	0.0246		92.7022	92.7022	2.7700e-		92.7714
Total	**0.0553**	**0.4782**	**0.4267**	**2.0300e-**	**0.1174**	**2.8400e-**	**0.1203**	**0.0318**	**2.6900e-**	**0.0345**		**210.3182**	**210.3182**	**0.0115**		**210.6043**

3.5 Paving - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.7716	7.2266	7.1128	0.0113		0.3950	0.3950		0.3669	0.3669		1,035.392	1,035.3926	0.3016		1,042.932
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**0.7716**	**7.2266**	**7.1128**	**0.0113**		**0.3950**	**0.3950**		**0.3669**	**0.3669**		**1,035.392**	**1,035.3926**	**0.3016**		**1,042.932**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0661	0.0445	0.5102	1.5200e-	0.1479	1.0400e-	0.1489	0.0392	9.6000e-	0.0402		151.6945	151.6945	4.5300e-		151.8077
Total	**0.0661**	**0.0445**	**0.5102**	**1.5200e-**	**0.1479**	**1.0400e-**	**0.1489**	**0.0392**	**9.6000e-**	**0.0402**		**151.6945**	**151.6945**	**4.5300e-**		**151.8077**

3.6 Architectural Coating - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	69.5250					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.2422	1.6838	1.8314	2.9700e-		0.1109	0.1109		0.1109	0.1109		281.4481	281.4481	0.0218		281.9928
Total	**69.7672**	**1.6838**	**1.8314**	**2.9700e-**		**0.1109**	**0.1109**		**0.1109**	**0.1109**		**281.4481**	**281.4481**	**0.0218**		**281.9928**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	7.3400e-	4.9400e-	0.0567	1.7000e-	0.0164	1.2000e-	0.0165	4.3600e-	1.1000e-	4.4600e-		16.8549	16.8549	5.0000e-		16.8675
Total	**7.3400e-**	**4.9400e-**	**0.0567**	**1.7000e-**	**0.0164**	**1.2000e-**	**0.0165**	**4.3600e-**	**1.1000e-**	**4.4600e-**		**16.8549**	**16.8549**	**5.0000e-**		**16.8675**

3.7 Demolition - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					2.4916	0.0000	2.4916	0.3773	0.0000	0.3773			0.0000			0.0000
Off-Road	0.8674	7.8729	7.6226	0.0120		0.4672	0.4672		0.4457	0.4457		1,147.235	1,147.2352	0.2169		1,152.657
Total	**0.8674**	**7.8729**	**7.6226**	**0.0120**	**2.4916**	**0.4672**	**2.9588**	**0.3773**	**0.4457**	**0.8230**		**1,147.235**	**1,147.2352**	**0.2169**		**1,152.657**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0901	3.1802	0.7221	8.9300e-	0.1992	0.0102	0.2094	0.0546	9.7100e-	0.0643		976.2124	976.2124	0.0860		978.3622
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0367	0.0247	0.2835	8.5000e-	0.0822	5.8000e-	0.0827	0.0218	5.3000e-	0.0223		84.2747	84.2747	2.5200e-		84.3376
Total	**0.1268**	**3.2049**	**1.0055**	**9.7800e-**	**0.2814**	**0.0107**	**0.2921**	**0.0764**	**0.0102**	**0.0866**		**1,060.487**	**1,060.4871**	**0.0885**		**1,062.699**

Criteria Air Pollutant Construction Screening Criteria – Demolition + Construction (Low VOC)

SDUSD PEIR Screening Criteria: Construction and Demo New Schools (low VOC)
San Diego County, Summer

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	93.00	1000sqft	2.13	93,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment -
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Architectural Coating - Low VOC content (75 g/L)

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	EF_Nonresidential_Exterior	250.00	75.00
tblArchitecturalCoating	EF_Nonresidential_Interior	250.00	75.00
tblConstructionPhase	PhaseEndDate	11/22/2019	6/26/2020
tblConstructionPhase	PhaseEndDate	11/27/2019	6/3/2020
tblConstructionPhase	PhaseEndDate	12/5/2019	6/8/2020
tblConstructionPhase	PhaseEndDate	10/8/2020	4/2/2021
tblConstructionPhase	PhaseEndDate	10/22/2020	6/12/2020

tblConstructionPhase	PhaseEndDate	11/5/2020	6/12/2020
tblConstructionPhase	PhaseStartDate	10/28/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	11/23/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	11/28/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	12/6/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	10/9/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	10/23/2020	6/1/2020

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2020	74.6	100.7	68.8	0.1	14.0	4.7	18.7	4.6	4.4	8.9	0.0	14007.1	14007.1	3.3	0.0	14088.5
2021	2.2	17.6	16.0	0.0	0.4	0.8	1.2	0.1	0.8	0.9	0.0	3043.6	3043.6	0.5	0.0	3055.9
Maximum	**74.6**	**100.7**	**68.8**	**0.1**	**14.0**	**4.7**	**18.7**	**4.6**	**4.4**	**8.9**	**0.0**	**14007.1**	**14007.1**	**3.3**	**0.0**	**14088.5**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	6/1/2020	6/26/2020	5	20	
2	Site Preparation	Site Preparation	6/1/2020	6/3/2020	5	3	
3	Grading	Grading	6/1/2020	6/8/2020	5	6	
4	Building Construction	Building Construction	6/1/2020	4/2/2021	5	220	
5	Paving	Paving	6/1/2020	6/12/2020	5	10	
6	Architectural Coating	Architectural Coating	6/1/2020	6/12/2020	5	10	

Acres of Grading (Site Preparation Phase): 4.5

Acres of Grading (Grading Phase): 3

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 139,500; Non-Residential Outdoor: 46,500; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73

Demolition	Rubber Tired Dozers	1	8.00	247	0.40
Demolition	Tractors/Loaders/Backhoes	3	8.00	97	0.37
Site Preparation	Graders	1	8.00	187	0.41
Site Preparation	Scrapers	1	8.00	367	0.48
Site Preparation	Tractors/Loaders/Backhoes	1	7.00	97	0.37
Grading	Graders	1	8.00	187	0.41
Grading	Rubber Tired Dozers	1	8.00	247	0.40
Grading	Tractors/Loaders/Backhoes	2	7.00	97	0.37
Building Construction	Cranes	1	8.00	231	0.29
Building Construction	Forklifts	2	7.00	89	0.20
Building Construction	Generator Sets	1	8.00	84	0.74
Building Construction	Tractors/Loaders/Backhoes	1	6.00	97	0.37
Building Construction	Welders	3	8.00	46	0.45
Paving	Cement and Mortar Mixers	1	8.00	9	0.56
Paving	Pavers	1	8.00	130	0.42
Paving	Paving Equipment	1	8.00	132	0.36
Paving	Rollers	2	8.00	80	0.38
Paving	Tractors/Loaders/Backhoes	1	8.00	97	0.37
Architectural Coating	Air Compressors	1	6.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	5	13.00	0.00	423.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	3	8.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	4	10.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	8	39.00	15.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	6	15.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	8.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.2 Demolition - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					4.6344	0.0000	4.6344	0.7018	0.0000	0.7018			0.0000			0.0000
Off-Road	2.1262	20.9463	14.6573	0.0241		1.1525	1.1525		1.0761	1.0761		2,322.312	2,322.3127	0.5970		2,337.236
Total	**2.1262**	**20.9463**	**14.6573**	**0.0241**	**4.6344**	**1.1525**	**5.7868**	**0.7018**	**1.0761**	**1.7780**		**2,322.312**	**2,322.3127**	**0.5970**		**2,337.236**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					

Hauling	0.1672	5.9001	1.3396	0.0166	0.3696	0.0188	0.3884	0.1013	0.0180	0.1193		1,811.130	1,811.1309	0.1595		1,815.119
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0477	0.0321	0.3685	1.1000e-	0.1068	7.5000e-	0.1075	0.0283	6.9000e-	0.0290		109.5571	109.5571	3.2700e-		109.6389
Total	**0.2149**	**5.9323**	**1.7081**	**0.0177**	**0.4764**	**0.0196**	**0.4959**	**0.1296**	**0.0187**	**0.1483**		**1,920.688**	**1,920.6880**	**0.1628**		**1,924.758**

3.3 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					1.5908	0.0000	1.5908	0.1718	0.0000	0.1718			0.0000			0.0000
Off-Road	1.6521	19.9196	11.2678	0.0245		0.7771	0.7771		0.7149	0.7149		2,372.906	2,372.9062	0.7675		2,392.092
Total	**1.6521**	**19.9196**	**11.2678**	**0.0245**	**1.5908**	**0.7771**	**2.3678**	**0.1718**	**0.7149**	**0.8867**		**2,372.906**	**2,372.9062**	**0.7675**		**2,392.092**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0294	0.0198	0.2268	6.8000e-	0.0657	4.6000e-	0.0662	0.0174	4.2000e-	0.0179		67.4198	67.4198	2.0100e-		67.4701
Total	**0.0294**	**0.0198**	**0.2268**	**6.8000e-**	**0.0657**	**4.6000e-**	**0.0662**	**0.0174**	**4.2000e-**	**0.0179**		**67.4198**	**67.4198**	**2.0100e-**		**67.4701**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					6.5523	0.0000	6.5523	3.3675	0.0000	3.3675			0.0000			0.0000
Off-Road	1.9219	21.3418	9.9355	0.0206		0.9902	0.9902		0.9110	0.9110		1,996.406	1,996.4061	0.6457		2,012.548
Total	**1.9219**	**21.3418**	**9.9355**	**0.0206**	**6.5523**	**0.9902**	**7.5425**	**3.3675**	**0.9110**	**4.2784**		**1,996.406**	**1,996.4061**	**0.6457**		**2,012.548**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0367	0.0247	0.2835	8.5000e-	0.0822	5.8000e-	0.0827	0.0218	5.3000e-	0.0223		84.2747	84.2747	2.5200e-		84.3376
Total	**0.0367**	**0.0247**	**0.2835**	**8.5000e-**	**0.0822**	**5.8000e-**	**0.0827**	**0.0218**	**5.3000e-**	**0.0223**		**84.2747**	**84.2747**	**2.5200e-**		**84.3376**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	2.2879	17.4336	14.8972	0.0250		0.9482	0.9482		0.9089	0.9089		2,288.887	2,288.8877	0.4646		2,300.501
Total	**2.2879**	**17.4336**	**14.8972**	**0.0250**		**0.9482**	**0.9482**		**0.9089**	**0.9089**		**2,288.887**	**2,288.8877**	**0.4646**		**2,300.501**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0561	1.6914	0.4309	4.1100e-	0.1015	8.2800e-	0.1098	0.0292	7.9200e-	0.0372		441.0601	441.0601	0.0325		441.8736
Worker	0.1431	0.0964	1.1055	3.3000e-	0.3204	2.2500e-	0.3226	0.0850	2.0700e-	0.0871		328.6714	328.6714	9.8100e-		328.9167
Total	**0.1992**	**1.7878**	**1.5364**	**7.4100e-**	**0.4219**	**0.0105**	**0.4324**	**0.1142**	**9.9900e-**	**0.1242**		**769.7315**	**769.7315**	**0.0424**		**770.7903**

3.5 Building Construction - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	2.0451	16.0275	14.5629	0.0250		0.8173	0.8173		0.7831	0.7831		2,288.935	2,288.9355	0.4503		2,300.193
Total	**2.0451**	**16.0275**	**14.5629**	**0.0250**		**0.8173**	**0.8173**		**0.7831**	**0.7831**		**2,288.935**	**2,288.9355**	**0.4503**		**2,300.193**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0454	1.5274	0.3893	4.0600e-	0.1015	3.2100e-	0.1048	0.0292	3.0700e-	0.0323		437.0279	437.0279	0.0312		437.8086
Worker	0.1349	0.0876	1.0344	3.1900e-	0.3204	2.2100e-	0.3226	0.0850	2.0400e-	0.0870		317.6319	317.6319	9.0600e-		317.8586
Total	**0.1803**	**1.6151**	**1.4237**	**7.2500e-**	**0.4219**	**5.4200e-**	**0.4273**	**0.1142**	**5.1100e-**	**0.1193**		**754.6599**	**754.6599**	**0.0403**		**755.6672**

3.6 Paving - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	1.1547	11.5873	11.8076	0.0178		0.6565	0.6565		0.6051	0.6051		1,709.218	1,709.2180	0.5417		1,722.760
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**1.1547**	**11.5873**	**11.8076**	**0.0178**		**0.6565**	**0.6565**		**0.6051**	**0.6051**		**1,709.218**	**1,709.2180**	**0.5417**		**1,722.760**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0550	0.0371	0.4252	1.2700e-	0.1232	8.6000e-	0.1241	0.0327	8.0000e-	0.0335		126.4121	126.4121	3.7700e-		126.5064
Total	**0.0550**	**0.0371**	**0.4252**	**1.2700e-**	**0.1232**	**8.6000e-**	**0.1241**	**0.0327**	**8.0000e-**	**0.0335**		**126.4121**	**126.4121**	**3.7700e-**		**126.5064**

3.7 Architectural Coating - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	64.6583					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.2422	1.6838	1.8314	2.9700e-		0.1109	0.1109		0.1109	0.1109		281.4481	281.4481	0.0218		281.9928
Total	**64.9004**	**1.6838**	**1.8314**	**2.9700e-**		**0.1109**	**0.1109**		**0.1109**	**0.1109**		**281.4481**	**281.4481**	**0.0218**		**281.9928**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0294	0.0198	0.2268	6.8000e-	0.0657	4.6000e-	0.0662	0.0174	4.2000e-	0.0179		67.4198	67.4198	2.0100e-		67.4701
Total	**0.0294**	**0.0198**	**0.2268**	**6.8000e-**	**0.0657**	**4.6000e-**	**0.0662**	**0.0174**	**4.2000e-**	**0.0179**		**67.4198**	**67.4198**	**2.0100e-**		**67.4701**

Criteria Air Pollutant Construction Screening Criteria – Demolition Only

SDUSD PEIR Screening Criteria: Demo New Schools
San Diego County, Summer

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	750.00	1000sqft	17.22	750,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)
Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2020	4.7	80.8	33.0	0.2	40.5	1.8	42.3	6.5	1.7	8.2	0.0	18478.8	18478.8	2.3	0.0	18537.5
Maximum	**4.7**	**80.8**	**33.0**	**0.2**	**40.5**	**1.8**	**42.3**	**6.5**	**1.7**	**8.2**	**0.0**	**18478.8**	**18478.8**	**2.3**	**0.0**	**18537.5**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	6/1/2020	6/26/2020	5	20	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 0; Non-Residential Outdoor: 0; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Excavators	3	8.00	158	0.38
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Demolition	Rubber Tired Dozers	2	8.00	247	0.40

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	6	15.00	0.00	3,411.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.2 Demolition - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					37.3739	0.0000	37.3739	5.6597	0.0000	5.6597			0.0000			0.0000
Off-Road	3.3121	33.2010	21.7532	0.0388		1.6587	1.6587		1.5419	1.5419		3,747.704	3,747.7049	1.0580		3,774.153
Total	**3.3121**	**33.2010**	**21.7532**	**0.0388**	**37.3739**	**1.6587**	**39.0326**	**5.6597**	**1.5419**	**7.2016**		**3,747.704**	**3,747.7049**	**1.0580**		**3,774.153**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	1.3481	47.5775	10.8024	0.1335	2.9801	0.1518	3.1319	0.8167	0.1452	0.9620		14,604.65	14,604.651	1.2865		14,636.81
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000

Worker	0.0550	0.0371	0.4252	1.2700e-	0.1232	8.6000e-	0.1241	0.0327	8.0000e-	0.0335		126.4121	126.4121	3.7700e-		126.5064
Total	**1.4031**	**47.6146**	**11.2276**	**0.1348**	**3.1034**	**0.1527**	**3.2560**	**0.8494**	**0.1460**	**0.9954**		**14,731.06**	**14,731.063**	**1.2902**		**14,763.31**

Criteria Air Pollutant Construction Screening Criteria – Joint-Use Facilities

Analysis*	**Acres**	**ROG**	**NOx**	**CO**	**SOx**	**PM10**	**PM2.5**
Construction	>15	5.2	56.3	26.1	0.1	20.9	12.4
SDAPCD Threshold	-	*75*	*250*	*550*	*250*	*100*	*55*

*Analyses assumes sequential DG removal and installation of new turf

SDUSP PEIR: Construction Screening Criteria Joint Use Fields Construction
San Diego County, Summer

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
City Park	15.00	Acre	15.00	653,400.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2021
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Project Characteristics -
Land Use -
Construction Phase - Phase durations based on average days per acre constructed from prior SDUSD joint use field projects (CMPA, Curie, Encanto,
Off-road Equipment - Equipment based on prior SDUSD joint use field projects (CMPA, Curie, Encanto, Innovation, and Gage).
Off-road Equipment - Installation of new DG would not require any off-road equipment (assumption per prior SDUSD joint use field projects - CMPA,
Grading - Material import/export based on prior SDUSD joint use field projects (CMPA, Curie, Encanto, Innovation, and Gage).
Trips and VMT - Number of worker trips from SDUSD joint use field projects (CMPA, Curie, Encanto, Innovation, and Gage).

Table Name	Column Name	Default Value	New Value
tblConstructionPhase	NumDays	30.00	65.00
tblConstructionPhase	NumDays	10.00	132.00
tblConstructionPhase	PhaseEndDate	8/21/2020	3/2/2021
tblConstructionPhase	PhaseEndDate	7/10/2020	12/1/2020
tblConstructionPhase	PhaseStartDate	7/11/2020	12/2/2020
tblConstructionPhase	PhaseStartDate	6/27/2020	6/1/2020
tblGrading	AcresOfGrading	198.00	15.00

tblGrading	MaterialExported	0.00	81,675.00
tblOffRoadEquipment	OffRoadEquipmentType		Scrapers
tblOffRoadEquipment	OffRoadEquipmentType		Rollers
tblOffRoadEquipment	OffRoadEquipmentType		Graders
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	1.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblTripsAndVMT	WorkerTripNumber	18.00	10.00
tblTripsAndVMT	WorkerTripNumber	0.00	10.00

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2020	5.2	56.3	26.1	0.1	18.3	2.6	20.9	10.0	2.4	12.4	0.0	10723.8	10723.8	1.7	0.0	10747.3
2021	1.0	31.9	8.1	0.1	3.2	0.1	3.3	0.8	0.1	0.9	0.0	10588.7	10588.7	0.9	0.0	10612.0
Maximum	**5.2**	**56.3**	**26.1**	**0.1**	**18.3**	**2.6**	**20.9**	**10.0**	**2.4**	**12.4**	**0.0**	**10723.8**	**10723.8**	**1.7**	**0.0**	**10747.3**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Remove existing DG	Site Preparation	6/1/2020	12/1/2020	5	132	
2	Install turf, track and fencing	Grading	12/2/2020	3/2/2021	5	65	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 0; Non-Residential Outdoor: 0; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Remove existing DG	Scrapers	1	8.00	367	0.48
Remove existing DG	Rollers	1	8.00	80	0.38
Remove existing DG	Graders	1	8.00	187	0.41
Install turf, track and fencing	Excavators	0	8.00	158	0.38
Install turf, track and fencing	Rubber Tired Dozers	0	8.00	247	0.40
Install turf, track and fencing	Graders	0	8.00	187	0.41
Install turf, track and fencing	Tractors/Loaders/Backhoes	0	8.00	97	0.37
Remove existing DG	Tractors/Loaders/Backhoes	1	8.00	97	0.37
Remove existing DG	Rubber Tired Dozers	3	8.00	247	0.40
Install turf, track and fencing	Scrapers	0	8.00	367	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Remove existing DG	7	10.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Install turf, track and	0	10.00	0.00	8,076.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Remove existing DG - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					18.1868	0.0000	18.1868	9.9437	0.0000	9.9437			0.0000			0.0000
Off-Road	5.1248	56.2607	25.8410	0.0531		2.5913	2.5913		2.3840	2.3840		5,146.596	5,146.5963	1.6645		5,188.209
Total	**5.1248**	**56.2607**	**25.8410**	**0.0531**	**18.1868**	**2.5913**	**20.7781**	**9.9437**	**2.3840**	**12.3277**		**5,146.596**	**5,146.5963**	**1.6645**		**5,188.209**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0367	0.0247	0.2835	8.5000e-	0.0822	5.8000e-	0.0827	0.0218	5.3000e-	0.0223		84.2747	84.2747	2.5200e-		84.3376
Total	**0.0367**	**0.0247**	**0.2835**	**8.5000e-**	**0.0822**	**5.8000e-**	**0.0827**	**0.0218**	**5.3000e-**	**0.0223**		**84.2747**	**84.2747**	**2.5200e-**		**84.3376**

3.3 Install turf, track and fencing - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.1397	0.0000	0.1397	0.0212	0.0000	0.0212			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.1397**	**0.0000**	**0.1397**	**0.0212**	**0.0000**	**0.0212**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.9821	34.6604	7.8696	0.0973	5.3817	0.1106	5.4923	1.3831	0.1058	1.4889		10,639.52	10,639.529	0.9372		10,662.95
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0367	0.0247	0.2835	8.5000e-	0.0822	5.8000e-	0.0827	0.0218	5.3000e-	0.0223		84.2747	84.2747	2.5200e-		84.3376
Total	**1.0188**	**34.6851**	**8.1530**	**0.0981**	**5.4639**	**0.1112**	**5.5750**	**1.4049**	**0.1063**	**1.5112**		**10,723.80**	**10,723.804**	**0.9397**		**10,747.29**

3.3 Install turf, track and fencing - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.1397	0.0000	0.1397	0.0212	0.0000	0.0212			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.1397**	**0.0000**	**0.1397**	**0.0212**	**0.0000**	**0.0212**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.9223	31.8484	7.7915	0.0958	3.0115	0.0972	3.1087	0.8013	0.0930	0.8943		10,507.25	10,507.252	0.9282		10,530.45
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0346	0.0225	0.2652	8.2000e-	0.0822	5.7000e-	0.0827	0.0218	5.2000e-	0.0223		81.4441	81.4441	2.3200e-		81.5022
Total	**0.9569**	**31.8708**	**8.0567**	**0.0966**	**3.0936**	**0.0978**	**3.1914**	**0.8231**	**0.0935**	**0.9166**		**10,588.69**	**10,588.696**	**0.9305**		**10,611.95**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.1397	0.0000	0.1397	0.0212	0.0000	0.0212			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.1397**	**0.0000**	**0.1397**	**0.0212**	**0.0000**	**0.0212**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.9223	31.8484	7.7915	0.0958	3.0115	0.0972	3.1087	0.8013	0.0930	0.8943		10,507.25	10,507.252	0.9282		10,530.45
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0346	0.0225	0.2652	8.2000e-	0.0822	5.7000e-	0.0827	0.0218	5.2000e-	0.0223		81.4441	81.4441	2.3200e-		81.5022
Total	**0.9569**	**31.8708**	**8.0567**	**0.0966**	**3.0936**	**0.0978**	**3.1914**	**0.8231**	**0.0935**	**0.9166**		**10,588.69**	**10,588.696**	**0.9305**		**10,611.95**

Criteria Air Pollutant Operational Screening Criteria (Summary)

Operational Criteria Air Pollutant Emissions (Change in Student Enrollment)

Elementary School	Input	Source
Utility Information	2020, SDGE, See "SDGE RPS Electricity Efs"	-
Land Use Type	Educational, Elementary School	-
Size Metric	7,274	-
Construction	n/a - zero out	-
Operation - Mobile	2.9	Chen Ryan 2019
Operation (Other)	Caleemod Defaults	-

Middle School	Input	Source
Utility Information	2020, SDGE, See "SDGE RPS Electricity Efs"	-
Land Use Type	Educational, Junior High School	-
Size Metric	13,245	-
Construction	n/a - zero out	-
Operation - Mobile	1.4	Chen Ryan 2019
Operation (Other)	Caleemod Defaults	-

High School	Input	Source
Utility Information	2020, SDGE, See "SDGE RPS Electricity Efs"	-
Land Use Type	Educational, High School	-
Size Metric	9,874	-
Construction	n/a - zero out	-
Operation - Mobile	1.8	Chen Ryan 2019
Operation (Other)	Caleemod Defaults	-

*Variable (students). Run model to determine size metric and compare to threshold

Operational Criteria Air Pollutant Emissions (Change in Square Footage)

Elementary School	Input	Source
Utility Information	2020, SDGE, See "SDGE RPS Electricity Efs"	-
Land Use Type	Educational, Elementary School	-
Size Metric	1,366,000	-
Construction	n/a - zero out	-
Operation	Caleemod Defaults	-

Middle School	Input	Source
Utility Information	2020, SDGE, See "SDGE RPS Electricity Efs"	-
Land Use Type	Educational, Middle School	-
Size Metric	1,463,000	-
Construction	n/a - zero out	-
Operation	Caleemod Defaults	-

High School	Input	Source
Utility Information	2020, SDGE, See "SDGE RPS Electricity Efs"	-
Land Use Type	Educational, High School	-
Size Metric	1,378,000	-
Construction	n/a - zero out	-
Operation	Caleemod Defaults	-

*Variable (square footage). Run model to determine size metric based on threshold

Operational Criteria Air Pollutant Emissions (Change in Acres)

City Park		Source
Utility Information	2020, SDGE, See "SDGE RPS Electricity Efs"	
Land Use Type	City Park	
Size Metric	436 acres	
Construction	n/a- zero out	
Operation - Mobile	Daily Trip Generate Rate - 50/acre	Curie, Innovation, Gage, Audubon (per City of San Deigo Trip Generation Manual 2003)
Operation - Other	Caleemod Defaults	

eGrid2016 Emission Factors (EPA 2018)

527.900 lb CO2/MWh https://www.epa.gov/sites/production/files/2018-02/documents/egrid2016_summarytables.pdf
0.033 lb CH4/MWh
0.004 lb N2O/MWh

2016 CA	%	EF (lb/MWh) CO2	CH4	N2O
Hydro	12.11%	0	0	0
Nuclear	9.43%	0	0	0
Renewable	24.92%	0	0	0
Non-renewable	53.55%	986	0.062	0.007
Total	100.00%	528	0.033	0.004

2020 (RPS = 33%)	%	EF (lb/MWh) CO2	CH4	N2O
Hydro	12.11%	0	0	0
Nuclear	9.43%	0	0	0
Renewable	33.00%	0	0	0
Non-renewable	45.47%	986	0.062	0.007
Total	100.00%	448	0.028	0.003

2030 (RPS = 60%)	%	EF (lb/MWh) CO2	CH4	N2O
Hydro	12.11%	0	0	0
Nuclear	9.43%	0	0	0
Renewable	60.00%	0	0	0
Non-renewable	18.47%	986	0.062	0.007
Total	100.00%	182	0.011	0.001

2045 (RPS =100%)	%	EF (lb/MWh) CO2	CH4	N2O
Hydro	0.00%	0	0	0
Nuclear	0.00%	0	0	0
Renewable	100.00%	0	0	0
Non-renewable	0.00%	986	0.062	0.007
Total	100.00%	0	0.000	0.000

Year	EF (lb/MWh) CO2	CH4	N2O
2016	528	0.033	0.004
2017	528	0.033	0.004
2018	508	0.033	0.004
2019	488	0.032	0.004
2020	448	0.028	0.003
2021	422	0.026	0.003
2022	395	0.025	0.003
2023	368	0.023	0.003
2024	342	0.021	0.003
2025	315	0.020	0.002
2026	289	0.018	0.002
2027	262	0.016	0.002
2028	235	0.015	0.002
2029	209	0.013	0.002
2030	182	0.011	0.001
2031	170	0.011	0.001
2032	158	0.010	0.001
2033	146	0.009	0.001
2034	133	0.008	0.001
2035	121	0.008	0.001
2036	109	0.007	0.001
2037	97	0.006	0.001
2038	85	0.005	0.001
2039	73	0.005	0.001
2040	61	0.004	0.0005
2041	49	0.003	0.000
2042	36	0.002	0.000
2043	24	0.002	0.000
2044	12	0.001	0.000
2045	0	0.000	0.000

SDG&E

535.723 lb CO2/MWh https://www.sdge.com/sites/default/files/regulatory/SDGE%20November%20Update%20and%20Attachment%20G%20-%20PUBLIC.pdf
44% Renewables % https://www.sdge.com/sites/default/files/regulatory/R.18-07-003%20SDGE%20Final%202018%20RPS%20Public%20Version.pdf

2017	%	EF (lb/MWh) CO2
Renewable	44.00%	0
Non-renewable	56.00%	957
Total	100.00%	536

2045 (RPS = 100%)	%	EF (lb/MWh) CO2
Renewable	100.00%	0
Non-renewable	0.00%	0
Total	100.00%	0

Year	EF (lb/MWh) CO2
2017	536
2018	517
2019	497
2020	478
2021	459
2022	440
2023	421
2024	402
2025	383
2026	364
2027	344
2028	325
2029	306
2030	287
2031	268
2032	249
2033	230
2034	210
2035	191
2036	172
2037	153
2038	134
2039	115
2040	96
2041	77
2042	57
2043	38
2044	19
2045	0

	Data	Total SF	Data Source
Students	120,495	-	Chen Ryan 2019
Elementary Student/1000 SF	12.00	10,041,250	Caleemod Appendix D, Table 2.1
Middle Student/1000 SF	8.50	14,175,882	Caleemod Appendix D, Table 2.2
High Student/1000 SF	7.50	16,066,000	Caleemod Appendix D, Table 2.3

Indoor Water

	Gallons Per Student					Gallons Per 1000 SF					
	Indoor	Outdoor	Total	Indoor Ratio	Outdoor Ratio	Indoor	Outdoor	Total	Indoor Ratio	Outdoor Ratio	Source
Elementary School	2,424	6,234	**8,658**	28.0%	72.0%	28,997	74,564	**103,561**	28%	72%	CalEEMod, Table 9.2
Middle Student	2,424	6,234	**8,658**	28.0%	72.0%	20,621	53,025	**73,646**	28%	72%	CalEEMod, Table 9.3
High Student	4,405	11,327	**15,732**	28.0%	72.0%	33,205	85,383	**118,588**	28%	72%	CalEEMod, Table 9.4

Water (Gallons)	Annual Consumption	Source
	314,291,648	SOUSD 2019
Water (gallons/student)	2,608	
Gallons/SF		
Elementary School	31	
Middle School	22	
High School	20	

	Elementary Indoor	Elementary Outdoor
	5,314,849	13,668,633
	Junior High Indoor	Junior High Outdoor
	9,673,054	24,876,987
	High School Indoor	High School Outdoor
	7,211,389	18,543,337

	Elementary Ind	Elementary Outdoor	
	11,971,611	30,784,260	*For Caleemod, need to multiple this metric by # of students modeled to generate total water use, and proportion by ratio above fro indoor and outdoor consumption
	Junior High Indoor	Junior High Outdoor	
	9,082,128	23,353,855	
	High School Indoor	High School Outdoo	*For Caleemod, need to multiple this metric by # of of modeled to generate total water use, and proportion by ratio above for indoor and outdoor consumption
	7,548,089	19,409,080	*For Caleemod, need to multiple this metric by # of of modeled to generate total water use, and proportion by ratio above for indoor and outdoor consumption
			*For Caleemod, need to multiple this metric by # of of modeled to generate total water use, and proportion by ratio above for indoor and outdoor consumption

Electricity

	kwh per SF							Source
	T24	NT24	Lighting	Total	T24 Ratio	NT24 Ratio	Lighting Ration	
Elementary School	2.03	1.18	3.15	6.36	32%	19%	50%	Caleemod, Table 8.1
Middle School	1.52	1.19	2.54	5.25	29%	23%	48%	Caleemod, Table 8.2
High School	2.03	1.18	3.14	6.35	32%	19%	49%	Caleemod, Table 8.3

Electricity (kwh)	Annual Consumption	Source
	65,917,680	
kwh/SF		
Elementary School	6.56	
Middle School	4.65	
High School	4.10	

kwh/SF	T24 Electricity	NT24 Electricity	Lighting	Check
Elementary School	2.10	1.22	3.25	*0.0*
Middle School	1.35	1.05	2.25	*0.0*
High Schoool	1.31	0.76	2.03	*0.0*

Natural Gas

	kbtu per SF					
	T24 Natural Gas	NT24 Natural Gas	Total	T24 Ratio	NT24 Ratio	Source
Elementary School	6.40	0.48	6.88	93%	7%	Caleemod, Table 8.1
Middle School	6.40	0.48	6.88	93%	7%	Caleemod, Table 8.2
High School	6.40	0.48	6.88	93%	7%	Caleemod, Table 8.3

Natural Gas (therms)	Annual Consumption
	815,964
kBTU/SF	T24 Natural Gas	NT24 Natural Gas
Elementary School	7.56	0.57
Middle School	5.35	0.40
High Schoool	4.72	0.35

Conversions

kbtu_therms	99.9761

Criteria Air Pollutant Operational Screening Criteria – Square Footage

SDUSD Elementary School Operational CAP Screening
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Elementary School	7,278.00	Student	13.97	608,465.33	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - SDG&E EFs from Modeling Protocol.docx
Land Use -
Construction Phase - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Trips and VMT - No construction
Grading - No construction
Vehicle Trips - Per Modeling Protocol.docx
Energy Use - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx
Water And Wastewater - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx

Table Name	Column Name	Default Value	New Value

tblArchitecturalCoating	ConstArea_Nonresidential_Exterior	304,233.00	304,316.00
tblArchitecturalCoating	ConstArea_Nonresidential_Interior	912,698.00	912,949.00
tblAreaCoating	Area_Nonresidential_Exterior	304233	304317
tblAreaCoating	Area_Nonresidential_Interior	912698	912950
tblEnergyUse	LightingElect	2.54	3.25
tblEnergyUse	NT24E	1.18	1.22
tblEnergyUse	NT24NG	0.48	0.57
tblEnergyUse	T24E	1.52	2.10
tblEnergyUse	T24NG	5.44	7.56
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	UsageHours	6.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
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tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00

tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblSolidWaste	SolidWasteGenerationRate	1,328.23	1,328.60
tblTripsAndVMT	VendorTripNumber	100.00	0.00
tblTripsAndVMT	WorkerTripNumber	256.00	0.00
tblTripsAndVMT	WorkerTripNumber	51.00	0.00
tblVehicleTrips	WD_TR	1.29	2.90
tblWater	IndoorWaterUseRate	17,643,618.72	5,314,849.00
tblWater	OutdoorWaterUseRate	45,369,305.28	13,668,633.00

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2021	705.2529	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**705.2529**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2021	705.2529	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**705.2529**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	16.9559	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Energy	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.463	1,594.4635	0.0306	0.0292	1,603.938
Mobile	35.4725	146.6940	385.8810	1.1656	98.6873	1.2032	99.8904	26.3781	1.1289	27.5070		118,288.5	118,288.55	6.8548		118,459.9
Total	**52.5746**	**148.0296**	**387.7449**	**1.1736**	**98.6873**	**1.3068**	**99.9941**	**26.3781**	**1.2325**	**27.6106**		**119,884.6**	**119,884.60**	**6.8896**	**0.0292**	**120,065.5**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	16.9559	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Energy	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.463	1,594.4635	0.0306	0.0292	1,603.938
Mobile	35.4725	146.6940	385.8810	1.1656	98.6873	1.2032	99.8904	26.3781	1.1289	27.5070		118,288.5	118,288.55	6.8548		118,459.9
Total	**52.5746**	**148.0296**	**387.7449**	**1.1736**	**98.6873**	**1.3068**	**99.9941**	**26.3781**	**1.2325**	**27.6106**		**119,884.6**	**119,884.60**	**6.8896**	**0.0292**	**120,065.5**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	11/4/2019	11/29/2019	5	20	
2	Site Preparation	Site Preparation	11/30/2019	12/13/2019	5	10	
3	Grading	Grading	12/14/2019	1/24/2020	5	30	
4	Building Construction	Building Construction	1/25/2020	3/19/2021	5	300	
5	Paving	Paving	3/20/2021	4/16/2021	5	20	

6	Architectural Coating	Architectural Coating	4/17/2021	5/14/2021	5	20	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 912,949; Non-Residential Outdoor: 304,316; Striped Parking Area:

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	0	0.00	81	0.73
Demolition	Excavators	0	0.00	158	0.38
Demolition	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Grading	Excavators	0	0.00	158	0.38
Grading	Graders	0	0.00	187	0.41
Grading	Rubber Tired Dozers	0	0.00	247	0.40
Grading	Scrapers	0	0.00	367	0.48
Grading	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Cranes	0	0.00	231	0.29
Building Construction	Forklifts	0	0.00	89	0.20
Building Construction	Generator Sets	0	0.00	84	0.74
Building Construction	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Welders	0	0.00	46	0.45
Paving	Pavers	0	0.00	130	0.42
Paving	Paving Equipment	0	0.00	132	0.36
Paving	Rollers	0	0.00	80	0.38
Architectural Coating	Air Compressors	0	0.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.3 Site Preparation - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.4 Grading - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					

Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.5 Building Construction - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.6 Paving - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.7 Architectural Coating - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	705.2529					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**705.2529**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	705.2529					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**705.2529**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	35.4725	146.6940	385.8810	1.1656	98.6873	1.2032	99.8904	26.3781	1.1289	27.5070		118,288.5	118,288.55	6.8548		118,459.9
Unmitigated	35.4725	146.6940	385.8810	1.1656	98.6873	1.2032	99.8904	26.3781	1.1289	27.5070		118,288.5	118,288.55	6.8548		118,459.9

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
Elementary School	21,106.20	0.00	0.00	33,241,347	33,241,347
Total	21,106.20	0.00	0.00	33,241,347	33,241,347

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
Elementary School	9.50	7.30	7.30	65.00	30.00	5.00	63	25	12

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
Elementary School	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.463	1,594.4635	0.0306	0.0292	1,603.938
NaturalGas	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.463	1,594.4635	0.0306	0.0292	1,603.938

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Elementary	13552.9	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.4635	1,594.463	0.0306	0.0292	1,603.938
Total		**0.1462**	**1.3287**	**1.1161**	**7.9700e-**		**0.1010**	**0.1010**		**0.1010**	**0.1010**		**1,594.4635**	**1,594.463**	**0.0306**	**0.0292**	**1,603.938**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Elementary	13.5529	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.4635	1,594.463	0.0306	0.0292	1,603.938
Total		**0.1462**	**1.3287**	**1.1161**	**7.9700e-**		**0.1010**	**0.1010**		**0.1010**	**0.1010**		**1,594.4635**	**1,594.463**	**0.0306**	**0.0292**	**1,603.938**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	16.9559	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Unmitigated	16.9559	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	3.8644					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	13.0212					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0704	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Total	**16.9559**	**6.9100e-**	**0.7478**	**6.0000e-**		**2.6800e-**	**2.6800e-**		**2.6800e-**	**2.6800e-**		**1.5928**	**1.5928**	**4.2700e-**		**1.6996**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	3.8644					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	13.0212					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0704	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Total	**16.9559**	**6.9100e-**	**0.7478**	**6.0000e-**		**2.6800e-**	**2.6800e-**		**2.6800e-**	**2.6800e-**		**1.5928**	**1.5928**	**4.2700e-**		**1.6996**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD Junior High School Operational CAP Screening
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Junior High School	1,463.00	1000sqft	33.59	1,463,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - SDG&E EFs from Modeling Protocol.docx
Land Use -
Construction Phase - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Trips and VMT - No construction
Grading - No construction
Vehicle Trips - Per Modeling Protocol.docx
Energy Use - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx
Water And Wastewater - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx

Table Name	Column Name	Default Value	New Value

tblConstructionPhase	NumDays	30.00	0.00
tblConstructionPhase	NumDays	20.00	0.00
tblConstructionPhase	NumDays	45.00	0.00
tblConstructionPhase	NumDays	500.00	0.00
tblConstructionPhase	NumDays	35.00	0.00
tblConstructionPhase	NumDays	35.00	0.00
tblEnergyUse	LightingElect	2.54	2.25
tblEnergyUse	NT24E	1.18	1.05
tblEnergyUse	NT24NG	0.48	0.40
tblEnergyUse	T24E	1.52	1.35
tblEnergyUse	T24NG	5.44	5.35
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	UsageHours	6.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00

tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblTripsAndVMT	VendorTripNumber	240.00	0.00
tblTripsAndVMT	WorkerTripNumber	614.00	0.00
tblTripsAndVMT	WorkerTripNumber	123.00	0.00
tblWater	IndoorWaterUseRate	30,168,529.50	9,082,128.00
tblWater	OutdoorWaterUseRate	77,576,218.72	23,353,855.00

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2022	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2022	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	40.6114	1.3900e-	0.1503	1.0000e-		5.4000e-	5.4000e-		5.4000e-	5.4000e-		0.3202	0.3202	8.6000e-		0.3417
Energy	0.2486	2.2595	1.8980	0.0136		0.1717	0.1717		0.1717	0.1717		2,711.442	2,711.4424	0.0520	0.0497	2,727.555
Mobile	34.1206	141.6762	373.6568	1.1337	96.1130	1.1691	97.2821	25.6900	1.0970	26.7870		115,051.6	115,051.61	6.6432		115,217.6
Total	**74.9805**	**143.9371**	**375.7051**	**1.1472**	**96.1130**	**1.3414**	**97.4543**	**25.6900**	**1.2692**	**26.9592**		**117,763.3**	**117,763.37**	**6.6960**	**0.0497**	**117,945.5**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	40.6114	1.3900e-	0.1503	1.0000e-		5.4000e-	5.4000e-		5.4000e-	5.4000e-		0.3202	0.3202	8.6000e-		0.3417
Energy	0.2486	2.2595	1.8980	0.0136		0.1717	0.1717		0.1717	0.1717		2,711.442	2,711.4424	0.0520	0.0497	2,727.555
Mobile	34.1206	141.6762	373.6568	1.1337	96.1130	1.1691	97.2821	25.6900	1.0970	26.7870		115,051.6	115,051.61	6.6432		115,217.6
Total	**74.9805**	**143.9371**	**375.7051**	**1.1472**	**96.1130**	**1.3414**	**97.4543**	**25.6900**	**1.2692**	**26.9592**		**117,763.3**	**117,763.37**	**6.6960**	**0.0497**	**117,945.5**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	10/29/2019	10/28/2019	5	0	
2	Site Preparation	Site Preparation	12/10/2019	12/9/2019	5	0	
3	Grading	Grading	1/7/2020	1/6/2020	5	0	
4	Building Construction	Building Construction	3/10/2020	3/9/2020	5	0	
5	Paving	Paving	2/8/2022	2/7/2022	5	0	

6	Architectural Coating	Architectural Coating	3/29/2022	3/28/2022	5	0	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 2,194,500; Non-Residential Outdoor: 731,500; Striped Parking

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	0	0.00	81	0.73
Demolition	Excavators	0	0.00	158	0.38
Demolition	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Grading	Excavators	0	0.00	158	0.38
Grading	Graders	0	0.00	187	0.41
Grading	Rubber Tired Dozers	0	0.00	247	0.40
Grading	Scrapers	0	0.00	367	0.48
Grading	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Cranes	0	0.00	231	0.29
Building Construction	Forklifts	0	0.00	89	0.20
Building Construction	Generator Sets	0	0.00	84	0.74
Building Construction	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Welders	0	0.00	46	0.45
Paving	Pavers	0	0.00	130	0.42
Paving	Paving Equipment	0	0.00	132	0.36
Paving	Rollers	0	0.00	80	0.38
Architectural Coating	Air Compressors	0	0.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.3 Site Preparation - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					

Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.6 Paving - 2022

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Paving	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Paving	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.7 Architectural Coating - 2022

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	34.1206	141.6762	373.6568	1.1337	96.1130	1.1691	97.2821	25.6900	1.0970	26.7870		115,051.6	115,051.61	6.6432		115,217.6
Unmitigated	34.1206	141.6762	373.6568	1.1337	96.1130	1.1691	97.2821	25.6900	1.0970	26.7870		115,051.6	115,051.61	6.6432		115,217.6

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
Junior High School	20,160.14	0.00	0.00	32,374,223	32,374,223
Total	20,160.14	0.00	0.00	32,374,223	32,374,223

4.3 Trip Type Information

	Miles	Trip %	Trip Purpose %

Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
Junior High School	9.50	7.30	7.30	72.80	22.20	5.00	63	25	12

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
Junior High School	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	0.2486	2.2595	1.8980	0.0136		0.1717	0.1717		0.1717	0.1717		2,711.442	2,711.4424	0.0520	0.0497	2,727.555
NaturalGas	0.2486	2.2595	1.8980	0.0136		0.1717	0.1717		0.1717	0.1717		2,711.442	2,711.4424	0.0520	0.0497	2,727.555

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Junior High	23047.3	0.2486	2.2595	1.8980	0.0136		0.1717	0.1717		0.1717	0.1717		2,711.4424	2,711.442	0.0520	0.0497	2,727.555
Total		**0.2486**	**2.2595**	**1.8980**	**0.0136**		**0.1717**	**0.1717**		**0.1717**	**0.1717**		**2,711.4424**	**2,711.442**	**0.0520**	**0.0497**	**2,727.555**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Junior High	23.0473	0.2486	2.2595	1.8980	0.0136		0.1717	0.1717		0.1717	0.1717		2,711.4424	2,711.442	0.0520	0.0497	2,727.555
Total		**0.2486**	**2.2595**	**1.8980**	**0.0136**		**0.1717**	**0.1717**		**0.1717**	**0.1717**		**2,711.4424**	**2,711.442**	**0.0520**	**0.0497**	**2,727.555**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	40.6114	1.3900e-	0.1503	1.0000e-		5.4000e-	5.4000e-		5.4000e-	5.4000e-		0.3202	0.3202	8.6000e-		0.3417
Unmitigated	40.6114	1.3900e-	0.1503	1.0000e-		5.4000e-	5.4000e-		5.4000e-	5.4000e-		0.3202	0.3202	8.6000e-		0.3417

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	9.2891					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	31.3082					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0141	1.3900e-	0.1503	1.0000e-		5.4000e-	5.4000e-		5.4000e-	5.4000e-		0.3202	0.3202	8.6000e-		0.3417
Total	**40.6114**	**1.3900e-**	**0.1503**	**1.0000e-**		**5.4000e-**	**5.4000e-**		**5.4000e-**	**5.4000e-**		**0.3202**	**0.3202**	**8.6000e-**		**0.3417**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e

SubCategory	lb/day										lb/day					
Architectural	9.2891					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	31.3082					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0141	1.3900e-	0.1503	1.0000e-		5.4000e-	5.4000e-		5.4000e-	5.4000e-		0.3202	0.3202	8.6000e-		0.3417
Total	**40.6114**	**1.3900e-**	**0.1503**	**1.0000e-**		**5.4000e-**	**5.4000e-**		**5.4000e-**	**5.4000e-**		**0.3202**	**0.3202**	**8.6000e-**		**0.3417**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD High School Operational CAP Screening - San Diego County, Winter

SDUSD High School Operational CAP Screening
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	1,378.00	1000sqft	31.63	1,378,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - SDG&E EFs from Modeling Protocol.docx
Land Use -
Construction Phase - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Trips and VMT - No construction
Grading - No construction
Vehicle Trips - Per Modeling Protocol.docx
Energy Use - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx
Water And Wastewater - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx

Table Name	Column Name	Default Value	New Value

tblConstructionPhase	NumDays	30.00	0.00
tblConstructionPhase	NumDays	20.00	0.00
tblConstructionPhase	NumDays	45.00	0.00
tblConstructionPhase	NumDays	500.00	0.00
tblConstructionPhase	NumDays	35.00	0.00
tblConstructionPhase	NumDays	35.00	0.00
tblEnergyUse	LightingElect	2.54	2.03
tblEnergyUse	NT24E	1.18	0.76
tblEnergyUse	NT24NG	0.48	0.35
tblEnergyUse	T24E	1.52	1.31
tblEnergyUse	T24NG	5.44	4.72
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	UsageHours	6.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00

tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblTripsAndVMT	VendorTripNumber	226.00	0.00
tblTripsAndVMT	WorkerTripNumber	579.00	0.00
tblTripsAndVMT	WorkerTripNumber	116.00	0.00
tblWater	IndoorWaterUseRate	45,755,993.92	7,548,089.00
tblWater	OutdoorWaterUseRate	117,658,270.08	19,409,080.00

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2022	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2022	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	38.2519	1.3100e-	0.1416	1.0000e-		5.1000e-	5.1000e-		5.1000e-	5.1000e-		0.3016	0.3016	8.1000e-		0.3218
Energy	0.2064	1.8766	1.5763	0.0113		0.1426	0.1426		0.1426	0.1426		2,251.880	2,251.8807	0.0432	0.0413	2,265.262
Mobile	31.8571	136.5635	367.4421	1.1523	98.6173	1.1799	99.7972	26.3594	1.1073	27.4667		116,931.2	116,931.21	6.5741		117,095.5
Total	**70.3154**	**138.4413**	**369.1600**	**1.1636**	**98.6173**	**1.3230**	**99.9403**	**26.3594**	**1.2504**	**27.6098**		**119,183.3**	**119,183.39**	**6.6181**	**0.0413**	**119,361.1**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	38.2519	1.3100e-	0.1416	1.0000e-		5.1000e-	5.1000e-		5.1000e-	5.1000e-		0.3016	0.3016	8.1000e-		0.3218
Energy	0.2064	1.8766	1.5763	0.0113		0.1426	0.1426		0.1426	0.1426		2,251.880	2,251.8807	0.0432	0.0413	2,265.262
Mobile	31.8571	136.5635	367.4421	1.1523	98.6173	1.1799	99.7972	26.3594	1.1073	27.4667		116,931.2	116,931.21	6.5741		117,095.5
Total	**70.3154**	**138.4413**	**369.1600**	**1.1636**	**98.6173**	**1.3230**	**99.9403**	**26.3594**	**1.2504**	**27.6098**		**119,183.3**	**119,183.39**	**6.6181**	**0.0413**	**119,361.1**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	10/29/2019	10/28/2019	5	0	
2	Site Preparation	Site Preparation	12/10/2019	12/9/2019	5	0	
3	Grading	Grading	1/7/2020	1/6/2020	5	0	
4	Building Construction	Building Construction	3/10/2020	3/9/2020	5	0	
5	Paving	Paving	2/8/2022	2/7/2022	5	0	

6	Architectural Coating	Architectural Coating	3/29/2022	3/28/2022	5	0	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 2,067,000; Non-Residential Outdoor: 689,000; Striped Parking

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	0	0.00	81	0.73
Demolition	Excavators	0	0.00	158	0.38
Demolition	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Grading	Excavators	0	0.00	158	0.38
Grading	Graders	0	0.00	187	0.41
Grading	Rubber Tired Dozers	0	0.00	247	0.40
Grading	Scrapers	0	0.00	367	0.48
Grading	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Cranes	0	0.00	231	0.29
Building Construction	Forklifts	0	0.00	89	0.20
Building Construction	Generator Sets	0	0.00	84	0.74
Building Construction	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Welders	0	0.00	46	0.45
Paving	Pavers	0	0.00	130	0.42
Paving	Paving Equipment	0	0.00	132	0.36
Paving	Rollers	0	0.00	80	0.38
Architectural Coating	Air Compressors	0	0.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.3 Site Preparation - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					

Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.6 Paving - 2022

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Paving	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Paving	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.7 Architectural Coating - 2022

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	31.8571	136.5635	367.4421	1.1523	98.6173	1.1799	99.7972	26.3594	1.1073	27.4667		116,931.2	116,931.21	6.5741		117,095.5
Unmitigated	31.8571	136.5635	367.4421	1.1523	98.6173	1.1799	99.7972	26.3594	1.1073	27.4667		116,931.2	116,931.21	6.5741		117,095.5

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
High School	17,762.42	6,021.86	2466.62	36,392,660	36,392,660
Total	17,762.42	6,021.86	2,466.62	36,392,660	36,392,660

4.3 Trip Type Information

	Miles	Trip %	Trip Purpose %

Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
High School	9.50	7.30	7.30	77.80	17.20	5.00	75	19	6

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
High School	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	0.2064	1.8766	1.5763	0.0113		0.1426	0.1426		0.1426	0.1426		2,251.880	2,251.8807	0.0432	0.0413	2,265.262
NaturalGas	0.2064	1.8766	1.5763	0.0113		0.1426	0.1426		0.1426	0.1426		2,251.880	2,251.8807	0.0432	0.0413	2,265.262

5.2 Energy by Land Use - NaturalGas
Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
High School	19141	0.2064	1.8766	1.5763	0.0113		0.1426	0.1426		0.1426	0.1426		2,251.8807	2,251.880	0.0432	0.0413	2,265.262
Total		**0.2064**	**1.8766**	**1.5763**	**0.0113**		**0.1426**	**0.1426**		**0.1426**	**0.1426**		**2,251.8807**	**2,251.880**	**0.0432**	**0.0413**	**2,265.262**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
High School	19.141	0.2064	1.8766	1.5763	0.0113		0.1426	0.1426		0.1426	0.1426		2,251.8807	2,251.880	0.0432	0.0413	2,265.262
Total		**0.2064**	**1.8766**	**1.5763**	**0.0113**		**0.1426**	**0.1426**		**0.1426**	**0.1426**		**2,251.8807**	**2,251.880**	**0.0432**	**0.0413**	**2,265.262**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	38.2519	1.3100e-	0.1416	1.0000e-		5.1000e-	5.1000e-		5.1000e-	5.1000e-		0.3016	0.3016	8.1000e-		0.3218
Unmitigated	38.2519	1.3100e-	0.1416	1.0000e-		5.1000e-	5.1000e-		5.1000e-	5.1000e-		0.3016	0.3016	8.1000e-		0.3218

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	8.7494					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	29.4892					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0133	1.3100e-	0.1416	1.0000e-		5.1000e-	5.1000e-		5.1000e-	5.1000e-		0.3016	0.3016	8.1000e-		0.3218
Total	**38.2519**	**1.3100e-**	**0.1416**	**1.0000e-**		**5.1000e-**	**5.1000e-**		**5.1000e-**	**5.1000e-**		**0.3016**	**0.3016**	**8.1000e-**		**0.3218**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e

SubCategory	lb/day										lb/day					
Architectural	8.7494					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	29.4892					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0133	1.3100e-	0.1416	1.0000e-		5.1000e-	5.1000e-		5.1000e-	5.1000e-		0.3016	0.3016	8.1000e-		0.3218
Total	**38.2519**	**1.3100e-**	**0.1416**	**1.0000e-**		**5.1000e-**	**5.1000e-**		**5.1000e-**	**5.1000e-**		**0.3016**	**0.3016**	**8.1000e-**		**0.3218**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

Criteria Air Pollutant Operational Screening Criteria – Students

SDUSD Elementary School Operational CAP Screening
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Elementary School	7,278.00	Student	13.97	608,465.33	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - SDG&E EFs from Modeling Protocol.docx
Land Use -
Construction Phase - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Trips and VMT - No construction
Grading - No construction
Vehicle Trips - Per Modeling Protocol.docx
Energy Use - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx
Water And Wastewater - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx

Table Name	Column Name	Default Value	New Value

tblArchitecturalCoating	ConstArea_Nonresidential_Exterior	304,233.00	304,316.00
tblArchitecturalCoating	ConstArea_Nonresidential_Interior	912,698.00	912,949.00
tblAreaCoating	Area_Nonresidential_Exterior	304233	304317
tblAreaCoating	Area_Nonresidential_Interior	912698	912950
tblEnergyUse	LightingElect	2.54	3.25
tblEnergyUse	NT24E	1.18	1.22
tblEnergyUse	NT24NG	0.48	0.57
tblEnergyUse	T24E	1.52	2.10
tblEnergyUse	T24NG	5.44	7.56
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	UsageHours	6.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00

tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblSolidWaste	SolidWasteGenerationRate	1,328.23	1,328.60
tblTripsAndVMT	VendorTripNumber	100.00	0.00
tblTripsAndVMT	WorkerTripNumber	256.00	0.00
tblTripsAndVMT	WorkerTripNumber	51.00	0.00
tblVehicleTrips	WD_TR	1.29	2.90
tblWater	IndoorWaterUseRate	17,643,618.72	5,314,849.00
tblWater	OutdoorWaterUseRate	45,369,305.28	13,668,633.00

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2021	705.2529	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**705.2529**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2021	705.2529	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**705.2529**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	16.9559	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Energy	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.463	1,594.4635	0.0306	0.0292	1,603.938
Mobile	35.4725	146.6940	385.8810	1.1656	98.6873	1.2032	99.8904	26.3781	1.1289	27.5070		118,288.5	118,288.55	6.8548		118,459.9
Total	**52.5746**	**148.0296**	**387.7449**	**1.1736**	**98.6873**	**1.3068**	**99.9941**	**26.3781**	**1.2325**	**27.6106**		**119,884.6**	**119,884.60**	**6.8896**	**0.0292**	**120,065.5**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	16.9559	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Energy	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.463	1,594.4635	0.0306	0.0292	1,603.938
Mobile	35.4725	146.6940	385.8810	1.1656	98.6873	1.2032	99.8904	26.3781	1.1289	27.5070		118,288.5	118,288.55	6.8548		118,459.9
Total	**52.5746**	**148.0296**	**387.7449**	**1.1736**	**98.6873**	**1.3068**	**99.9941**	**26.3781**	**1.2325**	**27.6106**		**119,884.6**	**119,884.60**	**6.8896**	**0.0292**	**120,065.5**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	11/4/2019	11/29/2019	5	20	
2	Site Preparation	Site Preparation	11/30/2019	12/13/2019	5	10	
3	Grading	Grading	12/14/2019	1/24/2020	5	30	
4	Building Construction	Building Construction	1/25/2020	3/19/2021	5	300	
5	Paving	Paving	3/20/2021	4/16/2021	5	20	

6	Architectural Coating	Architectural Coating	4/17/2021	5/14/2021	5	20	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 912,949; Non-Residential Outdoor: 304,316; Striped Parking Area:

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	0	0.00	81	0.73
Demolition	Excavators	0	0.00	158	0.38
Demolition	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Grading	Excavators	0	0.00	158	0.38
Grading	Graders	0	0.00	187	0.41
Grading	Rubber Tired Dozers	0	0.00	247	0.40
Grading	Scrapers	0	0.00	367	0.48
Grading	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Cranes	0	0.00	231	0.29
Building Construction	Forklifts	0	0.00	89	0.20
Building Construction	Generator Sets	0	0.00	84	0.74
Building Construction	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Welders	0	0.00	46	0.45
Paving	Pavers	0	0.00	130	0.42
Paving	Paving Equipment	0	0.00	132	0.36
Paving	Rollers	0	0.00	80	0.38
Architectural Coating	Air Compressors	0	0.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.3 Site Preparation - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.4 Grading - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					

Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.5 Building Construction - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.6 Paving - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.7 Architectural Coating - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	705.2529					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**705.2529**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	705.2529					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**705.2529**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	35.4725	146.6940	385.8810	1.1656	98.6873	1.2032	99.8904	26.3781	1.1289	27.5070		118,288.5	118,288.55	6.8548		118,459.9
Unmitigated	35.4725	146.6940	385.8810	1.1656	98.6873	1.2032	99.8904	26.3781	1.1289	27.5070		118,288.5	118,288.55	6.8548		118,459.9

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
Elementary School	21,106.20	0.00	0.00	33,241,347	33,241,347
Total	21,106.20	0.00	0.00	33,241,347	33,241,347

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
Elementary School	9.50	7.30	7.30	65.00	30.00	5.00	63	25	12

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
Elementary School	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.463	1,594.4635	0.0306	0.0292	1,603.938
NaturalGas	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.463	1,594.4635	0.0306	0.0292	1,603.938

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Elementary	13552.9	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.4635	1,594.463	0.0306	0.0292	1,603.938
Total		**0.1462**	**1.3287**	**1.1161**	**7.9700e-**		**0.1010**	**0.1010**		**0.1010**	**0.1010**		**1,594.4635**	**1,594.463**	**0.0306**	**0.0292**	**1,603.938**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Elementary	13.5529	0.1462	1.3287	1.1161	7.9700e-		0.1010	0.1010		0.1010	0.1010		1,594.4635	1,594.463	0.0306	0.0292	1,603.938
Total		**0.1462**	**1.3287**	**1.1161**	**7.9700e-**		**0.1010**	**0.1010**		**0.1010**	**0.1010**		**1,594.4635**	**1,594.463**	**0.0306**	**0.0292**	**1,603.938**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	16.9559	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Unmitigated	16.9559	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	3.8644					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	13.0212					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0704	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Total	**16.9559**	**6.9100e-**	**0.7478**	**6.0000e-**		**2.6800e-**	**2.6800e-**		**2.6800e-**	**2.6800e-**		**1.5928**	**1.5928**	**4.2700e-**		**1.6996**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	3.8644					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	13.0212					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0704	6.9100e-	0.7478	6.0000e-		2.6800e-	2.6800e-		2.6800e-	2.6800e-		1.5928	1.5928	4.2700e-		1.6996
Total	**16.9559**	**6.9100e-**	**0.7478**	**6.0000e-**		**2.6800e-**	**2.6800e-**		**2.6800e-**	**2.6800e-**		**1.5928**	**1.5928**	**4.2700e-**		**1.6996**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD Middle School Operational CAP Screening - San Diego County, Winter

SDUSD Middle School Operational CAP Screening
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
Junior High School	13,246.00	Student	35.75	1,557,222.06	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - SDG&E EFs from Modeling Protocol.docx
Land Use -
Construction Phase - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Trips and VMT - No construction
Grading - No construction
Vehicle Trips - Per Modeling Protocol.docx
Energy Use - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx
Water And Wastewater - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx

Table Name	Column Name	Default Value	New Value

tblConstructionPhase	NumDays	55.00	0.00
tblConstructionPhase	NumDays	740.00	0.00
tblConstructionPhase	NumDays	50.00	0.00
tblConstructionPhase	NumDays	75.00	0.00
tblConstructionPhase	NumDays	55.00	0.00
tblConstructionPhase	NumDays	30.00	0.00
tblEnergyUse	LightingElect	2.54	2.25
tblEnergyUse	NT24E	1.18	1.05
tblEnergyUse	NT24NG	0.48	0.40
tblEnergyUse	T24E	1.52	1.35
tblEnergyUse	T24NG	5.44	5.35
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	UsageHours	6.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00

tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblTripsAndVMT	VendorTripNumber	255.00	0.00
tblTripsAndVMT	WorkerTripNumber	654.00	0.00
tblTripsAndVMT	WorkerTripNumber	131.00	0.00
tblVehicleTrips	WD_TR	1.62	1.40
tblWater	IndoorWaterUseRate	32,111,483.04	9,673,054.00
tblWater	OutdoorWaterUseRate	82,572,384.96	24,876,987.00

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2023	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2023	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	43.3399	0.0126	1.3611	1.0000e-		4.8800e-	4.8800e-		4.8800e-	4.8800e-		2.8989	2.8989	7.7700e-		3.0933
Energy	0.2646	2.4051	2.0203	0.0144		0.1828	0.1828		0.1828	0.1828		2,886.068	2,886.0683	0.0553	0.0529	2,903.218
Mobile	31.3860	130.3215	343.7100	1.0428	88.4100	1.0754	89.4854	23.6311	1.0090	24.6401		105,830.7	105,830.77	6.1108		105,983.5
Total	**74.9904**	**132.7391**	**347.0913**	**1.0573**	**88.4100**	**1.2631**	**89.6730**	**23.6311**	**1.1967**	**24.8278**		**108,719.7**	**108,719.73**	**6.1739**	**0.0529**	**108,889.8**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	43.3399	0.0126	1.3611	1.0000e-		4.8800e-	4.8800e-		4.8800e-	4.8800e-		2.8989	2.8989	7.7700e-		3.0933
Energy	0.2646	2.4051	2.0203	0.0144		0.1828	0.1828		0.1828	0.1828		2,886.068	2,886.0683	0.0553	0.0529	2,903.218
Mobile	31.3860	130.3215	343.7100	1.0428	88.4100	1.0754	89.4854	23.6311	1.0090	24.6401		105,830.7	105,830.77	6.1108		105,983.5
Total	**74.9904**	**132.7391**	**347.0913**	**1.0573**	**88.4100**	**1.2631**	**89.6730**	**23.6311**	**1.1967**	**24.8278**		**108,719.7**	**108,719.73**	**6.1739**	**0.0529**	**108,889.8**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	10/29/2019	10/28/2019	5	0	
2	Site Preparation	Site Preparation	1/7/2020	1/6/2020	5	0	
3	Grading	Grading	2/18/2020	2/17/2020	5	0	
4	Building Construction	Building Construction	6/2/2020	6/1/2020	5	0	
5	Paving	Paving	4/4/2023	4/3/2023	5	0	

6	Architectural Coating	Architectural Coating	6/20/2023	6/19/2023	5	0	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 2,335,833; Non-Residential Outdoor: 778,611; Striped Parking

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	0	0.00	81	0.73
Demolition	Excavators	0	0.00	158	0.38
Demolition	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Grading	Excavators	0	0.00	158	0.38
Grading	Graders	0	0.00	187	0.41
Grading	Rubber Tired Dozers	0	0.00	247	0.40
Grading	Scrapers	0	0.00	367	0.48
Grading	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Cranes	0	0.00	231	0.29
Building Construction	Forklifts	0	0.00	89	0.20
Building Construction	Generator Sets	0	0.00	84	0.74
Building Construction	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Welders	0	0.00	46	0.45
Paving	Pavers	0	0.00	130	0.42
Paving	Paving Equipment	0	0.00	132	0.36
Paving	Rollers	0	0.00	80	0.38
Architectural Coating	Air Compressors	0	0.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.3 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					

Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.6 Paving - 2023

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Paving	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Paving	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.7 Architectural Coating - 2023

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	31.3860	130.3215	343.7100	1.0428	88.4100	1.0754	89.4854	23.6311	1.0090	24.6401		105,830.7	105,830.77	6.1108		105,983.5
Unmitigated	31.3860	130.3215	343.7100	1.0428	88.4100	1.0754	89.4854	23.6311	1.0090	24.6401		105,830.7	105,830.77	6.1108		105,983.5

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
Junior High School	18,544.40	0.00	0.00	29,779,582	29,779,582
Total	18,544.40	0.00	0.00	29,779,582	29,779,582

4.3 Trip Type Information

	Miles	Trip %	Trip Purpose %

Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
Junior High School	9.50	7.30	7.30	72.80	22.20	5.00	63	25	12

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
Junior High School	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	0.2646	2.4051	2.0203	0.0144		0.1828	0.1828		0.1828	0.1828		2,886.068	2,886.0683	0.0553	0.0529	2,903.218
NaturalGas	0.2646	2.4051	2.0203	0.0144		0.1828	0.1828		0.1828	0.1828		2,886.068	2,886.0683	0.0553	0.0529	2,903.218

5.2 Energy by Land Use - NaturalGas
Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Junior High	24531.6	0.2646	2.4051	2.0203	0.0144		0.1828	0.1828		0.1828	0.1828		2,886.0683	2,886.068	0.0553	0.0529	2,903.218
Total		**0.2646**	**2.4051**	**2.0203**	**0.0144**		**0.1828**	**0.1828**		**0.1828**	**0.1828**		**2,886.0683**	**2,886.068**	**0.0553**	**0.0529**	**2,903.218**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
Junior High	24.5316	0.2646	2.4051	2.0203	0.0144		0.1828	0.1828		0.1828	0.1828		2,886.0683	2,886.068	0.0553	0.0529	2,903.218
Total		**0.2646**	**2.4051**	**2.0203**	**0.0144**		**0.1828**	**0.1828**		**0.1828**	**0.1828**		**2,886.0683**	**2,886.068**	**0.0553**	**0.0529**	**2,903.218**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	43.3399	0.0126	1.3611	1.0000e-		4.8800e-	4.8800e-		4.8800e-	4.8800e-		2.8989	2.8989	7.7700e-		3.0933
Unmitigated	43.3399	0.0126	1.3611	1.0000e-		4.8800e-	4.8800e-		4.8800e-	4.8800e-		2.8989	2.8989	7.7700e-		3.0933

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	9.8873					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	33.3246					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.1280	0.0126	1.3611	1.0000e-		4.8800e-	4.8800e-		4.8800e-	4.8800e-		2.8989	2.8989	7.7700e-		3.0933
Total	**43.3399**	**0.0126**	**1.3611**	**1.0000e-**		**4.8800e-**	**4.8800e-**		**4.8800e-**	**4.8800e-**		**2.8989**	**2.8989**	**7.7700e-**		**3.0933**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e

SubCategory	lb/day										lb/day					
Architectural	9.8873					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	33.3246					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.1280	0.0126	1.3611	1.0000e-		4.8800e-	4.8800e-		4.8800e-	4.8800e-		2.8989	2.8989	7.7700e-		3.0933
Total	**43.3399**	**0.0126**	**1.3611**	**1.0000e-**		**4.8800e-**	**4.8800e-**		**4.8800e-**	**4.8800e-**		**2.8989**	**2.8989**	**7.7700e-**		**3.0933**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

SDUSD High School Operational CAP Screening
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	9,874.00	Student	30.07	1,309,894.49	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - SDG&E EFs from Modeling Protocol.docx
Land Use -
Construction Phase - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Trips and VMT - No construction
Grading - No construction
Vehicle Trips - Per Modeling Protocol.docx
Energy Use - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx
Water And Wastewater - Calculated in SDUSD Energy Consumption Rates Calcs.xlsx

Table Name	Column Name	Default Value	New Value

tblArchitecturalCoating	ConstArea_Nonresidential_Exterior	654,947.00	654,815.00
tblArchitecturalCoating	ConstArea_Nonresidential_Interior	1,964,842.00	1,964,444.00
tblAreaCoating	Area_Nonresidential_Exterior	654945	654815
tblAreaCoating	Area_Nonresidential_Interior	1964835	1964445
tblEnergyUse	LightingElect	2.54	2.03
tblEnergyUse	NT24E	1.18	0.76
tblEnergyUse	NT24NG	0.48	0.35
tblEnergyUse	T24E	1.52	1.31
tblEnergyUse	T24NG	5.44	4.72
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	4.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	UsageHours	6.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00

tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblSolidWaste	SolidWasteGenerationRate	1,802.00	1,801.64
tblTripsAndVMT	VendorTripNumber	215.00	0.00
tblTripsAndVMT	WorkerTripNumber	550.00	0.00
tblTripsAndVMT	WorkerTripNumber	110.00	0.00
tblVehicleTrips	WD_TR	1.71	1.80
tblWater	IndoorWaterUseRate	43,494,575.04	7,211,389.00
tblWater	OutdoorWaterUseRate	111,843,192.96	18,543,337.00

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2021	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2022	867.1618	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**867.1618**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2021	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2022	867.1618	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**867.1618**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	36.4424	9.3700e-	1.0146	8.0000e-		3.6400e-	3.6400e-		3.6400e-	3.6400e-		2.1610	2.1610	5.7900e-		2.3058
Energy	0.1962	1.7838	1.4984	0.0107		0.1356	0.1356		0.1356	0.1356		2,140.585	2,140.5850	0.0410	0.0392	2,153.305
Mobile	31.8765	136.6463	367.6651	1.1530	98.6772	1.1806	99.8578	26.3754	1.1079	27.4833		117,002.1	117,002.17	6.5781		117,166.6
Total	**68.5151**	**138.4395**	**370.1781**	**1.1638**	**98.6772**	**1.3198**	**99.9970**	**26.3754**	**1.2472**	**27.6225**		**119,144.9**	**119,144.92**	**6.6250**	**0.0392**	**119,322.2**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	36.4424	9.3700e-	1.0146	8.0000e-		3.6400e-	3.6400e-		3.6400e-	3.6400e-		2.1610	2.1610	5.7900e-		2.3058
Energy	0.1962	1.7838	1.4984	0.0107		0.1356	0.1356		0.1356	0.1356		2,140.585	2,140.5850	0.0410	0.0392	2,153.305
Mobile	31.8765	136.6463	367.6651	1.1530	98.6772	1.1806	99.8578	26.3754	1.1079	27.4833		117,002.1	117,002.17	6.5781		117,166.6
Total	**68.5151**	**138.4395**	**370.1781**	**1.1638**	**98.6772**	**1.3198**	**99.9970**	**26.3754**	**1.2472**	**27.6225**		**119,144.9**	**119,144.92**	**6.6250**	**0.0392**	**119,322.2**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	11/4/2019	12/13/2019	5	30	
2	Site Preparation	Site Preparation	12/14/2019	1/10/2020	5	20	
3	Grading	Grading	1/11/2020	3/13/2020	5	45	

4	Building Construction	Building Construction	3/14/2020	2/11/2022	5	500	
5	Paving	Paving	2/12/2022	4/1/2022	5	35	
6	Architectural Coating	Architectural Coating	4/2/2022	5/20/2022	5	35	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 1,964,444; Non-Residential Outdoor: 654,815; Striped Parking

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	0	0.00	81	0.73
Demolition	Excavators	0	0.00	158	0.38
Demolition	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Rubber Tired Dozers	0	0.00	247	0.40
Site Preparation	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Grading	Excavators	0	0.00	158	0.38
Grading	Graders	0	0.00	187	0.41
Grading	Rubber Tired Dozers	0	0.00	247	0.40
Grading	Scrapers	0	0.00	367	0.48
Grading	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Cranes	0	0.00	231	0.29
Building Construction	Forklifts	0	0.00	89	0.20
Building Construction	Generator Sets	0	0.00	84	0.74
Building Construction	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Building Construction	Welders	0	0.00	46	0.45
Paving	Pavers	0	0.00	130	0.42
Paving	Paving Equipment	0	0.00	132	0.36
Paving	Rollers	0	0.00	80	0.38
Architectural Coating	Air Compressors	0	0.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

Paving	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.3 Site Preparation - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.3 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000

Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust					0.0000	0.0000	0.0000	0.0000	0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.5 Building Construction - 2021

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000

Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.5 Building Construction - 2022

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.6 Paving - 2022

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Paving	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

3.7 Architectural Coating - 2022

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					

Archit. Coating	867.1618					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**867.1618**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	867.1618					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000
Total	**867.1618**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000

Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000	0.0000		0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**		**0.0000**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	31.8765	136.6463	367.6651	1.1530	98.6772	1.1806	99.8578	26.3754	1.1079	27.4833		117,002.1	117,002.17	6.5781		117,166.6
Unmitigated	31.8765	136.6463	367.6651	1.1530	98.6772	1.1806	99.8578	26.3754	1.1079	27.4833		117,002.1	117,002.17	6.5781		117,166.6

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
High School	17,773.20	6,023.14	2468.50	36,414,002	36,414,002
Total	17,773.20	6,023.14	2,468.50	36,414,002	36,414,002

4.3 Trip Type Information

	Miles			Trip %			Trip Purpose %		
Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
High School	9.50	7.30	7.30	77.80	17.20	5.00	75	19	6

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
High School	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	0.1962	1.7838	1.4984	0.0107		0.1356	0.1356		0.1356	0.1356		2,140.585	2,140.5850	0.0410	0.0392	2,153.305
NaturalGas	0.1962	1.7838	1.4984	0.0107		0.1356	0.1356		0.1356	0.1356		2,140.585	2,140.5850	0.0410	0.0392	2,153.305

5.2 Energy by Land Use - NaturalGas

Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
High School	18195	0.1962	1.7838	1.4984	0.0107		0.1356	0.1356		0.1356	0.1356		2,140.5850	2,140.585	0.0410	0.0392	2,153.305
Total		**0.1962**	**1.7838**	**1.4984**	**0.0107**		**0.1356**	**0.1356**		**0.1356**	**0.1356**		**2,140.5850**	**2,140.585**	**0.0410**	**0.0392**	**2,153.305**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
High School	18.195	0.1962	1.7838	1.4984	0.0107		0.1356	0.1356		0.1356	0.1356		2,140.5850	2,140.585	0.0410	0.0392	2,153.305
Total		**0.1962**	**1.7838**	**1.4984**	**0.0107**		**0.1356**	**0.1356**		**0.1356**	**0.1356**		**2,140.5850**	**2,140.585**	**0.0410**	**0.0392**	**2,153.305**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	36.4424	9.3700e-	1.0146	8.0000e-		3.6400e-	3.6400e-		3.6400e-	3.6400e-		2.1610	2.1610	5.7900e-		2.3058
Unmitigated	36.4424	9.3700e-	1.0146	8.0000e-		3.6400e-	3.6400e-		3.6400e-	3.6400e-		2.1610	2.1610	5.7900e-		2.3058

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	8.3153					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	28.0317					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0955	9.3700e-	1.0146	8.0000e-		3.6400e-	3.6400e-		3.6400e-	3.6400e-		2.1610	2.1610	5.7900e-		2.3058
Total	**36.4424**	**9.3700e-**	**1.0146**	**8.0000e-**		**3.6400e-**	**3.6400e-**		**3.6400e-**	**3.6400e-**		**2.1610**	**2.1610**	**5.7900e-**		**2.3058**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	8.3153					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	28.0317					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	0.0955	9.3700e-	1.0146	8.0000e-		3.6400e-	3.6400e-		3.6400e-	3.6400e-		2.1610	2.1610	5.7900e-		2.3058
Total	**36.4424**	**9.3700e-**	**1.0146**	**8.0000e-**		**3.6400e-**	**3.6400e-**		**3.6400e-**	**3.6400e-**		**2.1610**	**2.1610**	**5.7900e-**		**2.3058**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

Criteria Air Pollutant Operational Screening Criteria – Joint-Use Facilities

SDUSD JUF Operational CAP Screening
San Diego County, Winter

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
City Park	436.00	Acre	436.00	18,992,160.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	478	**CH4 Intensity**	0.028	**N2O Intensity**	0.003

1.3 User Entered Comments & Non-Default Data

Project Characteristics - SDG&E EFs from Modeling Protocol.docx
Land Use -
Construction Phase - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Off-road Equipment - No construction
Grading - No construction
Trips and VMT - No construction
Vehicle Trips - No construction
Energy Use -

Table Name	Column Name	Default Value	New Value
tblConstructionPhase	NumDays	55.00	0.00

tblConstructionPhase	NumDays	740.00	0.00
tblConstructionPhase	NumDays	50.00	0.00
tblConstructionPhase	NumDays	75.00	0.00
tblConstructionPhase	NumDays	55.00	0.00
tblConstructionPhase	NumDays	30.00	0.00
tblConstructionPhase	PhaseEndDate	9/8/2023	6/23/2023
tblConstructionPhase	PhaseEndDate	4/7/2023	6/5/2020
tblConstructionPhase	PhaseEndDate	1/10/2020	11/3/2019
tblConstructionPhase	PhaseEndDate	6/5/2020	2/21/2020
tblConstructionPhase	PhaseEndDate	6/23/2023	4/7/2023
tblConstructionPhase	PhaseEndDate	2/21/2020	1/10/2020
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	3.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	1.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
tblOffRoadEquipment	OffRoadEquipmentUnitAmount	2.00	0.00
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tblOffRoadEquipment	UsageHours	6.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
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tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	7.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00

tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblOffRoadEquipment	UsageHours	8.00	0.00
tblProjectCharacteristics	CH4IntensityFactor	0.029	0.028
tblProjectCharacteristics	CO2IntensityFactor	720.49	478
tblProjectCharacteristics	N2OIntensityFactor	0.006	0.003
tblTripsAndVMT	VendorTripNumber	357.00	0.00
tblTripsAndVMT	WorkerTripNumber	915.00	0.00
tblTripsAndVMT	WorkerTripNumber	183.00	0.00
tblVehicleTrips	ST_TR	22.75	50.00
tblVehicleTrips	SU_TR	16.74	50.00
tblVehicleTrips	WD_TR	1.89	50.00

2.0 Emissions Summary

2.1 Overall Construction (Maximum Daily Emission)

Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2023	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	lb/day										lb/day					
2019	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2020	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
2023	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Maximum	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

2.2 Overall Operational

Unmitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	0.9827	4.1000e-	0.0448	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0954	0.0954	2.6000e-		0.1018
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Mobile	36.2213	148.7872	389.6781	1.1682	98.6913	1.2079	99.8992	26.3792	1.1333	27.5124		118,558.4	118,558.47	6.9124		118,731.2
Total	**37.2040**	**148.7876**	**389.7229**	**1.1682**	**98.6913**	**1.2080**	**99.8994**	**26.3792**	**1.1334**	**27.5126**		**118,558.5**	**118,558.56**	**6.9127**	**0.0000**	**118,731.3**

Mitigated Operational

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Area	0.9827	4.1000e-	0.0448	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0954	0.0954	2.6000e-		0.1018
Energy	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Mobile	36.2213	148.7872	389.6781	1.1682	98.6913	1.2079	99.8992	26.3792	1.1333	27.5124		118,558.4	118,558.47	6.9124		118,731.2
Total	**37.2040**	**148.7876**	**389.7229**	**1.1682**	**98.6913**	**1.2080**	**99.8994**	**26.3792**	**1.1334**	**27.5126**		**118,558.5**	**118,558.56**	**6.9127**	**0.0000**	**118,731.3**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	11/4/2019	11/3/2019	5	0	
2	Site Preparation	Site Preparation	1/11/2020	1/10/2020	5	0	
3	Grading	Grading	2/22/2020	2/21/2020	5	0	
4	Building Construction	Building Construction	6/6/2020	6/5/2020	5	0	
5	Paving	Paving	4/8/2023	4/7/2023	5	0	

6	Architectural Coating	Architectural Coating	6/24/2023	6/23/2023	5	0	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 0; Non-Residential Outdoor: 0; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Architectural Coating	Air Compressors	0	0.00	78	0.48
Demolition	Excavators	0	0.00	158	0.38
Demolition	Concrete/Industrial Saws	0	0.00	81	0.73
Grading	Excavators	0	0.00	158	0.38
Building Construction	Cranes	0	0.00	231	0.29
Building Construction	Forklifts	0	0.00	89	0.20
Building Construction	Generator Sets	0	0.00	84	0.74
Paving	Pavers	0	0.00	130	0.42
Paving	Rollers	0	0.00	80	0.38
Demolition	Rubber Tired Dozers	0	0.00	247	0.40
Grading	Rubber Tired Dozers	0	0.00	247	0.40
Building Construction	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Grading	Graders	0	0.00	187	0.41
Grading	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Paving	Paving Equipment	0	0.00	132	0.36
Site Preparation	Tractors/Loaders/Backhoes	0	0.00	97	0.37
Site Preparation	Rubber Tired Dozers	0	0.00	247	0.40
Grading	Scrapers	0	0.00	367	0.48
Building Construction	Welders	0	0.00	46	0.45

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	0	0.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2019

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.3 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					

Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Fugitive Dust	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.6 Paving - 2023

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Paving	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Paving	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

3.7 Architectural Coating - 2023

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Archit. Coating	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

4.0 Operational Detail - Mobile

4.1 Mitigation Measures Mobile

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	36.2213	148.7872	389.6781	1.1682	98.6913	1.2079	99.8992	26.3792	1.1333	27.5124		118,558.4	118,558.47	6.9124		118,731.2
Unmitigated	36.2213	148.7872	389.6781	1.1682	98.6913	1.2079	99.8992	26.3792	1.1333	27.5124		118,558.4	118,558.47	6.9124		118,731.2

4.2 Trip Summary Information

	Average Daily Trip Rate			Unmitigated	Mitigated
Land Use	Weekday	Saturday	Sunday	Annual VMT	Annual VMT
City Park	21,800.00	21,800.00	21800.00	46,539,789	46,539,789
Total	21,800.00	21,800.00	21,800.00	46,539,789	46,539,789

4.3 Trip Type Information

	Miles	Trip %	Trip Purpose %

Land Use	H-W or C-W	H-S or C-C	H-O or C-NW	H-W or C-	H-S or C-C	H-O or C-NW	Primary	Diverted	Pass-by
City Park	9.50	7.30	7.30	33.00	48.00	19.00	66	28	6

4.4 Fleet Mix

Land Use	LDA	LDT1	LDT2	MDV	LHD1	LHD2	MHD	HHD	OBUS	UBUS	MCY	SBUS	MH
City Park	0.588316	0.042913	0.184449	0.110793	0.017294	0.005558	0.015534	0.023021	0.001902	0.002024	0.006181	0.000745	0.001271

5.0 Energy Detail

Historical Energy Use: N

5.1 Mitigation Measures Energy

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
NaturalGas	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000

5.2 Energy by Land Use - NaturalGas
Unmitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

Mitigated

	NaturalGa	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio- CO2	Total CO2	CH4	N2O	CO2e
Land Use	kBTU/yr	lb/day										lb/day					
City Park	0	0.0000	0.0000	0.0000	0.0000		0.0000	0.0000		0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000
Total		**0.0000**	**0.0000**	**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**		**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0000**

6.0 Area Detail

6.1 Mitigation Measures Area

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	lb/day										lb/day					
Mitigated	0.9827	4.1000e-	0.0448	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0954	0.0954	2.6000e-		0.1018
Unmitigated	0.9827	4.1000e-	0.0448	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0954	0.0954	2.6000e-		0.1018

6.2 Area by SubCategory

Unmitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
SubCategory	lb/day										lb/day					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	0.9785					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	4.2100e-	4.1000e-	0.0448	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0954	0.0954	2.6000e-		0.1018
Total	**0.9827**	**4.1000e-**	**0.0448**	**0.0000**		**1.6000e-**	**1.6000e-**		**1.6000e-**	**1.6000e-**		**0.0954**	**0.0954**	**2.6000e-**		**0.1018**

Mitigated

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e

SubCategory	lb/day										lb/day					
Architectural	0.0000					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Consumer	0.9785					0.0000	0.0000		0.0000	0.0000			0.0000			0.0000
Landscaping	4.2100e-	4.1000e-	0.0448	0.0000		1.6000e-	1.6000e-		1.6000e-	1.6000e-		0.0954	0.0954	2.6000e-		0.1018
Total	**0.9827**	**4.1000e-**	**0.0448**	**0.0000**		**1.6000e-**	**1.6000e-**		**1.6000e-**	**1.6000e-**		**0.0954**	**0.0954**	**2.6000e-**		**0.1018**

7.0 Water Detail

7.1 Mitigation Measures Water

8.0 Waste Detail

8.1 Mitigation Measures Waste

9.0 Operational Offroad

Equipment Type	Number	Hours/Day	Days/Year	Horse Power	Load Factor	Fuel Type

10.0 Stationary Equipment

Fire Pumps and Emergency Generators

Equipment Type	Number	Hours/Day	Hours/Year	Horse Power	Load Factor	Fuel Type

Boilers

Equipment Type	Number	Heat Input/Day	Heat Input/Year	Boiler Rating	Fuel Type

User Defined Equipment

Equipment Type	Number

11.0 Vegetation

CO Screening Criteria/Model Output

```
CALINE4: CALIFORNIA LINE SOURCE DISPERSION MODEL
         JUNE 1989 VERSION
         PAGE   1

     JOB: SDUSD PEIR
     RUN: CALINE4 RUN      (WORST CASE ANGLE)
POLLUTANT: Carbon Monoxide
```

I. SITE VARIABLES

```
      U=   0.5 M/S            Z0= 400. CM           ALT=     0. (M)
    BRG= WORST CASE           VD=  0.0 CM/S
   CLAS=     7 (G)            VS=  0.0 CM/S
   MIXH= 1000. M             AMB=  0.0 PPM
  SIGTH=   15. DEGREES       TEMP=  3.9 DEGREE (C)
```

II. LINK VARIABLES

LINK DESCRIPTION	*	LINK COORDINATES (M) X1	Y1	X2	Y2	* TYPE	VPH	EF (G/MI)	H (M)	W (M)
A. EBA	*	-1000	-5	0	-5	* AG	0	2.1	0.0	27.9
B. EBD	*	0	-4	1000	-4	* AG	0	2.1	0.0	17.0
C. WBA	*	1000	7	0	7	* AG	0	2.1	0.0	27.9
D. WBD	*	0	4	-1000	4	* AG	0	2.1	0.0	17.0
E. SBA	*	-9	1000	-9	0	* AG	5611	2.1	0.0	24.3
F. SBD	*	0	0	0	-1000	* AG	5611	2.1	0.0	13.3
G. NBA	*	5	-1000	5	0	* AG	5611	2.1	0.0	24.3
H. NBD	*	4	0	4	1000	* AG	5611	2.1	0.0	13.3

III. RECEPTOR LOCATIONS

RECEPTOR	*	COORDINATES (M) X	Y	Z
1. R_001	*	-7	5	1.8
2. R_002	*	-7	-7	1.8
3. R_003	*	7	-7	1.8
4. R_004	*	7	5	1.8

1

CALINE4: CALIFORNIA LINE SOURCE DISPERSION MODEL
JUNE 1989 VERSION
PAGE 2

JOB: SDUSD PEIR
RUN: CALINE4 RUN (WORST CASE ANGLE)
POLLUTANT: Carbon Monoxide

IV. MODEL RESULTS (WORST CASE WIND ANGLE)

RECEPTOR	BRG (DEG)	PRED CONC (PPM)	CONC/LINK (PPM) A	B	C	D	E	F	G	H
1. R_001	172.	2.3	0.0	0.0	0.0	0.0	0.1	1.3	1.0	0.0
2. R_002	171.	2.4	0.0	0.0	0.0	0.0	0.0	1.4	1.0	0.0
3. R_003	185.	2.6	0.0	0.0	0.0	0.0	0.0	1.4	1.2	0.0
4. R_004	184.	2.6	0.0	0.0	0.0	0.0	0.0	1.2	1.2	0.3

1

Health Risk Screening Criteria - Construction

$Dose\text{-}air = C_{air} \times (BR/BW) \times A \times EF \times 10^{-6}$

$RISK_{inh\text{-}res} = DOSE_{air} \times CPF \times ASF \times ED/AT \times FAH$

	MAX CONC	
School	0.7980	
Residential	0.7593	fenceline
	0.42	12.5 m
	0.26	25 m
	0.17	37.5 m
	0.12	50 m

	MAX RISK	
School	4.99	
Residential	62.35	fenceline
	34.5	12.5 m
	21.4	25 m
	14.0	37.5 m
	9.9	50 m

								Dose Inhallation by Bin			Cancer Risk by Bin			Sum of Cancer Risk	
								3RDTRI	0_2	2_9	3RDTRI	0_2	2_9	Summed Risk	Cases Per Million
486055.65	3618180.93	0.67568	0	0	0 ANNUAL	ALL	3 School	-	-	5.3E-05	-	-	4.2E-06	4E-06	4.2
486055.65	3618187.75	0.66516	0	0	0 ANNUAL	ALL	3 School	-	-	5.2E-05	-	-	4.2E-06	4E-06	4.2
486055.65	3618194.58	0.61476	0	0	0 ANNUAL	ALL	3 School	-	-	4.9E-05	-	-	3.8E-06	4E-06	3.8
486055.65	3618201.4	0.48624	0	0	0 ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486056.84	3618180.83	0.68937	0	0	0 ANNUAL	ALL	3 School	-	-	5.4E-05	-	-	4.3E-06	4E-06	4.3
486058.02	3618187.54	0.6937	0	0	0 ANNUAL	ALL	3 School	-	-	5.5E-05	-	-	4.3E-06	4E-06	4.3
486059.21	3618194.27	0.66001	0	0	0 ANNUAL	ALL	3 School	-	-	5.2E-05	-	-	4.1E-06	4E-06	4.1
486060.39	3618200.99	0.55063	0	0	0 ANNUAL	ALL	3 School	-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486057.99	3618180.52	0.70162	0	0	0 ANNUAL	ALL	3 School	-	-	5.5E-05	-	-	4.4E-06	4E-06	4.4
486060.32	3618186.93	0.7194	0	0	0 ANNUAL	ALL	3 School	-	-	5.7E-05	-	-	4.5E-06	4E-06	4.5
486062.65	3618193.34	0.70125	0	0	0 ANNUAL	ALL	3 School	-	-	5.5E-05	-	-	4.4E-06	4E-06	4.4
486064.99	3618199.75	0.61093	0	0	0 ANNUAL	ALL	3 School	-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486059.07	3618180.01	0.71203	0	0	0 ANNUAL	ALL	3 School	-	-	5.6E-05	-	-	4.4E-06	4E-06	4.4
486062.47	3618185.92	0.74134	0	0	0 ANNUAL	ALL	3 School	-	-	5.8E-05	-	-	4.6E-06	5E-06	4.6
486065.89	3618191.84	0.73685	0	0	0 ANNUAL	ALL	3 School	-	-	5.8E-05	-	-	4.6E-06	5E-06	4.6
486069.3	3618197.74	0.66465	0	0	0 ANNUAL	ALL	3 School	-	-	5.2E-05	-	-	4.2E-06	4E-06	4.2
486060.04	3618179.33	0.72026	0	0	0 ANNUAL	ALL	3 School	-	-	5.7E-05	-	-	4.5E-06	5E-06	4.5
486064.42	3618184.56	0.75873	0	0	0 ANNUAL	ALL	3 School	-	-	6.0E-05	-	-	4.7E-06	5E-06	4.7
486068.81	3618189.79	0.76543	0	0	0 ANNUAL	ALL	3 School	-	-	6.0E-05	-	-	4.8E-06	5E-06	4.8
486073.2	3618195.01	0.71072	0	0	0 ANNUAL	ALL	3 School	-	-	5.6E-05	-	-	4.4E-06	4E-06	4.4
486060.88	3618178.49	0.72604	0	0	0 ANNUAL	ALL	3 School	-	-	5.7E-05	-	-	4.5E-06	5E-06	4.5
486066.11	3618182.87	0.77092	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.8E-06	5E-06	4.8
486071.34	3618187.26	0.7857	0	0	0 ANNUAL	ALL	3 School	-	-	6.2E-05	-	-	4.9E-06	5E-06	4.9
486076.56	3618191.65	0.74436	0	0	0 ANNUAL	ALL	3 School	-	-	5.9E-05	-	-	4.7E-06	5E-06	4.7
486061.56	3618177.52	0.72919	0	0	0 ANNUAL	ALL	3 School	-	-	5.8E-05	-	-	4.6E-06	5E-06	4.6
486067.47	3618180.92	0.7775	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.9E-06	5E-06	4.9
486073.39	3618184.34	0.79673	0	0	0 ANNUAL	ALL	3 School	-	-	6.3E-05	-	-	5.0E-06	5E-06	5.0
486079.29	3618187.75	0.76468	0	0	0 ANNUAL	ALL	3 School	-	-	6.0E-05	-	-	4.8E-06	5E-06	4.8
486062.07	3618176.44	0.72961	0	0	0 ANNUAL	ALL	3 School	-	-	5.8E-05	-	-	4.6E-06	5E-06	4.6
486068.48	3618178.77	0.77823	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.9E-06	5E-06	4.9
486074.89	3618181.1	0.79803	0	0	0 ANNUAL	ALL	3 School	-	-	6.3E-05	-	-	5.0E-06	5E-06	5.0
486081.3	3618183.44	0.76838	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.8E-06	5E-06	4.8
486062.38	3618175.29	0.7273	0	0	0 ANNUAL	ALL	3 School	-	-	5.7E-05	-	-	4.5E-06	5E-06	4.5
486069.09	3618176.47	0.77315	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.8E-06	5E-06	4.8
486075.82	3618177.66	0.78965	0	0	0 ANNUAL	ALL	3 School	-	-	6.2E-05	-	-	4.9E-06	5E-06	4.9
486082.54	3618178.84	0.75608	0	0	0 ANNUAL	ALL	3 School	-	-	6.0E-05	-	-	4.7E-06	5E-06	4.7
486062.48	3618174.1	0.72236	0	0	0 ANNUAL	ALL	3 School	-	-	5.7E-05	-	-	4.5E-06	5E-06	4.5
486069.3	3618174.1	0.76252	0	0	0 ANNUAL	ALL	3 School	-	-	6.0E-05	-	-	4.8E-06	5E-06	4.8
486076.13	3618174.1	0.77214	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.8E-06	5E-06	4.8
486082.95	3618174.1	0.72808	0	0	0 ANNUAL	ALL	3 School	-	-	5.7E-05	-	-	4.5E-06	5E-06	4.5
486062.38	3618172.91	0.71498	0	0	0 ANNUAL	ALL	3 School	-	-	5.6E-05	-	-	4.5E-06	4E-06	4.5
486069.09	3618171.73	0.74681	0	0	0 ANNUAL	ALL	3 School	-	-	5.9E-05	-	-	4.7E-06	5E-06	4.7
486075.82	3618170.54	0.74654	0	0	0 ANNUAL	ALL	3 School	-	-	5.9E-05	-	-	4.7E-06	5E-06	4.7
486082.54	3618169.36	0.6886	0	0	0 ANNUAL	ALL	3 School	-	-	5.4E-05	-	-	4.3E-06	4E-06	4.3
486062.07	3618171.76	0.70541	0	0	0 ANNUAL	ALL	3 School	-	-	5.6E-05	-	-	4.4E-06	4E-06	4.4
486068.48	3618169.43	0.72669	0	0	0 ANNUAL	ALL	3 School	-	-	5.7E-05	-	-	4.5E-06	5E-06	4.5
486074.89	3618167.1	0.71417	0	0	0 ANNUAL	ALL	3 School	-	-	5.6E-05	-	-	4.5E-06	4E-06	4.5
486081.3	3618164.76	0.63835	0	0	0 ANNUAL	ALL	3 School	-	-	5.0E-05	-	-	4.0E-06	4E-06	4.0
486061.56	3618170.69	0.69397	0	0	0 ANNUAL	ALL	3 School	-	-	5.5E-05	-	-	4.3E-06	4E-06	4.3
486067.47	3618167.27	0.70294	0	0	0 ANNUAL	ALL	3 School	-	-	5.5E-05	-	-	4.4E-06	4E-06	4.4
486073.39	3618163.86	0.67651	0	0	0 ANNUAL	ALL	3 School	-	-	5.3E-05	-	-	4.2E-06	4E-06	4.2
486079.29	3618160.45	0.58377	0	0	0 ANNUAL	ALL	3 School	-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486060.88	3618169.71	0.68105	0	0	0 ANNUAL	ALL	3 School	-	-	5.4E-05	-	-	4.3E-06	4E-06	4.3
486066.11	3618165.33	0.67641	0	0	0 ANNUAL	ALL	3 School	-	-	5.3E-05	-	-	4.2E-06	4E-06	4.2
486071.34	3618160.94	0.63507	0	0	0 ANNUAL	ALL	3 School	-	-	5.0E-05	-	-	4.0E-06	4E-06	4.0
486076.56	3618156.55	0.52269	0	0	0 ANNUAL	ALL	3 School	-	-	4.1E-05	-	-	3.3E-06	3E-06	3.3
486060.04	3618168.87	0.66706	0	0	0 ANNUAL	ALL	3 School	-	-	5.3E-05	-	-	4.2E-06	4E-06	4.2
486064.42	3618163.64	0.64799	0	0	0 ANNUAL	ALL	3 School	-	-	5.1E-05	-	-	4.0E-06	4E-06	4.0
486068.81	3618158.41	0.5913	0	0	0 ANNUAL	ALL	3 School	-	-	4.7E-05	-	-	3.7E-06	4E-06	3.7
486073.2	3618153.19	0.46293	0	0	0 ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486059.07	3618168.19	0.65242	0	0	0 ANNUAL	ALL	3 School	-	-	5.1E-05	-	-	4.1E-06	4E-06	4.1
486062.47	3618162.28	0.61858	0	0	0 ANNUAL	ALL	3 School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486065.89	3618156.36	0.54664	0	0	0 ANNUAL	ALL	3 School	-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486069.3	3618150.46	0.40075	0	0	0 ANNUAL	ALL	3 School	-	-	3.2E-05	-	-	2.5E-06	3E-06	2.5
486057.99	3618167.68	0.63758	0	0	0 ANNUAL	ALL	3 School	-	-	5.0E-05	-	-	4.0E-06	4E-06	4.0
486060.32	3618161.27	0.58903	0	0	0 ANNUAL	ALL	3 School	-	-	4.6E-05	-	-	3.7E-06	4E-06	3.7
486062.65	3618154.86	0.50223	0	0	0 ANNUAL	ALL	3 School	-	-	4.0E-05	-	-	3.1E-06	3E-06	3.1
486064.99	3618148.45	0.34267	0	0	0 ANNUAL	ALL	3 School	-	-	2.7E-05	-	-	2.1E-06	2E-06	2.1
486056.84	3618167.37	0.62297	0	0	0 ANNUAL	ALL	3 School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486058.02	3618160.66	0.56016	0	0	0 ANNUAL	ALL	3 School	-	-	4.4E-05	-	-	3.5E-06	4E-06	3.5
486059.21	3618153.93	0.45939	0	0	0 ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486060.39	3618147.21	0.28708	0	0	0 ANNUAL	ALL	3 School	-	-	2.3E-05	-	-	1.8E-06	2E-06	1.8
486055.65	3618167.27	0.609	0	0	0 ANNUAL	ALL	3 School	-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486055.65	3618160.45	0.53274	0	0	0 ANNUAL	ALL	3 School	-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486055.65	3618153.62	0.41903	0	0	0 ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486055.65	3618146.8	0.23594	0	0	0 ANNUAL	ALL	3 School	-	-	1.9E-05	-	-	1.5E-06	1E-06	1.5
486054.46	3618167.37	0.59608	0	0	0 ANNUAL	ALL	3 School	-	-	4.7E-05	-	-	3.7E-06	4E-06	3.7
486053.28	3618160.66	0.50745	0	0	0 ANNUAL	ALL	3 School	-	-	4.0E-05	-	-	3.2E-06	3E-06	3.2
486052.09	3618153.93	0.38216	0	0	0 ANNUAL	ALL	3 School	-	-	3.0E-05	-	-	2.4E-06	2E-06	2.4
486050.91	3618147.21	0.19216	0	0	0 ANNUAL	ALL	3 School	-	-	1.5E-05	-	-	1.2E-06	1E-06	1.2
486053.31	3618167.68	0.58454	0	0	0 ANNUAL	ALL	3 School	-	-	4.6E-05	-	-	3.7E-06	4E-06	3.7
486050.98	3618161.27	0.48494	0	0	0 ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486048.65	3618154.86	0.34962	0	0	0 ANNUAL	ALL	3 School	-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486046.31	3618148.45	0.15331	0	0	0 ANNUAL	ALL	3 School	-	-	1.2E-05	-	-	9.6E-07	1E-06	1.0
486052.23	3618168.19	0.57471	0	0	0 ANNUAL	ALL	3 School	-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486048.83	3618162.28	0.46573	0	0	0 ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486045.41	3618156.36	0.32206	0	0	0 ANNUAL	ALL	3 School	-	-	2.5E-05	-	-	2.0E-06	2E-06	2.0
486042	3618150.46	0.12549	0	0	0 ANNUAL	ALL	3 School	-	-	9.9E-06	-	-	7.8E-07	8E-07	0.8
486051.26	3618168.87	0.56687	0	0	0 ANNUAL	ALL	3 School	-	-	4.5E-05	-	-	3.5E-06	4E-06	3.5
486046.88	3618163.64	0.4503	0	0	0 ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	2.8E-06	3E-06	2.8
486042.49	3618158.41	0.30013	0	0	0 ANNUAL	ALL	3 School	-	-	2.4E-05	-	-	1.9E-06	2E-06	1.9
486038.1	3618153.19	0.10339	0	0	0 ANNUAL	ALL	3 School	-	-	8.2E-06	-	-	6.5E-07	6E-07	0.6
486050.42	3618169.71	0.56123	0	0	0 ANNUAL	ALL	3 School	-	-	4.4E-05	-	-	3.5E-06	4E-06	3.5
486045.19	3618165.33	0.43905	0	0	0 ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	2.7E-06	3E-06	2.7
486039.96	3618160.94	0.28423	0	0	0 ANNUAL	ALL	3 School	-	-	2.2E-05	-	-	1.8E-06	2E-06	1.8
486034.74	3618156.55	0.0918	0	0	0 ANNUAL	ALL	3 School	-	-	7.2E-06	-	-	5.7E-07	6E-07	0.6
486049.74	3618170.69	0.55796	0	0	0 ANNUAL	ALL	3 School	-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486043.83	3618167.27	0.43226	0	0	0 ANNUAL	ALL	3 School	-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486037.91	3618163.86	0.27458	0	0	0 ANNUAL	ALL	3 School	-	-	2.2E-05	-	-	1.7E-06	2E-06	1.7
486032.01	3618160.45	0.08526	0	0	0 ANNUAL	ALL	3 School	-	-	6.7E-06	-	-	5.3E-07	5E-07	0.5
486049.23	3618171.76	0.55717	0	0	0 ANNUAL	ALL	3 School	-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486042.82	3618169.43	0.43016	0	0	0 ANNUAL	ALL	3 School	-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486036.41	3618167.1	0.27132	0	0	0 ANNUAL	ALL	3 School	-	-	2.1E-05	-	-	1.7E-06	2E-06	1.7
486030	3618164.76	0.08418	0	0	0 ANNUAL	ALL	3 School	-	-	6.6E-06	-	-	5.3E-07	5E-07	0.5
486048.92	3618172.91	0.5589	0	0	0 ANNUAL	ALL	3 School	-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486042.21	3618171.73	0.43286	0	0	0 ANNUAL	ALL	3 School	-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486035.48	3618170.54	0.27448	0	0	0 ANNUAL	ALL	3 School	-	-	2.2E-05	-	-	1.7E-06	2E-06	1.7
486028.76	3618169.36	0.08769	0	0	0 ANNUAL	ALL	3 School	-	-	6.9E-06	-	-	5.5E-07	5E-07	0.5
486048.82	3618174.1	0.56312	0	0	0 ANNUAL	ALL	3 School	-	-	4.4E-05	-	-	3.5E-06	4E-06	3.5
486042	3618174.1	0.4404	0	0	0 ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	2.8E-06	3E-06	2.8
486035.17	3618174.1	0.28405	0	0	0 ANNUAL	ALL	3 School	-	-	2.2E-05	-	-	1.8E-06	2E-06	1.8
486028.35	3618174.1	0.0949	0	0	0 ANNUAL	ALL	3 School	-	-	7.5E-06	-	-	5.9E-07	6E-07	0.6
486048.92	3618175.29	0.56975	0	0	0 ANNUAL	ALL	3 School	-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486042.21	3618176.47	0.45266	0	0	0 ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	2.8E-06	3E-06	2.8
486035.48	3618177.66	0.30016	0	0	0 ANNUAL	ALL	3 School	-	-	2.4E-05	-	-	1.9E-06	2E-06	1.9
486028.76	3618178.84	0.10842	0	0	0 ANNUAL	ALL	3 School	-	-	8.6E-06	-	-	6.8E-07	7E-07	0.7
486049.23	3618176.44	0.5786	0	0	0 ANNUAL	ALL	3 School	-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486042.82	3618178.77	0.46946	0	0	0 ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486036.41	3618181.1	0.3228	0	0	0 ANNUAL	ALL	3 School	-	-	2.5E-05	-	-	2.0E-06	2E-06	2.0

486030	3618183.44	0.12934	0	0	0	ANNUAL	ALL	3	School	-	-	1.0E-05	-	-	8.1E-07	8E-07	0.8
486049.74	3618177.52	0.58945	0	0	0	ANNUAL	ALL	3	School	-	-	4.7E-05	-	-	3.7E-06	4E-06	3.7
486043.83	3618180.92	0.49043	0	0	0	ANNUAL	ALL	3	School	-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486037.91	3618184.34	0.35177	0	0	0	ANNUAL	ALL	3	School	-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486032.01	3618187.75	0.15747	0	0	0	ANNUAL	ALL	3	School	-	-	1.2E-05	-	-	9.8E-07	1E-06	1.0
486050.42	3618178.49	0.60198	0	0	0	ANNUAL	ALL	3	School	-	-	4.7E-05	-	-	3.8E-06	4E-06	3.8
486045.19	3618182.87	0.51505	0	0	0	ANNUAL	ALL	3	School	-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486039.96	3618187.26	0.38688	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-05	-	-	2.4E-06	2E-06	2.4
486034.74	3618191.65	0.1965	0	0	0	ANNUAL	ALL	3	School	-	-	1.6E-05	-	-	1.2E-06	1E-06	1.2
486051.26	3618179.33	0.61584	0	0	0	ANNUAL	ALL	3	School	-	-	4.9E-05	-	-	3.8E-06	4E-06	3.8
486046.88	3618184.56	0.54268	0	0	0	ANNUAL	ALL	3	School	-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486042.49	3618189.79	0.42708	0	0	0	ANNUAL	ALL	3	School	-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486038.1	3618195.01	0.24126	0	0	0	ANNUAL	ALL	3	School	-	-	1.9E-05	-	-	1.5E-06	2E-06	1.5
486052.23	3618180.01	0.6306	0	0	0	ANNUAL	ALL	3	School	-	-	5.0E-05	-	-	3.9E-06	4E-06	3.9
486048.83	3618185.92	0.57247	0	0	0	ANNUAL	ALL	3	School	-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486045.41	3618191.84	0.47168	0	0	0	ANNUAL	ALL	3	School	-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486042	3618197.74	0.29733	0	0	0	ANNUAL	ALL	3	School	-	-	2.3E-05	-	-	1.9E-06	2E-06	1.9
486053.31	3618180.52	0.64582	0	0	0	ANNUAL	ALL	3	School	-	-	5.1E-05	-	-	4.0E-06	4E-06	4.0
486050.98	3618186.93	0.6035	0	0	0	ANNUAL	ALL	3	School	-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486048.65	3618193.34	0.51879	0	0	0	ANNUAL	ALL	3	School	-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486046.31	3618199.75	0.35612	0	0	0	ANNUAL	ALL	3	School	-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486054.46	3618180.83	0.66101	0	0	0	ANNUAL	ALL	3	School	-	-	5.2E-05	-	-	4.1E-06	4E-06	4.1
486053.28	3618187.54	0.63474	0	0	0	ANNUAL	ALL	3	School	-	-	5.0E-05	-	-	4.0E-06	4E-06	4.0
486052.09	3618194.27	0.56715	0	0	0	ANNUAL	ALL	3	School	-	-	4.5E-05	-	-	3.5E-06	4E-06	3.5
486050.91	3618200.99	0.42179	0	0	0	ANNUAL	ALL	3	School	-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486055.73	3618201.98	0.4708	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-04		-	3.9E-05		4E-05	38.7
486055.73	3618214.48	0.2395	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-04		-	2.0E-05		2E-05	19.7
486055.73	3618226.98	0.14692	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04		-	1.2E-05		1E-05	12.1
486055.73	3618239.48	0.09749	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04		-	8.0E-06		8E-06	8.0
486055.73	3618251.98	0.06845	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-05		-	5.6E-06		6E-06	5.6
486060.57	3618201.56	0.53521	0	0	0	ANNUAL	ALL	3	Residential	-	5.6E-04		-	4.4E-05		4E-05	44.0
486062.74	3618213.87	0.2909	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-04		-	2.4E-05		2E-05	23.9
486064.91	3618226.18	0.18592	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04		-	1.5E-05		2E-05	15.3
486067.08	3618238.49	0.12738	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04		-	1.0E-05		1E-05	10.5
486069.25	3618250.8	0.09178	0	0	0	ANNUAL	ALL	3	Residential	-	9.6E-05		-	7.5E-06		8E-06	7.5
486065.27	3618200.3	0.59635	0	0	0	ANNUAL	ALL	3	Residential	-	6.2E-04		-	4.9E-05		5E-05	49.0
486069.54	3618212.04	0.33786	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-04		-	2.8E-05		3E-05	27.7
486073.82	3618223.79	0.21953	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04		-	1.8E-05		2E-05	18.0
486078.09	3618235.54	0.15204	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04		-	1.2E-05		1E-05	12.5
486082.37	3618247.28	0.11058	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04		-	9.1E-06		9E-06	9.1
486069.67	3618198.24	0.65027	0	0	0	ANNUAL	ALL	3	Residential	-	6.8E-04		-	5.3E-05		5E-05	53.4
486075.92	3618209.07	0.37616	0	0	0	ANNUAL	ALL	3	Residential	-	3.9E-04		-	3.1E-05		3E-05	30.9
486082.17	3618219.9	0.2433	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-04		-	2.0E-05		2E-05	20.0
486088.42	3618230.72	0.16712	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04		-	1.4E-05		1E-05	13.7
486094.67	3618241.55	0.12066	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04		-	9.9E-06		1E-05	9.9
486073.65	3618195.46	0.69838	0	0	0	ANNUAL	ALL	3	Residential	-	7.3E-04		-	5.7E-05		6E-05	57.4
486081.69	3618205.03	0.40324	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-04		-	3.3E-05		3E-05	33.1
486089.72	3618214.61	0.25578	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-04		-	2.1E-05		2E-05	21.0
486097.76	3618224.18	0.17227	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-04		-	1.4E-05		1E-05	14.1
486105.79	3618233.76	0.12219	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04		-	1.0E-05		1E-05	10.0
486077.09	3618192.02	0.73282	0	0	0	ANNUAL	ALL	3	Residential	-	7.7E-04		-	6.0E-05		6E-05	60.2
486086.66	3618200.06	0.41867	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-04		-	3.4E-05		3E-05	34.4
486096.24	3618208.09	0.25908	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-04		-	2.1E-05		2E-05	21.3
486105.81	3618216.13	0.17104	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-04		-	1.4E-05		1E-05	14.0
486115.39	3618224.16	0.11926	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04		-	9.8E-06		1E-05	9.8
486079.87	3618188.04	0.75503	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-04		-	6.2E-05		6E-05	62.0
486090.7	3618194.29	0.42407	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-04		-	3.5E-05		3E-05	34.8
486101.53	3618200.54	0.25725	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-04		-	2.1E-05		2E-05	21.1
486112.35	3618206.79	0.168	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-04		-	1.4E-05		1E-05	13.8
486123.18	3618213.04	0.11651	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04		-	9.6E-06		1E-05	9.6
486081.93	3618183.64	0.75925	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-04		-	6.2E-05		6E-05	62.4
486093.67	3618187.91	0.4218	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-04	-	-	3.5E-05	-	3E-05	35
486105.42	3618192.19	0.25333	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04	-	-	2.1E-05	-	2E-05	21
486117.17	3618196.46	0.16579	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.4E-05	-	1E-05	14
486128.91	3618200.74	0.11602	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.5E-06	-	1E-05	10
486083.19	3618178.94	0.74631	0	0	0	ANNUAL	ALL	3	Residential	-	7.8E-04	-	-	6.1E-05	-	6E-05	61
486095.5	3618181.11	0.4129	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-04	-	-	3.4E-05	-	3E-05	34
486107.81	3618183.28	0.24805	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04	-	-	2.0E-05	-	2E-05	20
486120.12	3618185.45	0.16423	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.3E-05	-	1E-05	13
486132.43	3618187.62	0.11681	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.6E-06	-	1E-05	10
486083.61	3618174.1	0.71693	0	0	0	ANNUAL	ALL	3	Residential	-	7.5E-04	-	-	5.9E-05	-	6E-05	59
486096.11	3618174.1	0.39688	0	0	0	ANNUAL	ALL	3	Residential	-	4.1E-04	-	-	3.3E-05	-	3E-05	33
486108.61	3618174.1	0.24018	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-04	-	-	2.0E-05	-	2E-05	20
486121.11	3618174.1	0.16107	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.3E-05	-	1E-05	13
486133.61	3618174.1	0.11613	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.5E-06	-	1E-05	10
486083.19	3618169.26	0.67565	0	0	0	ANNUAL	ALL	3	Residential	-	7.1E-04	-	-	5.5E-05	-	6E-05	55
486095.5	3618167.09	0.37278	0	0	0	ANNUAL	ALL	3	Residential	-	3.9E-04	-	-	3.1E-05	-	3E-05	31
486107.81	3618164.92	0.22746	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04	-	-	1.9E-05	-	2E-05	19
486120.12	3618162.75	0.15358	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.3E-05	-	1E-05	13
486132.43	3618160.58	0.11129	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.1E-06	-	9E-06	9
486081.93	3618164.56	0.62376	0	0	0	ANNUAL	ALL	3	Residential	-	6.5E-04	-	-	5.1E-05	-	5E-05	51
486093.67	3618160.29	0.34005	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-04	-	-	2.8E-05	-	3E-05	28
486105.42	3618156.01	0.20796	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.7E-05	-	2E-05	17
486117.17	3618151.74	0.14004	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.2E-05	-	1E-05	12
486128.91	3618147.46	0.10095	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.3E-06	-	8E-06	8
486079.87	3618160.16	0.56821	0	0	0	ANNUAL	ALL	3	Residential	-	5.9E-04	-	-	4.7E-05	-	5E-05	47
486090.7	3618153.91	0.29943	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-04	-	-	2.5E-05	-	2E-05	25
486101.53	3618147.66	0.18136	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	1E-05	15
486112.35	3618141.41	0.12048	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	9.9E-06	-	1E-05	10
486123.18	3618135.16	0.08559	0	0	0	ANNUAL	ALL	3	Residential	-	8.9E-05	-	-	7.0E-06	-	7E-06	7
486077.09	3618156.18	0.50602	0	0	0	ANNUAL	ALL	3	Residential	-	5.3E-04	-	-	4.2E-05	-	4E-05	42
486086.66	3618148.14	0.25349	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04	-	-	2.1E-05	-	2E-05	21
486096.24	3618140.11	0.14948	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.2E-05	-	1E-05	12
486105.81	3618132.07	0.0969	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	8.0E-06	-	8E-06	8
486115.39	3618124.04	0.06729	0	0	0	ANNUAL	ALL	3	Residential	-	7.0E-05	-	-	5.5E-06	-	6E-06	5
486073.65	3618152.74	0.44599	0	0	0	ANNUAL	ALL	3	Residential	-	4.7E-04	-	-	3.7E-05	-	4E-05	37
486081.69	3618143.17	0.20608	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.7E-05	-	2E-05	17
486089.72	3618133.59	0.11594	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.5E-06	-	1E-05	10
486097.76	3618124.02	0.07257	0	0	0	ANNUAL	ALL	3	Residential	-	7.6E-05	-	-	6.0E-06	-	6E-06	6
486105.79	3618114.44	0.04899	0	0	0	ANNUAL	ALL	3	Residential	-	5.1E-05	-	-	4.0E-06	-	4E-06	4
486069.67	3618149.96	0.38339	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-04	-	-	3.1E-05	-	3E-05	31
486075.92	3618139.13	0.16086	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.3E-05	-	1E-05	13
486082.17	3618128.3	0.08498	0	0	0	ANNUAL	ALL	3	Residential	-	8.9E-05	-	-	7.0E-06	-	7E-06	7
486088.42	3618117.48	0.05097	0	0	0	ANNUAL	ALL	3	Residential	-	5.3E-05	-	-	4.2E-06	-	4E-06	4
486094.67	3618106.65	0.03342	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-05	-	-	2.7E-06	-	3E-06	3
486065.27	3618147.9	0.32569	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-04	-	-	2.7E-05	-	3E-05	27
486069.54	3618136.16	0.12086	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	9.9E-06	-	1E-05	10
486073.82	3618124.41	0.05976	0	0	0	ANNUAL	ALL	3	Residential	-	6.2E-05	-	-	4.9E-06	-	5E-06	5
486078.09	3618112.66	0.03453	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-05	-	-	2.8E-06	-	3E-06	3
486082.37	3618100.92	0.02222	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-05	-	-	1.8E-06	-	2E-06	2
486060.57	3618146.64	0.27004	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-04	-	-	2.2E-05	-	2E-05	22
486062.74	3618134.33	0.08839	0	0	0	ANNUAL	ALL	3	Residential	-	9.2E-05	-	-	7.3E-06	-	7E-06	7
486064.91	3618122.02	0.04168	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-05	-	-	3.4E-06	-	3E-06	3
486067.08	3618109.71	0.02384	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05	-	-	2.0E-06	-	2E-06	2
486069.25	3618097.4	0.01543	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.3E-06	-	1E-06	1
486055.73	3618146.22	0.2197	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04	-	-	1.8E-05	-	2E-05	18
486055.73	3618133.72	0.06463	0	0	0	ANNUAL	ALL	3	Residential	-	6.8E-05	-	-	5.3E-06	-	5E-06	5
486055.73	3618121.22	0.03044	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	2E-06	2
486055.73	3618108.72	0.01787	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	1.5E-06	-	1E-06	1
486055.73	3618096.22	0.01189	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.8E-07	-	1E-06	1
486050.89	3618146.64	0.17685	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-04	-	-	1.5E-05	-	1E-05	15
486048.72	3618134.33	0.04929	0	0	0	ANNUAL	ALL	3	Residential	-	5.2E-05	-	-	4.0E-06	-	4E-06	4
486046.55	3618122.02	0.02443	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-05	-	-	2.0E-06	-	2E-06	2
486044.38	3618109.71	0.01493	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.2E-06	-	1E-06	1
486042.21	3618097.4	0.01015	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.3E-07	-	8E-07	1
486046.19	3618147.9	0.13979	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.1E-05	-	1E-05	11
486041.92	3618136.16	0.04067	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-05	-	-	3.3E-06	-	3E-06	3
486037.64	3618124.41	0.02144	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05	-	-	1.8E-06	-	2E-06	2
486033.37	3618112.66	0.01341	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
486029.09	3618100.92	0.00918	0	0	0	ANNUAL	ALL	3	Residential	-	9.6E-06	-	-	7.5E-07	-	8E-07	1
486041.79	3618149.96	0.11377	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.3E-06	-	9E-06	9
486035.54	3618139.13	0.03629	0	0	0	ANNUAL	ALL	3	Residential	-	3.8E-05	-	-	3.0E-06	-	3E-06	3
486029.29	3618128.3	0.01969	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05	-	-	1.6E-06	-	2E-06	2
486023.04	3618117.48	0.01239	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.0E-06	-	1E-06	1
486016.79	3618106.65	0.00849	0	0	0	ANNUAL	ALL	3	Residential	-	8.9E-06	-	-	7.0E-07	-	7E-07	1
486037.81	3618152.74	0.09456	0	0	0	ANNUAL	ALL	3	Residential	-	9.9E-05	-	-	7.8E-06	-	8E-06	8
486029.77	3618143.17	0.03385	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-05	-	-	2.8E-06	-	3E-06	3

486021.74	3618133.59	0.01846	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	1.5E-06	-	2E-06	2
486013.7	3618124.02	0.01159	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.5E-07	-	1E-06	1
486005.67	3618114.44	0.00793	0	0	0	ANNUAL	ALL	3	Residential	-	8.3E-06	-	-	6.5E-07	-	7E-07	1
486034.37	3618156.18	0.08463	0	0	0	ANNUAL	ALL	3	Residential	-	8.8E-05	-	-	7.0E-06	-	7E-06	7
486024.8	3618148.14	0.03222	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-05	-	-	2.6E-06	-	3E-06	3
486015.22	3618140.11	0.01754	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-05	-	-	1.4E-06	-	1E-06	1
486005.65	3618132.07	0.01097	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	9.0E-07	-	9E-07	1
485996.07	3618124.04	0.00747	0	0	0	ANNUAL	ALL	3	Residential	-	7.8E-06	-	-	6.1E-07	-	6E-07	1
486031.59	3618160.16	0.08007	0	0	0	ANNUAL	ALL	3	Residential	-	8.4E-05	-	-	6.6E-06	-	7E-06	7
486020.76	3618153.91	0.03113	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-05	-	-	2.6E-06	-	3E-06	3
486009.93	3618147.66	0.01684	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-05	-	-	1.4E-06	-	1E-06	1
485999.11	3618141.41	0.01048	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.6E-07	-	9E-07	1
485988.28	3618135.16	0.00711	0	0	0	ANNUAL	ALL	3	Residential	-	7.4E-06	-	-	5.8E-07	-	6E-07	1
486029.53	3618164.56	0.07943	0	0	0	ANNUAL	ALL	3	Residential	-	8.3E-05	-	-	6.5E-06	-	7E-06	7
486017.79	3618160.29	0.03057	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	3E-06	3
486006.04	3618156.01	0.01637	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
485994.29	3618151.74	0.01018	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.4E-07	-	8E-07	1
485982.55	3618147.46	0.00691	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-06	-	-	5.7E-07	-	6E-07	1
486028.27	3618169.26	0.0824	0	0	0	ANNUAL	ALL	3	Residential	-	8.6E-05	-	-	6.8E-06	-	7E-06	7
486015.96	3618167.09	0.0307	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	3E-06	3
486003.65	3618164.92	0.01626	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
485991.34	3618162.75	0.01009	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.3E-07	-	8E-07	1
485979.03	3618160.58	0.00686	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-06	-	-	5.6E-07	-	6E-07	1
486027.85	3618174.1	0.08838	0	0	0	ANNUAL	ALL	3	Residential	-	9.2E-05	-	-	7.3E-06	-	7E-06	7
486015.35	3618174.1	0.03171	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-05	-	-	2.6E-06	-	3E-06	3
486002.85	3618174.1	0.01666	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.4E-06	-	1E-06	1
485990.35	3618174.1	0.01026	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.4E-07	-	8E-07	1
485977.85	3618174.1	0.00696	0	0	0	ANNUAL	ALL	3	Residential	-	7.3E-06	-	-	5.7E-07	-	6E-07	1
486028.27	3618178.94	0.10022	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	8.2E-06	-	8E-06	8
486015.96	3618181.11	0.03384	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-05	-	-	2.8E-06	-	3E-06	3
486003.65	3618183.28	0.01763	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-05	-	-	1.4E-06	-	1E-06	1
485991.34	3618185.45	0.0108	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.9E-07	-	9E-07	1
485979.03	3618187.62	0.00729	0	0	0	ANNUAL	ALL	3	Residential	-	7.6E-06	-	-	6.0E-07	-	6E-07	1
486029.53	3618183.64	0.11901	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.8E-06	-	1E-05	10
486017.79	3618187.91	0.03756	0	0	0	ANNUAL	ALL	3	Residential	-	3.9E-05	-	-	3.1E-06	-	3E-06	3
486006.04	3618192.19	0.01938	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.6E-06	-	2E-06	2
485994.29	3618196.46	0.01183	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.7E-07	-	1E-06	1
485982.55	3618200.74	0.00796	0	0	0	ANNUAL	ALL	3	Residential	-	8.3E-06	-	-	6.5E-07	-	7E-07	1
486031.59	3618188.04	0.14572	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.2E-05	-	1E-05	12
486020.76	3618194.29	0.04409	0	0	0	ANNUAL	ALL	3	Residential	-	4.6E-05	-	-	3.6E-06	-	4E-06	4
486009.93	3618200.54	0.0223	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-05	-	-	1.8E-06	-	2E-06	2
485999.11	3618206.79	0.01351	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
485988.28	3618213.04	0.00905	0	0	0	ANNUAL	ALL	3	Residential	-	9.5E-06	-	-	7.4E-07	-	7E-07	1
486034.37	3618192.02	0.18336	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	2E-05	15
486024.8	3618200.06	0.05554	0	0	0	ANNUAL	ALL	3	Residential	-	5.8E-05	-	-	4.6E-06	-	5E-06	5
486015.22	3618208.09	0.02734	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-05	-	-	2.2E-06	-	2E-06	2
486005.65	3618216.13	0.01627	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
485996.07	3618224.16	0.01078	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.9E-07	-	9E-07	1
486037.81	3618195.46	0.22719	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04	-	-	1.9E-05	-	2E-05	19
486029.77	3618205.03	0.07448	0	0	0	ANNUAL	ALL	3	Residential	-	7.8E-05	-	-	6.1E-06	-	6E-06	6
486021.74	3618214.61	0.03632	0	0	0	ANNUAL	ALL	3	Residential	-	3.8E-05	-	-	3.0E-06	-	3E-06	3
486013.7	3618224.18	0.0212	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05	-	-	1.7E-06	-	2E-06	2
486005.67	3618233.76	0.01381	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
486041.79	3618198.24	0.28238	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-04	-	-	2.3E-05	-	2E-05	23
486035.54	3618209.07	0.1031	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.5E-06	-	8E-06	8
486029.29	3618219.9	0.05165	0	0	0	ANNUAL	ALL	3	Residential	-	5.4E-05	-	-	4.2E-06	-	4E-06	4
486023.04	3618230.72	0.0302	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	2E-06	2
486016.79	3618241.55	0.01954	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.6E-06	-	2E-06	2
486046.19	3618200.3	0.34085	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-04	-	-	2.8E-05	-	3E-05	28
486041.92	3618212.04	0.14175	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.2E-05	-	1E-05	12
486037.64	3618223.79	0.07558	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-05	-	-	6.2E-06	-	6E-06	6
486033.37	3618235.54	0.04556	0	0	0	ANNUAL	ALL	3	Residential	-	4.8E-05	-	-	3.7E-06	-	4E-06	4
486029.09	3618247.28	0.02993	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-05	-	-	2.5E-06	-	2E-06	2
486050.89	3618201.56	0.40631	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-04	-	-	3.3E-05	-	3E-05	33
486048.72	3618213.87	0.18838	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-04	-	-	1.5E-05	-	2E-05	15
486046.55	3618226.18	0.10834	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.9E-06	-	9E-06	9
486044.38	3618238.49	0.06853	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-05	-	-	5.6E-06	-	6E-06	6
486042.21	3618250.8	0.04648	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-05	-	-	3.8E-06	-	4E-06	4

SDUSD AERMOD Test Run Inputs

1. Emission rate =
    a. 0.0282 tons PM10 exhaust (DPM) / 907,185 grams/ton = 25,583 grams
    b. 260 work days, 10 hours/day = 9,360,000 seconds
    c. 25,583 grams / 9,360,000 seconds – **0.0027332 grams/second**
2. Haul trucks release height = **4.0 meters**
3. Initial vertical dimension = Haul trucks – **3.16 meters**
4. Rural or Urban = **Urban**
5. Population of urban area = city of SD pop – **1.42 million**

Discrete Re X	Y	Concentration (AVERAGE CONC) [ug/m^3]	Elevation (ZELEV)	Hill Heights (ZHILL)	Flagpole (ZFLAG)	Averagin Period (AVE)	Source Group (GRP)	Num Years (NUM YRS)	Net ID
486055.65	3618180.93	0.67568	0	0	0	ANNUAL	ALL		3 SCHOOL
486055.65	3618187.75	0.66516	0	0	0	ANNUAL	ALL		3 SCHOOL
486055.65	3618194.58	0.61476	0	0	0	ANNUAL	ALL		3 SCHOOL
486055.65	3618201.4	0.48624	0	0	0	ANNUAL	ALL		3 SCHOOL
486056.84	3618180.83	0.68937	0	0	0	ANNUAL	ALL		3 SCHOOL
486058.02	3618187.54	0.6937	0	0	0	ANNUAL	ALL		3 SCHOOL
486059.21	3618194.27	0.66001	0	0	0	ANNUAL	ALL		3 SCHOOL
486060.39	3618200.99	0.55063	0	0	0	ANNUAL	ALL		3 SCHOOL
486057.99	3618180.52	0.70162	0	0	0	ANNUAL	ALL		3 SCHOOL
486060.32	3618186.93	0.7194	0	0	0	ANNUAL	ALL		3 SCHOOL
486062.65	3618193.34	0.70125	0	0	0	ANNUAL	ALL		3 SCHOOL
486064.99	3618199.75	0.61093	0	0	0	ANNUAL	ALL		3 SCHOOL
486059.07	3618180.01	0.71203	0	0	0	ANNUAL	ALL		3 SCHOOL
486062.47	3618185.92	0.74134	0	0	0	ANNUAL	ALL		3 SCHOOL
486065.89	3618191.84	0.73685	0	0	0	ANNUAL	ALL		3 SCHOOL
486069.3	3618197.74	0.66465	0	0	0	ANNUAL	ALL		3 SCHOOL
486060.04	3618179.33	0.72026	0	0	0	ANNUAL	ALL		3 SCHOOL
486064.42	3618184.56	0.75873	0	0	0	ANNUAL	ALL		3 SCHOOL
486068.81	3618189.79	0.76543	0	0	0	ANNUAL	ALL		3 SCHOOL
486073.2	3618195.01	0.71072	0	0	0	ANNUAL	ALL		3 SCHOOL
486060.88	3618178.49	0.72604	0	0	0	ANNUAL	ALL		3 SCHOOL
486066.11	3618182.87	0.77092	0	0	0	ANNUAL	ALL		3 SCHOOL
486071.34	3618187.26	0.7857	0	0	0	ANNUAL	ALL		3 SCHOOL
486076.56	3618191.65	0.74436	0	0	0	ANNUAL	ALL		3 SCHOOL
486061.56	3618177.52	0.72919	0	0	0	ANNUAL	ALL		3 SCHOOL
486067.47	3618180.92	0.7775	0	0	0	ANNUAL	ALL		3 SCHOOL
486073.39	3618184.34	0.79673	0	0	0	ANNUAL	ALL		3 SCHOOL
486079.29	3618187.75	0.76468	0	0	0	ANNUAL	ALL		3 SCHOOL
486062.07	3618176.44	0.72961	0	0	0	ANNUAL	ALL		3 SCHOOL
486068.48	3618178.77	0.77823	0	0	0	ANNUAL	ALL		3 SCHOOL
486074.89	3618181.1	0.79803	0	0	0	ANNUAL	ALL		3 SCHOOL
486081.3	3618183.44	0.76838	0	0	0	ANNUAL	ALL		3 SCHOOL
486062.38	3618175.29	0.7273	0	0	0	ANNUAL	ALL		3 SCHOOL
486069.09	3618176.47	0.77315	0	0	0	ANNUAL	ALL		3 SCHOOL
486075.82	3618177.66	0.78965	0	0	0	ANNUAL	ALL		3 SCHOOL
486082.54	3618178.84	0.75608	0	0	0	ANNUAL	ALL		3 SCHOOL
486062.48	3618174.1	0.72236	0	0	0	ANNUAL	ALL		3 SCHOOL
486069.3	3618174.1	0.76252	0	0	0	ANNUAL	ALL		3 SCHOOL
486076.13	3618174.1	0.77214	0	0	0	ANNUAL	ALL		3 SCHOOL
486082.95	3618174.1	0.72808	0	0	0	ANNUAL	ALL		3 SCHOOL
486062.38	3618172.91	0.71498	0	0	0	ANNUAL	ALL		3 SCHOOL
486069.09	3618171.73	0.74681	0	0	0	ANNUAL	ALL		3 SCHOOL
486075.82	3618170.54	0.74654	0	0	0	ANNUAL	ALL		3 SCHOOL
486082.54	3618169.36	0.6886	0	0	0	ANNUAL	ALL		3 SCHOOL
486062.07	3618171.76	0.70541	0	0	0	ANNUAL	ALL		3 SCHOOL
486068.48	3618169.43	0.72669	0	0	0	ANNUAL	ALL		3 SCHOOL
486074.89	3618167.1	0.71417	0	0	0	ANNUAL	ALL		3 SCHOOL
486081.3	3618164.76	0.63835	0	0	0	ANNUAL	ALL		3 SCHOOL
486061.56	3618170.69	0.69397	0	0	0	ANNUAL	ALL		3 SCHOOL
486067.47	3618167.27	0.70294	0	0	0	ANNUAL	ALL		3 SCHOOL
486073.39	3618163.86	0.67651	0	0	0	ANNUAL	ALL		3 SCHOOL
486079.29	3618160.45	0.58377	0	0	0	ANNUAL	ALL		3 SCHOOL
486060.88	3618169.71	0.68105	0	0	0	ANNUAL	ALL		3 SCHOOL
486066.11	3618165.33	0.67641	0	0	0	ANNUAL	ALL		3 SCHOOL
486071.34	3618160.94	0.63507	0	0	0	ANNUAL	ALL		3 SCHOOL
486076.56	3618156.55	0.52269	0	0	0	ANNUAL	ALL		3 SCHOOL
486060.04	3618168.87	0.66706	0	0	0	ANNUAL	ALL		3 SCHOOL
486064.42	3618163.64	0.64799	0	0	0	ANNUAL	ALL		3 SCHOOL
486068.81	3618158.41	0.5913	0	0	0	ANNUAL	ALL		3 SCHOOL
486073.2	3618153.19	0.46293	0	0	0	ANNUAL	ALL		3 SCHOOL
486059.07	3618168.19	0.65242	0	0	0	ANNUAL	ALL		3 SCHOOL
486062.47	3618162.28	0.61858	0	0	0	ANNUAL	ALL		3 SCHOOL
486065.89	3618156.36	0.54664	0	0	0	ANNUAL	ALL		3 SCHOOL
486069.3	3618150.46	0.40075	0	0	0	ANNUAL	ALL		3 SCHOOL
486057.99	3618167.68	0.63758	0	0	0	ANNUAL	ALL		3 SCHOOL
486060.32	3618161.27	0.58903	0	0	0	ANNUAL	ALL		3 SCHOOL
486062.65	3618154.86	0.50223	0	0	0	ANNUAL	ALL		3 SCHOOL
486064.99	3618148.45	0.34267	0	0	0	ANNUAL	ALL		3 SCHOOL
486056.84	3618167.37	0.62297	0	0	0	ANNUAL	ALL		3 SCHOOL
486058.02	3618160.66	0.56016	0	0	0	ANNUAL	ALL		3 SCHOOL
486059.21	3618153.93	0.45939	0	0	0	ANNUAL	ALL		3 SCHOOL
486060.39	3618147.21	0.28708	0	0	0	ANNUAL	ALL		3 SCHOOL
486055.65	3618167.27	0.609	0	0	0	ANNUAL	ALL		3 SCHOOL
486055.65	3618160.45	0.53274	0	0	0	ANNUAL	ALL		3 SCHOOL
486055.65	3618153.62	0.41903	0	0	0	ANNUAL	ALL		3 SCHOOL
486055.65	3618146.8	0.23594	0	0	0	ANNUAL	ALL		3 SCHOOL
486054.46	3618167.37	0.59608	0	0	0	ANNUAL	ALL		3 SCHOOL
486053.28	3618160.66	0.50745	0	0	0	ANNUAL	ALL		3 SCHOOL
486052.09	3618153.93	0.38216	0	0	0	ANNUAL	ALL		3 SCHOOL
486050.91	3618147.21	0.19216	0	0	0	ANNUAL	ALL		3 SCHOOL
486053.31	3618167.68	0.58454	0	0	0	ANNUAL	ALL		3 SCHOOL
486050.98	3618161.27	0.48494	0	0	0	ANNUAL	ALL		3 SCHOOL
486048.65	3618154.86	0.34962	0	0	0	ANNUAL	ALL		3 SCHOOL
486046.31	3618148.45	0.15331	0	0	0	ANNUAL	ALL		3 SCHOOL
486052.23	3618168.19	0.57471	0	0	0	ANNUAL	ALL		3 SCHOOL
486048.83	3618162.28	0.46573	0	0	0	ANNUAL	ALL		3 SCHOOL
486045.41	3618156.36	0.32206	0	0	0	ANNUAL	ALL		3 SCHOOL
486042	3618150.46	0.12549	0	0	0	ANNUAL	ALL		3 SCHOOL
486051.26	3618168.87	0.56687	0	0	0	ANNUAL	ALL		3 SCHOOL
486046.88	3618163.64	0.4503	0	0	0	ANNUAL	ALL		3 SCHOOL
486042.49	3618158.41	0.30013	0	0	0	ANNUAL	ALL		3 SCHOOL
486038.1	3618153.19	0.10339	0	0	0	ANNUAL	ALL		3 SCHOOL
486050.42	3618169.71	0.56123	0	0	0	ANNUAL	ALL		3 SCHOOL
486045.19	3618165.33	0.43905	0	0	0	ANNUAL	ALL		3 SCHOOL
486039.96	3618160.94	0.28423	0	0	0	ANNUAL	ALL		3 SCHOOL
486034.74	3618156.55	0.0918	0	0	0	ANNUAL	ALL		3 SCHOOL
486049.74	3618170.69	0.55796	0	0	0	ANNUAL	ALL		3 SCHOOL
486043.83	3618167.27	0.43226	0	0	0	ANNUAL	ALL		3 SCHOOL
486037.91	3618163.86	0.27458	0	0	0	ANNUAL	ALL		3 SCHOOL
486032.01	3618160.45	0.08526	0	0	0	ANNUAL	ALL		3 SCHOOL

486049.23	3618171.76	0.55717	0	0	0 ANNUAL	ALL	3 SCHOOL
486042.82	3618169.43	0.43016	0	0	0 ANNUAL	ALL	3 SCHOOL
486036.41	3618167.1	0.27132	0	0	0 ANNUAL	ALL	3 SCHOOL
486030	3618164.76	0.08418	0	0	0 ANNUAL	ALL	3 SCHOOL
486048.92	3618172.91	0.5589	0	0	0 ANNUAL	ALL	3 SCHOOL
486042.21	3618171.73	0.43286	0	0	0 ANNUAL	ALL	3 SCHOOL
486035.48	3618170.54	0.27448	0	0	0 ANNUAL	ALL	3 SCHOOL
486028.76	3618169.36	0.08769	0	0	0 ANNUAL	ALL	3 SCHOOL
486048.82	3618174.1	0.56312	0	0	0 ANNUAL	ALL	3 SCHOOL
486042	3618174.1	0.4404	0	0	0 ANNUAL	ALL	3 SCHOOL
486035.17	3618174.1	0.28405	0	0	0 ANNUAL	ALL	3 SCHOOL
486028.35	3618174.1	0.0949	0	0	0 ANNUAL	ALL	3 SCHOOL
486048.92	3618175.29	0.56975	0	0	0 ANNUAL	ALL	3 SCHOOL
486042.21	3618176.47	0.45266	0	0	0 ANNUAL	ALL	3 SCHOOL
486035.48	3618177.66	0.30016	0	0	0 ANNUAL	ALL	3 SCHOOL
486028.76	3618178.84	0.10842	0	0	0 ANNUAL	ALL	3 SCHOOL
486049.23	3618176.44	0.5786	0	0	0 ANNUAL	ALL	3 SCHOOL
486042.82	3618178.77	0.46946	0	0	0 ANNUAL	ALL	3 SCHOOL
486036.41	3618181.1	0.3228	0	0	0 ANNUAL	ALL	3 SCHOOL
486030	3618183.44	0.12934	0	0	0 ANNUAL	ALL	3 SCHOOL
486049.74	3618177.52	0.58945	0	0	0 ANNUAL	ALL	3 SCHOOL
486043.83	3618180.92	0.49043	0	0	0 ANNUAL	ALL	3 SCHOOL
486037.91	3618184.34	0.35177	0	0	0 ANNUAL	ALL	3 SCHOOL
486032.01	3618187.75	0.15747	0	0	0 ANNUAL	ALL	3 SCHOOL
486050.42	3618178.49	0.60198	0	0	0 ANNUAL	ALL	3 SCHOOL
486045.19	3618182.87	0.51505	0	0	0 ANNUAL	ALL	3 SCHOOL
486039.96	3618187.26	0.38688	0	0	0 ANNUAL	ALL	3 SCHOOL
486034.74	3618191.65	0.1965	0	0	0 ANNUAL	ALL	3 SCHOOL
486051.26	3618179.33	0.61584	0	0	0 ANNUAL	ALL	3 SCHOOL
486046.88	3618184.56	0.54268	0	0	0 ANNUAL	ALL	3 SCHOOL
486042.49	3618189.79	0.42708	0	0	0 ANNUAL	ALL	3 SCHOOL
486038.1	3618195.01	0.24126	0	0	0 ANNUAL	ALL	3 SCHOOL
486052.23	3618180.01	0.6306	0	0	0 ANNUAL	ALL	3 SCHOOL
486048.83	3618185.92	0.57247	0	0	0 ANNUAL	ALL	3 SCHOOL
486045.41	3618191.84	0.47168	0	0	0 ANNUAL	ALL	3 SCHOOL
486042	3618197.74	0.29733	0	0	0 ANNUAL	ALL	3 SCHOOL
486053.31	3618180.52	0.64582	0	0	0 ANNUAL	ALL	3 SCHOOL
486050.98	3618186.93	0.6035	0	0	0 ANNUAL	ALL	3 SCHOOL
486048.65	3618193.34	0.51879	0	0	0 ANNUAL	ALL	3 SCHOOL
486046.31	3618199.75	0.35612	0	0	0 ANNUAL	ALL	3 SCHOOL
486054.46	3618180.83	0.66101	0	0	0 ANNUAL	ALL	3 SCHOOL
486053.28	3618187.54	0.63474	0	0	0 ANNUAL	ALL	3 SCHOOL
486052.09	3618194.27	0.56715	0	0	0 ANNUAL	ALL	3 SCHOOL
486050.91	3618200.99	0.42179	0	0	0 ANNUAL	ALL	3 SCHOOL
486055.73	3618201.98	0.4708	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618214.48	0.2395	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618226.98	0.14692	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618239.48	0.09749	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618251.98	0.06845	0	0	0 ANNUAL	ALL	3 RESIDENT
486060.57	3618201.56	0.53521	0	0	0 ANNUAL	ALL	3 RESIDENT
486062.74	3618213.87	0.2909	0	0	0 ANNUAL	ALL	3 RESIDENT
486064.91	3618226.18	0.18592	0	0	0 ANNUAL	ALL	3 RESIDENT
486067.08	3618238.49	0.12738	0	0	0 ANNUAL	ALL	3 RESIDENT
486069.25	3618250.8	0.09178	0	0	0 ANNUAL	ALL	3 RESIDENT
486065.27	3618200.3	0.59635	0	0	0 ANNUAL	ALL	3 RESIDENT
486069.54	3618212.04	0.33786	0	0	0 ANNUAL	ALL	3 RESIDENT
486073.82	3618223.79	0.21953	0	0	0 ANNUAL	ALL	3 RESIDENT
486078.09	3618235.54	0.15204	0	0	0 ANNUAL	ALL	3 RESIDENT
486082.37	3618247.28	0.11058	0	0	0 ANNUAL	ALL	3 RESIDENT
486069.67	3618198.24	0.65027	0	0	0 ANNUAL	ALL	3 RESIDENT
486075.92	3618209.07	0.37616	0	0	0 ANNUAL	ALL	3 RESIDENT
486082.17	3618219.9	0.2433	0	0	0 ANNUAL	ALL	3 RESIDENT
486088.42	3618230.72	0.16712	0	0	0 ANNUAL	ALL	3 RESIDENT
486094.67	3618241.55	0.12066	0	0	0 ANNUAL	ALL	3 RESIDENT
486073.65	3618195.46	0.69838	0	0	0 ANNUAL	ALL	3 RESIDENT
486081.69	3618205.03	0.40324	0	0	0 ANNUAL	ALL	3 RESIDENT
486089.72	3618214.61	0.25578	0	0	0 ANNUAL	ALL	3 RESIDENT
486097.76	3618224.18	0.17227	0	0	0 ANNUAL	ALL	3 RESIDENT
486105.79	3618233.76	0.12219	0	0	0 ANNUAL	ALL	3 RESIDENT
486077.09	3618192.02	0.73282	0	0	0 ANNUAL	ALL	3 RESIDENT
486086.66	3618200.06	0.41867	0	0	0 ANNUAL	ALL	3 RESIDENT
486096.24	3618208.09	0.25908	0	0	0 ANNUAL	ALL	3 RESIDENT
486105.81	3618216.13	0.17104	0	0	0 ANNUAL	ALL	3 RESIDENT
486115.39	3618224.16	0.11926	0	0	0 ANNUAL	ALL	3 RESIDENT
486079.87	3618188.04	0.75503	0	0	0 ANNUAL	ALL	3 RESIDENT
486090.7	3618194.29	0.42407	0	0	0 ANNUAL	ALL	3 RESIDENT
486101.53	3618200.54	0.25725	0	0	0 ANNUAL	ALL	3 RESIDENT
486112.35	3618206.79	0.168	0	0	0 ANNUAL	ALL	3 RESIDENT
486123.18	3618213.04	0.11651	0	0	0 ANNUAL	ALL	3 RESIDENT
486081.93	3618183.64	0.75925	0	0	0 ANNUAL	ALL	3 RESIDENT
486093.67	3618187.91	0.4218	0	0	0 ANNUAL	ALL	3 RESIDENT
486105.42	3618192.19	0.25333	0	0	0 ANNUAL	ALL	3 RESIDENT
486117.17	3618196.46	0.16579	0	0	0 ANNUAL	ALL	3 RESIDENT
486128.91	3618200.74	0.11602	0	0	0 ANNUAL	ALL	3 RESIDENT
486083.19	3618178.94	0.74631	0	0	0 ANNUAL	ALL	3 RESIDENT
486095.5	3618181.11	0.4129	0	0	0 ANNUAL	ALL	3 RESIDENT
486107.81	3618183.28	0.24805	0	0	0 ANNUAL	ALL	3 RESIDENT
486120.12	3618185.45	0.16423	0	0	0 ANNUAL	ALL	3 RESIDENT
486132.43	3618187.62	0.11681	0	0	0 ANNUAL	ALL	3 RESIDENT
486083.61	3618174.1	0.71693	0	0	0 ANNUAL	ALL	3 RESIDENT
486096.11	3618174.1	0.39688	0	0	0 ANNUAL	ALL	3 RESIDENT
486108.61	3618174.1	0.24018	0	0	0 ANNUAL	ALL	3 RESIDENT
486121.11	3618174.1	0.16107	0	0	0 ANNUAL	ALL	3 RESIDENT
486133.61	3618174.1	0.11613	0	0	0 ANNUAL	ALL	3 RESIDENT
486083.19	3618169.26	0.67565	0	0	0 ANNUAL	ALL	3 RESIDENT
486095.5	3618167.09	0.37278	0	0	0 ANNUAL	ALL	3 RESIDENT
486107.81	3618164.92	0.22746	0	0	0 ANNUAL	ALL	3 RESIDENT
486120.12	3618162.75	0.15358	0	0	0 ANNUAL	ALL	3 RESIDENT
486132.43	3618160.58	0.11129	0	0	0 ANNUAL	ALL	3 RESIDENT
486081.93	3618164.56	0.62376	0	0	0 ANNUAL	ALL	3 RESIDENT
486093.67	3618160.29	0.34005	0	0	0 ANNUAL	ALL	3 RESIDENT

486105.42	3618156.01	0.20796	0	0	0 ANNUAL	ALL	3 RESIDENT
486117.17	3618151.74	0.14004	0	0	0 ANNUAL	ALL	3 RESIDENT
486128.91	3618147.46	0.10095	0	0	0 ANNUAL	ALL	3 RESIDENT
486079.87	3618160.16	0.56821	0	0	0 ANNUAL	ALL	3 RESIDENT
486090.7	3618153.91	0.29943	0	0	0 ANNUAL	ALL	3 RESIDENT
486101.53	3618147.66	0.18136	0	0	0 ANNUAL	ALL	3 RESIDENT
486112.35	3618141.41	0.12048	0	0	0 ANNUAL	ALL	3 RESIDENT
486123.18	3618135.16	0.08559	0	0	0 ANNUAL	ALL	3 RESIDENT
486077.09	3618156.18	0.50602	0	0	0 ANNUAL	ALL	3 RESIDENT
486086.66	3618148.14	0.25349	0	0	0 ANNUAL	ALL	3 RESIDENT
486096.24	3618140.11	0.14948	0	0	0 ANNUAL	ALL	3 RESIDENT
486105.81	3618132.07	0.0969	0	0	0 ANNUAL	ALL	3 RESIDENT
486115.39	3618124.04	0.06729	0	0	0 ANNUAL	ALL	3 RESIDENT
486073.65	3618152.74	0.44599	0	0	0 ANNUAL	ALL	3 RESIDENT
486081.69	3618143.17	0.20608	0	0	0 ANNUAL	ALL	3 RESIDENT
486089.72	3618133.59	0.11594	0	0	0 ANNUAL	ALL	3 RESIDENT
486097.76	3618124.02	0.07257	0	0	0 ANNUAL	ALL	3 RESIDENT
486105.79	3618114.44	0.04899	0	0	0 ANNUAL	ALL	3 RESIDENT
486069.67	3618149.96	0.38339	0	0	0 ANNUAL	ALL	3 RESIDENT
486075.92	3618139.13	0.16086	0	0	0 ANNUAL	ALL	3 RESIDENT
486082.17	3618128.3	0.08498	0	0	0 ANNUAL	ALL	3 RESIDENT
486088.42	3618117.48	0.05097	0	0	0 ANNUAL	ALL	3 RESIDENT
486094.67	3618106.65	0.03342	0	0	0 ANNUAL	ALL	3 RESIDENT
486065.27	3618147.9	0.32569	0	0	0 ANNUAL	ALL	3 RESIDENT
486069.54	3618136.16	0.12086	0	0	0 ANNUAL	ALL	3 RESIDENT
486073.82	3618124.41	0.05976	0	0	0 ANNUAL	ALL	3 RESIDENT
486078.09	3618112.66	0.03453	0	0	0 ANNUAL	ALL	3 RESIDENT
486082.37	3618100.92	0.02222	0	0	0 ANNUAL	ALL	3 RESIDENT
486060.57	3618146.64	0.27004	0	0	0 ANNUAL	ALL	3 RESIDENT
486062.74	3618134.33	0.08839	0	0	0 ANNUAL	ALL	3 RESIDENT
486064.91	3618122.02	0.04168	0	0	0 ANNUAL	ALL	3 RESIDENT
486067.08	3618109.71	0.02384	0	0	0 ANNUAL	ALL	3 RESIDENT
486069.25	3618097.4	0.01543	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618146.22	0.2197	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618133.72	0.06463	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618121.22	0.03044	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618108.72	0.01787	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618096.22	0.01189	0	0	0 ANNUAL	ALL	3 RESIDENT
486050.89	3618146.64	0.17685	0	0	0 ANNUAL	ALL	3 RESIDENT
486048.72	3618134.33	0.04929	0	0	0 ANNUAL	ALL	3 RESIDENT
486046.55	3618122.02	0.02443	0	0	0 ANNUAL	ALL	3 RESIDENT
486044.38	3618109.71	0.01493	0	0	0 ANNUAL	ALL	3 RESIDENT
486042.21	3618097.4	0.01015	0	0	0 ANNUAL	ALL	3 RESIDENT
486046.19	3618147.9	0.13979	0	0	0 ANNUAL	ALL	3 RESIDENT
486041.92	3618136.16	0.04067	0	0	0 ANNUAL	ALL	3 RESIDENT
486037.64	3618124.41	0.02144	0	0	0 ANNUAL	ALL	3 RESIDENT
486033.37	3618112.66	0.01341	0	0	0 ANNUAL	ALL	3 RESIDENT
486029.09	3618100.92	0.00918	0	0	0 ANNUAL	ALL	3 RESIDENT
486041.79	3618149.96	0.11377	0	0	0 ANNUAL	ALL	3 RESIDENT
486035.54	3618139.13	0.03629	0	0	0 ANNUAL	ALL	3 RESIDENT
486029.29	3618128.3	0.01969	0	0	0 ANNUAL	ALL	3 RESIDENT
486023.04	3618117.48	0.01239	0	0	0 ANNUAL	ALL	3 RESIDENT
486016.79	3618106.65	0.00849	0	0	0 ANNUAL	ALL	3 RESIDENT
486037.81	3618152.74	0.09456	0	0	0 ANNUAL	ALL	3 RESIDENT
486029.77	3618143.17	0.03385	0	0	0 ANNUAL	ALL	3 RESIDENT
486021.74	3618133.59	0.01846	0	0	0 ANNUAL	ALL	3 RESIDENT
486013.7	3618124.02	0.01159	0	0	0 ANNUAL	ALL	3 RESIDENT
486005.67	3618114.44	0.00793	0	0	0 ANNUAL	ALL	3 RESIDENT
486034.37	3618156.18	0.08463	0	0	0 ANNUAL	ALL	3 RESIDENT
486024.8	3618148.14	0.03222	0	0	0 ANNUAL	ALL	3 RESIDENT
486015.22	3618140.11	0.01754	0	0	0 ANNUAL	ALL	3 RESIDENT
486005.65	3618132.07	0.01097	0	0	0 ANNUAL	ALL	3 RESIDENT
485996.07	3618124.04	0.00747	0	0	0 ANNUAL	ALL	3 RESIDENT
486031.59	3618160.16	0.08007	0	0	0 ANNUAL	ALL	3 RESIDENT
486020.76	3618153.91	0.03113	0	0	0 ANNUAL	ALL	3 RESIDENT
486009.93	3618147.66	0.01684	0	0	0 ANNUAL	ALL	3 RESIDENT
485999.11	3618141.41	0.01048	0	0	0 ANNUAL	ALL	3 RESIDENT
485988.28	3618135.16	0.00711	0	0	0 ANNUAL	ALL	3 RESIDENT
486029.53	3618164.56	0.07943	0	0	0 ANNUAL	ALL	3 RESIDENT
486017.79	3618160.29	0.03057	0	0	0 ANNUAL	ALL	3 RESIDENT
486006.04	3618156.01	0.01637	0	0	0 ANNUAL	ALL	3 RESIDENT
485994.29	3618151.74	0.01018	0	0	0 ANNUAL	ALL	3 RESIDENT
485982.55	3618147.46	0.00691	0	0	0 ANNUAL	ALL	3 RESIDENT
486028.27	3618169.26	0.0824	0	0	0 ANNUAL	ALL	3 RESIDENT
486015.96	3618167.09	0.0307	0	0	0 ANNUAL	ALL	3 RESIDENT
486003.65	3618164.92	0.01626	0	0	0 ANNUAL	ALL	3 RESIDENT
485991.34	3618162.75	0.01009	0	0	0 ANNUAL	ALL	3 RESIDENT
485979.03	3618160.58	0.00686	0	0	0 ANNUAL	ALL	3 RESIDENT
486027.85	3618174.1	0.08838	0	0	0 ANNUAL	ALL	3 RESIDENT
486015.35	3618174.1	0.03171	0	0	0 ANNUAL	ALL	3 RESIDENT
486002.85	3618174.1	0.01666	0	0	0 ANNUAL	ALL	3 RESIDENT
485990.35	3618174.1	0.01026	0	0	0 ANNUAL	ALL	3 RESIDENT
485977.85	3618174.1	0.00696	0	0	0 ANNUAL	ALL	3 RESIDENT
486028.27	3618178.94	0.10022	0	0	0 ANNUAL	ALL	3 RESIDENT
486015.96	3618181.11	0.03384	0	0	0 ANNUAL	ALL	3 RESIDENT
486003.65	3618183.28	0.01763	0	0	0 ANNUAL	ALL	3 RESIDENT
485991.34	3618185.45	0.0108	0	0	0 ANNUAL	ALL	3 RESIDENT
485979.03	3618187.62	0.00729	0	0	0 ANNUAL	ALL	3 RESIDENT
486029.53	3618183.64	0.11901	0	0	0 ANNUAL	ALL	3 RESIDENT
486017.79	3618187.91	0.03756	0	0	0 ANNUAL	ALL	3 RESIDENT
486006.04	3618192.19	0.01938	0	0	0 ANNUAL	ALL	3 RESIDENT
485994.29	3618196.46	0.01183	0	0	0 ANNUAL	ALL	3 RESIDENT
485982.55	3618200.74	0.00796	0	0	0 ANNUAL	ALL	3 RESIDENT
486031.59	3618188.04	0.14572	0	0	0 ANNUAL	ALL	3 RESIDENT
486020.76	3618194.29	0.04409	0	0	0 ANNUAL	ALL	3 RESIDENT
486009.93	3618200.54	0.0223	0	0	0 ANNUAL	ALL	3 RESIDENT
485999.11	3618206.79	0.01351	0	0	0 ANNUAL	ALL	3 RESIDENT
485988.28	3618213.04	0.00905	0	0	0 ANNUAL	ALL	3 RESIDENT
486034.37	3618192.02	0.18336	0	0	0 ANNUAL	ALL	3 RESIDENT
486024.8	3618200.06	0.05554	0	0	0 ANNUAL	ALL	3 RESIDENT
486015.22	3618208.09	0.02734	0	0	0 ANNUAL	ALL	3 RESIDENT

486005.65	3618216.13	0.01627	0	0	0	ANNUAL	ALL	3 RESIDENT
485996.07	3618224.16	0.01078	0	0	0	ANNUAL	ALL	3 RESIDENT
486037.81	3618195.46	0.22719	0	0	0	ANNUAL	ALL	3 RESIDENT
486029.77	3618205.03	0.07448	0	0	0	ANNUAL	ALL	3 RESIDENT
486021.74	3618214.61	0.03632	0	0	0	ANNUAL	ALL	3 RESIDENT
486013.7	3618224.18	0.0212	0	0	0	ANNUAL	ALL	3 RESIDENT
486005.67	3618233.76	0.01381	0	0	0	ANNUAL	ALL	3 RESIDENT
486041.79	3618198.24	0.28238	0	0	0	ANNUAL	ALL	3 RESIDENT
486035.54	3618209.07	0.1031	0	0	0	ANNUAL	ALL	3 RESIDENT
486029.29	3618219.9	0.05165	0	0	0	ANNUAL	ALL	3 RESIDENT
486023.04	3618230.72	0.0302	0	0	0	ANNUAL	ALL	3 RESIDENT
486016.79	3618241.55	0.01954	0	0	0	ANNUAL	ALL	3 RESIDENT
486046.19	3618200.3	0.34085	0	0	0	ANNUAL	ALL	3 RESIDENT
486041.92	3618212.04	0.14175	0	0	0	ANNUAL	ALL	3 RESIDENT
486037.64	3618223.79	0.07558	0	0	0	ANNUAL	ALL	3 RESIDENT
486033.37	3618235.54	0.04556	0	0	0	ANNUAL	ALL	3 RESIDENT
486029.09	3618247.28	0.02993	0	0	0	ANNUAL	ALL	3 RESIDENT
486050.89	3618201.56	0.40631	0	0	0	ANNUAL	ALL	3 RESIDENT
486048.72	3618213.87	0.18838	0	0	0	ANNUAL	ALL	3 RESIDENT
486046.55	3618226.18	0.10834	0	0	0	ANNUAL	ALL	3 RESIDENT
486044.38	3618238.49	0.06853	0	0	0	ANNUAL	ALL	3 RESIDENT
486042.21	3618250.8	0.04648	0	0	0	ANNUAL	ALL	3 RESIDENT

Health Risk - Dose and Risk Factors and Values

Dose factors

$$Dose\text{-}air = C_{air} \times (BR/BW) \times A \times EF \times 10^{-6}$$

$$Dose\text{-}air = (C_{air} \times WAF) \times (BR/BW) \times A \times EF \times 10^{-6}$$

school = 4
Res = 3

		3rd trimester	0<2	2<9	2<16	16<30	16-70	source
Daily Breath Rate (BR/BW) (L/kg-day)	Residential	361	1090	631	572	261	233	OEHHA 2015, Table 5.6, 95th %ile for 3rdtri-2yrs old; 80th for other age groups
	Recreational	240	1200	640	520	240	230	OEHHA 2015, Table 5.8 (95th, moderate) for all bins but 3rd tri, which was taken from SJVAPCD's draft guidance
	School	240	1200	640	520	240	230	SJVAPCD for 3rd tri; 95th percentile for all
A		1	1	1	1	1	1	OEHHA 2015, page 5-24
EF, Exposure frequency (unitless), days/365 days	Residential	0.96	0.96	0.96	0.96	0.96	0.96	OEHHA 2015, page 5-24, 350 days/yr
	Recreational	0.036	0.036	0.036	0.036	0.036	0.036	3x/week, 2 hours/day, for 9 years
	School	0.12	0.12	0.12	0.12	0.12	0.12	180 days/yr, 6 hours/day (BAAQMD 2016)
Conversion Factor		1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	(mg/ug + m3/L)

Risk Factors

$$RISKcan\text{-}res = DOSEair \times CPF \times ASF \times ED/AT \times FAH$$

	3rd trimester	0<2	2<9	2<16	16<30	16-70	source
CPF, DPM ([mg/kg-day]$^{-1}$)	1.1	1.1	1.1	1.1	1.1	1.1	OEHHA 2015, Table 7.1
Average Age Sensitivity Factor	10	10	3	3	1	1	OEHHA 2015, Table 8.3
AT, Average Time (days)	70	70	70	70	70	70	Averaging time for lifetime cancer risk
FAH	0.85	1.00	1.00	0.72	0.73	0.73	OEHHA 2015, Table 8.4: Use FAH = 1 if a school is within the 1×10-6 (or greater) cancer risk isopleth
ED, Exposure Duration (years)	0.25	0.5	0.5	14	14	54	Equation 8.2.4 A, OEHHA 2015
Adjustment Factor Residential	1.00	1.00	1.00	1.00	1.00	1.00	OEHHA 2015, Page 4-44 and Equation 4.1; exposure is adjusted upward to account for overlapping daytime exposure.
Adjustment Factor Recreational	3.36	3.36	3.36	3.36	3.36	3.36	
Adjustment Factor School	3.36	3.36	3.36	3.36	3.36	3.36	

Hazard Index

Chronic Inhalation Reference Exposure Level, respiratory, DPM	5	OEHHA 2015, Table 6.3

SDUSD PEIR Screening Criteria: Construction Only New Schools - San Diego County, Annual

SDUSD PEIR Screening Criteria: Construction Only New Schools
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	25.00	1000sqft	0.57	25,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Project Characteristics -
Land Use -
Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Architectural Coating - VOC content 150 g/L per SDAPCD Rule 67.0.1
Vehicle Trips - Construction only
Consumer Products - Construction only
Area Coating - Construction only
Landscape Equipment - Construction only
Energy Use - Construction only
Water And Wastewater - Construction only
Solid Waste - Construction only

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	EF_Nonresidential_Exterior	250.00	150.00
tblArchitecturalCoating	EF_Nonresidential_Interior	250.00	150.00
tblArchitecturalCoating	EF_Parking	250.00	150.00
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	0
tblAreaCoating	Area_EF_Nonresidential_Interior	250	0
tblAreaCoating	Area_EF_Parking	250	0
tblAreaCoating	Area_EF_Residential_Exterior	250	0
tblAreaCoating	Area_EF_Residential_Interior	250	0
tblEnergyUse	LightingElect	2.54	0.00
tblEnergyUse	NT24E	1.18	0.00
tblEnergyUse	NT24NG	0.48	0.00
tblEnergyUse	T24E	1.52	0.00
tblEnergyUse	T24NG	5.44	0.00
tblSolidWaste	SolidWasteGenerationRate	32.50	0.00
tblVehicleTrips	ST_TR	4.37	0.00
tblVehicleTrips	SU_TR	1.79	0.00
tblVehicleTrips	WD_TR	12.89	0.00
tblWater	IndoorWaterUseRate	830,116.00	0.00
tblWater	OutdoorWaterUseRate	2,134,584.00	0.00

2.0 Emissions Summary

2.1 Overall Construction
Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.2237	0.5015	0.4239	7.2000e-	7.2600e-	0.0282	0.0354	2.1300e-	0.0260	0.0281	0.0000	64.2026	64.2026	0.0178	0.0000	64.6473
Maximum	**0.2237**	**0.5015**	**0.4239**	**7.2000e-**	**7.2600e-**	**0.0282**	**0.0354**	**2.1300e-**	**0.0260**	**0.0281**	**0.0000**	**64.2026**	**64.2026**	**0.0178**	**0.0000**	**64.6473**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.2237	0.5015	0.4239	7.2000e-	7.2600e-	0.0282	0.0354	2.1300e-	0.0260	0.0281	0.0000	64.2025	64.2025	0.0178	0.0000	64.6472
Maximum	**0.2237**	**0.5015**	**0.4239**	**7.2000e-**	**7.2600e-**	**0.0282**	**0.0354**	**2.1300e-**	**0.0260**	**0.0281**	**0.0000**	**64.2025**	**64.2025**	**0.0178**	**0.0000**	**64.6472**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Quarter	Start Date	End Date	Maximum Unmitigated ROG + NOX (tons/quarter)	Maximum Mitigated ROG + NOX (tons/quarter)
1	**6-16-2020**	**9-15-2020**	0.3367	0.3367
2	**9-16-2020**	**9-30-2020**	0.0549	0.0549
		Highest	0.3367	0.3367

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Site Preparation	Site Preparation	6/1/2020	6/1/2020	5	1	
2	Grading	Grading	6/1/2020	6/2/2020	5	2	
3	Building Construction	Building Construction	6/1/2020	10/16/2020	5	100	
4	Paving	Paving	6/1/2020	6/5/2020	5	5	
5	Architectural Coating	Architectural Coating	6/1/2020	6/5/2020	5	5	

Acres of Grading (Site Preparation Phase): 0.5

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 37,500; Non-Residential Outdoor: 12,500; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Site Preparation	Graders	1	8.00	187	0.41
Site Preparation	Tractors/Loaders/Backhoes	1	8.00	97	0.37
Grading	Concrete/Industrial Saws	1	8.00	81	0.73
Grading	Rubber Tired Dozers	1	1.00	247	0.40
Grading	Tractors/Loaders/Backhoes	2	6.00	97	0.37
Building Construction	Cranes	1	4.00	231	0.29
Building Construction	Forklifts	2	6.00	89	0.20
Building Construction	Tractors/Loaders/Backhoes	2	8.00	97	0.37
Paving	Cement and Mortar Mixers	4	6.00	9	0.56

Paving	Pavers	1	7.00	130	0.42
Paving	Rollers	1	7.00	80	0.38
Paving	Tractors/Loaders/Backhoes	1	7.00	97	0.37
Architectural Coating	Air Compressors	1	6.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Site Preparation	2	5.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	4	10.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	5	11.00	4.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	7	18.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	2.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					2.7000e-	0.0000	2.7000e-	3.0000e-	0.0000	3.0000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	3.4000e-	4.2200e-	2.0500e-	0.0000		1.7000e-	1.7000e-		1.5000e-	1.5000e-	0.0000	0.4280	0.4280	1.4000e-	0.0000	0.4314
Total	**3.4000e-**	**4.2200e-**	**2.0500e-**	**0.0000**	**2.7000e-**	**1.7000e-**	**4.4000e-**	**3.0000e-**	**1.5000e-**	**1.8000e-**	**0.0000**	**0.4280**	**0.4280**	**1.4000e-**	**0.0000**	**0.4314**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.0000e-	1.0000e-	7.0000e-	0.0000	2.0000e-	0.0000	2.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0181	0.0181	0.0000	0.0000	0.0181
Total	**1.0000e-**	**1.0000e-**	**7.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**2.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0181**	**0.0181**	**0.0000**	**0.0000**	**0.0181**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					2.7000e-	0.0000	2.7000e-	3.0000e-	0.0000	3.0000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	3.4000e-	4.2200e-	2.0500e-	0.0000		1.7000e-	1.7000e-		1.5000e-	1.5000e-	0.0000	0.4280	0.4280	1.4000e-	0.0000	0.4314
Total	**3.4000e-**	**4.2200e-**	**2.0500e-**	**0.0000**	**2.7000e-**	**1.7000e-**	**4.4000e-**	**3.0000e-**	**1.5000e-**	**1.8000e-**	**0.0000**	**0.4280**	**0.4280**	**1.4000e-**	**0.0000**	**0.4314**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.0000e-	1.0000e-	7.0000e-	0.0000	2.0000e-	0.0000	2.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0181	0.0181	0.0000	0.0000	0.0181
Total	**1.0000e-**	**1.0000e-**	**7.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**2.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0181**	**0.0181**	**0.0000**	**0.0000**	**0.0181**

3.3 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					7.5000e-	0.0000	7.5000e-	4.1000e-	0.0000	4.1000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	8.7000e-	7.8700e-	7.6200e-	1.0000e-		4.7000e-	4.7000e-		4.5000e-	4.5000e-	0.0000	1.0408	1.0408	2.0000e-	0.0000	1.0457
Total	**8.7000e-**	**7.8700e-**	**7.6200e-**	**1.0000e-**	**7.5000e-**	**4.7000e-**	**1.2200e-**	**4.1000e-**	**4.5000e-**	**8.6000e-**	**0.0000**	**1.0408**	**1.0408**	**2.0000e-**	**0.0000**	**1.0457**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					7.5000e-	0.0000	7.5000e-	4.1000e-	0.0000	4.1000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	8.7000e-	7.8700e-	7.6200e-	1.0000e-		4.7000e-	4.7000e-		4.5000e-	4.5000e-	0.0000	1.0408	1.0408	2.0000e-	0.0000	1.0457
Total	**8.7000e-**	**7.8700e-**	**7.6200e-**	**1.0000e-**	**7.5000e-**	**4.7000e-**	**1.2200e-**	**4.1000e-**	**4.5000e-**	**8.6000e-**	**0.0000**	**1.0408**	**1.0408**	**2.0000e-**	**0.0000**	**1.0457**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

3.4 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e

Category	tons/yr										MT/yr					
Off-Road	0.0431	0.4426	0.3694	5.7000e-		0.0261	0.0261		0.0240	0.0240	0.0000	50.0302	50.0302	0.0162	0.0000	50.4348
Total	**0.0431**	**0.4426**	**0.3694**	**5.7000e-**		**0.0261**	**0.0261**		**0.0240**	**0.0240**	**0.0000**	**50.0302**	**50.0302**	**0.0162**	**0.0000**	**50.4348**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	7.6000e-	0.0228	6.0600e-	5.0000e-	1.3300e-	1.1000e-	1.4400e-	3.8000e-	1.1000e-	4.9000e-	0.0000	5.2772	5.2772	4.0000e-	0.0000	5.2873
Worker	2.0300e-	1.5000e-	0.0147	4.0000e-	4.4100e-	3.0000e-	4.4400e-	1.1700e-	3.0000e-	1.2000e-	0.0000	3.9868	3.9868	1.2000e-	0.0000	3.9898
Total	**2.7900e-**	**0.0243**	**0.0208**	**9.0000e-**	**5.7400e-**	**1.4000e-**	**5.8800e-**	**1.5500e-**	**1.4000e-**	**1.6900e-**	**0.0000**	**9.2641**	**9.2641**	**5.2000e-**	**0.0000**	**9.2772**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.0431	0.4426	0.3694	5.7000e-		0.0261	0.0261		0.0240	0.0240	0.0000	50.0302	50.0302	0.0162	0.0000	50.4347
Total	**0.0431**	**0.4426**	**0.3694**	**5.7000e-**		**0.0261**	**0.0261**		**0.0240**	**0.0240**	**0.0000**	**50.0302**	**50.0302**	**0.0162**	**0.0000**	**50.4347**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	7.6000e-	0.0228	6.0600e-	5.0000e-	1.3300e-	1.1000e-	1.4400e-	3.8000e-	1.1000e-	4.9000e-	0.0000	5.2772	5.2772	4.0000e-	0.0000	5.2873
Worker	2.0300e-	1.5000e-	0.0147	4.0000e-	4.4100e-	3.0000e-	4.4400e-	1.1700e-	3.0000e-	1.2000e-	0.0000	3.9868	3.9868	1.2000e-	0.0000	3.9898

Total	**2.7900e-**	**0.0243**	**0.0208**	**9.0000e-**	**5.7400e-**	**1.4000e-**	**5.8800e-**	**1.5500e-**	**1.4000e-**	**1.6900e-**	**0.0000**	**9.2641**	**9.2641**	**5.2000e-**	**0.0000**	**9.2772**

3.5 Paving - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	1.9300e-	0.0181	0.0178	3.0000e-		9.9000e-	9.9000e-		9.2000e-	9.2000e-	0.0000	2.3482	2.3482	6.8000e-	0.0000	2.3653
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**1.9300e-**	**0.0181**	**0.0178**	**3.0000e-**		**9.9000e-**	**9.9000e-**		**9.2000e-**	**9.2000e-**	**0.0000**	**2.3482**	**2.3482**	**6.8000e-**	**0.0000**	**2.3653**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.7000e-	1.2000e-	1.2000e-	0.0000	3.6000e-	0.0000	3.6000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.3262	0.3262	1.0000e-	0.0000	0.3264
Total	**1.7000e-**	**1.2000e-**	**1.2000e-**	**0.0000**	**3.6000e-**	**0.0000**	**3.6000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.3262**	**0.3262**	**1.0000e-**	**0.0000**	**0.3264**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	1.9300e-	0.0181	0.0178	3.0000e-		9.9000e-	9.9000e-		9.2000e-	9.2000e-	0.0000	2.3482	2.3482	6.8000e-	0.0000	2.3653
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**1.9300e-**	**0.0181**	**0.0178**	**3.0000e-**		**9.9000e-**	**9.9000e-**		**9.2000e-**	**9.2000e-**	**0.0000**	**2.3482**	**2.3482**	**6.8000e-**	**0.0000**	**2.3653**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.7000e-	1.2000e-	1.2000e-	0.0000	3.6000e-	0.0000	3.6000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.3262	0.3262	1.0000e-	0.0000	0.3264
Total	**1.7000e-**	**1.2000e-**	**1.2000e-**	**0.0000**	**3.6000e-**	**0.0000**	**3.6000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.3262**	**0.3262**	**1.0000e-**	**0.0000**	**0.3264**

3.6 Architectural Coating - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.1738					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	6.1000e-	4.2100e-	4.5800e-	1.0000e-		2.8000e-	2.8000e-		2.8000e-	2.8000e-	0.0000	0.6383	0.6383	5.0000e-	0.0000	0.6396
Total	**0.1744**	**4.2100e-**	**4.5800e-**	**1.0000e-**		**2.8000e-**	**2.8000e-**		**2.8000e-**	**2.8000e-**	**0.0000**	**0.6383**	**0.6383**	**5.0000e-**	**0.0000**	**0.6396**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	2.0000e-	1.0000e-	1.3000e-	0.0000	4.0000e-	0.0000	4.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0362	0.0362	0.0000	0.0000	0.0363
Total	**2.0000e-**	**1.0000e-**	**1.3000e-**	**0.0000**	**4.0000e-**	**0.0000**	**4.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0362**	**0.0362**	**0.0000**	**0.0000**	**0.0363**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.1738					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	6.1000e-	4.2100e-	4.5800e-	1.0000e-		2.8000e-	2.8000e-		2.8000e-	2.8000e-	0.0000	0.6383	0.6383	5.0000e-	0.0000	0.6396
Total	**0.1744**	**4.2100e-**	**4.5800e-**	**1.0000e-**		**2.8000e-**	**2.8000e-**		**2.8000e-**	**2.8000e-**	**0.0000**	**0.6383**	**0.6383**	**5.0000e-**	**0.0000**	**0.6396**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	2.0000e-	1.0000e-	1.3000e-	0.0000	4.0000e-	0.0000	4.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0362	0.0362	0.0000	0.0000	0.0363
Total	**2.0000e-**	**1.0000e-**	**1.3000e-**	**0.0000**	**4.0000e-**	**0.0000**	**4.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0362**	**0.0362**	**0.0000**	**0.0000**	**0.0363**

Health Risk Screening Criteria - Construction (Low VOC)

	MAX CONC	
School	0.5794	
Residential	0.5472	fenceline
	0.36	11.25 m
	0.23	22.5 m
	0.16	33.75 m
	0.12	45 m

	MAX RISK	
School	3.62	
Residential	44.94	fenceline
	29.6	11.25 m
	18.9	22.5 m
	13.1	33.75 m
	9.9	45 m

$Dose\text{-}air = C_{air} \times (BR/BW) \times A \times EF \times 10^{-6}$

$RISK_{inh\text{-}res} = DOSE_{air} \times CPF \times ASF \times ED/AT \times FAH$

									Dose Inhallation by Bin			Cancer Risk by Bin			Sum of Cancer Risk	
									3RDTRI	0_2	2_9	3RDTRI	0_2	2_9	Summed Risk	Cases Per Million
486055.73	3618182.97	0.50253	0	0	0 ANNUAL	ALL	3 School		-	-	4.0E-05	-	-	3.1E-06	3E-06	3.1
486055.73	3618191.84	0.49434	0	0	0 ANNUAL	ALL	3 School		-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486055.73	3618200.71	0.45602	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.8E-06	3E-06	2.8
486055.73	3618209.58	0.35384	0	0	0 ANNUAL	ALL	3 School		-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486057.27	3618182.83	0.51167	0	0	0 ANNUAL	ALL	3 School		-	-	4.0E-05	-	-	3.2E-06	3E-06	3.2
486058.81	3618191.57	0.51356	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486060.35	3618200.3	0.48697	0	0	0 ANNUAL	ALL	3 School		-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486061.89	3618209.04	0.3986	0	0	0 ANNUAL	ALL	3 School		-	-	3.1E-05	-	-	2.5E-06	2E-06	2.5
486058.76	3618182.43	0.51981	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486061.8	3618190.77	0.53075	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486064.83	3618199.1	0.51504	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486067.86	3618207.44	0.44137	0	0	0 ANNUAL	ALL	3 School		-	-	3.5E-05	-	-	2.8E-06	3E-06	2.8
486060.16	3618181.78	0.52668	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486064.6	3618189.46	0.54535	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486069.03	3618197.14	0.53916	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486073.47	3618204.83	0.47847	0	0	0 ANNUAL	ALL	3 School		-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486061.43	3618180.89	0.53205	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486067.13	3618187.69	0.55682	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486072.83	3618194.48	0.55841	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486078.54	3618201.28	0.51131	0	0	0 ANNUAL	ALL	3 School		-	-	4.0E-05	-	-	3.2E-06	3E-06	3.2
486062.52	3618179.8	0.53576	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486069.32	3618185.5	0.56475	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.5E-06	4E-06	3.5
486076.11	3618191.2	0.57193	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486082.91	3618196.91	0.53474	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486063.41	3618178.53	0.53768	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.4E-06	3E-06	3.4
486071.09	3618182.97	0.56886	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486078.77	3618187.4	0.57905	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486086.46	3618191.84	0.54901	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486064.06	3618177.13	0.53776	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.4E-06	3E-06	3.4
486072.4	3618180.17	0.56899	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486080.73	3618183.2	0.57943	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486089.07	3618186.23	0.55107	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486064.46	3618175.64	0.536	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486073.2	3618177.18	0.56517	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.5E-06	4E-06	3.5
486081.93	3618178.72	0.57309	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486090.67	3618180.26	0.5413	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486064.6	3618174.1	0.53247	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486073.47	3618174.1	0.55757	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486082.34	3618174.1	0.56042	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	4E-06	3.5
486091.21	3618174.1	0.52036	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.3E-06	3E-06	3.3
486064.46	3618172.56	0.52729	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486073.2	3618171.02	0.54652	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486081.93	3618169.48	0.54217	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486090.67	3618167.94	0.49114	0	0	0 ANNUAL	ALL	3 School		-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486064.06	3618171.07	0.52064	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.3E-06	3E-06	3.3
486072.4	3618168.03	0.53247	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486080.73	3618165	0.51926	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486089.07	3618161.97	0.45465	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.8E-06	3E-06	2.8
486063.41	3618169.67	0.51275	0	0	0 ANNUAL	ALL	3 School		-	-	4.0E-05	-	-	3.2E-06	3E-06	3.2
486071.09	3618165.23	0.51596	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486078.77	3618160.8	0.49274	0	0	0 ANNUAL	ALL	3 School		-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486086.46	3618156.36	0.41553	0	0	0 ANNUAL	ALL	3 School		-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486062.52	3618168.4	0.50386	0	0	0 ANNUAL	ALL	3 School		-	-	4.0E-05	-	-	3.1E-06	3E-06	3.1
486069.32	3618162.7	0.49757	0	0	0 ANNUAL	ALL	3 School		-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486076.11	3618157	0.46367	0	0	0 ANNUAL	ALL	3 School		-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486082.91	3618151.29	0.37177	0	0	0 ANNUAL	ALL	3 School		-	-	2.9E-05	-	-	2.3E-06	2E-06	2.3
486061.43	3618167.31	0.49427	0	0	0 ANNUAL	ALL	3 School		-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486067.13	3618160.51	0.47791	0	0	0 ANNUAL	ALL	3 School		-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486072.83	3618153.72	0.43302	0	0	0 ANNUAL	ALL	3 School		-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486078.54	3618146.92	0.32979	0	0	0 ANNUAL	ALL	3 School		-	-	2.6E-05	-	-	2.1E-06	2E-06	2.1
486060.16	3618166.42	0.48427	0	0	0 ANNUAL	ALL	3 School		-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486064.6	3618158.74	0.45761	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486069.03	3618151.06	0.40184	0	0	0 ANNUAL	ALL	3 School		-	-	3.2E-05	-	-	2.5E-06	2E-06	2.5
486073.47	3618143.37	0.28534	0	0	0 ANNUAL	ALL	3 School		-	-	2.3E-05	-	-	1.8E-06	2E-06	1.8
486058.76	3618165.77	0.47416	0	0	0 ANNUAL	ALL	3 School		-	-	3.7E-05	-	-	3.0E-06	3E-06	3.0
486061.8	3618157.43	0.43725	0	0	0 ANNUAL	ALL	3 School		-	-	3.5E-05	-	-	2.7E-06	3E-06	2.7
486064.83	3618149.1	0.37088	0	0	0 ANNUAL	ALL	3 School		-	-	2.9E-05	-	-	2.3E-06	2E-06	2.3
486067.86	3618140.76	0.24505	0	0	0 ANNUAL	ALL	3 School		-	-	1.9E-05	-	-	1.5E-06	2E-06	1.5
486057.27	3618165.37	0.46423	0	0	0 ANNUAL	ALL	3 School		-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486058.81	3618156.63	0.4174	0	0	0 ANNUAL	ALL	3 School		-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486060.35	3618147.9	0.34104	0	0	0 ANNUAL	ALL	3 School		-	-	2.7E-05	-	-	2.1E-06	2E-06	2.1
486061.89	3618139.16	0.20517	0	0	0 ANNUAL	ALL	3 School		-	-	1.6E-05	-	-	1.3E-06	1E-06	1.3
486055.73	3618165.23	0.45476	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.8E-06	3E-06	2.8
486055.73	3618156.36	0.39857	0	0	0 ANNUAL	ALL	3 School		-	-	3.1E-05	-	-	2.5E-06	2E-06	2.5
486055.73	3618147.49	0.31295	0	0	0 ANNUAL	ALL	3 School		-	-	2.5E-05	-	-	2.0E-06	2E-06	2.0
486055.73	3618138.62	0.16947	0	0	0 ANNUAL	ALL	3 School		-	-	1.3E-05	-	-	1.1E-06	1E-06	1.1
486054.19	3618165.37	0.44604	0	0	0 ANNUAL	ALL	3 School		-	-	3.5E-05	-	-	2.8E-06	3E-06	2.8
486052.65	3618156.63	0.38125	0	0	0 ANNUAL	ALL	3 School		-	-	3.0E-05	-	-	2.4E-06	2E-06	2.4
486051.11	3618147.9	0.28727	0	0	0 ANNUAL	ALL	3 School		-	-	2.3E-05	-	-	1.8E-06	2E-06	1.8
486049.57	3618139.16	0.13809	0	0	0 ANNUAL	ALL	3 School		-	-	1.1E-05	-	-	8.6E-07	9E-07	0.9
486052.7	3618165.77	0.43829	0	0	0 ANNUAL	ALL	3 School		-	-	3.5E-05	-	-	2.7E-06	3E-06	2.7
486049.66	3618157.43	0.36588	0	0	0 ANNUAL	ALL	3 School		-	-	2.9E-05	-	-	2.3E-06	2E-06	2.3
486046.63	3618149.1	0.26457	0	0	0 ANNUAL	ALL	3 School		-	-	2.1E-05	-	-	1.7E-06	2E-06	1.7
486043.6	3618140.76	0.11048	0	0	0 ANNUAL	ALL	3 School		-	-	8.7E-06	-	-	6.9E-07	7E-07	0.7
486051.3	3618166.42	0.43174	0	0	0 ANNUAL	ALL	3 School		-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486046.86	3618158.74	0.35281	0	0	0 ANNUAL	ALL	3 School		-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486042.43	3618151.06	0.24527	0	0	0 ANNUAL	ALL	3 School		-	-	1.9E-05	-	-	1.5E-06	2E-06	1.5
486037.99	3618143.37	0.09036	0	0	0 ANNUAL	ALL	3 School		-	-	7.1E-06	-	-	5.6E-07	6E-07	0.6
486050.03	3618167.31	0.42657	0	0	0 ANNUAL	ALL	3 School		-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486044.33	3618160.51	0.34238	0	0	0 ANNUAL	ALL	3 School		-	-	2.7E-05	-	-	2.1E-06	2E-06	2.1
486038.63	3618153.72	0.22984	0	0	0 ANNUAL	ALL	3 School		-	-	1.8E-05	-	-	1.4E-06	1E-06	1.4
486032.92	3618146.92	0.07403	0	0	0 ANNUAL	ALL	3 School		-	-	5.8E-06	-	-	4.6E-07	5E-07	0.5
486048.94	3618168.4	0.42293	0	0	0 ANNUAL	ALL	3 School		-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486042.14	3618162.7	0.33488	0	0	0 ANNUAL	ALL	3 School		-	-	2.6E-05	-	-	2.1E-06	2E-06	2.1
486035.35	3618157	0.21859	0	0	0 ANNUAL	ALL	3 School		-	-	1.7E-05	-	-	1.4E-06	1E-06	1.4
486028.55	3618151.29	0.06558	0	0	0 ANNUAL	ALL	3 School		-	-	5.2E-06	-	-	4.1E-07	4E-07	0.4
486048.05	3618169.67	0.42092	0	0	0 ANNUAL	ALL	3 School		-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486040.37	3618165.23	0.33051	0	0	0 ANNUAL	ALL	3 School		-	-	2.6E-05	-	-	2.1E-06	2E-06	2.1
486032.69	3618160.8	0.21175	0	0	0 ANNUAL	ALL	3 School		-	-	1.7E-05	-	-	1.3E-06	1E-06	1.3
486025	3618156.36	0.06038	0	0	0 ANNUAL	ALL	3 School		-	-	4.8E-06	-	-	3.8E-07	4E-07	0.4
486047.4	3618171.07	0.42063	0	0	0 ANNUAL	ALL	3 School		-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486039.06	3618168.03	0.32943	0	0	0 ANNUAL	ALL	3 School		-	-	2.6E-05	-	-	2.1E-06	2E-06	2.1
486030.73	3618165	0.20954	0	0	0 ANNUAL	ALL	3 School		-	-	1.7E-05	-	-	1.3E-06	1E-06	1.3
486022.39	3618161.97	0.05975	0	0	0 ANNUAL	ALL	3 School		-	-	4.7E-06	-	-	3.7E-07	4E-07	0.4
486047	3618172.56	0.42206	0	0	0 ANNUAL	ALL	3 School		-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486038.26	3618171.02	0.33175	0	0	0 ANNUAL	ALL	3 School		-	-	2.6E-05	-	-	2.1E-06	2E-06	2.1
486029.53	3618169.48	0.21204	0	0	0 ANNUAL	ALL	3 School		-	-	1.7E-05	-	-	1.3E-06	1E-06	1.3
486020.79	3618167.94	0.06216	0	0	0 ANNUAL	ALL	3 School		-	-	4.9E-06	-	-	3.9E-07	4E-07	0.4
486046.86	3618174.1	0.42519	0	0	0 ANNUAL	ALL	3 School		-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486037.99	3618174.1	0.33745	0	0	0 ANNUAL	ALL	3 School		-	-	2.7E-05	-	-	2.1E-06	2E-06	2.1
486029.12	3618174.1	0.21932	0	0	0 ANNUAL	ALL	3 School		-	-	1.7E-05	-	-	1.4E-06	1E-06	1.4
486020.25	3618174.1	0.06786	0	0	0 ANNUAL	ALL	3 School		-	-	5.4E-06	-	-	4.2E-07	4E-07	0.4
486047	3618175.64	0.42995	0	0	0 ANNUAL	ALL	3 School		-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486038.26	3618177.18	0.34648	0	0	0 ANNUAL	ALL	3 School		-	-	2.7E-05	-	-	2.2E-06	2E-06	2.2
486029.53	3618178.72	0.23143	0	0	0 ANNUAL	ALL	3 School		-	-	1.8E-05	-	-	1.4E-06	1E-06	1.4
486020.79	3618180.26	0.07784	0	0	0 ANNUAL	ALL	3 School		-	-	6.1E-06	-	-	4.9E-07	5E-07	0.5
486047.4	3618177.13	0.4362	0	0	0 ANNUAL	ALL	3 School		-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486039.06	3618180.17	0.35864	0	0	0 ANNUAL	ALL	3 School		-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486030.73	3618183.2	0.24834	0	0	0 ANNUAL	ALL	3 School		-	-	2.0E-05	-	-	1.6E-06	2E-06	1.6

486022.39	3618186.23	0.09414	0	0	0	ANNUAL	ALL	3	School	-	-	7.4E-06	-	-	5.9E-07	6E-07	0.6
486048.05	3618178.53	0.44378	0	0	0	ANNUAL	ALL	3	School	-	-	3.5E-05	-	-	2.8E-06	3E-06	2.8
486040.37	3618182.97	0.37364	0	0	0	ANNUAL	ALL	3	School	-	-	2.9E-05	-	-	2.3E-06	2E-06	2.3
486032.69	3618187.4	0.26978	0	0	0	ANNUAL	ALL	3	School	-	-	2.1E-05	-	-	1.7E-06	2E-06	1.7
486025	3618191.84	0.11482	0	0	0	ANNUAL	ALL	3	School	-	-	9.1E-06	-	-	7.2E-07	7E-07	0.7
486048.94	3618179.8	0.45247	0	0	0	ANNUAL	ALL	3	School	-	-	3.6E-05	-	-	2.8E-06	3E-06	2.8
486042.14	3618185.5	0.39107	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-05	-	-	2.4E-06	2E-06	2.4
486035.35	3618191.2	0.29549	0	0	0	ANNUAL	ALL	3	School	-	-	2.3E-05	-	-	1.8E-06	2E-06	1.8
486028.55	3618196.91	0.14442	0	0	0	ANNUAL	ALL	3	School	-	-	1.1E-05	-	-	9.0E-07	9E-07	0.9
486050.03	3618180.89	0.462	0	0	0	ANNUAL	ALL	3	School	-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486044.33	3618187.69	0.41042	0	0	0	ANNUAL	ALL	3	School	-	-	3.2E-05	-	-	2.6E-06	3E-06	2.6
486038.63	3618194.48	0.32456	0	0	0	ANNUAL	ALL	3	School	-	-	2.6E-05	-	-	2.0E-06	2E-06	2.0
486032.92	3618201.28	0.17728	0	0	0	ANNUAL	ALL	3	School	-	-	1.4E-05	-	-	1.1E-06	1E-06	1.1
486051.3	3618181.78	0.47208	0	0	0	ANNUAL	ALL	3	School	-	-	3.7E-05	-	-	3.0E-06	3E-06	3.0
486046.86	3618189.46	0.4311	0	0	0	ANNUAL	ALL	3	School	-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486042.43	3618197.14	0.35639	0	0	0	ANNUAL	ALL	3	School	-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486037.99	3618204.83	0.21861	0	0	0	ANNUAL	ALL	3	School	-	-	1.7E-05	-	-	1.4E-06	1E-06	1.4
486052.7	3618182.43	0.48242	0	0	0	ANNUAL	ALL	3	School	-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486049.66	3618190.77	0.45243	0	0	0	ANNUAL	ALL	3	School	-	-	3.6E-05	-	-	2.8E-06	3E-06	2.8
486046.63	3618199.1	0.38955	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-05	-	-	2.4E-06	2E-06	2.4
486043.6	3618207.44	0.26117	0	0	0	ANNUAL	ALL	3	School	-	-	2.1E-05	-	-	1.6E-06	2E-06	1.6
486054.19	3618182.83	0.49267	0	0	0	ANNUAL	ALL	3	School	-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486052.65	3618191.57	0.47374	0	0	0	ANNUAL	ALL	3	School	-	-	3.7E-05	-	-	3.0E-06	3E-06	3.0
486051.11	3618200.3	0.42321	0	0	0	ANNUAL	ALL	3	School	-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486049.57	3618209.04	0.30799	0	0	0	ANNUAL	ALL	3	School	-	-	2.4E-05	-	-	1.9E-06	2E-06	1.9
486055.73	3618210	0.34598	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-04		-	2.8E-05		3E-05	28.4
486055.73	3618220.25	0.20613	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04		-	1.7E-05		2E-05	16.9
486055.73	3618232.5	0.13007	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04		-	1.1E-05		1E-05	10.7
486055.73	3618243.75	0.09102	0	0	0	ANNUAL	ALL	3	Residential	-	9.5E-05		-	7.5E-06		7E-06	7.5
486055.73	3618255	0.06656	0	0	0	ANNUAL	ALL	3	Residential	-	7.0E-05		-	5.5E-06		5E-06	5.5
486061.96	3618209.45	0.39096	0	0	0	ANNUAL	ALL	3	Residential	-	4.1E-04		-	3.2E-05		3E-05	32.1
486063.74	3618219.55	0.24499	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04		-	2.0E-05		2E-05	20.1
486065.87	3618231.61	0.16086	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04		-	1.3E-05		1E-05	13.2
486067.82	3618242.69	0.11595	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04		-	9.5E-06		1E-05	9.5
486069.78	3618253.77	0.08698	0	0	0	ANNUAL	ALL	3	Residential	-	9.1E-05		-	7.1E-06		7E-06	7.1
486068.01	3618207.83	0.43437	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-04		-	3.6E-05		4E-05	35.7
486071.51	3618217.47	0.28084	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-04		-	2.3E-05		2E-05	23.1
486075.7	3618228.98	0.18783	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-04		-	1.5E-05		2E-05	15.4
486079.55	3618239.55	0.13686	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04		-	1.1E-05		1E-05	11.2
486083.4	3618250.12	0.10361	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04		-	8.5E-06		9E-06	8.5
486073.68	3618205.19	0.47167	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-04		-	3.9E-05		4E-05	38.7
486078.8	3618214.07	0.31136	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-04		-	2.6E-05		3E-05	25.6
486084.93	3618224.68	0.20818	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04		-	1.7E-05		2E-05	17.1
486090.55	3618234.42	0.15083	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04		-	1.2E-05		1E-05	12.4
486096.18	3618244.16	0.11347	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04		-	9.3E-06		9E-06	9.3
486078.81	3618201.6	0.50567	0	0	0	ANNUAL	ALL	3	Residential	-	5.3E-04		-	4.2E-05		4E-05	41.5
486085.39	3618209.45	0.33495	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-04		-	2.8E-05		3E-05	27.5
486093.27	3618218.84	0.22065	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04		-	1.8E-05		2E-05	18.1
486100.5	3618227.46	0.15729	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04		-	1.3E-05		1E-05	12.9
486107.73	3618236.07	0.11645	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04		-	9.6E-06		1E-05	9.6
486083.23	3618197.18	0.52958	0	0	0	ANNUAL	ALL	3	Residential	-	5.5E-04		-	4.3E-05		4E-05	43.5
486091.08	3618203.76	0.35045	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-04		-	2.9E-05		3E-05	28.8
486100.47	3618211.64	0.22589	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04		-	1.9E-05		2E-05	18.6
486109.09	3618218.87	0.15813	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04		-	1.3E-05		1E-05	13.0
486117.7	3618226.1	0.11523	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04		-	9.5E-06		9E-06	9.5
486086.82	3618192.05	0.54482	0	0	0	ANNUAL	ALL	3	Residential	-	5.7E-04		-	4.5E-05		4E-05	44.7
486095.7	3618197.17	0.3576	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-04		-	2.9E-05		3E-05	29.4
486106.31	3618203.3	0.22604	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04		-	1.9E-05		2E-05	18.6
486116.05	3618208.92	0.15645	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04		-	1.3E-05		1E-05	12.8
486125.79	3618214.55	0.11327	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04		-	9.3E-06		9E-06	9.3
486089.46	3618186.38	0.54723	0	0	0	ANNUAL	ALL	3	Residential	-	5.7E-04		-	4.5E-05		4E-05	44.9
486099.1	3618189.88	0.357	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-04	-	-	2.9E-05	-	3E-05	29
486110.61	3618194.07	0.22323	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04	-	-	1.8E-05	-	2E-05	18
486121.18	3618197.92	0.15444	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.3E-05	-	1E-05	13
486131.75	3618201.77	0.11247	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.2E-06	-	9E-06	9
486091.08	3618180.33	0.53711	0	0	0	ANNUAL	ALL	3	Residential	-	5.6E-04	-	-	4.4E-05	-	4E-05	44
486101.18	3618182.11	0.34934	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-04	-	-	2.9E-05	-	3E-05	29
486113.24	3618184.24	0.21817	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04	-	-	1.8E-05	-	2E-05	18
486124.32	3618186.19	0.15223	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.3E-05	-	1E-05	13
486135.4	3618188.15	0.11238	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.2E-06	-	9E-06	9
486091.63	3618174.1	0.51564	0	0	0	ANNUAL	ALL	3	Residential	-	5.4E-04	-	-	4.2E-05	-	4E-05	42
486101.88	3618174.1	0.33463	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-04	-	-	2.7E-05	-	3E-05	27
486114.13	3618174.1	0.21016	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.7E-05	-	2E-05	17
486125.38	3618174.1	0.1483	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.2E-05	-	1E-05	12
486136.63	3618174.1	0.11089	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.1E-06	-	9E-06	9
486091.08	3618167.87	0.4855	0	0	0	ANNUAL	ALL	3	Residential	-	5.1E-04	-	-	4.0E-05	-	4E-05	40
486101.18	3618166.09	0.31264	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-04	-	-	2.6E-05	-	3E-05	26
486113.24	3618163.96	0.19783	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-04	-	-	1.6E-05	-	2E-05	16
486124.32	3618162.01	0.14065	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.2E-05	-	1E-05	12
486135.4	3618160.05	0.10579	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.7E-06	-	9E-06	9
486089.46	3618161.82	0.44828	0	0	0	ANNUAL	ALL	3	Residential	-	4.7E-04	-	-	3.7E-05	-	4E-05	37
486099.1	3618158.32	0.2841	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-04	-	-	2.3E-05	-	2E-05	23
486110.61	3618154.13	0.18015	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	1E-05	15
486121.18	3618150.28	0.12796	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	1.1E-05	-	1E-05	11
486131.75	3618146.43	0.09592	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	7.9E-06	-	8E-06	8
486086.82	3618156.15	0.40867	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-04	-	-	3.4E-05	-	3E-05	34
486095.7	3618151.02	0.25057	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04	-	-	2.1E-05	-	2E-05	21
486106.31	3618144.9	0.15723	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.3E-05	-	1E-05	13
486116.05	3618139.27	0.11042	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.1E-06	-	9E-06	9
486125.79	3618133.65	0.08173	0	0	0	ANNUAL	ALL	3	Residential	-	8.5E-05	-	-	6.7E-06	-	7E-06	7
486083.23	3618151.02	0.36432	0	0	0	ANNUAL	ALL	3	Residential	-	3.8E-04	-	-	3.0E-05	-	3E-05	30
486091.08	3618144.44	0.21439	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.8E-05	-	2E-05	18
486100.47	3618136.56	0.13072	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486109.09	3618129.33	0.08971	0	0	0	ANNUAL	ALL	3	Residential	-	9.4E-05	-	-	7.4E-06	-	7E-06	7
486117.7	3618122.1	0.065	0	0	0	ANNUAL	ALL	3	Residential	-	6.8E-05	-	-	5.3E-06	-	5E-06	5
486078.81	3618146.6	0.3221	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-04	-	-	2.6E-05	-	3E-05	26
486085.39	3618138.75	0.17782	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	1E-05	15
486093.27	3618129.36	0.10332	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.5E-06	-	8E-06	8
486100.5	3618120.75	0.0685	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-05	-	-	5.6E-06	-	6E-06	6
486107.73	3618112.13	0.04823	0	0	0	ANNUAL	ALL	3	Residential	-	5.0E-05	-	-	4.0E-06	-	4E-06	4
486073.68	3618143.01	0.27733	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-04	-	-	2.3E-05	-	2E-05	23
486078.8	3618134.13	0.14258	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.2E-05	-	1E-05	12
486084.93	3618123.52	0.07786	0	0	0	ANNUAL	ALL	3	Residential	-	8.1E-05	-	-	6.4E-06	-	6E-06	6
486090.55	3618113.78	0.04946	0	0	0	ANNUAL	ALL	3	Residential	-	5.2E-05	-	-	4.1E-06	-	4E-06	4
486096.18	3618104.04	0.03374	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-05	-	-	2.8E-06	-	3E-06	3
486068.01	3618140.37	0.23702	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-04	-	-	1.9E-05	-	2E-05	19
486071.51	3618130.73	0.11062	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.1E-06	-	9E-06	9
486075.7	3618119.22	0.05641	0	0	0	ANNUAL	ALL	3	Residential	-	5.9E-05	-	-	4.6E-06	-	5E-06	5
486079.55	3618108.65	0.03444	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-05	-	-	2.8E-06	-	3E-06	3
486083.4	3618098.08	0.02293	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-05	-	-	1.9E-06	-	2E-06	2
486061.96	3618138.75	0.19701	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-04	-	-	1.6E-05	-	2E-05	16
486063.74	3618128.65	0.08346	0	0	0	ANNUAL	ALL	3	Residential	-	8.7E-05	-	-	6.9E-06	-	7E-06	7
486065.87	3618116.59	0.04013	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-05	-	-	3.3E-06	-	3E-06	3
486067.82	3618105.51	0.02401	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05	-	-	2.0E-06	-	2E-06	2
486069.78	3618094.43	0.01595	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
486055.73	3618138.2	0.16148	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.3E-05	-	1E-05	13
486055.73	3618127.95	0.06206	0	0	0	ANNUAL	ALL	3	Residential	-	6.5E-05	-	-	5.1E-06	-	5E-06	5
486055.73	3618115.7	0.02919	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-05	-	-	2.4E-06	-	2E-06	2
486055.73	3618104.45	0.0177	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	1.5E-06	-	1E-06	1
486055.73	3618093.2	0.01201	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	9.9E-07	-	1E-06	1
486049.5	3618138.75	0.13043	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486047.72	3618128.65	0.04687	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-05	-	-	3.8E-06	-	4E-06	4
486045.59	3618116.59	0.02274	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-05	-	-	1.9E-06	-	2E-06	2
486043.64	3618105.51	0.01435	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
486041.68	3618094.43	0.01002	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	8.2E-07	-	8E-07	1
486043.45	3618140.37	0.10345	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.5E-06	-	8E-06	8
486039.95	3618130.73	0.03736	0	0	0	ANNUAL	ALL	3	Residential	-	3.9E-05	-	-	3.1E-06	-	3E-06	3
486035.76	3618119.22	0.01935	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.6E-06	-	2E-06	2
486031.91	3618108.65	0.01263	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.0E-06	-	1E-06	1
486028.06	3618098.08	0.00896	0	0	0	ANNUAL	ALL	3	Residential	-	9.4E-06	-	-	7.4E-07	-	7E-07	1
486037.78	3618143.01	0.08413	0	0	0	ANNUAL	ALL	3	Residential	-	8.8E-05	-	-	6.9E-06	-	7E-06	7
486032.66	3618134.13	0.03216	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-05	-	-	2.6E-06	-	3E-06	3
486026.53	3618123.52	0.01752	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-05	-	-	1.4E-06	-	1E-06	1
486020.91	3618113.78	0.01158	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.5E-07	-	1E-06	1
486015.28	3618104.04	0.00824	0	0	0	ANNUAL	ALL	3	Residential	-	8.6E-06	-	-	6.8E-07	-	7E-07	1
486032.65	3618146.6	0.06918	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-05	-	-	5.7E-06	-	6E-06	6
486026.07	3618138.75	0.02946	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-05	-	-	2.4E-06	-	2E-06	2

486018.19	3618129.36	0.01636	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
486010.96	3618120.75	0.01082	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.9E-07	-	9E-07	1
486003.73	3618112.13	0.00768	0	0	0	ANNUAL	ALL	3	Residential	-	8.0E-06	-	-	6.3E-07	-	6E-07	1
486028.23	3618151.02	0.06147	0	0	0	ANNUAL	ALL	3	Residential	-	6.4E-05	-	-	5.0E-06	-	5E-06	5
486020.38	3618144.44	0.02791	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-05	-	-	2.3E-06	-	2E-06	2
486010.99	3618136.56	0.01553	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.3E-06	-	1E-06	1
486002.38	3618129.33	0.01024	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.4E-07	-	8E-07	1
485993.76	3618122.1	0.00725	0	0	0	ANNUAL	ALL	3	Residential	-	7.6E-06	-	-	6.0E-07	-	6E-07	1
486024.64	3618156.15	0.05746	0	0	0	ANNUAL	ALL	3	Residential	-	6.0E-05	-	-	4.7E-06	-	5E-06	5
486015.76	3618151.02	0.027	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-05	-	-	2.2E-06	-	2E-06	2
486005.15	3618144.9	0.01493	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.2E-06	-	1E-06	1
485995.41	3618139.27	0.00981	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	8.1E-07	-	8E-07	1
485985.67	3618133.65	0.00692	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-06	-	-	5.7E-07	-	6E-07	1
486022	3618161.82	0.05692	0	0	0	ANNUAL	ALL	3	Residential	-	5.9E-05	-	-	4.7E-06	-	5E-06	5
486012.36	3618158.32	0.02667	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-05	-	-	2.2E-06	-	2E-06	2
486000.85	3618154.13	0.01456	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
485990.28	3618150.28	0.00953	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	7.8E-07	-	8E-07	1
485979.71	3618146.43	0.00672	0	0	0	ANNUAL	ALL	3	Residential	-	7.0E-06	-	-	5.5E-07	-	6E-07	1
486020.38	3618167.87	0.05917	0	0	0	ANNUAL	ALL	3	Residential	-	6.2E-05	-	-	4.9E-06	-	5E-06	5
486010.28	3618166.09	0.02695	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-05	-	-	2.2E-06	-	2E-06	2
485998.22	3618163.96	0.01452	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
485987.14	3618162.01	0.00946	0	0	0	ANNUAL	ALL	3	Residential	-	9.9E-06	-	-	7.8E-07	-	8E-07	1
485976.06	3618160.05	0.00668	0	0	0	ANNUAL	ALL	3	Residential	-	7.0E-06	-	-	5.5E-07	-	5E-07	1
486019.83	3618174.1	0.06402	0	0	0	ANNUAL	ALL	3	Residential	-	6.7E-05	-	-	5.3E-06	-	5E-06	5
486009.58	3618174.1	0.02798	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-05	-	-	2.3E-06	-	2E-06	2
485997.33	3618174.1	0.01494	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.2E-06	-	1E-06	1
485986.08	3618174.1	0.00968	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	7.9E-07	-	8E-07	1
485974.83	3618174.1	0.0068	0	0	0	ANNUAL	ALL	3	Residential	-	7.1E-06	-	-	5.6E-07	-	6E-07	1
486020.38	3618180.33	0.07319	0	0	0	ANNUAL	ALL	3	Residential	-	7.6E-05	-	-	6.0E-06	-	6E-06	6
486010.28	3618182.11	0.0301	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-05	-	-	2.5E-06	-	2E-06	2
485998.22	3618184.24	0.01589	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
485987.14	3618186.19	0.01023	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.4E-07	-	8E-07	1
485976.06	3618188.15	0.00716	0	0	0	ANNUAL	ALL	3	Residential	-	7.5E-06	-	-	5.9E-07	-	6E-07	1
486022	3618186.38	0.08826	0	0	0	ANNUAL	ALL	3	Residential	-	9.2E-05	-	-	7.2E-06	-	7E-06	7
486012.36	3618189.88	0.03399	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-05	-	-	2.8E-06	-	3E-06	3
486000.85	3618194.07	0.01755	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-05	-	-	1.4E-06	-	1E-06	1
485990.28	3618197.92	0.01123	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.2E-07	-	9E-07	1
485979.71	3618201.77	0.00783	0	0	0	ANNUAL	ALL	3	Residential	-	8.2E-06	-	-	6.4E-07	-	6E-07	1
486024.64	3618192.05	0.10829	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.9E-06	-	9E-06	9
486015.76	3618197.17	0.04093	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-05	-	-	3.4E-06	-	3E-06	3
486005.15	3618203.3	0.02046	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05	-	-	1.7E-06	-	2E-06	2
485995.41	3618208.92	0.01291	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.1E-06	-	1E-06	1
485985.67	3618214.55	0.00893	0	0	0	ANNUAL	ALL	3	Residential	-	9.3E-06	-	-	7.3E-07	-	7E-07	1
486028.23	3618197.18	0.13714	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486020.38	3618203.76	0.05274	0	0	0	ANNUAL	ALL	3	Residential	-	5.5E-05	-	-	4.3E-06	-	4E-06	4
486010.99	3618211.64	0.02569	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-05	-	-	2.1E-06	-	2E-06	2
486002.38	3618218.87	0.01584	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
485993.76	3618226.1	0.01078	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.9E-07	-	9E-07	1
486032.65	3618201.6	0.16962	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-04	-	-	1.4E-05	-	1E-05	14
486026.07	3618209.45	0.07123	0	0	0	ANNUAL	ALL	3	Residential	-	7.4E-05	-	-	5.8E-06	-	6E-06	6
486018.19	3618218.84	0.03486	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-05	-	-	2.9E-06	-	3E-06	3
486010.96	3618227.46	0.02115	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05	-	-	1.7E-06	-	2E-06	2
486003.73	3618236.07	0.01414	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
486037.78	3618205.19	0.21059	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.7E-05	-	2E-05	17
486032.66	3618214.07	0.09716	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	8.0E-06	-	8E-06	8
486026.53	3618224.68	0.04975	0	0	0	ANNUAL	ALL	3	Residential	-	5.2E-05	-	-	4.1E-06	-	4E-06	4
486020.91	3618234.42	0.03048	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	3E-06	3
486015.28	3618244.16	0.02032	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05	-	-	1.7E-06	-	2E-06	2
486043.45	3618207.83	0.25307	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04	-	-	2.1E-05	-	2E-05	21
486039.95	3618217.47	0.12966	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486035.76	3618228.98	0.07142	0	0	0	ANNUAL	ALL	3	Residential	-	7.5E-05	-	-	5.9E-06	-	6E-06	6
486031.91	3618239.55	0.04539	0	0	0	ANNUAL	ALL	3	Residential	-	4.7E-05	-	-	3.7E-06	-	4E-06	4
486028.06	3618250.12	0.03088	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	3E-06	3
486049.5	3618209.45	0.29999	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-04	-	-	2.5E-05	-	2E-05	25
486047.72	3618219.55	0.16681	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.4E-05	-	1E-05	14
486045.59	3618231.61	0.09908	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	8.1E-06	-	8E-06	8
486043.64	3618242.69	0.06622	0	0	0	ANNUAL	ALL	3	Residential	-	6.9E-05	-	-	5.4E-06	-	5E-06	5
486041.68	3618253.77	0.04669	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-05	-	-	3.8E-06	-	4E-06	4

SDUSD AERMOD Test Run Inputs

1. Emission rate =
    a. 0.0283 tons PM10 exhaust (DPM) * 907,185 grams/ton = 25,674 grams
    b. 260 work days, 10 hours/day = 9,360,000 seconds
    c. 25,674 grams / 9,360,000 seconds – **0.0027429 grams/second**
2. Haul trucks release height = **4.0 meters**
3. Initial vertical dimension = Haul trucks – **3.16 meters**
4. Rural or Urban = **Urban**
5. Population of urban area = city of SD pop – **1.42 million**

Discrete Re	X	Y	Concentration (AVERAGE CONC) [ug/m^3]	Elevation (ZELEV)	Hill Heights (ZHILL)	Flagpole (ZFLAG)	Averagin Period (AVE)	Source Group (GRP)	Num Years (NUM YRS)	Net ID
	486055.73	3618182.97	0.50253	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618191.84	0.49434	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618200.71	0.45602	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618209.58	0.35384	0	0	0	ANNUAL	ALL	3	SCHOOL
	486057.27	3618182.83	0.51167	0	0	0	ANNUAL	ALL	3	SCHOOL
	486058.81	3618191.57	0.51356	0	0	0	ANNUAL	ALL	3	SCHOOL
	486060.35	3618200.3	0.48697	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.89	3618209.04	0.3986	0	0	0	ANNUAL	ALL	3	SCHOOL
	486058.76	3618182.43	0.51981	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.8	3618190.77	0.53075	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.83	3618199.1	0.51504	0	0	0	ANNUAL	ALL	3	SCHOOL
	486067.86	3618207.44	0.44137	0	0	0	ANNUAL	ALL	3	SCHOOL
	486060.16	3618181.78	0.52668	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.6	3618189.46	0.54535	0	0	0	ANNUAL	ALL	3	SCHOOL
	486069.03	3618197.14	0.53916	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.47	3618204.83	0.47847	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.43	3618180.89	0.53205	0	0	0	ANNUAL	ALL	3	SCHOOL
	486067.13	3618187.69	0.55682	0	0	0	ANNUAL	ALL	3	SCHOOL
	486072.83	3618194.48	0.55841	0	0	0	ANNUAL	ALL	3	SCHOOL
	486078.54	3618201.28	0.51131	0	0	0	ANNUAL	ALL	3	SCHOOL
	486062.52	3618179.8	0.53576	0	0	0	ANNUAL	ALL	3	SCHOOL
	486069.32	3618185.5	0.56475	0	0	0	ANNUAL	ALL	3	SCHOOL
	486076.11	3618191.2	0.57193	0	0	0	ANNUAL	ALL	3	SCHOOL
	486082.91	3618196.91	0.53474	0	0	0	ANNUAL	ALL	3	SCHOOL
	486063.41	3618178.53	0.53768	0	0	0	ANNUAL	ALL	3	SCHOOL
	486071.09	3618182.97	0.56886	0	0	0	ANNUAL	ALL	3	SCHOOL
	486078.77	3618187.4	0.57905	0	0	0	ANNUAL	ALL	3	SCHOOL
	486086.46	3618191.84	0.54901	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.06	3618177.13	0.53776	0	0	0	ANNUAL	ALL	3	SCHOOL
	486072.4	3618180.17	0.56899	0	0	0	ANNUAL	ALL	3	SCHOOL
	486080.73	3618183.2	0.57943	0	0	0	ANNUAL	ALL	3	SCHOOL
	486089.07	3618186.23	0.55107	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.46	3618175.64	0.536	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.2	3618177.18	0.56517	0	0	0	ANNUAL	ALL	3	SCHOOL
	486081.93	3618178.72	0.57309	0	0	0	ANNUAL	ALL	3	SCHOOL
	486090.67	3618180.26	0.5413	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.6	3618174.1	0.53247	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.47	3618174.1	0.55757	0	0	0	ANNUAL	ALL	3	SCHOOL
	486082.34	3618174.1	0.56042	0	0	0	ANNUAL	ALL	3	SCHOOL
	486091.21	3618174.1	0.52036	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.46	3618172.56	0.52729	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.2	3618171.02	0.54652	0	0	0	ANNUAL	ALL	3	SCHOOL
	486081.93	3618169.48	0.54217	0	0	0	ANNUAL	ALL	3	SCHOOL
	486090.67	3618167.94	0.49114	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.06	3618171.07	0.52064	0	0	0	ANNUAL	ALL	3	SCHOOL
	486072.4	3618168.03	0.53247	0	0	0	ANNUAL	ALL	3	SCHOOL
	486080.73	3618165	0.51926	0	0	0	ANNUAL	ALL	3	SCHOOL
	486089.07	3618161.97	0.45465	0	0	0	ANNUAL	ALL	3	SCHOOL
	486063.41	3618169.67	0.51275	0	0	0	ANNUAL	ALL	3	SCHOOL
	486071.09	3618165.23	0.51596	0	0	0	ANNUAL	ALL	3	SCHOOL
	486078.77	3618160.8	0.49274	0	0	0	ANNUAL	ALL	3	SCHOOL
	486086.46	3618156.36	0.41553	0	0	0	ANNUAL	ALL	3	SCHOOL
	486062.52	3618168.4	0.50386	0	0	0	ANNUAL	ALL	3	SCHOOL
	486069.32	3618162.7	0.49757	0	0	0	ANNUAL	ALL	3	SCHOOL
	486076.11	3618157	0.46367	0	0	0	ANNUAL	ALL	3	SCHOOL
	486082.91	3618151.29	0.37177	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.43	3618167.31	0.49427	0	0	0	ANNUAL	ALL	3	SCHOOL
	486067.13	3618160.51	0.47791	0	0	0	ANNUAL	ALL	3	SCHOOL
	486072.83	3618153.72	0.43302	0	0	0	ANNUAL	ALL	3	SCHOOL
	486078.54	3618146.92	0.32979	0	0	0	ANNUAL	ALL	3	SCHOOL
	486060.16	3618166.42	0.48427	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.6	3618158.74	0.45761	0	0	0	ANNUAL	ALL	3	SCHOOL
	486069.03	3618151.06	0.40184	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.47	3618143.37	0.28534	0	0	0	ANNUAL	ALL	3	SCHOOL
	486058.76	3618165.77	0.47416	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.8	3618157.43	0.43725	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.83	3618149.1	0.37088	0	0	0	ANNUAL	ALL	3	SCHOOL
	486067.86	3618140.76	0.24505	0	0	0	ANNUAL	ALL	3	SCHOOL
	486057.27	3618165.37	0.46423	0	0	0	ANNUAL	ALL	3	SCHOOL
	486058.81	3618156.63	0.4174	0	0	0	ANNUAL	ALL	3	SCHOOL
	486060.35	3618147.9	0.34104	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.89	3618139.16	0.20517	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618165.23	0.45476	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618156.36	0.39857	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618147.49	0.31295	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618138.62	0.16947	0	0	0	ANNUAL	ALL	3	SCHOOL
	486054.19	3618165.37	0.44604	0	0	0	ANNUAL	ALL	3	SCHOOL
	486052.65	3618156.63	0.38125	0	0	0	ANNUAL	ALL	3	SCHOOL
	486051.11	3618147.9	0.28727	0	0	0	ANNUAL	ALL	3	SCHOOL
	486049.57	3618139.16	0.13809	0	0	0	ANNUAL	ALL	3	SCHOOL
	486052.7	3618165.77	0.43829	0	0	0	ANNUAL	ALL	3	SCHOOL
	486049.66	3618157.43	0.36588	0	0	0	ANNUAL	ALL	3	SCHOOL
	486046.63	3618149.1	0.26457	0	0	0	ANNUAL	ALL	3	SCHOOL
	486043.6	3618140.76	0.11048	0	0	0	ANNUAL	ALL	3	SCHOOL
	486051.3	3618166.42	0.43174	0	0	0	ANNUAL	ALL	3	SCHOOL
	486046.86	3618158.74	0.35281	0	0	0	ANNUAL	ALL	3	SCHOOL
	486042.43	3618151.06	0.24527	0	0	0	ANNUAL	ALL	3	SCHOOL
	486037.99	3618143.37	0.09036	0	0	0	ANNUAL	ALL	3	SCHOOL
	486050.03	3618167.31	0.42657	0	0	0	ANNUAL	ALL	3	SCHOOL
	486044.33	3618160.51	0.34238	0	0	0	ANNUAL	ALL	3	SCHOOL
	486038.63	3618153.72	0.22984	0	0	0	ANNUAL	ALL	3	SCHOOL
	486032.92	3618146.92	0.07403	0	0	0	ANNUAL	ALL	3	SCHOOL
	486048.94	3618168.4	0.42293	0	0	0	ANNUAL	ALL	3	SCHOOL
	486042.14	3618162.7	0.33488	0	0	0	ANNUAL	ALL	3	SCHOOL
	486035.35	3618157	0.21859	0	0	0	ANNUAL	ALL	3	SCHOOL
	486028.55	3618151.29	0.06558	0	0	0	ANNUAL	ALL	3	SCHOOL
	486048.05	3618169.67	0.42092	0	0	0	ANNUAL	ALL	3	SCHOOL
	486040.37	3618165.23	0.33051	0	0	0	ANNUAL	ALL	3	SCHOOL
	486032.69	3618160.8	0.21175	0	0	0	ANNUAL	ALL	3	SCHOOL
	486025	3618156.36	0.06038	0	0	0	ANNUAL	ALL	3	SCHOOL
	486047.4	3618171.07	0.42063	0	0	0	ANNUAL	ALL	3	SCHOOL
	486039.06	3618168.03	0.32943	0	0	0	ANNUAL	ALL	3	SCHOOL
	486030.73	3618165	0.20954	0	0	0	ANNUAL	ALL	3	SCHOOL
	486022.39	3618161.97	0.05975	0	0	0	ANNUAL	ALL	3	SCHOOL
	486047	3618172.56	0.42206	0	0	0	ANNUAL	ALL	3	SCHOOL
	486038.26	3618171.02	0.33175	0	0	0	ANNUAL	ALL	3	SCHOOL
	486029.53	3618169.48	0.21204	0	0	0	ANNUAL	ALL	3	SCHOOL
	486020.79	3618167.94	0.06216	0	0	0	ANNUAL	ALL	3	SCHOOL
	486046.86	3618174.1	0.42519	0	0	0	ANNUAL	ALL	3	SCHOOL

486037.99	3618174.1	0.33745	0	0	0	ANNUAL	ALL	3 SCHOOL
486029.12	3618174.1	0.21932	0	0	0	ANNUAL	ALL	3 SCHOOL
486020.25	3618174.1	0.06786	0	0	0	ANNUAL	ALL	3 SCHOOL
486047	3618175.64	0.42995	0	0	0	ANNUAL	ALL	3 SCHOOL
486038.26	3618177.18	0.34648	0	0	0	ANNUAL	ALL	3 SCHOOL
486029.53	3618178.72	0.23143	0	0	0	ANNUAL	ALL	3 SCHOOL
486020.79	3618180.26	0.07784	0	0	0	ANNUAL	ALL	3 SCHOOL
486047.4	3618177.13	0.4362	0	0	0	ANNUAL	ALL	3 SCHOOL
486039.06	3618180.17	0.35864	0	0	0	ANNUAL	ALL	3 SCHOOL
486030.73	3618183.2	0.24834	0	0	0	ANNUAL	ALL	3 SCHOOL
486022.39	3618186.23	0.09414	0	0	0	ANNUAL	ALL	3 SCHOOL
486048.05	3618178.53	0.44378	0	0	0	ANNUAL	ALL	3 SCHOOL
486040.37	3618182.97	0.37364	0	0	0	ANNUAL	ALL	3 SCHOOL
486032.69	3618187.4	0.26978	0	0	0	ANNUAL	ALL	3 SCHOOL
486025	3618191.84	0.11482	0	0	0	ANNUAL	ALL	3 SCHOOL
486048.94	3618179.8	0.45247	0	0	0	ANNUAL	ALL	3 SCHOOL
486042.14	3618185.5	0.39107	0	0	0	ANNUAL	ALL	3 SCHOOL
486035.35	3618191.2	0.29549	0	0	0	ANNUAL	ALL	3 SCHOOL
486028.55	3618196.91	0.14442	0	0	0	ANNUAL	ALL	3 SCHOOL
486050.03	3618180.89	0.462	0	0	0	ANNUAL	ALL	3 SCHOOL
486044.33	3618187.69	0.41042	0	0	0	ANNUAL	ALL	3 SCHOOL
486038.63	3618194.48	0.32456	0	0	0	ANNUAL	ALL	3 SCHOOL
486032.92	3618201.28	0.17728	0	0	0	ANNUAL	ALL	3 SCHOOL
486051.3	3618181.78	0.47208	0	0	0	ANNUAL	ALL	3 SCHOOL
486046.86	3618189.46	0.4311	0	0	0	ANNUAL	ALL	3 SCHOOL
486042.43	3618197.14	0.35639	0	0	0	ANNUAL	ALL	3 SCHOOL
486037.99	3618204.83	0.21861	0	0	0	ANNUAL	ALL	3 SCHOOL
486052.7	3618182.43	0.48242	0	0	0	ANNUAL	ALL	3 SCHOOL
486049.66	3618190.77	0.45243	0	0	0	ANNUAL	ALL	3 SCHOOL
486046.63	3618199.1	0.38955	0	0	0	ANNUAL	ALL	3 SCHOOL
486043.6	3618207.44	0.26117	0	0	0	ANNUAL	ALL	3 SCHOOL
486054.19	3618182.83	0.49267	0	0	0	ANNUAL	ALL	3 SCHOOL
486052.65	3618191.57	0.47374	0	0	0	ANNUAL	ALL	3 SCHOOL
486051.11	3618200.3	0.42321	0	0	0	ANNUAL	ALL	3 SCHOOL
486049.57	3618209.04	0.30799	0	0	0	ANNUAL	ALL	3 SCHOOL
486055.73	3618210	0.34598	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618220.25	0.20613	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618232.5	0.13007	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618243.75	0.09102	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618255	0.06656	0	0	0	ANNUAL	ALL	3 RESIDENT
486061.96	3618209.45	0.39096	0	0	0	ANNUAL	ALL	3 RESIDENT
486063.74	3618219.55	0.24499	0	0	0	ANNUAL	ALL	3 RESIDENT
486065.87	3618231.61	0.16086	0	0	0	ANNUAL	ALL	3 RESIDENT
486067.82	3618242.69	0.11595	0	0	0	ANNUAL	ALL	3 RESIDENT
486069.78	3618253.77	0.08698	0	0	0	ANNUAL	ALL	3 RESIDENT
486068.01	3618207.83	0.43437	0	0	0	ANNUAL	ALL	3 RESIDENT
486071.51	3618217.47	0.28084	0	0	0	ANNUAL	ALL	3 RESIDENT
486075.7	3618228.98	0.18783	0	0	0	ANNUAL	ALL	3 RESIDENT
486079.55	3618239.55	0.13686	0	0	0	ANNUAL	ALL	3 RESIDENT
486083.4	3618250.12	0.10361	0	0	0	ANNUAL	ALL	3 RESIDENT
486073.68	3618205.19	0.47167	0	0	0	ANNUAL	ALL	3 RESIDENT
486078.8	3618214.07	0.31136	0	0	0	ANNUAL	ALL	3 RESIDENT
486084.93	3618224.68	0.20818	0	0	0	ANNUAL	ALL	3 RESIDENT
486090.55	3618234.42	0.15083	0	0	0	ANNUAL	ALL	3 RESIDENT
486096.18	3618244.16	0.11347	0	0	0	ANNUAL	ALL	3 RESIDENT
486078.81	3618201.6	0.50567	0	0	0	ANNUAL	ALL	3 RESIDENT
486085.39	3618209.45	0.33495	0	0	0	ANNUAL	ALL	3 RESIDENT
486093.27	3618218.84	0.22065	0	0	0	ANNUAL	ALL	3 RESIDENT
486100.5	3618227.46	0.15729	0	0	0	ANNUAL	ALL	3 RESIDENT
486107.73	3618236.07	0.11645	0	0	0	ANNUAL	ALL	3 RESIDENT
486083.23	3618197.18	0.52958	0	0	0	ANNUAL	ALL	3 RESIDENT
486091.08	3618203.76	0.35045	0	0	0	ANNUAL	ALL	3 RESIDENT
486100.47	3618211.64	0.22589	0	0	0	ANNUAL	ALL	3 RESIDENT
486109.09	3618218.87	0.15813	0	0	0	ANNUAL	ALL	3 RESIDENT
486117.7	3618226.1	0.11523	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.82	3618192.05	0.54482	0	0	0	ANNUAL	ALL	3 RESIDENT
486095.7	3618197.17	0.3576	0	0	0	ANNUAL	ALL	3 RESIDENT
486106.31	3618203.3	0.22604	0	0	0	ANNUAL	ALL	3 RESIDENT
486116.05	3618208.92	0.15645	0	0	0	ANNUAL	ALL	3 RESIDENT
486125.79	3618214.55	0.11327	0	0	0	ANNUAL	ALL	3 RESIDENT
486089.46	3618186.38	0.54723	0	0	0	ANNUAL	ALL	3 RESIDENT
486099.1	3618189.88	0.357	0	0	0	ANNUAL	ALL	3 RESIDENT
486110.61	3618194.07	0.22323	0	0	0	ANNUAL	ALL	3 RESIDENT
486121.18	3618197.92	0.15444	0	0	0	ANNUAL	ALL	3 RESIDENT
486131.75	3618201.77	0.11247	0	0	0	ANNUAL	ALL	3 RESIDENT
486091.08	3618180.33	0.53711	0	0	0	ANNUAL	ALL	3 RESIDENT
486101.18	3618182.11	0.34934	0	0	0	ANNUAL	ALL	3 RESIDENT
486113.24	3618184.24	0.21817	0	0	0	ANNUAL	ALL	3 RESIDENT
486124.32	3618186.19	0.15223	0	0	0	ANNUAL	ALL	3 RESIDENT
486135.4	3618188.15	0.11238	0	0	0	ANNUAL	ALL	3 RESIDENT
486091.63	3618174.1	0.51564	0	0	0	ANNUAL	ALL	3 RESIDENT
486101.88	3618174.1	0.33463	0	0	0	ANNUAL	ALL	3 RESIDENT
486114.13	3618174.1	0.21016	0	0	0	ANNUAL	ALL	3 RESIDENT
486125.38	3618174.1	0.1483	0	0	0	ANNUAL	ALL	3 RESIDENT
486136.63	3618174.1	0.11089	0	0	0	ANNUAL	ALL	3 RESIDENT
486091.08	3618167.87	0.4855	0	0	0	ANNUAL	ALL	3 RESIDENT
486101.18	3618166.09	0.31264	0	0	0	ANNUAL	ALL	3 RESIDENT
486113.24	3618163.96	0.19783	0	0	0	ANNUAL	ALL	3 RESIDENT
486124.32	3618162.01	0.14065	0	0	0	ANNUAL	ALL	3 RESIDENT
486135.4	3618160.05	0.10579	0	0	0	ANNUAL	ALL	3 RESIDENT
486089.46	3618161.82	0.44828	0	0	0	ANNUAL	ALL	3 RESIDENT
486099.1	3618158.32	0.2841	0	0	0	ANNUAL	ALL	3 RESIDENT
486110.61	3618154.13	0.18015	0	0	0	ANNUAL	ALL	3 RESIDENT
486121.18	3618150.28	0.12796	0	0	0	ANNUAL	ALL	3 RESIDENT
486131.75	3618146.43	0.09592	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.82	3618156.15	0.40867	0	0	0	ANNUAL	ALL	3 RESIDENT
486095.7	3618151.02	0.25057	0	0	0	ANNUAL	ALL	3 RESIDENT
486106.31	3618144.9	0.15723	0	0	0	ANNUAL	ALL	3 RESIDENT
486116.05	3618139.27	0.11042	0	0	0	ANNUAL	ALL	3 RESIDENT
486125.79	3618133.65	0.08173	0	0	0	ANNUAL	ALL	3 RESIDENT
486083.23	3618151.02	0.36432	0	0	0	ANNUAL	ALL	3 RESIDENT
486091.08	3618144.44	0.21439	0	0	0	ANNUAL	ALL	3 RESIDENT
486100.47	3618136.56	0.13072	0	0	0	ANNUAL	ALL	3 RESIDENT
486109.09	3618129.33	0.08971	0	0	0	ANNUAL	ALL	3 RESIDENT
486117.7	3618122.1	0.065	0	0	0	ANNUAL	ALL	3 RESIDENT
486078.81	3618146.6	0.3221	0	0	0	ANNUAL	ALL	3 RESIDENT
486085.39	3618138.75	0.17782	0	0	0	ANNUAL	ALL	3 RESIDENT
486093.27	3618129.36	0.10332	0	0	0	ANNUAL	ALL	3 RESIDENT
486100.5	3618120.75	0.0685	0	0	0	ANNUAL	ALL	3 RESIDENT
486107.73	3618112.13	0.04823	0	0	0	ANNUAL	ALL	3 RESIDENT

486073.68	3618143.01	0.27733	0	0	0	ANNUAL	ALL	3 RESIDENT
486078.8	3618134.13	0.14258	0	0	0	ANNUAL	ALL	3 RESIDENT
486084.93	3618123.52	0.07786	0	0	0	ANNUAL	ALL	3 RESIDENT
486090.55	3618113.78	0.04946	0	0	0	ANNUAL	ALL	3 RESIDENT
486096.18	3618104.04	0.03374	0	0	0	ANNUAL	ALL	3 RESIDENT
486068.01	3618140.37	0.23702	0	0	0	ANNUAL	ALL	3 RESIDENT
486071.51	3618130.73	0.11062	0	0	0	ANNUAL	ALL	3 RESIDENT
486075.7	3618119.22	0.05641	0	0	0	ANNUAL	ALL	3 RESIDENT
486079.55	3618108.65	0.03444	0	0	0	ANNUAL	ALL	3 RESIDENT
486083.4	3618098.08	0.02293	0	0	0	ANNUAL	ALL	3 RESIDENT
486061.96	3618138.75	0.19701	0	0	0	ANNUAL	ALL	3 RESIDENT
486063.74	3618128.65	0.08346	0	0	0	ANNUAL	ALL	3 RESIDENT
486065.87	3618116.59	0.04013	0	0	0	ANNUAL	ALL	3 RESIDENT
486067.82	3618105.51	0.02401	0	0	0	ANNUAL	ALL	3 RESIDENT
486069.78	3618094.43	0.01595	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618138.2	0.16148	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618127.95	0.06206	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618115.7	0.02919	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618104.45	0.0177	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618093.2	0.01201	0	0	0	ANNUAL	ALL	3 RESIDENT
486049.5	3618138.75	0.13043	0	0	0	ANNUAL	ALL	3 RESIDENT
486047.72	3618128.65	0.04687	0	0	0	ANNUAL	ALL	3 RESIDENT
486045.59	3618116.59	0.02274	0	0	0	ANNUAL	ALL	3 RESIDENT
486043.64	3618105.51	0.01435	0	0	0	ANNUAL	ALL	3 RESIDENT
486041.68	3618094.43	0.01002	0	0	0	ANNUAL	ALL	3 RESIDENT
486043.45	3618140.37	0.10345	0	0	0	ANNUAL	ALL	3 RESIDENT
486039.95	3618130.73	0.03736	0	0	0	ANNUAL	ALL	3 RESIDENT
486035.76	3618119.22	0.01935	0	0	0	ANNUAL	ALL	3 RESIDENT
486031.91	3618108.65	0.01263	0	0	0	ANNUAL	ALL	3 RESIDENT
486028.06	3618098.08	0.00896	0	0	0	ANNUAL	ALL	3 RESIDENT
486037.78	3618143.01	0.08413	0	0	0	ANNUAL	ALL	3 RESIDENT
486032.66	3618134.13	0.03216	0	0	0	ANNUAL	ALL	3 RESIDENT
486026.53	3618123.52	0.01752	0	0	0	ANNUAL	ALL	3 RESIDENT
486020.91	3618113.78	0.01158	0	0	0	ANNUAL	ALL	3 RESIDENT
486015.28	3618104.04	0.00824	0	0	0	ANNUAL	ALL	3 RESIDENT
486032.65	3618146.6	0.06918	0	0	0	ANNUAL	ALL	3 RESIDENT
486026.07	3618138.75	0.02946	0	0	0	ANNUAL	ALL	3 RESIDENT
486018.19	3618129.36	0.01636	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.96	3618120.75	0.01082	0	0	0	ANNUAL	ALL	3 RESIDENT
486003.73	3618112.13	0.00768	0	0	0	ANNUAL	ALL	3 RESIDENT
486028.23	3618151.02	0.06147	0	0	0	ANNUAL	ALL	3 RESIDENT
486020.38	3618144.44	0.02791	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.99	3618136.56	0.01553	0	0	0	ANNUAL	ALL	3 RESIDENT
486002.38	3618129.33	0.01024	0	0	0	ANNUAL	ALL	3 RESIDENT
485993.76	3618122.1	0.00725	0	0	0	ANNUAL	ALL	3 RESIDENT
486024.64	3618156.15	0.05746	0	0	0	ANNUAL	ALL	3 RESIDENT
486015.76	3618151.02	0.027	0	0	0	ANNUAL	ALL	3 RESIDENT
486005.15	3618144.9	0.01493	0	0	0	ANNUAL	ALL	3 RESIDENT
485995.41	3618139.27	0.00981	0	0	0	ANNUAL	ALL	3 RESIDENT
485985.67	3618133.65	0.00692	0	0	0	ANNUAL	ALL	3 RESIDENT
486022	3618161.82	0.05692	0	0	0	ANNUAL	ALL	3 RESIDENT
486012.36	3618158.32	0.02667	0	0	0	ANNUAL	ALL	3 RESIDENT
486000.85	3618154.13	0.01456	0	0	0	ANNUAL	ALL	3 RESIDENT
485990.28	3618150.28	0.00953	0	0	0	ANNUAL	ALL	3 RESIDENT
485979.71	3618146.43	0.00672	0	0	0	ANNUAL	ALL	3 RESIDENT
486020.38	3618167.87	0.05917	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.28	3618166.09	0.02695	0	0	0	ANNUAL	ALL	3 RESIDENT
485998.22	3618163.96	0.01452	0	0	0	ANNUAL	ALL	3 RESIDENT
485987.14	3618162.01	0.00946	0	0	0	ANNUAL	ALL	3 RESIDENT
485976.06	3618160.05	0.00668	0	0	0	ANNUAL	ALL	3 RESIDENT
486019.83	3618174.1	0.06402	0	0	0	ANNUAL	ALL	3 RESIDENT
486009.58	3618174.1	0.02798	0	0	0	ANNUAL	ALL	3 RESIDENT
485997.33	3618174.1	0.01494	0	0	0	ANNUAL	ALL	3 RESIDENT
485986.08	3618174.1	0.00968	0	0	0	ANNUAL	ALL	3 RESIDENT
485974.83	3618174.1	0.0068	0	0	0	ANNUAL	ALL	3 RESIDENT
486020.38	3618180.33	0.07319	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.28	3618182.11	0.0301	0	0	0	ANNUAL	ALL	3 RESIDENT
485998.22	3618184.24	0.01589	0	0	0	ANNUAL	ALL	3 RESIDENT
485987.14	3618186.19	0.01023	0	0	0	ANNUAL	ALL	3 RESIDENT
485976.06	3618188.15	0.00716	0	0	0	ANNUAL	ALL	3 RESIDENT
486022	3618186.38	0.08826	0	0	0	ANNUAL	ALL	3 RESIDENT
486012.36	3618189.88	0.03399	0	0	0	ANNUAL	ALL	3 RESIDENT
486000.85	3618194.07	0.01755	0	0	0	ANNUAL	ALL	3 RESIDENT
485990.28	3618197.92	0.01123	0	0	0	ANNUAL	ALL	3 RESIDENT
485979.71	3618201.77	0.00783	0	0	0	ANNUAL	ALL	3 RESIDENT
486024.64	3618192.05	0.10829	0	0	0	ANNUAL	ALL	3 RESIDENT
486015.76	3618197.17	0.04093	0	0	0	ANNUAL	ALL	3 RESIDENT
486005.15	3618203.3	0.02046	0	0	0	ANNUAL	ALL	3 RESIDENT
485995.41	3618208.92	0.01291	0	0	0	ANNUAL	ALL	3 RESIDENT
485985.67	3618214.55	0.00893	0	0	0	ANNUAL	ALL	3 RESIDENT
486028.23	3618197.18	0.13714	0	0	0	ANNUAL	ALL	3 RESIDENT
486020.38	3618203.76	0.05274	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.99	3618211.64	0.02569	0	0	0	ANNUAL	ALL	3 RESIDENT
486002.38	3618218.87	0.01584	0	0	0	ANNUAL	ALL	3 RESIDENT
485993.76	3618226.1	0.01078	0	0	0	ANNUAL	ALL	3 RESIDENT
486032.65	3618201.6	0.16962	0	0	0	ANNUAL	ALL	3 RESIDENT
486026.07	3618209.45	0.07123	0	0	0	ANNUAL	ALL	3 RESIDENT
486018.19	3618218.84	0.03486	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.96	3618227.46	0.02115	0	0	0	ANNUAL	ALL	3 RESIDENT
486003.73	3618236.07	0.01414	0	0	0	ANNUAL	ALL	3 RESIDENT
486037.78	3618205.19	0.21059	0	0	0	ANNUAL	ALL	3 RESIDENT
486032.66	3618214.07	0.09716	0	0	0	ANNUAL	ALL	3 RESIDENT
486026.53	3618224.68	0.04975	0	0	0	ANNUAL	ALL	3 RESIDENT
486020.91	3618234.42	0.03048	0	0	0	ANNUAL	ALL	3 RESIDENT
486015.28	3618244.16	0.02032	0	0	0	ANNUAL	ALL	3 RESIDENT
486043.45	3618207.83	0.25307	0	0	0	ANNUAL	ALL	3 RESIDENT
486039.95	3618217.47	0.12966	0	0	0	ANNUAL	ALL	3 RESIDENT
486035.76	3618228.98	0.07142	0	0	0	ANNUAL	ALL	3 RESIDENT
486031.91	3618239.55	0.04539	0	0	0	ANNUAL	ALL	3 RESIDENT
486028.06	3618250.12	0.03088	0	0	0	ANNUAL	ALL	3 RESIDENT
486049.5	3618209.45	0.29999	0	0	0	ANNUAL	ALL	3 RESIDENT
486047.72	3618219.55	0.16681	0	0	0	ANNUAL	ALL	3 RESIDENT
486045.59	3618231.61	0.09908	0	0	0	ANNUAL	ALL	3 RESIDENT
486043.64	3618242.69	0.06622	0	0	0	ANNUAL	ALL	3 RESIDENT
486041.68	3618253.77	0.04669	0	0	0	ANNUAL	ALL	3 RESIDENT

Health Risk - Dose and Risk Factors and Values

Dose factors

$$Dose\text{-}air = C_{air} \times (BR/BW) \times A \times EF \times 10^{-6}$$

$$Dose\text{-}air = (C_{air} \times WAF) \times (BR/BW) \times A \times EF \times 10^{-6}$$

school = 4
Res = 3

		3rd trimester	0<2	2<9	2<16	16<30	16-70	source
Daily Breath Rate (BR/BW) (L/kg-day)	Residential	361	1090	631	572	261	233	OEHHA 2015, Table 5.6, 95th %ile for 3rdtri-2yrs old; 80th for other age groups
	Recreational	240	1200	640	520	240	230	OEHHA 2015, Table 5.8 (95th, moderate) for all bins but 3rd tri, which was taken from SJVAPCD's draft guidance
	School	240	1200	640	520	240	230	SJVAPCD for 3rd tri; 95th percentile for all
A		1	1	1	1	1	1	OEHHA 2015, page 5-24
EF, Exposure frequency (unitless), days/365 days	Residential	0.96	0.96	0.96	0.96	0.96	0.96	OEHHA 2015, page 5-24, 350 days/yr
	Recreational	0.036	0.036	0.036	0.036	0.036	0.036	3x/week, 2 hours/day, for 9 years
	School	0.12	0.12	0.12	0.12	0.12	0.12	180 days/yr, 6 hours/day (BAAQMD 2016)
Conversion Factor		1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	(mg/ug + m3/L)

Risk Factors

$$RISKcan\text{-}res = DOSEair \times CPF \times ASF \times ED/AT \times FAH$$

	3rd trimester	0<2	2<9	2<16	16<30	16-70	source
CPF, DPM ($(mg/kg\text{-}day)^{-1}$)	1.1	1.1	1.1	1.1	1.1	1.1	OEHHA 2015, Table 7.1
Average Age Sensitivity Factor	10	10	3	3	1	1	OEHHA 2015, Table 8.3
AT, Average Time (days)	70	70	70	70	70	70	Averaging time for lifetime cancer risk
FAH	0.85	1.00	1.00	0.72	0.73	0.73	OEHHA 2015, Table 8.4: Use FAH = 1 if a school is within the 1×10-6 (or greater) cancer risk isopleth
ED, Exposure Duration (years)	0.25	0.5	0.5	14	14	54	Equation 8.2.4 A, OEHHA 2015
Adjustment Factor Residential	1.00	1.00	1.00	1.00	1.00	1.00	OEHHA 2015, Page 4-44 and Equation 4.1; exposure is adjusted upward to account for overlapping daytime exposure.
Recreational	3.36	3.36	3.36	3.36	3.36	3.36	
School	3.36	3.36	3.36	3.36	3.36	3.36	

Hazard Index

Chronic Inhalation Reference Exposure Level, respiratory, DPM	5	OEHHA 2015, Table 6.3

SDUSD PEIR Screening Criteria: Construction and Demo New Schools (low VOC) - San Diego County, Annual

SDUSD PEIR Screening Criteria: Construction and Demo New Schools (low VOC)
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	43.00	1000sqft	0.99	43,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Project Characteristics -
Land Use -
Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment -
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Architectural Coating - Low VOC content (75 g/L)
Vehicle Trips - Construction only
Consumer Products - Construction only
Area Coating - Construction only
Landscape Equipment - Construction only
Energy Use - Construction only
Water And Wastewater - Construction only
Solid Waste - Construction only

Off-road Equipment -
Off-road Equipment -
Off-road Equipment -
Off-road Equipment -

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	EF_Nonresidential_Exterior	250.00	75.00
tblArchitecturalCoating	EF_Nonresidential_Interior	250.00	75.00
tblArchitecturalCoating	EF_Parking	250.00	75.00
tblConstructionPhase	PhaseEndDate	11/8/2019	6/12/2020
tblConstructionPhase	PhaseEndDate	11/11/2019	6/1/2020
tblConstructionPhase	PhaseEndDate	11/13/2019	6/2/2020
tblConstructionPhase	PhaseEndDate	4/1/2020	10/16/2020
tblConstructionPhase	PhaseEndDate	4/8/2020	6/5/2020
tblConstructionPhase	PhaseEndDate	4/15/2020	6/5/2020
tblConstructionPhase	PhaseStartDate	10/28/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	11/9/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	11/12/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	11/14/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	4/2/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	4/9/2020	6/1/2020
tblVehicleTrips	ST_TR	4.37	0.00
tblVehicleTrips	SU_TR	1.79	0.00
tblVehicleTrips	WD_TR	12.89	0.00

2.0 Emissions Summary

2.1 Overall Construction
Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.2065	0.5869	0.4837	9.3000e-	0.0346	0.0307	0.0653	6.9900e-	0.0284	0.0354	0.0000	83.8583	83.8583	0.0198	0.0000	84.3544
Maximum	**0.2065**	**0.5869**	**0.4837**	**9.3000e-**	**0.0346**	**0.0307**	**0.0653**	**6.9900e-**	**0.0284**	**0.0354**	**0.0000**	**83.8583**	**83.8583**	**0.0198**	**0.0000**	**84.3544**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					

2020	0.2065	0.5869	0.4837	9.3000e-	0.0346	0.0307	0.0653	6.9900e-	0.0284	0.0354	0.0000	83.8582	83.8582	0.0198	0.0000	84.3543
Maximum	**0.2065**	**0.5869**	**0.4837**	**9.3000e-**	**0.0346**	**0.0307**	**0.0653**	**6.9900e-**	**0.0284**	**0.0354**	**0.0000**	**83.8582**	**83.8582**	**0.0198**	**0.0000**	**84.3543**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Quarter	Start Date	End Date	Maximum Unmitigated ROG + NOX (tons/quarter)	Maximum Mitigated ROG + NOX (tons/quarter)
3	**4-28-2020**	**7-27-2020**	0.4127	0.4127
4	**7-28-2020**	**9-30-2020**	0.2470	0.2470
		Highest	0.4127	0.4127

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	6/1/2020	6/12/2020	5	10	
2	Site Preparation	Site Preparation	6/1/2020	6/1/2020	5	1	
3	Grading	Grading	6/1/2020	6/2/2020	5	2	
4	Building Construction	Building Construction	6/1/2020	10/16/2020	5	100	
5	Paving	Paving	6/1/2020	6/5/2020	5	5	
6	Architectural Coating	Architectural Coating	6/1/2020	6/5/2020	5	5	

Acres of Grading (Site Preparation Phase): 0.5

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 64,500; Non-Residential Outdoor: 21,500; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Demolition	Rubber Tired Dozers	1	1.00	247	0.40
Demolition	Tractors/Loaders/Backhoes	2	6.00	97	0.37
Site Preparation	Graders	1	8.00	187	0.41

Grading	Concrete/Industrial Saws	1	8.00	81	0.73
Site Preparation	Tractors/Loaders/Backhoes	1	8.00	97	0.37
Grading	Rubber Tired Dozers	1	1.00	247	0.40
Grading	Tractors/Loaders/Backhoes	2	6.00	97	0.37
Building Construction	Cranes	1	4.00	231	0.29
Building Construction	Forklifts	2	6.00	89	0.20
Building Construction	Tractors/Loaders/Backhoes	2	8.00	97	0.37
Paving	Cement and Mortar Mixers	4	6.00	9	0.56
Paving	Pavers	1	7.00	130	0.42
Paving	Rollers	1	7.00	80	0.38
Paving	Tractors/Loaders/Backhoes	1	7.00	97	0.37
Architectural Coating	Air Compressors	1	6.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	4	10.00	0.00	196.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	2	5.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	4	10.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	5	18.00	7.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	7	18.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	4.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0214	0.0000	0.0214	3.2400e-	0.0000	3.2400e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	4.3400e-	0.0394	0.0381	6.0000e-		2.3400e-	2.3400e-		2.2300e-	2.2300e-	0.0000	5.2038	5.2038	9.8000e-	0.0000	5.2284
Total	**4.3400e-**	**0.0394**	**0.0381**	**6.0000e-**	**0.0214**	**2.3400e-**	**0.0238**	**3.2400e-**	**2.2300e-**	**5.4700e-**	**0.0000**	**5.2038**	**5.2038**	**9.8000e-**	**0.0000**	**5.2284**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	7.8000e-	0.0279	6.3800e-	8.0000e-	1.6800e-	9.0000e-	1.7600e-	4.6000e-	8.0000e-	5.4000e-	0.0000	7.5582	7.5582	6.8000e-	0.0000	7.5753
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.8000e-	1.4000e-	1.3400e-	0.0000	4.0000e-	0.0000	4.0000e-	1.1000e-	0.0000	1.1000e-	0.0000	0.3624	0.3624	1.0000e-	0.0000	0.3627
Total	**9.6000e-**	**0.0280**	**7.7200e-**	**8.0000e-**	**2.0800e-**	**9.0000e-**	**2.1600e-**	**5.7000e-**	**8.0000e-**	**6.5000e-**	**0.0000**	**7.9207**	**7.9207**	**6.9000e-**	**0.0000**	**7.9380**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0214	0.0000	0.0214	3.2400e-	0.0000	3.2400e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	4.3400e-	0.0394	0.0381	6.0000e-		2.3400e-	2.3400e-		2.2300e-	2.2300e-	0.0000	5.2038	5.2038	9.8000e-	0.0000	5.2284
Total	**4.3400e-**	**0.0394**	**0.0381**	**6.0000e-**	**0.0214**	**2.3400e-**	**0.0238**	**3.2400e-**	**2.2300e-**	**5.4700e-**	**0.0000**	**5.2038**	**5.2038**	**9.8000e-**	**0.0000**	**5.2284**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	7.8000e-	0.0279	6.3800e-	8.0000e-	1.6800e-	9.0000e-	1.7600e-	4.6000e-	8.0000e-	5.4000e-	0.0000	7.5582	7.5582	6.8000e-	0.0000	7.5753
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.8000e-	1.4000e-	1.3400e-	0.0000	4.0000e-	0.0000	4.0000e-	1.1000e-	0.0000	1.1000e-	0.0000	0.3624	0.3624	1.0000e-	0.0000	0.3627
Total	**9.6000e-**	**0.0280**	**7.7200e-**	**8.0000e-**	**2.0800e-**	**9.0000e-**	**2.1600e-**	**5.7000e-**	**8.0000e-**	**6.5000e-**	**0.0000**	**7.9207**	**7.9207**	**6.9000e-**	**0.0000**	**7.9380**

3.3 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					

Fugitive Dust					2.7000e-	0.0000	2.7000e-	3.0000e-	0.0000	3.0000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	3.4000e-	4.2200e-	2.0500e-	0.0000		1.7000e-	1.7000e-		1.5000e-	1.5000e-	0.0000	0.4280	0.4280	1.4000e-	0.0000	0.4314
Total	**3.4000e-**	**4.2200e-**	**2.0500e-**	**0.0000**	**2.7000e-**	**1.7000e-**	**4.4000e-**	**3.0000e-**	**1.5000e-**	**1.8000e-**	**0.0000**	**0.4280**	**0.4280**	**1.4000e-**	**0.0000**	**0.4314**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.0000e-	1.0000e-	7.0000e-	0.0000	2.0000e-	0.0000	2.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0181	0.0181	0.0000	0.0000	0.0181
Total	**1.0000e-**	**1.0000e-**	**7.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**2.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0181**	**0.0181**	**0.0000**	**0.0000**	**0.0181**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					2.7000e-	0.0000	2.7000e-	3.0000e-	0.0000	3.0000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	3.4000e-	4.2200e-	2.0500e-	0.0000		1.7000e-	1.7000e-		1.5000e-	1.5000e-	0.0000	0.4280	0.4280	1.4000e-	0.0000	0.4314
Total	**3.4000e-**	**4.2200e-**	**2.0500e-**	**0.0000**	**2.7000e-**	**1.7000e-**	**4.4000e-**	**3.0000e-**	**1.5000e-**	**1.8000e-**	**0.0000**	**0.4280**	**0.4280**	**1.4000e-**	**0.0000**	**0.4314**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Worker	1.0000e-	1.0000e-	7.0000e-	0.0000	2.0000e-	0.0000	2.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0181	0.0181	0.0000	0.0000	0.0181
Total	**1.0000e-**	**1.0000e-**	**7.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**2.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0181**	**0.0181**	**0.0000**	**0.0000**	**0.0181**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					7.5000e-	0.0000	7.5000e-	4.1000e-	0.0000	4.1000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	8.7000e-	7.8700e-	7.6200e-	1.0000e-		4.7000e-	4.7000e-		4.5000e-	4.5000e-	0.0000	1.0408	1.0408	2.0000e-	0.0000	1.0457
Total	**8.7000e-**	**7.8700e-**	**7.6200e-**	**1.0000e-**	**7.5000e-**	**4.7000e-**	**1.2200e-**	**4.1000e-**	**4.5000e-**	**8.6000e-**	**0.0000**	**1.0408**	**1.0408**	**2.0000e-**	**0.0000**	**1.0457**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					7.5000e-	0.0000	7.5000e-	4.1000e-	0.0000	4.1000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	8.7000e-	7.8700e-	7.6200e-	1.0000e-		4.7000e-	4.7000e-		4.5000e-	4.5000e-	0.0000	1.0408	1.0408	2.0000e-	0.0000	1.0457
Total	**8.7000e-**	**7.8700e-**	**7.6200e-**	**1.0000e-**	**7.5000e-**	**4.7000e-**	**1.2200e-**	**4.1000e-**	**4.5000e-**	**8.6000e-**	**0.0000**	**1.0408**	**1.0408**	**2.0000e-**	**0.0000**	**1.0457**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.0431	0.4426	0.3694	5.7000e-		0.0261	0.0261		0.0240	0.0240	0.0000	50.0302	50.0302	0.0162	0.0000	50.4348
Total	**0.0431**	**0.4426**	**0.3694**	**5.7000e-**		**0.0261**	**0.0261**		**0.0240**	**0.0240**	**0.0000**	**50.0302**	**50.0302**	**0.0162**	**0.0000**	**50.4348**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	1.3300e-	0.0399	0.0106	9.0000e-	2.3200e-	1.9000e-	2.5200e-	6.7000e-	1.9000e-	8.6000e-	0.0000	9.2352	9.2352	7.1000e-	0.0000	9.2529
Worker	3.3200e-	2.4600e-	0.0241	7.0000e-	7.2200e-	5.0000e-	7.2700e-	1.9200e-	5.0000e-	1.9700e-	0.0000	6.5239	6.5239	2.0000e-	0.0000	6.5288
Total	**4.6500e-**	**0.0424**	**0.0347**	**1.6000e-**	**9.5400e-**	**2.4000e-**	**9.7900e-**	**2.5900e-**	**2.4000e-**	**2.8300e-**	**0.0000**	**15.7590**	**15.7590**	**9.1000e-**	**0.0000**	**15.7816**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.0431	0.4426	0.3694	5.7000e-		0.0261	0.0261		0.0240	0.0240	0.0000	50.0302	50.0302	0.0162	0.0000	50.4347
Total	**0.0431**	**0.4426**	**0.3694**	**5.7000e-**		**0.0261**	**0.0261**		**0.0240**	**0.0240**	**0.0000**	**50.0302**	**50.0302**	**0.0162**	**0.0000**	**50.4347**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	1.3300e-	0.0399	0.0106	9.0000e-	2.3200e-	1.9000e-	2.5200e-	6.7000e-	1.9000e-	8.6000e-	0.0000	9.2352	9.2352	7.1000e-	0.0000	9.2529
Worker	3.3200e-	2.4600e-	0.0241	7.0000e-	7.2200e-	5.0000e-	7.2700e-	1.9200e-	5.0000e-	1.9700e-	0.0000	6.5239	6.5239	2.0000e-	0.0000	6.5288
Total	**4.6500e-**	**0.0424**	**0.0347**	**1.6000e-**	**9.5400e-**	**2.4000e-**	**9.7900e-**	**2.5900e-**	**2.4000e-**	**2.8300e-**	**0.0000**	**15.7590**	**15.7590**	**9.1000e-**	**0.0000**	**15.7816**

3.6 Paving - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	1.9300e-	0.0181	0.0178	3.0000e-		9.9000e-	9.9000e-		9.2000e-	9.2000e-	0.0000	2.3482	2.3482	6.8000e-	0.0000	2.3653
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**1.9300e-**	**0.0181**	**0.0178**	**3.0000e-**		**9.9000e-**	**9.9000e-**		**9.2000e-**	**9.2000e-**	**0.0000**	**2.3482**	**2.3482**	**6.8000e-**	**0.0000**	**2.3653**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					

Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.7000e-	1.2000e-	1.2000e-	0.0000	3.6000e-	0.0000	3.6000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.3262	0.3262	1.0000e-	0.0000	0.3264
Total	**1.7000e-**	**1.2000e-**	**1.2000e-**	**0.0000**	**3.6000e-**	**0.0000**	**3.6000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.3262**	**0.3262**	**1.0000e-**	**0.0000**	**0.3264**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	1.9300e-	0.0181	0.0178	3.0000e-		9.9000e-	9.9000e-		9.2000e-	9.2000e-	0.0000	2.3482	2.3482	6.8000e-	0.0000	2.3653
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**1.9300e-**	**0.0181**	**0.0178**	**3.0000e-**		**9.9000e-**	**9.9000e-**		**9.2000e-**	**9.2000e-**	**0.0000**	**2.3482**	**2.3482**	**6.8000e-**	**0.0000**	**2.3653**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.7000e-	1.2000e-	1.2000e-	0.0000	3.6000e-	0.0000	3.6000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.3262	0.3262	1.0000e-	0.0000	0.3264
Total	**1.7000e-**	**1.2000e-**	**1.2000e-**	**0.0000**	**3.6000e-**	**0.0000**	**3.6000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.3262**	**0.3262**	**1.0000e-**	**0.0000**	**0.3264**

3.7 Architectural Coating - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.1495					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	6.1000e-	4.2100e-	4.5800e-	1.0000e-		2.8000e-	2.8000e-		2.8000e-	2.8000e-	0.0000	0.6383	0.6383	5.0000e-	0.0000	0.6396
Total	**0.1501**	**4.2100e-**	**4.5800e-**	**1.0000e-**		**2.8000e-**	**2.8000e-**		**2.8000e-**	**2.8000e-**	**0.0000**	**0.6383**	**0.6383**	**5.0000e-**	**0.0000**	**0.6396**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.1495					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	6.1000e-	4.2100e-	4.5800e-	1.0000e-		2.8000e-	2.8000e-		2.8000e-	2.8000e-	0.0000	0.6383	0.6383	5.0000e-	0.0000	0.6396
Total	**0.1501**	**4.2100e-**	**4.5800e-**	**1.0000e-**		**2.8000e-**	**2.8000e-**		**2.8000e-**	**2.8000e-**	**0.0000**	**0.6383**	**0.6383**	**5.0000e-**	**0.0000**	**0.6396**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

Health Risk Screening Criteria - Demolition + Construction

$$\text{Dose-air} = C_{air} \times \{BR/BW\} \times A \times EF \times 10^{-6}$$

$$\text{RISK}_{inh\text{-}res} = \text{DOSE}_{air} \times CPF \times ASF \times ED/AT \times FAH$$

	MAX CONC	
School	0.8842	
Residential	0.8455	fenceline
	0.45	13.75 m
	0.26	27.5 m
	0.17	41.25 m
	0.12	55 m

	MAX RISK	
School	5.53	
Residential	69.44	fenceline
	37.0	13.75 m
	21.4	27.5 m
	14.0	41.25 m
	9.9	55 m

								Dose Inhallation by Bin			Cancer Risk by Bin			Sum of Cancer Risk	
								3RDTRI	0_2	2_9	3RDTRI	0_2	2_9	Summed Risk	Cases Per Million
486055.73	3618180.85	0.74856	0	0	0 ANNUAL	ALL	3 School	-	-	5.9E-05	-	-	4.7E-06	5E-06	4.7
486055.73	3618187.6	0.73658	0	0	0 ANNUAL	ALL	3 School	-	-	5.8E-05	-	-	4.6E-06	5E-06	4.6
486055.73	3618194.35	0.67981	0	0	0 ANNUAL	ALL	3 School	-	-	5.4E-05	-	-	4.2E-06	4E-06	4.2
486055.73	3618201.1	0.53447	0	0	0 ANNUAL	ALL	3 School	-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486056.9	3618180.75	0.76382	0	0	0 ANNUAL	ALL	3 School	-	-	6.0E-05	-	-	4.8E-06	5E-06	4.8
486058.07	3618187.39	0.76843	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.8E-06	5E-06	4.8
486059.25	3618194.04	0.73024	0	0	0 ANNUAL	ALL	3 School	-	-	5.8E-05	-	-	4.6E-06	5E-06	4.6
486060.42	3618200.69	0.60563	0	0	0 ANNUAL	ALL	3 School	-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486058.04	3618180.44	0.77748	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.9E-06	5E-06	4.9
486060.35	3618186.79	0.79711	0	0	0 ANNUAL	ALL	3 School	-	-	6.3E-05	-	-	5.0E-06	5E-06	5.0
486062.66	3618193.13	0.77623	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.9E-06	5E-06	4.9
486064.96	3618199.47	0.67266	0	0	0 ANNUAL	ALL	3 School	-	-	5.3E-05	-	-	4.2E-06	4E-06	4.2
486059.1	3618179.95	0.7891	0	0	0 ANNUAL	ALL	3 School	-	-	6.2E-05	-	-	4.9E-06	5E-06	4.9
486062.48	3618185.79	0.82161	0	0	0 ANNUAL	ALL	3 School	-	-	6.5E-05	-	-	5.1E-06	5E-06	5.1
486065.85	3618191.64	0.81595	0	0	0 ANNUAL	ALL	3 School	-	-	6.4E-05	-	-	5.1E-06	5E-06	5.1
486069.23	3618197.48	0.73212	0	0	0 ANNUAL	ALL	3 School	-	-	5.8E-05	-	-	4.6E-06	5E-06	4.6
486060.07	3618179.27	0.79828	0	0	0 ANNUAL	ALL	3 School	-	-	6.3E-05	-	-	5.0E-06	5E-06	5.0
486064.41	3618184.44	0.84102	0	0	0 ANNUAL	ALL	3 School	-	-	6.6E-05	-	-	5.3E-06	5E-06	5.3
486068.75	3618189.61	0.84785	0	0	0 ANNUAL	ALL	3 School	-	-	6.7E-05	-	-	5.3E-06	5E-06	5.3
486073.09	3618194.78	0.78381	0	0	0 ANNUAL	ALL	3 School	-	-	6.2E-05	-	-	4.9E-06	5E-06	4.9
486060.9	3618178.44	0.80472	0	0	0 ANNUAL	ALL	3 School	-	-	6.3E-05	-	-	5.0E-06	5E-06	5.0
486066.07	3618182.78	0.85464	0	0	0 ANNUAL	ALL	3 School	-	-	6.7E-05	-	-	5.3E-06	5E-06	5.3
486071.24	3618187.12	0.87048	0	0	0 ANNUAL	ALL	3 School	-	-	6.9E-05	-	-	5.4E-06	5E-06	5.4
486076.41	3618191.46	0.82128	0	0	0 ANNUAL	ALL	3 School	-	-	6.5E-05	-	-	5.1E-06	5E-06	5.1
486061.58	3618177.48	0.80823	0	0	0 ANNUAL	ALL	3 School	-	-	6.4E-05	-	-	5.1E-06	5E-06	5.1
486067.42	3618180.85	0.86197	0	0	0 ANNUAL	ALL	3 School	-	-	6.8E-05	-	-	5.4E-06	5E-06	5.4
486073.27	3618184.23	0.88279	0	0	0 ANNUAL	ALL	3 School	-	-	7.0E-05	-	-	5.5E-06	6E-06	5.5
486079.11	3618187.6	0.84443	0	0	0 ANNUAL	ALL	3 School	-	-	6.7E-05	-	-	5.3E-06	5E-06	5.3
486062.07	3618176.41	0.8087	0	0	0 ANNUAL	ALL	3 School	-	-	6.4E-05	-	-	5.1E-06	5E-06	5.1
486068.42	3618178.72	0.86278	0	0	0 ANNUAL	ALL	3 School	-	-	6.8E-05	-	-	5.4E-06	5E-06	5.4
486074.76	3618181.03	0.88423	0	0	0 ANNUAL	ALL	3 School	-	-	7.0E-05	-	-	5.5E-06	6E-06	5.5
486081.1	3618183.33	0.84862	0	0	0 ANNUAL	ALL	3 School	-	-	6.7E-05	-	-	5.3E-06	5E-06	5.3
486062.38	3618175.27	0.80612	0	0	0 ANNUAL	ALL	3 School	-	-	6.4E-05	-	-	5.0E-06	5E-06	5.0
486069.02	3618176.44	0.85708	0	0	0 ANNUAL	ALL	3 School	-	-	6.8E-05	-	-	5.4E-06	5E-06	5.4
486075.67	3618177.62	0.87483	0	0	0 ANNUAL	ALL	3 School	-	-	6.9E-05	-	-	5.5E-06	5E-06	5.5
486082.32	3618178.79	0.83479	0	0	0 ANNUAL	ALL	3 School	-	-	6.6E-05	-	-	5.2E-06	5E-06	5.2
486062.48	3618174.1	0.80061	0	0	0 ANNUAL	ALL	3 School	-	-	6.3E-05	-	-	5.0E-06	5E-06	5.0
486069.23	3618174.1	0.84519	0	0	0 ANNUAL	ALL	3 School	-	-	6.7E-05	-	-	5.3E-06	5E-06	5.3
486075.98	3618174.1	0.85524	0	0	0 ANNUAL	ALL	3 School	-	-	6.7E-05	-	-	5.3E-06	5E-06	5.3
486082.73	3618174.1	0.80319	0	0	0 ANNUAL	ALL	3 School	-	-	6.3E-05	-	-	5.0E-06	5E-06	5.0
486062.38	3618172.93	0.79236	0	0	0 ANNUAL	ALL	3 School	-	-	6.3E-05	-	-	5.0E-06	5E-06	5.0
486069.02	3618171.76	0.82764	0	0	0 ANNUAL	ALL	3 School	-	-	6.5E-05	-	-	5.2E-06	5E-06	5.2
486075.67	3618170.58	0.82661	0	0	0 ANNUAL	ALL	3 School	-	-	6.5E-05	-	-	5.2E-06	5E-06	5.2
486082.32	3618169.41	0.75879	0	0	0 ANNUAL	ALL	3 School	-	-	6.0E-05	-	-	4.7E-06	5E-06	4.7
486062.07	3618171.79	0.78168	0	0	0 ANNUAL	ALL	3 School	-	-	6.2E-05	-	-	4.9E-06	5E-06	4.9
486068.42	3618169.48	0.80516	0	0	0 ANNUAL	ALL	3 School	-	-	6.4E-05	-	-	5.0E-06	5E-06	5.0
486074.76	3618167.17	0.79044	0	0	0 ANNUAL	ALL	3 School	-	-	6.2E-05	-	-	4.9E-06	5E-06	4.9
486081.1	3618164.87	0.70243	0	0	0 ANNUAL	ALL	3 School	-	-	5.5E-05	-	-	4.4E-06	4E-06	4.4
486061.58	3618170.73	0.76892	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.8E-06	5E-06	4.8
486067.42	3618167.35	0.77863	0	0	0 ANNUAL	ALL	3 School	-	-	6.1E-05	-	-	4.9E-06	5E-06	4.9
486073.27	3618163.98	0.74839	0	0	0 ANNUAL	ALL	3 School	-	-	5.9E-05	-	-	4.7E-06	5E-06	4.7
486079.11	3618160.6	0.64165	0	0	0 ANNUAL	ALL	3 School	-	-	5.1E-05	-	-	4.0E-06	4E-06	4.0
486060.9	3618169.76	0.75452	0	0	0 ANNUAL	ALL	3 School	-	-	6.0E-05	-	-	4.7E-06	5E-06	4.7
486066.07	3618165.42	0.74902	0	0	0 ANNUAL	ALL	3 School	-	-	5.9E-05	-	-	4.7E-06	5E-06	4.7
486071.24	3618161.08	0.70216	0	0	0 ANNUAL	ALL	3 School	-	-	5.5E-05	-	-	4.4E-06	4E-06	4.4
486076.41	3618156.74	0.57367	0	0	0 ANNUAL	ALL	3 School	-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6

486060.07	3618168.93	0.73891	0	0	0	ANNUAL	ALL	3	School	-	-	5.8E-05	-	-	4.6E-06	5E-06	4.6
486064.41	3618163.76	0.71731	0	0	0	ANNUAL	ALL	3	School	-	-	5.7E-05	-	-	4.5E-06	4E-06	4.5
486068.75	3618158.59	0.65335	0	0	0	ANNUAL	ALL	3	School	-	-	5.2E-05	-	-	4.1E-06	4E-06	4.1
486073.09	3618153.42	0.50746	0	0	0	ANNUAL	ALL	3	School	-	-	4.0E-05	-	-	3.2E-06	3E-06	3.2
486059.1	3618168.25	0.72259	0	0	0	ANNUAL	ALL	3	School	-	-	5.7E-05	-	-	4.5E-06	5E-06	4.5
486062.48	3618162.41	0.68451	0	0	0	ANNUAL	ALL	3	School	-	-	5.4E-05	-	-	4.3E-06	4E-06	4.3
486065.85	3618156.56	0.60361	0	0	0	ANNUAL	ALL	3	School	-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486069.23	3618150.72	0.43866	0	0	0	ANNUAL	ALL	3	School	-	-	3.5E-05	-	-	2.7E-06	3E-06	2.7
486058.04	3618167.76	0.70605	0	0	0	ANNUAL	ALL	3	School	-	-	5.6E-05	-	-	4.4E-06	4E-06	4.4
486060.35	3618161.41	0.65157	0	0	0	ANNUAL	ALL	3	School	-	-	5.1E-05	-	-	4.1E-06	4E-06	4.1
486062.66	3618155.07	0.55416	0	0	0	ANNUAL	ALL	3	School	-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486064.96	3618148.73	0.37455	0	0	0	ANNUAL	ALL	3	School	-	-	3.0E-05	-	-	2.3E-06	2E-06	2.3
486056.9	3618167.45	0.68977	0	0	0	ANNUAL	ALL	3	School	-	-	5.4E-05	-	-	4.3E-06	4E-06	4.3
486058.07	3618160.81	0.61941	0	0	0	ANNUAL	ALL	3	School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486059.25	3618154.16	0.50651	0	0	0	ANNUAL	ALL	3	School	-	-	4.0E-05	-	-	3.2E-06	3E-06	3.2
486060.42	3618147.51	0.31313	0	0	0	ANNUAL	ALL	3	School	-	-	2.5E-05	-	-	2.0E-06	2E-06	2.0
486055.73	3618167.35	0.67421	0	0	0	ANNUAL	ALL	3	School	-	-	5.3E-05	-	-	4.2E-06	4E-06	4.2
486055.73	3618160.6	0.58887	0	0	0	ANNUAL	ALL	3	School	-	-	4.6E-05	-	-	3.7E-06	4E-06	3.7
486055.73	3618153.85	0.46166	0	0	0	ANNUAL	ALL	3	School	-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486055.73	3618147.1	0.25689	0	0	0	ANNUAL	ALL	3	School	-	-	2.0E-05	-	-	1.6E-06	2E-06	1.6
486054.56	3618167.45	0.65981	0	0	0	ANNUAL	ALL	3	School	-	-	5.2E-05	-	-	4.1E-06	4E-06	4.1
486053.39	3618160.81	0.56072	0	0	0	ANNUAL	ALL	3	School	-	-	4.4E-05	-	-	3.5E-06	4E-06	3.5
486052.21	3618154.16	0.42072	0	0	0	ANNUAL	ALL	3	School	-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486051.04	3618147.51	0.20872	0	0	0	ANNUAL	ALL	3	School	-	-	1.6E-05	-	-	1.3E-06	1E-06	1.3
486053.42	3618167.76	0.64696	0	0	0	ANNUAL	ALL	3	School	-	-	5.1E-05	-	-	4.0E-06	4E-06	4.0
486051.11	3618161.41	0.53567	0	0	0	ANNUAL	ALL	3	School	-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486048.8	3618155.07	0.38463	0	0	0	ANNUAL	ALL	3	School	-	-	3.0E-05	-	-	2.4E-06	2E-06	2.4
486046.5	3618148.73	0.1663	0	0	0	ANNUAL	ALL	3	School	-	-	1.3E-05	-	-	1.0E-06	1E-06	1.0
486052.35	3618168.25	0.63601	0	0	0	ANNUAL	ALL	3	School	-	-	5.0E-05	-	-	4.0E-06	4E-06	4.0
486048.98	3618162.41	0.51431	0	0	0	ANNUAL	ALL	3	School	-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486045.6	3618156.56	0.3541	0	0	0	ANNUAL	ALL	3	School	-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486042.23	3618150.72	0.13606	0	0	0	ANNUAL	ALL	3	School	-	-	1.1E-05	-	-	8.5E-07	9E-07	0.9
486051.39	3618168.93	0.62728	0	0	0	ANNUAL	ALL	3	School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486047.05	3618163.76	0.49716	0	0	0	ANNUAL	ALL	3	School	-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486042.71	3618158.59	0.32986	0	0	0	ANNUAL	ALL	3	School	-	-	2.6E-05	-	-	2.1E-06	2E-06	2.1
486038.37	3618153.42	0.11241	0	0	0	ANNUAL	ALL	3	School	-	-	8.9E-06	-	-	7.0E-07	7E-07	0.7
486050.56	3618169.76	0.62101	0	0	0	ANNUAL	ALL	3	School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486045.39	3618165.42	0.48466	0	0	0	ANNUAL	ALL	3	School	-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486040.22	3618161.08	0.31231	0	0	0	ANNUAL	ALL	3	School	-	-	2.5E-05	-	-	2.0E-06	2E-06	2.0
486035.05	3618156.74	0.10005	0	0	0	ANNUAL	ALL	3	School	-	-	7.9E-06	-	-	6.3E-07	6E-07	0.6
486049.88	3618170.73	0.61737	0	0	0	ANNUAL	ALL	3	School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486044.04	3618167.35	0.47714	0	0	0	ANNUAL	ALL	3	School	-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486038.19	3618163.98	0.30171	0	0	0	ANNUAL	ALL	3	School	-	-	2.4E-05	-	-	1.9E-06	2E-06	1.9
486032.35	3618160.6	0.09337	0	0	0	ANNUAL	ALL	3	School	-	-	7.4E-06	-	-	5.8E-07	6E-07	0.6
486049.39	3618171.79	0.61649	0	0	0	ANNUAL	ALL	3	School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486043.04	3618169.48	0.47482	0	0	0	ANNUAL	ALL	3	School	-	-	3.7E-05	-	-	3.0E-06	3E-06	3.0
486036.7	3618167.17	0.29818	0	0	0	ANNUAL	ALL	3	School	-	-	2.4E-05	-	-	1.9E-06	2E-06	1.9
486030.36	3618164.87	0.09231	0	0	0	ANNUAL	ALL	3	School	-	-	7.3E-06	-	-	5.8E-07	6E-07	0.6
486049.08	3618172.93	0.61842	0	0	0	ANNUAL	ALL	3	School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486042.44	3618171.76	0.47785	0	0	0	ANNUAL	ALL	3	School	-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486035.79	3618170.58	0.30175	0	0	0	ANNUAL	ALL	3	School	-	-	2.4E-05	-	-	1.9E-06	2E-06	1.9
486029.14	3618169.41	0.09614	0	0	0	ANNUAL	ALL	3	School	-	-	7.6E-06	-	-	6.0E-07	6E-07	0.6
486048.98	3618174.1	0.62313	0	0	0	ANNUAL	ALL	3	School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486042.23	3618174.1	0.48623	0	0	0	ANNUAL	ALL	3	School	-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486035.48	3618174.1	0.31241	0	0	0	ANNUAL	ALL	3	School	-	-	2.5E-05	-	-	2.0E-06	2E-06	2.0
486028.73	3618174.1	0.10385	0	0	0	ANNUAL	ALL	3	School	-	-	8.2E-06	-	-	6.5E-07	6E-07	0.6
486049.08	3618175.27	0.6305	0	0	0	ANNUAL	ALL	3	School	-	-	5.0E-05	-	-	3.9E-06	4E-06	3.9
486042.44	3618176.44	0.49988	0	0	0	ANNUAL	ALL	3	School	-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486035.79	3618177.62	0.33028	0	0	0	ANNUAL	ALL	3	School	-	-	2.6E-05	-	-	2.1E-06	2E-06	2.1
486029.14	3618178.79	0.1185	0	0	0	ANNUAL	ALL	3	School	-	-	9.4E-06	-	-	7.4E-07	7E-07	0.7
486049.39	3618176.41	0.64036	0	0	0	ANNUAL	ALL	3	School	-	-	5.1E-05	-	-	4.0E-06	4E-06	4.0
486043.04	3618178.72	0.51856	0	0	0	ANNUAL	ALL	3	School	-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486036.7	3618181.03	0.35538	0	0	0	ANNUAL	ALL	3	School	-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486030.36	3618183.33	0.14124	0	0	0	ANNUAL	ALL	3	School	-	-	1.1E-05	-	-	8.8E-07	9E-07	0.9
486049.88	3618177.48	0.65245	0	0	0	ANNUAL	ALL	3	School	-	-	5.1E-05	-	-	4.1E-06	4E-06	4.1
486044.04	3618180.85	0.54189	0	0	0	ANNUAL	ALL	3	School	-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486038.19	3618184.23	0.3875	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-05	-	-	2.4E-06	2E-06	2.4
486032.35	3618187.6	0.17207	0	0	0	ANNUAL	ALL	3	School	-	-	1.4E-05	-	-	1.1E-06	1E-06	1.1
486050.56	3618178.44	0.66641	0	0	0	ANNUAL	ALL	3	School	-	-	5.3E-05	-	-	4.2E-06	4E-06	4.2
486045.39	3618182.78	0.5693	0	0	0	ANNUAL	ALL	3	School	-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486040.22	3618187.12	0.42644	0	0	0	ANNUAL	ALL	3	School	-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486035.05	3618191.46	0.21489	0	0	0	ANNUAL	ALL	3	School	-	-	1.7E-05	-	-	1.3E-06	1E-06	1.3
486051.39	3618179.27	0.68185	0	0	0	ANNUAL	ALL	3	School	-	-	5.4E-05	-	-	4.3E-06	4E-06	4.3
486047.05	3618184.44	0.60005	0	0	0	ANNUAL	ALL	3	School	-	-	4.7E-05	-	-	3.7E-06	4E-06	3.7

486042.71	3618189.61	0.47106	0	0	0	ANNUAL	ALL	3	School	-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486038.37	3618194.78	0.26416	0	0	0	ANNUAL	ALL	3	School	-	-	2.1E-05	-	-	1.7E-06	2E-06	1.7
486052.35	3618179.95	0.6983	0	0	0	ANNUAL	ALL	3	School	-	-	5.5E-05	-	-	4.4E-06	4E-06	4.4
486048.98	3618185.79	0.63324	0	0	0	ANNUAL	ALL	3	School	-	-	5.0E-05	-	-	4.0E-06	4E-06	4.0
486045.6	3618191.64	0.52059	0	0	0	ANNUAL	ALL	3	School	-	-	4.1E-05	-	-	3.3E-06	3E-06	3.3
486042.23	3618197.48	0.32584	0	0	0	ANNUAL	ALL	3	School	-	-	2.6E-05	-	-	2.0E-06	2E-06	2.0
486053.42	3618180.44	0.71526	0	0	0	ANNUAL	ALL	3	School	-	-	5.6E-05	-	-	4.5E-06	4E-06	4.5
486051.11	3618186.79	0.66781	0	0	0	ANNUAL	ALL	3	School	-	-	5.3E-05	-	-	4.2E-06	4E-06	4.2
486048.8	3618193.13	0.57297	0	0	0	ANNUAL	ALL	3	School	-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486046.5	3618199.47	0.3907	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-05	-	-	2.4E-06	2E-06	2.4
486054.56	3618180.75	0.73219	0	0	0	ANNUAL	ALL	3	School	-	-	5.8E-05	-	-	4.6E-06	5E-06	4.6
486053.39	3618187.39	0.70265	0	0	0	ANNUAL	ALL	3	School	-	-	5.5E-05	-	-	4.4E-06	4E-06	4.4
486052.21	3618194.04	0.62679	0	0	0	ANNUAL	ALL	3	School	-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486051.04	3618200.69	0.46318	0	0	0	ANNUAL	ALL	3	School	-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486055.73	3618201.3	0.52808	0	0	0	ANNUAL	ALL	3	Residential	-	5.5E-04		-	4.3E-05		4E-05	43.4
486055.73	3618213.8	0.26644	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-04		-	2.2E-05		2E-05	21.9
486055.73	3618226.3	0.16276	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04		-	1.3E-05		1E-05	13.4
486055.73	3618238.8	0.10768	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04		-	8.8E-06		9E-06	8.8
486055.73	3618251.3	0.07543	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-05		-	6.2E-06		6E-06	6.2
486060.45	3618200.89	0.59946	0	0	0	ANNUAL	ALL	3	Residential	-	6.3E-04		-	4.9E-05		5E-05	49.2
486062.62	3618213.2	0.32364	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-04		-	2.7E-05		3E-05	26.6
486064.79	3618225.51	0.20605	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04		-	1.7E-05		2E-05	16.9
486066.97	3618237.82	0.14078	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04		-	1.2E-05		1E-05	11.6
486069.14	3618250.13	0.1012	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04		-	8.3E-06		8E-06	8.3
486065.03	3618199.66	0.66694	0	0	0	ANNUAL	ALL	3	Residential	-	7.0E-04		-	5.5E-05		5E-05	54.8
486069.31	3618211.41	0.37594	0	0	0	ANNUAL	ALL	3	Residential	-	3.9E-04		-	3.1E-05		3E-05	30.9
486073.58	3618223.15	0.24337	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-04		-	2.0E-05		2E-05	20.0
486077.86	3618234.9	0.16808	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-04		-	1.4E-05		1E-05	13.8
486082.13	3618246.64	0.12197	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04		-	1.0E-05		1E-05	10.0
486069.33	3618197.66	0.72668	0	0	0	ANNUAL	ALL	3	Residential	-	7.6E-04		-	6.0E-05		6E-05	59.7
486075.58	3618208.48	0.41865	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-04		-	3.4E-05		3E-05	34.4
486081.83	3618219.31	0.26978	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-04		-	2.2E-05		2E-05	22.2
486088.08	3618230.13	0.18477	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04		-	1.5E-05		2E-05	15.2
486094.33	3618240.96	0.13309	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04		-	1.1E-05		1E-05	10.9
486073.21	3618194.94	0.77927	0	0	0	ANNUAL	ALL	3	Residential	-	8.1E-04		-	6.4E-05		6E-05	64.0
486081.25	3618204.51	0.4489	0	0	0	ANNUAL	ALL	3	Residential	-	4.7E-04		-	3.7E-05		4E-05	36.9
486089.28	3618214.09	0.28364	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-04		-	2.3E-05		2E-05	23.3
486097.32	3618223.66	0.19047	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-04		-	1.6E-05		2E-05	15.6
486105.35	3618233.24	0.13477	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04		-	1.1E-05		1E-05	11.1
486076.57	3618191.58	0.81717	0	0	0	ANNUAL	ALL	3	Residential	-	8.5E-04		-	6.7E-05		7E-05	67.1
486086.14	3618199.62	0.46617	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-04		-	3.8E-05		4E-05	38.3
486095.72	3618207.65	0.28731	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-04		-	2.4E-05		2E-05	23.6
486105.29	3618215.69	0.18908	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-04		-	1.6E-05		2E-05	15.5
486114.87	3618223.72	0.13153	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04		-	1.1E-05		1E-05	10.8
486079.29	3618187.7	0.8411	0	0	0	ANNUAL	ALL	3	Residential	-	8.8E-04		-	6.9E-05		7E-05	69.1
486090.11	3618193.95	0.4723	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-04		-	3.9E-05		4E-05	38.8
486100.94	3618200.2	0.28528	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-04		-	2.3E-05		2E-05	23.4
486111.76	3618206.45	0.1857	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04		-	1.5E-05		2E-05	15.3
486122.59	3618212.7	0.12847	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04		-	1.1E-05		1E-05	10.6
486081.29	3618183.4	0.84553	0	0	0	ANNUAL	ALL	3	Residential	-	8.8E-04		-	6.9E-05		7E-05	69.4
486093.04	3618187.68	0.46989	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-04	-	-	3.9E-05	-	4E-05	39
486104.78	3618191.95	0.28091	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-04	-	-	2.3E-05	-	2E-05	23
486116.53	3618196.23	0.18321	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	2E-05	15
486128.27	3618200.5	0.1279	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	1.1E-05	-	1E-05	11
486082.52	3618178.82	0.83151	0	0	0	ANNUAL	ALL	3	Residential	-	8.7E-04	-	-	6.8E-05	-	7E-05	68
486094.83	3618180.99	0.46007	0	0	0	ANNUAL	ALL	3	Residential	-	4.8E-04	-	-	3.8E-05	-	4E-05	38
486107.14	3618183.16	0.27503	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-04	-	-	2.3E-05	-	2E-05	23
486119.45	3618185.34	0.18145	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	1E-05	15
486131.76	3618187.51	0.12873	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	1.1E-05	-	1E-05	11
486082.93	3618174.1	0.79941	0	0	0	ANNUAL	ALL	3	Residential	-	8.4E-04	-	-	6.6E-05	-	7E-05	66
486095.43	3618174.1	0.44228	0	0	0	ANNUAL	ALL	3	Residential	-	4.6E-04	-	-	3.6E-05	-	4E-05	36
486107.93	3618174.1	0.2663	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-04	-	-	2.2E-05	-	2E-05	22
486120.43	3618174.1	0.17794	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	1E-05	15
486132.93	3618174.1	0.12796	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	1.1E-05	-	1E-05	11
486082.52	3618169.38	0.75434	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-04	-	-	6.2E-05	-	6E-05	62
486094.83	3618167.21	0.4155	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-04	-	-	3.4E-05	-	3E-05	34
486107.14	3618165.04	0.25223	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04	-	-	2.1E-05	-	2E-05	21
486119.45	3618162.86	0.16969	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-04	-	-	1.4E-05	-	1E-05	14
486131.76	3618160.69	0.12263	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	1.0E-05	-	1E-05	10
486081.29	3618164.8	0.69733	0	0	0	ANNUAL	ALL	3	Residential	-	7.3E-04	-	-	5.7E-05	-	6E-05	57
486093.04	3618160.52	0.3791	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-04	-	-	3.1E-05	-	3E-05	31
486104.78	3618156.25	0.23068	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04	-	-	1.9E-05	-	2E-05	19
486116.53	3618151.97	0.15476	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.3E-05	-	1E-05	13
486128.27	3618147.7	0.11127	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.1E-06	-	9E-06	9

486079.29	3618160.5	0.63613	0	0	0	ANNUAL	ALL	3	Residential	-	6.6E-04	-	-	5.2E-05	-	5E-05	52
486090.11	3618154.25	0.33388	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-04	-	-	2.7E-05	-	3E-05	27
486100.94	3618148	0.20124	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-04	-	-	1.7E-05	-	2E-05	17
486111.76	3618141.75	0.13321	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486122.59	3618135.5	0.09437	0	0	0	ANNUAL	ALL	3	Residential	-	9.9E-05	-	-	7.7E-06	-	8E-06	8
486076.57	3618156.62	0.56765	0	0	0	ANNUAL	ALL	3	Residential	-	5.9E-04	-	-	4.7E-05	-	5E-05	47
486086.14	3618148.58	0.28273	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-04	-	-	2.3E-05	-	2E-05	23
486095.72	3618140.55	0.16591	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.4E-05	-	1E-05	14
486105.29	3618132.51	0.10717	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.8E-06	-	9E-06	9
486114.87	3618124.48	0.07422	0	0	0	ANNUAL	ALL	3	Residential	-	7.8E-05	-	-	6.1E-06	-	6E-06	6
486073.21	3618153.26	0.5012	0	0	0	ANNUAL	ALL	3	Residential	-	5.2E-04	-	-	4.1E-05	-	4E-05	41
486081.25	3618143.69	0.22993	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04	-	-	1.9E-05	-	2E-05	19
486089.28	3618134.11	0.12869	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	1.1E-05	-	1E-05	11
486097.32	3618124.54	0.08026	0	0	0	ANNUAL	ALL	3	Residential	-	8.4E-05	-	-	6.6E-06	-	7E-06	7
486105.35	3618114.96	0.05403	0	0	0	ANNUAL	ALL	3	Residential	-	5.6E-05	-	-	4.4E-06	-	4E-06	4
486069.33	3618150.54	0.43212	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-04	-	-	3.5E-05	-	4E-05	35
486075.58	3618139.72	0.17953	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	1E-05	15
486081.83	3618128.89	0.0943	0	0	0	ANNUAL	ALL	3	Residential	-	9.9E-05	-	-	7.7E-06	-	8E-06	8
486088.08	3618118.07	0.05634	0	0	0	ANNUAL	ALL	3	Residential	-	5.9E-05	-	-	4.6E-06	-	5E-06	5
486094.33	3618107.24	0.03684	0	0	0	ANNUAL	ALL	3	Residential	-	3.9E-05	-	-	3.0E-06	-	3E-06	3
486065.03	3618148.54	0.36797	0	0	0	ANNUAL	ALL	3	Residential	-	3.8E-04	-	-	3.0E-05	-	3E-05	30
486069.31	3618136.79	0.13493	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486073.58	3618125.05	0.06628	0	0	0	ANNUAL	ALL	3	Residential	-	6.9E-05	-	-	5.4E-06	-	5E-06	5
486077.86	3618113.3	0.03815	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-05	-	-	3.1E-06	-	3E-06	3
486082.13	3618101.56	0.02448	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-05	-	-	2.0E-06	-	2E-06	2
486060.45	3618147.31	0.3064	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-04	-	-	2.5E-05	-	3E-05	25
486062.62	3618135	0.09869	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	8.1E-06	-	8E-06	8
486064.79	3618122.69	0.04621	0	0	0	ANNUAL	ALL	3	Residential	-	4.8E-05	-	-	3.8E-06	-	4E-06	4
486066.97	3618110.38	0.02632	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-05	-	-	2.2E-06	-	2E-06	2
486069.14	3618098.07	0.01699	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-05	-	-	1.4E-06	-	1E-06	1
486055.73	3618146.9	0.25029	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04	-	-	2.1E-05	-	2E-05	21
486055.73	3618134.4	0.07217	0	0	0	ANNUAL	ALL	3	Residential	-	7.5E-05	-	-	5.9E-06	-	6E-06	6
486055.73	3618121.9	0.03375	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-05	-	-	2.8E-06	-	3E-06	3
486055.73	3618109.4	0.01974	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05	-	-	1.6E-06	-	2E-06	2
486055.73	3618096.9	0.0131	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
486051.01	3618147.31	0.2024	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-04	-	-	1.7E-05	-	2E-05	17
486048.84	3618135	0.05505	0	0	0	ANNUAL	ALL	3	Residential	-	5.8E-05	-	-	4.5E-06	-	5E-06	5
486046.67	3618122.69	0.0271	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-05	-	-	2.2E-06	-	2E-06	2
486044.49	3618110.38	0.0165	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.4E-06	-	1E-06	1
486042.32	3618098.07	0.01119	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.2E-07	-	9E-07	1
486046.43	3618148.54	0.16057	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.3E-05	-	1E-05	13
486042.15	3618136.79	0.04543	0	0	0	ANNUAL	ALL	3	Residential	-	4.7E-05	-	-	3.7E-06	-	4E-06	4
486037.88	3618125.05	0.0238	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05	-	-	2.0E-06	-	2E-06	2
486033.6	3618113.3	0.01482	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
486029.33	3618101.56	0.01012	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.3E-07	-	8E-07	1
486042.13	3618150.54	0.131	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486035.88	3618139.72	0.04055	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-05	-	-	3.3E-06	-	3E-06	3
486029.63	3618128.89	0.02186	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-05	-	-	1.8E-06	-	2E-06	2
486023.38	3618118.07	0.0137	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
486017.13	3618107.24	0.00937	0	0	0	ANNUAL	ALL	3	Residential	-	9.8E-06	-	-	7.7E-07	-	8E-07	1
486038.25	3618153.26	0.10852	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.9E-06	-	9E-06	9
486030.21	3618143.69	0.03783	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-05	-	-	3.1E-06	-	3E-06	3
486022.18	3618134.11	0.0205	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05	-	-	1.7E-06	-	2E-06	2
486014.14	3618124.54	0.01283	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.1E-06	-	1E-06	1
486006.11	3618114.96	0.00875	0	0	0	ANNUAL	ALL	3	Residential	-	9.1E-06	-	-	7.2E-07	-	7E-07	1
486034.89	3618156.62	0.09684	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	8.0E-06	-	8E-06	8
486025.32	3618148.58	0.03601	0	0	0	ANNUAL	ALL	3	Residential	-	3.8E-05	-	-	3.0E-06	-	3E-06	3
486015.74	3618140.55	0.01949	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.6E-06	-	2E-06	2
486006.17	3618132.51	0.01214	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.0E-06	-	1E-06	1
485996.59	3618124.48	0.00824	0	0	0	ANNUAL	ALL	3	Residential	-	8.6E-06	-	-	6.8E-07	-	7E-07	1
486032.17	3618160.5	0.09104	0	0	0	ANNUAL	ALL	3	Residential	-	9.5E-05	-	-	7.5E-06	-	7E-06	7
486021.35	3618154.25	0.0348	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-05	-	-	2.9E-06	-	3E-06	3
486010.52	3618148	0.01871	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.5E-06	-	2E-06	2
485999.7	3618141.75	0.0116	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.5E-07	-	1E-06	1
485988.87	3618135.5	0.00785	0	0	0	ANNUAL	ALL	3	Residential	-	8.2E-06	-	-	6.4E-07	-	6E-07	1
486030.17	3618164.8	0.09017	0	0	0	ANNUAL	ALL	3	Residential	-	9.4E-05	-	-	7.4E-06	-	7E-06	7
486018.42	3618160.52	0.03418	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-05	-	-	2.8E-06	-	3E-06	3
486006.68	3618156.25	0.01819	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	1.5E-06	-	1E-06	1
485994.93	3618151.97	0.01126	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.2E-07	-	9E-07	1
485983.19	3618147.7	0.00763	0	0	0	ANNUAL	ALL	3	Residential	-	8.0E-06	-	-	6.3E-07	-	6E-07	1
486028.94	3618169.38	0.09374	0	0	0	ANNUAL	ALL	3	Residential	-	9.8E-05	-	-	7.7E-06	-	8E-06	8
486016.63	3618167.21	0.03433	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-05	-	-	2.8E-06	-	3E-06	3
486004.32	3618165.04	0.01807	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	1.5E-06	-	1E-06	1
485992.01	3618162.86	0.01116	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.2E-07	-	9E-07	1

485979.7	3618160.69	0.00757	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-06	-	-	6.2E-07	-	6E-07	1
486028.53	3618174.1	0.10085	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.3E-06	-	8E-06	8
486016.03	3618174.1	0.03546	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-05	-	-	2.9E-06	-	3E-06	3
486003.53	3618174.1	0.0185	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	1.5E-06	-	2E-06	2
485991.03	3618174.1	0.01135	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.3E-07	-	9E-07	1
485978.53	3618174.1	0.00768	0	0	0	ANNUAL	ALL	3	Residential	-	8.0E-06	-	-	6.3E-07	-	6E-07	1
486028.94	3618178.82	0.11475	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.4E-06	-	9E-06	9
486016.63	3618180.99	0.03783	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-05	-	-	3.1E-06	-	3E-06	3
486004.32	3618183.16	0.01958	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.6E-06	-	2E-06	2
485992.01	3618185.34	0.01195	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.8E-07	-	1E-06	1
485979.7	3618187.51	0.00805	0	0	0	ANNUAL	ALL	3	Residential	-	8.4E-06	-	-	6.6E-07	-	7E-07	1
486030.17	3618183.4	0.13653	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486018.42	3618187.68	0.04198	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-05	-	-	3.4E-06	-	3E-06	3
486006.68	3618191.95	0.02152	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05	-	-	1.8E-06	-	2E-06	2
485994.93	3618196.23	0.01309	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
485983.19	3618200.5	0.00878	0	0	0	ANNUAL	ALL	3	Residential	-	9.2E-06	-	-	7.2E-07	-	7E-07	1
486032.17	3618187.7	0.16676	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.4E-05	-	1E-05	14
486021.35	3618193.95	0.04926	0	0	0	ANNUAL	ALL	3	Residential	-	5.1E-05	-	-	4.0E-06	-	4E-06	4
486010.52	3618200.2	0.02475	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-05	-	-	2.0E-06	-	2E-06	2
485999.7	3618206.45	0.01494	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.2E-06	-	1E-06	1
485988.87	3618212.7	0.00998	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	8.2E-07	-	8E-07	1
486034.89	3618191.58	0.20902	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.7E-05	-	2E-05	17
486025.32	3618199.62	0.062	0	0	0	ANNUAL	ALL	3	Residential	-	6.5E-05	-	-	5.1E-06	-	5E-06	5
486015.74	3618207.65	0.03034	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	2E-06	2
486006.17	3618215.69	0.01799	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	1.5E-06	-	1E-06	1
485996.59	3618223.72	0.01189	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.8E-07	-	1E-06	1
486038.25	3618194.94	0.25794	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-04	-	-	2.1E-05	-	2E-05	21
486030.21	3618204.51	0.08305	0	0	0	ANNUAL	ALL	3	Residential	-	8.7E-05	-	-	6.8E-06	-	7E-06	7
486022.18	3618214.09	0.04025	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-05	-	-	3.3E-06	-	3E-06	3
486014.14	3618223.66	0.02342	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-05	-	-	1.9E-06	-	2E-06	2
486006.11	3618233.24	0.01522	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.2E-06	-	1E-06	1
486042.13	3618197.66	0.31933	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-04	-	-	2.6E-05	-	3E-05	26
486035.88	3618208.48	0.11486	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.4E-06	-	9E-06	9
486029.63	3618219.31	0.0572	0	0	0	ANNUAL	ALL	3	Residential	-	6.0E-05	-	-	4.7E-06	-	5E-06	5
486023.38	3618230.13	0.03333	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-05	-	-	2.7E-06	-	3E-06	3
486017.13	3618240.96	0.02152	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05	-	-	1.8E-06	-	2E-06	2
486046.43	3618199.66	0.38413	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-04	-	-	3.2E-05	-	3E-05	32
486042.15	3618211.41	0.1578	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.3E-05	-	1E-05	13
486037.88	3618223.15	0.08368	0	0	0	ANNUAL	ALL	3	Residential	-	8.7E-05	-	-	6.9E-06	-	7E-06	7
486033.6	3618234.9	0.05027	0	0	0	ANNUAL	ALL	3	Residential	-	5.3E-05	-	-	4.1E-06	-	4E-06	4
486029.33	3618246.64	0.03295	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-05	-	-	2.7E-06	-	3E-06	3
486051.01	3618200.89	0.45667	0	0	0	ANNUAL	ALL	3	Residential	-	4.8E-04	-	-	3.8E-05	-	4E-05	38
486048.84	3618213.2	0.2096	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.7E-05	-	2E-05	17
486046.67	3618225.51	0.11998	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	9.9E-06	-	1E-05	10
486044.49	3618237.82	0.07566	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-05	-	-	6.2E-06	-	6E-06	6
486042.32	3618250.13	0.05119	0	0	0	ANNUAL	ALL	3	Residential	-	5.4E-05	-	-	4.2E-06	-	4E-06	4

SDUSD AERMOD Test Run Inputs

1. Emission rate =
    a. 0.0306 tons PM10 exhaust (DPM) * 907,185 grams/ton = 27,760 grams
    b. 260 work days, 10 hours/day = 9,360,000 seconds
    c. 25,583 grams / 9,360,000 seconds – **0.0029658 grams/second**
2. Haul trucks release height = **4.0 meters**
3. Initial vertical dimension = Haul trucks – **3.16 meters**
4. Rural or Urban = **Urban**
5. Population of urban area = city of SD pop – **1.42 million**

Discrete RX	Y	Concentration (AVERAGE CONC) [ug/m^3]	Elevation (ZELEV)	Hill Heights (ZHILL)	Flagpole (ZFLAG)	Averagin Period (AVE)	Source Group (GRP)	Num Years (NUM YRS)	Net ID
486055.7	3618181	0.74856	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.7	3618188	0.73658	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.7	3618194	0.67981	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.7	3618201	0.53447	0	0	0	ANNUAL	ALL	3	SCHOOL
486056.9	3618181	0.76382	0	0	0	ANNUAL	ALL	3	SCHOOL
486058.1	3618187	0.76843	0	0	0	ANNUAL	ALL	3	SCHOOL
486059.3	3618194	0.73024	0	0	0	ANNUAL	ALL	3	SCHOOL
486060.4	3618201	0.60563	0	0	0	ANNUAL	ALL	3	SCHOOL
486058	3618180	0.77748	0	0	0	ANNUAL	ALL	3	SCHOOL
486060.4	3618187	0.79711	0	0	0	ANNUAL	ALL	3	SCHOOL
486062.7	3618193	0.77623	0	0	0	ANNUAL	ALL	3	SCHOOL
486065	3618199	0.67266	0	0	0	ANNUAL	ALL	3	SCHOOL
486059.1	3618180	0.7891	0	0	0	ANNUAL	ALL	3	SCHOOL
486062.5	3618186	0.82161	0	0	0	ANNUAL	ALL	3	SCHOOL
486065.9	3618192	0.81595	0	0	0	ANNUAL	ALL	3	SCHOOL
486069.2	3618197	0.73212	0	0	0	ANNUAL	ALL	3	SCHOOL
486060.1	3618179	0.79828	0	0	0	ANNUAL	ALL	3	SCHOOL
486064.4	3618184	0.84102	0	0	0	ANNUAL	ALL	3	SCHOOL
486068.8	3618190	0.84785	0	0	0	ANNUAL	ALL	3	SCHOOL
486073.1	3618195	0.78381	0	0	0	ANNUAL	ALL	3	SCHOOL
486060.9	3618178	0.80472	0	0	0	ANNUAL	ALL	3	SCHOOL
486066.1	3618183	0.85464	0	0	0	ANNUAL	ALL	3	SCHOOL
486071.2	3618187	0.87048	0	0	0	ANNUAL	ALL	3	SCHOOL
486076.4	3618191	0.82128	0	0	0	ANNUAL	ALL	3	SCHOOL
486061.6	3618177	0.80823	0	0	0	ANNUAL	ALL	3	SCHOOL
486067.4	3618181	0.86197	0	0	0	ANNUAL	ALL	3	SCHOOL
486073.3	3618184	0.88279	0	0	0	ANNUAL	ALL	3	SCHOOL
486079.1	3618188	0.84443	0	0	0	ANNUAL	ALL	3	SCHOOL
486062.1	3618176	0.8087	0	0	0	ANNUAL	ALL	3	SCHOOL
486068.4	3618179	0.86278	0	0	0	ANNUAL	ALL	3	SCHOOL
486074.8	3618181	0.88423	0	0	0	ANNUAL	ALL	3	SCHOOL
486081.1	3618183	0.84862	0	0	0	ANNUAL	ALL	3	SCHOOL
486062.4	3618175	0.80612	0	0	0	ANNUAL	ALL	3	SCHOOL
486069	3618176	0.85708	0	0	0	ANNUAL	ALL	3	SCHOOL
486075.7	3618178	0.87483	0	0	0	ANNUAL	ALL	3	SCHOOL
486082.3	3618179	0.83479	0	0	0	ANNUAL	ALL	3	SCHOOL
486062.5	3618174	0.80061	0	0	0	ANNUAL	ALL	3	SCHOOL
486069.2	3618174	0.84519	0	0	0	ANNUAL	ALL	3	SCHOOL
486076	3618174	0.85524	0	0	0	ANNUAL	ALL	3	SCHOOL
486082.7	3618174	0.80319	0	0	0	ANNUAL	ALL	3	SCHOOL
486062.4	3618173	0.79236	0	0	0	ANNUAL	ALL	3	SCHOOL
486069	3618172	0.82764	0	0	0	ANNUAL	ALL	3	SCHOOL
486075.7	3618171	0.82661	0	0	0	ANNUAL	ALL	3	SCHOOL
486082.3	3618169	0.75879	0	0	0	ANNUAL	ALL	3	SCHOOL
486062.1	3618172	0.78168	0	0	0	ANNUAL	ALL	3	SCHOOL
486068.4	3618169	0.80516	0	0	0	ANNUAL	ALL	3	SCHOOL
486074.8	3618167	0.79044	0	0	0	ANNUAL	ALL	3	SCHOOL
486081.1	3618165	0.70243	0	0	0	ANNUAL	ALL	3	SCHOOL
486061.6	3618171	0.76892	0	0	0	ANNUAL	ALL	3	SCHOOL
486067.4	3618167	0.77863	0	0	0	ANNUAL	ALL	3	SCHOOL
486073.3	3618164	0.74839	0	0	0	ANNUAL	ALL	3	SCHOOL
486079.1	3618161	0.64165	0	0	0	ANNUAL	ALL	3	SCHOOL
486060.9	3618170	0.75452	0	0	0	ANNUAL	ALL	3	SCHOOL
486066.1	3618165	0.74902	0	0	0	ANNUAL	ALL	3	SCHOOL
486071.2	3618161	0.70216	0	0	0	ANNUAL	ALL	3	SCHOOL
486076.4	3618157	0.57367	0	0	0	ANNUAL	ALL	3	SCHOOL
486060.1	3618169	0.73891	0	0	0	ANNUAL	ALL	3	SCHOOL
486064.4	3618164	0.71731	0	0	0	ANNUAL	ALL	3	SCHOOL
486068.8	3618159	0.65335	0	0	0	ANNUAL	ALL	3	SCHOOL
486073.1	3618153	0.50746	0	0	0	ANNUAL	ALL	3	SCHOOL
486059.1	3618168	0.72259	0	0	0	ANNUAL	ALL	3	SCHOOL
486062.5	3618162	0.68451	0	0	0	ANNUAL	ALL	3	SCHOOL
486065.9	3618157	0.60361	0	0	0	ANNUAL	ALL	3	SCHOOL
486069.2	3618151	0.43866	0	0	0	ANNUAL	ALL	3	SCHOOL
486058	3618168	0.70605	0	0	0	ANNUAL	ALL	3	SCHOOL
486060.4	3618161	0.65157	0	0	0	ANNUAL	ALL	3	SCHOOL
486062.7	3618155	0.55416	0	0	0	ANNUAL	ALL	3	SCHOOL
486065	3618149	0.37455	0	0	0	ANNUAL	ALL	3	SCHOOL
486056.9	3618167	0.68977	0	0	0	ANNUAL	ALL	3	SCHOOL
486058.1	3618161	0.61941	0	0	0	ANNUAL	ALL	3	SCHOOL
486059.3	3618154	0.50651	0	0	0	ANNUAL	ALL	3	SCHOOL
486060.4	3618148	0.31313	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.7	3618167	0.67421	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.7	3618161	0.58887	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.7	3618154	0.46166	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.7	3618147	0.25689	0	0	0	ANNUAL	ALL	3	SCHOOL
486054.6	3618167	0.65981	0	0	0	ANNUAL	ALL	3	SCHOOL
486053.4	3618161	0.56072	0	0	0	ANNUAL	ALL	3	SCHOOL
486052.2	3618154	0.42072	0	0	0	ANNUAL	ALL	3	SCHOOL
486051	3618148	0.20872	0	0	0	ANNUAL	ALL	3	SCHOOL
486053.4	3618168	0.64696	0	0	0	ANNUAL	ALL	3	SCHOOL
486051.1	3618161	0.53567	0	0	0	ANNUAL	ALL	3	SCHOOL
486048.8	3618155	0.38463	0	0	0	ANNUAL	ALL	3	SCHOOL
486046.5	3618149	0.1663	0	0	0	ANNUAL	ALL	3	SCHOOL
486052.4	3618168	0.63601	0	0	0	ANNUAL	ALL	3	SCHOOL
486049	3618162	0.51431	0	0	0	ANNUAL	ALL	3	SCHOOL
486045.6	3618157	0.3541	0	0	0	ANNUAL	ALL	3	SCHOOL
486042.2	3618151	0.13606	0	0	0	ANNUAL	ALL	3	SCHOOL
486051.4	3618169	0.62728	0	0	0	ANNUAL	ALL	3	SCHOOL
486047.1	3618164	0.49716	0	0	0	ANNUAL	ALL	3	SCHOOL
486042.7	3618159	0.32986	0	0	0	ANNUAL	ALL	3	SCHOOL
486038.4	3618153	0.11241	0	0	0	ANNUAL	ALL	3	SCHOOL
486050.6	3618170	0.62101	0	0	0	ANNUAL	ALL	3	SCHOOL
486045.4	3618165	0.48466	0	0	0	ANNUAL	ALL	3	SCHOOL
486040.2	3618161	0.31231	0	0	0	ANNUAL	ALL	3	SCHOOL
486035.1	3618157	0.10005	0	0	0	ANNUAL	ALL	3	SCHOOL
486049.9	3618171	0.61737	0	0	0	ANNUAL	ALL	3	SCHOOL
486044	3618167	0.47714	0	0	0	ANNUAL	ALL	3	SCHOOL
486038.2	3618164	0.30171	0	0	0	ANNUAL	ALL	3	SCHOOL
486032.4	3618161	0.09337	0	0	0	ANNUAL	ALL	3	SCHOOL
486049.4	3618172	0.61649	0	0	0	ANNUAL	ALL	3	SCHOOL
486043	3618169	0.47482	0	0	0	ANNUAL	ALL	3	SCHOOL
486036.7	3618167	0.29818	0	0	0	ANNUAL	ALL	3	SCHOOL
486030.4	3618165	0.09231	0	0	0	ANNUAL	ALL	3	SCHOOL

486049.1	3618173	0.61842	0	0	0	ANNUAL	ALL	3 SCHOOL
486042.4	3618172	0.47785	0	0	0	ANNUAL	ALL	3 SCHOOL
486035.8	3618171	0.30175	0	0	0	ANNUAL	ALL	3 SCHOOL
486029.1	3618169	0.09614	0	0	0	ANNUAL	ALL	3 SCHOOL
486049	3618174	0.62313	0	0	0	ANNUAL	ALL	3 SCHOOL
486042.2	3618174	0.48623	0	0	0	ANNUAL	ALL	3 SCHOOL
486035.5	3618174	0.31241	0	0	0	ANNUAL	ALL	3 SCHOOL
486028.7	3618174	0.10385	0	0	0	ANNUAL	ALL	3 SCHOOL
486049.1	3618175	0.6305	0	0	0	ANNUAL	ALL	3 SCHOOL
486042.4	3618176	0.49988	0	0	0	ANNUAL	ALL	3 SCHOOL
486035.8	3618178	0.33028	0	0	0	ANNUAL	ALL	3 SCHOOL
486029.1	3618179	0.1185	0	0	0	ANNUAL	ALL	3 SCHOOL
486049.4	3618176	0.64036	0	0	0	ANNUAL	ALL	3 SCHOOL
486043	3618179	0.51856	0	0	0	ANNUAL	ALL	3 SCHOOL
486036.7	3618181	0.35538	0	0	0	ANNUAL	ALL	3 SCHOOL
486030.4	3618183	0.14124	0	0	0	ANNUAL	ALL	3 SCHOOL
486049.9	3618177	0.65245	0	0	0	ANNUAL	ALL	3 SCHOOL
486044	3618181	0.54189	0	0	0	ANNUAL	ALL	3 SCHOOL
486038.2	3618184	0.3875	0	0	0	ANNUAL	ALL	3 SCHOOL
486032.4	3618188	0.17207	0	0	0	ANNUAL	ALL	3 SCHOOL
486050.6	3618178	0.66641	0	0	0	ANNUAL	ALL	3 SCHOOL
486045.4	3618183	0.5693	0	0	0	ANNUAL	ALL	3 SCHOOL
486040.2	3618187	0.42644	0	0	0	ANNUAL	ALL	3 SCHOOL
486035.1	3618191	0.21489	0	0	0	ANNUAL	ALL	3 SCHOOL
486051.4	3618179	0.68185	0	0	0	ANNUAL	ALL	3 SCHOOL
486047.1	3618184	0.60005	0	0	0	ANNUAL	ALL	3 SCHOOL
486042.7	3618190	0.47106	0	0	0	ANNUAL	ALL	3 SCHOOL
486038.4	3618195	0.26416	0	0	0	ANNUAL	ALL	3 SCHOOL
486052.4	3618180	0.6983	0	0	0	ANNUAL	ALL	3 SCHOOL
486049	3618186	0.63324	0	0	0	ANNUAL	ALL	3 SCHOOL
486045.6	3618192	0.52059	0	0	0	ANNUAL	ALL	3 SCHOOL
486042.2	3618197	0.32584	0	0	0	ANNUAL	ALL	3 SCHOOL
486053.4	3618180	0.71526	0	0	0	ANNUAL	ALL	3 SCHOOL
486051.1	3618187	0.66781	0	0	0	ANNUAL	ALL	3 SCHOOL
486048.8	3618193	0.57297	0	0	0	ANNUAL	ALL	3 SCHOOL
486046.5	3618199	0.3907	0	0	0	ANNUAL	ALL	3 SCHOOL
486054.6	3618181	0.73219	0	0	0	ANNUAL	ALL	3 SCHOOL
486053.4	3618187	0.70265	0	0	0	ANNUAL	ALL	3 SCHOOL
486052.2	3618194	0.62679	0	0	0	ANNUAL	ALL	3 SCHOOL
486051	3618201	0.46318	0	0	0	ANNUAL	ALL	3 SCHOOL
486055.7	3618201	0.52808	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618214	0.26644	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618226	0.16276	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618239	0.10768	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618251	0.07543	0	0	0	ANNUAL	ALL	3 RESIDENT
486060.5	3618201	0.59946	0	0	0	ANNUAL	ALL	3 RESIDENT
486062.6	3618213	0.32364	0	0	0	ANNUAL	ALL	3 RESIDENT
486064.8	3618226	0.20605	0	0	0	ANNUAL	ALL	3 RESIDENT
486067	3618238	0.14078	0	0	0	ANNUAL	ALL	3 RESIDENT
486069.1	3618250	0.1012	0	0	0	ANNUAL	ALL	3 RESIDENT
486065	3618200	0.66694	0	0	0	ANNUAL	ALL	3 RESIDENT
486069.3	3618211	0.37594	0	0	0	ANNUAL	ALL	3 RESIDENT
486073.6	3618223	0.24337	0	0	0	ANNUAL	ALL	3 RESIDENT
486077.9	3618235	0.16808	0	0	0	ANNUAL	ALL	3 RESIDENT
486082.1	3618247	0.12197	0	0	0	ANNUAL	ALL	3 RESIDENT
486069.3	3618198	0.72668	0	0	0	ANNUAL	ALL	3 RESIDENT
486075.6	3618208	0.41865	0	0	0	ANNUAL	ALL	3 RESIDENT
486081.8	3618219	0.26978	0	0	0	ANNUAL	ALL	3 RESIDENT
486088.1	3618230	0.18477	0	0	0	ANNUAL	ALL	3 RESIDENT
486094.3	3618241	0.13309	0	0	0	ANNUAL	ALL	3 RESIDENT
486073.2	3618195	0.77927	0	0	0	ANNUAL	ALL	3 RESIDENT
486081.3	3618205	0.4489	0	0	0	ANNUAL	ALL	3 RESIDENT
486089.3	3618214	0.28364	0	0	0	ANNUAL	ALL	3 RESIDENT
486097.3	3618224	0.19047	0	0	0	ANNUAL	ALL	3 RESIDENT
486105.4	3618233	0.13477	0	0	0	ANNUAL	ALL	3 RESIDENT
486076.6	3618192	0.81717	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.1	3618200	0.46617	0	0	0	ANNUAL	ALL	3 RESIDENT
486095.7	3618208	0.28731	0	0	0	ANNUAL	ALL	3 RESIDENT
486105.3	3618216	0.18908	0	0	0	ANNUAL	ALL	3 RESIDENT
486114.9	3618224	0.13153	0	0	0	ANNUAL	ALL	3 RESIDENT
486079.3	3618188	0.8411	0	0	0	ANNUAL	ALL	3 RESIDENT
486090.1	3618194	0.4723	0	0	0	ANNUAL	ALL	3 RESIDENT
486100.9	3618200	0.28528	0	0	0	ANNUAL	ALL	3 RESIDENT
486111.8	3618206	0.1857	0	0	0	ANNUAL	ALL	3 RESIDENT
486122.6	3618213	0.12847	0	0	0	ANNUAL	ALL	3 RESIDENT
486081.3	3618183	0.84553	0	0	0	ANNUAL	ALL	3 RESIDENT
486093	3618188	0.46989	0	0	0	ANNUAL	ALL	3 RESIDENT
486104.8	3618192	0.28091	0	0	0	ANNUAL	ALL	3 RESIDENT
486116.5	3618196	0.18321	0	0	0	ANNUAL	ALL	3 RESIDENT
486128.3	3618201	0.1279	0	0	0	ANNUAL	ALL	3 RESIDENT
486082.5	3618179	0.83151	0	0	0	ANNUAL	ALL	3 RESIDENT
486094.8	3618181	0.46007	0	0	0	ANNUAL	ALL	3 RESIDENT
486107.1	3618183	0.27503	0	0	0	ANNUAL	ALL	3 RESIDENT
486119.5	3618185	0.18145	0	0	0	ANNUAL	ALL	3 RESIDENT
486131.8	3618188	0.12873	0	0	0	ANNUAL	ALL	3 RESIDENT
486082.9	3618174	0.79941	0	0	0	ANNUAL	ALL	3 RESIDENT
486095.4	3618174	0.44228	0	0	0	ANNUAL	ALL	3 RESIDENT
486107.9	3618174	0.2663	0	0	0	ANNUAL	ALL	3 RESIDENT
486120.4	3618174	0.17794	0	0	0	ANNUAL	ALL	3 RESIDENT
486132.9	3618174	0.12796	0	0	0	ANNUAL	ALL	3 RESIDENT
486082.5	3618169	0.75434	0	0	0	ANNUAL	ALL	3 RESIDENT
486094.8	3618167	0.4155	0	0	0	ANNUAL	ALL	3 RESIDENT
486107.1	3618165	0.25223	0	0	0	ANNUAL	ALL	3 RESIDENT
486119.5	3618163	0.16969	0	0	0	ANNUAL	ALL	3 RESIDENT
486131.8	3618161	0.12263	0	0	0	ANNUAL	ALL	3 RESIDENT
486081.3	3618165	0.69733	0	0	0	ANNUAL	ALL	3 RESIDENT
486093	3618161	0.3791	0	0	0	ANNUAL	ALL	3 RESIDENT
486104.8	3618156	0.23068	0	0	0	ANNUAL	ALL	3 RESIDENT
486116.5	3618152	0.15476	0	0	0	ANNUAL	ALL	3 RESIDENT
486128.3	3618148	0.11127	0	0	0	ANNUAL	ALL	3 RESIDENT
486079.3	3618161	0.63613	0	0	0	ANNUAL	ALL	3 RESIDENT
486090.1	3618154	0.33388	0	0	0	ANNUAL	ALL	3 RESIDENT
486100.9	3618148	0.20124	0	0	0	ANNUAL	ALL	3 RESIDENT
486111.8	3618142	0.13321	0	0	0	ANNUAL	ALL	3 RESIDENT
486122.6	3618136	0.09437	0	0	0	ANNUAL	ALL	3 RESIDENT

486076.6	3618157	0.56765	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.1	3618149	0.28273	0	0	0	ANNUAL	ALL	3 RESIDENT
486095.7	3618141	0.16591	0	0	0	ANNUAL	ALL	3 RESIDENT
486105.3	3618133	0.10717	0	0	0	ANNUAL	ALL	3 RESIDENT
486114.9	3618124	0.07422	0	0	0	ANNUAL	ALL	3 RESIDENT
486073.2	3618153	0.5012	0	0	0	ANNUAL	ALL	3 RESIDENT
486081.3	3618144	0.22993	0	0	0	ANNUAL	ALL	3 RESIDENT
486089.3	3618134	0.12869	0	0	0	ANNUAL	ALL	3 RESIDENT
486097.3	3618125	0.08026	0	0	0	ANNUAL	ALL	3 RESIDENT
486105.4	3618115	0.05403	0	0	0	ANNUAL	ALL	3 RESIDENT
486069.3	3618151	0.43212	0	0	0	ANNUAL	ALL	3 RESIDENT
486075.6	3618140	0.17953	0	0	0	ANNUAL	ALL	3 RESIDENT
486081.8	3618129	0.0943	0	0	0	ANNUAL	ALL	3 RESIDENT
486088.1	3618118	0.05634	0	0	0	ANNUAL	ALL	3 RESIDENT
486094.3	3618107	0.03684	0	0	0	ANNUAL	ALL	3 RESIDENT
486065	3618149	0.36797	0	0	0	ANNUAL	ALL	3 RESIDENT
486069.3	3618137	0.13493	0	0	0	ANNUAL	ALL	3 RESIDENT
486073.6	3618125	0.06628	0	0	0	ANNUAL	ALL	3 RESIDENT
486077.9	3618113	0.03815	0	0	0	ANNUAL	ALL	3 RESIDENT
486082.1	3618102	0.02448	0	0	0	ANNUAL	ALL	3 RESIDENT
486060.5	3618147	0.3064	0	0	0	ANNUAL	ALL	3 RESIDENT
486062.6	3618135	0.09869	0	0	0	ANNUAL	ALL	3 RESIDENT
486064.8	3618123	0.04621	0	0	0	ANNUAL	ALL	3 RESIDENT
486067	3618110	0.02632	0	0	0	ANNUAL	ALL	3 RESIDENT
486069.1	3618098	0.01699	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618147	0.25029	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618134	0.07217	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618122	0.03375	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618109	0.01974	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618097	0.0131	0	0	0	ANNUAL	ALL	3 RESIDENT
486051	3618147	0.2024	0	0	0	ANNUAL	ALL	3 RESIDENT
486048.8	3618135	0.05505	0	0	0	ANNUAL	ALL	3 RESIDENT
486046.7	3618123	0.0271	0	0	0	ANNUAL	ALL	3 RESIDENT
486044.5	3618110	0.0165	0	0	0	ANNUAL	ALL	3 RESIDENT
486042.3	3618098	0.01119	0	0	0	ANNUAL	ALL	3 RESIDENT
486046.4	3618149	0.16057	0	0	0	ANNUAL	ALL	3 RESIDENT
486042.2	3618137	0.04543	0	0	0	ANNUAL	ALL	3 RESIDENT
486037.9	3618125	0.0238	0	0	0	ANNUAL	ALL	3 RESIDENT
486033.6	3618113	0.01482	0	0	0	ANNUAL	ALL	3 RESIDENT
486029.3	3618102	0.01012	0	0	0	ANNUAL	ALL	3 RESIDENT
486042.1	3618151	0.131	0	0	0	ANNUAL	ALL	3 RESIDENT
486035.9	3618140	0.04055	0	0	0	ANNUAL	ALL	3 RESIDENT
486029.6	3618129	0.02186	0	0	0	ANNUAL	ALL	3 RESIDENT
486023.4	3618118	0.0137	0	0	0	ANNUAL	ALL	3 RESIDENT
486017.1	3618107	0.00937	0	0	0	ANNUAL	ALL	3 RESIDENT
486038.3	3618153	0.10852	0	0	0	ANNUAL	ALL	3 RESIDENT
486030.2	3618144	0.03783	0	0	0	ANNUAL	ALL	3 RESIDENT
486022.2	3618134	0.0205	0	0	0	ANNUAL	ALL	3 RESIDENT
486014.1	3618125	0.01283	0	0	0	ANNUAL	ALL	3 RESIDENT
486006.1	3618115	0.00875	0	0	0	ANNUAL	ALL	3 RESIDENT
486034.9	3618157	0.09684	0	0	0	ANNUAL	ALL	3 RESIDENT
486025.3	3618149	0.03601	0	0	0	ANNUAL	ALL	3 RESIDENT
486015.7	3618141	0.01949	0	0	0	ANNUAL	ALL	3 RESIDENT
486006.2	3618133	0.01214	0	0	0	ANNUAL	ALL	3 RESIDENT
485996.6	3618124	0.00824	0	0	0	ANNUAL	ALL	3 RESIDENT
486032.2	3618161	0.09104	0	0	0	ANNUAL	ALL	3 RESIDENT
486021.4	3618154	0.0348	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.5	3618148	0.01871	0	0	0	ANNUAL	ALL	3 RESIDENT
485999.7	3618142	0.0116	0	0	0	ANNUAL	ALL	3 RESIDENT
485988.9	3618136	0.00785	0	0	0	ANNUAL	ALL	3 RESIDENT
486030.2	3618165	0.09017	0	0	0	ANNUAL	ALL	3 RESIDENT
486018.4	3618161	0.03418	0	0	0	ANNUAL	ALL	3 RESIDENT
486006.7	3618156	0.01819	0	0	0	ANNUAL	ALL	3 RESIDENT
485994.9	3618152	0.01126	0	0	0	ANNUAL	ALL	3 RESIDENT
485983.2	3618148	0.00763	0	0	0	ANNUAL	ALL	3 RESIDENT
486028.9	3618169	0.09374	0	0	0	ANNUAL	ALL	3 RESIDENT
486016.6	3618167	0.03433	0	0	0	ANNUAL	ALL	3 RESIDENT
486004.3	3618165	0.01807	0	0	0	ANNUAL	ALL	3 RESIDENT
485992	3618163	0.01116	0	0	0	ANNUAL	ALL	3 RESIDENT
485979.7	3618161	0.00757	0	0	0	ANNUAL	ALL	3 RESIDENT
486028.5	3618174	0.10085	0	0	0	ANNUAL	ALL	3 RESIDENT
486016	3618174	0.03546	0	0	0	ANNUAL	ALL	3 RESIDENT
486003.5	3618174	0.0185	0	0	0	ANNUAL	ALL	3 RESIDENT
485991	3618174	0.01135	0	0	0	ANNUAL	ALL	3 RESIDENT
485978.5	3618174	0.00768	0	0	0	ANNUAL	ALL	3 RESIDENT
486028.9	3618179	0.11475	0	0	0	ANNUAL	ALL	3 RESIDENT
486016.6	3618181	0.03783	0	0	0	ANNUAL	ALL	3 RESIDENT
486004.3	3618183	0.01958	0	0	0	ANNUAL	ALL	3 RESIDENT
485992	3618185	0.01195	0	0	0	ANNUAL	ALL	3 RESIDENT
485979.7	3618188	0.00805	0	0	0	ANNUAL	ALL	3 RESIDENT
486030.2	3618183	0.13653	0	0	0	ANNUAL	ALL	3 RESIDENT
486018.4	3618188	0.04198	0	0	0	ANNUAL	ALL	3 RESIDENT
486006.7	3618192	0.02152	0	0	0	ANNUAL	ALL	3 RESIDENT
485994.9	3618196	0.01309	0	0	0	ANNUAL	ALL	3 RESIDENT
485983.2	3618201	0.00878	0	0	0	ANNUAL	ALL	3 RESIDENT
486032.2	3618188	0.16676	0	0	0	ANNUAL	ALL	3 RESIDENT
486021.4	3618194	0.04926	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.5	3618200	0.02475	0	0	0	ANNUAL	ALL	3 RESIDENT
485999.7	3618206	0.01494	0	0	0	ANNUAL	ALL	3 RESIDENT
485988.9	3618213	0.00998	0	0	0	ANNUAL	ALL	3 RESIDENT
486034.9	3618192	0.20902	0	0	0	ANNUAL	ALL	3 RESIDENT
486025.3	3618200	0.062	0	0	0	ANNUAL	ALL	3 RESIDENT
486015.7	3618208	0.03034	0	0	0	ANNUAL	ALL	3 RESIDENT
486006.2	3618216	0.01799	0	0	0	ANNUAL	ALL	3 RESIDENT
485996.6	3618224	0.01189	0	0	0	ANNUAL	ALL	3 RESIDENT
486038.3	3618195	0.25794	0	0	0	ANNUAL	ALL	3 RESIDENT
486030.2	3618205	0.08305	0	0	0	ANNUAL	ALL	3 RESIDENT
486022.2	3618214	0.04025	0	0	0	ANNUAL	ALL	3 RESIDENT
486014.1	3618224	0.02342	0	0	0	ANNUAL	ALL	3 RESIDENT
486006.1	3618233	0.01522	0	0	0	ANNUAL	ALL	3 RESIDENT
486042.1	3618198	0.31933	0	0	0	ANNUAL	ALL	3 RESIDENT
486035.9	3618208	0.11486	0	0	0	ANNUAL	ALL	3 RESIDENT
486029.6	3618219	0.0572	0	0	0	ANNUAL	ALL	3 RESIDENT
486023.4	3618230	0.03333	0	0	0	ANNUAL	ALL	3 RESIDENT
486017.1	3618241	0.02152	0	0	0	ANNUAL	ALL	3 RESIDENT

486046.4	3618200	0.38413	0	0	0	ANNUAL	ALL	3 RESIDENT
486042.2	3618211	0.1578	0	0	0	ANNUAL	ALL	3 RESIDENT
486037.9	3618223	0.08368	0	0	0	ANNUAL	ALL	3 RESIDENT
486033.6	3618235	0.05027	0	0	0	ANNUAL	ALL	3 RESIDENT
486029.3	3618247	0.03295	0	0	0	ANNUAL	ALL	3 RESIDENT
486051	3618201	0.45667	0	0	0	ANNUAL	ALL	3 RESIDENT
486048.8	3618213	0.2096	0	0	0	ANNUAL	ALL	3 RESIDENT
486046.7	3618226	0.11998	0	0	0	ANNUAL	ALL	3 RESIDENT
486044.5	3618238	0.07566	0	0	0	ANNUAL	ALL	3 RESIDENT
486042.3	3618250	0.05119	0	0	0	ANNUAL	ALL	3 RESIDENT

Health Risk - Dose and Risk Factors and Values

Dose factors

$$\text{Dose-air} = C_{air} \times \{BR/BW\} \times A \times EF \times 10^{-6}$$

$$\text{Dose-air} = (C_{air} \times WAF) \times \{BR/BW\} \times A \times EF \times 10^{-6}$$

school = 4
Res = 3

		3rd trimester	0<2	2<9	2<16	16<30	16-70	source
Daily Breath Rate (BR/BW) (L/kg-day)	Residential	361	1090	631	572	261	233	OEHHA 2015, Table 5.6, 95th %ile for 3rdtri-2yrs old; 80th for other age groups
	Recreational	240	1200	640	520	240	230	OEHHA 2015, Table 5.8 (95th, moderate) for all bins but 3rd tri, which was taken from SJVAPCD's draft guidance
	School	240	1200	640	520	240	230	SJVAPCD for 3rd tri; 95th percentile for all
A		1	1	1	1	1	1	OEHHA 2015, page 5-24
EF, Exposure frequency (unitless), days/365 days	Residential	0.96	0.96	0.96	0.96	0.96	0.96	OEHHA 2015, page 5-24, 350 days/yr
	Recreational	0.036	0.036	0.036	0.036	0.036	0.036	3x/week, 2 hours/day, for 9 years
	School	0.12	0.12	0.12	0.12	0.12	0.12	180 days/yr, 6 hours/day (BAAQMD 2016)
Conversion Factor		1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	(mg/ug + m3/L)

Risk Factors

$$RISK_{inh\text{-}res} = DOSE_{air} \times CPF \times ASF \times ED/AT \times FAH$$

		3rd trimester	0<2	2<9	2<16	16<30	16-70	source
CPF, DPM ([mg/kg-day]$^{-1}$)		1.1	1.1	1.1	1.1	1.1	1.1	OEHHA 2015, Table 7.1
Average Age Sensitivity Factor		10	10	3	3	1	1	OEHHA 2015, Table 8.3
AT, Average Time (days)		70	70	70	70	70	70	Averaging time for lifetime cancer risk
FAH		0.85	1.00	1.00	0.72	0.73	0.73	OEHHA 2015, Table 8.4: Use FAH = 1 if a school is within the 1×10-6 (or greater) cancer risk isopleth
ED, Exposure Duration (years)		0.25	0.5	0.5	14	14	54	Equation 8.2.4 A, OEHHA 2015
Adjustment Factor	Residential	1.00	1.00	1.00	1.00	1.00	1.00	OEHHA 2015, Page 4-44 and Equation 4.1; exposure is adjusted upward to account for overlapping daytime exposure.
	Recreational	3.36	3.36	3.36	3.36	3.36	3.36	
	School	3.36	3.36	3.36	3.36	3.36	3.36	

Hazard Index

Chronic Inhalation Reference Exposure Level, respiratory, DPM	5	OEHHA 2015, Table 6.3

SDUSD PEIR Screening Criteria: Construction and Demo New Schools - San Diego County, Annual

SDUSD PEIR Screening Criteria: Construction and Demo New Schools
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	25.00	1000sqft	0.57	25,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Project Characteristics -
Land Use -
Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Architectural Coating - VOC content 150 g/L per SDAPCD Rule 67.0.1
Vehicle Trips - Construction only
Consumer Products - Construction only
Area Coating - Construction only
Landscape Equipment - Construction only
Energy Use - Construction only
Water And Wastewater - Construction only
Solid Waste - Construction only

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	EF_Nonresidential_Exterior	250.00	150.00
tblArchitecturalCoating	EF_Nonresidential_Interior	250.00	150.00
tblArchitecturalCoating	EF_Parking	250.00	150.00
tblAreaCoating	Area_EF_Nonresidential_Exterior	250	0
tblAreaCoating	Area_EF_Nonresidential_Interior	250	0
tblAreaCoating	Area_EF_Parking	250	0
tblAreaCoating	Area_EF_Residential_Exterior	250	0
tblAreaCoating	Area_EF_Residential_Interior	250	0
tblEnergyUse	LightingElect	2.54	0.00
tblEnergyUse	NT24E	1.18	0.00
tblEnergyUse	NT24NG	0.48	0.00
tblEnergyUse	T24E	1.52	0.00
tblEnergyUse	T24NG	5.44	0.00
tblSolidWaste	SolidWasteGenerationRate	32.50	0.00
tblVehicleTrips	ST_TR	4.37	0.00
tblVehicleTrips	SU_TR	1.79	0.00
tblVehicleTrips	WD_TR	12.89	0.00
tblWater	IndoorWaterUseRate	830,116.00	0.00
tblWater	OutdoorWaterUseRate	2,134,584.00	0.00

2.0 Emissions Summary

2.1 Overall Construction
Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.2286	0.5572	0.4670	8.3000e-	0.0211	0.0306	0.0517	4.3900e-	0.0282	0.0326	0.0000	74.1649	74.1649	0.0192	0.0000	74.6444
Maximum	**0.2286**	**0.5572**	**0.4670**	**8.3000e-**	**0.0211**	**0.0306**	**0.0517**	**4.3900e-**	**0.0282**	**0.0326**	**0.0000**	**74.1649**	**74.1649**	**0.0192**	**0.0000**	**74.6444**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.2286	0.5572	0.4670	8.3000e-	0.0211	0.0306	0.0517	4.3900e-	0.0282	0.0326	0.0000	74.1649	74.1649	0.0192	0.0000	74.6443
Maximum	**0.2286**	**0.5572**	**0.4670**	**8.3000e-**	**0.0211**	**0.0306**	**0.0517**	**4.3900e-**	**0.0282**	**0.0326**	**0.0000**	**74.1649**	**74.1649**	**0.0192**	**0.0000**	**74.6443**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Quarter	Start Date	End Date	Maximum Unmitigated ROG + NOX (tons/quarter)	Maximum Mitigated ROG + NOX (tons/quarter)
1	**6-1-2020**	**8-31-2020**	0.5401	0.5401
2	**9-1-2020**	**9-30-2020**	0.1098	0.1098
		Highest	0.5401	0.5401

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	6/1/2020	6/12/2020	5	10	
2	Site Preparation	Site Preparation	6/1/2020	6/1/2020	5	1	
3	Grading	Grading	6/1/2020	6/2/2020	5	2	
4	Building Construction	Building Construction	6/1/2020	10/16/2020	5	100	
5	Paving	Paving	6/1/2020	6/5/2020	5	5	
6	Architectural Coating	Architectural Coating	6/1/2020	6/5/2020	5	5	

Acres of Grading (Site Preparation Phase): 0.5

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 37,500; Non-Residential Outdoor: 12,500; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Site Preparation	Graders	1	8.00	187	0.41
Site Preparation	Tractors/Loaders/Backhoes	1	8.00	97	0.37
Grading	Concrete/Industrial Saws	1	8.00	81	0.73
Grading	Rubber Tired Dozers	1	1.00	247	0.40
Grading	Tractors/Loaders/Backhoes	2	6.00	97	0.37
Building Construction	Cranes	1	4.00	231	0.29
Building Construction	Forklifts	2	6.00	89	0.20
Building Construction	Tractors/Loaders/Backhoes	2	8.00	97	0.37

Paving	Cement and Mortar Mixers	4	6.00	9	0.56
Paving	Pavers	1	7.00	130	0.42
Paving	Rollers	1	7.00	80	0.38
Paving	Tractors/Loaders/Backhoes	1	7.00	97	0.37
Architectural Coating	Air Compressors	1	6.00	78	0.48
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Demolition	Rubber Tired Dozers	1	1.00	247	0.40
Demolition	Tractors/Loaders/Backhoes	2	6.00	97	0.37

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Site Preparation	2	5.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	4	10.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	5	11.00	4.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	7	18.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	2.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Demolition	4	10.00	0.00	114.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0125	0.0000	0.0125	1.8900e-	0.0000	1.8900e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	4.3400e-	0.0394	0.0381	6.0000e-		2.3400e-	2.3400e-		2.2300e-	2.2300e-	0.0000	5.2038	5.2038	9.8000e-	0.0000	5.2284
Total	**4.3400e-**	**0.0394**	**0.0381**	**6.0000e-**	**0.0125**	**2.3400e-**	**0.0148**	**1.8900e-**	**2.2300e-**	**4.1200e-**	**0.0000**	**5.2038**	**5.2038**	**9.8000e-**	**0.0000**	**5.2284**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	4.6000e-	0.0162	3.7100e-	4.0000e-	9.8000e-	5.0000e-	1.0300e-	2.7000e-	5.0000e-	3.2000e-	0.0000	4.3961	4.3961	4.0000e-	0.0000	4.4060
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.8000e-	1.4000e-	1.3400e-	0.0000	4.0000e-	0.0000	4.0000e-	1.1000e-	0.0000	1.1000e-	0.0000	0.3624	0.3624	1.0000e-	0.0000	0.3627
Total	**6.4000e-**	**0.0164**	**5.0500e-**	**4.0000e-**	**1.3800e-**	**5.0000e-**	**1.4300e-**	**3.8000e-**	**5.0000e-**	**4.3000e-**	**0.0000**	**4.7586**	**4.7586**	**4.1000e-**	**0.0000**	**4.7687**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0125	0.0000	0.0125	1.8900e-	0.0000	1.8900e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	4.3400e-	0.0394	0.0381	6.0000e-		2.3400e-	2.3400e-		2.2300e-	2.2300e-	0.0000	5.2038	5.2038	9.8000e-	0.0000	5.2284
Total	**4.3400e-**	**0.0394**	**0.0381**	**6.0000e-**	**0.0125**	**2.3400e-**	**0.0148**	**1.8900e-**	**2.2300e-**	**4.1200e-**	**0.0000**	**5.2038**	**5.2038**	**9.8000e-**	**0.0000**	**5.2284**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	4.6000e-	0.0162	3.7100e-	4.0000e-	9.8000e-	5.0000e-	1.0300e-	2.7000e-	5.0000e-	3.2000e-	0.0000	4.3961	4.3961	4.0000e-	0.0000	4.4060
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.8000e-	1.4000e-	1.3400e-	0.0000	4.0000e-	0.0000	4.0000e-	1.1000e-	0.0000	1.1000e-	0.0000	0.3624	0.3624	1.0000e-	0.0000	0.3627
Total	**6.4000e-**	**0.0164**	**5.0500e-**	**4.0000e-**	**1.3800e-**	**5.0000e-**	**1.4300e-**	**3.8000e-**	**5.0000e-**	**4.3000e-**	**0.0000**	**4.7586**	**4.7586**	**4.1000e-**	**0.0000**	**4.7687**

3.3 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					2.7000e-	0.0000	2.7000e-	3.0000e-	0.0000	3.0000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	3.4000e-	4.2200e-	2.0500e-	0.0000		1.7000e-	1.7000e-		1.5000e-	1.5000e-	0.0000	0.4280	0.4280	1.4000e-	0.0000	0.4314
Total	**3.4000e-**	**4.2200e-**	**2.0500e-**	**0.0000**	**2.7000e-**	**1.7000e-**	**4.4000e-**	**3.0000e-**	**1.5000e-**	**1.8000e-**	**0.0000**	**0.4280**	**0.4280**	**1.4000e-**	**0.0000**	**0.4314**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.0000e-	1.0000e-	7.0000e-	0.0000	2.0000e-	0.0000	2.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0181	0.0181	0.0000	0.0000	0.0181
Total	**1.0000e-**	**1.0000e-**	**7.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**2.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0181**	**0.0181**	**0.0000**	**0.0000**	**0.0181**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					2.7000e-	0.0000	2.7000e-	3.0000e-	0.0000	3.0000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	3.4000e-	4.2200e-	2.0500e-	0.0000		1.7000e-	1.7000e-		1.5000e-	1.5000e-	0.0000	0.4280	0.4280	1.4000e-	0.0000	0.4314
Total	**3.4000e-**	**4.2200e-**	**2.0500e-**	**0.0000**	**2.7000e-**	**1.7000e-**	**4.4000e-**	**3.0000e-**	**1.5000e-**	**1.8000e-**	**0.0000**	**0.4280**	**0.4280**	**1.4000e-**	**0.0000**	**0.4314**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.0000e-	1.0000e-	7.0000e-	0.0000	2.0000e-	0.0000	2.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0181	0.0181	0.0000	0.0000	0.0181
Total	**1.0000e-**	**1.0000e-**	**7.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**2.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0181**	**0.0181**	**0.0000**	**0.0000**	**0.0181**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					7.5000e-	0.0000	7.5000e-	4.1000e-	0.0000	4.1000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	8.7000e-	7.8700e-	7.6200e-	1.0000e-		4.7000e-	4.7000e-		4.5000e-	4.5000e-	0.0000	1.0408	1.0408	2.0000e-	0.0000	1.0457
Total	**8.7000e-**	**7.8700e-**	**7.6200e-**	**1.0000e-**	**7.5000e-**	**4.7000e-**	**1.2200e-**	**4.1000e-**	**4.5000e-**	**8.6000e-**	**0.0000**	**1.0408**	**1.0408**	**2.0000e-**	**0.0000**	**1.0457**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					7.5000e-	0.0000	7.5000e-	4.1000e-	0.0000	4.1000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	8.7000e-	7.8700e-	7.6200e-	1.0000e-		4.7000e-	4.7000e-		4.5000e-	4.5000e-	0.0000	1.0408	1.0408	2.0000e-	0.0000	1.0457
Total	**8.7000e-**	**7.8700e-**	**7.6200e-**	**1.0000e-**	**7.5000e-**	**4.7000e-**	**1.2200e-**	**4.1000e-**	**4.5000e-**	**8.6000e-**	**0.0000**	**1.0408**	**1.0408**	**2.0000e-**	**0.0000**	**1.0457**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725

Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.0431	0.4426	0.3694	5.7000e-		0.0261	0.0261		0.0240	0.0240	0.0000	50.0302	50.0302	0.0162	0.0000	50.4348
Total	**0.0431**	**0.4426**	**0.3694**	**5.7000e-**		**0.0261**	**0.0261**		**0.0240**	**0.0240**	**0.0000**	**50.0302**	**50.0302**	**0.0162**	**0.0000**	**50.4348**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	7.6000e-	0.0228	6.0600e-	5.0000e-	1.3300e-	1.1000e-	1.4400e-	3.8000e-	1.1000e-	4.9000e-	0.0000	5.2772	5.2772	4.0000e-	0.0000	5.2873
Worker	2.0300e-	1.5000e-	0.0147	4.0000e-	4.4100e-	3.0000e-	4.4400e-	1.1700e-	3.0000e-	1.2000e-	0.0000	3.9868	3.9868	1.2000e-	0.0000	3.9898
Total	**2.7900e-**	**0.0243**	**0.0208**	**9.0000e-**	**5.7400e-**	**1.4000e-**	**5.8800e-**	**1.5500e-**	**1.4000e-**	**1.6900e-**	**0.0000**	**9.2641**	**9.2641**	**5.2000e-**	**0.0000**	**9.2772**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.0431	0.4426	0.3694	5.7000e-		0.0261	0.0261		0.0240	0.0240	0.0000	50.0302	50.0302	0.0162	0.0000	50.4347
Total	**0.0431**	**0.4426**	**0.3694**	**5.7000e-**		**0.0261**	**0.0261**		**0.0240**	**0.0240**	**0.0000**	**50.0302**	**50.0302**	**0.0162**	**0.0000**	**50.4347**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	7.6000e-	0.0228	6.0600e-	5.0000e-	1.3300e-	1.1000e-	1.4400e-	3.8000e-	1.1000e-	4.9000e-	0.0000	5.2772	5.2772	4.0000e-	0.0000	5.2873
Worker	2.0300e-	1.5000e-	0.0147	4.0000e-	4.4100e-	3.0000e-	4.4400e-	1.1700e-	3.0000e-	1.2000e-	0.0000	3.9868	3.9868	1.2000e-	0.0000	3.9898
Total	**2.7900e-**	**0.0243**	**0.0208**	**9.0000e-**	**5.7400e-**	**1.4000e-**	**5.8800e-**	**1.5500e-**	**1.4000e-**	**1.6900e-**	**0.0000**	**9.2641**	**9.2641**	**5.2000e-**	**0.0000**	**9.2772**

3.6 Paving - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	1.9300e-	0.0181	0.0178	3.0000e-		9.9000e-	9.9000e-		9.2000e-	9.2000e-	0.0000	2.3482	2.3482	6.8000e-	0.0000	2.3653
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Total	**1.9300e-**	**0.0181**	**0.0178**	**3.0000e-**		**9.9000e-**	**9.9000e-**		**9.2000e-**	**9.2000e-**	**0.0000**	**2.3482**	**2.3482**	**6.8000e-**	**0.0000**	**2.3653**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.7000e-	1.2000e-	1.2000e-	0.0000	3.6000e-	0.0000	3.6000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.3262	0.3262	1.0000e-	0.0000	0.3264
Total	**1.7000e-**	**1.2000e-**	**1.2000e-**	**0.0000**	**3.6000e-**	**0.0000**	**3.6000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.3262**	**0.3262**	**1.0000e-**	**0.0000**	**0.3264**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	1.9300e-	0.0181	0.0178	3.0000e-		9.9000e-	9.9000e-		9.2000e-	9.2000e-	0.0000	2.3482	2.3482	6.8000e-	0.0000	2.3653
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**1.9300e-**	**0.0181**	**0.0178**	**3.0000e-**		**9.9000e-**	**9.9000e-**		**9.2000e-**	**9.2000e-**	**0.0000**	**2.3482**	**2.3482**	**6.8000e-**	**0.0000**	**2.3653**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.7000e-	1.2000e-	1.2000e-	0.0000	3.6000e-	0.0000	3.6000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.3262	0.3262	1.0000e-	0.0000	0.3264
Total	**1.7000e-**	**1.2000e-**	**1.2000e-**	**0.0000**	**3.6000e-**	**0.0000**	**3.6000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.3262**	**0.3262**	**1.0000e-**	**0.0000**	**0.3264**

3.7 Architectural Coating - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.1738					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	6.1000e-	4.2100e-	4.5800e-	1.0000e-		2.8000e-	2.8000e-		2.8000e-	2.8000e-	0.0000	0.6383	0.6383	5.0000e-	0.0000	0.6396
Total	**0.1744**	**4.2100e-**	**4.5800e-**	**1.0000e-**		**2.8000e-**	**2.8000e-**		**2.8000e-**	**2.8000e-**	**0.0000**	**0.6383**	**0.6383**	**5.0000e-**	**0.0000**	**0.6396**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	2.0000e-	1.0000e-	1.3000e-	0.0000	4.0000e-	0.0000	4.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0362	0.0362	0.0000	0.0000	0.0363
Total	**2.0000e-**	**1.0000e-**	**1.3000e-**	**0.0000**	**4.0000e-**	**0.0000**	**4.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0362**	**0.0362**	**0.0000**	**0.0000**	**0.0363**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.1738					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	6.1000e-	4.2100e-	4.5800e-	1.0000e-		2.8000e-	2.8000e-		2.8000e-	2.8000e-	0.0000	0.6383	0.6383	5.0000e-	0.0000	0.6396
Total	**0.1744**	**4.2100e-**	**4.5800e-**	**1.0000e-**		**2.8000e-**	**2.8000e-**		**2.8000e-**	**2.8000e-**	**0.0000**	**0.6383**	**0.6383**	**5.0000e-**	**0.0000**	**0.6396**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	2.0000e-	1.0000e-	1.3000e-	0.0000	4.0000e-	0.0000	4.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0362	0.0362	0.0000	0.0000	0.0363
Total	**2.0000e-**	**1.0000e-**	**1.3000e-**	**0.0000**	**4.0000e-**	**0.0000**	**4.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0362**	**0.0362**	**0.0000**	**0.0000**	**0.0363**

Health Risk Screening Criteria - Demolition + Construction (Low VOC)

$Dose\text{-}air = C_{air} \times (BR/BW) \times A \times EF \times 10^{-6}$

$RISK_{inh\text{-}res} = DOSE_{air} \times CPF \times ASF \times ED/AT \times FAH$

	MAX CONC	
School	0.6286	
Residential	0.5936	fenceline
	0.35	12.5 m
	0.23	25 m
	0.15	37.5 m
	0.11	50 m

	MAX RISK	
School	3.93	
Residential	48.75	fenceline
	28.7	12.5 m
	18.9	25 m
	12.3	37.5 m
	9.0	50 m

									Dose Inhallation by Bin			Cancer Risk by Bin			Sum of Cancer Risk	
									3RDTRI	0_2	2_9	3RDTRI	0_2	2_9	Summed Risk	Cases Per Million
486055.73	3618182.97	0.54515	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486055.73	3618191.84	0.53626	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.4E-06	3E-06	3.4
486055.73	3618200.71	0.49469	0	0	0 ANNUAL	ALL	3 School		-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486055.73	3618209.58	0.38385	0	0	0 ANNUAL	ALL	3 School		-	-	3.0E-05	-	-	2.4E-06	2E-06	2.4
486057.27	3618182.83	0.55507	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486058.81	3618191.57	0.55711	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486060.35	3618200.3	0.52827	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486061.89	3618209.04	0.4324	0	0	0 ANNUAL	ALL	3 School		-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486058.76	3618182.43	0.56389	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	4E-06	3.5
486061.8	3618190.77	0.57577	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486064.83	3618199.1	0.55872	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486067.86	3618207.44	0.4788	0	0	0 ANNUAL	ALL	3 School		-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486060.16	3618181.78	0.57134	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486064.6	3618189.46	0.5916	0	0	0 ANNUAL	ALL	3 School		-	-	4.7E-05	-	-	3.7E-06	4E-06	3.7
486069.03	3618197.14	0.58488	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.7E-06	4E-06	3.7
486073.47	3618204.83	0.51905	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486061.43	3618180.89	0.57717	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486067.13	3618187.69	0.60404	0	0	0 ANNUAL	ALL	3 School		-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486072.83	3618194.48	0.60577	0	0	0 ANNUAL	ALL	3 School		-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486078.54	3618201.28	0.55467	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486062.52	3618179.8	0.58119	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486069.32	3618185.5	0.61265	0	0	0 ANNUAL	ALL	3 School		-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486076.11	3618191.2	0.62043	0	0	0 ANNUAL	ALL	3 School		-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486082.91	3618196.91	0.58009	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486063.41	3618178.53	0.58328	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486071.09	3618182.97	0.6171	0	0	0 ANNUAL	ALL	3 School		-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486078.77	3618187.4	0.62815	0	0	0 ANNUAL	ALL	3 School		-	-	5.0E-05	-	-	3.9E-06	4E-06	3.9
486086.46	3618191.84	0.59557	0	0	0 ANNUAL	ALL	3 School		-	-	4.7E-05	-	-	3.7E-06	4E-06	3.7
486064.06	3618177.13	0.58336	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486072.4	3618180.17	0.61724	0	0	0 ANNUAL	ALL	3 School		-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486080.73	3618183.2	0.62857	0	0	0 ANNUAL	ALL	3 School		-	-	5.0E-05	-	-	3.9E-06	4E-06	3.9
486089.07	3618186.23	0.59781	0	0	0 ANNUAL	ALL	3 School		-	-	4.7E-05	-	-	3.7E-06	4E-06	3.7
486064.46	3618175.64	0.58145	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486073.2	3618177.18	0.6131	0	0	0 ANNUAL	ALL	3 School		-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486081.93	3618178.72	0.62169	0	0	0 ANNUAL	ALL	3 School		-	-	4.9E-05	-	-	3.9E-06	4E-06	3.9
486090.67	3618180.26	0.58721	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.7E-06	4E-06	3.7
486064.6	3618174.1	0.57762	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486073.47	3618174.1	0.60485	0	0	0 ANNUAL	ALL	3 School		-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486082.34	3618174.1	0.60795	0	0	0 ANNUAL	ALL	3 School		-	-	4.8E-05	-	-	3.8E-06	4E-06	3.8
486091.21	3618174.1	0.56448	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.5E-06	4E-06	3.5
486064.46	3618172.56	0.572	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.6E-06	4E-06	3.6
486073.2	3618171.02	0.59287	0	0	0 ANNUAL	ALL	3 School		-	-	4.7E-05	-	-	3.7E-06	4E-06	3.7
486081.93	3618169.48	0.58815	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.7E-06	4E-06	3.7
486090.67	3618167.94	0.53279	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486064.06	3618171.07	0.56479	0	0	0 ANNUAL	ALL	3 School		-	-	4.5E-05	-	-	3.5E-06	4E-06	3.5
486072.4	3618168.03	0.57763	0	0	0 ANNUAL	ALL	3 School		-	-	4.6E-05	-	-	3.6E-06	4E-06	3.6
486080.73	3618165	0.5633	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	4E-06	3.5
486089.07	3618161.97	0.49321	0	0	0 ANNUAL	ALL	3 School		-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486063.41	3618169.67	0.55623	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486071.09	3618165.23	0.55972	0	0	0 ANNUAL	ALL	3 School		-	-	4.4E-05	-	-	3.5E-06	3E-06	3.5
486078.77	3618160.8	0.53453	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486086.46	3618156.36	0.45077	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.8E-06	3E-06	2.8
486062.52	3618168.4	0.54659	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486069.32	3618162.7	0.53977	0	0	0 ANNUAL	ALL	3 School		-	-	4.3E-05	-	-	3.4E-06	3E-06	3.4
486076.11	3618157	0.50299	0	0	0 ANNUAL	ALL	3 School		-	-	4.0E-05	-	-	3.1E-06	3E-06	3.1
486082.91	3618151.29	0.4033	0	0	0 ANNUAL	ALL	3 School		-	-	3.2E-05	-	-	2.5E-06	3E-06	2.5
486061.43	3618167.31	0.53619	0	0	0 ANNUAL	ALL	3 School		-	-	4.2E-05	-	-	3.4E-06	3E-06	3.4
486067.13	3618160.51	0.51844	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486072.83	3618153.72	0.46974	0	0	0 ANNUAL	ALL	3 School		-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486078.54	3618146.92	0.35776	0	0	0 ANNUAL	ALL	3 School		-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486060.16	3618166.42	0.52534	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.3E-06	3E-06	3.3
486064.6	3618158.74	0.49642	0	0	0 ANNUAL	ALL	3 School		-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486069.03	3618151.06	0.43592	0	0	0 ANNUAL	ALL	3 School		-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486073.47	3618143.37	0.30954	0	0	0 ANNUAL	ALL	3 School		-	-	2.4E-05	-	-	1.9E-06	2E-06	1.9
486058.76	3618165.77	0.51437	0	0	0 ANNUAL	ALL	3 School		-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486061.8	3618157.43	0.47433	0	0	0 ANNUAL	ALL	3 School		-	-	3.7E-05	-	-	3.0E-06	3E-06	3.0
486064.83	3618149.1	0.40233	0	0	0 ANNUAL	ALL	3 School		-	-	3.2E-05	-	-	2.5E-06	3E-06	2.5
486067.86	3618140.76	0.26583	0	0	0 ANNUAL	ALL	3 School		-	-	2.1E-05	-	-	1.7E-06	2E-06	1.7
486057.27	3618165.37	0.5036	0	0	0 ANNUAL	ALL	3 School		-	-	4.0E-05	-	-	3.1E-06	3E-06	3.1
486058.81	3618156.63	0.45279	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.8E-06	3E-06	2.8
486060.35	3618147.9	0.36997	0	0	0 ANNUAL	ALL	3 School		-	-	2.9E-05	-	-	2.3E-06	2E-06	2.3
486061.89	3618139.16	0.22257	0	0	0 ANNUAL	ALL	3 School		-	-	1.8E-05	-	-	1.4E-06	1E-06	1.4
486055.73	3618165.23	0.49333	0	0	0 ANNUAL	ALL	3 School		-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486055.73	3618156.36	0.43237	0	0	0 ANNUAL	ALL	3 School		-	-	3.4E-05	-	-	2.7E-06	3E-06	2.7
486055.73	3618147.49	0.33949	0	0	0 ANNUAL	ALL	3 School		-	-	2.7E-05	-	-	2.1E-06	2E-06	2.1
486055.73	3618138.62	0.18384	0	0	0 ANNUAL	ALL	3 School		-	-	1.5E-05	-	-	1.1E-06	1E-06	1.1
486054.19	3618165.37	0.48386	0	0	0 ANNUAL	ALL	3 School		-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486052.65	3618156.63	0.41359	0	0	0 ANNUAL	ALL	3 School		-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486051.11	3618147.9	0.31163	0	0	0 ANNUAL	ALL	3 School		-	-	2.5E-05	-	-	1.9E-06	2E-06	1.9
486049.57	3618139.16	0.1498	0	0	0 ANNUAL	ALL	3 School		-	-	1.2E-05	-	-	9.4E-07	9E-07	0.9
486052.7	3618165.77	0.47546	0	0	0 ANNUAL	ALL	3 School		-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486049.66	3618157.43	0.39691	0	0	0 ANNUAL	ALL	3 School		-	-	3.1E-05	-	-	2.5E-06	2E-06	2.5
486046.63	3618149.1	0.287	0	0	0 ANNUAL	ALL	3 School		-	-	2.3E-05	-	-	1.8E-06	2E-06	1.8
486043.6	3618140.76	0.11985	0	0	0 ANNUAL	ALL	3 School		-	-	9.5E-06	-	-	7.5E-07	7E-07	0.7
486051.3	3618166.42	0.46835	0	0	0 ANNUAL	ALL	3 School		-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486046.86	3618158.74	0.38273	0	0	0 ANNUAL	ALL	3 School		-	-	3.0E-05	-	-	2.4E-06	2E-06	2.4
486042.43	3618151.06	0.26607	0	0	0 ANNUAL	ALL	3 School		-	-	2.1E-05	-	-	1.7E-06	2E-06	1.7
486037.99	3618143.37	0.09802	0	0	0 ANNUAL	ALL	3 School		-	-	7.7E-06	-	-	6.1E-07	6E-07	0.6
486050.03	3618167.31	0.46274	0	0	0 ANNUAL	ALL	3 School		-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486044.33	3618160.51	0.37142	0	0	0 ANNUAL	ALL	3 School		-	-	2.9E-05	-	-	2.3E-06	2E-06	2.3
486038.63	3618153.72	0.24933	0	0	0 ANNUAL	ALL	3 School		-	-	2.0E-05	-	-	1.6E-06	2E-06	1.6
486032.92	3618146.92	0.08031	0	0	0 ANNUAL	ALL	3 School		-	-	6.3E-06	-	-	5.0E-07	5E-07	0.5
486048.94	3618168.4	0.45879	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486042.14	3618162.7	0.36328	0	0	0 ANNUAL	ALL	3 School		-	-	2.9E-05	-	-	2.3E-06	2E-06	2.3
486035.35	3618157	0.23712	0	0	0 ANNUAL	ALL	3 School		-	-	1.9E-05	-	-	1.5E-06	1E-06	1.5
486028.55	3618151.29	0.07114	0	0	0 ANNUAL	ALL	3 School		-	-	5.6E-06	-	-	4.4E-07	4E-07	0.4
486048.05	3618169.67	0.45662	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486040.37	3618165.23	0.35854	0	0	0 ANNUAL	ALL	3 School		-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486032.69	3618160.8	0.22971	0	0	0 ANNUAL	ALL	3 School		-	-	1.8E-05	-	-	1.4E-06	1E-06	1.4
486025	3618156.36	0.06551	0	0	0 ANNUAL	ALL	3 School		-	-	5.2E-06	-	-	4.1E-07	4E-07	0.4
486047.4	3618171.07	0.4563	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486039.06	3618168.03	0.35737	0	0	0 ANNUAL	ALL	3 School		-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486030.73	3618165	0.22731	0	0	0 ANNUAL	ALL	3 School		-	-	1.8E-05	-	-	1.4E-06	1E-06	1.4
486022.39	3618161.97	0.06482	0	0	0 ANNUAL	ALL	3 School		-	-	5.1E-06	-	-	4.1E-07	4E-07	0.4
486047	3618172.56	0.45785	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486038.26	3618171.02	0.35988	0	0	0 ANNUAL	ALL	3 School		-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486029.53	3618169.48	0.23002	0	0	0 ANNUAL	ALL	3 School		-	-	1.8E-05	-	-	1.4E-06	1E-06	1.4
486020.79	3618167.94	0.06744	0	0	0 ANNUAL	ALL	3 School		-	-	5.3E-06	-	-	4.2E-07	4E-07	0.4
486046.86	3618174.1	0.46125	0	0	0 ANNUAL	ALL	3 School		-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486037.99	3618174.1	0.36607	0	0	0 ANNUAL	ALL	3 School		-	-	2.9E-05	-	-	2.3E-06	2E-06	2.3
486029.12	3618174.1	0.23792	0	0	0 ANNUAL	ALL	3 School		-	-	1.9E-05	-	-	1.5E-06	1E-06	1.5
486020.25	3618174.1	0.07361	0	0	0 ANNUAL	ALL	3 School		-	-	5.8E-06	-	-	4.6E-07	5E-07	0.5
486047	3618175.64	0.46641	0	0	0 ANNUAL	ALL	3 School		-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486038.26	3618177.18	0.37586	0	0	0 ANNUAL	ALL	3 School		-	-	3.0E-05	-	-	2.3E-06	2E-06	2.3
486029.53	3618178.72	0.25106	0	0	0 ANNUAL	ALL	3 School		-	-	2.0E-05	-	-	1.6E-06	2E-06	1.6
486020.79	3618180.26	0.08444	0	0	0 ANNUAL	ALL	3 School		-	-	6.7E-06	-	-	5.3E-07	5E-07	0.5
486047.4	3618177.13	0.4732	0	0	0 ANNUAL	ALL	3 School		-	-	3.7E-05	-	-	3.0E-06	3E-06	3.0
486039.06	3618180.17	0.38906	0	0	0 ANNUAL	ALL	3 School		-	-	3.1E-05	-	-	2.4E-06	2E-06	2.4
486030.73	3618183.2	0.2694	0	0	0 ANNUAL	ALL	3 School		-	-	2.1E-05	-	-	1.7E-06	2E-06	1.7
486022.39	3618186.23	0.10213	0	0	0 ANNUAL	ALL	3 School		-	-	8.1E-06	-	-	6.4E-07	6E-07	0.6

486048.05	3618178.53	0.48142	0	0	0	ANNUAL	ALL	3	School	-	-	3.8E-05	-	-	3.0E-06	3E-06	3.0
486040.37	3618182.97	0.40533	0	0	0	ANNUAL	ALL	3	School	-	-	3.2E-05	-	-	2.5E-06	3E-06	2.5
486032.69	3618187.4	0.29265	0	0	0	ANNUAL	ALL	3	School	-	-	2.3E-05	-	-	1.8E-06	2E-06	1.8
486025	3618191.84	0.12456	0	0	0	ANNUAL	ALL	3	School	-	-	9.8E-06	-	-	7.8E-07	8E-07	0.8
486048.94	3618179.8	0.49084	0	0	0	ANNUAL	ALL	3	School	-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486042.14	3618185.5	0.42424	0	0	0	ANNUAL	ALL	3	School	-	-	3.3E-05	-	-	2.7E-06	3E-06	2.7
486035.35	3618191.2	0.32055	0	0	0	ANNUAL	ALL	3	School	-	-	2.5E-05	-	-	2.0E-06	2E-06	2.0
486028.55	3618196.91	0.15667	0	0	0	ANNUAL	ALL	3	School	-	-	1.2E-05	-	-	9.8E-07	1E-06	1.0
486050.03	3618180.89	0.50118	0	0	0	ANNUAL	ALL	3	School	-	-	4.0E-05	-	-	3.1E-06	3E-06	3.1
486044.33	3618187.69	0.44523	0	0	0	ANNUAL	ALL	3	School	-	-	3.5E-05	-	-	2.8E-06	3E-06	2.8
486038.63	3618194.48	0.35208	0	0	0	ANNUAL	ALL	3	School	-	-	2.8E-05	-	-	2.2E-06	2E-06	2.2
486032.92	3618201.28	0.19231	0	0	0	ANNUAL	ALL	3	School	-	-	1.5E-05	-	-	1.2E-06	1E-06	1.2
486051.3	3618181.78	0.51212	0	0	0	ANNUAL	ALL	3	School	-	-	4.0E-05	-	-	3.2E-06	3E-06	3.2
486046.86	3618189.46	0.46766	0	0	0	ANNUAL	ALL	3	School	-	-	3.7E-05	-	-	2.9E-06	3E-06	2.9
486042.43	3618197.14	0.38661	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-05	-	-	2.4E-06	2E-06	2.4
486037.99	3618204.83	0.23715	0	0	0	ANNUAL	ALL	3	School	-	-	1.9E-05	-	-	1.5E-06	1E-06	1.5
486052.7	3618182.43	0.52333	0	0	0	ANNUAL	ALL	3	School	-	-	4.1E-05	-	-	3.3E-06	3E-06	3.3
486049.66	3618190.77	0.49079	0	0	0	ANNUAL	ALL	3	School	-	-	3.9E-05	-	-	3.1E-06	3E-06	3.1
486046.63	3618199.1	0.42259	0	0	0	ANNUAL	ALL	3	School	-	-	3.3E-05	-	-	2.6E-06	3E-06	2.6
486043.6	3618207.44	0.28332	0	0	0	ANNUAL	ALL	3	School	-	-	2.2E-05	-	-	1.8E-06	2E-06	1.8
486054.19	3618182.83	0.53446	0	0	0	ANNUAL	ALL	3	School	-	-	4.2E-05	-	-	3.3E-06	3E-06	3.3
486052.65	3618191.57	0.51391	0	0	0	ANNUAL	ALL	3	School	-	-	4.1E-05	-	-	3.2E-06	3E-06	3.2
486051.11	3618200.3	0.4591	0	0	0	ANNUAL	ALL	3	School	-	-	3.6E-05	-	-	2.9E-06	3E-06	2.9
486049.57	3618209.04	0.33411	0	0	0	ANNUAL	ALL	3	School	-	-	2.6E-05	-	-	2.1E-06	2E-06	2.1
486055.73	3618210	0.37532	0	0	0	ANNUAL	ALL	3	Residential	-	3.9E-04	-	-	3.1E-05	-	3E-05	30.8
486055.73	3618222.5	0.20389	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-04	-	-	1.7E-05	-	2E-05	16.7
486055.73	3618235	0.12977	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	10.7
486055.73	3618247.5	0.08857	0	0	0	ANNUAL	ALL	3	Residential	-	9.3E-05	-	-	7.3E-06	-	7E-06	7.3
486055.73	3618260	0.06358	0	0	0	ANNUAL	ALL	3	Residential	-	6.6E-05	-	-	5.2E-06	-	5E-06	5.2
486061.96	3618209.45	0.42412	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-04	-	-	3.5E-05	-	3E-05	34.8
486064.13	3618221.76	0.24432	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04	-	-	2.0E-05	-	2E-05	20.1
486066.31	3618234.07	0.16161	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.3E-05	-	1E-05	13.3
486068.48	3618246.38	0.11384	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.3E-06	-	9E-06	9.3
486070.65	3618258.69	0.08393	0	0	0	ANNUAL	ALL	3	Residential	-	8.8E-05	-	-	6.9E-06	-	7E-06	6.9
486068.01	3618207.83	0.4712	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-04	-	-	3.9E-05	-	4E-05	38.7
486072.28	3618219.58	0.28129	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-04	-	-	2.3E-05	-	2E-05	23.1
486076.56	3618231.33	0.18921	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-04	-	-	1.6E-05	-	2E-05	15.5
486080.83	3618243.07	0.13479	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11.1
486085.11	3618254.82	0.10036	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	8.2E-06	-	8E-06	8.2
486073.68	3618205.19	0.51167	0	0	0	ANNUAL	ALL	3	Residential	-	5.3E-04	-	-	4.2E-05	-	4E-05	42.0
486079.93	3618216.02	0.31214	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-04	-	-	2.6E-05	-	3E-05	25.6
486086.18	3618226.84	0.20949	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.7E-05	-	2E-05	17.2
486092.43	3618237.67	0.14823	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.2E-05	-	1E-05	12.2
486098.68	3618248.49	0.10962	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	9.0E-06	-	9E-06	9.0
486078.81	3618201.6	0.54856	0	0	0	ANNUAL	ALL	3	Residential	-	5.7E-04	-	-	4.5E-05	-	5E-05	46.0
486086.84	3618211.18	0.33508	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-04	-	-	2.8E-05	-	3E-05	27.5
486094.88	3618220.75	0.22124	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04	-	-	1.8E-05	-	2E-05	18.2
486102.91	3618230.33	0.15374	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.3E-05	-	1E-05	12.6
486110.95	3618239.9	0.11174	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.2E-06	-	9E-06	9.2
486083.23	3618197.18	0.57449	0	0	0	ANNUAL	ALL	3	Residential	-	6.0E-04	-	-	4.7E-05	-	5E-05	47.2
486092.81	3618205.21	0.34925	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-04	-	-	2.9E-05	-	3E-05	28.7
486102.38	3618213.25	0.22553	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04	-	-	1.9E-05	-	2E-05	18.5
486111.96	3618221.28	0.15372	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.3E-05	-	1E-05	12.6
486121.53	3618229.32	0.10984	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	9.0E-06	-	9E-06	9.0
486086.82	3618192.05	0.59102	0	0	0	ANNUAL	ALL	3	Residential	-	6.2E-04	-	-	4.9E-05	-	5E-05	48.5
486097.65	3618198.3	0.35496	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-04	-	-	2.9E-05	-	3E-05	29.2
486108.47	3618204.55	0.22499	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04	-	-	1.8E-05	-	2E-05	18.5
486119.3	3618210.8	0.1517	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.2E-05	-	1E-05	12.5
486130.12	3618217.05	0.10776	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.8E-06	-	9E-06	8.8
486089.46	3618186.38	0.59364	0	0	0	ANNUAL	ALL	3	Residential	-	6.2E-04	-	-	4.9E-05	-	5E-05	48.8
486101.21	3618190.65	0.35341	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-04	-	-	2.9E-05	-	3E-05	29
486112.96	3618194.93	0.22201	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04	-	-	1.8E-05	-	2E-05	18
486124.7	3618199.2	0.14996	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.2E-05	-	1E-05	12
486136.45	3618203.48	0.10741	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.8E-06	-	9E-06	9
486091.08	3618180.33	0.58266	0	0	0	ANNUAL	ALL	3	Residential	-	6.1E-04	-	-	4.8E-05	-	5E-05	48
486103.39	3618182.5	0.34548	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-04	-	-	2.8E-05	-	3E-05	28
486115.7	3618184.68	0.21724	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04	-	-	1.8E-05	-	2E-05	18
486128.01	3618186.85	0.14843	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.2E-05	-	1E-05	12
486140.32	3618189.02	0.10805	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.9E-06	-	9E-06	9
486091.63	3618174.1	0.55937	0	0	0	ANNUAL	ALL	3	Residential	-	5.8E-04	-	-	4.6E-05	-	5E-05	46
486104.13	3618174.1	0.33103	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-04	-	-	2.7E-05	-	3E-05	27
486116.63	3618174.1	0.20972	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.7E-05	-	2E-05	17
486129.13	3618174.1	0.14522	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.2E-05	-	1E-05	12
486141.63	3618174.1	0.10722	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.8E-06	-	9E-06	9
486091.08	3618167.87	0.52668	0	0	0	ANNUAL	ALL	3	Residential	-	5.5E-04	-	-	4.3E-05	-	4E-05	43
486103.39	3618165.7	0.30961	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-04	-	-	2.5E-05	-	3E-05	25
486115.7	3618163.52	0.19777	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-04	-	-	1.6E-05	-	2E-05	16
486128.01	3618161.35	0.13801	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486140.32	3618159.18	0.10251	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.4E-06	-	8E-06	8
486089.46	3618161.82	0.4863	0	0	0	ANNUAL	ALL	3	Residential	-	5.1E-04	-	-	4.0E-05	-	4E-05	40
486101.21	3618157.55	0.28143	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-04	-	-	2.3E-05	-	2E-05	23
486112.96	3618153.27	0.1801	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	1E-05	15
486124.7	3618149	0.12545	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	1.0E-05	-	1E-05	10
486136.45	3618144.72	0.09277	0	0	0	ANNUAL	ALL	3	Residential	-	9.7E-05	-	-	7.6E-06	-	8E-06	8
486086.82	3618156.15	0.44333	0	0	0	ANNUAL	ALL	3	Residential	-	4.6E-04	-	-	3.6E-05	-	4E-05	36
486097.65	3618149.9	0.24767	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-04	-	-	2.0E-05	-	2E-05	20
486108.47	3618143.65	0.15683	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.3E-05	-	1E-05	13
486119.3	3618137.4	0.1078	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.9E-06	-	9E-06	9
486130.12	3618131.15	0.07859	0	0	0	ANNUAL	ALL	3	Residential	-	8.2E-05	-	-	6.5E-06	-	6E-06	6
486083.23	3618151.02	0.39521	0	0	0	ANNUAL	ALL	3	Residential	-	4.1E-04	-	-	3.2E-05	-	3E-05	32
486092.81	3618142.99	0.21063	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.7E-05	-	2E-05	17
486102.38	3618134.95	0.1297	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486111.96	3618126.92	0.08695	0	0	0	ANNUAL	ALL	3	Residential	-	9.1E-05	-	-	7.1E-06	-	7E-06	7
486121.53	3618118.88	0.06194	0	0	0	ANNUAL	ALL	3	Residential	-	6.5E-05	-	-	5.1E-06	-	5E-06	5
486078.81	3618146.6	0.34941	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-04	-	-	2.9E-05	-	3E-05	29
486086.84	3618137.02	0.17296	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-04	-	-	1.4E-05	-	1E-05	14
486094.88	3618127.45	0.10166	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.3E-06	-	8E-06	8
486102.91	3618117.87	0.06572	0	0	0	ANNUAL	ALL	3	Residential	-	6.9E-05	-	-	5.4E-06	-	5E-06	5
486110.95	3618108.3	0.04546	0	0	0	ANNUAL	ALL	3	Residential	-	4.8E-05	-	-	3.7E-06	-	4E-06	4
486073.68	3618143.01	0.30085	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-04	-	-	2.5E-05	-	2E-05	25
486079.93	3618132.18	0.13691	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.1E-05	-	1E-05	11
486086.18	3618121.36	0.07581	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-05	-	-	6.2E-06	-	6E-06	6
486092.43	3618110.53	0.04691	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-05	-	-	3.9E-06	-	4E-06	4
486098.68	3618099.71	0.03145	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-05	-	-	2.6E-06	-	3E-06	3
486068.01	3618140.37	0.25712	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-04	-	-	2.1E-05	-	2E-05	21
486072.28	3618128.62	0.10463	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	8.6E-06	-	9E-06	9
486076.56	3618116.87	0.05435	0	0	0	ANNUAL	ALL	3	Residential	-	5.7E-05	-	-	4.5E-06	-	4E-06	4
486080.83	3618105.13	0.03235	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-05	-	-	2.7E-06	-	3E-06	3
486085.11	3618093.38	0.02122	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05	-	-	1.7E-06	-	2E-06	2
486061.96	3618138.75	0.21372	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-04	-	-	1.8E-05	-	2E-05	18
486064.13	3618126.44	0.07779	0	0	0	ANNUAL	ALL	3	Residential	-	8.1E-05	-	-	6.4E-06	-	6E-06	6
486066.31	3618114.13	0.03841	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-05	-	-	3.2E-06	-	3E-06	3
486068.48	3618101.82	0.0225	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-05	-	-	1.8E-06	-	2E-06	2
486070.65	3618089.51	0.01479	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
486055.73	3618138.2	0.17517	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-04	-	-	1.4E-05	-	1E-05	14
486055.73	3618125.7	0.05734	0	0	0	ANNUAL	ALL	3	Residential	-	6.0E-05	-	-	4.7E-06	-	5E-06	5
486055.73	3618113.2	0.02797	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-05	-	-	2.3E-06	-	2E-06	2
486055.73	3618100.7	0.0167	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.4E-06	-	1E-06	1
486055.73	3618088.2	0.01125	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.2E-07	-	9E-07	1
486049.5	3618138.75	0.14149	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.2E-05	-	1E-05	12
486047.33	3618126.44	0.04337	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-05	-	-	3.6E-06	-	4E-06	4
486045.15	3618114.13	0.022	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-05	-	-	1.8E-06	-	2E-06	2
486042.98	3618101.82	0.01369	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
486040.81	3618089.51	0.00947	0	0	0	ANNUAL	ALL	3	Residential	-	9.9E-06	-	-	7.8E-07	-	8E-07	1
486043.45	3618140.37	0.11222	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.2E-06	-	9E-06	9
486039.18	3618128.62	0.03501	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-05	-	-	2.9E-06	-	3E-06	3
486034.9	3618116.87	0.0189	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.6E-06	-	2E-06	2
486030.63	3618105.13	0.01213	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.0E-06	-	1E-06	1
486026.35	3618093.38	0.0085	0	0	0	ANNUAL	ALL	3	Residential	-	8.9E-06	-	-	7.0E-07	-	7E-07	1
486037.78	3618143.01	0.09126	0	0	0	ANNUAL	ALL	3	Residential	-	9.5E-05	-	-	7.5E-06	-	7E-06	7
486031.53	3618132.18	0.03058	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	3E-06	3
486025.28	3618121.36	0.01719	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-05	-	-	1.4E-06	-	1E-06	1
486019.03	3618110.53	0.01114	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.1E-07	-	9E-07	1
486012.78	3618099.71	0.00782	0	0	0	ANNUAL	ALL	3	Residential	-	8.2E-06	-	-	6.4E-07	-	6E-07	1
486032.65	3618146.6	0.07504	0	0	0	ANNUAL	ALL	3	Residential	-	7.8E-05	-	-	6.2E-06	-	6E-06	6
486024.62	3618137.02	0.02824	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-05	-	-	2.3E-06	-	2E-06	2
486016.58	3618127.45	0.01606	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1

486008.55	3618117.87	0.0104	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.5E-07	-	9E-07	1
486000.51	3618108.3	0.00728	0	0	0	ANNUAL	ALL	3	Residential	-	7.6E-06	-	-	6.0E-07	-	6E-07	1
486028.23	3618151.02	0.06668	0	0	0	ANNUAL	ALL	3	Residential	-	7.0E-05	-	-	5.5E-06	-	5E-06	5
486018.65	3618142.99	0.02678	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-05	-	-	2.2E-06	-	2E-06	2
486009.08	3618134.95	0.01524	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.3E-06	-	1E-06	1
485999.5	3618126.92	0.00984	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	8.1E-07	-	8E-07	1
485989.93	3618118.88	0.00686	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-06	-	-	5.6E-07	-	6E-07	1
486024.64	3618156.15	0.06233	0	0	0	ANNUAL	ALL	3	Residential	-	6.5E-05	-	-	5.1E-06	-	5E-06	5
486013.81	3618149.9	0.02586	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-05	-	-	2.1E-06	-	2E-06	2
486002.99	3618143.65	0.01464	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
485992.16	3618137.4	0.00941	0	0	0	ANNUAL	ALL	3	Residential	-	9.8E-06	-	-	7.7E-07	-	8E-07	1
485981.34	3618131.15	0.00654	0	0	0	ANNUAL	ALL	3	Residential	-	6.8E-06	-	-	5.4E-07	-	5E-07	1
486022	3618161.82	0.06175	0	0	0	ANNUAL	ALL	3	Residential	-	6.5E-05	-	-	5.1E-06	-	5E-06	5
486010.25	3618157.55	0.02547	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-05	-	-	2.1E-06	-	2E-06	2
485998.5	3618153.27	0.01426	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
485986.76	3618149	0.00914	0	0	0	ANNUAL	ALL	3	Residential	-	9.6E-06	-	-	7.5E-07	-	8E-07	1
485975.01	3618144.72	0.00636	0	0	0	ANNUAL	ALL	3	Residential	-	6.6E-06	-	-	5.2E-07	-	6E-07	1
486020.38	3618167.87	0.06419	0	0	0	ANNUAL	ALL	3	Residential	-	6.7E-05	-	-	5.3E-06	-	5E-06	5
486008.07	3618165.7	0.02566	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-05	-	-	2.1E-06	-	2E-06	2
485995.76	3618163.52	0.0142	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
485983.45	3618161.35	0.00907	0	0	0	ANNUAL	ALL	3	Residential	-	9.5E-06	-	-	7.4E-07	-	7E-07	1
485971.14	3618159.18	0.00632	0	0	0	ANNUAL	ALL	3	Residential	-	6.6E-06	-	-	5.2E-07	-	5E-07	1
486019.83	3618174.1	0.06944	0	0	0	ANNUAL	ALL	3	Residential	-	7.3E-05	-	-	5.7E-06	-	6E-06	6
486007.33	3618174.1	0.02658	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-05	-	-	2.2E-06	-	2E-06	2
485994.83	3618174.1	0.01458	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
485982.33	3618174.1	0.00926	0	0	0	ANNUAL	ALL	3	Residential	-	9.7E-06	-	-	7.6E-07	-	8E-07	1
485969.83	3618174.1	0.00643	0	0	0	ANNUAL	ALL	3	Residential	-	6.7E-06	-	-	5.3E-07	-	5E-07	1
486020.38	3618180.33	0.0794	0	0	0	ANNUAL	ALL	3	Residential	-	8.3E-05	-	-	6.5E-06	-	7E-06	7
486008.07	3618182.5	0.0285	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-05	-	-	2.3E-06	-	2E-06	2
485995.76	3618184.68	0.01549	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.3E-06	-	1E-06	1
485983.45	3618186.85	0.00978	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	8.0E-07	-	8E-07	1
485971.14	3618189.02	0.00675	0	0	0	ANNUAL	ALL	3	Residential	-	7.1E-06	-	-	5.5E-07	-	6E-07	1
486022	3618186.38	0.09575	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	7.9E-06	-	8E-06	8
486010.25	3618190.65	0.03198	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-05	-	-	2.6E-06	-	3E-06	3
485998.5	3618194.93	0.01708	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-05	-	-	1.4E-06	-	1E-06	1
485986.76	3618199.2	0.01072	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.8E-07	-	9E-07	1
485975.01	3618203.48	0.00737	0	0	0	ANNUAL	ALL	3	Residential	-	7.7E-06	-	-	6.1E-07	-	6E-07	1
486024.64	3618192.05	0.11747	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	9.6E-06	-	1E-05	10
486013.81	3618198.3	0.03821	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-05	-	-	3.1E-06	-	3E-06	3
486002.99	3618204.55	0.01983	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05	-	-	1.6E-06	-	2E-06	2
485992.16	3618210.8	0.01228	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.0E-06	-	1E-06	1
485981.34	3618217.05	0.00839	0	0	0	ANNUAL	ALL	3	Residential	-	8.8E-06	-	-	6.9E-07	-	7E-07	1
486028.23	3618197.18	0.14877	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.2E-05	-	1E-05	12
486018.65	3618205.21	0.04906	0	0	0	ANNUAL	ALL	3	Residential	-	5.1E-05	-	-	4.0E-06	-	4E-06	4
486009.08	3618213.25	0.02475	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-05	-	-	2.0E-06	-	2E-06	2
485999.5	3618221.28	0.01498	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.2E-06	-	1E-06	1
485989.93	3618229.32	0.01007	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.3E-07	-	8E-07	1
486032.65	3618201.6	0.184	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	1.5E-05	-	2E-05	15
486024.62	3618211.18	0.06655	0	0	0	ANNUAL	ALL	3	Residential	-	7.0E-05	-	-	5.5E-06	-	5E-06	5
486016.58	3618220.75	0.03349	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-05	-	-	2.8E-06	-	3E-06	3
486008.55	3618230.33	0.01988	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05	-	-	1.6E-06	-	2E-06	2
486000.51	3618239.9	0.01311	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
486037.78	3618205.19	0.22845	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04	-	-	1.9E-05	-	2E-05	19
486031.53	3618216.02	0.09197	0	0	0	ANNUAL	ALL	3	Residential	-	9.6E-05	-	-	7.6E-06	-	8E-06	8
486025.28	3618226.84	0.04798	0	0	0	ANNUAL	ALL	3	Residential	-	5.0E-05	-	-	3.9E-06	-	4E-06	4
486019.03	3618237.67	0.02865	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-05	-	-	2.4E-06	-	2E-06	2
486012.78	3618248.49	0.01879	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.5E-06	-	2E-06	2
486043.45	3618207.83	0.27454	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-04	-	-	2.3E-05	-	2E-05	23
486039.18	3618219.58	0.12481	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	1.0E-05	-	1E-05	10
486034.9	3618231.33	0.06957	0	0	0	ANNUAL	ALL	3	Residential	-	7.3E-05	-	-	5.7E-06	-	6E-06	6
486030.63	3618243.07	0.04302	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-05	-	-	3.5E-06	-	4E-06	4
486026.35	3618254.82	0.02874	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-05	-	-	2.4E-06	-	2E-06	2
486049.5	3618209.45	0.32543	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-04	-	-	2.7E-05	-	3E-05	27
486047.33	3618221.76	0.16303	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	1.3E-05	-	1E-05	13
486045.15	3618234.07	0.09776	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	8.0E-06	-	8E-06	8
486042.98	3618246.38	0.0636	0	0	0	ANNUAL	ALL	3	Residential	-	6.6E-05	-	-	5.2E-06	-	5E-06	5
486040.81	3618258.69	0.04399	0	0	0	ANNUAL	ALL	3	Residential	-	4.6E-05	-	-	3.6E-06	-	4E-06	4

SDUSD AERMOD Test Run Inputs

1. Emission rate =
    a. 0.0307 tons PM10 exhaust (DPM) * 907,185 grams/ton = 27,851 grams
    b. 260 work days, 10 hours/day = 9,360,000 seconds
    c. 27,851 grams / 9,360,000 seconds – **0.0029755 grams/second**
2. Haul trucks release height = **4.0 meters**
3. Initial vertical dimension = Haul trucks – **3.16 meters**
4. Rural or Urban = **Urban**
5. Population of urban area = city of SD pop – **1.42 million**

Discrete Re	X	Y	Concentration (AVERAGE CONC) [ug/m^3]	Elevation (ZELEV)	Hill Heights (ZHILL)	Flagpole (ZFLAG)	Averagin Period (AVE)	Source Group (GRP)	Num Years (NUM YRS)	Net ID
	486055.7	3618183	0.54515	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.7	3618191.8	0.53626	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.7	3618200.7	0.49469	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.7	3618209.6	0.38385	0	0	0	ANNUAL	ALL	3	SCHOOL
	486057.3	3618182.8	0.55507	0	0	0	ANNUAL	ALL	3	SCHOOL
	486058.8	3618191.6	0.55711	0	0	0	ANNUAL	ALL	3	SCHOOL
	486060.4	3618200.3	0.52827	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.9	3618209	0.4324	0	0	0	ANNUAL	ALL	3	SCHOOL
	486058.8	3618182.4	0.56389	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.8	3618190.8	0.57577	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.8	3618199.1	0.55872	0	0	0	ANNUAL	ALL	3	SCHOOL
	486067.9	3618207.4	0.4788	0	0	0	ANNUAL	ALL	3	SCHOOL
	486060.2	3618181.8	0.57134	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.6	3618189.5	0.5916	0	0	0	ANNUAL	ALL	3	SCHOOL
	486069	3618197.1	0.58488	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.5	3618204.8	0.51905	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.4	3618180.9	0.57717	0	0	0	ANNUAL	ALL	3	SCHOOL
	486067.1	3618187.7	0.60404	0	0	0	ANNUAL	ALL	3	SCHOOL
	486072.8	3618194.5	0.60577	0	0	0	ANNUAL	ALL	3	SCHOOL
	486078.5	3618201.3	0.55467	0	0	0	ANNUAL	ALL	3	SCHOOL
	486062.5	3618179.8	0.58119	0	0	0	ANNUAL	ALL	3	SCHOOL
	486069.3	3618185.5	0.61265	0	0	0	ANNUAL	ALL	3	SCHOOL
	486076.1	3618191.2	0.62043	0	0	0	ANNUAL	ALL	3	SCHOOL
	486082.9	3618196.9	0.58009	0	0	0	ANNUAL	ALL	3	SCHOOL
	486063.4	3618178.5	0.58328	0	0	0	ANNUAL	ALL	3	SCHOOL
	486071.1	3618183	0.6171	0	0	0	ANNUAL	ALL	3	SCHOOL
	486078.8	3618187.4	0.62815	0	0	0	ANNUAL	ALL	3	SCHOOL
	486086.5	3618191.8	0.59557	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.1	3618177.1	0.58336	0	0	0	ANNUAL	ALL	3	SCHOOL
	486072.4	3618180.2	0.61724	0	0	0	ANNUAL	ALL	3	SCHOOL
	486080.7	3618183.2	0.62857	0	0	0	ANNUAL	ALL	3	SCHOOL
	486089.1	3618186.2	0.59781	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.5	3618175.6	0.58145	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.2	3618177.2	0.6131	0	0	0	ANNUAL	ALL	3	SCHOOL
	486081.9	3618178.7	0.62169	0	0	0	ANNUAL	ALL	3	SCHOOL
	486090.7	3618180.3	0.58721	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.6	3618174.1	0.57762	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.5	3618174.1	0.60485	0	0	0	ANNUAL	ALL	3	SCHOOL
	486082.3	3618174.1	0.60795	0	0	0	ANNUAL	ALL	3	SCHOOL
	486091.2	3618174.1	0.56448	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.5	3618172.6	0.572	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.2	3618171	0.59287	0	0	0	ANNUAL	ALL	3	SCHOOL
	486081.9	3618169.5	0.58815	0	0	0	ANNUAL	ALL	3	SCHOOL
	486090.7	3618167.9	0.53279	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.1	3618171.1	0.56479	0	0	0	ANNUAL	ALL	3	SCHOOL
	486072.4	3618168	0.57763	0	0	0	ANNUAL	ALL	3	SCHOOL
	486080.7	3618165	0.5633	0	0	0	ANNUAL	ALL	3	SCHOOL
	486089.1	3618162	0.49321	0	0	0	ANNUAL	ALL	3	SCHOOL
	486063.4	3618169.7	0.55623	0	0	0	ANNUAL	ALL	3	SCHOOL
	486071.1	3618165.2	0.55972	0	0	0	ANNUAL	ALL	3	SCHOOL
	486078.8	3618160.8	0.53453	0	0	0	ANNUAL	ALL	3	SCHOOL
	486086.5	3618156.4	0.45077	0	0	0	ANNUAL	ALL	3	SCHOOL
	486062.5	3618168.4	0.54659	0	0	0	ANNUAL	ALL	3	SCHOOL
	486069.3	3618162.7	0.53977	0	0	0	ANNUAL	ALL	3	SCHOOL
	486076.1	3618157	0.50299	0	0	0	ANNUAL	ALL	3	SCHOOL
	486082.9	3618151.3	0.4033	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.4	3618167.3	0.53619	0	0	0	ANNUAL	ALL	3	SCHOOL
	486067.1	3618160.5	0.51844	0	0	0	ANNUAL	ALL	3	SCHOOL
	486072.8	3618153.7	0.46974	0	0	0	ANNUAL	ALL	3	SCHOOL
	486078.5	3618146.9	0.35776	0	0	0	ANNUAL	ALL	3	SCHOOL
	486060.2	3618166.4	0.52534	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.6	3618158.7	0.49642	0	0	0	ANNUAL	ALL	3	SCHOOL
	486069	3618151.1	0.43592	0	0	0	ANNUAL	ALL	3	SCHOOL
	486073.5	3618143.4	0.30954	0	0	0	ANNUAL	ALL	3	SCHOOL
	486058.8	3618165.8	0.51437	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.8	3618157.4	0.47433	0	0	0	ANNUAL	ALL	3	SCHOOL
	486064.8	3618149.1	0.40233	0	0	0	ANNUAL	ALL	3	SCHOOL
	486067.9	3618140.8	0.26583	0	0	0	ANNUAL	ALL	3	SCHOOL
	486057.3	3618165.4	0.5036	0	0	0	ANNUAL	ALL	3	SCHOOL
	486058.8	3618156.6	0.45279	0	0	0	ANNUAL	ALL	3	SCHOOL
	486060.4	3618147.9	0.36997	0	0	0	ANNUAL	ALL	3	SCHOOL
	486061.9	3618139.2	0.22257	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.7	3618165.2	0.49333	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.7	3618156.4	0.43237	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.7	3618147.5	0.33949	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.7	3618138.6	0.18384	0	0	0	ANNUAL	ALL	3	SCHOOL
	486054.2	3618165.4	0.48386	0	0	0	ANNUAL	ALL	3	SCHOOL
	486052.7	3618156.6	0.41359	0	0	0	ANNUAL	ALL	3	SCHOOL
	486051.1	3618147.9	0.31163	0	0	0	ANNUAL	ALL	3	SCHOOL
	486049.6	3618139.2	0.1498	0	0	0	ANNUAL	ALL	3	SCHOOL
	486052.7	3618165.8	0.47546	0	0	0	ANNUAL	ALL	3	SCHOOL
	486049.7	3618157.4	0.39691	0	0	0	ANNUAL	ALL	3	SCHOOL
	486046.6	3618149.1	0.287	0	0	0	ANNUAL	ALL	3	SCHOOL
	486043.6	3618140.8	0.11985	0	0	0	ANNUAL	ALL	3	SCHOOL
	486051.3	3618166.4	0.46835	0	0	0	ANNUAL	ALL	3	SCHOOL
	486046.9	3618158.7	0.38273	0	0	0	ANNUAL	ALL	3	SCHOOL
	486042.4	3618151.1	0.26607	0	0	0	ANNUAL	ALL	3	SCHOOL
	486038	3618143.4	0.09802	0	0	0	ANNUAL	ALL	3	SCHOOL
	486050	3618167.3	0.46274	0	0	0	ANNUAL	ALL	3	SCHOOL
	486044.3	3618160.5	0.37142	0	0	0	ANNUAL	ALL	3	SCHOOL
	486038.6	3618153.7	0.24933	0	0	0	ANNUAL	ALL	3	SCHOOL
	486032.9	3618146.9	0.08031	0	0	0	ANNUAL	ALL	3	SCHOOL
	486048.9	3618168.4	0.45879	0	0	0	ANNUAL	ALL	3	SCHOOL
	486042.1	3618162.7	0.36328	0	0	0	ANNUAL	ALL	3	SCHOOL
	486035.4	3618157	0.23712	0	0	0	ANNUAL	ALL	3	SCHOOL
	486028.6	3618151.3	0.07114	0	0	0	ANNUAL	ALL	3	SCHOOL
	486048.1	3618169.7	0.45662	0	0	0	ANNUAL	ALL	3	SCHOOL
	486040.4	3618165.2	0.35854	0	0	0	ANNUAL	ALL	3	SCHOOL
	486032.7	3618160.8	0.22971	0	0	0	ANNUAL	ALL	3	SCHOOL
	486025	3618156.4	0.06551	0	0	0	ANNUAL	ALL	3	SCHOOL
	486047.4	3618171.1	0.4563	0	0	0	ANNUAL	ALL	3	SCHOOL
	486039.1	3618168	0.35737	0	0	0	ANNUAL	ALL	3	SCHOOL
	486030.7	3618165	0.22731	0	0	0	ANNUAL	ALL	3	SCHOOL
	486022.4	3618162	0.06482	0	0	0	ANNUAL	ALL	3	SCHOOL
	486047	3618172.6	0.45785	0	0	0	ANNUAL	ALL	3	SCHOOL
	486038.3	3618171	0.35988	0	0	0	ANNUAL	ALL	3	SCHOOL
	486029.5	3618169.5	0.23002	0	0	0	ANNUAL	ALL	3	SCHOOL
	486020.8	3618167.9	0.06744	0	0	0	ANNUAL	ALL	3	SCHOOL
	486046.9	3618174.1	0.46125	0	0	0	ANNUAL	ALL	3	SCHOOL

486038	3618174.1	0.36607	0	0	0	ANNUAL	ALL	3 SCHOOL
486029.1	3618174.1	0.23792	0	0	0	ANNUAL	ALL	3 SCHOOL
486020.3	3618174.1	0.07361	0	0	0	ANNUAL	ALL	3 SCHOOL
486047	3618175.6	0.46641	0	0	0	ANNUAL	ALL	3 SCHOOL
486038.3	3618177.2	0.37586	0	0	0	ANNUAL	ALL	3 SCHOOL
486029.5	3618178.7	0.25106	0	0	0	ANNUAL	ALL	3 SCHOOL
486020.8	3618180.3	0.08444	0	0	0	ANNUAL	ALL	3 SCHOOL
486047.4	3618177.1	0.4732	0	0	0	ANNUAL	ALL	3 SCHOOL
486039.1	3618180.2	0.38906	0	0	0	ANNUAL	ALL	3 SCHOOL
486030.7	3618183.2	0.2694	0	0	0	ANNUAL	ALL	3 SCHOOL
486022.4	3618186.2	0.10213	0	0	0	ANNUAL	ALL	3 SCHOOL
486048.1	3618178.5	0.48142	0	0	0	ANNUAL	ALL	3 SCHOOL
486040.4	3618183	0.40533	0	0	0	ANNUAL	ALL	3 SCHOOL
486032.7	3618187.4	0.29265	0	0	0	ANNUAL	ALL	3 SCHOOL
486025	3618191.8	0.12456	0	0	0	ANNUAL	ALL	3 SCHOOL
486048.9	3618179.8	0.49084	0	0	0	ANNUAL	ALL	3 SCHOOL
486042.1	3618185.5	0.42424	0	0	0	ANNUAL	ALL	3 SCHOOL
486035.4	3618191.2	0.32055	0	0	0	ANNUAL	ALL	3 SCHOOL
486028.6	3618196.9	0.15667	0	0	0	ANNUAL	ALL	3 SCHOOL
486050	3618180.9	0.50118	0	0	0	ANNUAL	ALL	3 SCHOOL
486044.3	3618187.7	0.44523	0	0	0	ANNUAL	ALL	3 SCHOOL
486038.6	3618194.5	0.35208	0	0	0	ANNUAL	ALL	3 SCHOOL
486032.9	3618201.3	0.19231	0	0	0	ANNUAL	ALL	3 SCHOOL
486051.3	3618181.8	0.51212	0	0	0	ANNUAL	ALL	3 SCHOOL
486046.9	3618189.5	0.46766	0	0	0	ANNUAL	ALL	3 SCHOOL
486042.4	3618197.1	0.38661	0	0	0	ANNUAL	ALL	3 SCHOOL
486038	3618204.8	0.23715	0	0	0	ANNUAL	ALL	3 SCHOOL
486052.7	3618182.4	0.52333	0	0	0	ANNUAL	ALL	3 SCHOOL
486049.7	3618190.8	0.49079	0	0	0	ANNUAL	ALL	3 SCHOOL
486046.6	3618199.1	0.42259	0	0	0	ANNUAL	ALL	3 SCHOOL
486043.6	3618207.4	0.28332	0	0	0	ANNUAL	ALL	3 SCHOOL
486054.2	3618182.8	0.53446	0	0	0	ANNUAL	ALL	3 SCHOOL
486052.7	3618191.6	0.51391	0	0	0	ANNUAL	ALL	3 SCHOOL
486051.1	3618200.3	0.4591	0	0	0	ANNUAL	ALL	3 SCHOOL
486049.6	3618209	0.33411	0	0	0	ANNUAL	ALL	3 SCHOOL
486055.7	3618210	0.37532	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618222.5	0.20389	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618235	0.12977	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618247.5	0.08857	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618260	0.06358	0	0	0	ANNUAL	ALL	3 RESIDENT
486062	3618209.5	0.42412	0	0	0	ANNUAL	ALL	3 RESIDENT
486064.1	3618221.8	0.24432	0	0	0	ANNUAL	ALL	3 RESIDENT
486066.3	3618234.1	0.16161	0	0	0	ANNUAL	ALL	3 RESIDENT
486068.5	3618246.4	0.11384	0	0	0	ANNUAL	ALL	3 RESIDENT
486070.7	3618258.7	0.08393	0	0	0	ANNUAL	ALL	3 RESIDENT
486068	3618207.8	0.4712	0	0	0	ANNUAL	ALL	3 RESIDENT
486072.3	3618219.6	0.28129	0	0	0	ANNUAL	ALL	3 RESIDENT
486076.6	3618231.3	0.18921	0	0	0	ANNUAL	ALL	3 RESIDENT
486080.8	3618243.1	0.13479	0	0	0	ANNUAL	ALL	3 RESIDENT
486085.1	3618254.8	0.10036	0	0	0	ANNUAL	ALL	3 RESIDENT
486073.7	3618205.2	0.51167	0	0	0	ANNUAL	ALL	3 RESIDENT
486079.9	3618216	0.31214	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.2	3618226.8	0.20949	0	0	0	ANNUAL	ALL	3 RESIDENT
486092.4	3618237.7	0.14823	0	0	0	ANNUAL	ALL	3 RESIDENT
486098.7	3618248.5	0.10962	0	0	0	ANNUAL	ALL	3 RESIDENT
486078.8	3618201.6	0.54856	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.8	3618211.2	0.33508	0	0	0	ANNUAL	ALL	3 RESIDENT
486094.9	3618220.8	0.22124	0	0	0	ANNUAL	ALL	3 RESIDENT
486102.9	3618230.3	0.15374	0	0	0	ANNUAL	ALL	3 RESIDENT
486111	3618239.9	0.11174	0	0	0	ANNUAL	ALL	3 RESIDENT
486083.2	3618197.2	0.57449	0	0	0	ANNUAL	ALL	3 RESIDENT
486092.8	3618205.2	0.34925	0	0	0	ANNUAL	ALL	3 RESIDENT
486102.4	3618213.3	0.22553	0	0	0	ANNUAL	ALL	3 RESIDENT
486112	3618221.3	0.15372	0	0	0	ANNUAL	ALL	3 RESIDENT
486121.5	3618229.3	0.10984	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.8	3618192.1	0.59102	0	0	0	ANNUAL	ALL	3 RESIDENT
486097.7	3618198.3	0.35496	0	0	0	ANNUAL	ALL	3 RESIDENT
486108.5	3618204.6	0.22499	0	0	0	ANNUAL	ALL	3 RESIDENT
486119.3	3618210.8	0.1517	0	0	0	ANNUAL	ALL	3 RESIDENT
486130.1	3618217.1	0.10776	0	0	0	ANNUAL	ALL	3 RESIDENT
486089.5	3618186.4	0.59364	0	0	0	ANNUAL	ALL	3 RESIDENT
486101.2	3618190.7	0.35341	0	0	0	ANNUAL	ALL	3 RESIDENT
486113	3618194.9	0.22201	0	0	0	ANNUAL	ALL	3 RESIDENT
486124.7	3618199.2	0.14996	0	0	0	ANNUAL	ALL	3 RESIDENT
486136.5	3618203.5	0.10741	0	0	0	ANNUAL	ALL	3 RESIDENT
486091.1	3618180.3	0.58266	0	0	0	ANNUAL	ALL	3 RESIDENT
486103.4	3618182.5	0.34548	0	0	0	ANNUAL	ALL	3 RESIDENT
486115.7	3618184.7	0.21724	0	0	0	ANNUAL	ALL	3 RESIDENT
486128	3618186.9	0.14843	0	0	0	ANNUAL	ALL	3 RESIDENT
486140.3	3618189	0.10805	0	0	0	ANNUAL	ALL	3 RESIDENT
486091.6	3618174.1	0.55937	0	0	0	ANNUAL	ALL	3 RESIDENT
486104.1	3618174.1	0.33103	0	0	0	ANNUAL	ALL	3 RESIDENT
486116.6	3618174.1	0.20972	0	0	0	ANNUAL	ALL	3 RESIDENT
486129.1	3618174.1	0.14522	0	0	0	ANNUAL	ALL	3 RESIDENT
486141.6	3618174.1	0.10722	0	0	0	ANNUAL	ALL	3 RESIDENT
486091.1	3618167.9	0.52668	0	0	0	ANNUAL	ALL	3 RESIDENT
486103.4	3618165.7	0.30961	0	0	0	ANNUAL	ALL	3 RESIDENT
486115.7	3618163.5	0.19777	0	0	0	ANNUAL	ALL	3 RESIDENT
486128	3618161.4	0.13801	0	0	0	ANNUAL	ALL	3 RESIDENT
486140.3	3618159.2	0.10251	0	0	0	ANNUAL	ALL	3 RESIDENT
486089.5	3618161.8	0.4863	0	0	0	ANNUAL	ALL	3 RESIDENT
486101.2	3618157.6	0.28143	0	0	0	ANNUAL	ALL	3 RESIDENT
486113	3618153.3	0.1801	0	0	0	ANNUAL	ALL	3 RESIDENT
486124.7	3618149	0.12545	0	0	0	ANNUAL	ALL	3 RESIDENT
486136.5	3618144.7	0.09277	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.8	3618156.2	0.44333	0	0	0	ANNUAL	ALL	3 RESIDENT
486097.7	3618149.9	0.24767	0	0	0	ANNUAL	ALL	3 RESIDENT
486108.5	3618143.7	0.15683	0	0	0	ANNUAL	ALL	3 RESIDENT
486119.3	3618137.4	0.1078	0	0	0	ANNUAL	ALL	3 RESIDENT
486130.1	3618131.2	0.07859	0	0	0	ANNUAL	ALL	3 RESIDENT
486083.2	3618151	0.39521	0	0	0	ANNUAL	ALL	3 RESIDENT
486092.8	3618143	0.21063	0	0	0	ANNUAL	ALL	3 RESIDENT
486102.4	3618135	0.1297	0	0	0	ANNUAL	ALL	3 RESIDENT
486112	3618126.9	0.08695	0	0	0	ANNUAL	ALL	3 RESIDENT
486121.5	3618118.9	0.06194	0	0	0	ANNUAL	ALL	3 RESIDENT
486078.8	3618146.6	0.34941	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.8	3618137	0.17296	0	0	0	ANNUAL	ALL	3 RESIDENT
486094.9	3618127.5	0.10166	0	0	0	ANNUAL	ALL	3 RESIDENT
486102.9	3618117.9	0.06572	0	0	0	ANNUAL	ALL	3 RESIDENT
486111	3618108.3	0.04546	0	0	0	ANNUAL	ALL	3 RESIDENT

486073.7	3618143	0.30085	0	0	0	ANNUAL	ALL	3 RESIDENT
486079.9	3618132.2	0.13691	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.2	3618121.4	0.07581	0	0	0	ANNUAL	ALL	3 RESIDENT
486092.4	3618110.5	0.04691	0	0	0	ANNUAL	ALL	3 RESIDENT
486098.7	3618099.7	0.03145	0	0	0	ANNUAL	ALL	3 RESIDENT
486068	3618140.4	0.25712	0	0	0	ANNUAL	ALL	3 RESIDENT
486072.3	3618128.6	0.10463	0	0	0	ANNUAL	ALL	3 RESIDENT
486076.6	3618116.9	0.05435	0	0	0	ANNUAL	ALL	3 RESIDENT
486080.8	3618105.1	0.03235	0	0	0	ANNUAL	ALL	3 RESIDENT
486085.1	3618093.4	0.02122	0	0	0	ANNUAL	ALL	3 RESIDENT
486062	3618138.8	0.21372	0	0	0	ANNUAL	ALL	3 RESIDENT
486064.1	3618126.4	0.07779	0	0	0	ANNUAL	ALL	3 RESIDENT
486066.3	3618114.1	0.03841	0	0	0	ANNUAL	ALL	3 RESIDENT
486068.5	3618101.8	0.0225	0	0	0	ANNUAL	ALL	3 RESIDENT
486070.7	3618089.5	0.01479	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618138.2	0.17517	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618125.7	0.05734	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618113.2	0.02797	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618100.7	0.0167	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.7	3618088.2	0.01125	0	0	0	ANNUAL	ALL	3 RESIDENT
486049.5	3618138.8	0.14149	0	0	0	ANNUAL	ALL	3 RESIDENT
486047.3	3618126.4	0.04337	0	0	0	ANNUAL	ALL	3 RESIDENT
486045.2	3618114.1	0.022	0	0	0	ANNUAL	ALL	3 RESIDENT
486043	3618101.8	0.01369	0	0	0	ANNUAL	ALL	3 RESIDENT
486040.8	3618089.5	0.00947	0	0	0	ANNUAL	ALL	3 RESIDENT
486043.5	3618140.4	0.11222	0	0	0	ANNUAL	ALL	3 RESIDENT
486039.2	3618128.6	0.03501	0	0	0	ANNUAL	ALL	3 RESIDENT
486034.9	3618116.9	0.0189	0	0	0	ANNUAL	ALL	3 RESIDENT
486030.6	3618105.1	0.01213	0	0	0	ANNUAL	ALL	3 RESIDENT
486026.4	3618093.4	0.0085	0	0	0	ANNUAL	ALL	3 RESIDENT
486037.8	3618143	0.09126	0	0	0	ANNUAL	ALL	3 RESIDENT
486031.5	3618132.2	0.03058	0	0	0	ANNUAL	ALL	3 RESIDENT
486025.3	3618121.4	0.01719	0	0	0	ANNUAL	ALL	3 RESIDENT
486019	3618110.5	0.01114	0	0	0	ANNUAL	ALL	3 RESIDENT
486012.8	3618099.7	0.00782	0	0	0	ANNUAL	ALL	3 RESIDENT
486032.7	3618146.6	0.07504	0	0	0	ANNUAL	ALL	3 RESIDENT
486024.6	3618137	0.02824	0	0	0	ANNUAL	ALL	3 RESIDENT
486016.6	3618127.5	0.01606	0	0	0	ANNUAL	ALL	3 RESIDENT
486008.6	3618117.9	0.0104	0	0	0	ANNUAL	ALL	3 RESIDENT
486000.5	3618108.3	0.00728	0	0	0	ANNUAL	ALL	3 RESIDENT
486028.2	3618151	0.06668	0	0	0	ANNUAL	ALL	3 RESIDENT
486018.7	3618143	0.02678	0	0	0	ANNUAL	ALL	3 RESIDENT
486009.1	3618135	0.01524	0	0	0	ANNUAL	ALL	3 RESIDENT
485999.5	3618126.9	0.00984	0	0	0	ANNUAL	ALL	3 RESIDENT
485989.9	3618118.9	0.00686	0	0	0	ANNUAL	ALL	3 RESIDENT
486024.6	3618156.2	0.06233	0	0	0	ANNUAL	ALL	3 RESIDENT
486013.8	3618149.9	0.02586	0	0	0	ANNUAL	ALL	3 RESIDENT
486003	3618143.7	0.01464	0	0	0	ANNUAL	ALL	3 RESIDENT
485992.2	3618137.4	0.00941	0	0	0	ANNUAL	ALL	3 RESIDENT
485981.3	3618131.2	0.00654	0	0	0	ANNUAL	ALL	3 RESIDENT
486022	3618161.8	0.06175	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.3	3618157.6	0.02547	0	0	0	ANNUAL	ALL	3 RESIDENT
485998.5	3618153.3	0.01426	0	0	0	ANNUAL	ALL	3 RESIDENT
485986.8	3618149	0.00914	0	0	0	ANNUAL	ALL	3 RESIDENT
485975	3618144.7	0.00636	0	0	0	ANNUAL	ALL	3 RESIDENT
486020.4	3618167.9	0.06419	0	0	0	ANNUAL	ALL	3 RESIDENT
486008.1	3618165.7	0.02566	0	0	0	ANNUAL	ALL	3 RESIDENT
485995.8	3618163.5	0.0142	0	0	0	ANNUAL	ALL	3 RESIDENT
485983.5	3618161.4	0.00907	0	0	0	ANNUAL	ALL	3 RESIDENT
485971.1	3618159.2	0.00632	0	0	0	ANNUAL	ALL	3 RESIDENT
486019.8	3618174.1	0.06944	0	0	0	ANNUAL	ALL	3 RESIDENT
486007.3	3618174.1	0.02658	0	0	0	ANNUAL	ALL	3 RESIDENT
485994.8	3618174.1	0.01458	0	0	0	ANNUAL	ALL	3 RESIDENT
485982.3	3618174.1	0.00926	0	0	0	ANNUAL	ALL	3 RESIDENT
485969.8	3618174.1	0.00643	0	0	0	ANNUAL	ALL	3 RESIDENT
486020.4	3618180.3	0.0794	0	0	0	ANNUAL	ALL	3 RESIDENT
486008.1	3618182.5	0.0285	0	0	0	ANNUAL	ALL	3 RESIDENT
485995.8	3618184.7	0.01549	0	0	0	ANNUAL	ALL	3 RESIDENT
485983.5	3618186.9	0.00978	0	0	0	ANNUAL	ALL	3 RESIDENT
485971.1	3618189	0.00675	0	0	0	ANNUAL	ALL	3 RESIDENT
486022	3618186.4	0.09575	0	0	0	ANNUAL	ALL	3 RESIDENT
486010.3	3618190.7	0.03198	0	0	0	ANNUAL	ALL	3 RESIDENT
485998.5	3618194.9	0.01708	0	0	0	ANNUAL	ALL	3 RESIDENT
485986.8	3618199.2	0.01072	0	0	0	ANNUAL	ALL	3 RESIDENT
485975	3618203.5	0.00737	0	0	0	ANNUAL	ALL	3 RESIDENT
486024.6	3618192.1	0.11747	0	0	0	ANNUAL	ALL	3 RESIDENT
486013.8	3618198.3	0.03821	0	0	0	ANNUAL	ALL	3 RESIDENT
486003	3618204.6	0.01983	0	0	0	ANNUAL	ALL	3 RESIDENT
485992.2	3618210.8	0.01228	0	0	0	ANNUAL	ALL	3 RESIDENT
485981.3	3618217.1	0.00839	0	0	0	ANNUAL	ALL	3 RESIDENT
486028.2	3618197.2	0.14877	0	0	0	ANNUAL	ALL	3 RESIDENT
486018.7	3618205.2	0.04906	0	0	0	ANNUAL	ALL	3 RESIDENT
486009.1	3618213.3	0.02475	0	0	0	ANNUAL	ALL	3 RESIDENT
485999.5	3618221.3	0.01498	0	0	0	ANNUAL	ALL	3 RESIDENT
485989.9	3618229.3	0.01007	0	0	0	ANNUAL	ALL	3 RESIDENT
486032.7	3618201.6	0.184	0	0	0	ANNUAL	ALL	3 RESIDENT
486024.6	3618211.2	0.06655	0	0	0	ANNUAL	ALL	3 RESIDENT
486016.6	3618220.8	0.03349	0	0	0	ANNUAL	ALL	3 RESIDENT
486008.6	3618230.3	0.01988	0	0	0	ANNUAL	ALL	3 RESIDENT
486000.5	3618239.9	0.01311	0	0	0	ANNUAL	ALL	3 RESIDENT
486037.8	3618205.2	0.22845	0	0	0	ANNUAL	ALL	3 RESIDENT
486031.5	3618216	0.09197	0	0	0	ANNUAL	ALL	3 RESIDENT
486025.3	3618226.8	0.04798	0	0	0	ANNUAL	ALL	3 RESIDENT
486019	3618237.7	0.02865	0	0	0	ANNUAL	ALL	3 RESIDENT
486012.8	3618248.5	0.01879	0	0	0	ANNUAL	ALL	3 RESIDENT
486043.5	3618207.8	0.27454	0	0	0	ANNUAL	ALL	3 RESIDENT
486039.2	3618219.6	0.12481	0	0	0	ANNUAL	ALL	3 RESIDENT
486034.9	3618231.3	0.06957	0	0	0	ANNUAL	ALL	3 RESIDENT
486030.6	3618243.1	0.04302	0	0	0	ANNUAL	ALL	3 RESIDENT
486026.4	3618254.8	0.02874	0	0	0	ANNUAL	ALL	3 RESIDENT
486049.5	3618209.5	0.32543	0	0	0	ANNUAL	ALL	3 RESIDENT
486047.3	3618221.8	0.16303	0	0	0	ANNUAL	ALL	3 RESIDENT
486045.2	3618234.1	0.09776	0	0	0	ANNUAL	ALL	3 RESIDENT
486043	3618246.4	0.0636	0	0	0	ANNUAL	ALL	3 RESIDENT
486040.8	3618258.7	0.04399	0	0	0	ANNUAL	ALL	3 RESIDENT

Health Risk - Dose and Risk Factors and Values

Dose factors

$$Dose\text{-}air = C_{air} \times (BR/BW) \times A \times EF \times 10^{-6}$$

$$Dose\text{-}air = (C_{air} \times WAF) \times (BR/BW) \times A \times EF \times 10^{-6}$$

school = 4
Res = 3

		3rd trimester	0<2	2<9	2<16	16<30	16-70	source
Daily Breath Rate (BR/BW) (L/kg-day)	Residential	361	1090	631	572	261	233	OEHHA 2015, Table 5.6, 95th %ile for 3rdtri-2yrs old; 80th for other age groups
	Recreational	240	1200	640	520	240	230	OEHHA 2015, Table 5.8 (95th, moderate) for all bins but 3rd tri, which was taken from SJVAPCD's draft guidance
	School	240	1200	640	520	240	230	SJVAPCD for 3rd tri; 95th percentile for all
A		1	1	1	1	1	1	OEHHA 2015, page 5-24
EF, Exposure frequency (unitless), days/365 days	Residential	0.96	0.96	0.96	0.96	0.96	0.96	OEHHA 2015, page 5-24, 350 days/yr
	Recreational	0.036	0.036	0.036	0.036	0.036	0.036	3x/week, 2 hours/day, for 9 years
	School	0.12	0.12	0.12	0.12	0.12	0.12	180 days/yr, 6 hours/day (BAAQMD 2016)
Conversion Factor		1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	(mg/ug + m3/L)

Risk Factors

$$RISKcan\text{-}res = DOSEair \times CPF \times ASF \times ED/AT \times FAH$$

	3rd trimester	0<2	2<9	2<16	16<30	16-70	source
CPF, DPM ($(mg/kg\text{-}day)^{-1}$)	1.1	1.1	1.1	1.1	1.1	1.1	OEHHA 2015, Table 7.1
Average Age Sensitivity Factor	10	10	3	3	1	1	OEHHA 2015, Table 8.3
AT, Average Time (days)	70	70	70	70	70	70	Averaging time for lifetime cancer risk
FAH	0.85	1.00	1.00	0.72	0.73	0.73	OEHHA 2015, Table 8.4: Use FAH = 1 if a school is within the 1×10-6 (or greater) cancer risk isopleth
ED, Exposure Duration (years)	0.25	0.5	0.5	14	14	54	Equation 8.2.4 A, OEHHA 2015
Adjustment Factor Residential	1.00	1.00	1.00	1.00	1.00	1.00	OEHHA 2015, Page 4-44 and Equation 4.1; exposure is adjusted upward to account for overlapping daytime exposure.
Recreational	3.36	3.36	3.36	3.36	3.36	3.36	
School	3.36	3.36	3.36	3.36	3.36	3.36	

Hazard Index

Chronic Inhalation Reference Exposure Level, respiratory, DPM	5	OEHHA 2015, Table 6.3

SDUSD PEIR Screening Criteria: Construction and Demo New Schools (low VOC) - San Diego County, Annual

SDUSD PEIR Screening Criteria: Construction and Demo New Schools (low VOC)
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	43.00	1000sqft	0.99	43,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Project Characteristics -
Land Use -
Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment -
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Architectural Coating - Low VOC content (75 g/L)
Vehicle Trips - Construction only
Consumer Products - Construction only
Area Coating - Construction only
Landscape Equipment - Construction only
Energy Use - Construction only
Water And Wastewater - Construction only
Solid Waste - Construction only

Off-road Equipment -
Off-road Equipment -
Off-road Equipment -
Off-road Equipment -

Table Name	Column Name	Default Value	New Value
tblArchitecturalCoating	EF_Nonresidential_Exterior	250.00	75.00
tblArchitecturalCoating	EF_Nonresidential_Interior	250.00	75.00
tblArchitecturalCoating	EF_Parking	250.00	75.00
tblConstructionPhase	PhaseEndDate	11/8/2019	6/12/2020
tblConstructionPhase	PhaseEndDate	11/11/2019	6/1/2020
tblConstructionPhase	PhaseEndDate	11/13/2019	6/2/2020
tblConstructionPhase	PhaseEndDate	4/1/2020	10/16/2020
tblConstructionPhase	PhaseEndDate	4/8/2020	6/5/2020
tblConstructionPhase	PhaseEndDate	4/15/2020	6/5/2020
tblConstructionPhase	PhaseStartDate	10/28/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	11/9/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	11/12/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	11/14/2019	6/1/2020
tblConstructionPhase	PhaseStartDate	4/2/2020	6/1/2020
tblConstructionPhase	PhaseStartDate	4/9/2020	6/1/2020
tblVehicleTrips	ST_TR	4.37	0.00
tblVehicleTrips	SU_TR	1.79	0.00
tblVehicleTrips	WD_TR	12.89	0.00

2.0 Emissions Summary

2.1 Overall Construction
Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.2065	0.5869	0.4837	9.3000e-	0.0346	0.0307	0.0653	6.9900e-	0.0284	0.0354	0.0000	83.8583	83.8583	0.0198	0.0000	84.3544
Maximum	**0.2065**	**0.5869**	**0.4837**	**9.3000e-**	**0.0346**	**0.0307**	**0.0653**	**6.9900e-**	**0.0284**	**0.0354**	**0.0000**	**83.8583**	**83.8583**	**0.0198**	**0.0000**	**84.3544**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					

2020	0.2065	0.5869	0.4837	9.3000e-	0.0346	0.0307	0.0653	6.9900e-	0.0284	0.0354	0.0000	83.8582	83.8582	0.0198	0.0000	84.3543
Maximum	**0.2065**	**0.5869**	**0.4837**	**9.3000e-**	**0.0346**	**0.0307**	**0.0653**	**6.9900e-**	**0.0284**	**0.0354**	**0.0000**	**83.8582**	**83.8582**	**0.0198**	**0.0000**	**84.3543**

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-CO2	Total CO2	CH4	N20	CO2e
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Quarter	Start Date	End Date	Maximum Unmitigated ROG + NOX (tons/quarter)	Maximum Mitigated ROG + NOX (tons/quarter)
3	**4-28-2020**	**7-27-2020**	0.4127	0.4127
4	**7-28-2020**	**9-30-2020**	0.2470	0.2470
		Highest	0.4127	0.4127

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	6/1/2020	6/12/2020	5	10	
2	Site Preparation	Site Preparation	6/1/2020	6/1/2020	5	1	
3	Grading	Grading	6/1/2020	6/2/2020	5	2	
4	Building Construction	Building Construction	6/1/2020	10/16/2020	5	100	
5	Paving	Paving	6/1/2020	6/5/2020	5	5	
6	Architectural Coating	Architectural Coating	6/1/2020	6/5/2020	5	5	

Acres of Grading (Site Preparation Phase): 0.5

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 64,500; Non-Residential Outdoor: 21,500; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Demolition	Rubber Tired Dozers	1	1.00	247	0.40
Demolition	Tractors/Loaders/Backhoes	2	6.00	97	0.37
Site Preparation	Graders	1	8.00	187	0.41

Grading	Concrete/Industrial Saws	1	8.00	81	0.73
Site Preparation	Tractors/Loaders/Backhoes	1	8.00	97	0.37
Grading	Rubber Tired Dozers	1	1.00	247	0.40
Grading	Tractors/Loaders/Backhoes	2	6.00	97	0.37
Building Construction	Cranes	1	4.00	231	0.29
Building Construction	Forklifts	2	6.00	89	0.20
Building Construction	Tractors/Loaders/Backhoes	2	8.00	97	0.37
Paving	Cement and Mortar Mixers	4	6.00	9	0.56
Paving	Pavers	1	7.00	130	0.42
Paving	Rollers	1	7.00	80	0.38
Paving	Tractors/Loaders/Backhoes	1	7.00	97	0.37
Architectural Coating	Air Compressors	1	6.00	78	0.48

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	4	10.00	0.00	196.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Site Preparation	2	5.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Grading	4	10.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Building Construction	5	18.00	7.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Paving	7	18.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT
Architectural Coating	1	4.00	0.00	0.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0214	0.0000	0.0214	3.2400e-	0.0000	3.2400e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	4.3400e-	0.0394	0.0381	6.0000e-		2.3400e-	2.3400e-		2.2300e-	2.2300e-	0.0000	5.2038	5.2038	9.8000e-	0.0000	5.2284
Total	**4.3400e-**	**0.0394**	**0.0381**	**6.0000e-**	**0.0214**	**2.3400e-**	**0.0238**	**3.2400e-**	**2.2300e-**	**5.4700e-**	**0.0000**	**5.2038**	**5.2038**	**9.8000e-**	**0.0000**	**5.2284**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	7.8000e-	0.0279	6.3800e-	8.0000e-	1.6800e-	9.0000e-	1.7600e-	4.6000e-	8.0000e-	5.4000e-	0.0000	7.5582	7.5582	6.8000e-	0.0000	7.5753
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.8000e-	1.4000e-	1.3400e-	0.0000	4.0000e-	0.0000	4.0000e-	1.1000e-	0.0000	1.1000e-	0.0000	0.3624	0.3624	1.0000e-	0.0000	0.3627
Total	**9.6000e-**	**0.0280**	**7.7200e-**	**8.0000e-**	**2.0800e-**	**9.0000e-**	**2.1600e-**	**5.7000e-**	**8.0000e-**	**6.5000e-**	**0.0000**	**7.9207**	**7.9207**	**6.9000e-**	**0.0000**	**7.9380**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.0214	0.0000	0.0214	3.2400e-	0.0000	3.2400e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	4.3400e-	0.0394	0.0381	6.0000e-		2.3400e-	2.3400e-		2.2300e-	2.2300e-	0.0000	5.2038	5.2038	9.8000e-	0.0000	5.2284
Total	**4.3400e-**	**0.0394**	**0.0381**	**6.0000e-**	**0.0214**	**2.3400e-**	**0.0238**	**3.2400e-**	**2.2300e-**	**5.4700e-**	**0.0000**	**5.2038**	**5.2038**	**9.8000e-**	**0.0000**	**5.2284**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	7.8000e-	0.0279	6.3800e-	8.0000e-	1.6800e-	9.0000e-	1.7600e-	4.6000e-	8.0000e-	5.4000e-	0.0000	7.5582	7.5582	6.8000e-	0.0000	7.5753
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.8000e-	1.4000e-	1.3400e-	0.0000	4.0000e-	0.0000	4.0000e-	1.1000e-	0.0000	1.1000e-	0.0000	0.3624	0.3624	1.0000e-	0.0000	0.3627
Total	**9.6000e-**	**0.0280**	**7.7200e-**	**8.0000e-**	**2.0800e-**	**9.0000e-**	**2.1600e-**	**5.7000e-**	**8.0000e-**	**6.5000e-**	**0.0000**	**7.9207**	**7.9207**	**6.9000e-**	**0.0000**	**7.9380**

3.3 Site Preparation - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					

Fugitive Dust					2.7000e-	0.0000	2.7000e-	3.0000e-	0.0000	3.0000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	3.4000e-	4.2200e-	2.0500e-	0.0000		1.7000e-	1.7000e-		1.5000e-	1.5000e-	0.0000	0.4280	0.4280	1.4000e-	0.0000	0.4314
Total	**3.4000e-**	**4.2200e-**	**2.0500e-**	**0.0000**	**2.7000e-**	**1.7000e-**	**4.4000e-**	**3.0000e-**	**1.5000e-**	**1.8000e-**	**0.0000**	**0.4280**	**0.4280**	**1.4000e-**	**0.0000**	**0.4314**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.0000e-	1.0000e-	7.0000e-	0.0000	2.0000e-	0.0000	2.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0181	0.0181	0.0000	0.0000	0.0181
Total	**1.0000e-**	**1.0000e-**	**7.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**2.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0181**	**0.0181**	**0.0000**	**0.0000**	**0.0181**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					2.7000e-	0.0000	2.7000e-	3.0000e-	0.0000	3.0000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	3.4000e-	4.2200e-	2.0500e-	0.0000		1.7000e-	1.7000e-		1.5000e-	1.5000e-	0.0000	0.4280	0.4280	1.4000e-	0.0000	0.4314
Total	**3.4000e-**	**4.2200e-**	**2.0500e-**	**0.0000**	**2.7000e-**	**1.7000e-**	**4.4000e-**	**3.0000e-**	**1.5000e-**	**1.8000e-**	**0.0000**	**0.4280**	**0.4280**	**1.4000e-**	**0.0000**	**0.4314**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000

Worker	1.0000e-	1.0000e-	7.0000e-	0.0000	2.0000e-	0.0000	2.0000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.0181	0.0181	0.0000	0.0000	0.0181
Total	**1.0000e-**	**1.0000e-**	**7.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**2.0000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.0181**	**0.0181**	**0.0000**	**0.0000**	**0.0181**

3.4 Grading - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					7.5000e-	0.0000	7.5000e-	4.1000e-	0.0000	4.1000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	8.7000e-	7.8700e-	7.6200e-	1.0000e-		4.7000e-	4.7000e-		4.5000e-	4.5000e-	0.0000	1.0408	1.0408	2.0000e-	0.0000	1.0457
Total	**8.7000e-**	**7.8700e-**	**7.6200e-**	**1.0000e-**	**7.5000e-**	**4.7000e-**	**1.2200e-**	**4.1000e-**	**4.5000e-**	**8.6000e-**	**0.0000**	**1.0408**	**1.0408**	**2.0000e-**	**0.0000**	**1.0457**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					7.5000e-	0.0000	7.5000e-	4.1000e-	0.0000	4.1000e-	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	8.7000e-	7.8700e-	7.6200e-	1.0000e-		4.7000e-	4.7000e-		4.5000e-	4.5000e-	0.0000	1.0408	1.0408	2.0000e-	0.0000	1.0457
Total	**8.7000e-**	**7.8700e-**	**7.6200e-**	**1.0000e-**	**7.5000e-**	**4.7000e-**	**1.2200e-**	**4.1000e-**	**4.5000e-**	**8.6000e-**	**0.0000**	**1.0408**	**1.0408**	**2.0000e-**	**0.0000**	**1.0457**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

3.5 Building Construction - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.0431	0.4426	0.3694	5.7000e-		0.0261	0.0261		0.0240	0.0240	0.0000	50.0302	50.0302	0.0162	0.0000	50.4348
Total	**0.0431**	**0.4426**	**0.3694**	**5.7000e-**		**0.0261**	**0.0261**		**0.0240**	**0.0240**	**0.0000**	**50.0302**	**50.0302**	**0.0162**	**0.0000**	**50.4348**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	1.3300e-	0.0399	0.0106	9.0000e-	2.3200e-	1.9000e-	2.5200e-	6.7000e-	1.9000e-	8.6000e-	0.0000	9.2352	9.2352	7.1000e-	0.0000	9.2529
Worker	3.3200e-	2.4600e-	0.0241	7.0000e-	7.2200e-	5.0000e-	7.2700e-	1.9200e-	5.0000e-	1.9700e-	0.0000	6.5239	6.5239	2.0000e-	0.0000	6.5288
Total	**4.6500e-**	**0.0424**	**0.0347**	**1.6000e-**	**9.5400e-**	**2.4000e-**	**9.7900e-**	**2.5900e-**	**2.4000e-**	**2.8300e-**	**0.0000**	**15.7590**	**15.7590**	**9.1000e-**	**0.0000**	**15.7816**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	0.0431	0.4426	0.3694	5.7000e-		0.0261	0.0261		0.0240	0.0240	0.0000	50.0302	50.0302	0.0162	0.0000	50.4347
Total	**0.0431**	**0.4426**	**0.3694**	**5.7000e-**		**0.0261**	**0.0261**		**0.0240**	**0.0240**	**0.0000**	**50.0302**	**50.0302**	**0.0162**	**0.0000**	**50.4347**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	1.3300e-	0.0399	0.0106	9.0000e-	2.3200e-	1.9000e-	2.5200e-	6.7000e-	1.9000e-	8.6000e-	0.0000	9.2352	9.2352	7.1000e-	0.0000	9.2529
Worker	3.3200e-	2.4600e-	0.0241	7.0000e-	7.2200e-	5.0000e-	7.2700e-	1.9200e-	5.0000e-	1.9700e-	0.0000	6.5239	6.5239	2.0000e-	0.0000	6.5288
Total	**4.6500e-**	**0.0424**	**0.0347**	**1.6000e-**	**9.5400e-**	**2.4000e-**	**9.7900e-**	**2.5900e-**	**2.4000e-**	**2.8300e-**	**0.0000**	**15.7590**	**15.7590**	**9.1000e-**	**0.0000**	**15.7816**

3.6 Paving - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	1.9300e-	0.0181	0.0178	3.0000e-		9.9000e-	9.9000e-		9.2000e-	9.2000e-	0.0000	2.3482	2.3482	6.8000e-	0.0000	2.3653
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**1.9300e-**	**0.0181**	**0.0178**	**3.0000e-**		**9.9000e-**	**9.9000e-**		**9.2000e-**	**9.2000e-**	**0.0000**	**2.3482**	**2.3482**	**6.8000e-**	**0.0000**	**2.3653**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					

Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.7000e-	1.2000e-	1.2000e-	0.0000	3.6000e-	0.0000	3.6000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.3262	0.3262	1.0000e-	0.0000	0.3264
Total	**1.7000e-**	**1.2000e-**	**1.2000e-**	**0.0000**	**3.6000e-**	**0.0000**	**3.6000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.3262**	**0.3262**	**1.0000e-**	**0.0000**	**0.3264**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Off-Road	1.9300e-	0.0181	0.0178	3.0000e-		9.9000e-	9.9000e-		9.2000e-	9.2000e-	0.0000	2.3482	2.3482	6.8000e-	0.0000	2.3653
Paving	0.0000					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Total	**1.9300e-**	**0.0181**	**0.0178**	**3.0000e-**		**9.9000e-**	**9.9000e-**		**9.2000e-**	**9.2000e-**	**0.0000**	**2.3482**	**2.3482**	**6.8000e-**	**0.0000**	**2.3653**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	1.7000e-	1.2000e-	1.2000e-	0.0000	3.6000e-	0.0000	3.6000e-	1.0000e-	0.0000	1.0000e-	0.0000	0.3262	0.3262	1.0000e-	0.0000	0.3264
Total	**1.7000e-**	**1.2000e-**	**1.2000e-**	**0.0000**	**3.6000e-**	**0.0000**	**3.6000e-**	**1.0000e-**	**0.0000**	**1.0000e-**	**0.0000**	**0.3262**	**0.3262**	**1.0000e-**	**0.0000**	**0.3264**

3.7 Architectural Coating - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.1495					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	6.1000e-	4.2100e-	4.5800e-	1.0000e-		2.8000e-	2.8000e-		2.8000e-	2.8000e-	0.0000	0.6383	0.6383	5.0000e-	0.0000	0.6396
Total	**0.1501**	**4.2100e-**	**4.5800e-**	**1.0000e-**		**2.8000e-**	**2.8000e-**		**2.8000e-**	**2.8000e-**	**0.0000**	**0.6383**	**0.6383**	**5.0000e-**	**0.0000**	**0.6396**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Archit. Coating	0.1495					0.0000	0.0000		0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	6.1000e-	4.2100e-	4.5800e-	1.0000e-		2.8000e-	2.8000e-		2.8000e-	2.8000e-	0.0000	0.6383	0.6383	5.0000e-	0.0000	0.6396
Total	**0.1501**	**4.2100e-**	**4.5800e-**	**1.0000e-**		**2.8000e-**	**2.8000e-**		**2.8000e-**	**2.8000e-**	**0.0000**	**0.6383**	**0.6383**	**5.0000e-**	**0.0000**	**0.6396**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	4.0000e-	3.0000e-	2.7000e-	0.0000	8.0000e-	0.0000	8.0000e-	2.0000e-	0.0000	2.0000e-	0.0000	0.0725	0.0725	0.0000	0.0000	0.0725
Total	**4.0000e-**	**3.0000e-**	**2.7000e-**	**0.0000**	**8.0000e-**	**0.0000**	**8.0000e-**	**2.0000e-**	**0.0000**	**2.0000e-**	**0.0000**	**0.0725**	**0.0725**	**0.0000**	**0.0000**	**0.0725**

Health Risk Screening Criteria - Demolition Only

$Dose\text{-}air = C_{air} \times (BR/BW) \times A \times EF \times 10^{-4}$

$RISK_{inh\text{-}res} = DOSE_{air} \times CPF \times ASF \times ED/AT \times FAH$

	MAX CONC	
School	0.0450	
Residential	0.0412	fenceline
	0.03	12.5 m
	0.02	25 m
	0.02	37.5 m
	0.02	50 m

	MAX RISK	
School	0.28	
Residential	3.38	fenceline
	2.5	12.5 m
	1.6	25 m
	1.6	37.5 m
	1.6	50 m

									Dose Inhallation by Bin			Cancer Risk by Bin			Sum of Cancer Risk	
									3RDTRI	0_2	2_9	3RDTRI	0_2	2_9	Summed Risk	Cases Per Million
486055.73	3618211.37	0.04177	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486055.73	3618248.43	0.0412	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486055.73	3618285.49	0.03866	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-06	-	-	2.4E-07	2E-07	0.2
486055.73	3618322.55	0.02793	0	0	0	ANNUAL	ALL	3 School	-	-	2.2E-06	-	-	1.7E-07	2E-07	0.2
486062.17	3618210.81	0.04218	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486068.6	3618247.3	0.04209	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486075.04	3618283.8	0.04024	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-06	-	-	2.5E-07	3E-07	0.3
486081.47	3618320.3	0.03051	0	0	0	ANNUAL	ALL	3 School	-	-	2.4E-06	-	-	1.9E-07	2E-07	0.2
486068.41	3618209.14	0.04255	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486081.08	3618243.96	0.04288	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486093.76	3618278.79	0.04166	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486106.43	3618313.61	0.03385	0	0	0	ANNUAL	ALL	3 School	-	-	2.7E-06	-	-	2.1E-07	2E-07	0.2
486074.26	3618206.4	0.04286	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486092.79	3618238.5	0.04356	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486111.32	3618270.59	0.04289	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486129.85	3618302.69	0.03612	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-06	-	-	2.3E-07	2E-07	0.2
486079.55	3618202.7	0.0431	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486103.37	3618231.09	0.0441	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486127.2	3618259.48	0.04387	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.7E-07	3E-07	0.3
486151.02	3618287.87	0.03874	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-06	-	-	2.4E-07	2E-07	0.2
486084.12	3618198.13	0.04327	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486112.51	3618221.95	0.04447	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486140.9	3618245.78	0.04456	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486169.29	3618269.6	0.04037	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-06	-	-	2.5E-07	3E-07	0.3
486087.82	3618192.84	0.04336	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486119.92	3618211.37	0.04467	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486152.01	3618229.9	0.04492	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486184.11	3618248.43	0.04145	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486090.56	3618186.99	0.04337	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486125.38	3618199.66	0.04468	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486160.21	3618212.34	0.04495	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486195.03	3618225.01	0.04164	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486092.23	3618180.75	0.04329	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486128.72	3618187.18	0.04452	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486165.22	3618193.62	0.04464	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486201.72	3618200.05	0.04075	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-06	-	-	2.5E-07	3E-07	0.3
486092.79	3618174.31	0.04314	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486129.85	3618174.31	0.04418	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.8E-07	3E-07	0.3
486166.91	3618174.31	0.044	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-06	-	-	2.7E-07	3E-07	0.3
486203.97	3618174.31	0.0393	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-06	-	-	2.5E-07	2E-07	0.2
486092.23	3618167.87	0.0429	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486128.72	3618161.44	0.04367	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486165.22	3618155	0.04307	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486201.72	3618148.57	0.03696	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-06	-	-	2.3E-07	2E-07	0.2
486090.56	3618161.63	0.0426	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486125.38	3618148.96	0.04301	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-06	-	-	2.7E-07	3E-07	0.3
486160.21	3618136.28	0.04187	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486195.03	3618123.61	0.03438	0	0	0	ANNUAL	ALL	3 School	-	-	2.7E-06	-	-	2.1E-07	2E-07	0.2
486087.82	3618155.78	0.04224	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486119.92	3618137.25	0.04222	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486152.01	3618118.72	0.04045	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-06	-	-	2.5E-07	3E-07	0.3
486184.11	3618100.19	0.03156	0	0	0	ANNUAL	ALL	3 School	-	-	2.5E-06	-	-	2.0E-07	2E-07	0.2
486084.12	3618150.49	0.04183	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486112.51	3618126.67	0.04133	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486140.9	3618102.84	0.03885	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-06	-	-	2.4E-07	2E-07	0.2
486169.29	3618079.02	0.02834	0	0	0	ANNUAL	ALL	3 School	-	-	2.2E-06	-	-	1.8E-07	2E-07	0.2
486079.55	3618145.92	0.04138	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486103.37	3618117.53	0.04035	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-06	-	-	2.5E-07	3E-07	0.3
486127.2	3618089.14	0.03713	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-06	-	-	2.3E-07	2E-07	0.2
486151.02	3618060.75	0.02556	0	0	0	ANNUAL	ALL	3 School	-	-	2.0E-06	-	-	1.6E-07	2E-07	0.2
486074.26	3618142.22	0.04091	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-06	-	-	2.6E-07	3E-07	0.3
486092.79	3618110.12	0.03933	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-06	-	-	2.5E-07	2E-07	0.2
486111.32	3618078.03	0.03534	0	0	0	ANNUAL	ALL	3 School	-	-	2.8E-06	-	-	2.2E-07	2E-07	0.2
486129.85	3618045.93	0.02194	0	0	0	ANNUAL	ALL	3 School	-	-	1.7E-06	-	-	1.4E-07	1E-07	0.1
486068.41	3618139.48	0.04044	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-06	-	-	2.5E-07	3E-07	0.3
486081.08	3618104.66	0.0383	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
486093.76	3618069.83	0.03351	0	0	0	ANNUAL	ALL	3 School	-	-	2.6E-06	-	-	2.1E-07	2E-07	0.2
486106.43	3618035.01	0.01945	0	0	0	ANNUAL	ALL	3 School	-	-	1.5E-06	-	-	1.2E-07	1E-07	0.1
486062.17	3618137.81	0.03997	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-06	-	-	2.5E-07	2E-07	0.2
486068.6	3618101.32	0.03728	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-06	-	-	2.3E-07	2E-07	0.2
486075.04	3618064.82	0.03174	0	0	0	ANNUAL	ALL	3 School	-	-	2.5E-06	-	-	2.0E-07	2E-07	0.2
486081.47	3618028.32	0.01588	0	0	0	ANNUAL	ALL	3 School	-	-	1.3E-06	-	-	9.9E-08	1E-07	0.1
486055.73	3618137.25	0.03952	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-06	-	-	2.5E-07	2E-07	0.2
486055.73	3618100.19	0.03631	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-06	-	-	2.3E-07	2E-07	0.2
486055.73	3618063.13	0.03004	0	0	0	ANNUAL	ALL	3 School	-	-	2.4E-06	-	-	1.9E-07	2E-07	0.2
486055.73	3618026.07	0.01372	0	0	0	ANNUAL	ALL	3 School	-	-	1.1E-06	-	-	8.6E-08	9E-08	0.1
486049.29	3618137.81	0.0391	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-06	-	-	2.4E-07	2E-07	0.2
486042.86	3618101.32	0.03541	0	0	0	ANNUAL	ALL	3 School	-	-	2.8E-06	-	-	2.2E-07	2E-07	0.2
486036.42	3618064.82	0.0285	0	0	0	ANNUAL	ALL	3 School	-	-	2.2E-06	-	-	1.8E-07	2E-07	0.2
486029.99	3618028.32	0.01081	0	0	0	ANNUAL	ALL	3 School	-	-	8.5E-07	-	-	6.8E-08	7E-08	0.1
486043.05	3618139.48	0.03874	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-06	-	-	2.4E-07	2E-07	0.2
486030.38	3618104.66	0.03463	0	0	0	ANNUAL	ALL	3 School	-	-	2.7E-06	-	-	2.2E-07	2E-07	0.2
486017.7	3618069.83	0.02715	0	0	0	ANNUAL	ALL	3 School	-	-	2.1E-06	-	-	1.7E-07	2E-07	0.2
486005.03	3618035.01	0.00892	0	0	0	ANNUAL	ALL	3 School	-	-	7.0E-07	-	-	5.6E-08	6E-08	0.1
486037.2	3618142.22	0.03843	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
486018.67	3618110.12	0.03397	0	0	0	ANNUAL	ALL	3 School	-	-	2.7E-06	-	-	2.1E-07	2E-07	0.2
486000.14	3618078.03	0.02602	0	0	0	ANNUAL	ALL	3 School	-	-	2.1E-06	-	-	1.6E-07	2E-07	0.2
485981.61	3618045.93	0.00717	0	0	0	ANNUAL	ALL	3 School	-	-	5.7E-07	-	-	4.5E-08	4E-08	0.0
486031.91	3618145.92	0.03819	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
486008.09	3618117.53	0.03346	0	0	0	ANNUAL	ALL	3 School	-	-	2.6E-06	-	-	2.1E-07	2E-07	0.2
485984.26	3618089.14	0.02515	0	0	0	ANNUAL	ALL	3 School	-	-	2.0E-06	-	-	1.6E-07	2E-07	0.2
485960.44	3618060.75	0.00576	0	0	0	ANNUAL	ALL	3 School	-	-	4.5E-07	-	-	3.6E-08	4E-08	0.0
486027.34	3618150.49	0.03803	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
485998.95	3618126.67	0.03312	0	0	0	ANNUAL	ALL	3 School	-	-	2.6E-06	-	-	2.1E-07	2E-07	0.2
485970.56	3618102.84	0.02455	0	0	0	ANNUAL	ALL	3 School	-	-	1.9E-06	-	-	1.5E-07	2E-07	0.2
485942.17	3618079.02	0.00514	0	0	0	ANNUAL	ALL	3 School	-	-	4.1E-07	-	-	3.2E-08	3E-08	0.0
486023.64	3618155.78	0.03794	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
485991.54	3618137.25	0.03295	0	0	0	ANNUAL	ALL	3 School	-	-	2.6E-06	-	-	2.1E-07	2E-07	0.2
485959.45	3618118.72	0.02426	0	0	0	ANNUAL	ALL	3 School	-	-	1.9E-06	-	-	1.5E-07	2E-07	0.2
485927.35	3618100.19	0.00442	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-07	-	-	2.8E-08	3E-08	0.0
486020.9	3618161.63	0.03794	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
485986.08	3618148.96	0.03295	0	0	0	ANNUAL	ALL	3 School	-	-	2.6E-06	-	-	2.1E-07	2E-07	0.2
485951.25	3618136.28	0.02426	0	0	0	ANNUAL	ALL	3 School	-	-	1.9E-06	-	-	1.5E-07	2E-07	0.2
485916.43	3618123.61	0.00469	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-07	-	-	2.9E-08	3E-08	0.0
486019.23	3618167.87	0.03802	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
485982.74	3618161.44	0.03313	0	0	0	ANNUAL	ALL	3 School	-	-	2.6E-06	-	-	2.1E-07	2E-07	0.2
485946.24	3618155	0.02456	0	0	0	ANNUAL	ALL	3 School	-	-	1.9E-06	-	-	1.5E-07	2E-07	0.2
485909.74	3618148.57	0.00455	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-07	-	-	2.8E-08	3E-08	0.0
486018.67	3618174.31	0.03818	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
485981.61	3618174.31	0.03349	0	0	0	ANNUAL	ALL	3 School	-	-	2.6E-06	-	-	2.1E-07	2E-07	0.2
485944.55	3618174.31	0.02518	0	0	0	ANNUAL	ALL	3 School	-	-	2.0E-06	-	-	1.6E-07	2E-07	0.2
485907.49	3618174.31	0.00569	0	0	0	ANNUAL	ALL	3 School	-	-	4.5E-07	-	-	3.6E-08	4E-08	0.0
486019.23	3618180.75	0.03841	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
485982.74	3618187.18	0.034	0	0	0	ANNUAL	ALL	3 School	-	-	2.7E-06	-	-	2.1E-07	2E-07	0.2
485946.24	3618193.62	0.02607	0	0	0	ANNUAL	ALL	3 School	-	-	2.1E-06	-	-	1.6E-07	2E-07	0.2
485909.74	3618200.05	0.00609	0	0	0	ANNUAL	ALL	3 School	-	-	4.8E-07	-	-	3.8E-08	4E-08	0.0
486020.9	3618186.99	0.03872	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-06	-	-	2.4E-07	2E-07	0.2
485986.08	3618199.66	0.03465	0	0	0	ANNUAL	ALL	3 School	-	-	2.7E-06	-	-	2.2E-07	2E-07	0.2
485951.25	3618212.34	0.02723	0	0	0	ANNUAL	ALL	3 School	-	-	2.1E-06	-	-	1.7E-07	2E-07	0.2

485916.43	3618225.01	0.00816	0	0	0	ANNUAL	ALL	3	School	-	-	6.4E-07	-	-	5.1E-08	5E-08	0.1
486023.64	3618192.84	0.03907	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-06	-	-	2.4E-07	2E-07	0.2
485991.54	3618211.37	0.03543	0	0	0	ANNUAL	ALL	3	School	-	-	2.8E-06	-	-	2.2E-07	2E-07	0.2
485959.45	3618229.9	0.0286	0	0	0	ANNUAL	ALL	3	School	-	-	2.3E-06	-	-	1.8E-07	2E-07	0.2
485927.35	3618248.43	0.00963	0	0	0	ANNUAL	ALL	3	School	-	-	7.6E-07	-	-	6.0E-08	6E-08	0.1
486027.34	3618198.13	0.03948	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-06	-	-	2.5E-07	2E-07	0.2
485998.95	3618221.95	0.0363	0	0	0	ANNUAL	ALL	3	School	-	-	2.9E-06	-	-	2.3E-07	2E-07	0.2
485970.56	3618245.78	0.03014	0	0	0	ANNUAL	ALL	3	School	-	-	2.4E-06	-	-	1.9E-07	2E-07	0.2
485942.17	3618269.6	0.0126	0	0	0	ANNUAL	ALL	3	School	-	-	9.9E-07	-	-	7.9E-08	8E-08	0.1
486031.91	3618202.7	0.03992	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-06	-	-	2.5E-07	2E-07	0.2
486008.09	3618231.09	0.03725	0	0	0	ANNUAL	ALL	3	School	-	-	2.9E-06	-	-	2.3E-07	2E-07	0.2
485984.26	3618259.48	0.03179	0	0	0	ANNUAL	ALL	3	School	-	-	2.5E-06	-	-	2.0E-07	2E-07	0.2
485960.44	3618287.87	0.01512	0	0	0	ANNUAL	ALL	3	School	-	-	1.2E-06	-	-	9.4E-08	9E-08	0.1
486037.2	3618206.4	0.04038	0	0	0	ANNUAL	ALL	3	School	-	-	3.2E-06	-	-	2.5E-07	3E-07	0.3
486018.67	3618238.5	0.03824	0	0	0	ANNUAL	ALL	3	School	-	-	3.0E-06	-	-	2.4E-07	2E-07	0.2
486000.14	3618270.59	0.03352	0	0	0	ANNUAL	ALL	3	School	-	-	2.6E-06	-	-	2.1E-07	2E-07	0.2
485981.61	3618302.69	0.01842	0	0	0	ANNUAL	ALL	3	School	-	-	1.5E-06	-	-	1.2E-07	1E-07	0.1
486043.05	3618209.14	0.04085	0	0	0	ANNUAL	ALL	3	School	-	-	3.2E-06	-	-	2.6E-07	3E-07	0.3
486030.38	3618243.96	0.03924	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-06	-	-	2.5E-07	2E-07	0.2
486017.7	3618278.79	0.03526	0	0	0	ANNUAL	ALL	3	School	-	-	2.8E-06	-	-	2.2E-07	2E-07	0.2
486005.03	3618313.61	0.02156	0	0	0	ANNUAL	ALL	3	School	-	-	1.7E-06	-	-	1.3E-07	1E-07	0.1
486049.29	3618210.81	0.04132	0	0	0	ANNUAL	ALL	3	School	-	-	3.3E-06	-	-	2.6E-07	3E-07	0.3
486042.86	3618247.3	0.04024	0	0	0	ANNUAL	ALL	3	School	-	-	3.2E-06	-	-	2.5E-07	3E-07	0.3
486036.42	3618283.8	0.037	0	0	0	ANNUAL	ALL	3	School	-	-	2.9E-06	-	-	2.3E-07	2E-07	0.2
486029.99	3618320.3	0.02453	0	0	0	ANNUAL	ALL	3	School	-	-	1.9E-06	-	-	1.5E-07	2E-07	0.2
486055.73	3618323.81	0.02691	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-05		-	2.2E-06		2E-06	2.2
486055.73	3618336.31	0.01871	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05		-	1.5E-06		2E-06	1.5
486055.73	3618348.81	0.01428	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05		-	1.2E-06		1E-06	1.2
486055.73	3618361.31	0.01139	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05		-	9.4E-07		9E-07	0.9
486055.73	3618373.81	0.00935	0	0	0	ANNUAL	ALL	3	Residential	-	9.8E-06		-	7.7E-07		8E-07	0.8
486081.69	3618321.54	0.0294	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-05		-	2.4E-06		2E-06	2.4
486083.86	3618333.85	0.02123	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05		-	1.7E-06		2E-06	1.7
486086.03	3618346.16	0.01648	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05		-	1.4E-06		1E-06	1.4
486088.2	3618358.47	0.01332	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05		-	1.1E-06		1E-06	1.1
486090.37	3618370.78	0.01109	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05		-	9.1E-07		9E-07	0.9
486106.86	3618314.79	0.03295	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-05		-	2.7E-06		3E-06	2.7
486111.14	3618326.54	0.0239	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05		-	2.0E-06		2E-06	2.0
486115.41	3618338.29	0.01863	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05		-	1.5E-06		2E-06	1.5
486119.69	3618350.03	0.01511	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05		-	1.2E-06		1E-06	1.2
486123.96	3618361.78	0.01261	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05		-	1.0E-06		1E-06	1.0
486130.48	3618303.78	0.03511	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-05		-	2.9E-06		3E-06	2.9
486136.73	3618314.61	0.02615	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-05		-	2.1E-06		2E-06	2.1
486142.98	3618325.43	0.02056	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05		-	1.7E-06		2E-06	1.7
486149.23	3618336.26	0.0167	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05		-	1.4E-06		1E-06	1.4
486155.48	3618347.08	0.01392	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05		-	1.1E-06		1E-06	1.1
486151.83	3618288.83	0.03797	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-05		-	3.1E-06		3E-06	3.1
486159.86	3618298.41	0.02845	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-05		-	2.3E-06		2E-06	2.3
486167.9	3618307.98	0.02233	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-05		-	1.8E-06		2E-06	1.8
486175.93	3618317.56	0.01808	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05		-	1.5E-06		1E-06	1.5
486183.97	3618327.14	0.01499	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05		-	1.2E-06		1E-06	1.2
486170.25	3618270.41	0.03964	0	0	0	ANNUAL	ALL	3	Residential	-	4.1E-05		-	3.3E-06		3E-06	3.3
486179.83	3618278.44	0.03011	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-05		-	2.5E-06		2E-06	2.5
486189.4	3618286.48	0.02366	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05		-	1.9E-06		2E-06	1.9
486198.98	3618294.51	0.01909	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05		-	1.6E-06		2E-06	1.6
486208.56	3618302.55	0.01575	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05		-	1.3E-06		1E-06	1.3
486185.2	3618249.06	0.04078	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-05		-	3.3E-06		3E-06	3.3
486196.03	3618255.31	0.03109	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05		-	2.6E-06		3E-06	2.6
486206.85	3618261.56	0.02434	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05		-	2.0E-06		2E-06	2.0
486217.68	3618267.81	0.01959	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05		-	1.6E-06		2E-06	1.6
486228.5	3618274.06	0.01611	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05		-	1.3E-06		1E-06	1.3
486196.21	3618225.44	0.04118	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-05		-	3.4E-06		3E-06	3.4
486207.96	3618229.72	0.03127	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-05	-	-	2.6E-06	-	3E-06	3
486219.71	3618233.99	0.02431	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05	-	-	2.0E-06	-	2E-06	2
486231.45	3618238.27	0.01951	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.6E-06	-	2E-06	2
486243.2	3618242.54	0.01607	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
486202.96	3618200.27	0.04002	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-05	-	-	3.3E-06	-	3E-06	3
486215.27	3618202.44	0.03028	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	2E-06	2
486227.58	3618204.61	0.02352	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05	-	-	1.9E-06	-	2E-06	2
486239.89	3618206.78	0.01892	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.6E-06	-	2E-06	2
486252.2	3618208.95	0.01568	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.3E-06	-	1E-06	1
486205.23	3618174.31	0.03871	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-05	-	-	3.2E-06	-	3E-06	3
486217.73	3618174.31	0.02882	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-05	-	-	2.4E-06	-	2E-06	2
486230.23	3618174.31	0.02224	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-05	-	-	1.8E-06	-	2E-06	2
486242.73	3618174.31	0.01797	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	1.5E-06	-	1E-06	1
486255.23	3618174.31	0.01502	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.2E-06	-	1E-06	1
486202.96	3618148.35	0.03604	0	0	0	ANNUAL	ALL	3	Residential	-	3.8E-05	-	-	3.0E-06	-	3E-06	3
486215.27	3618146.18	0.02653	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-05	-	-	2.2E-06	-	2E-06	2
486227.58	3618144.01	0.02057	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05	-	-	1.7E-06	-	2E-06	2
486239.89	3618141.84	0.01673	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.4E-06	-	1E-06	1
486252.2	3618139.67	0.01409	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
486196.21	3618123.18	0.0335	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-05	-	-	2.8E-06	-	3E-06	3
486207.96	3618118.9	0.02422	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05	-	-	2.0E-06	-	2E-06	2
486219.71	3618114.63	0.01871	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.5E-06	-	2E-06	2
486231.45	3618110.35	0.01523	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.3E-06	-	1E-06	1
486243.2	3618106.08	0.01282	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.1E-06	-	1E-06	1
486185.2	3618099.56	0.03055	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	2.5E-06	-	3E-06	3
486196.03	3618093.31	0.02164	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-05	-	-	1.8E-06	-	2E-06	2
486206.85	3618087.06	0.01661	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.4E-06	-	1E-06	1
486217.68	3618080.81	0.01342	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
486228.5	3618074.56	0.0112	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.2E-07	-	9E-07	1
486170.25	3618078.21	0.02728	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-05	-	-	2.2E-06	-	2E-06	2
486179.83	3618070.18	0.01888	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	1.6E-06	-	2E-06	2
486189.4	3618062.14	0.0143	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
486198.98	3618054.11	0.01137	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.3E-07	-	9E-07	1
486208.56	3618046.07	0.00934	0	0	0	ANNUAL	ALL	3	Residential	-	9.8E-06	-	-	7.7E-07	-	8E-07	1
486151.83	3618059.79	0.0245	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-05	-	-	2.0E-06	-	2E-06	2
486159.86	3618050.21	0.01626	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
486167.9	3618040.64	0.01193	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.8E-07	-	1E-06	1
486175.93	3618031.06	0.00924	0	0	0	ANNUAL	ALL	3	Residential	-	9.7E-06	-	-	7.6E-07	-	8E-07	1
486183.97	3618021.48	0.0074	0	0	0	ANNUAL	ALL	3	Residential	-	7.7E-06	-	-	6.1E-07	-	6E-07	1
486130.48	3618044.84	0.02082	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05	-	-	1.7E-06	-	2E-06	2
486136.73	3618034.01	0.01338	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
486142.98	3618023.19	0.00953	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	7.8E-07	-	8E-07	1
486149.23	3618012.36	0.00716	0	0	0	ANNUAL	ALL	3	Residential	-	7.5E-06	-	-	5.9E-07	-	6E-07	1
486155.48	3618001.54	0.00559	0	0	0	ANNUAL	ALL	3	Residential	-	5.8E-06	-	-	4.6E-07	-	5E-07	0
486106.86	3618033.83	0.01834	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	1.5E-06	-	2E-06	2
486111.14	3618022.08	0.01085	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.9E-07	-	9E-07	1
486115.41	3618010.33	0.00737	0	0	0	ANNUAL	ALL	3	Residential	-	7.7E-06	-	-	6.1E-07	-	6E-07	1
486119.69	3617998.59	0.00535	0	0	0	ANNUAL	ALL	3	Residential	-	5.6E-06	-	-	4.4E-07	-	4E-07	0
486123.96	3617986.84	0.00407	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-06	-	-	3.3E-07	-	3E-07	0
486081.69	3618027.08	0.01478	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
486083.86	3618014.77	0.00845	0	0	0	ANNUAL	ALL	3	Residential	-	8.8E-06	-	-	6.9E-07	-	7E-07	1
486086.03	3618002.46	0.00553	0	0	0	ANNUAL	ALL	3	Residential	-	5.8E-06	-	-	4.5E-07	-	5E-07	0
486088.2	3617990.15	0.00391	0	0	0	ANNUAL	ALL	3	Residential	-	4.1E-06	-	-	3.2E-07	-	3E-07	0
486090.37	3617977.84	0.00293	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-06	-	-	2.4E-07	-	2E-07	0
486055.73	3618024.81	0.01257	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.0E-06	-	1E-06	1
486055.73	3618012.31	0.00644	0	0	0	ANNUAL	ALL	3	Residential	-	6.7E-06	-	-	5.3E-07	-	5E-07	1
486055.73	3617999.81	0.00409	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-06	-	-	3.4E-07	-	3E-07	0
486055.73	3617987.31	0.00286	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-06	-	-	2.3E-07	-	2E-07	0
486055.73	3617974.81	0.00214	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-06	-	-	1.8E-07	-	2E-07	0
486029.77	3618027.08	0.00981	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	8.1E-07	-	8E-07	1
486027.6	3618014.77	0.00491	0	0	0	ANNUAL	ALL	3	Residential	-	5.1E-06	-	-	4.0E-07	-	4E-07	0
486025.43	3618002.46	0.00307	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-06	-	-	2.5E-07	-	3E-07	0
486023.26	3617990.15	0.00216	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-06	-	-	1.8E-07	-	2E-07	0
486021.09	3617977.84	0.00165	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-06	-	-	1.4E-07	-	1E-07	0
486004.6	3618033.83	0.00789	0	0	0	ANNUAL	ALL	3	Residential	-	8.2E-06	-	-	6.5E-07	-	6E-07	1
486000.32	3618022.08	0.00377	0	0	0	ANNUAL	ALL	3	Residential	-	3.9E-06	-	-	3.1E-07	-	3E-07	0
485996.05	3618010.33	0.0024	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-06	-	-	2.0E-07	-	2E-07	0
485991.77	3617998.59	0.00174	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-06	-	-	1.4E-07	-	1E-07	0
485987.5	3617986.84	0.00135	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-06	-	-	1.1E-07	-	1E-07	0
485980.98	3618044.84	0.00633	0	0	0	ANNUAL	ALL	3	Residential	-	6.6E-06	-	-	5.2E-07	-	5E-07	1
485974.73	3618034.01	0.00304	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-06	-	-	2.5E-07	-	2E-07	0
485968.48	3618023.19	0.00201	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-06	-	-	1.7E-07	-	2E-07	0
485962.23	3618012.36	0.00149	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-06	-	-	1.2E-07	-	1E-07	0
485955.98	3618001.54	0.00118	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-06	-	-	9.7E-08	-	1E-07	0
485959.63	3618059.79	0.00506	0	0	0	ANNUAL	ALL	3	Residential	-	5.3E-06	-	-	4.2E-07	-	4E-07	0
485951.6	3618050.21	0.00261	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-06	-	-	2.1E-07	-	2E-07	0

485943.56	3618040.64	0.00178	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-06	-	-	1.5E-07	-	1E-07	0
485935.53	3618031.06	0.00135	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-06	-	-	1.1E-07	-	1E-07	0
485927.49	3618021.48	0.00107	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-06	-	-	8.8E-08	-	9E-08	0
485941.21	3618078.21	0.00449	0	0	0	ANNUAL	ALL	3	Residential	-	4.7E-06	-	-	3.7E-07	-	4E-07	0
485931.63	3618070.18	0.00238	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-06	-	-	2.0E-07	-	2E-07	0
485922.06	3618062.14	0.00166	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-06	-	-	1.4E-07	-	1E-07	0
485912.48	3618054.11	0.00126	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-06	-	-	1.0E-07	-	1E-07	0
485902.9	3618046.07	0.001	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-06	-	-	8.2E-08	-	8E-08	0
485926.26	3618099.56	0.00401	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-06	-	-	3.3E-07	-	3E-07	0
485915.43	3618093.31	0.00228	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-06	-	-	1.9E-07	-	2E-07	0
485904.61	3618087.06	0.00159	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-06	-	-	1.3E-07	-	1E-07	0
485893.78	3618080.81	0.0012	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-06	-	-	9.9E-08	-	1E-07	0
485882.96	3618074.56	0.00096	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-06	-	-	7.9E-08	-	8E-08	0
485915.25	3618123.18	0.00405	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-06	-	-	3.3E-07	-	3E-07	0
485903.5	3618118.9	0.00226	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-06	-	-	1.9E-07	-	2E-07	0
485891.75	3618114.63	0.00156	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-06	-	-	1.3E-07	-	1E-07	0
485880.01	3618110.35	0.00118	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-06	-	-	9.7E-08	-	1E-07	0
485868.26	3618106.08	0.00093	0	0	0	ANNUAL	ALL	3	Residential	-	9.7E-07	-	-	7.6E-08	-	8E-08	0
485908.5	3618148.35	0.00414	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-06	-	-	3.4E-07	-	3E-07	0
485896.19	3618146.18	0.0023	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-06	-	-	1.9E-07	-	2E-07	0
485883.88	3618144.01	0.00158	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-06	-	-	1.3E-07	-	1E-07	0
485871.57	3618141.84	0.00118	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-06	-	-	9.7E-08	-	1E-07	0
485859.26	3618139.67	0.00093	0	0	0	ANNUAL	ALL	3	Residential	-	9.7E-07	-	-	7.6E-08	-	8E-08	0
485906.23	3618174.31	0.0048	0	0	0	ANNUAL	ALL	3	Residential	-	5.0E-06	-	-	3.9E-07	-	4E-07	0
485893.73	3618174.31	0.00245	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-06	-	-	2.0E-07	-	2E-07	0
485881.23	3618174.31	0.00165	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-06	-	-	1.4E-07	-	1E-07	0
485868.73	3618174.31	0.00122	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-06	-	-	1.0E-07	-	1E-07	0
485856.23	3618174.31	0.00096	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-06	-	-	7.9E-08	-	8E-08	0
485908.5	3618200.27	0.00545	0	0	0	ANNUAL	ALL	3	Residential	-	5.7E-06	-	-	4.5E-07	-	4E-07	0
485896.19	3618202.44	0.00275	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-06	-	-	2.3E-07	-	2E-07	0
485883.88	3618204.61	0.0018	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-06	-	-	1.5E-07	-	1E-07	0
485871.57	3618206.78	0.00132	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-06	-	-	1.1E-07	-	1E-07	0
485859.26	3618208.95	0.00103	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-06	-	-	8.5E-08	-	8E-08	0
485915.25	3618225.44	0.00719	0	0	0	ANNUAL	ALL	3	Residential	-	7.5E-06	-	-	5.9E-07	-	6E-07	1
485903.5	3618229.72	0.00334	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-06	-	-	2.7E-07	-	3E-07	0
485891.75	3618233.99	0.00211	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-06	-	-	1.7E-07	-	2E-07	0
485880.01	3618238.27	0.00151	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-06	-	-	1.2E-07	-	1E-07	0
485868.26	3618242.54	0.00116	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-06	-	-	9.5E-08	-	1E-07	0
485926.26	3618249.06	0.00872	0	0	0	ANNUAL	ALL	3	Residential	-	9.1E-06	-	-	7.2E-07	-	7E-07	1
485915.43	3618255.31	0.00436	0	0	0	ANNUAL	ALL	3	Residential	-	4.6E-06	-	-	3.6E-07	-	4E-07	0
485904.61	3618261.56	0.0027	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-06	-	-	2.2E-07	-	2E-07	0
485893.78	3618267.81	0.00187	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-06	-	-	1.5E-07	-	2E-07	0
485882.96	3618274.06	0.0014	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-06	-	-	1.1E-07	-	1E-07	0
485941.21	3618270.41	0.01153	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.5E-07	-	9E-07	1
485931.63	3618278.44	0.00594	0	0	0	ANNUAL	ALL	3	Residential	-	6.2E-06	-	-	4.9E-07	-	5E-07	0
485922.06	3618286.48	0.00369	0	0	0	ANNUAL	ALL	3	Residential	-	3.9E-06	-	-	3.0E-07	-	3E-07	0
485912.48	3618294.51	0.00253	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-06	-	-	2.1E-07	-	2E-07	0
485902.9	3618302.55	0.00186	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-06	-	-	1.5E-07	-	2E-07	0
485959.63	3618288.83	0.01403	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.2E-06	-	1E-06	1
485951.6	3618298.41	0.00801	0	0	0	ANNUAL	ALL	3	Residential	-	8.4E-06	-	-	6.6E-07	-	7E-07	1
485943.56	3618307.98	0.0052	0	0	0	ANNUAL	ALL	3	Residential	-	5.4E-06	-	-	4.3E-07	-	4E-07	0
485935.53	3618317.56	0.00362	0	0	0	ANNUAL	ALL	3	Residential	-	3.8E-06	-	-	3.0E-07	-	3E-07	0
485927.49	3618327.14	0.00266	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-06	-	-	2.2E-07	-	2E-07	0
485980.98	3618303.78	0.01731	0	0	0	ANNUAL	ALL	3	Residential	-	1.8E-05	-	-	1.4E-06	-	1E-06	1
485974.73	3618314.61	0.01058	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	8.7E-07	-	9E-07	1
485968.48	3618325.43	0.00721	0	0	0	ANNUAL	ALL	3	Residential	-	7.5E-06	-	-	5.9E-07	-	6E-07	1
485962.23	3618336.26	0.00519	0	0	0	ANNUAL	ALL	3	Residential	-	5.4E-06	-	-	4.3E-07	-	4E-07	0
485955.98	3618347.08	0.00389	0	0	0	ANNUAL	ALL	3	Residential	-	4.1E-06	-	-	3.2E-07	-	3E-07	0
486004.6	3618314.79	0.02042	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-05	-	-	1.7E-06	-	2E-06	2
486000.32	3618326.54	0.01322	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-05	-	-	1.1E-06	-	1E-06	1
485996.05	3618338.29	0.00951	0	0	0	ANNUAL	ALL	3	Residential	-	9.9E-06	-	-	7.8E-07	-	8E-07	1
485991.77	3618350.03	0.00715	0	0	0	ANNUAL	ALL	3	Residential	-	7.5E-06	-	-	5.9E-07	-	6E-07	1
485987.5	3618361.78	0.00555	0	0	0	ANNUAL	ALL	3	Residential	-	5.8E-06	-	-	4.6E-07	-	5E-07	0
486029.77	3618321.54	0.02342	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-05	-	-	1.9E-06	-	2E-06	2
486027.6	3618333.85	0.01601	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	1.3E-06	-	1E-06	1
486025.43	3618346.16	0.01194	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	9.8E-07	-	1E-06	1
486023.26	3618358.47	0.0093	0	0	0	ANNUAL	ALL	3	Residential	-	9.7E-06	-	-	7.6E-07	-	8E-07	1
486021.09	3618370.78	0.00745	0	0	0	ANNUAL	ALL	3	Residential	-	7.8E-06	-	-	6.1E-07	-	6E-07	1

pSDUSD AERMOD Test Run Inputs

1. Emission rate =
    a. 0.0181 tons PM10 exhaust (DPM) * 907,185 grams/ton = 16,420 grams
    b. 260 work days, 10 hours/day = 9,360,000 seconds
    c. 16,420 grams / 9,360,000 seconds – **0.0017543 grams/second**
2. Haul trucks release height = **4.0 meters**
3. Initial vertical dimension = Haul trucks – **3.16 meters**
4. Rural or Urban = **Urban**
5. Population of urban area = city of SD pop – **1.42 million**

Discrete Re	X	Y	Concentration (AVERAGE CONC) [ug/m^3]	Elevation (ZELEV)	Hill Heights (ZHILL)	Flagpole (ZFLAG)	Averagin Period (AVE)	Source Group (GRP)	Num Years (NUM YRS)	Net ID
	486055.73	3618211.37	0.04177	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618248.43	0.0412	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618285.49	0.03866	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618322.55	0.02793	0	0	0	ANNUAL	ALL	3	SCHOOL
	486062.17	3618210.81	0.04218	0	0	0	ANNUAL	ALL	3	SCHOOL
	486068.6	3618247.3	0.04209	0	0	0	ANNUAL	ALL	3	SCHOOL
	486075.04	3618283.8	0.04024	0	0	0	ANNUAL	ALL	3	SCHOOL
	486081.47	3618320.3	0.03051	0	0	0	ANNUAL	ALL	3	SCHOOL
	486068.41	3618209.14	0.04255	0	0	0	ANNUAL	ALL	3	SCHOOL
	486081.08	3618243.96	0.04288	0	0	0	ANNUAL	ALL	3	SCHOOL
	486093.76	3618278.79	0.04166	0	0	0	ANNUAL	ALL	3	SCHOOL
	486106.43	3618313.61	0.03385	0	0	0	ANNUAL	ALL	3	SCHOOL
	486074.26	3618206.4	0.04286	0	0	0	ANNUAL	ALL	3	SCHOOL
	486092.79	3618238.5	0.04356	0	0	0	ANNUAL	ALL	3	SCHOOL
	486111.32	3618270.59	0.04289	0	0	0	ANNUAL	ALL	3	SCHOOL
	486129.85	3618302.69	0.03612	0	0	0	ANNUAL	ALL	3	SCHOOL
	486079.55	3618202.7	0.0431	0	0	0	ANNUAL	ALL	3	SCHOOL
	486103.37	3618231.09	0.0441	0	0	0	ANNUAL	ALL	3	SCHOOL
	486127.2	3618259.48	0.04387	0	0	0	ANNUAL	ALL	3	SCHOOL
	486151.02	3618287.87	0.03874	0	0	0	ANNUAL	ALL	3	SCHOOL
	486084.12	3618198.13	0.04327	0	0	0	ANNUAL	ALL	3	SCHOOL
	486112.51	3618221.95	0.04447	0	0	0	ANNUAL	ALL	3	SCHOOL
	486140.9	3618245.78	0.04456	0	0	0	ANNUAL	ALL	3	SCHOOL
	486169.29	3618269.6	0.04037	0	0	0	ANNUAL	ALL	3	SCHOOL
	486087.82	3618192.84	0.04336	0	0	0	ANNUAL	ALL	3	SCHOOL
	486119.92	3618211.37	0.04467	0	0	0	ANNUAL	ALL	3	SCHOOL
	486152.01	3618229.9	0.04492	0	0	0	ANNUAL	ALL	3	SCHOOL
	486184.11	3618248.43	0.04145	0	0	0	ANNUAL	ALL	3	SCHOOL
	486090.56	3618186.99	0.04337	0	0	0	ANNUAL	ALL	3	SCHOOL
	486125.38	3618199.66	0.04468	0	0	0	ANNUAL	ALL	3	SCHOOL
	486160.21	3618212.34	0.04495	0	0	0	ANNUAL	ALL	3	SCHOOL
	486195.03	3618225.01	0.04164	0	0	0	ANNUAL	ALL	3	SCHOOL
	486092.23	3618180.75	0.04329	0	0	0	ANNUAL	ALL	3	SCHOOL
	486128.72	3618187.18	0.04452	0	0	0	ANNUAL	ALL	3	SCHOOL
	486165.22	3618193.62	0.04464	0	0	0	ANNUAL	ALL	3	SCHOOL
	486201.72	3618200.05	0.04075	0	0	0	ANNUAL	ALL	3	SCHOOL
	486092.79	3618174.31	0.04314	0	0	0	ANNUAL	ALL	3	SCHOOL
	486129.85	3618174.31	0.04418	0	0	0	ANNUAL	ALL	3	SCHOOL
	486166.91	3618174.31	0.044	0	0	0	ANNUAL	ALL	3	SCHOOL
	486203.97	3618174.31	0.0393	0	0	0	ANNUAL	ALL	3	SCHOOL
	486092.23	3618167.87	0.0429	0	0	0	ANNUAL	ALL	3	SCHOOL
	486128.72	3618161.44	0.04367	0	0	0	ANNUAL	ALL	3	SCHOOL
	486165.22	3618155	0.04307	0	0	0	ANNUAL	ALL	3	SCHOOL
	486201.72	3618148.57	0.03696	0	0	0	ANNUAL	ALL	3	SCHOOL
	486090.56	3618161.63	0.0426	0	0	0	ANNUAL	ALL	3	SCHOOL
	486125.38	3618148.96	0.04301	0	0	0	ANNUAL	ALL	3	SCHOOL
	486160.21	3618136.28	0.04187	0	0	0	ANNUAL	ALL	3	SCHOOL
	486195.03	3618123.61	0.03438	0	0	0	ANNUAL	ALL	3	SCHOOL
	486087.82	3618155.78	0.04224	0	0	0	ANNUAL	ALL	3	SCHOOL
	486119.92	3618137.25	0.04222	0	0	0	ANNUAL	ALL	3	SCHOOL
	486152.01	3618118.72	0.04045	0	0	0	ANNUAL	ALL	3	SCHOOL
	486184.11	3618100.19	0.03156	0	0	0	ANNUAL	ALL	3	SCHOOL
	486084.12	3618150.49	0.04183	0	0	0	ANNUAL	ALL	3	SCHOOL
	486112.51	3618126.67	0.04133	0	0	0	ANNUAL	ALL	3	SCHOOL
	486140.9	3618102.84	0.03885	0	0	0	ANNUAL	ALL	3	SCHOOL
	486169.29	3618079.02	0.02834	0	0	0	ANNUAL	ALL	3	SCHOOL
	486079.55	3618145.92	0.04138	0	0	0	ANNUAL	ALL	3	SCHOOL
	486103.37	3618117.53	0.04035	0	0	0	ANNUAL	ALL	3	SCHOOL
	486127.2	3618089.14	0.03713	0	0	0	ANNUAL	ALL	3	SCHOOL
	486151.02	3618060.75	0.02556	0	0	0	ANNUAL	ALL	3	SCHOOL
	486074.26	3618142.22	0.04091	0	0	0	ANNUAL	ALL	3	SCHOOL
	486092.79	3618110.12	0.03933	0	0	0	ANNUAL	ALL	3	SCHOOL
	486111.32	3618078.03	0.03534	0	0	0	ANNUAL	ALL	3	SCHOOL
	486129.85	3618045.93	0.02194	0	0	0	ANNUAL	ALL	3	SCHOOL
	486068.41	3618139.48	0.04044	0	0	0	ANNUAL	ALL	3	SCHOOL
	486081.08	3618104.66	0.0383	0	0	0	ANNUAL	ALL	3	SCHOOL
	486093.76	3618069.83	0.03351	0	0	0	ANNUAL	ALL	3	SCHOOL
	486106.43	3618035.01	0.01945	0	0	0	ANNUAL	ALL	3	SCHOOL
	486062.17	3618137.81	0.03997	0	0	0	ANNUAL	ALL	3	SCHOOL
	486068.6	3618101.32	0.03728	0	0	0	ANNUAL	ALL	3	SCHOOL
	486075.04	3618064.82	0.03174	0	0	0	ANNUAL	ALL	3	SCHOOL
	486081.47	3618028.32	0.01588	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618137.25	0.03952	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618100.19	0.03631	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618063.13	0.03004	0	0	0	ANNUAL	ALL	3	SCHOOL
	486055.73	3618026.07	0.01372	0	0	0	ANNUAL	ALL	3	SCHOOL
	486049.29	3618137.81	0.0391	0	0	0	ANNUAL	ALL	3	SCHOOL
	486042.86	3618101.32	0.03541	0	0	0	ANNUAL	ALL	3	SCHOOL
	486036.42	3618064.82	0.0285	0	0	0	ANNUAL	ALL	3	SCHOOL
	486029.99	3618028.32	0.01081	0	0	0	ANNUAL	ALL	3	SCHOOL
	486043.05	3618139.48	0.03874	0	0	0	ANNUAL	ALL	3	SCHOOL
	486030.38	3618104.66	0.03463	0	0	0	ANNUAL	ALL	3	SCHOOL
	486017.7	3618069.83	0.02715	0	0	0	ANNUAL	ALL	3	SCHOOL
	486005.03	3618035.01	0.00892	0	0	0	ANNUAL	ALL	3	SCHOOL
	486037.2	3618142.22	0.03843	0	0	0	ANNUAL	ALL	3	SCHOOL
	486018.67	3618110.12	0.03397	0	0	0	ANNUAL	ALL	3	SCHOOL
	486000.14	3618078.03	0.02602	0	0	0	ANNUAL	ALL	3	SCHOOL
	485981.61	3618045.93	0.00717	0	0	0	ANNUAL	ALL	3	SCHOOL
	486031.91	3618145.92	0.03819	0	0	0	ANNUAL	ALL	3	SCHOOL
	486008.09	3618117.53	0.03346	0	0	0	ANNUAL	ALL	3	SCHOOL
	485984.26	3618089.14	0.02515	0	0	0	ANNUAL	ALL	3	SCHOOL
	485960.44	3618060.75	0.00576	0	0	0	ANNUAL	ALL	3	SCHOOL
	486027.34	3618150.49	0.03803	0	0	0	ANNUAL	ALL	3	SCHOOL
	485998.95	3618126.67	0.03312	0	0	0	ANNUAL	ALL	3	SCHOOL
	485970.56	3618102.84	0.02455	0	0	0	ANNUAL	ALL	3	SCHOOL
	485942.17	3618079.02	0.00514	0	0	0	ANNUAL	ALL	3	SCHOOL
	486023.64	3618155.78	0.03794	0	0	0	ANNUAL	ALL	3	SCHOOL
	485991.54	3618137.25	0.03295	0	0	0	ANNUAL	ALL	3	SCHOOL
	485959.45	3618118.72	0.02426	0	0	0	ANNUAL	ALL	3	SCHOOL
	485927.35	3618100.19	0.00442	0	0	0	ANNUAL	ALL	3	SCHOOL
	486020.9	3618161.63	0.03794	0	0	0	ANNUAL	ALL	3	SCHOOL
	485986.08	3618148.96	0.03295	0	0	0	ANNUAL	ALL	3	SCHOOL
	485951.25	3618136.28	0.02426	0	0	0	ANNUAL	ALL	3	SCHOOL
	485916.43	3618123.61	0.00469	0	0	0	ANNUAL	ALL	3	SCHOOL
	486019.23	3618167.87	0.03802	0	0	0	ANNUAL	ALL	3	SCHOOL
	485982.74	3618161.44	0.03313	0	0	0	ANNUAL	ALL	3	SCHOOL
	485946.24	3618155	0.02456	0	0	0	ANNUAL	ALL	3	SCHOOL
	485909.74	3618148.57	0.00455	0	0	0	ANNUAL	ALL	3	SCHOOL
	486018.67	3618174.31	0.03818	0	0	0	ANNUAL	ALL	3	SCHOOL

485981.61	3618174.31	0.03349	0	0	0 ANNUAL	ALL	3 SCHOOL
485944.55	3618174.31	0.02518	0	0	0 ANNUAL	ALL	3 SCHOOL
485907.49	3618174.31	0.00569	0	0	0 ANNUAL	ALL	3 SCHOOL
486019.23	3618180.75	0.03841	0	0	0 ANNUAL	ALL	3 SCHOOL
485982.74	3618187.18	0.034	0	0	0 ANNUAL	ALL	3 SCHOOL
485946.24	3618193.62	0.02607	0	0	0 ANNUAL	ALL	3 SCHOOL
485909.74	3618200.05	0.00609	0	0	0 ANNUAL	ALL	3 SCHOOL
486020.9	3618186.99	0.03872	0	0	0 ANNUAL	ALL	3 SCHOOL
485986.08	3618199.66	0.03465	0	0	0 ANNUAL	ALL	3 SCHOOL
485951.25	3618212.34	0.02723	0	0	0 ANNUAL	ALL	3 SCHOOL
485916.43	3618225.01	0.00816	0	0	0 ANNUAL	ALL	3 SCHOOL
486023.64	3618192.84	0.03907	0	0	0 ANNUAL	ALL	3 SCHOOL
485991.54	3618211.37	0.03543	0	0	0 ANNUAL	ALL	3 SCHOOL
485959.45	3618229.9	0.0286	0	0	0 ANNUAL	ALL	3 SCHOOL
485927.35	3618248.43	0.00963	0	0	0 ANNUAL	ALL	3 SCHOOL
486027.34	3618198.13	0.03948	0	0	0 ANNUAL	ALL	3 SCHOOL
485998.95	3618221.95	0.0363	0	0	0 ANNUAL	ALL	3 SCHOOL
485970.56	3618245.78	0.03014	0	0	0 ANNUAL	ALL	3 SCHOOL
485942.17	3618269.6	0.0126	0	0	0 ANNUAL	ALL	3 SCHOOL
486031.91	3618202.7	0.03992	0	0	0 ANNUAL	ALL	3 SCHOOL
486008.09	3618231.09	0.03725	0	0	0 ANNUAL	ALL	3 SCHOOL
485984.26	3618259.48	0.03179	0	0	0 ANNUAL	ALL	3 SCHOOL
485960.44	3618287.87	0.01512	0	0	0 ANNUAL	ALL	3 SCHOOL
486037.2	3618206.4	0.04038	0	0	0 ANNUAL	ALL	3 SCHOOL
486018.67	3618238.5	0.03824	0	0	0 ANNUAL	ALL	3 SCHOOL
486000.14	3618270.59	0.03352	0	0	0 ANNUAL	ALL	3 SCHOOL
485981.61	3618302.69	0.01842	0	0	0 ANNUAL	ALL	3 SCHOOL
486043.05	3618209.14	0.04085	0	0	0 ANNUAL	ALL	3 SCHOOL
486030.38	3618243.96	0.03924	0	0	0 ANNUAL	ALL	3 SCHOOL
486017.7	3618278.79	0.03526	0	0	0 ANNUAL	ALL	3 SCHOOL
486005.03	3618313.61	0.02156	0	0	0 ANNUAL	ALL	3 SCHOOL
486049.29	3618210.81	0.04132	0	0	0 ANNUAL	ALL	3 SCHOOL
486042.86	3618247.3	0.04024	0	0	0 ANNUAL	ALL	3 SCHOOL
486036.42	3618283.8	0.037	0	0	0 ANNUAL	ALL	3 SCHOOL
486029.99	3618320.3	0.02453	0	0	0 ANNUAL	ALL	3 SCHOOL
486055.73	3618323.81	0.02691	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618336.31	0.01871	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618348.81	0.01428	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618361.31	0.01139	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618373.81	0.00935	0	0	0 ANNUAL	ALL	3 RESIDENT
486081.69	3618321.54	0.0294	0	0	0 ANNUAL	ALL	3 RESIDENT
486083.86	3618333.85	0.02123	0	0	0 ANNUAL	ALL	3 RESIDENT
486086.03	3618346.16	0.01648	0	0	0 ANNUAL	ALL	3 RESIDENT
486088.2	3618358.47	0.01332	0	0	0 ANNUAL	ALL	3 RESIDENT
486090.37	3618370.78	0.01109	0	0	0 ANNUAL	ALL	3 RESIDENT
486106.86	3618314.79	0.03295	0	0	0 ANNUAL	ALL	3 RESIDENT
486111.14	3618326.54	0.0239	0	0	0 ANNUAL	ALL	3 RESIDENT
486115.41	3618338.29	0.01863	0	0	0 ANNUAL	ALL	3 RESIDENT
486119.69	3618350.03	0.01511	0	0	0 ANNUAL	ALL	3 RESIDENT
486123.96	3618361.78	0.01261	0	0	0 ANNUAL	ALL	3 RESIDENT
486130.48	3618303.78	0.03511	0	0	0 ANNUAL	ALL	3 RESIDENT
486136.73	3618314.61	0.02615	0	0	0 ANNUAL	ALL	3 RESIDENT
486142.98	3618325.43	0.02056	0	0	0 ANNUAL	ALL	3 RESIDENT
486149.23	3618336.26	0.0167	0	0	0 ANNUAL	ALL	3 RESIDENT
486155.48	3618347.08	0.01392	0	0	0 ANNUAL	ALL	3 RESIDENT
486151.83	3618288.83	0.03797	0	0	0 ANNUAL	ALL	3 RESIDENT
486159.86	3618298.41	0.02845	0	0	0 ANNUAL	ALL	3 RESIDENT
486167.9	3618307.98	0.02233	0	0	0 ANNUAL	ALL	3 RESIDENT
486175.93	3618317.56	0.01808	0	0	0 ANNUAL	ALL	3 RESIDENT
486183.97	3618327.14	0.01499	0	0	0 ANNUAL	ALL	3 RESIDENT
486170.25	3618270.41	0.03964	0	0	0 ANNUAL	ALL	3 RESIDENT
486179.83	3618278.44	0.03011	0	0	0 ANNUAL	ALL	3 RESIDENT
486189.4	3618286.48	0.02366	0	0	0 ANNUAL	ALL	3 RESIDENT
486198.98	3618294.51	0.01909	0	0	0 ANNUAL	ALL	3 RESIDENT
486208.56	3618302.55	0.01575	0	0	0 ANNUAL	ALL	3 RESIDENT
486185.2	3618249.06	0.04078	0	0	0 ANNUAL	ALL	3 RESIDENT
486196.03	3618255.31	0.03109	0	0	0 ANNUAL	ALL	3 RESIDENT
486206.85	3618261.56	0.02434	0	0	0 ANNUAL	ALL	3 RESIDENT
486217.68	3618267.81	0.01959	0	0	0 ANNUAL	ALL	3 RESIDENT
486228.5	3618274.06	0.01611	0	0	0 ANNUAL	ALL	3 RESIDENT
486196.21	3618225.44	0.04118	0	0	0 ANNUAL	ALL	3 RESIDENT
486207.96	3618229.72	0.03127	0	0	0 ANNUAL	ALL	3 RESIDENT
486219.71	3618233.99	0.02431	0	0	0 ANNUAL	ALL	3 RESIDENT
486231.45	3618238.27	0.01951	0	0	0 ANNUAL	ALL	3 RESIDENT
486243.2	3618242.54	0.01607	0	0	0 ANNUAL	ALL	3 RESIDENT
486202.96	3618200.27	0.04002	0	0	0 ANNUAL	ALL	3 RESIDENT
486215.27	3618202.44	0.03028	0	0	0 ANNUAL	ALL	3 RESIDENT
486227.58	3618204.61	0.02352	0	0	0 ANNUAL	ALL	3 RESIDENT
486239.89	3618206.78	0.01892	0	0	0 ANNUAL	ALL	3 RESIDENT
486252.2	3618208.95	0.01568	0	0	0 ANNUAL	ALL	3 RESIDENT
486205.23	3618174.31	0.03871	0	0	0 ANNUAL	ALL	3 RESIDENT
486217.73	3618174.31	0.02882	0	0	0 ANNUAL	ALL	3 RESIDENT
486230.23	3618174.31	0.02224	0	0	0 ANNUAL	ALL	3 RESIDENT
486242.73	3618174.31	0.01797	0	0	0 ANNUAL	ALL	3 RESIDENT
486255.23	3618174.31	0.01502	0	0	0 ANNUAL	ALL	3 RESIDENT
486202.96	3618148.35	0.03604	0	0	0 ANNUAL	ALL	3 RESIDENT
486215.27	3618146.18	0.02653	0	0	0 ANNUAL	ALL	3 RESIDENT
486227.58	3618144.01	0.02057	0	0	0 ANNUAL	ALL	3 RESIDENT
486239.89	3618141.84	0.01673	0	0	0 ANNUAL	ALL	3 RESIDENT
486252.2	3618139.67	0.01409	0	0	0 ANNUAL	ALL	3 RESIDENT
486196.21	3618123.18	0.0335	0	0	0 ANNUAL	ALL	3 RESIDENT
486207.96	3618118.9	0.02422	0	0	0 ANNUAL	ALL	3 RESIDENT
486219.71	3618114.63	0.01871	0	0	0 ANNUAL	ALL	3 RESIDENT
486231.45	3618110.35	0.01523	0	0	0 ANNUAL	ALL	3 RESIDENT
486243.2	3618106.08	0.01282	0	0	0 ANNUAL	ALL	3 RESIDENT
486185.2	3618099.56	0.03055	0	0	0 ANNUAL	ALL	3 RESIDENT
486196.03	3618093.31	0.02164	0	0	0 ANNUAL	ALL	3 RESIDENT
486206.85	3618087.06	0.01661	0	0	0 ANNUAL	ALL	3 RESIDENT
486217.68	3618080.81	0.01342	0	0	0 ANNUAL	ALL	3 RESIDENT
486228.5	3618074.56	0.0112	0	0	0 ANNUAL	ALL	3 RESIDENT
486170.25	3618078.21	0.02728	0	0	0 ANNUAL	ALL	3 RESIDENT
486179.83	3618070.18	0.01888	0	0	0 ANNUAL	ALL	3 RESIDENT
486189.4	3618062.14	0.0143	0	0	0 ANNUAL	ALL	3 RESIDENT
486198.98	3618054.11	0.01137	0	0	0 ANNUAL	ALL	3 RESIDENT
486208.56	3618046.07	0.00934	0	0	0 ANNUAL	ALL	3 RESIDENT
486151.83	3618059.79	0.0245	0	0	0 ANNUAL	ALL	3 RESIDENT
486159.86	3618050.21	0.01626	0	0	0 ANNUAL	ALL	3 RESIDENT
486167.9	3618040.64	0.01193	0	0	0 ANNUAL	ALL	3 RESIDENT
486175.93	3618031.06	0.00924	0	0	0 ANNUAL	ALL	3 RESIDENT
486183.97	3618021.48	0.0074	0	0	0 ANNUAL	ALL	3 RESIDENT

486130.48	3618044.84	0.02082	0	0	0	ANNUAL	ALL	3 RESIDENT
486136.73	3618034.01	0.01338	0	0	0	ANNUAL	ALL	3 RESIDENT
486142.98	3618023.19	0.00953	0	0	0	ANNUAL	ALL	3 RESIDENT
486149.23	3618012.36	0.00716	0	0	0	ANNUAL	ALL	3 RESIDENT
486155.48	3618001.54	0.00559	0	0	0	ANNUAL	ALL	3 RESIDENT
486106.86	3618033.83	0.01834	0	0	0	ANNUAL	ALL	3 RESIDENT
486111.14	3618022.08	0.01085	0	0	0	ANNUAL	ALL	3 RESIDENT
486115.41	3618010.33	0.00737	0	0	0	ANNUAL	ALL	3 RESIDENT
486119.69	3617998.59	0.00535	0	0	0	ANNUAL	ALL	3 RESIDENT
486123.96	3617986.84	0.00407	0	0	0	ANNUAL	ALL	3 RESIDENT
486081.69	3618027.08	0.01478	0	0	0	ANNUAL	ALL	3 RESIDENT
486083.86	3618014.77	0.00845	0	0	0	ANNUAL	ALL	3 RESIDENT
486086.03	3618002.46	0.00553	0	0	0	ANNUAL	ALL	3 RESIDENT
486088.2	3617990.15	0.00391	0	0	0	ANNUAL	ALL	3 RESIDENT
486090.37	3617977.84	0.00293	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618024.81	0.01257	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3618012.31	0.00644	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3617999.81	0.00409	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3617987.31	0.00286	0	0	0	ANNUAL	ALL	3 RESIDENT
486055.73	3617974.81	0.00214	0	0	0	ANNUAL	ALL	3 RESIDENT
486029.77	3618027.08	0.00981	0	0	0	ANNUAL	ALL	3 RESIDENT
486027.6	3618014.77	0.00491	0	0	0	ANNUAL	ALL	3 RESIDENT
486025.43	3618002.46	0.00307	0	0	0	ANNUAL	ALL	3 RESIDENT
486023.26	3617990.15	0.00216	0	0	0	ANNUAL	ALL	3 RESIDENT
486021.09	3617977.84	0.00165	0	0	0	ANNUAL	ALL	3 RESIDENT
486004.6	3618033.83	0.00789	0	0	0	ANNUAL	ALL	3 RESIDENT
486000.32	3618022.08	0.00377	0	0	0	ANNUAL	ALL	3 RESIDENT
485996.05	3618010.33	0.0024	0	0	0	ANNUAL	ALL	3 RESIDENT
485991.77	3617998.59	0.00174	0	0	0	ANNUAL	ALL	3 RESIDENT
485987.5	3617986.84	0.00135	0	0	0	ANNUAL	ALL	3 RESIDENT
485980.98	3618044.84	0.00633	0	0	0	ANNUAL	ALL	3 RESIDENT
485974.73	3618034.01	0.00304	0	0	0	ANNUAL	ALL	3 RESIDENT
485968.48	3618023.19	0.00201	0	0	0	ANNUAL	ALL	3 RESIDENT
485962.23	3618012.36	0.00149	0	0	0	ANNUAL	ALL	3 RESIDENT
485955.98	3618001.54	0.00118	0	0	0	ANNUAL	ALL	3 RESIDENT
485959.63	3618059.79	0.00506	0	0	0	ANNUAL	ALL	3 RESIDENT
485951.6	3618050.21	0.00261	0	0	0	ANNUAL	ALL	3 RESIDENT
485943.56	3618040.64	0.00178	0	0	0	ANNUAL	ALL	3 RESIDENT
485935.53	3618031.06	0.00135	0	0	0	ANNUAL	ALL	3 RESIDENT
485927.49	3618021.48	0.00107	0	0	0	ANNUAL	ALL	3 RESIDENT
485941.21	3618078.21	0.00449	0	0	0	ANNUAL	ALL	3 RESIDENT
485931.63	3618070.18	0.00238	0	0	0	ANNUAL	ALL	3 RESIDENT
485922.06	3618062.14	0.00166	0	0	0	ANNUAL	ALL	3 RESIDENT
485912.48	3618054.11	0.00126	0	0	0	ANNUAL	ALL	3 RESIDENT
485902.9	3618046.07	0.001	0	0	0	ANNUAL	ALL	3 RESIDENT
485926.26	3618099.56	0.00401	0	0	0	ANNUAL	ALL	3 RESIDENT
485915.43	3618093.31	0.00228	0	0	0	ANNUAL	ALL	3 RESIDENT
485904.61	3618087.06	0.00159	0	0	0	ANNUAL	ALL	3 RESIDENT
485893.78	3618080.81	0.0012	0	0	0	ANNUAL	ALL	3 RESIDENT
485882.96	3618074.56	0.00096	0	0	0	ANNUAL	ALL	3 RESIDENT
485915.25	3618123.18	0.00405	0	0	0	ANNUAL	ALL	3 RESIDENT
485903.5	3618118.9	0.00226	0	0	0	ANNUAL	ALL	3 RESIDENT
485891.75	3618114.63	0.00156	0	0	0	ANNUAL	ALL	3 RESIDENT
485880.01	3618110.35	0.00118	0	0	0	ANNUAL	ALL	3 RESIDENT
485868.26	3618106.08	0.00093	0	0	0	ANNUAL	ALL	3 RESIDENT
485908.5	3618148.35	0.00414	0	0	0	ANNUAL	ALL	3 RESIDENT
485896.19	3618146.18	0.0023	0	0	0	ANNUAL	ALL	3 RESIDENT
485883.88	3618144.01	0.00158	0	0	0	ANNUAL	ALL	3 RESIDENT
485871.57	3618141.84	0.00118	0	0	0	ANNUAL	ALL	3 RESIDENT
485859.26	3618139.67	0.00093	0	0	0	ANNUAL	ALL	3 RESIDENT
485906.23	3618174.31	0.0048	0	0	0	ANNUAL	ALL	3 RESIDENT
485893.73	3618174.31	0.00245	0	0	0	ANNUAL	ALL	3 RESIDENT
485881.23	3618174.31	0.00165	0	0	0	ANNUAL	ALL	3 RESIDENT
485868.73	3618174.31	0.00122	0	0	0	ANNUAL	ALL	3 RESIDENT
485856.23	3618174.31	0.00096	0	0	0	ANNUAL	ALL	3 RESIDENT
485908.5	3618200.27	0.00545	0	0	0	ANNUAL	ALL	3 RESIDENT
485896.19	3618202.44	0.00275	0	0	0	ANNUAL	ALL	3 RESIDENT
485883.88	3618204.61	0.0018	0	0	0	ANNUAL	ALL	3 RESIDENT
485871.57	3618206.78	0.00132	0	0	0	ANNUAL	ALL	3 RESIDENT
485859.26	3618208.95	0.00103	0	0	0	ANNUAL	ALL	3 RESIDENT
485915.25	3618225.44	0.00719	0	0	0	ANNUAL	ALL	3 RESIDENT
485903.5	3618229.72	0.00334	0	0	0	ANNUAL	ALL	3 RESIDENT
485891.75	3618233.99	0.00211	0	0	0	ANNUAL	ALL	3 RESIDENT
485880.01	3618238.27	0.00151	0	0	0	ANNUAL	ALL	3 RESIDENT
485868.26	3618242.54	0.00116	0	0	0	ANNUAL	ALL	3 RESIDENT
485926.26	3618249.06	0.00872	0	0	0	ANNUAL	ALL	3 RESIDENT
485915.43	3618255.31	0.00436	0	0	0	ANNUAL	ALL	3 RESIDENT
485904.61	3618261.56	0.0027	0	0	0	ANNUAL	ALL	3 RESIDENT
485893.78	3618267.81	0.00187	0	0	0	ANNUAL	ALL	3 RESIDENT
485882.96	3618274.06	0.0014	0	0	0	ANNUAL	ALL	3 RESIDENT
485941.21	3618270.41	0.01153	0	0	0	ANNUAL	ALL	3 RESIDENT
485931.63	3618278.44	0.00594	0	0	0	ANNUAL	ALL	3 RESIDENT
485922.06	3618286.48	0.00369	0	0	0	ANNUAL	ALL	3 RESIDENT
485912.48	3618294.51	0.00253	0	0	0	ANNUAL	ALL	3 RESIDENT
485902.9	3618302.55	0.00186	0	0	0	ANNUAL	ALL	3 RESIDENT
485959.63	3618288.83	0.01403	0	0	0	ANNUAL	ALL	3 RESIDENT
485951.6	3618298.41	0.00801	0	0	0	ANNUAL	ALL	3 RESIDENT
485943.56	3618307.98	0.0052	0	0	0	ANNUAL	ALL	3 RESIDENT
485935.53	3618317.56	0.00362	0	0	0	ANNUAL	ALL	3 RESIDENT
485927.49	3618327.14	0.00266	0	0	0	ANNUAL	ALL	3 RESIDENT
485980.98	3618303.78	0.01731	0	0	0	ANNUAL	ALL	3 RESIDENT
485974.73	3618314.61	0.01058	0	0	0	ANNUAL	ALL	3 RESIDENT
485968.48	3618325.43	0.00721	0	0	0	ANNUAL	ALL	3 RESIDENT
485962.23	3618336.26	0.00519	0	0	0	ANNUAL	ALL	3 RESIDENT
485955.98	3618347.08	0.00389	0	0	0	ANNUAL	ALL	3 RESIDENT
486004.6	3618314.79	0.02042	0	0	0	ANNUAL	ALL	3 RESIDENT
486000.32	3618326.54	0.01322	0	0	0	ANNUAL	ALL	3 RESIDENT
485996.05	3618338.29	0.00951	0	0	0	ANNUAL	ALL	3 RESIDENT
485991.77	3618350.03	0.00715	0	0	0	ANNUAL	ALL	3 RESIDENT
485987.5	3618361.78	0.00555	0	0	0	ANNUAL	ALL	3 RESIDENT
486029.77	3618321.54	0.02342	0	0	0	ANNUAL	ALL	3 RESIDENT
486027.6	3618333.85	0.01601	0	0	0	ANNUAL	ALL	3 RESIDENT
486025.43	3618346.16	0.01194	0	0	0	ANNUAL	ALL	3 RESIDENT
486023.26	3618358.47	0.0093	0	0	0	ANNUAL	ALL	3 RESIDENT
486021.09	3618370.78	0.00745	0	0	0	ANNUAL	ALL	3 RESIDENT

Health Risk - Dose and Risk Factors and Values

Dose factors

$$\text{Dose-air} = C_{air} \times (BR/BW) \times A \times EF \times 10^{-6}$$

$$\text{Dose-air} = (C_{air} \times WAF) \times (BR/BW) \times A \times EF \times 10^{-6}$$

school = 4
Res = 3

		3rd trimester	0<2	2<9	2<16	16<30	16-70	source
Daily Breath Rate (BR/BW) (L/kg-day)	Residential	361	1090	631	572	261	233	OEHHA 2015, Table 5.6, 95th %ile for 3rdtri-2yrs old; 80th for other age groups
	Recreational	240	1200	640	520	240	230	OEHHA 2015, Table 5.8 (95th, moderate) for all bins but 3rd tri, which was taken from SJVAPCD's draft guidance
	School	240	1200	640	520	240	230	SJVAPCD for 3rd tri; 95th percentile for all
A		1	1	1	1	1	1	OEHHA 2015, page 5-24
EF, Exposure frequency (unitless), days/365 days	Residential	0.96	0.96	0.96	0.96	0.96	0.96	OEHHA 2015, page 5-24, 350 days/yr
	Recreational	0.036	0.036	0.036	0.036	0.036	0.036	3x/week, 2 hours/day, for 9 years
	School	0.12	0.12	0.12	0.12	0.12	0.12	180 days/yr, 6 hours/day (BAAQMD 2016)
Conversion Factor		1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	(mg/ug + m3/L)

Risk Factors

$$RISK_{inh\text{-}res} = DOSE_{air} \times CPF \times ASF \times ED/AT \times FAH$$

		3rd trimester	0<2	2<9	2<16	16<30	16-70	source
CPF, DPM ([mg/kg-day]$^{-1}$)		1.1	1.1	1.1	1.1	1.1	1.1	OEHHA 2015, Table 7.1
Average Age Sensitivity Factor		10	10	3	3	1	1	OEHHA 2015, Table 8.3
AT, Average Time (days)		70	70	70	70	70	70	Averaging time for lifetime cancer risk
FAH		0.85	1.00	1.00	0.72	0.73	0.73	OEHHA 2015, Table 8.4: Use FAH = 1 if a school is within the 1×10-6 (or greater) cancer risk isopleth
ED, Exposure Duration (years)		0.25	0.5	0.5	14	14	54	Equation 8.2.4 A, OEHHA 2015
Adjustment Factor	Residential	1.00	1.00	1.00	1.00	1.00	1.00	OEHHA 2015, Page 4-44 and Equation 4.1; exposure is adjusted upward to account for overlapping daytime exposure.
	Recreational	3.36	3.36	3.36	3.36	3.36	3.36	
	School	3.36	3.36	3.36	3.36	3.36	3.36	

Hazard Index

Chronic Inhalation Reference Exposure Level, respiratory, DPM	5	OEHHA 2015, Table 6.3

SDUSD PEIR Screening Criteria: Demo New Schools - San Diego County, Annual

SDUSD PEIR Screening Criteria: Demo New Schools
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	750.00	1000sqft	17.22	750,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Project Characteristics -
Land Use -
Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment -
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Architectural Coating -
Vehicle Trips - Construction only
Consumer Products - Construction only
Area Coating - Construction only
Landscape Equipment - Construction only
Energy Use - Construction only
Water And Wastewater - Construction only
Solid Waste - Construction only

Table Name	Column Name	Default Value	New Value

2.0 Emissions Summary

2.1 Overall Construction
Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.0473	0.8176	0.3327	1.7300e-	0.4041	0.0181	0.4223	0.0649	0.0169	0.0818	0.0000	166.6224	166.6224	0.0215	0.0000	167.1593
Maximum	**0.0473**	**0.8176**	**0.3327**	**1.7300e-**	**0.4041**	**0.0181**	**0.4223**	**0.0649**	**0.0169**	**0.0818**	**0.0000**	**166.6224**	**166.6224**	**0.0215**	**0.0000**	**167.1593**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.0473	0.8176	0.3327	1.7300e-	0.4041	0.0181	0.4223	0.0649	0.0169	0.0818	0.0000	166.6224	166.6224	0.0215	0.0000	167.1593
Maximum	**0.0473**	**0.8176**	**0.3327**	**1.7300e-**	**0.4041**	**0.0181**	**0.4223**	**0.0649**	**0.0169**	**0.0818**	**0.0000**	**166.6224**	**166.6224**	**0.0215**	**0.0000**	**167.1593**

	ROG	**NOx**	**CO**	**SO2**	**Fugitive**	**Exhaust**	**PM10**	**Fugitive**	**Exhaust**	**PM2.5**	**Bio- CO2**	**NBio-CO2**	**Total CO2**	**CH4**	**N20**	**CO2e**
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Quarter	**Start Date**	**End Date**	**Maximum Unmitigated ROG + NOX (tons/quarter)**	**Maximum Mitigated ROG + NOX (tons/quarter)**
1	**6-1-2020**	**8-31-2020**	0.7942	0.7942
		Highest	0.7942	0.7942

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	6/1/2020	6/26/2020	5	20	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 0; Non-Residential Outdoor: 0; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Demolition	Excavators	3	8.00	158	0.38
Demolition	Rubber Tired Dozers	2	8.00	247	0.40

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	6	15.00	0.00	3,411.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.3737	0.0000	0.3737	0.0566	0.0000	0.0566	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0331	0.3320	0.2175	3.9000e-		0.0166	0.0166		0.0154	0.0154	0.0000	33.9986	33.9986	9.6000e-	0.0000	34.2386
Total	**0.0331**	**0.3320**	**0.2175**	**3.9000e-**	**0.3737**	**0.0166**	**0.3903**	**0.0566**	**0.0154**	**0.0720**	**0.0000**	**33.9986**	**33.9986**	**9.6000e-**	**0.0000**	**34.2386**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0136	0.4851	0.1111	1.3300e-	0.0292	1.5300e-	0.0307	8.0200e-	1.4700e-	9.4800e-	0.0000	131.5365	131.5365	0.0118	0.0000	131.8326
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	5.5000e-	4.1000e-	4.0100e-	1.0000e-	1.2000e-	1.0000e-	1.2100e-	3.2000e-	1.0000e-	3.3000e-	0.0000	1.0873	1.0873	3.0000e-	0.0000	1.0881

Total	**0.0142**	**0.4856**	**0.1151**	**1.3400e-**	**0.0304**	**1.5400e-**	**0.0319**	**8.3400e-**	**1.4800e-**	**9.8100e-**	**0.0000**	**132.6238**	**132.6238**	**0.0119**	**0.0000**	**132.9208**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.3737	0.0000	0.3737	0.0566	0.0000	0.0566	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0331	0.3320	0.2175	3.9000e-		0.0166	0.0166		0.0154	0.0154	0.0000	33.9986	33.9986	9.6000e-	0.0000	34.2385
Total	**0.0331**	**0.3320**	**0.2175**	**3.9000e-**	**0.3737**	**0.0166**	**0.3903**	**0.0566**	**0.0154**	**0.0720**	**0.0000**	**33.9986**	**33.9986**	**9.6000e-**	**0.0000**	**34.2385**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0136	0.4851	0.1111	1.3300e-	0.0292	1.5300e-	0.0307	8.0200e-	1.4700e-	9.4800e-	0.0000	131.5365	131.5365	0.0118	0.0000	131.8326
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	5.5000e-	4.1000e-	4.0100e-	1.0000e-	1.2000e-	1.0000e-	1.2100e-	3.2000e-	1.0000e-	3.3000e-	0.0000	1.0873	1.0873	3.0000e-	0.0000	1.0881
Total	**0.0142**	**0.4856**	**0.1151**	**1.3400e-**	**0.0304**	**1.5400e-**	**0.0319**	**8.3400e-**	**1.4800e-**	**9.8100e-**	**0.0000**	**132.6238**	**132.6238**	**0.0119**	**0.0000**	**132.9208**

Health Risk Screening Criteria - Joint-Use Facilities

	MAX CONC	
School	0.4842	
Residential	0.4445	fenceline
	0.24	30 m
	0.15	60 m
	0.10	90 m
	0.08	120 m

	MAX RISK	
School	4.54	
Residential	54.76	fenceline
	29.6	30 m
	18.5	60 m
	12.3	90 m
	9.9	120 m

$$\text{Dose-air} = C_{air} \times (BR/BW) \times A \times EF \times 10^{-6}$$

$$RISK_{inh\text{-}res} = DOSE_{air} \times CPF \times ASF \times ED/AT \times FAH$$

									Dose Inhallation by Bin			Cancer Risk by Bin			Sum of Cancer Risk	
									3RDTRI	0_2	2_9	3RDTRI	0_2	2_9	Summed Risk	Cases Per Million
486055.73	3618209.06	0.44921	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.2E-06	4E-06	4.2
486055.73	3618243.53	0.44292	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.2E-06	4E-06	4.2
486055.73	3618278.14	0.41505	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
486055.73	3618312.75	0.29972	0	0	0	ANNUAL	ALL	3 School	-	-	2.4E-05	-	-	2.8E-06	3E-06	2.8
486061.76	3618208.53	0.45379	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.3E-06	4E-06	4.3
486067.75	3618242.48	0.45274	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.2E-06	4E-06	4.2
486073.76	3618276.56	0.43237	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-05	-	-	4.1E-06	4E-06	4.1
486079.77	3618310.65	0.32797	0	0	0	ANNUAL	ALL	3 School	-	-	2.6E-05	-	-	3.1E-06	3E-06	3.1
486067.61	3618206.96	0.45786	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.3E-06	4E-06	4.3
486079.4	3618239.36	0.46153	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.3E-06	4E-06	4.3
486091.24	3618271.88	0.44806	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.2E-06	4E-06	4.2
486103.08	3618304.4	0.36398	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-05	-	-	3.4E-06	3E-06	3.4
486073.1	3618204.4	0.4613	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.3E-06	4E-06	4.3
486090.34	3618234.26	0.469	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.4E-06	4E-06	4.4
486107.65	3618264.23	0.46156	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.3E-06	4E-06	4.3
486124.95	3618294.2	0.38882	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-05	-	-	3.6E-06	4E-06	3.6
486078.07	3618200.93	0.464	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.3E-06	4E-06	4.3
486100.22	3618227.34	0.47489	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.5E-06	4E-06	4.5
486122.47	3618253.85	0.47235	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.4E-06	4E-06	4.4
486144.72	3618280.36	0.41713	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
486082.35	3618196.65	0.46588	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.4E-06	4E-06	4.4
486108.76	3618218.8	0.479	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	4.5E-06	4E-06	4.5
486135.27	3618241.05	0.47993	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	4.5E-06	4E-06	4.5
486161.78	3618263.3	0.43479	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-05	-	-	4.1E-06	4E-06	4.1
486085.82	3618191.68	0.46687	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.4E-06	4E-06	4.4
486115.68	3618208.92	0.48119	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	4.5E-06	5E-06	4.5
486145.65	3618226.23	0.48395	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	4.5E-06	5E-06	4.5
486175.62	3618243.53	0.44642	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.2E-06	4E-06	4.2
486088.38	3618186.19	0.46695	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.4E-06	4E-06	4.4
486120.78	3618197.98	0.48137	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	4.5E-06	5E-06	4.5
486153.3	3618209.82	0.48423	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	4.5E-06	5E-06	4.5
486185.82	3618221.66	0.44839	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.2E-06	4E-06	4.2
486089.95	3618180.34	0.4661	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.4E-06	4E-06	4.4
486123.9	3618186.33	0.47953	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	4.5E-06	4E-06	4.5
486157.98	3618192.34	0.48078	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	4.5E-06	5E-06	4.5
486192.07	3618198.35	0.43877	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.1E-06	4E-06	4.1
486090.48	3618174.31	0.46436	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.4E-06	4E-06	4.4
486124.95	3618174.31	0.47573	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-05	-	-	4.5E-06	4E-06	4.5
486159.56	3618174.31	0.47375	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.4E-06	4E-06	4.4
486194.17	3618174.31	0.4229	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	4.0E-06	4E-06	4.0
486089.95	3618168.28	0.46177	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.3E-06	4E-06	4.3
486123.9	3618162.29	0.47009	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.4E-06	4E-06	4.4
486157.98	3618156.28	0.46342	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.3E-06	4E-06	4.3
486192.07	3618150.27	0.39757	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-05	-	-	3.7E-06	4E-06	3.7
486088.38	3618162.43	0.45841	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.3E-06	4E-06	4.3
486120.78	3618150.64	0.46278	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-05	-	-	4.3E-06	4E-06	4.3
486153.3	3618138.8	0.45014	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.2E-06	4E-06	4.2
486185.82	3618126.96	0.36955	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-05	-	-	3.5E-06	3E-06	3.5
486085.82	3618156.94	0.45438	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.3E-06	4E-06	4.3
486115.68	3618139.7	0.45404	0	0	0	ANNUAL	ALL	3 School	-	-	3.6E-05	-	-	4.3E-06	4E-06	4.3
486145.65	3618122.39	0.43443	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-05	-	-	4.1E-06	4E-06	4.1
486175.62	3618105.09	0.33895	0	0	0	ANNUAL	ALL	3 School	-	-	2.7E-05	-	-	3.2E-06	3E-06	3.2
486082.35	3618151.97	0.44982	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.2E-06	4E-06	4.2
486108.76	3618129.82	0.44413	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.2E-06	4E-06	4.2
486135.27	3618107.57	0.41681	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
486161.78	3618085.32	0.30419	0	0	0	ANNUAL	ALL	3 School	-	-	2.4E-05	-	-	2.9E-06	3E-06	2.9
486078.07	3618147.69	0.44485	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.2E-06	4E-06	4.2
486100.22	3618121.28	0.43337	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-05	-	-	4.1E-06	4E-06	4.1
486122.47	3618094.77	0.3978	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-05	-	-	3.7E-06	4E-06	3.7
486144.72	3618068.26	0.27389	0	0	0	ANNUAL	ALL	3 School	-	-	2.2E-05	-	-	2.6E-06	3E-06	2.6
486073.1	3618144.22	0.43963	0	0	0	ANNUAL	ALL	3 School	-	-	3.5E-05	-	-	4.1E-06	4E-06	4.1
486090.34	3618114.36	0.4221	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	4.0E-06	4E-06	4.0
486107.65	3618084.39	0.37808	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-05	-	-	3.5E-06	4E-06	3.5
486124.95	3618054.42	0.2351	0	0	0	ANNUAL	ALL	3 School	-	-	1.9E-05	-	-	2.2E-06	2E-06	2.2
486067.61	3618141.66	0.43433	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-05	-	-	4.1E-06	4E-06	4.1
486079.4	3618109.26	0.41066	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-05	-	-	3.8E-06	4E-06	3.8
486091.24	3618076.74	0.35805	0	0	0	ANNUAL	ALL	3 School	-	-	2.8E-05	-	-	3.4E-06	3E-06	3.4
486103.08	3618044.22	0.20773	0	0	0	ANNUAL	ALL	3 School	-	-	1.6E-05	-	-	1.9E-06	2E-06	1.9
486061.76	3618140.09	0.4291	0	0	0	ANNUAL	ALL	3 School	-	-	3.4E-05	-	-	4.0E-06	4E-06	4.0
486067.75	3618106.14	0.39941	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-05	-	-	3.7E-06	4E-06	3.7
486073.76	3618072.06	0.33858	0	0	0	ANNUAL	ALL	3 School	-	-	2.7E-05	-	-	3.2E-06	3E-06	3.2
486079.77	3618037.97	0.16992	0	0	0	ANNUAL	ALL	3 School	-	-	1.3E-05	-	-	1.6E-06	2E-06	1.6
486055.73	3618139.56	0.42412	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	4.0E-06	4E-06	4.0
486055.73	3618105.09	0.3887	0	0	0	ANNUAL	ALL	3 School	-	-	3.1E-05	-	-	3.6E-06	4E-06	3.6
486055.73	3618070.48	0.32004	0	0	0	ANNUAL	ALL	3 School	-	-	2.5E-05	-	-	3.0E-06	3E-06	3.0
486055.73	3618035.87	0.14611	0	0	0	ANNUAL	ALL	3 School	-	-	1.2E-05	-	-	1.4E-06	1E-06	1.4
486049.7	3618140.09	0.41952	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
486043.71	3618106.14	0.37887	0	0	0	ANNUAL	ALL	3 School	-	-	3.0E-05	-	-	3.6E-06	4E-06	3.6
486037.7	3618072.06	0.30316	0	0	0	ANNUAL	ALL	3 School	-	-	2.4E-05	-	-	2.8E-06	3E-06	2.8
486031.69	3618037.97	0.11545	0	0	0	ANNUAL	ALL	3 School	-	-	9.1E-06	-	-	1.1E-06	1E-06	1.1
486043.85	3618141.66	0.41547	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
486032.06	3618109.26	0.37021	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-05	-	-	3.5E-06	3E-06	3.5
486020.22	3618076.74	0.28838	0	0	0	ANNUAL	ALL	3 School	-	-	2.3E-05	-	-	2.7E-06	3E-06	2.7
486008.38	3618044.22	0.09466	0	0	0	ANNUAL	ALL	3 School	-	-	7.5E-06	-	-	8.9E-07	9E-07	0.9
486038.36	3618144.22	0.41206	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
486021.12	3618114.36	0.36298	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-05	-	-	3.4E-06	3E-06	3.4
486003.81	3618084.39	0.27598	0	0	0	ANNUAL	ALL	3 School	-	-	2.2E-05	-	-	2.6E-06	3E-06	2.6
485986.51	3618054.42	0.07632	0	0	0	ANNUAL	ALL	3 School	-	-	6.0E-06	-	-	7.2E-07	7E-07	0.7
486033.39	3618147.69	0.40942	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-05	-	-	3.8E-06	4E-06	3.8
486011.24	3618121.28	0.35739	0	0	0	ANNUAL	ALL	3 School	-	-	2.8E-05	-	-	3.4E-06	3E-06	3.4
485988.99	3618094.77	0.26649	0	0	0	ANNUAL	ALL	3 School	-	-	2.1E-05	-	-	2.5E-06	2E-06	2.5
485966.74	3618068.26	0.06123	0	0	0	ANNUAL	ALL	3 School	-	-	4.8E-06	-	-	5.7E-07	6E-07	0.6
486029.11	3618151.97	0.40761	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-05	-	-	3.8E-06	4E-06	3.8
486002.7	3618129.82	0.3536	0	0	0	ANNUAL	ALL	3 School	-	-	2.8E-05	-	-	3.3E-06	3E-06	3.3
485976.19	3618107.57	0.25989	0	0	0	ANNUAL	ALL	3 School	-	-	2.1E-05	-	-	2.4E-06	2E-06	2.4
485949.68	3618085.32	0.05446	0	0	0	ANNUAL	ALL	3 School	-	-	4.3E-06	-	-	5.1E-07	5E-07	0.5
486025.64	3618156.94	0.40669	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-05	-	-	3.8E-06	4E-06	3.8
485995.78	3618139.7	0.35172	0	0	0	ANNUAL	ALL	3 School	-	-	2.8E-05	-	-	3.3E-06	3E-06	3.3
485965.81	3618122.39	0.25659	0	0	0	ANNUAL	ALL	3 School	-	-	2.0E-05	-	-	2.4E-06	2E-06	2.4
485935.84	3618105.09	0.04719	0	0	0	ANNUAL	ALL	3 School	-	-	3.7E-06	-	-	4.4E-07	4E-07	0.4
486023.08	3618162.43	0.40669	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-05	-	-	3.8E-06	4E-06	3.8
485990.68	3618150.64	0.3518	0	0	0	ANNUAL	ALL	3 School	-	-	2.8E-05	-	-	3.3E-06	3E-06	3.3
485958.16	3618138.8	0.25654	0	0	0	ANNUAL	ALL	3 School	-	-	2.0E-05	-	-	2.4E-06	2E-06	2.4
485925.64	3618126.96	0.04938	0	0	0	ANNUAL	ALL	3 School	-	-	3.9E-06	-	-	4.6E-07	5E-07	0.5
486021.51	3618168.28	0.40759	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-05	-	-	3.8E-06	4E-06	3.8
485987.56	3618162.29	0.35383	0	0	0	ANNUAL	ALL	3 School	-	-	2.8E-05	-	-	3.3E-06	3E-06	3.3
485953.48	3618156.28	0.25989	0	0	0	ANNUAL	ALL	3 School	-	-	2.1E-05	-	-	2.4E-06	2E-06	2.4
485919.39	3618150.27	0.04861	0	0	0	ANNUAL	ALL	3 School	-	-	3.8E-06	-	-	4.6E-07	5E-07	0.5
486020.98	3618174.31	0.40938	0	0	0	ANNUAL	ALL	3 School	-	-	3.2E-05	-	-	3.8E-06	4E-06	3.8
485986.51	3618174.31	0.35774	0	0	0	ANNUAL	ALL	3 School	-	-	2.8E-05	-	-	3.4E-06	3E-06	3.4
485951.9	3618174.31	0.26656	0	0	0	ANNUAL	ALL	3 School	-	-	2.1E-05	-	-	2.5E-06	2E-06	2.5
485917.29	3618174.31	0.05985	0	0	0	ANNUAL	ALL	3 School	-	-	4.7E-06	-	-	5.6E-07	6E-07	0.6
486021.51	3618180.34	0.41199	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
485987.56	3618186.33	0.3634	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-05	-	-	3.4E-06	3E-06	3.4
485953.48	3618192.34	0.27636	0	0	0	ANNUAL	ALL	3 School	-	-	2.2E-05	-	-	2.6E-06	3E-06	2.6
485919.39	3618198.35	0.06485	0	0	0	ANNUAL	ALL	3 School	-	-	5.1E-06	-	-	6.1E-07	6E-07	0.6
486023.08	3618186.19	0.41534	0	0	0	ANNUAL	ALL	3 School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
485990.68	3618197.98	0.37064	0	0	0	ANNUAL	ALL	3 School	-	-	2.9E-05	-	-	3.5E-06	3E-06	3.5
485958.16	3618209.82	0.28908	0	0	0	ANNUAL	ALL	3 School	-	-	2.3E-05	-	-	2.7E-06	3E-06	2.7

485925.64	3618221.66	0.08616	0	0	0	ANNUAL	ALL	3	School	-	-	6.8E-06	-	-	8.1E-07	8E-07	0.8
486025.64	3618191.68	0.41934	0	0	0	ANNUAL	ALL	3	School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
485995.78	3618208.92	0.37922	0	0	0	ANNUAL	ALL	3	School	-	-	3.0E-05	-	-	3.6E-06	4E-06	3.6
485965.81	3618226.23	0.30411	0	0	0	ANNUAL	ALL	3	School	-	-	2.4E-05	-	-	2.9E-06	3E-06	2.9
485935.84	3618243.53	0.10251	0	0	0	ANNUAL	ALL	3	School	-	-	8.1E-06	-	-	9.6E-07	1E-06	1.0
486029.11	3618196.65	0.42385	0	0	0	ANNUAL	ALL	3	School	-	-	3.3E-05	-	-	4.0E-06	4E-06	4.0
486002.7	3618218.8	0.38887	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-05	-	-	3.6E-06	4E-06	3.6
485976.19	3618241.05	0.32117	0	0	0	ANNUAL	ALL	3	School	-	-	2.5E-05	-	-	3.0E-06	3E-06	3.0
485949.68	3618263.3	0.13388	0	0	0	ANNUAL	ALL	3	School	-	-	1.1E-05	-	-	1.3E-06	1E-06	1.3
486033.39	3618200.93	0.42875	0	0	0	ANNUAL	ALL	3	School	-	-	3.4E-05	-	-	4.0E-06	4E-06	4.0
486011.24	3618227.34	0.39932	0	0	0	ANNUAL	ALL	3	School	-	-	3.2E-05	-	-	3.7E-06	4E-06	3.7
485988.99	3618253.85	0.33934	0	0	0	ANNUAL	ALL	3	School	-	-	2.7E-05	-	-	3.2E-06	3E-06	3.2
485966.74	3618280.36	0.16115	0	0	0	ANNUAL	ALL	3	School	-	-	1.3E-05	-	-	1.5E-06	2E-06	1.5
486038.36	3618204.4	0.43388	0	0	0	ANNUAL	ALL	3	School	-	-	3.4E-05	-	-	4.1E-06	4E-06	4.1
486021.12	3618234.26	0.41025	0	0	0	ANNUAL	ALL	3	School	-	-	3.2E-05	-	-	3.8E-06	4E-06	3.8
486003.81	3618264.23	0.35844	0	0	0	ANNUAL	ALL	3	School	-	-	2.8E-05	-	-	3.4E-06	3E-06	3.4
485986.51	3618294.2	0.1968	0	0	0	ANNUAL	ALL	3	School	-	-	1.6E-05	-	-	1.8E-06	2E-06	1.8
486043.85	3618206.96	0.43911	0	0	0	ANNUAL	ALL	3	School	-	-	3.5E-05	-	-	4.1E-06	4E-06	4.1
486032.06	3618239.36	0.42136	0	0	0	ANNUAL	ALL	3	School	-	-	3.3E-05	-	-	3.9E-06	4E-06	3.9
486020.22	3618271.88	0.37759	0	0	0	ANNUAL	ALL	3	School	-	-	3.0E-05	-	-	3.5E-06	4E-06	3.5
486008.38	3618304.4	0.23058	0	0	0	ANNUAL	ALL	3	School	-	-	1.8E-05	-	-	2.2E-06	2E-06	2.2
486049.7	3618208.53	0.44427	0	0	0	ANNUAL	ALL	3	School	-	-	3.5E-05	-	-	4.2E-06	4E-06	4.2
486043.71	3618242.48	0.43235	0	0	0	ANNUAL	ALL	3	School	-	-	3.4E-05	-	-	4.1E-06	4E-06	4.1
486037.7	3618276.56	0.39668	0	0	0	ANNUAL	ALL	3	School	-	-	3.1E-05	-	-	3.7E-06	4E-06	3.7
486031.69	3618310.65	0.2631	0	0	0	ANNUAL	ALL	3	School	-	-	2.1E-05	-	-	2.5E-06	2E-06	2.5
486055.73	3618313.71	0.29116	0	0	0	ANNUAL	ALL	3	Residential	-	3.0E-04		-	3.6E-05		4E-05	35.9
486055.73	3618343.71	0.13798	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04		-	1.7E-05		2E-05	17.0
486055.73	3618373.71	0.08508	0	0	0	ANNUAL	ALL	3	Residential	-	8.9E-05		-	1.0E-05		1E-05	10.5
486055.73	3618403.71	0.05834	0	0	0	ANNUAL	ALL	3	Residential	-	6.1E-05		-	7.2E-06		7E-06	7.2
486055.73	3618433.71	0.04258	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-05		-	5.2E-06		5E-06	5.2
486079.94	3618311.59	0.31887	0	0	0	ANNUAL	ALL	3	Residential	-	3.3E-04		-	3.9E-05		4E-05	39.3
486085.15	3618341.14	0.16058	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04		-	2.0E-05		2E-05	19.8
486090.36	3618370.68	0.10245	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04		-	1.3E-05		1E-05	12.6
486095.56	3618400.22	0.0728	0	0	0	ANNUAL	ALL	3	Residential	-	7.6E-05		-	9.0E-06		9E-06	9.0
486100.77	3618429.77	0.05495	0	0	0	ANNUAL	ALL	3	Residential	-	5.7E-05		-	6.8E-06		7E-06	6.8
486103.41	3618305.3	0.35642	0	0	0	ANNUAL	ALL	3	Residential	-	3.7E-04		-	4.4E-05		4E-05	43.9
486113.67	3618333.49	0.18189	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04		-	2.2E-05		2E-05	22.4
486123.93	3618361.68	0.11704	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04		-	1.4E-05		1E-05	14.4
486134.19	3618389.88	0.08406	0	0	0	ANNUAL	ALL	3	Residential	-	8.8E-05		-	1.0E-05		1E-05	10.4
486144.45	3618418.07	0.0643	0	0	0	ANNUAL	ALL	3	Residential	-	6.7E-05		-	7.9E-06		8E-06	7.9
486125.43	3618295.03	0.3804	0	0	0	ANNUAL	ALL	3	Residential	-	4.0E-04		-	4.7E-05		5E-05	46.9
486140.43	3618321.01	0.20099	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-04		-	2.5E-05		2E-05	24.8
486155.43	3618347	0.12867	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04		-	1.6E-05		2E-05	15.9
486170.43	3618372.98	0.09142	0	0	0	ANNUAL	ALL	3	Residential	-	9.6E-05		-	1.1E-05		1E-05	11.3
486185.43	3618398.96	0.06929	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-05		-	8.5E-06		9E-06	8.5
486145.33	3618281.1	0.41074	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-04		-	5.1E-05		5E-05	50.6
486164.62	3618304.08	0.21777	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04		-	2.7E-05		3E-05	26.8
486183.9	3618327.06	0.1374	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04		-	1.7E-05		2E-05	16.9
486203.19	3618350.04	0.09543	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04		-	1.2E-05		1E-05	11.8
486222.47	3618373.02	0.07055	0	0	0	ANNUAL	ALL	3	Residential	-	7.4E-05		-	8.7E-06		9E-06	8.7
486162.52	3618263.91	0.42875	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-04		-	5.3E-05		5E-05	52.8
486185.5	3618283.2	0.23015	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04		-	2.8E-05		3E-05	28.4
486208.48	3618302.48	0.14314	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04		-	1.8E-05		2E-05	17.6
486231.46	3618321.77	0.0973	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04		-	1.2E-05		1E-05	12.0
486254.44	3618341.05	0.07013	0	0	0	ANNUAL	ALL	3	Residential	-	7.3E-05		-	8.6E-06		9E-06	8.6
486176.45	3618244.01	0.44113	0	0	0	ANNUAL	ALL	3	Residential	-	4.6E-04		-	5.4E-05		5E-05	54.3
486202.43	3618259.01	0.23627	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-04		-	2.9E-05		3E-05	29.4
486228.42	3618274.01	0.14583	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04		-	1.8E-05		2E-05	18.0
486254.4	3618289.01	0.09845	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04		-	1.2E-05		1E-05	12.1
486280.38	3618304.01	0.07046	0	0	0	ANNUAL	ALL	3	Residential	-	7.4E-05		-	8.7E-06		9E-06	8.7
486186.72	3618221.99	0.44453	0	0	0	ANNUAL	ALL	3	Residential	-	4.6E-04		-	5.5E-05		5E-05	54.8
486214.91	3618232.25	0.23547	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-04	-	-	2.9E-05	-	3E-05	29
486243.1	3618242.51	0.14583	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.8E-05	-	2E-05	18
486271.3	3618252.77	0.09988	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	1.2E-05	-	1E-05	12
486299.49	3618263.03	0.07283	0	0	0	ANNUAL	ALL	3	Residential	-	7.6E-05	-	-	9.0E-06	-	9E-06	9
486193.01	3618198.52	0.43303	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-04	-	-	5.3E-05	-	5E-05	53
486222.56	3618203.73	0.22803	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04	-	-	2.8E-05	-	3E-05	28
486252.1	3618208.94	0.14365	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.8E-05	-	2E-05	18
486281.64	3618214.14	0.10129	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	1.2E-05	-	1E-05	12
486311.19	3618219.35	0.07625	0	0	0	ANNUAL	ALL	3	Residential	-	8.0E-05	-	-	9.4E-06	-	9E-06	9
486195.13	3618174.31	0.41793	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-04	-	-	5.1E-05	-	5E-05	51
486225.13	3618174.31	0.21603	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04	-	-	2.7E-05	-	3E-05	27
486255.13	3618174.31	0.13914	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-04	-	-	1.7E-05	-	2E-05	17
486285.13	3618174.31	0.10088	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	1.2E-05	-	1E-05	12
486315.13	3618174.31	0.07791	0	0	0	ANNUAL	ALL	3	Residential	-	8.1E-05	-	-	9.6E-06	-	1E-05	10
486193.01	3618150.1	0.39028	0	0	0	ANNUAL	ALL	3	Residential	-	4.1E-04	-	-	4.8E-05	-	5E-05	48
486222.56	3618144.89	0.20045	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-04	-	-	2.5E-05	-	2E-05	25
486252.1	3618139.68	0.13132	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.6E-05	-	2E-05	16
486281.64	3618134.48	0.09647	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-04	-	-	1.2E-05	-	1E-05	12
486311.19	3618129.27	0.07517	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-05	-	-	9.3E-06	-	9E-06	9
486186.72	3618126.63	0.3622	0	0	0	ANNUAL	ALL	3	Residential	-	3.8E-04	-	-	4.5E-05	-	4E-05	45
486214.91	3618116.37	0.18227	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-04	-	-	2.2E-05	-	2E-05	22
486243.1	3618106.11	0.1193	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	1.5E-05	-	1E-05	15
486271.3	3618095.85	0.08706	0	0	0	ANNUAL	ALL	3	Residential	-	9.1E-05	-	-	1.1E-05	-	1E-05	11
486299.49	3618085.59	0.06719	0	0	0	ANNUAL	ALL	3	Residential	-	7.0E-05	-	-	8.3E-06	-	8E-06	8
486176.45	3618104.61	0.33068	0	0	0	ANNUAL	ALL	3	Residential	-	3.5E-04	-	-	4.1E-05	-	4E-05	41
486202.43	3618089.61	0.16108	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	2.0E-05	-	2E-05	20
486228.42	3618074.61	0.10318	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	1.3E-05	-	1E-05	13
486254.4	3618059.61	0.07343	0	0	0	ANNUAL	ALL	3	Residential	-	7.7E-05	-	-	9.0E-06	-	9E-06	9
486280.38	3618044.61	0.05529	0	0	0	ANNUAL	ALL	3	Residential	-	5.8E-05	-	-	6.8E-06	-	7E-06	7
486162.52	3618084.71	0.29536	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-04	-	-	3.6E-05	-	4E-05	36
486185.5	3618065.42	0.1375	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.7E-05	-	2E-05	17
486208.48	3618046.14	0.08446	0	0	0	ANNUAL	ALL	3	Residential	-	8.8E-05	-	-	1.0E-05	-	1E-05	10
486231.46	3618026.85	0.05778	0	0	0	ANNUAL	ALL	3	Residential	-	6.0E-05	-	-	7.1E-06	-	7E-06	7
486254.44	3618007.57	0.04204	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-05	-	-	5.2E-06	-	5E-06	5
486145.33	3618067.52	0.26504	0	0	0	ANNUAL	ALL	3	Residential	-	2.8E-04	-	-	3.3E-05	-	3E-05	33
486164.62	3618044.54	0.11311	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	1.4E-05	-	1E-05	14
486183.9	3618021.56	0.06543	0	0	0	ANNUAL	ALL	3	Residential	-	6.8E-05	-	-	8.1E-06	-	8E-06	8
486203.19	3617998.58	0.04269	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-05	-	-	5.3E-06	-	5E-06	5
486222.47	3617975.6	0.02997	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-05	-	-	3.7E-06	-	4E-06	4
486125.43	3618053.59	0.22571	0	0	0	ANNUAL	ALL	3	Residential	-	2.4E-04	-	-	2.8E-05	-	3E-05	28
486140.43	3618027.61	0.08905	0	0	0	ANNUAL	ALL	3	Residential	-	9.3E-05	-	-	1.1E-05	-	1E-05	11
486155.43	3618001.62	0.04828	0	0	0	ANNUAL	ALL	3	Residential	-	5.0E-05	-	-	5.9E-06	-	6E-06	6
486170.43	3617975.64	0.03016	0	0	0	ANNUAL	ALL	3	Residential	-	3.2E-05	-	-	3.7E-06	-	4E-06	4
486185.43	3617949.66	0.02063	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05	-	-	2.5E-06	-	3E-06	3
486103.41	3618043.32	0.19852	0	0	0	ANNUAL	ALL	3	Residential	-	2.1E-04	-	-	2.4E-05	-	2E-05	24
486113.67	3618015.13	0.06767	0	0	0	ANNUAL	ALL	3	Residential	-	7.1E-05	-	-	8.3E-06	-	8E-06	8
486123.93	3617986.94	0.03452	0	0	0	ANNUAL	ALL	3	Residential	-	3.6E-05	-	-	4.3E-06	-	4E-06	4
486134.19	3617958.74	0.02102	0	0	0	ANNUAL	ALL	3	Residential	-	2.2E-05	-	-	2.6E-06	-	3E-06	3
486144.45	3617930.55	0.01431	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.8E-06	-	2E-06	2
486079.94	3618037.03	0.16069	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-04	-	-	2.0E-05	-	2E-05	20
486085.15	3618007.48	0.05009	0	0	0	ANNUAL	ALL	3	Residential	-	5.2E-05	-	-	6.2E-06	-	6E-06	6
486090.36	3617977.94	0.02462	0	0	0	ANNUAL	ALL	3	Residential	-	2.6E-05	-	-	3.0E-06	-	3E-06	3
486095.56	3617948.4	0.01503	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.9E-06	-	2E-06	1
486100.77	3617918.85	0.01041	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	1.3E-06	-	1E-06	1
486055.73	3618034.91	0.13639	0	0	0	ANNUAL	ALL	3	Residential	-	1.4E-04	-	-	1.7E-05	-	2E-05	17
486055.73	3618004.91	0.03675	0	0	0	ANNUAL	ALL	3	Residential	-	3.8E-05	-	-	4.5E-06	-	5E-06	5
486055.73	3617974.91	0.01814	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	2.2E-06	-	2E-06	2
486055.73	3617944.91	0.0114	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	1.4E-06	-	1E-06	1
486055.73	3617914.91	0.0081	0	0	0	ANNUAL	ALL	3	Residential	-	8.5E-06	-	-	1.0E-06	-	1E-06	1
486031.52	3618037.03	0.10702	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-04	-	-	1.3E-05	-	1E-05	13
486026.31	3618007.48	0.02765	0	0	0	ANNUAL	ALL	3	Residential	-	2.9E-05	-	-	3.4E-06	-	3E-06	3
486021.1	3617977.94	0.01421	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.8E-06	-	2E-06	2
486015.9	3617948.4	0.00925	0	0	0	ANNUAL	ALL	3	Residential	-	9.7E-06	-	-	1.1E-06	-	1E-06	1
486010.69	3617918.85	0.00671	0	0	0	ANNUAL	ALL	3	Residential	-	7.0E-06	-	-	8.3E-07	-	8E-07	1
486008.05	3618043.32	0.08612	0	0	0	ANNUAL	ALL	3	Residential	-	9.0E-05	-	-	1.1E-05	-	1E-05	11
485997.79	3618015.13	0.02195	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-05	-	-	2.7E-06	-	3E-06	3
485987.53	3617986.94	0.01189	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-05	-	-	1.5E-06	-	1E-06	1
485977.27	3617958.74	0.00791	0	0	0	ANNUAL	ALL	3	Residential	-	8.3E-06	-	-	9.7E-07	-	1E-06	1
485967.01	3617930.55	0.00578	0	0	0	ANNUAL	ALL	3	Residential	-	6.0E-06	-	-	7.1E-07	-	7E-07	1
485986.03	3618053.59	0.06925	0	0	0	ANNUAL	ALL	3	Residential	-	7.2E-05	-	-	8.5E-06	-	9E-06	9
485971.03	3618027.61	0.01862	0	0	0	ANNUAL	ALL	3	Residential	-	1.9E-05	-	-	2.3E-06	-	2E-06	2
485956.03	3618001.62	0.01048	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	1.3E-06	-	1E-06	1
485941.03	3617975.64	0.00701	0	0	0	ANNUAL	ALL	3	Residential	-	7.3E-06	-	-	8.6E-07	-	9E-07	1
485926.03	3617949.66	0.0051	0	0	0	ANNUAL	ALL	3	Residential	-	5.3E-06	-	-	6.3E-07	-	6E-07	1
485966.13	3618067.52	0.05536	0	0	0	ANNUAL	ALL	3	Residential	-	5.8E-05	-	-	6.8E-06	-	7E-06	7
485946.84	3618044.54	0.01674	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	2.1E-06	-	2E-06	2

485927.56	3618021.56	0.00956	0	0	0	ANNUAL	ALL	3	Residential	-	1.0E-05	-	-	1.2E-06	-	1E-06	1
485908.27	3617998.58	0.00637	0	0	0	ANNUAL	ALL	3	Residential	-	6.7E-06	-	-	7.8E-07	-	8E-07	1
485888.99	3617975.6	0.0046	0	0	0	ANNUAL	ALL	3	Residential	-	4.8E-06	-	-	5.7E-07	-	6E-07	1
485948.94	3618084.71	0.04904	0	0	0	ANNUAL	ALL	3	Residential	-	5.1E-05	-	-	6.0E-06	-	6E-06	6
485925.96	3618065.42	0.01563	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.9E-06	-	2E-06	2
485902.98	3618046.14	0.00892	0	0	0	ANNUAL	ALL	3	Residential	-	9.3E-06	-	-	1.1E-06	-	1E-06	1
485880	3618026.85	0.00591	0	0	0	ANNUAL	ALL	3	Residential	-	6.2E-06	-	-	7.3E-07	-	7E-07	1
485857.02	3618007.57	0.00425	0	0	0	ANNUAL	ALL	3	Residential	-	4.4E-06	-	-	5.2E-07	-	5E-07	1
485935.01	3618104.61	0.04381	0	0	0	ANNUAL	ALL	3	Residential	-	4.6E-05	-	-	5.4E-06	-	5E-06	5
485909.03	3618089.61	0.01495	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.8E-06	-	2E-06	2
485883.04	3618074.61	0.00851	0	0	0	ANNUAL	ALL	3	Residential	-	8.9E-06	-	-	1.0E-06	-	1E-06	1
485857.06	3618059.61	0.00563	0	0	0	ANNUAL	ALL	3	Residential	-	5.9E-06	-	-	6.9E-07	-	7E-07	1
485831.08	3618044.61	0.00404	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-06	-	-	5.0E-07	-	5E-07	0
485924.74	3618126.63	0.04418	0	0	0	ANNUAL	ALL	3	Residential	-	4.6E-05	-	-	5.4E-06	-	5E-06	5
485896.55	3618116.37	0.01466	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.8E-06	-	2E-06	2
485868.36	3618106.11	0.00829	0	0	0	ANNUAL	ALL	3	Residential	-	8.7E-06	-	-	1.0E-06	-	1E-06	1
485840.16	3618095.85	0.00549	0	0	0	ANNUAL	ALL	3	Residential	-	5.7E-06	-	-	6.8E-07	-	7E-07	1
485811.97	3618085.59	0.00395	0	0	0	ANNUAL	ALL	3	Residential	-	4.1E-06	-	-	4.9E-07	-	5E-07	0
485918.45	3618150.1	0.04523	0	0	0	ANNUAL	ALL	3	Residential	-	4.7E-05	-	-	5.6E-06	-	6E-06	6
485888.9	3618144.89	0.01476	0	0	0	ANNUAL	ALL	3	Residential	-	1.5E-05	-	-	1.8E-06	-	2E-06	2
485859.36	3618139.68	0.00828	0	0	0	ANNUAL	ALL	3	Residential	-	8.7E-06	-	-	1.0E-06	-	1E-06	1
485829.82	3618134.48	0.00549	0	0	0	ANNUAL	ALL	3	Residential	-	5.7E-06	-	-	6.8E-07	-	7E-07	1
485800.27	3618129.27	0.00398	0	0	0	ANNUAL	ALL	3	Residential	-	4.2E-06	-	-	4.9E-07	-	5E-07	0
485916.33	3618174.31	0.05237	0	0	0	ANNUAL	ALL	3	Residential	-	5.5E-05	-	-	6.5E-06	-	6E-06	6
485886.33	3618174.31	0.01535	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.9E-06	-	2E-06	2
485856.33	3618174.31	0.00853	0	0	0	ANNUAL	ALL	3	Residential	-	8.9E-06	-	-	1.1E-06	-	1E-06	1
485826.33	3618174.31	0.00564	0	0	0	ANNUAL	ALL	3	Residential	-	5.9E-06	-	-	6.9E-07	-	7E-07	1
485796.33	3618174.31	0.00409	0	0	0	ANNUAL	ALL	3	Residential	-	4.3E-06	-	-	5.0E-07	-	5E-07	1
485918.45	3618198.52	0.05955	0	0	0	ANNUAL	ALL	3	Residential	-	6.2E-05	-	-	7.3E-06	-	7E-06	7
485888.9	3618203.73	0.01666	0	0	0	ANNUAL	ALL	3	Residential	-	1.7E-05	-	-	2.1E-06	-	2E-06	2
485859.36	3618208.94	0.0091	0	0	0	ANNUAL	ALL	3	Residential	-	9.5E-06	-	-	1.1E-06	-	1E-06	1
485829.82	3618214.14	0.00597	0	0	0	ANNUAL	ALL	3	Residential	-	6.2E-06	-	-	7.4E-07	-	7E-07	1
485800.27	3618219.35	0.00431	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-06	-	-	5.3E-07	-	5E-07	1
485924.74	3618221.99	0.07823	0	0	0	ANNUAL	ALL	3	Residential	-	8.2E-05	-	-	9.6E-06	-	1E-05	10
485896.55	3618232.25	0.01925	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	2.4E-06	-	2E-06	2
485868.36	3618242.51	0.01011	0	0	0	ANNUAL	ALL	3	Residential	-	1.1E-05	-	-	1.2E-06	-	1E-06	1
485840.16	3618252.77	0.00655	0	0	0	ANNUAL	ALL	3	Residential	-	6.8E-06	-	-	8.1E-07	-	8E-07	1
485811.97	3618263.03	0.00468	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-06	-	-	5.8E-07	-	6E-07	1
485935.01	3618244.01	0.09486	0	0	0	ANNUAL	ALL	3	Residential	-	9.9E-05	-	-	1.2E-05	-	1E-05	12
485909.03	3618259.01	0.02415	0	0	0	ANNUAL	ALL	3	Residential	-	2.5E-05	-	-	3.0E-06	-	3E-06	3
485883.04	3618274.01	0.01197	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.5E-06	-	1E-06	1
485857.06	3618289.01	0.00752	0	0	0	ANNUAL	ALL	3	Residential	-	7.9E-06	-	-	9.3E-07	-	9E-07	1
485831.08	3618304.01	0.00529	0	0	0	ANNUAL	ALL	3	Residential	-	5.5E-06	-	-	6.5E-07	-	7E-07	1
485948.94	3618263.91	0.12502	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-04	-	-	1.5E-05	-	2E-05	15
485925.96	3618283.2	0.03284	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-05	-	-	4.0E-06	-	4E-06	4
485902.98	3618302.48	0.01549	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-05	-	-	1.9E-06	-	2E-06	2
485880	3618321.77	0.00933	0	0	0	ANNUAL	ALL	3	Residential	-	9.8E-06	-	-	1.1E-06	-	1E-06	1
485857.02	3618341.05	0.00639	0	0	0	ANNUAL	ALL	3	Residential	-	6.7E-06	-	-	7.9E-07	-	8E-07	1
485966.13	3618281.1	0.15211	0	0	0	ANNUAL	ALL	3	Residential	-	1.6E-04	-	-	1.9E-05	-	2E-05	19
485946.84	3618304.08	0.04667	0	0	0	ANNUAL	ALL	3	Residential	-	4.9E-05	-	-	5.7E-06	-	6E-06	6
485927.56	3618327.06	0.02194	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-05	-	-	2.7E-06	-	3E-06	3
485908.27	3618350.04	0.01281	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.6E-06	-	2E-06	2
485888.99	3618373.02	0.00852	0	0	0	ANNUAL	ALL	3	Residential	-	8.9E-06	-	-	1.0E-06	-	1E-06	1
485986.03	3618295.03	0.18753	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-04	-	-	2.3E-05	-	2E-05	23
485971.03	3618321.01	0.06587	0	0	0	ANNUAL	ALL	3	Residential	-	6.9E-05	-	-	8.1E-06	-	8E-06	8
485956.03	3618347	0.03255	0	0	0	ANNUAL	ALL	3	Residential	-	3.4E-05	-	-	4.0E-06	-	4E-06	4
485941.03	3618372.98	0.01913	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	2.4E-06	-	2E-06	2
485926.03	3618398.96	0.01258	0	0	0	ANNUAL	ALL	3	Residential	-	1.3E-05	-	-	1.5E-06	-	2E-06	2
486008.05	3618305.3	0.22109	0	0	0	ANNUAL	ALL	3	Residential	-	2.3E-04	-	-	2.7E-05	-	3E-05	27
485997.79	3618333.49	0.08895	0	0	0	ANNUAL	ALL	3	Residential	-	9.3E-05	-	-	1.1E-05	-	1E-05	11
485987.53	3618361.68	0.04768	0	0	0	ANNUAL	ALL	3	Residential	-	5.0E-05	-	-	5.9E-06	-	6E-06	6
485977.27	3618389.88	0.0292	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-05	-	-	3.6E-06	-	4E-06	4
485967.01	3618418.07	0.01958	0	0	0	ANNUAL	ALL	3	Residential	-	2.0E-05	-	-	2.4E-06	-	2E-06	2
486031.52	3618311.59	0.2539	0	0	0	ANNUAL	ALL	3	Residential	-	2.7E-04	-	-	3.1E-05	-	3E-05	31
486026.31	3618341.14	0.11384	0	0	0	ANNUAL	ALL	3	Residential	-	1.2E-04	-	-	1.4E-05	-	1E-05	14
486021.1	3618370.68	0.06604	0	0	0	ANNUAL	ALL	3	Residential	-	6.9E-05	-	-	8.1E-06	-	8E-06	8
486015.9	3618400.22	0.04288	0	0	0	ANNUAL	ALL	3	Residential	-	4.5E-05	-	-	5.3E-06	-	5E-06	5
486010.69	3618429.77	0.02993	0	0	0	ANNUAL	ALL	3	Residential	-	3.1E-05	-	-	3.7E-06	-	4E-06	4

SDUSD AERMOD Test Run Inputs

1. Emission rate =
    a. 0.17442 tons PM10 exhaust (DPM) * 907,185 grams/ton = 158,232 grams
    b. 260 work days, 10 hours/day = 9,360,000 seconds
    c. 158,232 grams / 9,360,000 seconds – **0.016905 grams/second**
2. Haul trucks release height = **4.0 meters**
3. Initial vertical dimension = Haul trucks – **3.16 meters**
4. Rural or Urban = **Urban**
5. Population of urban area = city of SD pop – **1.42 million**

Discrete Rec X	Y	Concentration (AVERAGE CONC) [ug/m^3]	Elevation (ZELEV)	Hill Heights (ZHILL)	Flagpole (ZFLAG)	Averagin Period (AVE)	Source Group (GRP)	Num Years (NUM YRS)	Net ID
486055.73	3618209.06	0.44921	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.73	3618243.53	0.44292	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.73	3618278.14	0.41505	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.73	3618312.75	0.29972	0	0	0	ANNUAL	ALL	3	SCHOOL
486061.76	3618208.53	0.45379	0	0	0	ANNUAL	ALL	3	SCHOOL
486067.75	3618242.48	0.45274	0	0	0	ANNUAL	ALL	3	SCHOOL
486073.76	3618276.56	0.43237	0	0	0	ANNUAL	ALL	3	SCHOOL
486079.77	3618310.65	0.32797	0	0	0	ANNUAL	ALL	3	SCHOOL
486067.61	3618206.96	0.45786	0	0	0	ANNUAL	ALL	3	SCHOOL
486079.4	3618239.36	0.46153	0	0	0	ANNUAL	ALL	3	SCHOOL
486091.24	3618271.88	0.44806	0	0	0	ANNUAL	ALL	3	SCHOOL
486103.08	3618304.4	0.36398	0	0	0	ANNUAL	ALL	3	SCHOOL
486073.1	3618204.4	0.4613	0	0	0	ANNUAL	ALL	3	SCHOOL
486090.34	3618234.26	0.469	0	0	0	ANNUAL	ALL	3	SCHOOL
486107.65	3618264.23	0.46156	0	0	0	ANNUAL	ALL	3	SCHOOL
486124.95	3618294.2	0.38882	0	0	0	ANNUAL	ALL	3	SCHOOL
486078.07	3618200.93	0.464	0	0	0	ANNUAL	ALL	3	SCHOOL
486100.22	3618227.34	0.47489	0	0	0	ANNUAL	ALL	3	SCHOOL
486122.47	3618253.85	0.47235	0	0	0	ANNUAL	ALL	3	SCHOOL
486144.72	3618280.36	0.41713	0	0	0	ANNUAL	ALL	3	SCHOOL
486082.35	3618196.65	0.46588	0	0	0	ANNUAL	ALL	3	SCHOOL
486108.76	3618218.8	0.479	0	0	0	ANNUAL	ALL	3	SCHOOL
486135.27	3618241.05	0.47993	0	0	0	ANNUAL	ALL	3	SCHOOL
486161.78	3618263.3	0.43479	0	0	0	ANNUAL	ALL	3	SCHOOL
486085.82	3618191.68	0.46687	0	0	0	ANNUAL	ALL	3	SCHOOL
486115.68	3618208.92	0.48119	0	0	0	ANNUAL	ALL	3	SCHOOL
486145.65	3618226.23	0.48395	0	0	0	ANNUAL	ALL	3	SCHOOL
486175.62	3618243.53	0.44642	0	0	0	ANNUAL	ALL	3	SCHOOL
486088.38	3618186.19	0.46695	0	0	0	ANNUAL	ALL	3	SCHOOL
486120.78	3618197.98	0.48137	0	0	0	ANNUAL	ALL	3	SCHOOL
486153.3	3618209.82	0.48423	0	0	0	ANNUAL	ALL	3	SCHOOL
486185.82	3618221.66	0.44839	0	0	0	ANNUAL	ALL	3	SCHOOL
486089.95	3618180.34	0.4661	0	0	0	ANNUAL	ALL	3	SCHOOL
486123.9	3618186.33	0.47953	0	0	0	ANNUAL	ALL	3	SCHOOL
486157.98	3618192.34	0.48078	0	0	0	ANNUAL	ALL	3	SCHOOL
486192.07	3618198.35	0.43877	0	0	0	ANNUAL	ALL	3	SCHOOL
486090.48	3618174.31	0.46436	0	0	0	ANNUAL	ALL	3	SCHOOL
486124.95	3618174.31	0.47573	0	0	0	ANNUAL	ALL	3	SCHOOL
486159.56	3618174.31	0.47375	0	0	0	ANNUAL	ALL	3	SCHOOL
486194.17	3618174.31	0.4229	0	0	0	ANNUAL	ALL	3	SCHOOL
486089.95	3618168.28	0.46177	0	0	0	ANNUAL	ALL	3	SCHOOL
486123.9	3618162.29	0.47009	0	0	0	ANNUAL	ALL	3	SCHOOL
486157.98	3618156.28	0.46342	0	0	0	ANNUAL	ALL	3	SCHOOL
486192.07	3618150.27	0.39757	0	0	0	ANNUAL	ALL	3	SCHOOL
486088.38	3618162.43	0.45841	0	0	0	ANNUAL	ALL	3	SCHOOL
486120.78	3618150.64	0.46278	0	0	0	ANNUAL	ALL	3	SCHOOL
486153.3	3618138.8	0.45014	0	0	0	ANNUAL	ALL	3	SCHOOL
486185.82	3618126.96	0.36955	0	0	0	ANNUAL	ALL	3	SCHOOL
486085.82	3618156.94	0.45438	0	0	0	ANNUAL	ALL	3	SCHOOL
486115.68	3618139.7	0.45404	0	0	0	ANNUAL	ALL	3	SCHOOL
486145.65	3618122.39	0.43443	0	0	0	ANNUAL	ALL	3	SCHOOL
486175.62	3618105.09	0.33895	0	0	0	ANNUAL	ALL	3	SCHOOL
486082.35	3618151.97	0.44982	0	0	0	ANNUAL	ALL	3	SCHOOL
486108.76	3618129.82	0.44413	0	0	0	ANNUAL	ALL	3	SCHOOL
486135.27	3618107.57	0.41681	0	0	0	ANNUAL	ALL	3	SCHOOL
486161.78	3618085.32	0.30419	0	0	0	ANNUAL	ALL	3	SCHOOL
486078.07	3618147.69	0.44485	0	0	0	ANNUAL	ALL	3	SCHOOL
486100.22	3618121.28	0.43337	0	0	0	ANNUAL	ALL	3	SCHOOL
486122.47	3618094.77	0.3978	0	0	0	ANNUAL	ALL	3	SCHOOL
486144.72	3618068.26	0.27389	0	0	0	ANNUAL	ALL	3	SCHOOL
486073.1	3618144.22	0.43963	0	0	0	ANNUAL	ALL	3	SCHOOL
486090.34	3618114.36	0.4221	0	0	0	ANNUAL	ALL	3	SCHOOL
486107.65	3618084.39	0.37808	0	0	0	ANNUAL	ALL	3	SCHOOL
486124.95	3618054.42	0.2351	0	0	0	ANNUAL	ALL	3	SCHOOL
486067.61	3618141.66	0.43433	0	0	0	ANNUAL	ALL	3	SCHOOL
486079.4	3618109.26	0.41066	0	0	0	ANNUAL	ALL	3	SCHOOL
486091.24	3618076.74	0.35805	0	0	0	ANNUAL	ALL	3	SCHOOL
486103.08	3618044.22	0.20773	0	0	0	ANNUAL	ALL	3	SCHOOL
486061.76	3618140.09	0.4291	0	0	0	ANNUAL	ALL	3	SCHOOL
486067.75	3618106.14	0.39941	0	0	0	ANNUAL	ALL	3	SCHOOL
486073.76	3618072.06	0.33858	0	0	0	ANNUAL	ALL	3	SCHOOL
486079.77	3618037.97	0.16992	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.73	3618139.56	0.42412	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.73	3618105.09	0.3887	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.73	3618070.48	0.32004	0	0	0	ANNUAL	ALL	3	SCHOOL
486055.73	3618035.87	0.14611	0	0	0	ANNUAL	ALL	3	SCHOOL
486049.7	3618140.09	0.41952	0	0	0	ANNUAL	ALL	3	SCHOOL
486043.71	3618106.14	0.37887	0	0	0	ANNUAL	ALL	3	SCHOOL
486037.7	3618072.06	0.30316	0	0	0	ANNUAL	ALL	3	SCHOOL
486031.69	3618037.97	0.11545	0	0	0	ANNUAL	ALL	3	SCHOOL
486043.85	3618141.66	0.41547	0	0	0	ANNUAL	ALL	3	SCHOOL
486032.06	3618109.26	0.37021	0	0	0	ANNUAL	ALL	3	SCHOOL
486020.22	3618076.74	0.28838	0	0	0	ANNUAL	ALL	3	SCHOOL
486008.38	3618044.22	0.09466	0	0	0	ANNUAL	ALL	3	SCHOOL
486038.36	3618144.22	0.41206	0	0	0	ANNUAL	ALL	3	SCHOOL
486021.12	3618114.36	0.36298	0	0	0	ANNUAL	ALL	3	SCHOOL
486003.81	3618084.39	0.27598	0	0	0	ANNUAL	ALL	3	SCHOOL
485986.51	3618054.42	0.07632	0	0	0	ANNUAL	ALL	3	SCHOOL
486033.39	3618147.69	0.40942	0	0	0	ANNUAL	ALL	3	SCHOOL
486011.24	3618121.28	0.35739	0	0	0	ANNUAL	ALL	3	SCHOOL
485988.99	3618094.77	0.26649	0	0	0	ANNUAL	ALL	3	SCHOOL
485966.74	3618068.26	0.06123	0	0	0	ANNUAL	ALL	3	SCHOOL
486029.11	3618151.97	0.40761	0	0	0	ANNUAL	ALL	3	SCHOOL
486002.7	3618129.82	0.3536	0	0	0	ANNUAL	ALL	3	SCHOOL
485976.19	3618107.57	0.25989	0	0	0	ANNUAL	ALL	3	SCHOOL
485949.68	3618085.32	0.05446	0	0	0	ANNUAL	ALL	3	SCHOOL
486025.64	3618156.94	0.40669	0	0	0	ANNUAL	ALL	3	SCHOOL
485995.78	3618139.7	0.35172	0	0	0	ANNUAL	ALL	3	SCHOOL
485965.81	3618122.39	0.25659	0	0	0	ANNUAL	ALL	3	SCHOOL
485935.84	3618105.09	0.04719	0	0	0	ANNUAL	ALL	3	SCHOOL
486023.08	3618162.43	0.40669	0	0	0	ANNUAL	ALL	3	SCHOOL
485990.68	3618150.64	0.3518	0	0	0	ANNUAL	ALL	3	SCHOOL
485958.16	3618138.8	0.25654	0	0	0	ANNUAL	ALL	3	SCHOOL
485925.64	3618126.96	0.04938	0	0	0	ANNUAL	ALL	3	SCHOOL
486021.51	3618168.28	0.40759	0	0	0	ANNUAL	ALL	3	SCHOOL
485987.56	3618162.29	0.35383	0	0	0	ANNUAL	ALL	3	SCHOOL
485953.48	3618156.28	0.25989	0	0	0	ANNUAL	ALL	3	SCHOOL
485919.39	3618150.27	0.04861	0	0	0	ANNUAL	ALL	3	SCHOOL
486020.98	3618174.31	0.40938	0	0	0	ANNUAL	ALL	3	SCHOOL
485986.51	3618174.31	0.35774	0	0	0	ANNUAL	ALL	3	SCHOOL
485951.9	3618174.31	0.26656	0	0	0	ANNUAL	ALL	3	SCHOOL
485917.29	3618174.31	0.05985	0	0	0	ANNUAL	ALL	3	SCHOOL
486021.51	3618180.34	0.41199	0	0	0	ANNUAL	ALL	3	SCHOOL
485987.56	3618186.33	0.3634	0	0	0	ANNUAL	ALL	3	SCHOOL
485953.48	3618192.34	0.27636	0	0	0	ANNUAL	ALL	3	SCHOOL
485919.39	3618198.35	0.06485	0	0	0	ANNUAL	ALL	3	SCHOOL

486023.08	3618186.19	0.41534	0	0	0 ANNUAL	ALL	3 SCHOOL
485990.68	3618197.98	0.37064	0	0	0 ANNUAL	ALL	3 SCHOOL
485958.16	3618209.82	0.28908	0	0	0 ANNUAL	ALL	3 SCHOOL
485925.64	3618221.66	0.08616	0	0	0 ANNUAL	ALL	3 SCHOOL
486025.64	3618191.68	0.41934	0	0	0 ANNUAL	ALL	3 SCHOOL
485995.78	3618208.92	0.37922	0	0	0 ANNUAL	ALL	3 SCHOOL
485965.81	3618226.23	0.30411	0	0	0 ANNUAL	ALL	3 SCHOOL
485935.84	3618243.53	0.10251	0	0	0 ANNUAL	ALL	3 SCHOOL
486029.11	3618196.65	0.42385	0	0	0 ANNUAL	ALL	3 SCHOOL
486002.7	3618218.8	0.38887	0	0	0 ANNUAL	ALL	3 SCHOOL
485976.19	3618241.05	0.32117	0	0	0 ANNUAL	ALL	3 SCHOOL
485949.68	3618263.3	0.13388	0	0	0 ANNUAL	ALL	3 SCHOOL
486033.39	3618200.93	0.42875	0	0	0 ANNUAL	ALL	3 SCHOOL
486011.24	3618227.34	0.39932	0	0	0 ANNUAL	ALL	3 SCHOOL
485988.99	3618253.85	0.33934	0	0	0 ANNUAL	ALL	3 SCHOOL
485966.74	3618280.36	0.16115	0	0	0 ANNUAL	ALL	3 SCHOOL
486038.36	3618204.4	0.43388	0	0	0 ANNUAL	ALL	3 SCHOOL
486021.12	3618234.26	0.41025	0	0	0 ANNUAL	ALL	3 SCHOOL
486003.81	3618264.23	0.35844	0	0	0 ANNUAL	ALL	3 SCHOOL
485986.51	3618294.2	0.1968	0	0	0 ANNUAL	ALL	3 SCHOOL
486043.85	3618206.96	0.43911	0	0	0 ANNUAL	ALL	3 SCHOOL
486032.06	3618239.36	0.42136	0	0	0 ANNUAL	ALL	3 SCHOOL
486020.22	3618271.88	0.37759	0	0	0 ANNUAL	ALL	3 SCHOOL
486008.38	3618304.4	0.23058	0	0	0 ANNUAL	ALL	3 SCHOOL
486049.7	3618208.53	0.44427	0	0	0 ANNUAL	ALL	3 SCHOOL
486043.71	3618242.48	0.43235	0	0	0 ANNUAL	ALL	3 SCHOOL
486037.7	3618276.56	0.39668	0	0	0 ANNUAL	ALL	3 SCHOOL
486031.69	3618310.65	0.2631	0	0	0 ANNUAL	ALL	3 SCHOOL
486055.73	3618313.71	0.29116	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618343.71	0.13798	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618373.71	0.08508	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618403.71	0.05834	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618433.71	0.04258	0	0	0 ANNUAL	ALL	3 RESIDENT
486079.94	3618311.59	0.31887	0	0	0 ANNUAL	ALL	3 RESIDENT
486085.15	3618341.14	0.16058	0	0	0 ANNUAL	ALL	3 RESIDENT
486090.36	3618370.68	0.10245	0	0	0 ANNUAL	ALL	3 RESIDENT
486095.56	3618400.22	0.0728	0	0	0 ANNUAL	ALL	3 RESIDENT
486100.77	3618429.77	0.05495	0	0	0 ANNUAL	ALL	3 RESIDENT
486103.41	3618305.3	0.35642	0	0	0 ANNUAL	ALL	3 RESIDENT
486113.67	3618333.49	0.18189	0	0	0 ANNUAL	ALL	3 RESIDENT
486123.93	3618361.68	0.11704	0	0	0 ANNUAL	ALL	3 RESIDENT
486134.19	3618389.88	0.08406	0	0	0 ANNUAL	ALL	3 RESIDENT
486144.45	3618418.07	0.0643	0	0	0 ANNUAL	ALL	3 RESIDENT
486125.43	3618295.03	0.3804	0	0	0 ANNUAL	ALL	3 RESIDENT
486140.43	3618321.01	0.20099	0	0	0 ANNUAL	ALL	3 RESIDENT
486155.43	3618347	0.12867	0	0	0 ANNUAL	ALL	3 RESIDENT
486170.43	3618372.98	0.09142	0	0	0 ANNUAL	ALL	3 RESIDENT
486185.43	3618398.96	0.06929	0	0	0 ANNUAL	ALL	3 RESIDENT
486145.33	3618281.1	0.41074	0	0	0 ANNUAL	ALL	3 RESIDENT
486164.62	3618304.08	0.21777	0	0	0 ANNUAL	ALL	3 RESIDENT
486183.9	3618327.06	0.1374	0	0	0 ANNUAL	ALL	3 RESIDENT
486203.19	3618350.04	0.09543	0	0	0 ANNUAL	ALL	3 RESIDENT
486222.47	3618373.02	0.07055	0	0	0 ANNUAL	ALL	3 RESIDENT
486162.52	3618263.91	0.42875	0	0	0 ANNUAL	ALL	3 RESIDENT
486185.5	3618283.2	0.23015	0	0	0 ANNUAL	ALL	3 RESIDENT
486208.48	3618302.48	0.14314	0	0	0 ANNUAL	ALL	3 RESIDENT
486231.46	3618321.77	0.0973	0	0	0 ANNUAL	ALL	3 RESIDENT
486254.44	3618341.05	0.07013	0	0	0 ANNUAL	ALL	3 RESIDENT
486176.45	3618244.01	0.44113	0	0	0 ANNUAL	ALL	3 RESIDENT
486202.43	3618259.01	0.23627	0	0	0 ANNUAL	ALL	3 RESIDENT
486228.42	3618274.01	0.14583	0	0	0 ANNUAL	ALL	3 RESIDENT
486254.4	3618289.01	0.09845	0	0	0 ANNUAL	ALL	3 RESIDENT
486280.38	3618304.01	0.07046	0	0	0 ANNUAL	ALL	3 RESIDENT
486186.72	3618221.99	0.44453	0	0	0 ANNUAL	ALL	3 RESIDENT
486214.91	3618232.25	0.23547	0	0	0 ANNUAL	ALL	3 RESIDENT
486243.1	3618242.51	0.14583	0	0	0 ANNUAL	ALL	3 RESIDENT
486271.3	3618252.77	0.09988	0	0	0 ANNUAL	ALL	3 RESIDENT
486299.49	3618263.03	0.07283	0	0	0 ANNUAL	ALL	3 RESIDENT
486193.01	3618198.52	0.43303	0	0	0 ANNUAL	ALL	3 RESIDENT
486222.56	3618203.73	0.22803	0	0	0 ANNUAL	ALL	3 RESIDENT
486252.1	3618208.94	0.14365	0	0	0 ANNUAL	ALL	3 RESIDENT
486281.64	3618214.14	0.10129	0	0	0 ANNUAL	ALL	3 RESIDENT
486311.19	3618219.35	0.07625	0	0	0 ANNUAL	ALL	3 RESIDENT
486195.13	3618174.31	0.41793	0	0	0 ANNUAL	ALL	3 RESIDENT
486225.13	3618174.31	0.21603	0	0	0 ANNUAL	ALL	3 RESIDENT
486255.13	3618174.31	0.13914	0	0	0 ANNUAL	ALL	3 RESIDENT
486285.13	3618174.31	0.10088	0	0	0 ANNUAL	ALL	3 RESIDENT
486315.13	3618174.31	0.07791	0	0	0 ANNUAL	ALL	3 RESIDENT
486193.01	3618150.1	0.39028	0	0	0 ANNUAL	ALL	3 RESIDENT
486222.56	3618144.89	0.20045	0	0	0 ANNUAL	ALL	3 RESIDENT
486252.1	3618139.68	0.13132	0	0	0 ANNUAL	ALL	3 RESIDENT
486281.64	3618134.48	0.09647	0	0	0 ANNUAL	ALL	3 RESIDENT
486311.19	3618129.27	0.07517	0	0	0 ANNUAL	ALL	3 RESIDENT
486186.72	3618126.63	0.3622	0	0	0 ANNUAL	ALL	3 RESIDENT
486214.91	3618116.37	0.18227	0	0	0 ANNUAL	ALL	3 RESIDENT
486243.1	3618106.11	0.1193	0	0	0 ANNUAL	ALL	3 RESIDENT
486271.3	3618095.85	0.08706	0	0	0 ANNUAL	ALL	3 RESIDENT
486299.49	3618085.59	0.06719	0	0	0 ANNUAL	ALL	3 RESIDENT
486176.45	3618104.61	0.33068	0	0	0 ANNUAL	ALL	3 RESIDENT
486202.43	3618089.61	0.16108	0	0	0 ANNUAL	ALL	3 RESIDENT
486228.42	3618074.61	0.10318	0	0	0 ANNUAL	ALL	3 RESIDENT
486254.4	3618059.61	0.07343	0	0	0 ANNUAL	ALL	3 RESIDENT
486280.38	3618044.61	0.05529	0	0	0 ANNUAL	ALL	3 RESIDENT
486162.52	3618084.71	0.29536	0	0	0 ANNUAL	ALL	3 RESIDENT
486185.5	3618065.42	0.1375	0	0	0 ANNUAL	ALL	3 RESIDENT
486208.48	3618046.14	0.08446	0	0	0 ANNUAL	ALL	3 RESIDENT
486231.46	3618026.85	0.05778	0	0	0 ANNUAL	ALL	3 RESIDENT
486254.44	3618007.57	0.04204	0	0	0 ANNUAL	ALL	3 RESIDENT
486145.33	3618067.52	0.26504	0	0	0 ANNUAL	ALL	3 RESIDENT
486164.62	3618044.54	0.11311	0	0	0 ANNUAL	ALL	3 RESIDENT
486183.9	3618021.56	0.06543	0	0	0 ANNUAL	ALL	3 RESIDENT
486203.19	3617998.58	0.04269	0	0	0 ANNUAL	ALL	3 RESIDENT
486222.47	3617975.6	0.02997	0	0	0 ANNUAL	ALL	3 RESIDENT
486125.43	3618053.59	0.22571	0	0	0 ANNUAL	ALL	3 RESIDENT
486140.43	3618027.61	0.08905	0	0	0 ANNUAL	ALL	3 RESIDENT
486155.43	3618001.62	0.04828	0	0	0 ANNUAL	ALL	3 RESIDENT
486170.43	3617975.64	0.03016	0	0	0 ANNUAL	ALL	3 RESIDENT
486185.43	3617949.66	0.02063	0	0	0 ANNUAL	ALL	3 RESIDENT
486103.41	3618043.32	0.19852	0	0	0 ANNUAL	ALL	3 RESIDENT
486113.67	3618015.13	0.06767	0	0	0 ANNUAL	ALL	3 RESIDENT
486123.93	3617986.94	0.03452	0	0	0 ANNUAL	ALL	3 RESIDENT
486134.19	3617958.74	0.02102	0	0	0 ANNUAL	ALL	3 RESIDENT
486144.45	3617930.55	0.01431	0	0	0 ANNUAL	ALL	3 RESIDENT
486079.94	3618037.03	0.16069	0	0	0 ANNUAL	ALL	3 RESIDENT
486085.15	3618007.48	0.05009	0	0	0 ANNUAL	ALL	3 RESIDENT
486090.36	3617977.94	0.02462	0	0	0 ANNUAL	ALL	3 RESIDENT
486095.56	3617948.4	0.01503	0	0	0 ANNUAL	ALL	3 RESIDENT

486100.77	3617918.85	0.01041	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618034.91	0.13639	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3618004.91	0.03675	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3617974.91	0.01814	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3617944.91	0.0114	0	0	0 ANNUAL	ALL	3 RESIDENT
486055.73	3617914.91	0.0081	0	0	0 ANNUAL	ALL	3 RESIDENT
486031.52	3618037.03	0.10702	0	0	0 ANNUAL	ALL	3 RESIDENT
486026.31	3618007.48	0.02765	0	0	0 ANNUAL	ALL	3 RESIDENT
486021.1	3617977.94	0.01421	0	0	0 ANNUAL	ALL	3 RESIDENT
486015.9	3617948.4	0.00925	0	0	0 ANNUAL	ALL	3 RESIDENT
486010.69	3617918.85	0.00671	0	0	0 ANNUAL	ALL	3 RESIDENT
486008.05	3618043.32	0.08612	0	0	0 ANNUAL	ALL	3 RESIDENT
485997.79	3618015.13	0.02195	0	0	0 ANNUAL	ALL	3 RESIDENT
485987.53	3617986.94	0.01189	0	0	0 ANNUAL	ALL	3 RESIDENT
485977.27	3617958.74	0.00791	0	0	0 ANNUAL	ALL	3 RESIDENT
485967.01	3617930.55	0.00578	0	0	0 ANNUAL	ALL	3 RESIDENT
485986.03	3618053.59	0.06925	0	0	0 ANNUAL	ALL	3 RESIDENT
485971.03	3618027.61	0.01862	0	0	0 ANNUAL	ALL	3 RESIDENT
485956.03	3618001.62	0.01048	0	0	0 ANNUAL	ALL	3 RESIDENT
485941.03	3617975.64	0.00701	0	0	0 ANNUAL	ALL	3 RESIDENT
485926.03	3617949.66	0.0051	0	0	0 ANNUAL	ALL	3 RESIDENT
485966.13	3618067.52	0.05536	0	0	0 ANNUAL	ALL	3 RESIDENT
485946.84	3618044.54	0.01674	0	0	0 ANNUAL	ALL	3 RESIDENT
485927.56	3618021.56	0.00956	0	0	0 ANNUAL	ALL	3 RESIDENT
485908.27	3617998.58	0.00637	0	0	0 ANNUAL	ALL	3 RESIDENT
485888.99	3617975.6	0.0046	0	0	0 ANNUAL	ALL	3 RESIDENT
485948.94	3618084.71	0.04904	0	0	0 ANNUAL	ALL	3 RESIDENT
485925.96	3618065.42	0.01563	0	0	0 ANNUAL	ALL	3 RESIDENT
485902.98	3618046.14	0.00892	0	0	0 ANNUAL	ALL	3 RESIDENT
485880	3618026.85	0.00591	0	0	0 ANNUAL	ALL	3 RESIDENT
485857.02	3618007.57	0.00425	0	0	0 ANNUAL	ALL	3 RESIDENT
485935.01	3618104.61	0.04381	0	0	0 ANNUAL	ALL	3 RESIDENT
485909.03	3618089.61	0.01495	0	0	0 ANNUAL	ALL	3 RESIDENT
485883.04	3618074.61	0.00851	0	0	0 ANNUAL	ALL	3 RESIDENT
485857.06	3618059.61	0.00563	0	0	0 ANNUAL	ALL	3 RESIDENT
485831.08	3618044.61	0.00404	0	0	0 ANNUAL	ALL	3 RESIDENT
485924.74	3618126.63	0.04418	0	0	0 ANNUAL	ALL	3 RESIDENT
485896.55	3618116.37	0.01466	0	0	0 ANNUAL	ALL	3 RESIDENT
485868.36	3618106.11	0.00829	0	0	0 ANNUAL	ALL	3 RESIDENT
485840.16	3618095.85	0.00549	0	0	0 ANNUAL	ALL	3 RESIDENT
485811.97	3618085.59	0.00395	0	0	0 ANNUAL	ALL	3 RESIDENT
485918.45	3618150.1	0.04523	0	0	0 ANNUAL	ALL	3 RESIDENT
485888.9	3618144.89	0.01476	0	0	0 ANNUAL	ALL	3 RESIDENT
485859.36	3618139.68	0.00828	0	0	0 ANNUAL	ALL	3 RESIDENT
485829.82	3618134.48	0.00549	0	0	0 ANNUAL	ALL	3 RESIDENT
485800.27	3618129.27	0.00398	0	0	0 ANNUAL	ALL	3 RESIDENT
485916.33	3618174.31	0.05237	0	0	0 ANNUAL	ALL	3 RESIDENT
485886.33	3618174.31	0.01535	0	0	0 ANNUAL	ALL	3 RESIDENT
485856.33	3618174.31	0.00853	0	0	0 ANNUAL	ALL	3 RESIDENT
485826.33	3618174.31	0.00564	0	0	0 ANNUAL	ALL	3 RESIDENT
485796.33	3618174.31	0.00409	0	0	0 ANNUAL	ALL	3 RESIDENT
485918.45	3618198.52	0.05955	0	0	0 ANNUAL	ALL	3 RESIDENT
485888.9	3618203.73	0.01666	0	0	0 ANNUAL	ALL	3 RESIDENT
485859.36	3618208.94	0.0091	0	0	0 ANNUAL	ALL	3 RESIDENT
485829.82	3618214.14	0.00597	0	0	0 ANNUAL	ALL	3 RESIDENT
485800.27	3618219.35	0.00431	0	0	0 ANNUAL	ALL	3 RESIDENT
485924.74	3618221.99	0.07823	0	0	0 ANNUAL	ALL	3 RESIDENT
485896.55	3618232.25	0.01925	0	0	0 ANNUAL	ALL	3 RESIDENT
485868.36	3618242.51	0.01011	0	0	0 ANNUAL	ALL	3 RESIDENT
485840.16	3618252.77	0.00655	0	0	0 ANNUAL	ALL	3 RESIDENT
485811.97	3618263.03	0.00468	0	0	0 ANNUAL	ALL	3 RESIDENT
485935.01	3618244.01	0.09486	0	0	0 ANNUAL	ALL	3 RESIDENT
485909.03	3618259.01	0.02415	0	0	0 ANNUAL	ALL	3 RESIDENT
485883.04	3618274.01	0.01197	0	0	0 ANNUAL	ALL	3 RESIDENT
485857.06	3618289.01	0.00752	0	0	0 ANNUAL	ALL	3 RESIDENT
485831.08	3618304.01	0.00529	0	0	0 ANNUAL	ALL	3 RESIDENT
485948.94	3618263.91	0.12502	0	0	0 ANNUAL	ALL	3 RESIDENT
485925.96	3618283.2	0.03284	0	0	0 ANNUAL	ALL	3 RESIDENT
485902.98	3618302.48	0.01549	0	0	0 ANNUAL	ALL	3 RESIDENT
485880	3618321.77	0.00933	0	0	0 ANNUAL	ALL	3 RESIDENT
485857.02	3618341.05	0.00639	0	0	0 ANNUAL	ALL	3 RESIDENT
485966.13	3618281.1	0.15211	0	0	0 ANNUAL	ALL	3 RESIDENT
485946.84	3618304.08	0.04667	0	0	0 ANNUAL	ALL	3 RESIDENT
485927.56	3618327.06	0.02194	0	0	0 ANNUAL	ALL	3 RESIDENT
485908.27	3618350.04	0.01281	0	0	0 ANNUAL	ALL	3 RESIDENT
485888.99	3618373.02	0.00852	0	0	0 ANNUAL	ALL	3 RESIDENT
485986.03	3618295.03	0.18753	0	0	0 ANNUAL	ALL	3 RESIDENT
485971.03	3618321.01	0.06587	0	0	0 ANNUAL	ALL	3 RESIDENT
485956.03	3618347	0.03255	0	0	0 ANNUAL	ALL	3 RESIDENT
485941.03	3618372.98	0.01913	0	0	0 ANNUAL	ALL	3 RESIDENT
485926.03	3618398.96	0.01258	0	0	0 ANNUAL	ALL	3 RESIDENT
486008.05	3618305.3	0.22109	0	0	0 ANNUAL	ALL	3 RESIDENT
485997.79	3618333.49	0.08895	0	0	0 ANNUAL	ALL	3 RESIDENT
485987.53	3618361.68	0.04768	0	0	0 ANNUAL	ALL	3 RESIDENT
485977.27	3618389.88	0.0292	0	0	0 ANNUAL	ALL	3 RESIDENT
485967.01	3618418.07	0.01958	0	0	0 ANNUAL	ALL	3 RESIDENT
486031.52	3618311.59	0.2539	0	0	0 ANNUAL	ALL	3 RESIDENT
486026.31	3618341.14	0.11384	0	0	0 ANNUAL	ALL	3 RESIDENT
486021.1	3618370.68	0.06604	0	0	0 ANNUAL	ALL	3 RESIDENT
486015.9	3618400.22	0.04288	0	0	0 ANNUAL	ALL	3 RESIDENT
486010.69	3618429.77	0.02993	0	0	0 ANNUAL	ALL	3 RESIDENT

Health Risk - Dose and Risk Factors and Values

Dose factors

$$Dose\text{-}air = C_{air} \times (BR/BW) \times A \times EF \times 10^{-6}$$

$$Dose\text{-}air = (C_{air} \times WAF) \times (BR/BW) \times A \times EF \times 10^{-6}$$

school = 4
Res = 3

		3rd trimester	0<2	2<9	2<16	16<30	16-70	source
Daily Breath Rate (BR/BW) (L/kg-day)	Residential	361	1090	631	572	261	233	OEHHA 2015, Table 5.6, 95th %ile for 3rdtri-2yrs old; 80th for other age groups
	Recreational	240	1200	640	520	240	230	OEHHA 2015, Table 5.8 (95th, moderate) for all bins but 3rd tri, which was taken from SJVAPCD's draft guidance
	School	240	1200	640	520	240	230	SJVAPCD for 3rd tri; 95th percentile for all
A		1	1	1	1	1	1	OEHHA 2015, page 5-24
EF, Exposure frequency (unitless), days/365 days	Residential	0.96	0.96	0.96	0.96	0.96	0.96	OEHHA 2015, page 5-24, 350 days/yr
	Recreational	0.036	0.036	0.036	0.036	0.036	0.036	3x/week, 2 hours/day, for 9 years
	School	0.12	0.12	0.12	0.12	0.12	0.12	180 days/yr, 6 hours/day (BAAQMD 2016)
Conversion Factor		1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	1.00E-06	(mg/ug + m3/L)

Risk Factors

$$RISKcan\text{-}res = DOSEair \times CPF \times ASF \times ED/AT \times FAH$$

	3rd trimester	0<2	2<9	2<16	16<30	16-70	source
CPF, DPM ($(mg/kg\text{-}day)^{-1}$)	1.1	1.1	1.1	1.1	1.1	1.1	OEHHA 2015, Table 7.1
Average Age Sensitivity Factor	10	10	3	3	1	1	OEHHA 2015, Table 8.3
AT, Average Time (days)	70	70	70	70	70	70	Averaging time for lifetime cancer risk
FAH	0.85	1.00	1.00	0.72	0.73	0.73	OEHHA 2015, Table 8.4: Use FAH = 1 if a school is within the 1×10-6 (or greater) cancer risk isopleth
ED, Exposure Duration (years)	0.25	0.75	0.75	14	14	54	Equation 8.2.4 A, OEHHA 2015
Adjustment Factor — Residential	1.00	1.00	1.00	1.00	1.00	1.00	OEHHA 2015, Page 4-44 and Equation 4.1; exposure is adjusted upward to account for overlapping daytime exposure.
Adjustment Factor — Recreational	3.36	3.36	3.36	3.36	3.36	3.36	
Adjustment Factor — School	3.36	3.36	3.36	3.36	3.36	3.36	

Hazard Index

Chronic Inhalation Reference Exposure Level, respiratory, DPM	5	OEHHA 2015, Table 6.3

SDUSD PEIR Screening Criteria: Demo New Schools - San Diego County, Annual

SDUSD PEIR Screening Criteria: Demo New Schools
San Diego County, Annual

1.0 Project Characteristics

1.1 Land Usage

Land Uses	Size	Metric	Lot Acreage	Floor Surface Area	Population
High School	750.00	1000sqft	17.22	750,000.00	0

1.2 Other Project Characteristics

Urbanization	Urban	**Wind Speed (m/s)**	2.6	**Precipitation Freq (Days)**	40
Climate Zone	13			**Operational Year**	2020
Utility Company	San Diego Gas & Electric				
CO2 Intensity	720.49	**CH4 Intensity**	0.029	**N2O Intensity**	0.006

1.3 User Entered Comments & Non-Default Data

Project Characteristics -
Land Use -
Construction Phase - Phase duration per CalEEMod default, however all phases assumed to occur on the same day
Off-road Equipment -
Off-road Equipment - Model defaults
Trips and VMT - CalEEMod defaults
Demolition - No demolition for scenario
Grading - Acres graded per CalEEMod defaults; no cut and fill for scenario
Architectural Coating -
Vehicle Trips - Construction only
Consumer Products - Construction only
Area Coating - Construction only
Landscape Equipment - Construction only
Energy Use - Construction only
Water And Wastewater - Construction only
Solid Waste - Construction only

Table Name	Column Name	Default Value	New Value

2.0 Emissions Summary

2.1 Overall Construction
Unmitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.0473	0.8176	0.3327	1.7300e-	0.4041	0.0181	0.4223	0.0649	0.0169	0.0818	0.0000	166.6224	166.6224	0.0215	0.0000	167.1593
Maximum	**0.0473**	**0.8176**	**0.3327**	**1.7300e-**	**0.4041**	**0.0181**	**0.4223**	**0.0649**	**0.0169**	**0.0818**	**0.0000**	**166.6224**	**166.6224**	**0.0215**	**0.0000**	**167.1593**

Mitigated Construction

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Year	tons/yr										MT/yr					
2020	0.0473	0.8176	0.3327	1.7300e-	0.4041	0.0181	0.4223	0.0649	0.0169	0.0818	0.0000	166.6224	166.6224	0.0215	0.0000	167.1593
Maximum	**0.0473**	**0.8176**	**0.3327**	**1.7300e-**	**0.4041**	**0.0181**	**0.4223**	**0.0649**	**0.0169**	**0.0818**	**0.0000**	**166.6224**	**166.6224**	**0.0215**	**0.0000**	**167.1593**

	ROG	**NOx**	**CO**	**SO2**	**Fugitive**	**Exhaust**	**PM10**	**Fugitive**	**Exhaust**	**PM2.5**	**Bio- CO2**	**NBio-CO2**	**Total CO2**	**CH4**	**N20**	**CO2e**
Percent	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

Quarter	**Start Date**	**End Date**	**Maximum Unmitigated ROG + NOX (tons/quarter)**	**Maximum Mitigated ROG + NOX (tons/quarter)**
1	**6-1-2020**	**8-31-2020**	0.7942	0.7942
		Highest	0.7942	0.7942

3.0 Construction Detail

Construction Phase

Phase	Phase Name	Phase Type	Start Date	End Date	Num Days	Num Days	Phase Description
1	Demolition	Demolition	6/1/2020	6/26/2020	5	20	

Acres of Grading (Site Preparation Phase): 0

Acres of Grading (Grading Phase): 0

Acres of Paving: 0

Residential Indoor: 0; Residential Outdoor: 0; Non-Residential Indoor: 0; Non-Residential Outdoor: 0; Striped Parking Area: 0

OffRoad Equipment

Phase Name	Offroad Equipment Type	Amount	Usage Hours	Horse Power	Load Factor
Demolition	Concrete/Industrial Saws	1	8.00	81	0.73
Demolition	Excavators	3	8.00	158	0.38
Demolition	Rubber Tired Dozers	2	8.00	247	0.40

Trips and VMT

Phase Name	Offroad Equipment	Worker Trip	Vendor Trip	Hauling Trip	Worker Trip	Vendor Trip	Hauling Trip	Worker Vehicle	Vendor	Hauling
Demolition	6	15.00	0.00	3,411.00	10.80	7.30	20.00	LD_Mix	HDT_Mix	HHDT

3.1 Mitigation Measures Construction

3.2 Demolition - 2020

Unmitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.3737	0.0000	0.3737	0.0566	0.0000	0.0566	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0331	0.3320	0.2175	3.9000e-		0.0166	0.0166		0.0154	0.0154	0.0000	33.9986	33.9986	9.6000e-	0.0000	34.2386
Total	**0.0331**	**0.3320**	**0.2175**	**3.9000e-**	**0.3737**	**0.0166**	**0.3903**	**0.0566**	**0.0154**	**0.0720**	**0.0000**	**33.9986**	**33.9986**	**9.6000e-**	**0.0000**	**34.2386**

Unmitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0136	0.4851	0.1111	1.3300e-	0.0292	1.5300e-	0.0307	8.0200e-	1.4700e-	9.4800e-	0.0000	131.5365	131.5365	0.0118	0.0000	131.8326
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	5.5000e-	4.1000e-	4.0100e-	1.0000e-	1.2000e-	1.0000e-	1.2100e-	3.2000e-	1.0000e-	3.3000e-	0.0000	1.0873	1.0873	3.0000e-	0.0000	1.0881

Total	**0.0142**	**0.4856**	**0.1151**	**1.3400e-**	**0.0304**	**1.5400e-**	**0.0319**	**8.3400e-**	**1.4800e-**	**9.8100e-**	**0.0000**	**132.6238**	**132.6238**	**0.0119**	**0.0000**	**132.9208**

Mitigated Construction On-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Fugitive Dust					0.3737	0.0000	0.3737	0.0566	0.0000	0.0566	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Off-Road	0.0331	0.3320	0.2175	3.9000e-		0.0166	0.0166		0.0154	0.0154	0.0000	33.9986	33.9986	9.6000e-	0.0000	34.2385
Total	**0.0331**	**0.3320**	**0.2175**	**3.9000e-**	**0.3737**	**0.0166**	**0.3903**	**0.0566**	**0.0154**	**0.0720**	**0.0000**	**33.9986**	**33.9986**	**9.6000e-**	**0.0000**	**34.2385**

Mitigated Construction Off-Site

	ROG	NOx	CO	SO2	Fugitive	Exhaust	PM10	Fugitive	Exhaust	PM2.5	Bio- CO2	NBio-	Total CO2	CH4	N2O	CO2e
Category	tons/yr										MT/yr					
Hauling	0.0136	0.4851	0.1111	1.3300e-	0.0292	1.5300e-	0.0307	8.0200e-	1.4700e-	9.4800e-	0.0000	131.5365	131.5365	0.0118	0.0000	131.8326
Vendor	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000	0.0000
Worker	5.5000e-	4.1000e-	4.0100e-	1.0000e-	1.2000e-	1.0000e-	1.2100e-	3.2000e-	1.0000e-	3.3000e-	0.0000	1.0873	1.0873	3.0000e-	0.0000	1.0881
Total	**0.0142**	**0.4856**	**0.1151**	**1.3400e-**	**0.0304**	**1.5400e-**	**0.0319**	**8.3400e-**	**1.4800e-**	**9.8100e-**	**0.0000**	**132.6238**	**132.6238**	**0.0119**	**0.0000**	**132.9208**

Technical Modeling Considerations for Criteria Pollutants and Human Health Effects

Technical Modeling Considerations for Criteria Pollutants and Human Health Effects

In their interim guidance addressing *Sierra Club v. County of Fresno* (6 Cal. 5th 502) (Friant Ranch), SMAQMD (2019) recommends lead agencies compare the air quality models used in CEQA analyses to those models designed to evaluate regional attainment with ambient air quality standards and associated human health consequences. This section describes the three models used to estimate criteria pollutant emissions generated by construction and operation of the project and evaluates their ability to assess specific health impacts of the project. This section also analyzes whether models and tools that have been developed to quantify ambient pollutant concentrations could be used to reasonably correlate project-level emissions to specific health consequences.

Review of Project Analysis Models

Criteria pollutant emissions generated by operation of the project were estimated using the California Emissions Estimator Model (CalEEMod) and the California Air Resources Board's (CARB) EMissions FACtor (EMFAC) model. Each of the following sections note whether the given model is suitable for quantify human health consequences or changes in nonattainment days.

California Emissions Estimator Model

CalEEMod is a statewide computer model quantifies construction and operational criteria pollutant and greenhouse gas (GHG) emissions from land use development projects. The model evaluates construction emissions associated with six phases—demolition, site preparation, grading, building construction, architectural coatings, and paving. Emission sources considered by the model include offroad construction equipment, onroad mobile vehicles, fugitive dust from land disturbance, and volatile organic compounds from architectural coatings and paving activities.

CalEEMod quantifies project emissions based on user-defined inputs for project location, operational year, land use type (e.g., commercial), climate zone, and size. Based on these minimum data inputs, users can estimate construction emissions based model generated default assumptions for construction phasing, construction equipment inventory and activities, and trip lengths. Default values included in the model were provided by California air districts and account for local conditions and regulations. Where appropriate, CalEEMod combines local data with regional and statewide values to ensure enough information is available to quantify emissions. Users can override default values with project-specific information. In addition, users can implement mitigation measures and strategies to reduce construction-related exhaust and fugitive dust emissions.

Based on the user inputs and emission factors from the CARB's EMFAC and OFFROAD models, CalEEMod calculates both daily maximum (pounds per day) and annual average (tons per year) emissions. These emissions can be compared to air district mass emission thresholds, such as those adopted by EDCAQMD. CalEEMod does not quantify concentrations of the various air pollutants (in terms of micrograms per cubic meter or parts per million), nor does it estimate secondary pollutants

(such as ozone and PM2.5) or potential human health effects from exposure to criteria pollutants. Accordingly, CalEEMod cannot be used to evaluate changes in the number of regional nonattainment days or correlate project-level emissions to specific health consequences.

EMissions FACtor Model

CARB developed the EMFAC model to facilitate preparation of statewide and regional mobile source emissions inventories. The model generates criteria pollutant and GHG emissions rates that can be multiplied by vehicle activity data from all motor vehicles, including passenger cars to heavy-duty trucks, operating on highways, freeways, and local roads in California. The resulting emissions estimates are mass emission quantities that can be expressed in terms of pounds per day and tons per year (or other similar unit rates). Like CalEEMod and RCEM, EMFAC does not assess pollutant dispersion or quantify concentrations or potential health effects. Accordingly, EMFAC cannot be used to evaluate changes in the number of regional nonattainment days or correlate project-level emissions to specific health consequences.

Review of Photochemical and Human Health Models

Several models and tools capable of translating mass emissions of criteria pollutants to ambient pollutant concentrations and various health endpoints have been developed. Table 1 summarizes key tools, identifies the analyzed pollutants, describes their intended application and resolution, and analyzes whether they could be used to reasonably correlate project-level emissions to specific health consequences.

As shown in Table 1, almost all tools were designed to be used at the national, state, regional, and/or city-levels. This is because criteria pollutants emitted by a specific source often do not deposit immediately adjacent to that source. Pollutants can be transported by prevailing winds or transformed through chemical reactions and physical interactions with other pollutants in the atmosphere. Because some pollutants can be transported over long distances, recorded violations of the ambient air quality standards at a specific monitoring station and resultant health effects experienced by the local population may be the result of faraway emission sources (some of which may not even be located within the same air basin). For this reason, attaining the ambient air quality standards and protecting human health from exposure to criteria pollutants requires a regional, and sometimes multiregional strategy that considers the combined effect of all emission-generating sources that influence air quality within an air basin.

The models and tools that have been developed to assess attainment of the ambient air quality standards and human health effects are therefore regional in nature and are not well suited to analyze small or localized changes in pollutant concentrations associated with individual projects. Said another way, "it remains impossible, using today's models, to correlate that increase in concentration to a specific health impact [because] such models are designed to determine regional, population-wide health impacts, and simply are not accurate when applied at the local level" (San Joaquin Valley Air Pollution Control District 2015). As of the writing of this analysis "neither the Sac Metro Air District nor any other air district currently have methodologies that would provide Lead Agencies and CEQA practitioners with a consistent, reliable, and meaningful analysis to correlate

specific health impacts that may result from a proposed project's mass emissions" (Sacramento Metropolitan Air Quality Management District 2019).

Table 1. Analysis of Photochemical and Human Health Models

Tool	Created by	Description	Resolution	Pollutants Analyzed	Project-Level CEQA Applicability
AirCounts	Abt Assoc.	Online tool that helps large and medium-sized cities quickly estimate the health benefits of PM2.5 emission reductions and economic value of those benefits. The tool estimates the number of deaths (mortality) avoided and economic value related to user-specified regional, annual PM2.5 emissions reduction. The modeling year is 2010; avoided deaths are expected to occur over a 20-year period and their present value is shown in 2010 US dollars at a 3% discount rate.	City-level	Primary PM2.5	This tool is only illustrative, as it is limited to certain cities and does not target specific sectors. Given that it was designed as a screening-level tool, is not sector specific, and includes limited California data, the tool is **not recommended** for project-level CEQA analysis.
AP2 (formerly Air Pollution Emission Experiments and Policy [APEEP])	Mueller and Mendelsohn, 2006	AP2 is an integrated assessment model developed to assess marginal damage impacts from emissions at the national scale but can be applied at the county-level. The model connects emissions to monetary damages through six modules: emissions (per EPA's national inventory), air quality modeling, concentrations, exposures, physical effects, and valuation. Damages are presented on a dollar-per-ton basis. Model extends damage assessment beyond human health, and includes assessment on reduced crop and timber yields, reductions in visibility, enhanced depreciation of man-made materials and damages due to lost recreation services.	National or county-level	SO_2, ROG, NOx, ozone, PM2.5, PM10	The model operates at the national scale but may be applied at the county-level (although it is not clear how this adjustment should be made). The tool is also not commercially available. Accordingly, the tool is **not recommended** for project-level CEQA analysis.
Methodology for Estimating Premature Deaths Associated with Long-Term Exposure to Fine Airborne Particulate Matter in California	CARB	The staff report identifies a relative risk of premature death associated with PM2.5 exposure based on a review of all relevant scientific literature, and a new relative risk factor was developed. This new factor is a 10% increase in risk of premature death per 10 $\mu g/m^3$ increase in exposure to PM2.5 concentrations (uncertainty interval: 3% to 20%)	National		The primary author of the CARB staff report notes that the analysis method is not suited for small projects and may yield unreliable results due to various uncertainties. Accordingly, the tool is **not recommended** for project-level CEQA analysis.
Co-Benefits Risk Assessment (COBRA)	US EPA	Preliminary screening tool that contains baseline emission estimates of a variety of air pollutants for a single year (2017). COOBRA is targeted to state and local governments as a screening assessment for clean energy policies. Users specify changes to the baseline emission estimates. COBRA then uses "canned" source-receptor matrix model to estimate PM changes and resulting health outcomes and monetized values. The results can be mapped to visually represent air quality, human health, and health-related economic benefits. Analysis can be performed across the 14 major emissions categories included in the EPA's National Emissions Inventory. Note that COBRA is based on EPA's BenMAP-CE (discussed in a separate entry).	National, regional, state, or county-levels	PM2.5, SO_2, NOx, NH_3, and ROG	COBRA is a preliminary screening tool only and cannot be used at sub-county resolution. It also does not account for secondary emission changes resulting from market responses. Accordingly, the tool is **not recommended** for project-level CEQA analysis.
Environmental Benefits and Mapping Program-Community Edition (BenMAP-CE)	US EPA	BenMAP is EPA's detailed model for estimating the health impacts from air pollution. It relies on input concentrations and applies concentration-response (C-R) health impact functions, which relate a change in the concentration of a pollutant with a change in the incidence of a health endpoint, including premature mortality, heart attacks, chronic respiratory illnesses, asthma exacerbation and other adverse health effects. Detailed inputs are required for air quality changes (concentrations from AERMOD), population, baseline incidence rates, and effect estimates.	National, County, City, and sub-regional levels	Ozone, PM, NO_2, SO_2, CO	The smallest default analysis resolution for BenMAP-CE is 144 square kilometers (equivalent to approximately 56 square miles or 36,000 acres). This tool could be used to derive average health incidence/ton estimates that can be used for illustrative purposes only for most projects with proper disclosure of the inherent inaccuracies involved in averaging. It is **not recommended** for individual modeling of smaller projects, however. The tool may be appropriate for modeling certain large-scale General Plan-level analyses.

Tool	Created by	Description	Resolution	Pollutants Analyzed	Project-Level CEQA Applicability
Fast Scenario Screening Tool (TM5-FASST)	Joint Research Centre (Italy)	Tool allows users to evaluate how air pollutant emissions affect large scale pollutant concentrations and their impact on human health (mortality and years of life lost) and crop yield from national to regional air quality policies, such as climate policies. The tool is web-based and does not require coding or modelling. Users must gain access through publishers.	Global and national-levels	PM2.5, ozone, NOx, NH_3, CO, ROG, EC, CH_4, SO_2	This tool is applicable at national to global scales. Accordingly, the tool is **not recommended** for project-level CEQA analysis.
Long-range Energy Alternatives Planning System-- Integrated Benefits Calculator (LEAP-IBC)	Climate and Clean Air Coalit-ion (CCAC)	Allows users to rapidly estimate the impacts of reducing emissions on health, climate, and agriculture. Tool uses sensitivity coefficients that link gridded emissions of air pollutants and precursors to health, climate and agricultural impacts at a national level. The sensitivity coefficients are generated by a chemical transport model, so air quality modeling not necessary. Tool is currently Excel-based and is available through the developers only. A web-based interface is currently under development.	National-level	PM2.5, ozone, NO_2	This tool is applicable at national scale. Accordingly, the tool is **not recommended** for project-level CEQA analysis.
Multi-Pollutant Evaluation Method (MPEM)	BAAQMD	Estimates the impacts of control measures on pollutant concentration, population exposures, and health outcomes for criteria, toxic, and GHG pollutants. Monetizes the value of total health benefits from reductions in PM2.5, ozone, and certain carcinogens, and the social value of GHG reductions. MPEM was designed for development of a Clean Air Plan for the San Francisco Bay Area. The inputs are specific to the SF region and are not appropriate for projects outside BAAQMD.	Regional level in the SFBAAB	Ozone, PM, air toxics, GHG	This tool is designed to support the BAAQMD in regional planning and emissions analysis within the SFBAAB. The model applies changes in pollutant concentrations over a four-square kilometer grid. This tool could be used to derive average health incidence/ton estimates that can be used for illustrative purposes only for most projects with proper disclosure of the inherent inaccuracies involved in averaging. It is **not recommended** for individual modeling of smaller projects, however. The tool may be appropriate for certain large-scale planning-level analyses in the SFBAAB (with permission of BAAQMD).
Response Surface Model (RSM)-based Benefit-per-Ton Estimates	US EPA	Consists of tables reporting the monetized PM2.5-related health benefits from reducing PM2.5 precursors from certain source types nationally and for 9 US cities/regions. Applying these estimates simply involves multiplying the emissions reduction by the relevant benefit per-ton metric. The resulting value is the PM mortality risk estimate at a 3% discount rate. Note that RSM is based on EPA's BenMAP-CE (discussed in a separate entry).	National or regional (San Joaquin County only) levels	EC, SOx, VOC, NH_3, NOx	While RSM includes regional values specific to San Joaquin County, the metrics only reflect the benefits of reductions in exposure to ambient PM alone and do not include the benefits of reductions in other pollutants. The values are also dated as new sector-based BPT values are more current. Accordingly, the tool is **not recommended** for project-level CEQA analysis (even in San Joaquin County).
Sector-based Benefit-per-Ton Estimates	US EPA	Two specific sets of BPT estimates for 17 key source categories are available. Both are a reduced-form approach based on BenMAP modeling. The first are based on Fann et al. (2012) values and available from EPA's website. The second is based on updated modeling from Fann et al. (2017) and available in a Technical Support Document (TSD) from EPA. Applying these factors involves multiplying the emissions reduction (in tons) by the relevant benefit (economic value) or incidence (rates of mortality and morbidity) per-ton metric. The resulting value is the economics, mortality, and morbidity of direct and indirect PM2.5 emissions. All values are based on a national-scale study. Local values are preferred, but not available from any existing reduced form model and use of reduced form estimates for another city is unlikely to provide a better-than-national value. Use of the current values from EPA's 2018 TSD represent the most current estimate of monetized or incidence risk. Values from Lepeule et al. (2012) represent the most current estimate of mortality.	National-scale	PM2.5, SO2, NOx	Due to the complex non-linear chemistry governing ozone formation, EPA was not able to derive ozone or secondary PM BPT values. The BPT estimates provide a rough order-of-magnitude analysis of health consequences from directly-emitted PM and precursors to PM (with no secondary formation). However, the multipliers do not account for project-specific characteristics, receptor locations, or local dispersion characteristics. The resultant health effects are therefore reflective of national averages and may not be exact when applied to the project-level. Nonetheless, the estimates can be used to present an informational and scaled health risk analysis of directly-emitted PM and precursors to PM (with no secondary formation).

Appendix E

CNDDB Results

SNAME	CNAME
Spea hammondii	western spadefoot
Elanus leucurus	white-tailed kite
Accipiter cooperii	Cooper's hawk
Buteo swainsoni	Swainson's hawk
Falco peregrinus anatum	American peregrine falcon
Falco mexicanus	prairie falcon
Coturnicops noveboracensis	yellow rail
Laterallus jamaicensis coturniculus	California black rail
Rallus obsoletus levipes	light-footed Ridgway's rail
Charadrius alexandrinus nivosus	western snowy plover
Sternula antillarum browni	California least tern
Coccyzus americanus occidentalis	western yellow-billed cuckoo
Athene cunicularia	burrowing owl
Campylorhynchus brunneicapillus sandiegensis	coastal cactus wren
Polioptila californica californica	coastal California gnatcatcher
Vireo bellii pusillus	least Bell's vireo
Aimophila ruficeps canescens	southern California rufous-crowned sparrow
Passerculus sandwichensis beldingi	Belding's savannah sparrow
Agelaius tricolor	tricolored blackbird
Choeronycteris mexicana	Mexican long-tongued bat
Myotis yumanensis	Yuma myotis
Lasionycteris noctivagans	silver-haired bat
Lasiurus cinereus	hoary bat
Lasiurus blossevillii	western red bat
Lasiurus xanthinus	western yellow bat
Euderma maculatum	spotted bat
Eumops perotis californicus	western mastiff bat
Nyctinomops femorosaccus	pocketed free-tailed bat
Nyctinomops macrotis	big free-tailed bat
Lepus californicus bennettii	San Diego black-tailed jackrabbit
Chaetodipus californicus femoralis	Dulzura pocket mouse
Chaetodipus fallax fallax	northwestern San Diego pocket mouse
Neotoma lepida intermedia	San Diego desert woodrat
Taxidea taxus	American badger
Anniella stebbinsi	southern California legless lizard
Phrynosoma blainvillii	coast horned lizard
Plestiodon skiltonianus interparietalis	Coronado skink
Aspidoscelis hyperythra	orange-throated whiptail
Aspidoscelis tigris stejnegeri	coastal whiptail
Arizona elegans occidentalis	California glossy snake
Diadophis punctatus similis	San Diego ringneck snake
Salvadora hexalepis virgultea	coast patch-nosed snake
Thamnophis hammondii	two-striped gartersnake
Crotalus ruber	red-diamond rattlesnake
Maritime Succulent Scrub	Maritime Succulent Scrub
Southern Maritime Chaparral	Southern Maritime Chaparral

Valley Needlegrass Grassland	Valley Needlegrass Grassland
San Diego Mesa Hardpan Vernal Pool	San Diego Mesa Hardpan Vernal Pool
Southern Coastal Salt Marsh	Southern Coastal Salt Marsh
Southern Riparian Forest	Southern Riparian Forest
Southern Cottonwood Willow Riparian Forest	Southern Cottonwood Willow Riparian Forest
Southern Sycamore Alder Riparian Woodland	Southern Sycamore Alder Riparian Woodland
Southern Riparian Scrub	Southern Riparian Scrub
Torrey Pine Forest	Torrey Pine Forest
Branchinecta sandiegonensis	San Diego fairy shrimp
Streptocephalus woottoni	Riverside fairy shrimp
Cicindela gabbii	western tidal-flat tiger beetle
Cicindela hirticollis gravida	sandy beach tiger beetle
Cicindela latesignata latesignata	western beach tiger beetle
Coelus globosus	globose dune beetle
Bombus caliginosus	obscure bumble bee
Melitta californica	California mellitid bee
Panoquina errans	wandering (=saltmarsh) skipper
Lycaena hermes	Hermes copper butterfly
Euphydryas editha quino	quino checkerspot butterfly
Danaus plexippus pop. 1	monarch - California overwintering population
Helminthoglypta coelata	mesa shoulderband
Tryonia imitator	mimic tryonia (=California brackishwater snail)
Geothallus tuberosus	Campbell's liverwort
Sphaerocarpos drewei	bottle liverwort
Mobergia calculiformis	light gray lichen
Texosporium sancti-jacobi	woven-spored lichen
Eryngium aristulatum var. parishii	San Diego button-celery
Ambrosia pumila	San Diego ambrosia
Artemisia palmeri	San Diego sagewort
Baccharis vanessae	Encinitas baccharis
Chaenactis glabriuscula var. orcuttiana	Orcutt's pincushion
Leptosyne maritima	sea dahlia
Corethrogyne filaginifolia var. incana	San Diego sand aster
Corethrogyne filaginifolia var. linifolia	Del Mar Mesa sand aster
Ericameria palmeri var. palmeri	Palmer's goldenbush
Deinandra conjugens	Otay tarplant
Heterotheca sessiliflora ssp. sessiliflora	beach goldenaster
Ambrosia monogyra	singlewhorl burrobrush
Isocoma menziesii var. decumbens	decumbent goldenbush
Iva hayesiana	San Diego marsh-elder
Lasthenia glabrata ssp. coulteri	Coulter's goldfields
Senecio aphanactis	chaparral ragwort
Stylocline citroleum	oil neststraw
Harpagonella palmeri	Palmer's grapplinghook
Erysimum ammophilum	sand-loving wallflower
Lepidium virginicum var. robinsonii	Robinson's pepper-grass
Ferocactus viridescens	San Diego barrel cactus

Cylindropuntia californica var. californica	snake cholla
Bergerocactus emoryi	golden-spined cereus
Aphanisma blitoides	aphanisma
Atriplex coulteri	Coulter's saltbush
Atriplex pacifica	south coast saltscale
Suaeda esteroa	estuary seablite
Dudleya blochmaniae ssp. blochmaniae	Blochman's dudleya
Dudleya brevifolia	short-leaved dudleya
Dudleya variegata	variegated dudleya
Dudleya viscida	sticky dudleya
Arctostaphylos glandulosa ssp. crassifolia	Del Mar manzanita
Comarostaphylis diversifolia ssp. diversifolia	summer holly
Euphorbia misera	cliff spurge
Astragalus tener var. titi	coastal dunes milk-vetch
Acmispon prostratus	Nuttall's acmispon
Quercus dumosa	Nuttall's scrub oak
Eriodictyon sessilifolium	sessile-leaved yerba santa
Nama stenocarpa	mud nama
Phacelia stellaris	Brand's star phacelia
Acanthomintha ilicifolia	San Diego thorn-mint
Monardella viminea	willowy monardella
Pogogyne abramsii	San Diego mesa mint
Pogogyne nudiuscula	Otay Mesa mint
Salvia munzii	Munz's sage
Sidalcea neomexicana	salt spring checkerbloom
Clarkia delicata	delicate clarkia
Orobanche parishii ssp. brachyloba	short-lobed broomrape
Chorizanthe orcuttiana	Orcutt's spineflower
Chorizanthe polygonoides var. longispina	long-spined spineflower
Nemacaulis denudata var. denudata	coast woolly-heads
Nemacaulis denudata var. gracilis	slender cottonheads
Navarretia fossalis	spreading navarretia
Navarretia prostrata	prostrate vernal pool navarretia
Myosurus minimus ssp. apus	little mousetail
Adolphia californica	California adolphia
Ceanothus cyaneus	Lakeside ceanothus
Ceanothus verrucosus	wart-stemmed ceanothus
Ceanothus otayensis	Otay Mountain ceanothus
Chloropyron maritimum ssp. maritimum	salt marsh bird's-beak
Stemodia durantifolia	purple stemodia
Pinus torreyana ssp. torreyana	Torrey pine
Agave shawii var. shawii	Shaw's agave
Brodiaea orcuttii	Orcutt's brodiaea
Bloomeria clevelandii	San Diego goldenstar
Orcuttia californica	California Orcutt grass

ELMCODE			
AAABF02020	amphibian		1
ABNKC06010	bird		1
ABNKC12040	bird		1
ABNKC19070	bird		1
ABNKD06071	bird		1
ABNKD06090	bird		1
ABNME01010	bird		1
ABNME03041	bird		1
ABNME05014	bird		1
ABNNB03031	bird		1
ABNNM08103	bird		1
ABNRB02022	bird		1
ABNSB10010	bird		1
ABPBG02095	bird		1
ABPBJ08081	bird		1
ABPBW01114	bird		1
ABPBX91091	bird		1
ABPBX99015	bird		1
ABPBXB0020	bird		1
AMACB02010	mammal	bat	1
AMACC01020	mammal	bat	1
AMACC02010	mammal	bat	1
AMACC05030	mammal	bat	1
AMACC05060	mammal	bat	1
AMACC05070	mammal	bat	1
AMACC07010	mammal	bat	1
AMACD02011	mammal	bat	1
AMACD04010	mammal	bat	1
AMACD04020	mammal	bat	1
AMAEB03051	mammal		1
AMAFD05021	mammal		1
AMAFD05031	mammal		1
AMAFF08041	mammal		1
AMAJF04010	mammal		1
ARACC01060	reptile		1
ARACF12100	reptile		1
ARACH01114	reptile		1
ARACJ02060	reptile		1
ARACJ02143	reptile		1
ARADB01017	reptile		1
ARADB1001A	reptile		1
ARADB30033	reptile		1
ARADB36160	reptile		1
ARADE02090	reptile		1
CTT32400CA	veg		1
CTT37C30CA	veg		1

amphibian	1
bird	18
mammal	15
reptile	10
veg	10
invertebrat	14
plants	70

CTT42110CA	veg	1
CTT44321CA	veg	1
CTT52120CA	veg	1
CTT61300CA	veg	1
CTT61330CA	veg	1
CTT62400CA	veg	1
CTT63300CA	veg	1
CTT83140CA	veg	1
ICBRA03060	invertebrate	1
ICBRA07010	invertebrate	1
IICOL02080	invertebrate	1
IICOL02101	invertebrate	1
IICOL02113	invertebrate	1
IICOL4A010	invertebrate	1
IIHYM24380	invertebrate	1
IIHYM74010	invertebrate	1
IILEP84030	invertebrate	1
IILEPC1160	invertebrate	1
IILEPK405L	invertebrate	1
IILEPP2012	invertebrate	1
IMGASC2530	invertebrate	1
IMGASJ7040	invertebrate	1
NBHEP1C010	plant	1
NBHEP35030	plant	1
NLT0018660	plant	1
NLTEST7980	plant	1
PDAPI0Z042	plant	1
PDAST0C0M0	plant	1
PDAST0S160	plant	1
PDAST0W0P0	plant	1
PDAST20095	plant	1
PDAST2L0L0	plant	1
PDAST2M025	plant	1
PDAST2M027	plant	1
PDAST3L0C1	plant	1
PDAST4R070	plant	1
PDAST4V0K2	plant	1
PDAST50010	plant	1
PDAST57091	plant	1
PDAST580A0	plant	1
PDAST5L0A1	plant	1
PDAST8H060	plant	1
PDAST8Y070	plant	1
PDBOR0H010	plant	1
PDBRA16010	plant	1
PDBRA1M114	plant	1
PDCAC08060	plant	1

PDCAC0D2Y1	plant	1
PDCAC11010	plant	1
PDCHE02010	plant	1
PDCHE040E0	plant	1
PDCHE041C0	plant	1
PDCHE0P0D0	plant	1
PDCRA04051	plant	1
PDCRA04053	plant	1
PDCRA040R0	plant	1
PDCRA040T0	plant	1
PDERI040E8	plant	1
PDERI0B011	plant	1
PDEUP0Q1B0	plant	1
PDFAB0F8R2	plant	1
PDFAB2A0V0	plant	1
PDFAG050D0	plant	1
PDHYD040A0	plant	1
PDHYD0A0H0	plant	1
PDHYD0C510	plant	1
PDLAM01010	plant	1
PDLAM18140	plant	1
PDLAM1K010	plant	1
PDLAM1K040	plant	1
PDLAM1S140	plant	1
PDMAL110J0	plant	1
PDONA050D0	plant	1
PDORO040A2	plant	1
PDPGN040G0	plant	1
PDPGN040K1	plant	1
PDPGN0G011	plant	1
PDPGN0G012	plant	1
PDPLM0C080	plant	1
PDPLM0C0Q0	plant	1
PDRAN0H031	plant	1
PDRHA01010	plant	1
PDRHA04070	plant	1
PDRHA041J0	plant	1
PDRHA04430	plant	1
PDSCR0J0C2	plant	1
PDSCR1U010	plant	1
PGPIN04152	plant	1
PMAGA010P1	plant	1
PMLIL0C0B0	plant	1
PMLIL1H010	plant	1
PMPOA4G010	plant	1

Appendix F

Cultural and Archaeological Resources Assessments for Near-Term, Site-Specific Whole Site Modernization Projects

Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Baker Elementary School**

Baker Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Baker Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Baker Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Baker Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Baker Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Baker Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Sixteen cultural resources studies have been previously conducted within a quarter-mile buffer around the project area. One of the previous studies intersects with a portion of the project area. The record search indicated that

there were two previously recorded cultural resources are located within a quarter-mile buffer of the school property. Both identified resources, P-37-025123 and P-37-032638, consist of domestic refuse deposits identified during monitoring of utilities work.

The school property is situated on what used to be two small knolls divided by a deep drainage preconstruction of the school (USGS 1904). Although the school property is located near a creek in the South Los Choyas Valley, an area of archaeological sensitivity, a review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1904, 1920) reveal that the drainage area was filled in prior to the construction of Baker Elementary School to create a leveled surface. Design plans show that the construction of the school and surrounding housing included extensive surface grading, which would have dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface (SDUSD 1956). Therefore, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Baker Elementary School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1956. Topographic maps based on 1902 and 1930 surveys indicate that, prior to construction of Baker Elementary School, no buildings or structures were present on the school parcel (USGS 1904, 1942). This lack of prior development indicates that the potential for historic archaeological resources is low. Additionally, two archaeological monitoring projects that occurred adjacent to the school property have been negative for cultural resources.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Baker Elementary School property appears to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Baker Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Baker Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

National Environmental Title Research, LLC
1953 Historic Aerial Photograph of Baker Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.
1964 Historic Aerial Photograph of Baker Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

San Diego Unified School District (SDUSD)
1956 Plot Plan, Fred Baker Elementary School, 41 & T Street, San Diego, California.

United States Geological Survey (USGS)
1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).
1920 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z
Other Listings _____
Review Code _____ Reviewer _____ Date _____

*Resource Name or # (Assigned by recorder) Baker Elementary School

P1. Other Identifier: N/A

*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego

and (P2b and P2c or P2d. Attach a Location Map as necessary.)

*b. USGS 7.5' Quad National City Date 1967 (PR 1975) T 17S ; R 2W; ___ ¼ of Sec NA (Pueblo Lands of San Diego); San Bernardino B.M.

c. Address 4041 T Street City San Diego Zip 92113

d. UTM: (give more than one for large and/or linear resources): Zone mE mN

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate)

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)

Baker Elementary School occupies an approximately 6.1-acre campus on a sloping square site in a residential neighborhood adjacent to a city park and a community center. The parcel is bounded by T Street and Mountain View Park to the north, by single and multi-family residences along Logan Avenue to the south, and by South 41st Street and the Mountain View Community Center to the east. Along its western boundary, the north and south edges of the campus abut two east-west single-family residential blocks; the street at their center, Florence Street, terminates in a circular cul-de-sac at the mid-point of Baker's western property line (see page 5 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building

*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Photograph 1.North elevation Building 500 showing main campus entrance, camera facing south (photographs continued on page 10 Continuation Sheet)

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1964 (SDUSD 2008)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92101

*P8. Recorded by: (Name, affiliation, address)
Stephanie C. Hodal
ICF
555 W. 5th Street. Suite 3100
Los Angeles, CA 90013

*P9. Date Recorded: July 25, 2019

*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None.

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

***Resource Name or #** (Assigned by recorder) Baker Elementary School

B1. Historic Name: Baker Elementary School
B2. Common Name: Baker Elementary School
B3. Original Use: Public School B4. Present Use: Public School
***B5. Architectural Style:** Modernistic
***B6. Construction History:** (Construction date, alteration, and date of alterations) Buildings 500, 600, and 700 completed 1964; Buildings 100,200, and 300 completed 2002 (SDUSD 2008).
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** _____ **Original Location:** _____
***B8. Related Features:** _____

B9. Architect: Raymond Lee Eggers, AIA **b. Builder:** N/A
***B10. Significance: Theme** San Diego Public School Development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Baker Elementary School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None of the campus' buildings appear to have sufficient significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of CEQA. Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Baker Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 6 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 18 Continuation Sheet

B13. Remarks:

***B14. Evaluator:** Stephanie Hodal, MHC.

***Date of Evaluation:** October 11, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

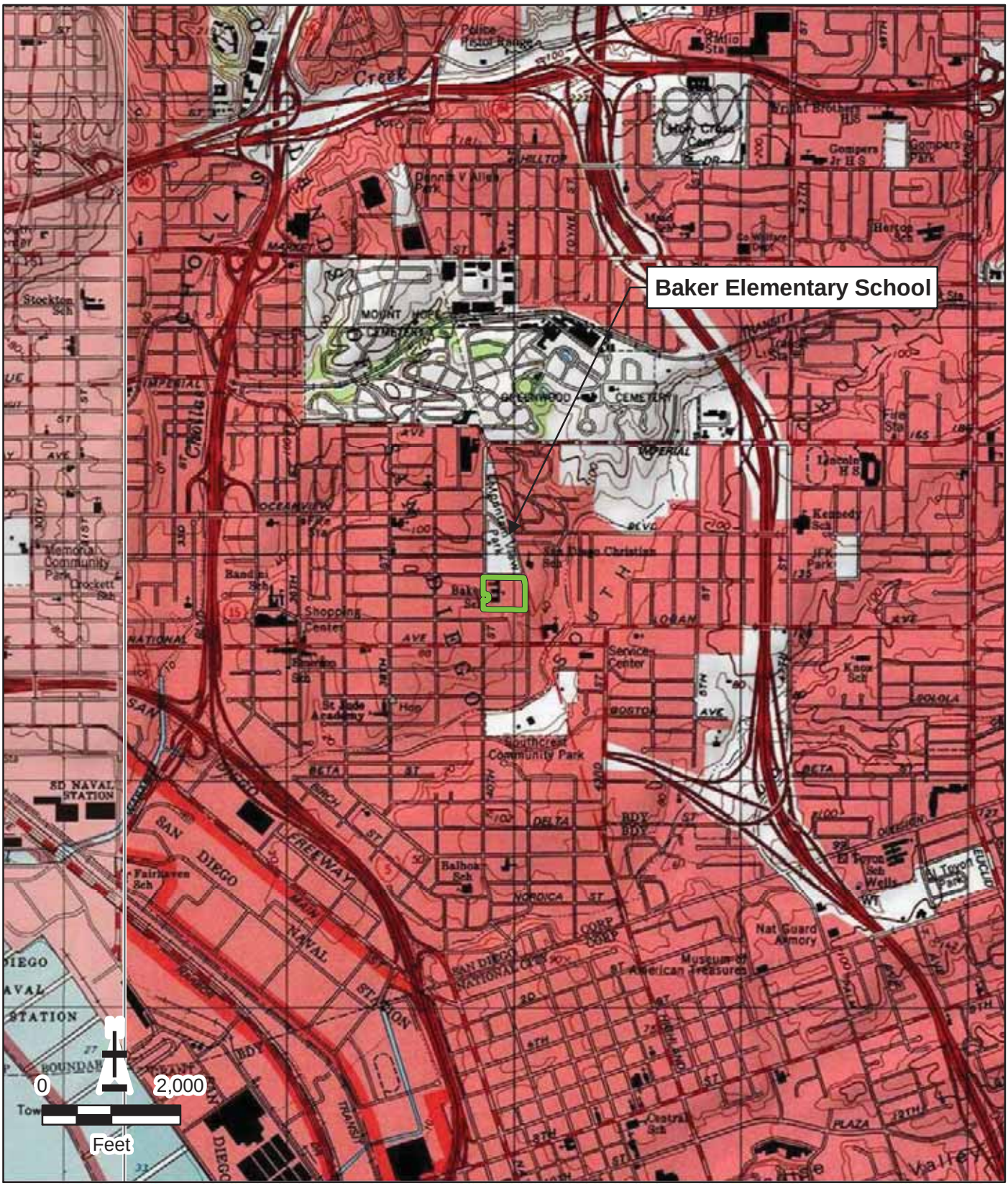
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Baker Elementary School

Map Name: National City, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Baker Elementary School

*Drawn By K. Chmiel

*Date of Map October 7, 2019

*Required Information

*P3a. Description (cont.):

The western third of the campus comprises six permanent and two portable buildings; the eastern two-thirds of the site contains a handful of portable buildings at its perimeter and a parking lot located at the northern perimeter of the play area. Two soccer fields are located in the southeast quadrant of the parcel.

Baker School retains its original finger plan with several later infill buildings. The three original buildings were built in 1964 — Building 500 (including administration and kindergarten wings), Building 600, and Building 700. These ascend a sloped site, receding in scale as they rise. The three parallel buildings are connected along their east elevation by a long concrete ramp shaded by a continuous covered walkway. The wings of L-shaped Building 500 shape an entry courtyard and protected kindergarten play area while three open courtyards of grass and trees are located between each of the three rectangular classroom buildings. Buildings 100 and 300 were added to the west side of the campus in 2002. Building 200, also added in 2002, is located on a site identified on the 1964 plot plan as an area for future portable classrooms. A sketch map of the campus identifying the buildings can be referenced on page 4.

The Baker Elementary School's Building 500, including attached kindergarten and administration wings, and Buildings 600 and 700 are low cost simply designed, and functional. They do not embody a specific architectural style but incorporate features associated with the Late Moderne and International movements (simple volumes, minimally-adorned surfaces, windows set flush with the wall, low horizontal massing, low-angled gable roofs) with functional accommodations to both the California climate and school typologies (covered walkways, large expanses of window for natural light and ventilation, and deep eaves providing sun and heat control). Baker Elementary School retains its original plan, circulation pattern, rectangular buildings with shallow-slope gable and flat roofs, door and window openings, and fenestration system with little change. Its solid-panel doors and bands of single-light metal-frame sliding windows are framed against flat plaster walls with narrow molding in a contrasting color, layering planes and giving both interest and order to wall surfaces. Most windows on the campus are covered with newer steel-mesh security screens. Deep eaves and covered walkways, either cantilevered or supported on pipe columns, are unified with the overall roofing system to suggest a single sheltering plane throughout the complex. The underside and angled fascia of this system are plaster with well-integrated flashing and gutter systems painted in a contrasting color. This elevated level of finish raises the overall image of the architecture. Buildings 100, 200, and 300 were completed in 2002. Building 200 occupies a site and footprint designated on the 1963 plan and terminates the primary circulation path along the east side of the school's classroom buildings. While it plugs into the existing finger plan, Building 200 also activates a new circulation path on the west side of campus. Buildings 100 and 300 align along this secondary spine. The three buildings introduce a contrasting vocabulary of hip roofs, eaves supported on robust concrete columns, colored standing-seam metal, and square rather than rectangular plans that differentiate new construction from old.

Baker Elementary School's primary public façade is formed by the L-shaped wings of Building 500, which sit on a podium above the street (Photograph 1). Framed by stairs, a single-story north wing projects toward T Street and contains administrative functions (Photograph 2). Two bands of metal-frame sliding windows are covered with security grilles. Two single-leaf solid-panel entry doors are located on the wall between windows. This wing is fronted by a handicapped ramp with a steel balustrade. A recessed single-story west wing is set back behind Building 400, the sole numbered portable building at this part of the campus (Photograph 3 and 4). It contains kindergarten space and forms the south wall of a protected play area. This elevation contains two equal-length bands of horizontal windows, located at the east and west ends of the wing. Each is accompanied by a single-leaf solid-panel classroom entry-door. Two similar doors and an outdoor wall-mounted sink against a terrazzo backsplash are located at the center of the elevation. The two wings meet at a double-height multi-purpose volume. The multi-purpose and administrative wings shape a distinctive entry courtyard for the school with deep overhangs over a U-shaped concrete walkway around a landscaped garden (Photographs 5 and 6). Narrow floor-to-ceiling fins frame the center of the north elevation to suggest entry columns. A rectangular concrete sign with incised lettering at the front of the lawn, likely original, announces the Fred Baker Elementary School.

The west elevation of the west wing contains a projecting utility vestibule with paired double-leaf solid-panel doors. The south elevation of the west wing has three single-leaf solid-panel entry doors at its center and bands of high clerestory windows at the west and east end of the wing that illuminate two classrooms (Photograph 7). The multipurpose space forms the east end of this elevation. It is fronted by a covered walkway supported on pipe columns and has double entry doors at its center with single-leaf entry doors at its east and west ends. Its east end also contains a band of metal frame windows,

another wall-mounted sink with a terrazzo backsplash, and a vertical louvered vent adjacent to a utility room. The upper section of the wall is articulated with a recessed plaster panel typical on auditorium and theater buildings. The east elevation is functional, containing nine door openings to utility, maintenance, and interior spaces, two wall-mounted drinking fountains against a terrazzo backsplash, and several bands of clerestory windows (Photographs 8 and 9). It is sheltered by cantilevered eaves that form the north terminus of the campus' long continuous walkway (Photograph 10).

Building 600 is a rectangular volume with a shallow gable roof and deep cantilevered wings on its north and south elevations shading four bays. The north elevation contains four banks of single-light metal-frame sliding windows, each set paired with a single-leaf solid-panel entry door (Photograph 11). The center of the elevation has four small square louvered vents arranged as two-over-two. The east end of the north elevation includes a grouping of rectangular clerestory windows. The west end of the south elevation features three banks of single-light metal-frame sliding windows, and three single-leaf solid-panel entry doors (Photograph 12). The east end of the south elevation is blank with a vented single-leaf solid-panel entry bathroom door and a double horizontal metal louvered vent. The west elevation is blank. The east elevation features three symmetrically arrayed door openings, two horizontal clerestory windows to either side of the center door, and a wall-mounted water fountain against a terrazzo backsplash on the north end of the east wall (Photograph 13). The west elevation is blank (Photograph 14). Building 600's roof flows into the continuous walkway to the east.

Compared to Building 600, Building 700 is a shorter rectangular volume but with the same shallow gable roof and deep cantilevered wings on its north and south elevations, here shading three bays (Photographs 15 and 16). Each side has three banks of single-light, metal-frame sliding windows and, again, each is paired with a single-leaf, solid-panel entry door (Photograph 11). The same short band of clerestory windows repeats at the east end of the north and south elevations, and the west elevation is blank. The east elevation replicates the elevation on Building 600 and is the terminus of the long continuous walkway that connects Buildings 500 through 700.

Windows on Buildings 500, 600, and 700 are protected by added steel-mesh screens (Photograph 17).

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

San Diego's population stood at 203,341 in 1940, just prior to World War II. By 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. To accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public-school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building

featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. “School architecture,” they wrote, “must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself.” Completed in in 1949, Reid’s influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, “maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching” (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego’s expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid’s Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school “architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass” to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing “duck-and-cover” drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low-cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick,

scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman 2019; *San Diego Tribune* 1954).

Development of Baker Elementary School

Bids for construction of Baker Elementary School were announced in February 1963 as part of a citywide $14.4 million school construction program (*San Diego Union* 1963:16). The campus was planned to relieve enrollment pressures at two of San Diego's largest existing elementary schools – Emerson and Ocean View (*San Diego Union* 1963a:11) Baker opened on January 8, 1964, immediately receiving 395 transfer students who would fill 80 percent of the new school's 500-student capacity; it was the 114th elementary school in the district (*San Diego Union* 1964:20). Dedication ceremonies were held on April 16th for the eleven-classroom facility named in honor of Dr. Fred Baker, a physician who served on the Board of Education and as a city councilman before his death in 1938 (*San Diego Union* 1964a:27). Four portable classrooms and a portable toilet building were added to the campus between 1966 and 1968 (*San Diego Union* 1966: 22 and 1967:14).

Raymond Lee Eggers

Architect Raymond Lee Eggers was born in Indianapolis in 1918 and died in San Diego in 2010. Moving to Colton, California as a child, he attended Riverside College from 1936-1939 and worked as a draftsman and aircraft assembler at Consolidated Aircraft during World War II. He studied architecture after the war, subsequently working as a draftsman for Stanley Wilson and as a draftsman and specifications writer for Sam W. Hamill from 1946-1952. Licensed in 1951, Eggers opened his own office in La Mesa in 1952 as Raymond Lee Eggers, AIA, Architect. Practicing as a generalist, his projects included the La Mesa Municipal Swimming Pool (1953), the San Diego Gas and Electric Building and a United States Naval Training Center (1954), San Miguel Elementary School in Lemon Grove (1955), the Beyer Avenue and Willow Schools (1959) in San Ysidro, Glen View Elementary (1961) in Escondido, the Baker Elementary school (1964) in San Diego, and a mixed-use commercial complex in Borrego Springs (1965). His obituary notes that he also designed hospitals and churches. Eggers served as vice president of the San Diego chapter of the American Institute of Architects in 1956, president in 1958, and as a member of the La Mesa Chamber of Commerce Beautification Committee (1961). The San Diego chapter of the AIA honored him with an Architect Emeritus award in 2010, recognizing his service as the longest practicing architect in the region. Eggers continued to work, employed by the Trepte Construction Company, until two months before his death (American Institute of Architects, 1956, 1962; *San Diego Union Tribune* 2010).

Evaluation

Baker Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. Buildings 500, 600, and 700 were built during San Diego's period of rapid suburban expansion and extensive housing construction. The buildings' association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Baker Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that Baker Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Baker Elementary School campus appears eligible for CRHR listing under Criterion 1.

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Baker Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from construction through the mid-1970s, Baker Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Baker Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Eggers is not considered a San Diego-area master architect. While the Baker Elementary School retains the clarity of its original finger plan and design, it is not significant for architectural or construction value. Not strongly embodying any particular architectural style, its Modernistic appearance resembles buildings constructed at other San Diego-area public schools during the 1960s which share commonplace features such as low-pitched roofs with overhanging eaves, plaster-clad exterior walls, large classroom window bays, and a mix of connecting open-air circulation canopies. Architectural features of interest at Baker Elementary School include the clarity of its original finger plan and well-proportioned design, the rendering of deep eaves and covered walkways as part of the overall roof plane, narrow molding in a contrasting color framing windows and doors to layer the wall plane and give both interest and order to the wall surface, and areas of refined detailing including plaster-finish angled fascia and eaves. However, these features do not ultimately combine to raise the school to the threshold of artistic value or otherwise distinguishing design value appropriate for CRHR listing under Criterion 3. Buildings 500, 600, and 700 are not important examples of a type, period, or method of construction. Nor do they appear to be an important example of Raymond Lee Eggers work generally, or of his work designing school buildings during the mid-twentieth century. For these reasons, Buildings 500, 600, and 700 at Baker Elementary School are not eligible for CRHR listing under Criterion 3 individually or as part of the school's original complex of permanent buildings.

As modest, single-story rectangular buildings with low-pitched gable roofs, Buildings 500 through 700 are unlikely to yield important information regarding construction or engineering technologies, methods, or materials. Therefore, the buildings at Baker Elementary School are not eligible under CRHR Criterion 4.

In Summary, neither Baker Elementary School as a whole nor any of its individual buildings appear to meet the criteria for listing on the CRHR. Baker Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.): see page 10

Photograph 2. North elevation, Building 500 showing administration wing, left) and recessed main entry, camera facing south.

Photograph 3. North elevation Building 500 showing west kindergarten wing, camera facing southeast.

Photograph 4. North elevation, showing west wall of entry courtyard at Building 500, left, and Building 400, right, camera facing southwest.

Photograph 5. North elevation, Building 500 entry detail camera facing southwest.

Photograph 6. North elevation, Building 500 entry detail and west elevation of administration wing, camera facing southeast.

Photograph 7. South elevation, Building 500 showing single-story kindergarten wing meeting double-height multipurpose wing, camera facing southeast.

Photograph 8. East elevation, Building 500, camera facing southwest.

Photograph 9. East elevation Building 500, detail showing exterior porcelain sink against terrazzo backsplash, camera facing west.

Photograph 10. East elevation, Building 500, foreground, with Buildings 600 and 700, background, showing continuous covered walkway, camera facing southwest.

Photograph 11. North elevation Building 600, camera facing southeast.

Photograph 12. South elevation Building 600 camera facing northwest.

Photograph 13. East elevation Building 600, camera facing northwest.

Photograph 14. West elevation Building 600, camera facing east.

Photograph 15. North elevation Building 700, camera facing southeast.

Photograph 16. South elevation Building 700, camera facing northeast.

Photograph 17. South elevation Building 700 window detail, camera facing north.

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Archaeology Assessment of Barnard Elementary School**

Barnard Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Barnard Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Archaeology

Record Search Results

On November 6, 2018, PaleoWest Archaeology conducted a record search at the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded in or within a quarter-mile radius of the Barnard Elementary High School campus. PaleoWest reviewed SCIC's digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies

A summary of the record search results was provided to the District in a Historical Resources Assessment report (Castells 2018). Thirty-three cultural resources studies have been previously conducted within a quarter-mile buffer around the project area. Of those thirty-three previous studies, fifteen overlapped with the project area. One prehistoric archaeological site was identified as overlapping with the school boundary. This site, P-37-005017/CA-SDI-5017, is considered to be the Kumeyaay ethnographic village of *Rinconada de Jamo*, or *Jamo*. The site is considered eligible for listing for the National Register of Historic Places and California Register of Historical Resources. Multiple portions of site have been previously tested. One portion immediately north of the school property has been tested but no artifacts have been identified. However, the portion of the prehistoric village located within school boundaries have never been tested; therefore, it is not known if the resource is present within the school property. Given the lack of prior testing of CA-SDI-5017 within the school boundary and the importance of the resources to the history of San Diego area, the prehistoric sensitivity of the school property is high.

The Barnard Elementary School campus was built in 1958 (SDUSD 2016), however a historic aerial from 1953 (UC Santa Barbara 2019) shows the site as partially graded and what appears to be portable classrooms on the north side of the property. Although it is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1958. Topographic maps based on 1901-1902 and 1930 surveys indicate that, prior to construction of the Barnard Elementary School, a racetrack was present on the school parcel (USGS 1903, 1942). The racetrack was called American Driving Park (Pacific Beach Town Council 2019) or Pacific Beach Driving Park and was washed away by December storms in 1889 and never fully restored (Unknown 2019). After the racetrack was destroyed, no other structures are marked on the topographic maps in the school location. Given the short-lived nature of the racetrack and the lack of

development prior to school construction, the historic archaeological sensitivity of the school property is low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Barnard Elementary School:

- Prehistoric Archaeology: Likely, monitoring during construction recommended.
- Historical Archaeology: Unlikely, monitoring during construction is not recommended.

Evidence indicates that the Barnard Elementary School site has potential for prehistoric archaeology. The record search shows that a prehistoric cultural resource is mapped within the school boundary. Therefore, ICF recommends the presence of an archaeological monitor during initial ground disturbing activities at the school.

To reduce potential impacts on potentially significant prehistoric archaeological resource, initial grading and/or excavating shall be monitored by a qualified archaeological monitor, who is supervised by Lead Archaeologist who meets the Secretary of the Interior's Professional Qualifications Standards, as outlined in 36 CFR 61. The following additional conditions shall apply during earthwork activities, including grading and trenching, until such a time as the Lead Archaeologist determines there is low or no potential for encountering cultural resources:

- The Lead Archaeologist shall participate in the preconstruction meeting to inform all personnel of the potential to encounter archaeological materials during construction.
- If the archaeological monitor, through observation and professional judgment, determines that a particular location is not archaeologically sensitive because of lack of native soil or previous disturbance, the archaeological monitor may reduce or curtail monitoring efforts in that location.
- Monitoring efforts may be reduced if some of the areas with potential for culturally sensitive materials are determined upon exposure and examination by the qualified archaeological monitor to have a low potential to contain cultural resources.
- If an artifact is discovered that requires collection, the archaeological monitor shall have the authority to temporarily halt construction activities in the immediate area of the find and be given sufficient time to recover the item(s) and map its location with a GPS device.
- In the event that cultural materials (e.g., bone, chipped stone, ground stone, shell, glass, ceramics, metal) are located below surface during the construction of the project, work shall be halted in that area so that the significance of the find can be determined by the Lead Archaeologist, and, if necessary, appropriate treatment measures can be developed in consultation with the District. Treatment measures typically include development of avoidance strategies, capping with fill material, or mitigation of impacts through data recovery programs, such as excavation or detailed documentation, following standard archaeological procedures.

- Recovered items shall be treated in accordance with current professional standards by being properly provenienced, cleaned, analyzed, researched, reported, and curated in a collection facility meeting the Secretary of the Interior's Standards, as promulgated in 36 CFR 79, such as the San Diego Archaeological Center.
- A monitoring report shall be prepared by the Lead Archaeologist and submitted to the District for review and approval. The report will discuss the monitoring methods and results, and provide interpretations about any recovered materials or sites identified, if any. The final report will be submitted to the District and the South Coastal Information Center.

Thank you,

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

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2019 Historic Aerial AXN-1953. Frame 4M-90. Scale 1:20,000. Available: <http://mil.library.ucsb.edu/ap_indexes/FrameFinder/>. Accessed October 22, 2019.

United States Geological Survey (USGS)
1903 La Jolla, California. 15-minute Series Topographic Quadrangle Map (surveyed 1901-02).
1940 La Jolla, California. 7.5-minute Series Topographic Quadrangle Map (culture partially revised from 1903 edition in 1930).

Unknown
2019 Jaguarina at Pacific Beach. Available: <http://thewebsters.us/2016/06/04/jaguarina-at-pacific-beach/>. Accessed October 22, 2019

Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Boone Elementary School**

Boone Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Boone Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Boone Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Boone Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Boone Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Boone Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Four cultural resources studies have been previously conducted within a quarter-mile buffer around the project area, none of which includes a portion of the project area. No cultural resources have been recorded within the school property or quarter-mile buffer.

The school property is situated on a mesa top and is not located near any areas of archaeological sensitivity (e.g. near the confluence of two water sources or on a terrace adjacent to a drainage). A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1904, 1928) reveal that no structures were present within the school property prior to the construction of the Boone Elementary School and the surrounding residences. Design plans show that construction of the school and the surrounding housing included extensive surface grading, which would have dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface (SDUSD 1961). Therefore, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Boone Elementary School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1962. Topographic maps based on 1902 surveys indicate that, prior to construction of the Boone Elementary School, no buildings or structures were present on the school parcel (USGS 1904, 1928). This lack of prior development indicates that the potential for historic archaeological resources is low.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Boone Elementary School property appears to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Boone Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Boone Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

National Environmental Title Research, LLC

1953 Historic Aerial Photograph of Boone Elementary School Site.
Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

1964 Historic Aerial Photograph of Boone Elementary School Site.
Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

San Diego Unified School District (SDUSD)

1961 Grading & Drainage Plot Plan, Daniel Boone Elementary School, Brookhaven Road at Briarwood Road, San Diego, California.

United States Geological Survey (USGS)

1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).

1928 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z
Other Listings _____
Review Code _____ Reviewer _____ Date _____

*Resource Name or # (Assigned by recorder) Boone Elementary School

P1. Other Identifier: N/A

*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)

*b. USGS 7.5' Quad National City Date 1967 T 17S; R 2W ; ___ ¼ of Sec N/A (Ex Mission San Diego Land Grant); San Bernardino B.M.

c. Address 7330 Brookhaven Road City San Diego Zip 92114

d. UTM: (give more than one for large and/or linear resources): Zone 11S; 496539.33 mE/ 3617439.13 mN

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate) N/A

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)

Boone Elementary School covers approximately ten acres, sited north of Brookhaven Road. Bound by unimproved canyon and post-World War II tract homes to the west, north, and east, the school faces south into Brookhaven Road. Two levels comprise the school: to the south, the older part of the school and six bungalows (portable classroom buildings) are at grade with Brookhaven; to the north, new construction (dated to 2004), playgrounds, and bungalows are approximately one-story below grade. Buildings typically demonstrate a rectangular plan, except for the new construction. Covered walkways connect several original buildings (see page 5 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building

*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Building 2, camera facing northeast (see page 10 Continuation Sheet for additional photographs).

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1962 (SDUSD 2014)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92111

*P8. Recorded by: (Name, affiliation, address)
Margaret Roderick
ICF
555 W 5th Street, Suite 3100
Los Angeles, CA 90013

*P9. Date Recorded: July 25, 2019

*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

*Resource Name or # (Assigned by recorder) Boone Elementary School

B1. Historic Name: Daniel Boone Elementary School
B2. Common Name: Boone Elementary School
B3. Original Use: Public school B4. Present Use: Public school
***B5. Architectural Style:** Mid-Century Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) Buildings 1- 5 constructed in 1962; Building 6 and 7 constructed in 2004; bungalows installed at an unknown date (visual inspection); lunch canopies added at an unknown date (visual inspection); and infilled planters at an unknown date (visual inspection) (SDUSD 2014).
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** N/A **Original Location:** N/A
***B8. Related Features:** N/A
B9. Architect: Robert Platt of Robert Platt & Associates
b. Builder: Unknown
***B10. Significance: Theme** San Diego public school development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Boone Elementary School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None the campus's buildings appear to have sufficient historical significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of California Environmental Quality Act (CEQA). Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Boone Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 6 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 21 Continuation Sheet.

B13. Remarks:

***B14. Evaluator:** Margaret Roderick, ICF

***Date of Evaluation:** October 10, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

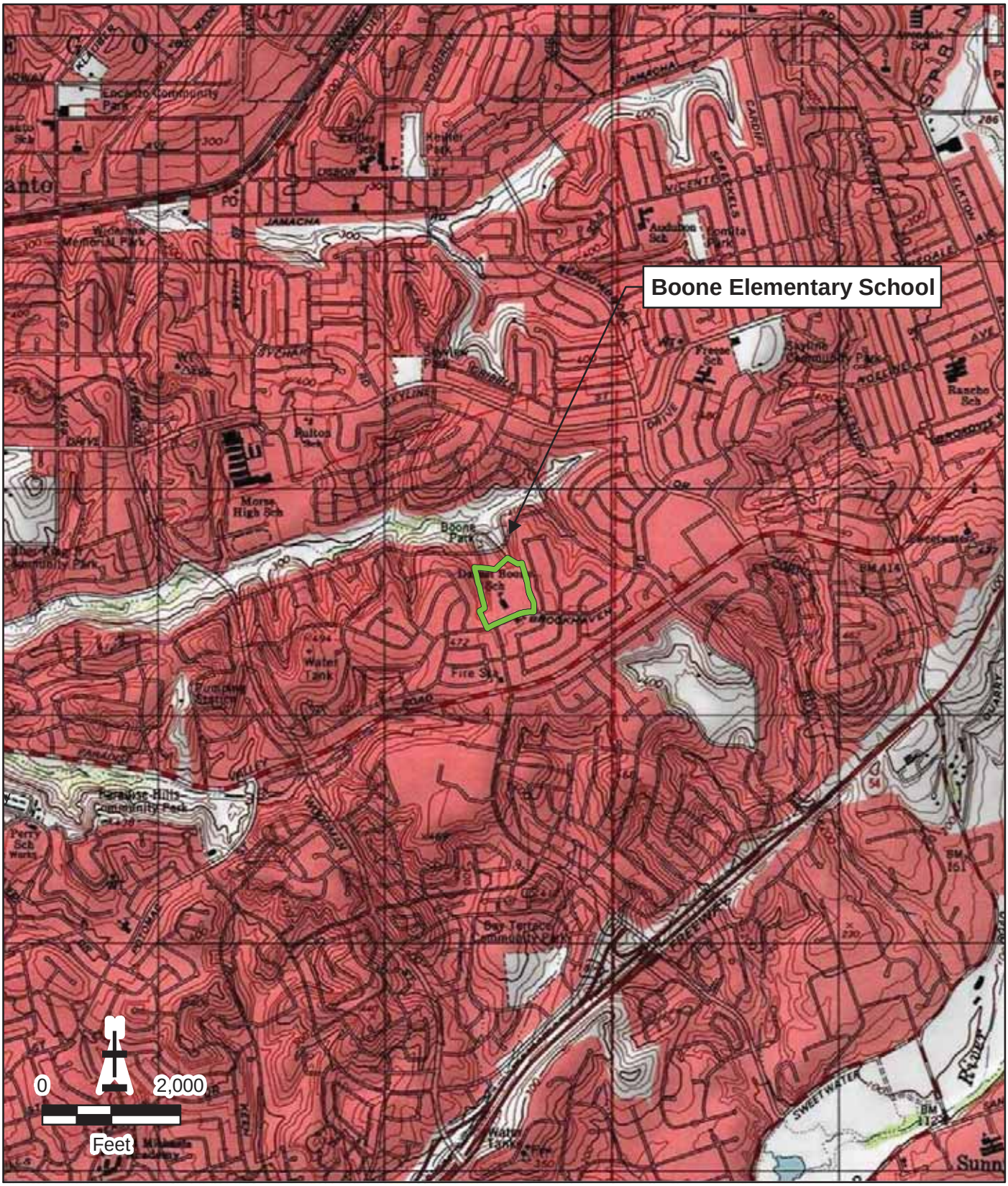
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Boone Elementary School

Map Name: National City, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Boone Middle School

*Drawn By K. Chmiel

*Date of Map October 9, 2019

*P3a. Description (cont.):

The low-pitched side gabled roofs of Building 1 and Building 2 connect to create a deep-set, covered walkway that operates as the school's main entrance (Photograph 1). Planters along the east elevation of Building 1 and along the west elevation of Building 2 accentuate the entrance. A gate blocks free entrance into the school grounds.

Building 2 forms the school's auditorium and cafeteria, and also appears to contain at least some administrative office space (Photographs 2 and 3). Three roofs cap this building: a low-pitched side gable to the east, a shed roof in the center, and a flat roof to the east. Both the low-pitched side gable and flat roofs contain a wide fascia and deep eaves. The center shed roof rises above the west and east rooflines. The scored stucco-clad primary (south) elevation is variegated and asymmetrical, with the western and eastern portions set beneath their roofs. One metal slab door and two sets of double metal slab doors form pedestrian entrances along the primary elevation. Additional fenestration—four original one-by-one metal slider windows—extend to the west and east along this elevation. The eastern portion's deep eave wraps around the elevation to provide a canopy for two windows and a double door. Original signage identifies the school, and a modern mural emphasizes this building (Photograph 4). Fencing and storage obscure Building 2's east elevation, but it appears to have at least one slab door and two original one-by-one metal sliding windows (Photographs 5 and 6). Likewise, a modern, metal lunch canopy eclipses views of the north elevation (Photographs 6 and 7). The deep eaves wrap around to the rear elevation to produce a covered walkway supported by round metal piloti. Metal slab doors regularly punctuate the scored stucco wall while two one-by-one metal slider windows and a multi-user school drinking fountain with terrazzo backsplash anchor the elevation to the east. The west elevation features four metal slab doors and two windows (Photograph 8).

A low-pitched side gabled roof with deep, exposed eaves fronted by a wide fascia cap the rectangular, stucco-clad Building 1. The south elevation displays irregular fenestration: three metal slab doors, five large original one-by-one metal slider windows, and four small original one-by-one metal slider windows at the clerestory level (Photograph 9). The north (rear) elevation also contains irregular fenestration, but lacks the clerestory windows. The east elevation contains the school's office entrance. A metal slab door, a side light, and a transom form the office entrance. A jalousie window completes the elevation's fenestration. A trapezoidal planter further distinguishes the elevation. Fenestration at the west elevation of Building 1 includes two centered metal slab doors, and two one-by-one metal slider windows to the south (Photograph 10).

Buildings 3 and 4 constitute the main classroom buildings (Photographs 11-15). Low-pitched side gabled roofs with deep, exposed eaves fronted by a wide fascia cap rectangular, stucco-clad buildings. A metal slab door paired with three large, original one-by-one metal slider windows identifies each classroom, with three aligned along the length of each of these buildings' east and west elevations (Photographs 11, 13, and 15). Various designs terminate each of these buildings. The south elevation of Building 4 contains asymmetrical fenestration, with two recessed metal slab doors, one dutch door, and two sets of two original one-by-one metal slider windows. The north elevation of Building 4 features two centered metal slab doors flanked on either side by two original jalousie windows and vertically louvered screens at recessed corner bathroom entries. A multi-user drinking fountain with a terrazzo backsplash sits beneath one of the windows (Photograph 14). In contrast, the north elevation of Building 3 and the south elevation of Building 5 lack any fenestration (Photograph 12). While smooth stucco clads the classroom elevations, vertically scored stucco clads these buildings' north and south elevations.

Building 5 encloses the school's two kindergarten classrooms (Photographs 16-18). Two metal slab doors that access restroom facilities are flanked on either side by a metal slab door and four original one-by-one metal slider windows (Photograph 16). Centered on the elevation, a terrazzo backsplash highlights a multi-user drinking fountain. The roof extends with deep eaves to form a covered walkway. At the south elevation, the covered walkway wraps around the building and connects it to a small storage room (Photograph 17). Vertically scored stucco walls with no fenestration rise above the building's low-pitched shed roof to border the building to the north and south. A double metal slab door centers the symmetrical, east (rear) elevation (Photograph 18). Separated by a stucco-clad wall, a metal slab door flanks the double door on each side. Flanking each side of the door configuration, six original jalousie windows form ribbons at the clerestory level. A wood frame attached to the wall at the clerestory level evokes the windows' repetition along the elevation's length. Marked by a wide stucco fascia, the boxed stucco eave is shallow. Non-original security grates front all windows on Building 5.

Grass lawns strewn with trees comprise the school's landscape to the south and north of Buildings 1 and 2, and west and east of Building 4 (Photograph 19-20). In addition, deep eaves forming covered walkways are extended to connect buildings

and frame the outdoor lunch area. Round metal pioliti support the walkways. The western walkway's western side displays additional architectural detailing: Pioliti in a V-shape extend out to support a deep open, skylight eave, the only one of its kind on the campus (Photograph 20).

Apart from the original 1962 buildings described above, bungalows and two 2004 buildings that depart from the original buildings' design program—especially Building 7—provide additional school facilities (Photographs 21-23).

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

Whereas San Diego's population stood at 203,341 in 1940, just prior to World War II, by 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war

schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing "duck-and-cover" drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman 2019; *San Diego Tribune* 1954).

Development of Boone Elementary School

San Diego public school officials developed Boone Elementary School along with numerous other school facilities in the early 1950s to accommodate population growth—including local manifestations of the nationwide baby boom—and new residential construction, which severely overcrowded existing school facilities. In September 1951, for example, superintendent Will C. Crawford estimated that the city needed 113 kindergarten buildings at a moment when it had 63 (*San Diego Union* 1951:A-3). The San Diego City Unified School District hired Robert Platt & Associates to design the Boone Elementary School. Robert J. Platt drafted architectural drawings for the school in early 1961. The State Division of Public Works approved Platt's plans on March 30, 1961 (Platt 1961:1). The plans accounted for the construction of a sixth classroom building as well as the installation of eight portable classrooms to be added to the school after initial construction.

The school opened in January 1962, but was not dedicated till the following year (*San Diego Union* 1962:14, 1963:10). 520 students enrolled at opening, which alleviated overpopulation at the nearby Fresse Elementary School (*San Diego Union*

1962:14). An approximately 20-percent increase in student population from January 1962 to January 1963 necessitated the installation of five portable classrooms to the school within that time period (*San Diego Union* 1963:10; historicaerials.com 1964). As planned by Platt, these portable classrooms were added east of Building 2 along Brookhaven Road (historicaerials.com 1964). By 1966 the school appears to have added six additional portable units: three adjacent to existing portables and three west of Building 4 (historicaerials.com 1966). Moreover, by 1968, three more units were added east of Building 4 (historicaerials.com 1968).

Robert Joseph Platt

Robert Joseph Platt grew up in Minneapolis, Minnesota where he attended high school and later graduated from the University of Minnesota with a Bachelor of Architecture, with distinction (Platt 1953a). He worked at Liebenberg & Kaplan for approximately seven years before moving to San Diego to work alongside Frank L. Hope and Johnson, Hatch & Wulff as Coordinating Architect on the construction of Sharp Memorial Hospital (Platt 1953b; *San Diego Union* 1954b:10). In 1955 Platt decided to become a permanent resident of San Diego and opened his own architectural firm (Platt 1955; York 2019). Platt designed enumerable buildings in San Diego, with many in the Point Loma area where he held an office. He specialized in commercial architecture, but also completed residential and institutional projects throughout the City. He designed two schools during the 1960s (Daniel Boone Elementary and Layfette Elementary) and several in the 1970s (Mason Elementary and Jerabeck Elementary) (Eric Platt). In addition to practicing architecture, Platt also worked on several general and master plans in the County; supported the AIA, San Diego chapter and architecture related legislature through numerous committee positions; and fought to keep local planning laws strong (Johsnon 1970). In 1970, Platt became a Fellow of the American Institute of Architects (Bolton 1970; *San Diego Union* 1970).

Although Robert Joseph Platt was neither included among the master architects and builders profiled in the City of San Diego's document, *Biographies of Established Masters* (2011) nor appears to be well-known, his work displays a high level of architectural skill. His primarily Mid-Century Modern designs feature artistic composition. Examples include his many buildings on Shelter Island, such as Akin-Moore Yacht Brokerage (1960), Bayside 4 (1961), and San Diego Marine Exchange (1959); branch libraries such as North Clairmont Library (1960); and other commercial buildings such as the Hotel for Frank Naso (now The Pearl; 1959), the De Anza View Professional Building (1961), and the Point Loma Center Building (Eric Platt; *San Diego Union Tribune* 1960: 117; Monahan 1962). Due to his exceptional oeuvre, Platt is considered a master for the purposes of this evaluation. Furthermore, for these reasons Platt appears to be a candidate for official City of San Diego master architect designation.

Evaluation

Boone Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. Buildings 1 to 5 were constructed during San Diego's post-World War II period of expansive growth and suburban housing construction. The building's association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Boone Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that Boone Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Boone School campus appears eligible for CRHR listing under Criterion 1.

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Boone Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated

there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from construction through the mid-1970s, Boone Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Boone Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Buildings 1 to 5 contain few noteworthy elements. Instead they are commonly designed and constructed postwar classroom, administrative, and auditorium/cafeteria buildings. The buildings retain architectural features that identify it as a Modern style building, including its shed and flat roofs with deep overhangs, built-in brick planters at the main entrance, vertically incised stucco cladding, occasional outriggers, and two small louvered screen walls at bathroom entrances. Yet the campus and its buildings lack sufficient design elements representative of the period to be eligible for the CRHR under architectural merit. For example, the school lacks additional cladding materials such as stone work or concrete, variegated massing, and repetition of design elements such as the built-in planters and louvered screen walls throughout the campus. As such, it does not exhibit high artistic values and does not embody distinctive characteristics of a type, period, or method of construction in a way that qualifies it for CRHR listing. Although designed by Robert J. Platt, the Boone Elementary campus and its individual buildings are not representative of his work. Examples of his work typically display dynamic, variegated massing and elevations, dramatic rooflines, the use of rockwork, and an overall high level of design quality not visible in this project. For these reasons, neither the Boone Elementary School campus as whole nor any of its individual buildings are eligible for CRHR listing under Criterion 3.

As modest, one-story rectangular buildings with low-pitched roofs, Buildings 1 to 5 are unlikely to yield important information regarding construction or engineering technologies, methods, or materials. Therefore, the buildings at Boone Elementary School are not eligible under CRHR Criterion 4.

In Summary, neither Boone Elementary School as a whole nor any of its individual buildings appear to meet the criteria for listing on the CRHR. Boone Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.):

Photograph 1. South elevation of school, entrance, camera facing north.

Photograph 2. South elevation of school, Building 2, camera facing northeast.

Photograph 3. South elevation of school, Building 2, showing auditorium and cafeteria portion of building, camera facing north.

Photograph 4. South elevation of school, Building 2, showing original signage, camera facing north.

Photograph 5. Building 2, east elevation as viewed from Brookhaven Road, camera facing north.

Photograph 6. Building 2, east and north elevations with lunch canopy, camera facing south.

Photograph 7. Building 2 and lunch canopy, north elevation, camera facing south.

Photograph 8. Building 2, west elevation, camera facing southeast.

Photograph 9. Building 1, north elevation, camera facing southeast.

Photograph 10. Building 1, east elevation, showing planter, camera facing southwest.

Photograph 11. Building 3, east elevation, camera facing southwest.

Photograph 12. Building 3, north elevation, camera facing east.

Photograph 13. Building 4, west elevation, camera facing northeast.

Photograph 14. Building 4, north elevation, camera facing southwest.

Photograph 15. Building 4, east elevation, camera facing southwest.

Photograph 16. Building 5, west elevation, camera facing east.

Photograph 17. Building 5, south elevation, camera facing north. ICF, 2019.

Photograph 18. Building 5, east elevation, camera facing southwest.

Photograph 19. Covered walkway and landscaping north of Building 2, camera facing southeast.

Photograph 20. Covered walkway and landscaping, south of Building 4, detail feature, camera facing north.

Photograph 21. Building 6, east elevation, camera facing west.

Photograph 22. Building 7, south elevation, camera facing north.

Photograph 23. Bungalows, north of Building 1, west elevation, camera facing north.

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Archaeology Assessment of Clairemont High School**

Clairemont High School Whole Site Modernization Project

San Diego Unified School District has identified Clairemont High School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment.

Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Archaeology

Record Search Results

On June 20, 2017, ASM Affiliates conducted a record search at the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded in or within a half-mile radius of the Claremont High School campus. ASM Affiliates reviewed SCIC's digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies

A summary of the record search results was provided to the District in an evaluation report (Davis 2017). Twenty-eight cultural resources studies have been previously conducted within a half-mile buffer around the project area, two of which intersect with the project area. Thirty-three cultural resources have been recorded within the half-mile buffer, however, all but one are built environment resources. One of the recorded resources (P-37-026978) was a privy, dump, or trash scatter. No cultural resources have been recorded within the project area. No previously recorded historic addresses have been recorded with the SCIC in the project area or within the records search radius. In addition to the record search, ASM conducted a pedestrian survey of the school property. No archaeological resources were identified.

The school property is situated on a mesa top located 0.45 miles west of the Tecolote Creek. A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1903, 1942) reveal that prior to school construction, the school's terrain consisted of a series of shallow drainages and low knolls. Construction of the school involved brining in fill and leveling the small knolls to create a flat campus. Given the extent of grading needed for school construction, the prehistoric archaeological sensitivity for the school is assumed to be low.

The Clairemont High School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1958. Topographic maps based on 1901-1902 and 1930 surveys indicate that, prior to construction of the Clairemont High School, no buildings or structures were present on the school parcel (USGS 1903, 1942). This lack of prior development indicates that the potential for historic archaeological resources is low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Clairemont High School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.

- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Clairemont High School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

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1964 Historic Aerial Photograph of Clairemont High School Site. Available: <http://www.historicaerials.com/>. Accessed October 1, 2019.

United States Geological Survey (USGS)
1903 La Jolla, California. 15-minute Series Topographic Quadrangle Map (culture surveyed 1901-02).
1942 La Jolla, California. 7.5-minute Series Topographic Quadrangle Map (culture partially revised from 1903 edition in 1930).

Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Correia Middle School**

Correia Middle School Whole Site Modernization Project

San Diego Unified School District has identified Correia Middle School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Correia Middle School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the school's buildings are important examples of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither school as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1. Note that the DPR 523 Forms refer to the school by its historic name, which was Collier Junior High School.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Correia Middle School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Twenty-two cultural resources studies have been previously conducted within a quarter-mile buffer around the project area, four of which intersect with a portion of the project area. Three cultural resources have been recorded within a quarter-mile buffer of the school. The resources consist of the approximate locations of prehistoric site P-37-000043 (destroyed by development), prehistoric site P-37-000044

(never relocated), and P-37-037738, a historic-period trash scatter, well, and septic tank that were identified during monitoring.

The school property is situated on a low knoll above a tidelands area formed by the old alignment of the San Diego River and False Bay (Mission Bay) based on historic maps (USGS 1904). This landform would have elevated prehistoric archaeological sensitivity based on its proximity to a steady food source but above the encroaching tides.

A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1904, 1932, 1934) reveal that no structures were present within the school property prior to the construction of the Correia Middle School. Historic aerials also show that the knoll top underwent terracing for housing and street development as well as to create two levels of the school (National Environmental Title Research, LLC 1953, 1964). The northern half of the school property is 20 feet higher in elevation than the southern half. The original design plans for the school (SDUSD 1957) do not show the extent of grading proposed for the creation of the two terraces, however two geotechnical studies are available for the school property. Both reports show that fill is present from ground surface to 4.9 feet deep with Bay Point Formation present directly below fill (Hare and Dewey 2002, Kent and Goodmacher 2010). No original ground soils were present in the 15 geotechnical borings. Given the extent of ground disturbance during construction of the school, and the lack of native soil found during ground disturbing activities, the potential for prehistoric archaeological resources is assumed to be low.

The Correia Middle School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1958. Topographic maps based on 1902 and 1930 surveys indicate that, prior to construction of the Correia Middle School, no buildings or structures were present on the school parcel (USGS 1904, 1932, 1934). This lack of prior development indicates that the potential for historic archaeological resources is low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Correia Middle School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Correia Middle School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

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2002 Preliminary Geotechnical Investigations, Proposed New Library and Lunch Shelter, Correia Middle School. Prepared for HMC Group.

Kent, Jefferey and Jonathan Goodmacher
2010 Geotechnical Evaluation Southwesterly Slope Washout Correia Junior High School. Prepared for San Diego Unified School District.

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1964 Historic Aerial Photograph of Correia Middle School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

San Diego Unified School District (SDUSD)
1957 Floor Plan Collier Junior High School Valeta St. at Camulos St., San Diego, California.

United States Geological Survey (USGS)
1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).
1932 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).
1934 La Jolla, California. 15-minute Series Topographic Quadrangle Map (culture partially revised from 1903 edition in 1930).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z

Other Listings _____
Review Code _____ Reviewer _____ Date _____

*Resource Name or # (Assigned by recorder) Collier Junior High School

P1. Other Identifier: Correia Middle School

*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)

*b. USGS 7.5' Quad Point Loma Date 2018 T 16S; R 3W ; ___ ¼ of Sec N/A (Ex Mission San Diego Land Grant); San Bernardino B.M.

c. Address 4302 Valeta St. City San Diego Zip 92107

d. UTM: (give more than one for large and/or linear resources): Zone 11S, 478319.84 mE/ 3623445.20 mN

e. Other Locational Data: Located at the northwest corner of the intersection of Valeta Street and Famosa Blvd.

***P3a. Description:** (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)
Known today as Correia Middle School, the subject property was originally called Collier Junior High School. The school is an approximately 16-acre, trapezoidal campus bounded by Valeta Street to the north, Famosa Boulevard to the east, a community park to the south, and a YMCA complex to the west. A residential neighborhood borders the campus to the north and east. It consists of 10 permanent buildings at or near the north and east sides of the property, and portable classroom buildings at the center of the property. A sketch map of the campus identifies the buildings on page 4. The 10 permanent buildings are: Building 100 (administration); Buildings 200-400 (classrooms); Building 500 (Auditorium); Building 600 (classrooms and backstage/band); Building 700 (locker rooms and gym); Building 800 (cafeteria); Building 900 (Library); and Storage. All buildings except for Building 900, which dates to 2004, were constructed in 1958 (see page 5 Continuation Sheet).

***P3b. Resource Attributes:** (List attributes and codes) HP15. Educational Building

***P4. Resources Present:** ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Buildings 100 and 500, camera facing northwest (see page 10 Continuation Sheet for additional photographs).

***P6. Date Constructed / Age and Sources:**
■ Historic ☐ Prehistoric ☐ Both
1958 (SDUSD 2007)

***P7. Owner and Address:**
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92111

***P8. Recorded by:** (Name, affiliation, address)
Margaret Roderick, ICF
555 West 5th Street, Suite 3100
Los Angeles, CA 90031

***P9. Date Recorded:** July 26, 2019

***P10. Survey Type:** (Describe) Intensive

***P11. Report Citation:** (Cite survey report and other sources, or enter "none.") None

***Attachments:** NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

B1. Historic Name: Collier Junior High School
B2. Common Name: Correia Middle School; Steven V. Correia Middle School
B3. Original Use: Public school B4. Present Use: Public school
***B5. Architectural Style:** Mid-Century Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) buildings 100 to 800 and Storage completed in 1958; Building 900 constructed in 2004; and lunch canopies added at an unknown date (visual inspection) (SDUSD 2007).
***B7. Moved?** ■ **No** ☐ **Yes** ☐ **Unknown** **Date:** N/A **Original Location:** N/A
***B8. Related Features:** N/A

B9. Architect: Clyde Hufbauer **b. Builder:** Cotton Construction Corp.
***B10. Significance: Theme** San Diego public school development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Collier Junior High School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None the campus's buildings appear to have sufficient historical significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of the California Environmental Quality Act (CEQA). Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Collier Junior High School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 6 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 26 Continuation Sheet.

B13. Remarks:

***B14. Evaluator:** Margaret Roderick, ICF

***Date of Evaluation:** October 10, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

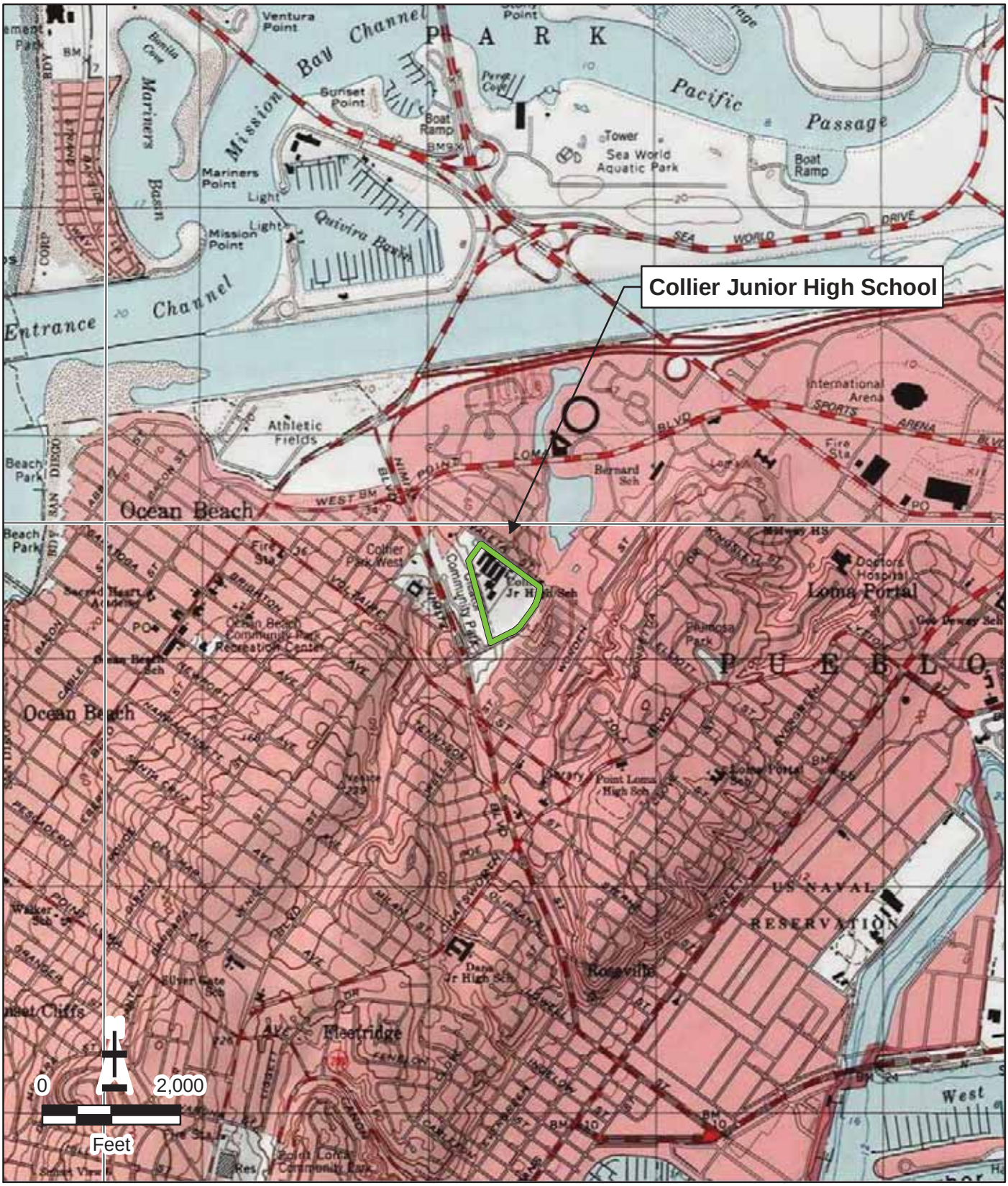
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Collier Junior High School

Map Name: Point Loma, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

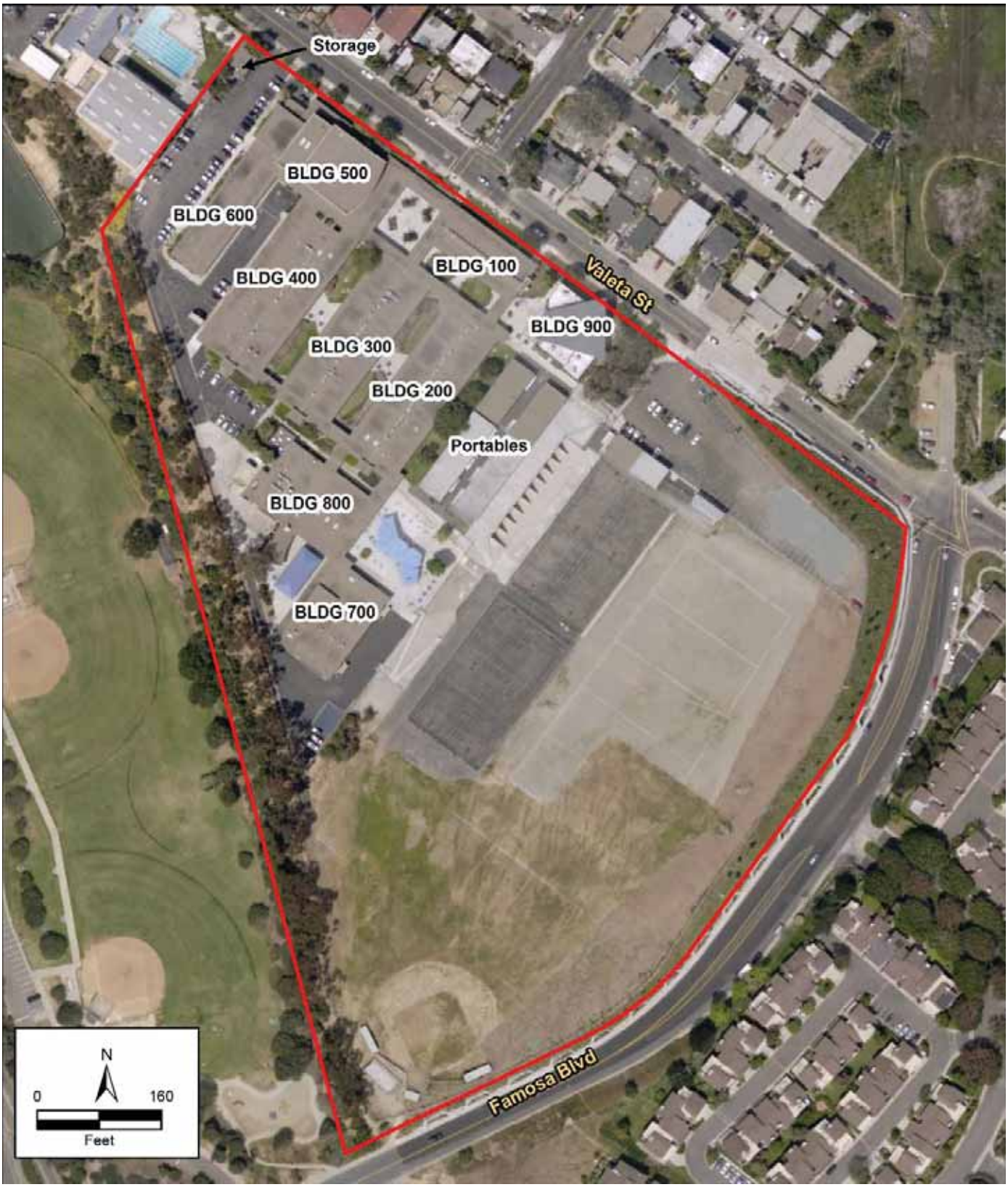
SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Collier Junior High School

*Drawn By K. Chmiel

*Date of Map October 8, 2019



*Required Information

*P3a. Description (cont.):

Buildings feature flat roofs with deep, stucco-clad boxed eaves and stucco walls. All windows contain squat rectangular lights framed by metal mullions and muntins. Two-over-two single-sash metal windows or three-light, unknown sash windows combine to create large classroom configurations throughout the campus. Buildings 100-500 and 800 connect through extended eaves that produce covered walkways supported by round metal piloti.

As a rectangular classroom-like building, Building 100 is similar to Buildings 200 through 400 (classrooms). Sited parallel to Valeta Street, Building 100 is capped by a flat roof with deep, stucco-clad boxed eaves and a wide fascia caps. The north elevation contains the main entrance (Photographs 1 to 5). A transom window surmounts a slab door, and three full-height multi-light windows with transoms above highlight the nearly centered entrance (Photographs 3 and 4). Six square open skylight punch outs in the deep eave further distinguishes this entry program (Photograph 4). Classroom-like configurations formed by a metal door, slab or inset with view glass, with classroom windows define the east and west elevations (Photographs 1, 2 and 5). Additional doors, located to the south, and clerestory windows running nearly the length of the building provide more fenestration along these two elevations. A large classroom type window configuration runs the width of the south elevation.

Longer and wider than Building 100, Buildings 200 to 400 stretch perpendicular to Valeta Street. Four classrooms along both the north and south elevations define Buildings 200 and 300, while three classrooms along both the north and south elevations define Building 400 (Photographs 6 to 13). Three classrooms comprise Building 600, although a portion extends east and connects to the rear of Building 500. Classrooms are identified by a metal door, slab or with a vision light, and accompanying large classroom windows and clerestory windows. Since Building 600 only has classroom access along the south side, its north side differs from the other buildings': one-over-one clerestory windows join to form long ribbons, and its eave only extends several feet (Photographs 8 and 13). Corrugated metal sunshades descend from the fascia of all of the classroom buildings' north and south elevations (Photographs 6 to 8, and 13). East and west elevations contain limited fenestration, typically reserved for utilities, storage, or restroom access as follows. Three centered slab doors access restrooms and utilities/storage space along the east elevation of Building 200 (Photograph 9). A gated hallway completes the building to the west (Photographs 10 and 11). One slab door at either side of Building 300's west elevation punctuates the wall (Photograph 12). A window accompanies the northern door. A gated hallway with a slab, double door (for utility/storage) completes building. Restrooms distinguish Building 400's eastern elevation, identified by recessed slab doors and metal drinking fountains. A gated hallway with a slab, double door (for utility/storage) completes building 300 to the west. A partially gated hallway separates the classroom portion of Building 600 from its auditorium (band room) portion to the east. A stucco-clad wall without fenestration forms the west elevation of Building 600 (Photograph 13).

Located along Valeta Street, Building 500 forms a major component of the school's main façade. Its primary elevation, facing south, rises to a height of two stories (Photographs 14 and 15). Eaves extended from nearby buildings create a covered walkway in front of, and attached to, this elevation. At the ground level, a full-height, multi-light window anchors the elevation at the center. Two pairs of recessed slab double doors flank the window on either side. Setback, the second story wall curves in a convex manner. A natural bay landscape with seagulls adorns this upper level. The variegated east elevation contains little fenestration: two recessed slab doors and one classroom-like window (Photograph 15). Doors are centered on the elevation, set beneath a covered walkway, which extends along the northern half of the elevation. The window portion to the north corresponds to the band room, identified on current architectural drawings as an extension of building 600. Building 500's west elevation contains little fenestration, primarily in the form of a few slab doors (Photograph 16).

Rectangular in shape, Building 700 is located at the southwestern portion of the campus and forms the school's locker rooms and gym (Photographs 18 to 20). A flat roof with moderate stucco clad boxed eaves caps the stucco walls. The south elevation contains stucco-clad privacy walls at the two locker room entrances. This elevation does not contain any windows. A slab door accompanied by classroom windows provides fenestration for both the east and west elevations, although two additional slab doors also punctuate the west elevation (Photographs 18 and 19). The north elevation's eave extends deep to form a covered walkway supported by round, metal piloti seen elsewhere on the campus (Photograph 20). Double slab doors provide access to the locker rooms, and the elevation is punctuated by several additional slab doors. Multi-use drinking fountains are located to the east and west along the elevation.

Building 800 is irregular in shape and acts as the school's cafeteria (Photographs 21 to 25). The south elevation is somewhat L-shaped. Setback from two classroom windows set into a stucco wall, a double door with view glass accesses the building's interior while multiple lunch windows extend along the elevation to the west (Photographs 21 and 22). Part of a later addition, the wall with the lunch windows curves in a concave manner at the western portion of this elevation. The main entrance, mentioned above, is rests beneath a deepest canopy. Classroom windows emphasized by four, narrow stucco-clad baffels center Building 800's east elevation, with a door inset with view glass to the south, and a clerestory window to the north (Photograph 23). The north elevation contains ribbon windows separated by narrow baffels to the east, with a projecting element to the west (Photographs 24 and 25). A wood fence that appears original encloses what appears to be an outdoor teacher's dining area or lounge. The projecting element is divided by a recessed entrance. The west elevation is variegated and contains little fenestration.

A small, rectangular storage or utility shed sits at the northernmost edge of the campus, adjacent to Valeta Street and is original to the campus design (Photograph 26). Building 900, constructed in 2004, forms the school's library (Photograph 27). Unlike the mid-century designed campus, Building 900 features an irregular plan, a flat roof with slanted parapet, and stucco cladding with incised horizontal lines. Moreover, few windows punctuate the buildings' elevations. Two rows of five portable classrooms face toward each other, south of Building 200 (Photograph 28). Finally, a canvas lunch canopy held up by round metal posts completes the campus structures (Photograph 29). The irregular canopy evokes sails.

Landscape and hardscape features embellish the campus (Photographs 1, 2, and 30 to 32). A strip of grass fronts the east elevation of Building 100 along Valeta Street. As Valeta slops downhill to the south, a concrete staircase with a simple metal balustrade ascends a berm. A long, narrow concrete planter planted with grass, bushes, and adolescent trees centers the elevation along Valeta Street (Photographs 2 and 30). A recently installed, blue sign is located in the planter, to the south, and identifies the school and school-related events/dates. A ramped walkway and a concrete staircase flank the planter at to the south and north, respectively. Bushes and mature trees align a parkway east of Building 500. Also centered along this elevation, deep eaves contain square skylight punch outs that match those of Building 100's entrance (Photograph 30). The courtyard that separates Building 100 from Building 500 has been renovated and displays non-original hardscape and landscape: four raised planters emerge from a concrete pad (Photograph 31). A flagpole centers the courtyard. A walkway separates large, rectangular lawns to the north and south of Building 300 (Photographs 6 and 7). Also, a stucco-clad planter located west of Building 500 sits beneath a covered walkway with three rectangular skylight punch outs (Photograph 32). The campus contains a couple of additional small lawns, trees, and planters with bushes. Few trees are located within the campus.

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

Whereas San Diego's population stood at 203,341 in 1940, just prior to World War II, by 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in

plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Junior, also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing "duck-and-cover" drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Sam W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Junior The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman 2019; *San Diego Tribune* 1954).

Development of Collier Junior High School

San Diego public school officials developed Collier Junior High School (later named Steven V. Correia Middle School) along with numerous other school facilities in the early 1950s to accommodate population growth—including local manifestations of the nationwide baby boom—and new residential construction, which severely overcrowded existing school facilities. In September 1951, for example, superintendent Will C. Crawford estimated that the city needed 113 kindergarten buildings at a moment when it had 63 (*San Diego Union*1951: A-3). The San Diego Unified School District hired architect Clyde Hufbauer to design Collier Junior High School. The State Division of Public Works approved Hufbauer's campus plan of four classroom buildings, an auditorium, a cafeteria, a shower and locker building, and an administration building in July 1957. The following month, the Cotton Construction Corp. secured a $1,366,321 contract for construction. The school was designed to accommodate 900 students. (Hufbauer 1957:1; *San Diego Union* 1957a:15 and 1957b:23)

Collier Junior High opened in September 1958, but was not dedicated until the following April (*San Diego Union* 1958:19 and 1959:34). Aerials photographs indicate that the footprint of the school remained the same from 1964 to 1980 (historicaerials.com 1964; 1980). Between 1980 and 1990, the campus acquired its current footprint, with the cafeteria addition (historicaerials.com 1990). In 1983, Collier Junior High was renamed Steven V. Correia Junior High School after a Portuguese-American glass artist who was grew up in the surrounding Point Loma area (Jahn 1983:11). That fall, Correia Junior High School absorbed students from nearby Dana Junior High School which closed due to under-enrollment (Showley 1983:85). The campus underwent modernization in 2003, including construction Building 900 (HMC Architects 2003:1).

Clyde Hufbauer

Known for his designs of Modern buildings, and Modern school buildings in particular, Clyde Hufbauer is considered a San Diego-area master architect. Born in Los Angles in 1911, Hufbauer moved with his family to San Diego as a child and later attended San Diego State before earning Master of Arts and Doctorate degrees in Architecture at the University of California, Berkeley. After marrying Arabelle Mckee, Hufbauer and his wife moved to San Diego, where he began his professional career in the late 1930s. In 1939, Hufbauer's first "ultra modern" home in Mission Beach, now heavily altered or demolished, was featured in a *San Diego Union* article. In 1951 he built a second modern home for his family in La Jolla that has been designated a San Diego Historical Landmark (City of San Diego 2007: 127; Freeley et al. 2011:18; York 2019). Apart from these two homes, Hufbauer's most notable works would be educational buildings and complexes developed during the post-World War II years of rapid growth in the San Diego area. He designed 16 middle schools and high schools, and 63 elementary schools for the San Diego Unified School District. Hufbauer's campuses are representative of their period for the close relationship of buildings to their landscapes. Hufbauer worked with engineer Theodore Paulson on many of these education-related building projects. In addition to his second home and numerous schools and school buildings designed for SDUSD, Hufbauer's surviving works include the International style Eugene Brucker Education Center in University Heights and buildings at Grossmont and Miramar Community Colleges (York 2019).

Evaluation

Collier Junior High School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. The school was constructed during San Diego's post-World War II period of expansive growth and suburban housing construction. The building's association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Oak Park Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that the Collier Junior High School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Collier Junior High School campus appears eligible for CRHR listing under Criterion 1.

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Collier Junior High School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from construction through the mid-1970s, Collier Junior High School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Collier Junior High School built environment appears to meet Criterion 2 for listing on the CRHR.

Despite their association with local master architect Clyde Hufbauer, Collier Junior High School campus buildings are not significant for architectural or construction value. Not strongly embodying any particular architectural style, these Modernistic buildings resemble buildings constructed at other San Diego-area public schools during the 1950s, which share commonplace features such as low-pitched roofs with deep eaves, uniformly stucco-clad exterior walls, large classroom window bays, and connecting open-air circulation canopies. Moreover, the auditorium building visible along the main elevation and entrance to the campus is less articulated than many of its contemporaries. Typically one of the more embellished buildings on a school campus, Collier Junior High's auditorium features variegated massing reminiscent of Late Moderne and the International Style, but lacks distinctive features such as bezeled windows, an entry pylon, large expanses of glass, or multiple cladding materials. Although designed by Hufbauer, neither the school or individual buildings appear to be good examples of Hufbauer's work, not do they display high artistic values. For example, a good example of Hufbauer's work is the Education Center from 1953 (San Diego Unified School District Board of Education's Eugene Brucker Education Center), which features a high level of design and many character-defining features of popular 1950s architecture. Additionally, the campus buildings are not good examples of their period, style, or type. For these reasons, the buildings at Collier Junior High School are not eligible for CRHR listing under Criterion 3 individually or as a whole.

As modest, one- and two-story rectangular buildings with flat roofs, Buildings 100 to 800 are unlikely to yield important information regarding construction or engineering technologies, methods, or materials. Therefore, the buildings at Collier Junior High School are not eligible under CRHR Criterion 4.

In Summary, neither Collier Junior High School as a whole nor any of its individual buildings appear to meet the criteria for listing on the CRHR. Collier Junior High School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.):

Photograph 1. Front of Collier Junior High School, showing Building 100 in the foreground and Building 500 in the background, camera facing west.

Photograph 2. Building 100, east elevation, camera facing southwest.

Photograph 3. Building 100, north elevation, camera facing south.

Photograph 4. Building 100, north elevation, showing open, square skylights, camera facing east.

Photograph 5. Building 100, west elevation, camera facing north.

Photograph 6. Building 200, south elevation, camera facing northwest.

Photograph 7. Building 300, south elevation, camera facing north.

Photograph 8. Building 600, east elevation, camera facing north.

Photograph 9. Building 200, east elevation, camera facing south.

Photograph 10. Building 200, west elevation gated hallway, camera facing south.

Photograph 11. Buildings 200 and 300, west elevations, camera facing north.

Photograph 12. Building 300, east elevation, camera facing south.

Photograph 13. Building 600, west elevation, camera facing north.

Photograph 14. Building 500, south elevation, camera facing north.

Photograph 15. Building 500, east elevation, camera facing northwest.

Photograph 16. Building 500, west elevation, camera facing east.

Photograph 17. Building 500, north elevation, camera facing southwest.

Photograph 18. Building 700, west elevation, camera facing east.

Photograph 19. Building 700, east elevation, showing lunch canopy, camera facing west.

Photograph 20. Building 700, north elevation, camera facing southeast.

Photograph 21. Building 800, south elevation, camera facing northwest.

Photograph 22. Building 800, south elevation, showing outdoor cafeteria lines and lunch canopy, camera facing northwest.

Photograph 23. Building 800, east elevation, camera facing northwest.

Photograph 24. Building 800, north elevation, camera facing south.

Photograph 25. Building 800, north and east elevations, showing outdoor staff lunch space on north elevation, camera facing southwest.

Photograph 26. Shed at northernmost edge of campus, adjacent to Valeta Street, south and east elevations, camera facing northwest.

Photograph 27. Building 900 (built 2004), north and west elevations, camera facing south.

Photograph 28. Portable units located south of Building 200 and west of Building 900, camera facing southwest.

Photograph 29. Lunch space with canopy and portable units in background, located east of Building 700 and south of Building 800, camera facing southeast.

Photograph 30. Front of Collier Junior High School, showing wall between Building 100 and Building 500 and deep eaves with open, square skylights, camera facing north.

Photograph 31. Courtyard between Building 100 and 500 (shown), showing hardscape and landscape, camera facing northeast.

Photograph 32. Landscape and hardscape located between Buildings 400 and 500, showing open skylight punch outs, camera facing north.

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist
Date:	October 25, 2019
Re:	**Cultural Resources Assessment of Crown Point Elementary School**

Crown Point Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Crown Point Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Crown Point Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Crown Point Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Crown Point Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Crown Point Elementary School campus. The SCIC reviewed its digitized records to

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Thirty cultural resources studies have been previously conducted within a quarter-mile buffer around the project area but none cover the project area. One cultural resource has been recorded within the project area, in the southern third of the school property. The resource consists of P-37-011571, which was originally identified by Malcolm Rogers prior to development of the area in the early 20th century. The site is known to consist of a shell midden, groundstone, lithics and pottery. Small portions of the site have

been tested and excavated with either positive or negative results, mostly depending on previous disturbance and development of the area. The site has not been previously tested within the school property therefore it is not known if it is present or absent within the school. Given that the site boundary encompasses the southern third of the school property, the prehistoric archaeological sensitivity of the school is assumed to be high.

According to small scale plot plans, the Crown Point Elementary School campus was mostly constructed between 1948-1949 (SDUSD 2016). Available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1948. Topographic maps based on 1901-02 and 1938-39 surveys indicate that, prior to construction of Crown Point Elementary School, no structures or buildings were present on the school parcel (USGS 1903, 1943). Given the lack of prior development of the school property, the historic archaeological sensitivity of the school is assumed to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological or paleontological remains to be exposed during project construction at Crown Point Elementary School:

- Prehistoric Archaeology: Present, monitoring during construction is recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Crown Point Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The record search indicated that the southern third of the school property falls within the mapped location of a prehistoric cultural resource. Therefore, ICF recommends the presence of an archaeological monitor during initial ground disturbing activities at the school.

To reduce potential impacts on potentially significant prehistoric archaeological resource, initial grading and/or excavating shall be monitored by a qualified archaeological monitor, who is supervised by Lead Archaeologist who meets the Secretary of the Interior's Professional Qualifications Standards, as outlined in 36 CFR 61. The following additional conditions shall apply during earthwork activities, including grading and trenching, until such a time as the Lead Archaeologist determines there is low or no potential for encountering cultural resources:

- The Lead Archaeologist shall participate in the preconstruction meeting to inform all personnel of the potential to encounter archaeological materials during construction.
- If the archaeological monitor, through observation and professional judgment, determines that a particular location is not archaeologically sensitive because of lack of native soil or previous disturbance, the archaeological monitor may reduce or curtail monitoring efforts in that location.
- Monitoring efforts may be reduced if some of the areas with potential for culturally sensitive materials are determined upon exposure and examination by the qualified archaeological monitor to have a low potential to contain cultural resources.

- If an artifact is discovered that requires collection, the archaeological monitor shall have the authority to temporarily halt construction activities in the immediate area of the find, and be given sufficient time to recover the item(s) and map its location with a GPS device.
- In the event that cultural materials (e.g., bone, chipped stone, ground stone, shell, glass, ceramics, metal) are located below surface during the construction of the project, work shall be halted in that area so that the significance of the find can be determined by the Lead Archaeologist, and, if necessary, appropriate treatment measures can be developed in consultation with the District. Treatment measures typically include development of avoidance strategies, capping with fill material, or mitigation of impacts through data recovery programs, such as excavation or detailed documentation, following standard archaeological procedures.
- Recovered items shall be treated in accordance with current professional standards by being properly provenienced, cleaned, analyzed, researched, reported, and curated in a collection facility meeting the Secretary of the Interior's Standards, as promulgated in 36 CFR 79, such as the San Diego Archaeological Center.
- A monitoring report shall be prepared by the Lead Archaeologist and submitted to the District for review and approval. The report will discuss the monitoring methods and results, and provide interpretations about any recovered materials or sites identified, if any. The final report will be submitted to the District and the South Coastal Information Center.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

References

San Diego Unified School District (SDUSD)
2016 Small Scale Plot Plan, Crown Point Elementary 4033 Ingram Street, San Diego, California.

United States Geological Survey (USGS)
1903 La Jolla, California. 15-minute Series Topographic Quadrangle Map (culture surveyed 1901-02).
1943 La Jolla, California. 7.5-minute Series Topographic Quadrangle Map (culture surveyed 1938 and 1939).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z
Other Listings _____
Review Code _____ Reviewer _____ Date _____

*Resource Name or # (Assigned by recorder) Crown Point Elementary School

P1. Other Identifier: N/A

*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)

*b. USGS 7.5' Quad La Jolla Date 1967 (PR 1975) T 16S; R 3W & 4W; ___ ¼ of Sec N/A (Pueblo Lands of San Diego); San Bernardino B.M.

c. Address 4033 Ingraham Street City San Diego Zip 92120

d. UTM: (give more than one for large and/or linear resources): Zone mE/ mN

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate)

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)
Crown Point Elementary School is an approximately 6-acre property located in the San Diego community of Pacific Beach. Secured by chain link fences and gates, and vertical-bar steel gate at the main entrance, the school is bounded by Jewell Street on the east, Pacific Beach Drive on the north, Fortuna Avenue on the south, and Ingraham Street on the west. A sketch map of the campus identifying the buildings can be referenced on page 4. The school's main entrance faces Ingraham Street. The permanent buildings consist of Building 100 (classrooms and kindergarten wing), Building 200 (administration), Building 300 (cafeteria-auditorium, kitchen, and teachers dining room), and Building 400 (classrooms) and Building 500 (library). Buildings 100-400 were constructed in 1948-1949. Building 500 was constructed in 2003 (see page 5 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building

*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Photograph 1. Left-to-right, Building 200, main entrance, and Building 100, looking southeast from Ingraham Street (photographs continued on page 10 Continuation Sheet)

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1948-1949 (SDUSD 2016)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92111

*P8. Recorded by: (Name, affiliation, address)
Timothy Yates
ICF
525 B Street, Suite 1700
San Diego, CA 92101

*P9. Date Recorded: July 26, 2019

*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

B1. Historic Name: Crown Point Elementary
B2. Common Name: Crown Point Elementary School
B3. Original Use: Public school B4. Present Use: Public school
***B5. Architectural Style:** Transitional Moderne/Vernacular Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) Buildings 100 and 200 constructed in 1948; Buildings 300 and 400 and addition to Building 200 constructed in 1949 (SDUSD 2016).
***B7. Moved?** ■ **No** ☐ **Yes** ☐ **Unknown** **Date:** _____ **Original Location:** _____
***B8. Related Features:** _____

B9. Architect: Samuel W. Hamill **b. Builder:** O.L. Carpenter (Buildings 100 and 200); Anderson & Johnson (Buildings 300 and 400 and addition to Building 100.
***B10. Significance: Theme** San Diego public school development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Crown Point Elementary School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None the campus's buildings appear to have sufficient historical significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of CEQA. Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Crown Point Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 6 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 19 Continuation Sheet

B13. Remarks:

***B14. Evaluator:** Timothy Yates, Ph.D. ICF

***Date of Evaluation:** September 18, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

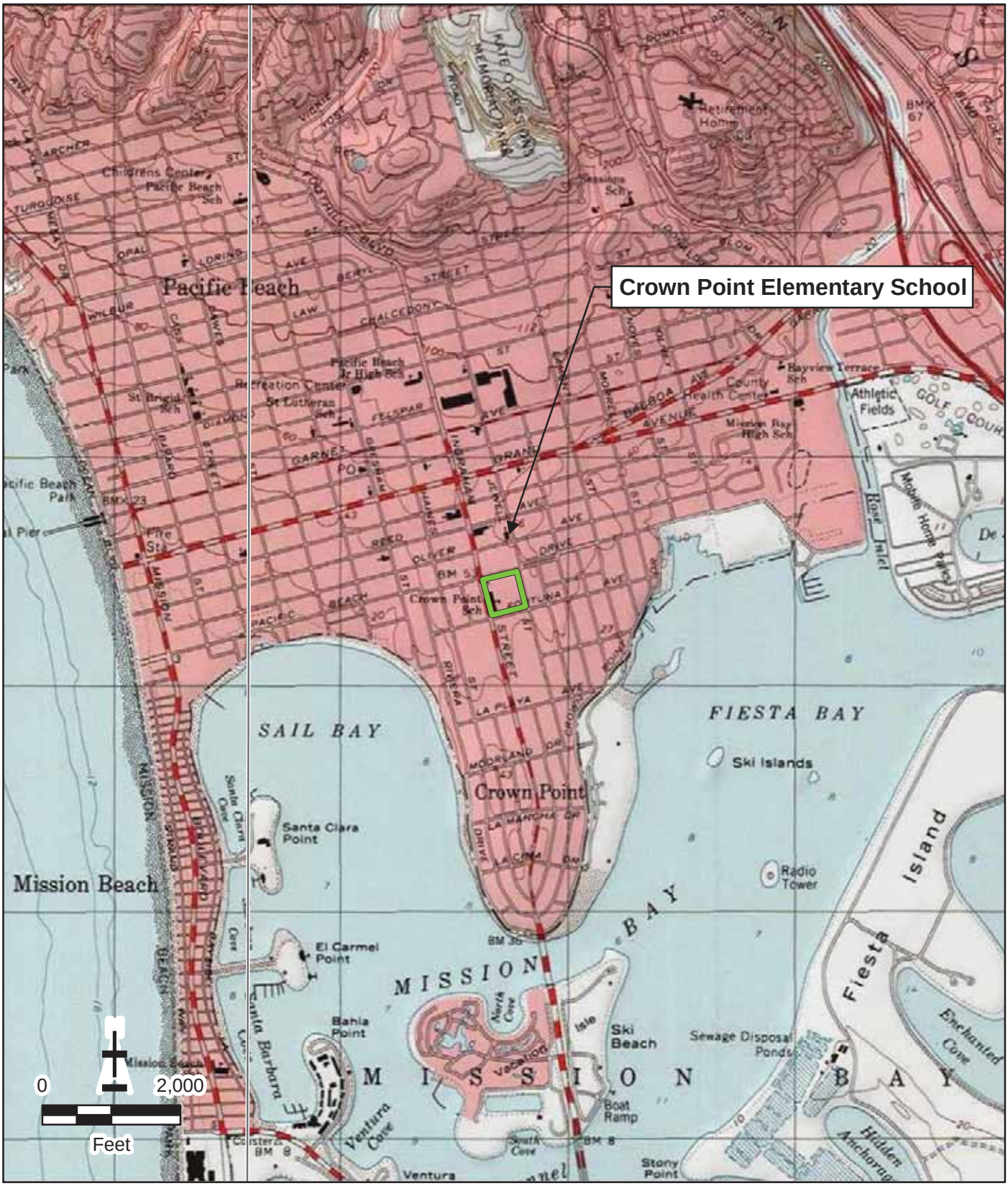
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Crown Point Elementary School

Map Name: La Jolla, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Crown Point Elementary School

*Drawn By K. Chmiel

*Date of Map October 7, 2019

*Required Information

*P3a. Description (cont.):

Buildings 100-400 are low-cost, simply designed school buildings that do not embody any particular architectural style. Limited features such as molded cornices and one building's pilasters, shaped parapets, exterior moldings resonate with the stripped Classicism of the PWA Moderne style. The school also has a Modernistic concrete arcade at the main entrance and several window bezels, features which could be present at a school embodying the Late Moderne style. However, Crown Point Elementary School does not consistently embody the Moderne or Late Moderne styles. The school's buildings all have flat or slightly concaved roofs surrounded by low parapets, uniform exterior stucco finish, interior circulation corridors, and—unless otherwise specified below—non-original fixed and operable aluminum-framed sashes within original openings that retain original wood elements such as sills, mullions, and in some instances molded casings.

The main entrance to the campus is framed by the concrete arcade (Photographs 1-3). This structure is attached to the north elevation of Building 100 and the south elevation of Building 200. It has two flat roofs. The higher, westerly roof tops a rectangular portal that projects slightly beyond the planes of the buildings' west elevations. Four symmetrically positioned, four-sided columns support the higher roof slab, which is punctuated by three circular skylights at both the north and south sides of the columns. The lower roof at the east side of the structure shelters a circulation artery between the buildings' interior corridors (Photograph 4). It is supported in part two of the four columns, and by two additional four-sided columns on the east side of the structure. Non-original vertical-bar fencing and gates enclose the west portals and the north side of the structure at the main entry to Building 200.

Building 100 has an L-shaped plan consisting of a main, long, rectangular classroom volume and an east-projecting kindergarten wing at the south end of the plan. Across a majority of the building, a wood cornice with congé and astragal molding runs atop the exterior walls. The window-less north elevation and west end of the south elevation each have slightly recessed entries secured by institutional-grade two-leaf doors with upper glazing surrounded by fixed transoms, fixed sidelights, and lower wood panels, all with wood frames (Photograph 5). A larger, off-center and recessed entry at the west elevation has a similar arrangement of two-leaf doors and windows, but with two rows of transoms and mostly larger windows and panels. In addition to the entry, seven large windows bays punctuate the west elevation below the molded wood cornice (Photograph 6). Divided by large wood mullions, the bays contain sashes stacked 7 high and 8 across. On the opposite side of the building, at the center of the east elevation, recessed entries with glazed two-leaf doors and fixed wood-framed transoms flank bathroom windows containing sashes stacked 4 high and 2 across and lower fixed wood louvers (Photograph 7). Drinking fountains and a tile backsplash, none of which appear to be original, are situated between the two bathroom windows. Fronted by non-original concrete-block planters, five large window bays dominate the east elevation. Divided by large wood mullions, these contain sashes stacked 6 high and 7 across adjacent to entries with one-leaf doors below transoms stacked 3 high. An attached wood-framed canopy with steel pipe-column supports shelters entries and windows at the ell of the kindergarten wing (Photograph 8). There an east-facing entry features a single-leaf door and adjacent panels and sidelights surmounted by transoms, all fixed and wood-framed. Also sheltered at the north elevation by the canopy is an entry secured by a single leaf door with a fixed wood-framed transom adjacent to a window bay divided by mullions with sashes stacked 3 high and 6 across. The kindergarten addition to the east has two east-facing window bays divided by large mullions, one with sashes stacked 3 high and 6 across, and the other with sashes stacked 3 high and 3 across (Photograph 9). Three small windows at the north elevation of the addition contain sashes stacked 3 high. A chain-link fence with vertical vision-screens encloses a kindergarten play area at the south elevation. Facing the play area are three entries with solid one-leaf doors, including one with a fixed transom and flanking windows containing non-original sashes stacked 4 high, and one at the east end with a two-sash transom and an adjacent window with sashes stacked 6 high. Between the entries, two large window bays divided by large mullions contain sashes stacked 6 high and 6 across. At a modest distance from the building, non-original HVAC units are visible across its roof.

Building 200 has a rectangular plan. It was originally attached only to the entry arcade but now attaches on its north side to an interior circulation corridor on the south side of Building 300. At the west elevation immediately north of the entry arcade, Building 300 has a moderately sized window bay with two large mullions and sashes stacked 6 high and 3 across (Photograph 10). North of that window are a small louvered vent, three entries with solid one-leaf doors, and a non-original digital marquee sign. Above the line of the wood congé and astragal cornice molding rises a stucco-clad boiler-room chimney with a metal pipe vent. At the center of the south elevation, the building's recessed main entry is secured by institutional-grade two-leaf doors with upper glazing surrounded by fixed sidelights, panels, and transoms, all with wood frames. East of that entry is a small window with 4 sashes, an entry with a solid one-leaf door, and an additional window with

sashes stacked 6 high (Photograph 11). Supported by a large wood post, the latter window wraps around the building's southeast corner, where sashes stacked 6 high and 3 across are divided by two sizeable mullions. North of that window, the east elevation has three windows, one with sashes stacked 6 high and 2 across, one which sashes stacked 4 high, and one with sashes stacked 6 high and 4 across. North of those windows is an entry with a solid one-leaf door under two small louvered vents.

The interior circulation corridor connecting Buildings 200 and 300 has west and south facing entries, each with two glazed two-leaf institutional-grade doors surmounted by fixed wood-framed transoms. The west-facing entry also has fixed wood-framed sidelights above wood panels (Photograph 12). Containing a stage, auditorium-cafeteria, kitchen, utility rooms, and a teachers dining room, Building 300 has a slightly irregular, rectilinear plan. A flat-roofed portion of the building at the west end of the plan features tapered cornice molding and six west-elevation pilasters, with the cornice molding continuing vertically on the northernmost and southernmost pilasters. The roof of the central auditorium-cafeteria volume rises higher than the flat-roofed portions of the building and features west and east-facing gable-shaped parapets. Outlined by a bezel, a large auditorium-cafeteria window bay at the north elevation contains original wood mullions of varying width, lower wood muntins, and sashes stacked 6 high and 10 across (Photograph 13). West and east of the window bay are auditorium-cafeteria entries with solid two-leaf doors framed by rectangular, low-relief archivolts consisting of outer tapered moldings and inner astragal moldings. The lower, flat-roofed portion of the building at the east portion of the plan has a small, north-facing bezeled window with a central louvered vent and flanking sashes. East of this are multiple small windows, some with fixed wood louvers, and entries with single-leaf doors. An attached circulation canopy with a stucco-clad underside and steel pipe columns runs along the south elevation (Photograph 14). There, two solid single-leaf doors and a glazed two-leaf door secure three entries amid original fixed and hung wood-framed windows, most of them multi-paned with wood muntins. Two boarded service windows are also present at the east end of the south elevation.

The canopy on the south side of Building 300 extends north and connects to an attached canopy with steel pipe columns running the length of Building 400's west elevation. Building 400 has a rectangular plan, a slightly concave roof surrounded by low parapets, and a wood cornice with congé and astragal molding. Centered entries access Building 400's interior circulation corridor at the west and east elevations; the west one is recessed (Photograph 15). These entries are secured by institutional-grade two-leaf doors with upper glazing surrounded by fixed transoms, sidelights, and lower wood panels, all with wood frames. At the north elevation, three large window bays divided by large wood millions contain sashes stacked 6 high and 8 across (Photograph 16). Positioned adjacent to entries with solid single-leaf doors and transoms with sashes stacked 3 high, two large window openings with wood mullions at the south elevation contain sashes stacked 6 high and 7 across. At the east portion of the south elevation, recessed bathroom entries with solid two-leaf doors and fixed wood-framed transoms flank a porcelain drinking fountain with a tile backsplash and smaller windows containing lower fixed wood louvers and sashes stacked 4 high.

Located south of Buildings 300 and 400 respectively are a steel lunch shelter and Building 500, both constructed after the year 2000. A school library, Building 500 is an example of Postmodern-style architecture that contrasts the vernacular Modern and Moderne-influenced architecture of the schools late 1940s buildings (Photographs 17 and 18). It has stucco and tile cladding, fixed aluminum-framed windows, and curved and flat roofs. The buildings' curved roof, main entry canopy, and awnings are sheathed in standing-seam metal. Amid Building 500 and the lunch shelter are non-original concrete planters with shrubs and trees. A single portable building is located east of Building 100's kindergarten wing. The school buildings partially outline a large, paved blacktop play area. East of the blacktop is a sizeable play field. A parking lot is located on the north side of the field. Along Ingraham Street and Pacific Beach Drive, the school is landscaped with lawns, numerous mature trees, and concrete walkways.

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

Whereas San Diego's population stood at 203,341 in 1940, just prior to World War II, by 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s,

planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing "duck-and-cover" drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier

to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman No Date; *San Diego Tribune* 1954).

Development of Crown Point Elementary School

San Diego-area architect Samuel W. Hamill completed architectural drawings for Crown Point Elementary School's first buildings in January 1947, including Building 100, the school's main entry arcade, and Building 200. In March 1947 the *San Diego Union* published a drawing of what it described as the "Modernistically designed Crown Point Elementary School," the first new school to be constructed in San Diego after World War II. Later in March, builder O.L. Carpenter won the $200,000 contract to construct the Hamill-designed school buildings. Thirteen teachers and 525 students (40 students per classroom) attended the first classes held in the new buildings in January 1948 (Hamill 1947; *San Diego Union* 1947a, 1947b).

By that time, population growth from residential development in Pacific Beach had already exceeded the capacity of local schools. Two grades of Crown Point students had to attend classes at Pacific Beach Elementary School, which held double sessions to accommodate the increasing enrollment. When Crown Point's first students began instruction, the Board of Education had already prepared for additions to the school. Hamill completed architectural plans for the additions in April 1948. The construction company of Anderson & Johnson won the $159,175 contract to build a new cafeteria-auditorium building (Building 300), a new classroom building (Building 400), and a kindergarten addition to Building 100. Anderson & Johnson completed the buildings and addition in February 1949 (Hamill 1948; SDUSD 2016; *San Diego Union* 1948a, 1948b, 1948c)

Samuel W. Hamill

Hamill, who designed the Crown Point Elementary School in two phases, is a San Diego-area master architect. Born in Arizona on April 27, 1903, Hamill moved as a child with his family to San Diego in 1909. Fascinated by the Spanish Colonial Revival architecture of San Diego's 1915 Panama-California Exposition, Hamill took drafting classes during his high school years with master architect Lilian Rice, who became his mentor, and interned for a summer with William Templeton Johnson, the lead architect for the 1915 Exposition. Hamill attended San Diego State University for a year and transferred to the University of California, Berkeley, where he studied architecture and graduated with honors in 1927. Returning to San Diego, he won employment with the firm of Requa and Jackson. Highpoints of his early career included assisting Rice in designing the town center of Rancho Santa Fe, designing the Casa de Tempo model home in Balboa Park, and designing

several as buildings at the Del Mar Fairgrounds. In 1935 Hamill joined three other prominent local architects on the Works Progress Administration project to develop the Civic Center building (today's County Administration Building) and eventually became the chief designer for the project. Hamill's master architect status derives mainly from his Spanish Colonial Revival style architectural designs during the pre-World War II period, but he continued working as an architect after the war and designed Mid-Century Modern buildings and complexes. Hamill went on to serve as the architect for the Union Title and Trust Company, and in 1950 he designed the Veterans' War Memorial Building in Balboa Park. He subsequently served as lead architect for the Civic Center and Community Concourse. By the time Hamill retired in 1968, he had firmly distinguished himself as both an influential architect and as a civic leader through his associations with San Diegans, Inc., the Committee of 100, and the American Institute of Architects (Freeley et al. 2001:12; Young 1985).

Evaluation

Crown Point Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. The school was constructed during San Diego's post-World War II period of expansive growth and suburban housing construction. The school's association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many post-World War II buildings and complexes remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Crown Point Elementary school is unique as the first new school developed in San Diego following World War II. However, this fact alone does not amount to an event that confers significance upon the school under CRHR Criterion 1. As noted elsewhere in this evaluation, the school's design does not embody a clean break with pre-World War II or World War II-era school architecture. Even if it did, that could potentially confer significance on it as an exemplar of a new design paradigm, but that question is properly addressed under CRHR Criterion 3. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Crown Point Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that the Crown Point Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Crown Point Elementary School campus appears eligible for CRHR listing under Criterion 1.

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Crown Point Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from the late 1940s through the early 1970s, Crown Point Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Crown Point Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Neither Crown Point Elementary School as a whole nor any of its individual buildings has significance for architectural or construction value. Although the school was planned and constructed in two phases, architect Samuel W. Hamill designed all of the buildings over 45 years of age. In terms of architectural style, the school exhibits transitional design qualities. Its flat roofs, simply molded cornices, and modestly decorative exterior wall moldings resonate from faint to moderate degrees with the stripped Classicism of some Moderne style schools, particularly the PWA Moderne subcategory (named for the federal Public Works Administration of the 1930s). However, even Building 300—the Crown Point school building that resonates most strongly with PWA Moderne's stripped classicism—is not a particularly good example of the PWA Moderne style or Moderne architecture more broadly. Apart from Building 300, the other buildings strongly resemble numerous simply designed (almost utilitarian) late 1930s and 1940s school buildings at other San Diego-area schools that do not clearly embody an architectural style and are perhaps best categorized as Vernacular Modern. The school's entry arcade is

arguably the most compelling element of its design, and certainly the most Modern. But the entry arcade itself neither raises the school as a whole to the threshold of architectural significance appropriate for CRHR listing, nor meets that threshold individually. Although San Diego master architect Samuel W. Hamill designed Crown Point Elementary School, he also designed numerous other San Diego schools. Niether the subject complex as whole nor any of its buildings are an important example of Hamill's school design work locally. For these reasons Crown Point Elementary School as is not eligible for CRHR listing under Criterion 3, and none of its buildings or structures qualify as individually significant under Criterion 3.

As one of many schools in the greater San Diego area consisting of buildings constructed since World War II, Crown Point Elementary School is not significant under NRHP Criterion D or CRHR Criterion 4 as a source or likely source of important historical information, and does not appear likely to yield important information about historic construction methods, materials, or technologies.

In Summary, neither Crown Point Elementary School as a whole nor any of its individual buildings meet the criteria for listing on the CRHR. Crown Point Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.):

Photograph 2. Front of main entrance from Ingraham Street, looking east-southeast.

Photograph 3. Building 100 at left, rear of main entrance at center, Building 200 at right, looking west-northwest.

Photograph 4. Circular skylights on north side of main entry gate roof, looking northwest.

Photograph 5. Building 100, interior circulation corridor entry at south elevation from Fortuna Avenue, looking north-northwest.

Photograph 6. West elevation of Building 100 from Ingraham Street, looking southeast.

Photograph 7. East elevation of Building 100, looking northwest.

Photograph 8. Partial north and east elevations at south end of original portion of Building 100, looking southwest.

Photograph 9. East and north elevations of addition to Building 100, looking southwest.

Photograph 10. Building 200 west elevation and portion of original north elevation from Ingraham Street, looking east-southeast.

Photograph 11. East (left) and partial south (right) elevations of Building 200, looking northwest.

Photograph 12. West elevation of Building 300 and interior circulation corridor constructed with Building 300 from Ingraham Street, portion of Building 200 at right, looking east.

Photograph 13. North elevation of Building 300 from Pacific Beach Drive, looking south.

Photograph 14. South and partial east elevations of Building 300, looking west.

Photograph 15. East and partial south elevations of Building 400, looking west-northwest.

Photograph 16. North elevation of Building 400, looking west.

Photograph 17. West elevation of Building 500 (Library), looking northeast.

Photograph 18. East and south elevations of Building 400, looking west.

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Euclid Elementary School**

Euclid Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Euclid Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Euclid Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Euclid Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Euclid Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Euclid Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Twenty-three cultural resources studies have been previously conducted within a quarter-mile buffer around the school property, six of which intersect with a portion of the school. Ten cultural resources have been recorded within the quarter-mile buffer, but none within the school boundary. The resources consist of historic sidewalk stamps or buildings.

The school property is situated on a mesa top and is not located near any areas of archaeological sensitivity (e.g. near the confluence of two water sources or on a terrace adjacent to a drainage). The small scale plot plans reveal that a school was constructed on site beginning in 1916 (SDUSD 2014). Over the next 100 years, the school property underwent extensive renovations and construction of new buildings. Given the extent of grading needed for the construction of new buildings, and the general low archaeological sensitivity of the mesa top, the prehistoric archaeological sensitivity of the school property is assumed to be low.

Available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1916. Topographic maps based on 1901-1902 surveys indicate that, prior to construction of the Euclid Elementary School, no buildings or structures were present on the school parcel (USGS 1903). Euclid Elementary School is within the range of historic-period Sanborn fire insurance map coverage for San Diego (Figure 1). The Sanborn map shows the school buildings located east of Sierra Ave/ 47th St (Sanborn 1920). Multiple residences are shown on the Sanborn map on what is now the west side of the school parcel. A review of historic aerials indicates that the school property expanded into a portion of this residential area sometime between 1966 and 1980 when all the buildings were demolished (National Environmental Title Research 1966, 1980).

The small scale plot plan for the school shows that the school property underwent multiple episodes of construction and demolition between 1916 and 2012 (Figure 2). This series of construction and demolition involved grading and import of fill. A geotechnical study was conducted in 1988 to determine the cause of stress cracks within school buildings and to determine general subsurface conditions of the site for future construction (Benton 1988). Six borings were drilled within the school property and all encountered fill materials that were not suitable for building foundation and slab support. The report also recommended that future construction remove all existing fill to a depth of 5 feet below the surface and import new fill soils that can be properly recompacted (Benton 1988). Based on the small scale plot plans, the next phase of construction at Euclid occurred in 1991.

Given the extensive construction and demolish of Euclid Elementary over a period of 100 years, and the import and removal of fill soils from the site which would have destroyed any remnants of historic period resources, the historic archaeological sensitivity of the school property is assumed to be low.

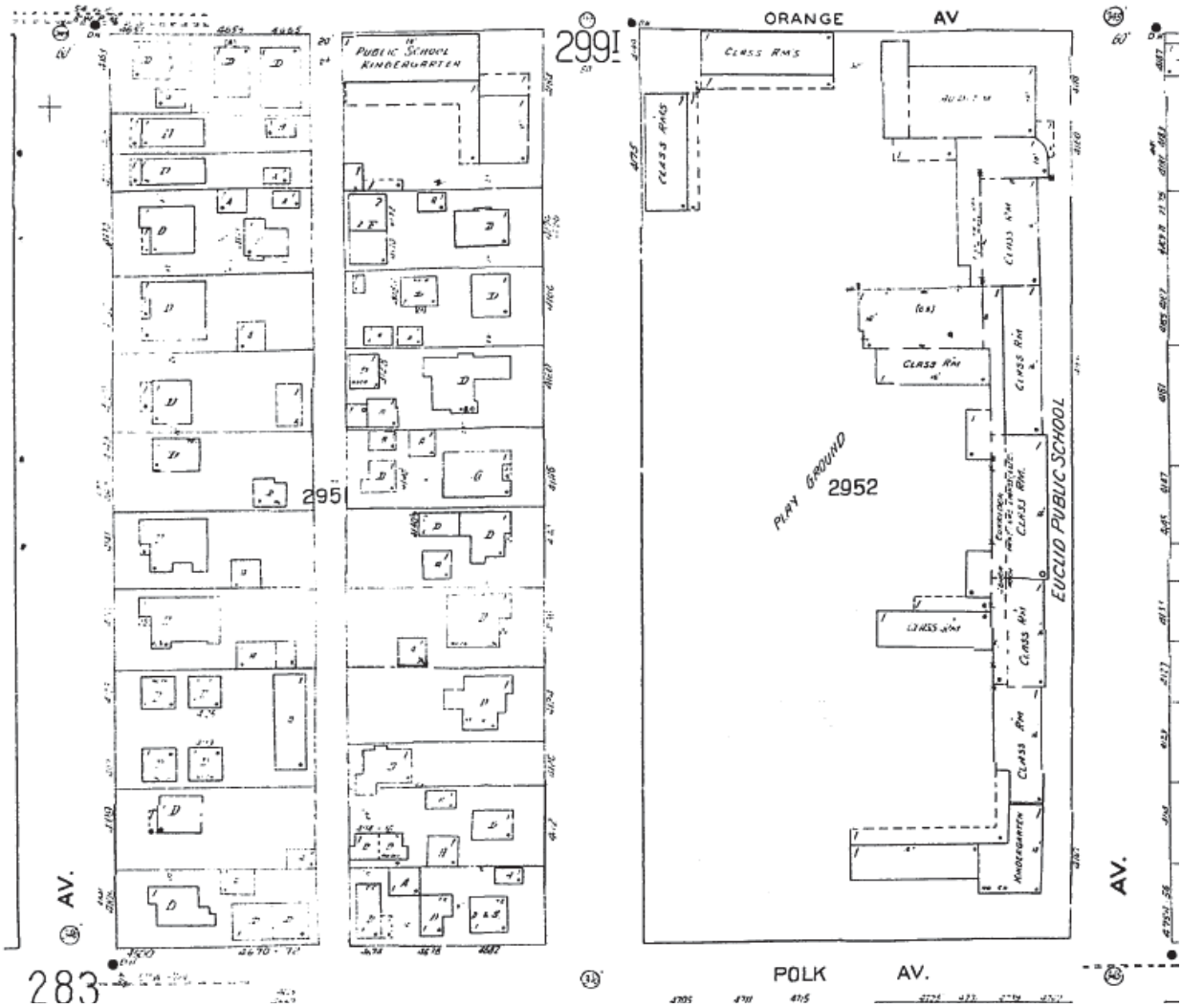

Figure 1. 1920 Sanborn Map

BLDG. ID. #	EXT. GROSS AREA *	DATE OF FINAL COMPLETION *
01–01 **	3,188 S.F.	1916
02–02 **	2,125 S.F.	1924
03–03 **	6,857 S.F.	1925
04–04 **	1,971 S.F.	1926
05–05 **	2,167 S.F.	1928
06–06 **	2,627 S.F.	1930
07–07 **	2,517 S.F.	1932
08–08	1,947 S.F.	1938
09–09 **	837 S.F.	1940
10–10	1,904 S.F.	1941
11–11	8,584 S.F.	1948
12–12 ***	2,464 S.F.	02–24–53
12–13 ***	1,237 S.F.	02–24–53
13–14	1,384 S.F.	12–21–54
15–16	12,162 S.F.	1976
15–17	6,458 S.F.	1976
15–18	601 S.F.	1976
16–19	1,002 S.F.	1991
16–20	1,917 S.F.	1991
16–21	420 S.F.	1991
16–22	2,880 S.F.	1991
17–23	23,285 S.F.	2012
TOTAL	62,544 S.F.	

Figure 2. Small Scale Plot Plan of building construction and demolition. (** demolished 1975).

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Euclid Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Euclid Elementary School site has low potential for historic archaeology, because the school property has undergone extensive construction and demolition of school buildings which resulted in periods of soils and fill removal and import, destroying and potential historic resources. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

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1980 Historic Aerial Photograph of Euclid Elementary School Site.
Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

Sanborn Map Company
1920 *Sanborn Fire Insurance Map, San Diego, California, 1920-56, Volume 2,* Sheet 284.
Sanborn Map Company, New York, New York.

San Diego Unified School District (SDUSD)
2014 Plot Plan of Euclid Elementary School, San Diego, California.

United States Geological Survey (USGS)
1903 La Jolla, California. Topographic Quadrangle Map (surveyed 1901-1902). Scale 1:62500

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z

Other Listings _____
Review Code _____ Reviewer _____ Date _____

 *Resource Name or # (Assigned by recorder) Euclid Elementary School

P1. Other Identifier: N/A
*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)
*b. USGS 7.5' Quad La Mesa Date 1967 T 16S ; R 2W; ___ ¼ of Sec N/A (Ex Mission San Diego Land Grant); San Bernardino B.M.
c. Address 4166 Euclid Avenue City San Diego Zip 92105
d. UTM: (give more than one for large and/or linear resources): Zone 11S 491356.55mE/ 3623900.07mN
e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate)

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)
Euclid Elementary School occupies an approximately 6.4-acre site on one- and one-half square-blocks in a dense urban neighborhood. It is bounded to the north by Orange Avenue, to the south by Polk Avenue, to the east by Euclid Avenue, and to the west by a mid-block alley, residential properties and Menlo Avenue. The campus comprises fourteen permanent buildings and at least one dozen portable buildings. Permanent buildings are sited at the parcel's perimeter -- the east edge along Euclid Avenue, and at the southeast (Euclid and Polk Avenues), northeast (Euclid and Orange Avenues) and northwest (Orange Avenue and the alley) corners of the campus (see page 6 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building
*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Photograph 1. East elevation, Building 11-11/A and B, camera facing west (photographs continued on page 16 Continuation Sheet)

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1938, 1941, 1948, 1953, 1954 (SDUSD 2014)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92101

*P8. Recorded by: (Name, affiliation, address)
Stephanie C. Hodal
ICF
555 W. 5th Street. Suite 3100
Los Angeles, CA 90013

*P9. Date Recorded: July 26, 2019
*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None.

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

*Resource Name or # (Assigned by recorder) Euclid Elementary School

B1. Historic Name: Euclid Elementary School
B2. Common Name: Euclid Elementary School
B3. Original Use: Public School B4. Present Use: Public School
***B5. Architectural Style:** Spanish Eclectic, Streamline Moderne, Mid-Century Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) Building 08-08/E completed 1938; Building10-10/E completed 1941; Building 11-11/A and B completed 1948; Buildings 12-12/F and 12-13/F completed 1953; Building 13-14/E completed 1954. (SDUSD 2014)
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** _____ **Original Location:** _____
***B8. Related Features:** _____

B9. Architect: Richard Requa (Building 08-08/E); John Seibert (Building 10-10/E); William Lodge (Building 11-11/A and B); J. Thomas Erchul (Buildings 12-12/F and 12-13/F); Bureau of Education Architecture Department (Building 13-14/E). **b. Builder:** John O. Shive (Building 10-10/E); Cory and Longworth Construction Company (Building 11-11/A and B); O. O. and R. E. Maurer (Buildings 12-12/F and 12-13/F).
***B10. Significance: Theme** San Diego Public School Development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Euclid Elementary School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None of the campus' buildings appear to have sufficient significance for individual listing on the DRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of CEQA. Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Euclid Elementary School has been evaluated with reference to a historic context produced by ICF and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the pre- and post-World War II period is summarized below (see page 9 Continuation Sheet).

(Sketch Map with north arrow required.)

See DPR Page 4 Sketch Map

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 25 Continuation Sheet

B13. Remarks:

***B14. Evaluator:** Stephanie Hodal, MHC.

***Date of Evaluation:** October 11, 2019

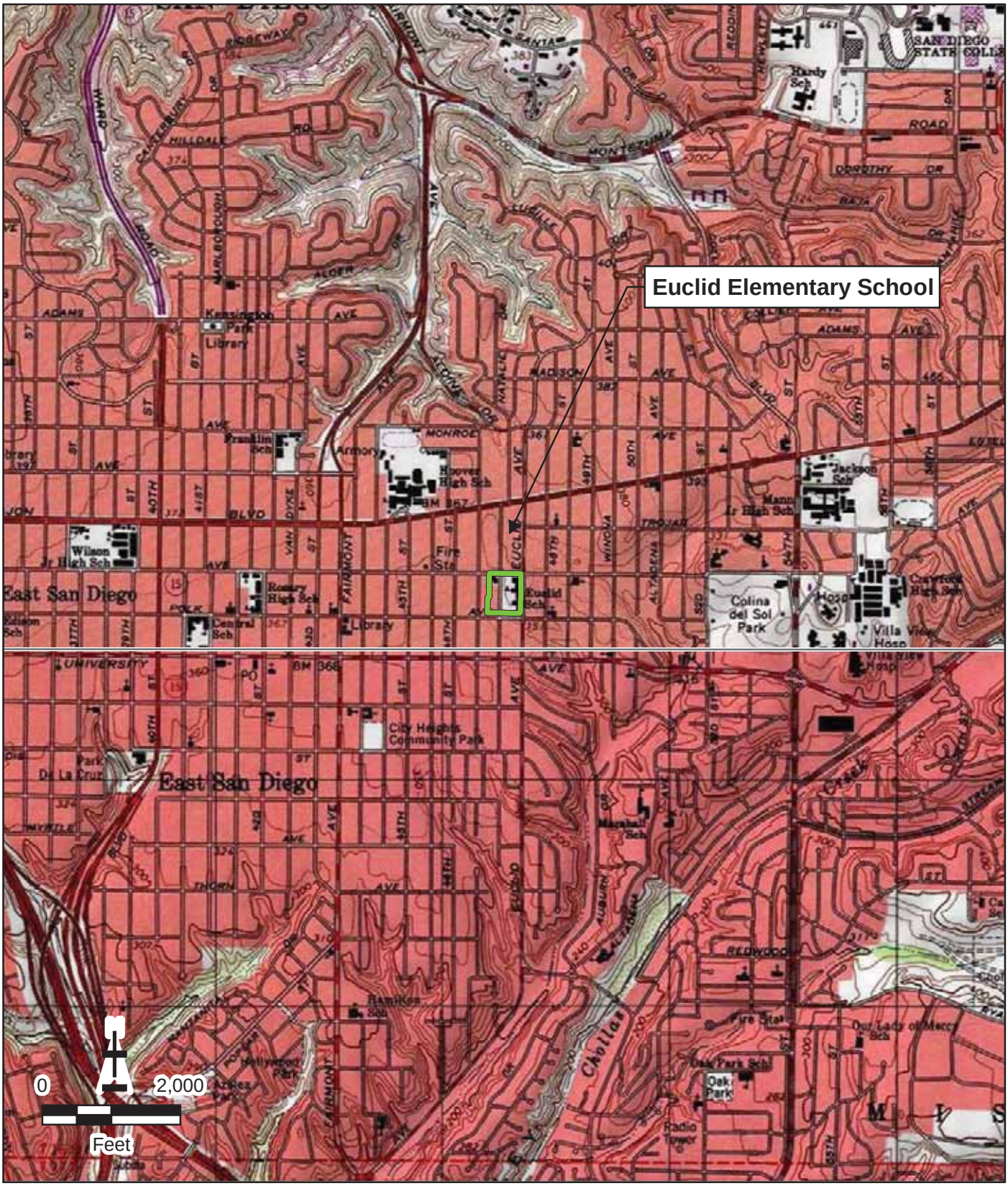
(This space reserved for official comments.)

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Euclid Elementary School

Map Name: La Mesa, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Euclid Elementary School

*Drawn By K. Chmiel

*Date of Map October 7, 2019

*Required Information

PORTABLE FACILITIES		
NAME	NO.	TOTAL AREA
CL. RMS.	8	7,680S.F.
#1464S	1	960S.F.
KINDGTN	2	2,304S.F.
TOILET	1	960S.F.
TOTAL		11,904S.F.

BLDG. ID. #	EXT. GROSS AREA *	DATE OF FINAL COMPLETION *
01-01 **	3,188S.F.	1916
02-02 **	2,125S.F.	1924
03-03 **	6,857S.F.	1925
04-04 **	1,971S.F.	1926
05-05 **	2,167S.F.	1928
06-06 **	2,627S.F.	1930
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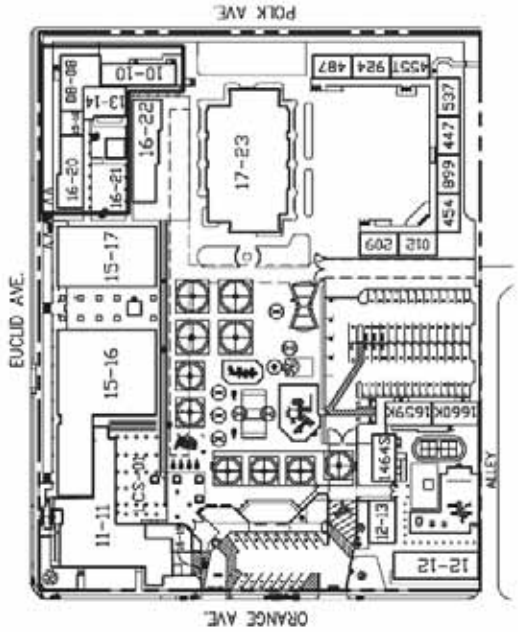
09-09 **	837S.F.	1940
10-10	1,904S.F.	1941
11-11	8,584S.F.	1948
12-12 ***	2,464S.F.	02-24-53
12-13 ***	1,237S.F.	02-24-53
13-14	1,384S.F.	12-21-54
15-16	12,162S.F.	1976
15-17	6,458S.F.	1976
15-18	601S.F.	1976
16-19	1,002S.F.	1991
16-20	1,917S.F.	1991
16-21	420S.F.	1991
16-22	2,880S.F.	1991
17-23	23,285S.F.	2012
TOTAL	62,544S.F.	



SCALE: 1"=100'

* ALL DATA OBTAINED FROM FACILITIES MANAGEMENT DATABASE

** DEMOLISHED IN 1975. (S.F. NOT INCLUDED IN ABOVE TOTAL)

*** CHILDREN'S CENTER (S.F. NOT INCLUDED IN TOTAL)

FIRE HYDRANT

FUTURE 1-STORY PORTABLE BUILDING

SD USD

EUCLID ELEMENTARY
SMALL SCALE PLOT PLAN
4166 Euclid Avenue, San Diego, CA 92105-1910

PREPARED BY THE FACILITIES PLANNING AND CONSTRUCTION PROJECT MANAGEMENT DEPARTMENT

PREPARED FOR THE BOARD OF EDUCATION SAN DIEGO UNIFIED SCHOOL DISTRICT SAN DIEGO, CALIFORNIA

SITE LOCATION NO. 095

DATE: 12/02/97
DRAWN:
LAND MAP NO. - 58

*P3a. Description (cont.):

Most portables are sited in the southwest quadrant with several in the northwest quadrant. Play areas are located at the center of the parcel while parking is sited at the middle north and middle west boundaries of the parcel along Orange Avenue and the alley.

Since its founding in 1916, numerous buildings have been built and demolished at Euclid Elementary. New construction and infill appear to be have been located in response to available space and functional demand. As a result, some of Euclid Elementary's fourteen individual buildings are now hidden behind others or appear to be part of a single unified structure. The identity of individual buildings is further obscured by the school's updated naming convention which has replaced individual building numbers with letter names for groups of adjacent buildings. This report will refer to the fourteen buildings individually by number followed by their current letter designations. The school's permanent buildings are illustrated in the page 4 sketch map above with their current letter designations. The Small Scale Plot Plan included above on Continuation Sheet 5, provides year builts for the numbered buildings and portions of buildings, and illustrates their footprints.

The present Euclid Elementary School consists of fourteen permanent buildings constructed after 1938. However, Euclid School has existed at this site since 1916. A review of historic aerials and maps shows Euclid Elementary with its buildings arrayed along Euclid Avenue with open land west to the alley as early as 1930. Buildings 12-12/F and 12-13/F were the first to occupy the western part of the parcel with portables first occupying the southwest corner between 1966 and 1980 and filling in thereafter. Eight pre-1941 buildings were demolished in 1975. These have been replaced with eight new buildings. New construction has continued to develop the east side of the campus and the middle of the south side of the campus. Construction after 1954 includes Buildings 15-16/C and 15-17/D, completed in 1976, which introduced large volumes with unadorned plaster surfaces and few windows. Building 15-18/G from 1976 with Buildings 16-20/G and 16-22/G from 1991 are also modest unadorned volumes but these borrow the angled plaster window frame from Buildings 12-12/F and 12/13F, linking the southeast and northwest corners of the campus stylistically. Building 17-23/H from 2012 introduces a two-story volume with an unadorned surface and few windows to the south side of the campus.

Campus buildings are low cost, simply designed, and functional. They do not embody a specific architectural style but incorporate features associated with Spanish Eclectic (plaster walls throughout, clay pipe vents at Building 08-08/E) Streamline Moderne (curved parapet wall at Building 11-11/B), and Mid-Century Modern movements (windows set in an angled plaster frame, horizontal emphasis, flat roofs at Buildings 12-12/F and 12-13/F), including functional accommodations to the both the California climate and school typologies (simple volumes, unadorned surfaces, covered walkways, canopies over entry doors, and large expanses of window for natural light and ventilation). While the historic-period buildings at Euclid Elementary span several decades, they share the use of plaster walls, wood-frame windows and metal-frame replacement sashes, and a vocabulary of flat roofs with overhanging eaves and a system of interconnected covered walkways.

Buildings A and B comprise three individual buildings grouped to operate as one: Building 11-11 (1948), Building 15-16 (1976), and Building 16-19 (1991). The historic portion of Building 11-11 has an L-shaped plan that divides the building into two wings on either side of a circulation corridor. The north wing with Building 16-19 at its west end is now known as Building A; the south wing tucked behind Building 15-16, and the shared corridor, are considered Building B.

Building 11-11 is located at the northeast corner of Euclid and Orange Avenues. Historic drawings show that the building was designed with three functions: its north wing along Orange Avenue provided an auditorium, cafeteria, dining and kitchen space; its south wing, tucked behind an existing building then and now, supplied two classrooms; the zone between the two wings ran from Euclid Street to the inner campus and was the primary entry to the school with a main staircase and entry foyer, an internal corridor between wings, as well as toilets and a heater room (Lodge 1942). The building appears to retain its original massing, plaster walls, and flat roof behind a parapet wall. Building 16-19 at the west end of the north elevation modifies that face for pedestrians entering the school from the driveway and parking. The south elevation has been modified with the addition of freestanding canopy at the entry with auxiliary stairs at the south and a handicapped ramp to the north. Some windows and window openings have been changed throughout and most doors have been replaced within their original openings.

The east elevation is arranged in two parts (Photograph 1). The east half comprises the end of the north wing. That wall is blank with the name of the school and a recent illuminated announcement sign attached to the surface. A painted dimensional lumber fascia board is attached at the cornice level and the foot of the wall is modified by a handicapped ramp. The west half steps down from the north wing and sits on an entry podium approached by two runs of stairs. It is defined by a curved parapet above a shallow canopy supported on pipe columns. This shades a pair of double-leaf panel-and-light entry doors on its right side and a pair of square two-over-two wood-framed windows on its left side. An additional canopy has been added in front of the existing canopy which, with new stairs running to the south, connects Building 11-11 with Building 15-16. Wood letters in a Streamline Moderne style spelling “Auditorium” are a focus of the curved parapet.

The north elevation of the north wing, Building 11-11/A, contains two bays of metal windows within wood frames and mullions held between an articulated stucco band, each paired with a single-leaf solid-panel exterior door under a shallow metal canopy (Photograph 2). A supply and service room projects north at the west end of the façade. The metal windows are stacked six high and three across with a pair at the east and west ends. An additional group of three has been removed from the center of the building. The single-leaf doors replace double-leaf doors in previously larger openings. The service room has square window openings at the center of its east and north elevations filled with a metal-sash; its west side has a single-leaf solid-panel door. The continuation of the building behind the supply room is blank. The west end of the north elevation retains two original window openings now hidden behind a trash area on its left side (Photograph 3). The right side of the west elevation comprises Building 16-19, another projecting volume with a blank wall displaying the school name and mascot fronted by a masonry planter.

The west elevation of the south Building 11/B wing is designed as two bays (photographs 4 and 5). It is now obscured by the addition of a covered walkway and lunch shelter. The south end of the elevation retains the original door and window configuration with a bank of seven vertical wood multi-light windows adjacent to a single-leaf panel door with divided lights topped by a multi-light transom. Two new single-leaf solid-panel doors with single-light transoms have been cut into the middle of the elevation. The north end of the elevation has been modified. The duplicate band of windows has been reduced to three vertical stacks and the original classroom door at the north end has been infilled with a panel now supporting a wall-mounted drinking fountain. This west elevation terminates at double-leaf panel-with-light doors surround by side lights and a transom entering the shared interior corridor. The far south end of the elevation has a stand-alone single room projection that retains its single-leaf panel door opening framed by wood sash windows and a transom.
The south elevation of Building 11-11/A faces the interior of the campus and is also obscured by the new lunch structure and a replacement covered canopy (Photograph 6). It is blank but for two solid-panel entry doors. It appears that the original scored concrete paving with integrated color remains in front of these two campus-facing elevations.

The current Building E is an assemblage of three adjacent historic buildings. Buildings 08-08 (1938), 10-10 (1941) and 13-14 (1954) occupy the southeast corner of the campus. The space between them has been made into an interior corridor, allowing the group to operate as a single structure.

Building 08-08/E is located at the southeast corner of Euclid and Polk Avenues, set above an embankment and retaining wall and behind a chain-link fence. Historic drawings show that the building was originally designed as a stand-alone kindergarten with three-unit multi-light wooden-sash window groups and double-doors with multi-light transoms (Requa 1937). Door types and locations have been changed; window groupings have been reduced from three-to two-unit pairs with replacement sashes. The north elevation abuts a newer building; the west elevation is not visible from the exterior. The modest building retains its original L-shaped plan, unadorned plaster walls, and a flat roof with a parapet. Two-sets of clay three-unit pipe vents remain on each upper wall and four rectangular vents remain on the lower wall of the two visible facades.

The east elevation facing Euclid Avenue is symmetrically organized with paired windows, an exterior stair with pipe-rails, and a generous landing leading to a single-leaf entry door on its south half (Photograph 7). Two banks of windows, one pair and one tripartite set, and a drainage downspout balance the north half. The south elevation facing Polk Avenue is similarly arranged with paired windows and vents balanced on the east and west sides (Photograph 8). Replacement windows appear to be metal with six-lights stacked horizontally within original wood frames and mullions. Painted dimensional lumber is attached at the cornice level on all visible exterior elevations.

Building 10-10/E is located near the southeast corner of Polk Avenue. It is also set above an embankment and retaining wall and behind a chain link fence. The east end of Building 10-10/E abuts Building 08-08. Historic drawings show that it housed two classrooms (Siebert 1940). It retains its rectangular plan, unadorned plaster walls, and flat roof. On the south elevation, door openings have been changed, windows replaced, and one stack of windows has been removed from each bank. The north elevation retains its original fenestration and door openings. The south elevation is symmetrical with its west half containing an exterior stair with pipe rails and a generous landing leading to a single-leaf panel-and-divided-light entry door and a large bank of metal horizontal windows stacked six high by five wide (Photograph 9). The same pattern is repeated on the east side of the elevation. The west elevation is blank. A painted dimensional lumber fascia board is attached at the cornice level on the south and west elevations. The full length of the north elevation appears to have six bays featuring six wood-frame two-over-two windows set high on the wall along its length (Photograph 10). Two of these windows act as transoms above single-leaf panel-and-divided-light doors at the third and sixth bays. Later alterations have added a double-leaf panel-and-light entry door surrounded by side lights and a transom perpendicular to this north elevation, making the two easternmost bays into interior wall. A wood-frame covered walkway is attached to the cornice level of the four exterior bays to create an open corridor.

Building 13-14 is located on the interior of the campus. Its east and south elevations are walls for interior corridors at the northwest corner of Building 08-08/E and the northeast corner of 10-10/E. Its north elevation faces a landscaped courtyard; its west elevation faces a narrow outdoor corridor (Photograph 11). Historic drawings show that it housed separate toilet rooms for boys and girls with a boys' entry corridor on its east side and a girls' entry door and interior corridor on its west side (Saunders 1954). The building retains its rectangular plan, plaster walls, original door and most window openings, and most fenestration on the visible north and west sides. From east to west, the north elevation has a single-leaf solid panel door surmounted by a boxed-in transom, and two three-part window bays arranged as single light units above horizontal wood louvers; and a wall-mounted porcelain drinking fountain set into a recessed niche lined with a horizontal band of ceramic tile block (Photograph 12). A painted dimensional lumber facia board is attached at the cornice level. The west elevation is obscured by a covered walkway addition, however it retains its original center entry opening, now filled with a single-leaf solid-panel door (Photograph 13). The original transom and a single-light window to the north at transom height are no longer visible.

The current Building F comprises Modernistic Buildings 12-12 and 12-13 at the northwest corner of the campus. Building 12-12/F is oriented east to west along Orange Avenue at the intersection with the alley. Building 12-13/F is oriented north to south and faces a school parking lot. Historic drawings show that the two buildings share a design vocabulary (Erchul 1952). Further, all windows, window openings, and door openings are unchanged. The current doors may be original or, if not, have been replaced in kind. Covered walkways and eaves throughout as well as tile plaques at the shared entry are also original. Together, the two wings form a protected play area. The north elevation of Building 12-12/F is arranged in three bays, symmetrically arrayed around a four-unit horizontal bank of metal sliding windows in wood frames at its center (Photograph 14). Angled plaster frames to each side project from the wall plane. These hold large bays of wood windows stacked three high and seven across. The lower units hold sliding metal windows. The west elevation is blank. The east elevation features a covered walkway and double wood-plank doors at its south end providing entry into the play court formed by the two buildings (Photograph 15). The north side of the elevation has five original horizontally-oriented tile plaques illustrating common animals (Photograph 16). The northeast corner of the building is wrapped with a low painted brick planter. The cornice of the east, north and west elevations is defined by a painted dimensional lumber fascia board. The south elevation is arranged as three bays with a single-leaf vented-panel door and a wall-mounted drinking fountain at its center (Photography 17). The east and west bays to either side comprise a bank of wood-frame windows stacked two high by six wide framed by single-leaf single-light doors. This elevation is shaded by deep wood eaves with exposed rafters supported on square-metal columns.

The east elevation of Building 12-13/F faces an asphalt parking lot to the east and connects to Building 12-12/F to the north via a covered walkway and entry gate between buildings. Smaller than Building 12-12/F, it uses the same design elements. On the east elevation, one large bank of windows is similarly held in an angled plaster frame and dominates the south side of the façade Photograph 18). A two-unit horizontal bank of windows populates its north end. A dimensional lumber board runs above these windows to the north and continues to become the facia of the shared covered walkway. A painted brick planter wraps the northeast corner. The north elevation is blank but for another set of original tile animal plaques, these oriented vertically. The south elevation is also blank. A painted dimensional lumber fascia board is attached to the cornice of

the north, east, and south facades. Building 12-13/F's west elevation has a wall mounted drinking fountain at its north end with a single bank of wood-frame windows stacked two-high by six-wide framed by single-leaf single-light doors (Photograph 19). This elevation is also shaded by deep wood eaves supported on square-metal columns which intersect with the eave system on Building 12-12/F.

*B10. Significance (cont.):

San Diego Public School Design and Development in the 1930s and 1940s

Following the stock market crash of 1929, the onset of the Great Depression initiated a new period of financial hard times for San Diego schools. As unemployment rates skyrocketed and the local tax base dwindled, school officials increased class sizes and reduced teacher salaries. San Diego public schools and the city at large benefited from federal public-works programs created by the Roosevelt administration's New Deal. The Works Progress Administration (WPA) sponsored murals by local artists at public schools and funded a major curriculum development initiative in San Diego. Although the WPA built a substantial complex at today's San Diego State University, the extent of New Deal investment in San Diego public school construction remains unclear. By 1940, the number of students in the district had grown to 31,484 and the school district had expanded to 38 elementary schools, five junior high schools, two junior-senior high schools, three high schools (San Diego, La Jolla, and Hoover), a day and evening junior college, a continuation school, and a vocational school (City of San Diego 2007:29-30; Leighninger 1996; McElvaine 1984:152-153, 255, 265-75; Mehren 1972a, 1972b; SDUSD 1954).

During the 1930s and early 40s, the Moderne style or styles (Art Moderne or Streamline Moderne, and PWA Moderne) had the greatest influence on public school design in San Diego. Streamline Moderne departed from Art Deco's geometrically ornate surfaces, vertical emphasis, and elements of pre-modern historicism (or "primitivism"). Like the International style, Streamline Moderne had a more horizontal emphasis and dispensed with explicit ornamental references to earlier forms of architecture. Unlike the more purist Modernism of the International style—which also eschewed ornamentation generally in favor of an aesthetics rooted in the expression of buildings' structural functions—Streamline Moderne reflected a more popular, future-orientated design aesthetic that made use of visual references to transportation technology such as airplanes, trains, and ships. Streamline Moderne buildings incorporated asymmetrical massing, flat roofs, smooth wall surfaces, curving corners, glass-block windows, steel-framed windows, horizontal string courses. In contrast, PWA Moderne buildings—a number of which were constructed at Los Angeles schools during the late 1930s—often retained stripped-down classicism or other restrained historical references. PWA Moderne school buildings typically incorporated recessed and often centered entries framed by engaged columns, pilasters or quoin moldings, sometimes under pediments. The style also made use of large rectangular window openings, fluted patterns borrowed from Art Deco, and sometimes curved corners borrowed from Streamline Moderne (City of San Diego 2007:24, 27, 54-55; Gelernter 1999:249-50, 241-43; Heumann and Doehne 2002a:13; Heumann and Doehne 2002b).

One San Diego school with Moderne architectural features, Franklin Elementary School, is located in San Diego's Kensington neighborhood. Built in 1934, the school's earliest and distinctly Moderne building contains the main entrance, offices, and classrooms. School planners also had an addition to the 1934 building and a second classroom building constructed there in 1940-41. Research has yielded no evidence that any of these buildings were constructed as a WPA or PWA project. The 1934 building has stucco-covered exterior walls, which curve in several places rather than forming corners. In addition to the wall curvature, the main building's horizontal string course and glass block windows also register Streamline Moderne influence. The school's upper exterior wall edges feature coping in a chevron pattern, a decorative motif widely employed in Art Deco buildings and structures (*San Diego Union* 1940).

As a center of U.S. Naval activity, San Diego attracted workers from across the country seeking defense industry jobs created during World War II mobilization, and their children flooded the school system. As a result, SDUSD became the nation's first school district to design and build portable classrooms. By 1942, the federal government had invested nearly $3 million in San Diego school development. These funds, along with nearly $300,000 invested by SDUSD, provided for the construction of a building stock that furnished 235 new classrooms, 13 kindergartens, and more than two dozen shops, cafeterias, libraries, and auditoriums. A total of 13 new schools were developed in the San Diego area, several of which served the new

community of Linda Vista (*San Diego Union* 1941, 1942; Scarr 1956; SDUSD 1954).

The federal government planned and constructed Linda Vista as a defense-worker community comprised of low-cost residences built with unprecedented mass-production efficiency atop the mesa north of western Mission Valley. The 1940 Lanham Act appropriated $150 million for the Federal Works Agency to construct new housing in communities facing housing crisis as a result of swelling defense worker populations. Originally designated as Defense Housing Project No. 4092, Linda Vista was developed across a 1240-acre area atop a mesa in relatively close proximity to the Marine Corps Recruit Depot, the Naval Training Center, and Consolidated Aircraft. With the first housing available in May 1941, Linda Vista became home to over 4,000 families (approximately 16,000 people) by April 1943. By the end of that year Linda Vista had over 3000 permanent housing units and 1,845 temporary units. The federal government constructed Linda Vista's schools during the years 1942-43: Linda Vista Elementary, Kearny Junior-Senior High School (today's Montgomery Middle School), Carson Elementary School (City of San Diego 2007:33-35; Killroy 1993; *San Diego Union* 1941, 1942).

Linda Vista Elementary School originally consisted of a long irregular-plan main building along Ulrich Street north of Oster Street, and two rectangular buildings extending west from near the south end of the main building. Although Linda Vista Elementary School was not a distinctly PWA Moderne school, it incorporated limited decorative historical references. Ornamental features at the school's main entryway along Ulric Street north of the auditorium, included a molded cornice with eave returns above quoin molding, and a central entryway arch flanked by squared columns with fluting and surmounted by entablatures. Linda Vista's Kearny Junior-Senior High School (now Montgomery Middle School) included two rectangular-plan two-story buildings sited parallel to Ulric Street and topped with low-pitched hip roofs. It featured curved and horizontally scored walls at the central recessed main entry to the building along Ulric Street, and horizontally scored exterior wall panels. Linda Vista's Carson Elementary School was constructed as a large two-story, U-shaped Moderne building at Kramer and Coolidge Streets. Still present today are WPA-sponsored bas reliefs created by San Diego artist Donal Hord. These sculptural panels adorn large portions of exterior walls at the northeast corner of the plan and above the main entry at Kramer Street west of the auditorium entry (San Diego History Center n.d.). The concrete building also features curved corners, decorative grills, and fluting-like vertically corrugated exterior surfaces. As a large two-story building with a U-shaped plan, Carson Elementary School retained some of the civic monumental character of earlier large school buildings. Carson Elementary School stands in marked contrast two post-World War II San Diego-area schools, the designs of which would increasingly be influenced by the International style and other new forms of architectural Modernism. Unlike Carson's two-story height, massing, and interior circulation corridors, those postwar schools would typically consist of multiple one-story buildings with elongated plans, an auditorium-cafeteria building or auditorium built to greater heights, and exterior circulation corridors sheltered by canopies. School architects would treat the growing interstitial areas between buildings as integral elements of the educational built environment requiring careful attention to landscaping. The school site dominated by a large monumental building would become a symbol of the past.

Post-World War II San Diego School Design and Development

San Diego's population stood at 203,341 in 1940, just prior to World War II. By 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. To accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public-school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European

in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through “rational, clean, uncluttered” design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California’s earliest influential example of International style school architecture was Richard Neutra’s 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. “School architecture,” they wrote, “must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself.” Completed in in 1949, Reid’s influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, “maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching” (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego’s expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid’s Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school “architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass” to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing “duck-and-cover” drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing,

cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low-cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman 2019; *San Diego Tribune* 1954).

Development of Euclid Elementary School

The current campus developed in five phases. Buildings 08-08/E, 10-10/E were added between 1938 and 1941; Buildings11-11/A and B along with Buildings 12-12/F, 12-13/F, and 13-14/E were added between 1948 and 1954; Buildings 15-16/B and 15-17/D and 15-18/West Wing G were added in 1976; Buildings 16-19/A, 16-2-/G, 16-21/G, and 16/22 G were added in 1991; and Building 17-23H was completed in 2012. These periods reflect the general growth of San Diego and the increasing density of even urban neighborhoods during the war and post-war population boom.

Little publicity was given to the build out of Euclid Elementary. In December 1940, the School Board awarded a contract for $9988 to John O. Shive for construction of a two-room addition to the school (*San Diego Union* 1940b:6). This would appear to be Building 10-10/E designed by John Siebert. Two years later, the City embarked a $3,123,094 million school construction program in response to the burgeoning population caused by the war emergency (*San Diego Union* 1942b:26). William Lodge was appointed architect for the addition of two classrooms, a cafeteria, kitchen and auditorium in April 1942 (San Diego *Union* 1942:6). Design for the project was not completed until after the war and construction was carried out by Cory and Longworth Construction Company for $96,094 (*San Diego Union* 1948a:28). The complex was dedicated in October 1948 and featured an auditorium with seating for 400 (*San Diego Union* 1948b:15). Bids for construction of a three-unit kindergarten at the southwest corner of Orange and 47th Street were requested in August 1952 and the contract was awarded to O. O. and R. E. Maurer for $53,986 one month later *(San Diego Union* 1952b:6; 1952d:5). Additional construction of permanent buildings did not occur until 1976.

Evaluation

Criterion 1

Euclid Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. Buildings A, B, E, and F were built during San Diego's period of general growth as a city as well its years of war and post-war population expansion. The buildings' association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the late 1930s, 1940s, and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Euclid Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that Euclid Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to

education. For these reasons, no portion of the Euclid Elementary School campus appears eligible for CRHR listing under Criterion 1.

Criterion 2

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Euclid Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from construction through the mid-1950s, Euclid Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Euclid Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Criterion 3

Building 08-08/E

Architect Richard Requa was born in 1881 in Illinois. His family moved to San Diego in 1900 where Requa began his career in the office of Irving Gill in 1907. He opened his own office in 1912 and, in 1914, partnered with Frank Mead. Herbert Jackson had been a silent partner of Richard Requa since 1915 and this partnership was formalized in 1920 upon the dissolution of Requa's partnership with Frank Mead. Requa provided the skills of a designer while Jackson applied his knowledge of engineering and structural materials. One of the best-known early California architects, Requa was known as the creator of the Southern California style of architecture, an amalgam of Spanish Eclectic style with influences from his travels in the Mediterranean, Mexico, and Central and South America. Requa was the designer and superintendent of the San Diego Civic Center, now known as the County Administration Building. He served as Director the 1935-36 Panama-California Exposition, designing the landscaping as well as the Federal and Ford buildings. He designed the Civic Center in Rancho Santa Fe for the Santa Fe Railroad, the village of Ojai in Ventura County, and many residences and schools. He was a prolific writer, authoring many articles and the book, *Architectural Details, Spain and the Mediterranean* (Biographies of Established Masters 2011).

Despite its association with local master architect Richard Requa, Building 08-08/E is not significant for architectural or construction value. Not strongly embodying any particular architectural style, its appearance resembles buildings constructed at other San Diego-area public schools during the 1930s which share commonplace features such as plaster-clad exterior walls and large classroom window bays. The sole architectural feature of interest is the clay pipe vents on the upper wall of the south and east elevations, modest references to Requa's command of the Spanish Eclectic style. However, this feature does not confer high artistic value or otherwise distinguished design value on the building. Building 08-08/E is not an important example of a type, period, or method of construction. Nor is it an important example of Richard Requa's work generally, or his work designing school buildings during the mid-twentieth century. For these reasons, Building 08-08/E at Euclid Elementary School is not eligible for CRHR listing under Criterion 3 individually or as part of the school's complex of permanent buildings.

Building 10-10/E

Architect John S. Seibert was born in Germany and came to the United States as a child in 1873. He graduated from the University of Pennsylvania with degrees in Architecture and Civil Engineering. After moving to San Diego in 1909, Siebert organized and initially led the San Diego Architectural Association. Siebert designed the Chollas Heights Radio Station for the U.S. Navy and spent World War I working for the federal government as a construction inspector in San Diego and San Francisco. After the war, he served as a building inspector for the Navy and created a uniform building code for San Diego. He was involved in the design and construction of numerous military buildings during the 1920s, including the Naval Destroyer

Base, Fuel Depot, Air Station and Marine Base. As a member of the Fraternal Order of Eagles, Siebert designed the organization's lodge building in 1924. He won a seat on the Board of Education in 1929 and designed the Market Street Police Station in 1930. Although Siebert was appointed senior architect for the San Diego Veteran's War Memorial Building, he died in 1948, prior to its completion (Freeley et al. 2007:47).

Despite its Association with master architect John Seibert, Building 10-10/E is not significant for architectural or construction value. Not strongly embodying any particular architectural style, its appearance resembles buildings constructed at other San Diego-area public schools during the 1930s and 1940s which share commonplace features such plaster-clad exterior walls, large classroom window bays, and flat roofs. The building has no features of artistic value or otherwise distinguished design value. Building 10-10/E is not an important example of a type, period, or method of construction. Nor is it an important examples of John Seibert's work generally, or his work designing school buildings during the mid-twentieth century. For these reasons, Building 10-10/E at Euclid Elementary School is not eligible for CRHR listing under Criterion 3 individually or as part of the school's complex of permanent buildings.

Building 11-11/A and B

Architect William P. Lodge was born in Missouri in 1886. He attended school in Colorado and Missouri, earning a B.S. in Architecture from St. Louis's Washington University in 1914. He subsequently worked as an inspector for J.H. Felt & Company, as head checker for Hoit, Price & Barnes, and as head draftsman for the firm of M.E. Madorie. During the 1920s, Lodge established his own architecture practice and was a partner in the firm of Lodge & Gornall in Kansas City, Missouri. He relocated to San Diego with his wife in 1929 and promptly established his own practice. As a San Diegan, Lodge would serve as president of the local American Institute of Architects (AIA) in 1934 and chairman of the organization's legislative committee during the years 1951-1953. He would also become an active member of the Lions Club and the Scottish Rite Masons. During the 1930s, Lodge's designs for an English Cottage and a Colonial Revival-style home were featured in the San Diego Union and promoted to appeal to newcomers from the East seeking more familiar residential designs compared to the region's Spanish- and Mediterranean-inspired residential architecture. Lodge also embraced regional architecture of Southern California. He invested his own funds in designing and promoting a plan for a civic center at Balboa Park west of the Cabrillo Bridge on the axis of El Prado, which was never constructed. He designed the Spanish Colonial Revival-style Bethel Baptist Church in Logan Heights (today's Grace Covenant Christian Church), completed in 1936. Constructed in the early 1940s, San Diego's Spanish Colonial Revival-style St. Joseph's Cathedral and Moderne-style Kit Carson Elementary School were two of three principle works attributed to Lodge in the 1956 AIA Directory. St. Joseph's Cathedral is listed on the City of San Diego's Historical Resources Register (without attribution to Lodge). Kit Carson Elementary is one of San Diego's most noteworthy examples of Moderne-style school architecture. Lodge died in 1960. Although Lodge is not currently recognized in widely referenced secondary sources as a historically important San Diego-area architect, he did design several noteworthy surviving San Diego-area buildings (Koyl 1956:399, 1962:895; *San Diego Union* 1930:59, 1931:1, 1934:II-4, 1936:9).

Building 11-11/A and B is not significant for architectural or construction value. Not strongly embodying any particular architectural style, its appearance resembles buildings constructed at other San Diego-area public schools during the 1940s which share commonplace features such plaster-clad exterior walls, large classroom window bays, and flat roofs. The sole architectural feature of interest is the entry elevation with its curved Art Moderne parapet wall with period lettering. However this feature does not confer high artistic value or otherwise distinguished design value on the building. Building 11-11/A and B is not an important example of a type, period, or method of construction. Nor is it an important examples of William Lodge's work generally, or his work designing school buildings during the mid-twentieth century. For these reasons, Building 11-11/A and B at Euclid Elementary School is not eligible for CRHR listing under Criterion 3 individually or as part of the school's complex of permanent buildings.

Buildings 12-12/F and 12-13/F

Architect J. Thomas Erchul was born in Minnesota in 1918. He completed a bachelor's degree in architecture at St. John's University in 1940 and served in the Navy during 1943-1946. Erchul worked as a chief draftsman for architect William P. Lodge during the latter 1940s and became a staff architect for SDUSD in 1950. He joined the San Diego Chapter of the American Institute of Architects (AIA) in 1951 and served as its director in 1957, a year after he began a decade of

independent practice. In 1968 Erchul joined with architects Junichi Tanida and James Murry Hart to form the firm Erchul, Tanida & Hart Associates. The 1970 AIA directory lists Erchul's principle works as Toler Elementary School (1959), Juarez Elementary School (1961), Mesa Vista Hospital (1963, in association with Frank L. Hope Associates), Marie Curie Elementary School (1965), and an addition to Mesa Vista Hospital (1967) (AIA 1970:257).

Buildings 12-12/F and 12-13/F are not significant for architectural or construction value. While they reference a then contemporary Mid-Century Modern style, their appearance resembles buildings constructed at other San Diego-area public schools during the 1950s which share commonplace features such plaster-clad exterior walls, large classroom window bays, and flat roofs, deep eaves, and covered walkways. The architectural features of interest on the building include the angled plaster frames holding large banks of windows on the north and east elevations, integrated planters that wrap the northeast corners of the buildings, and the decorative tile plaques illustrating common animals near the front entry. However these features do not confer high artistic value or otherwise distinguished design value on the building. Building 12-12/F and 12-13/F are not important examples of a type, period, or method of construction. Nor are they an important examples of Thomas Erchul's work generally, or his work designing school buildings during the mid-twentieth century. For these reasons, Buildings 12-12/F and 12-13/F at Euclid Elementary School are not eligible for CRHR listing under Criterion 3 individually or as part of the school's complex of permanent buildings.

Building 13-14/E

Building 13-14/E is attributed to the Bureau of Education Architectural Department's staff structural engineer George R. Saunders. No architect is indicated and no information was available on Saunders.

Building 13-14/E is not significant for architectural or construction value. It does not reference any particular architectural style and its appearance resembles buildings constructed at other San Diego-area public schools during the 1950s which share commonplace features such plaster-clad exterior walls and flat roofs, deep eaves. The building has no architectural features of interest, lacks artistic value, and has no distinguished design value. Building 13-14/E is not an important examples of a type, period, or method of construction. For these reasons, Building 13-14/E at Euclid Elementary School is not eligible for CRHR listing under Criterion 3 individually or as part of the school's complex of permanent buildings.

Criterion 4

As modest, single-story rectangular buildings with flat and low-pitched gable roofs, Buildings A, B, E, and F are unlikely to yield important information regarding construction or engineering technologies, methods, or materials. Therefore, the buildings at Euclid Elementary School are not eligible under CRHR Criterion 4.

Conclusion

In Summary, neither Euclid Elementary School as a whole nor any of its individual buildings appear to meet the criteria for listing on the CRHR. Euclid Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.): see page 15

Photograph 2. North elevation, north wing of Building 11-11/A, camera facing southwest.

Photograph 3. North and west elevations, north wing Building 11-11/A, camera facing southeast.

Photograph 4. West elevation, south wing Building 11-11/A, camera facing east.

Photograph 5. Detail, west elevation, south wing Building 11-11/A, camera facing east.

Photograph 6. South elevation, north wing Building 11-11/A, camera facing northeast.

Photograph 7. East elevation, Building 08-08/E camera looking northwest.

Photograph 8. South elevation, Building 08-08/E camera facing north.

Photograph 9. South elevation, Building 10-10/E, foreground, and Building 08-08/E, background, camera facing east.

Photograph 10. North elevation, Building 10-10/E, camera facing east.

Photograph 11. North elevation, Building 13-14/E showing courtyard and Building 08-08/E behind, camera facing southeast.

Photograph 12. North elevation, Building 13-14/E camera facing southeast.

Photograph 13. West elevation Building 10-10/E, right, and Building 13-14/E, right, camera facing northeast.

Photograph 14. North elevation, Building 12-12/F, camera facing west.

Photograph 15. East elevation, Building 12-12/F and north elevation Building 12-13/F camera facing southwest.

Photograph 16. Detail east elevation, Building 12-12/F, camera facing southwest.

Photograph 17. South elevation, Building 12-12/F, camera facing northwest.

Photograph 18. East elevation, Building 12-13/F, camera facing southwest.

Photograph 19. West elevation, Building 12-13/F, camera facing east.

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Fulton Elementary School**

Fulton Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Fulton Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Fulton Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Fulton Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Fulton Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Fulton Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Nine cultural resources studies have been previously conducted within a quarter-mile buffer around the project area, one of which intersects with the southern portion of the project area. No cultural resources have been recorded within the school property or quarter-mile buffer.

The school property is situated on a mesa top and is not located near any areas of archaeological sensitivity (e.g. near the confluence of two water sources or on a terrace adjacent to a drainage). A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1904, 1928) reveal that no structures were present within the school property prior to the construction of the Fulton Elementary School and the surrounding residences. Design plans show that construction of the school and the surrounding housing included extensive surface grading, which would have dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface (SDUSD 1962). Therefore, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Fulton Elementary School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1962. Topographic maps based on 1902 surveys indicate that, prior to construction of the Fulton Elementary School, no buildings or structures were present on the school parcel (USGS 1904, 1928). This lack of prior development indicates that the potential for historic archaeological resources is low.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Fulton Elementary School property appears to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Fulton Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Fulton Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

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National Environmental Title Research, LLC

1953 Historic Aerial Photograph of Fulton Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

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San Diego Unified School District (SDUSD)

1962 Grading & Paving Plan, Robert Fulton Elementary School, Skyline Drive, San Diego, California.

United States Geological Survey (USGS)

1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).

1928 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z

Other Listings _____
Review Code _____ Reviewer _____ Date _____

 *Resource Name or # (Assigned by recorder) Fulton Elementary School

P1. Other Identifier: N/A
*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)
*b. USGS 7.5' Quad National City Date 1967 (PR 1975) T 17S; R 2W ; ___ ¼ of Sec N/A (Ex Mission San Diego Land Grant); San Bernardino B.M.
c. Address 7055 Skyline Drive City San Diego Zip 92114
d. UTM: (give more than one for large and/or linear resources):
e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate)

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)
Known as Fulton K-8 today, the subject school was originally named Fulton Elementary School. It occupies an approximately 6.4-acre campus on a large irregular site in a residential neighborhood. The parcel is bounded by Skyline Drive to the north; a soccer field, single-family houses, and Terra Cotta Road to the south; an undeveloped slope, single-family homes, and Buccaneer Drive to the east; and Tuther Way at the perimeter of the Morse High School campus to the west. The campus consists of seven permanent buildings and three clusters of portable buildings (see page 5 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building
*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Photograph 1.West elevation Building 02-06 (foreground), west elevation building 01-03 (background left) and north elevation Building 01-04 (background right), camera facing southeast (photographs continued on page 10 Continuation Sheet)

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1962 (SDUSD 2009)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92101

*P8. Recorded by: (Name, affiliation, address)
Stephanie C. Hodal
ICF
555 W. 5th Street. Suite 3100
Los Angeles, CA 90013

*P9. Date Recorded: July 25, 2019
*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None.

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

***Resource Name or #** (Assigned by recorder) Fulton Elementary School

B1. Historic Name: Fulton Elementary School
B2. Common Name: Fulton K-8
B3. Original Use: Public School B4. Present Use: Public School
***B5. Architectural Style:** Modernistic
***B6. Construction History:** (Construction date, alteration, and date of alterations) 01-01 through 01-05 completed 1962; 02-06 and 02-07 completed 2004 (SDUSD 2009).
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** _____ **Original Location:** _____
***B8. Related Features:** _____

B9. Architect: Victor L. Wulff, AIA **b. Builder:** Carpenter Construction Company.
***B10. Significance: Theme** San Diego Public School Development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Fulton Elementary School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None of the campus' buildings appear to have sufficient significance for individual listing on the DRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of CEQA. Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Fulton Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 7 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 23 Continuation Sheet

B13. Remarks:

***B14. Evaluator:** Stephanie Hodal, MHC.

***Date of Evaluation:** October 11, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

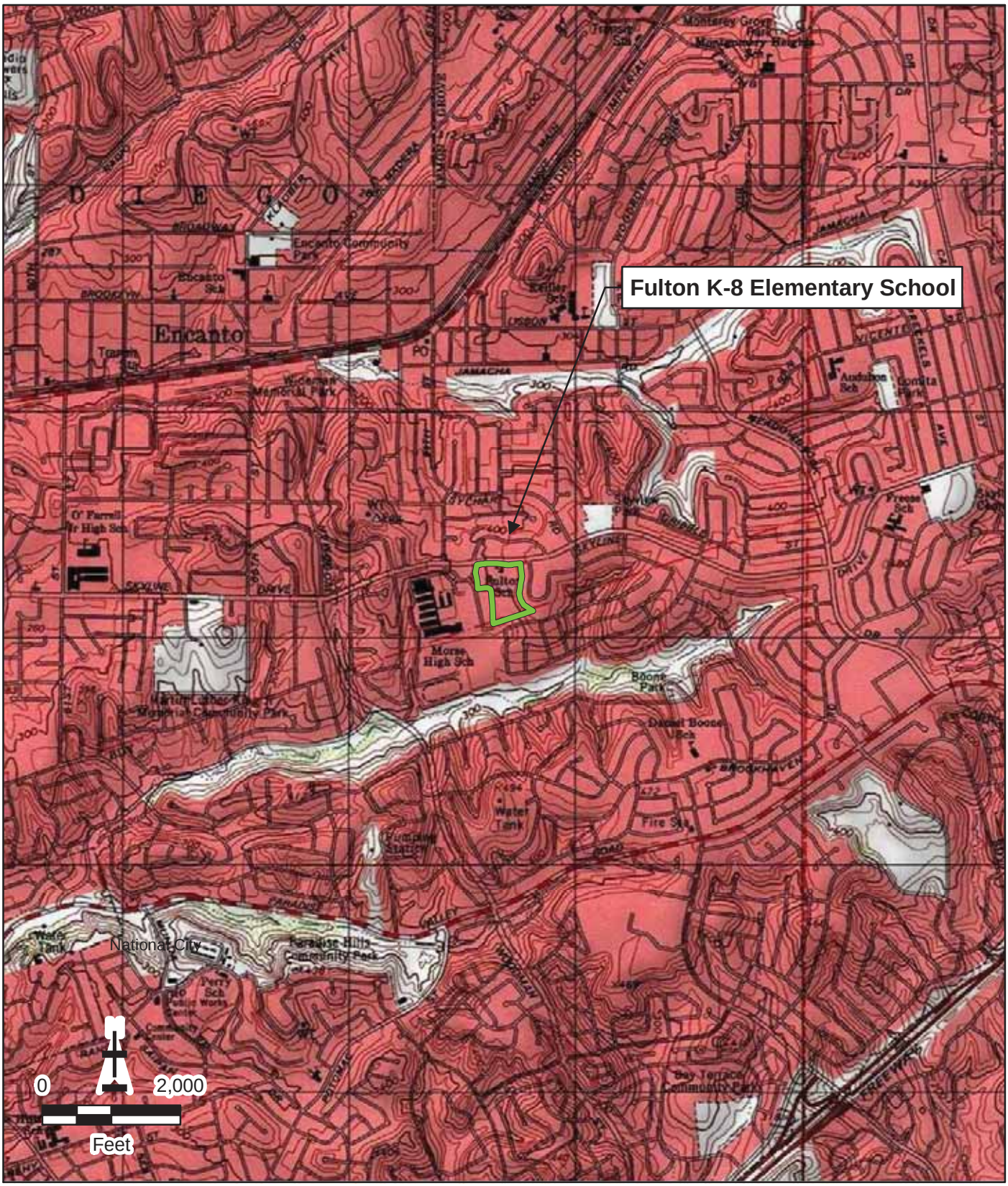
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Fulton K-8 Elementary School

Map Name: National City, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Paradise Hills Elementary School

*Drawn By K. Chmiel

*Date of Map October 7, 2019

*Required Information

*P3a. Description (cont.):

Six permanent buildings and one portable cluster are located in the northeast quadrant of the campus, just east the school's entry driveway and visitor parking lot. The middle of the site contains a second portable cluster to the east and a paved play area to the west. A soccer field occupies the south end of the campus. One permanent building and a third cluster of portable buildings are located in the northwest quadrant. The seven permanent buildings were built in two phases and comprise Buildings 01-01 through 01-05 completed in 1962 and Buildings 02-06 and 02-07 completed in 2004.

The campus retains its cross-axis finger plan. However, its clarity has been disrupted by the later insertion of Buildings 02-06 and 02-07. The infilled library Building 02-06 now acts as the school's primary public elevation facing west onto a guest parking area and the driveway into the campus from Skyline Drive to the north (Photograph 1). Historically, the primary entry court and public face of the campus were shaped by the north elevation of multipurpose Building 01-04 standing perpendicular to the west elevation of administration Building 01-03. The passage between the buildings acted as the entry to the school (Photograph 2). Those early focal elevations and the entry court they formed are now obscured giving undue prominence to the functional west elevation of Building 01-04 (Photograph 3). Buildings 10-01, 01-02, and 01-04 continue to align along an east west axis, the group connected by a long continuous covered walkway with landscaped courtyards between buildings (Photographs 4 and 5). Buildings 01-04 and 01-03 form a shorter north-south axis and are also connected by a shortened covered walkway along their east elevations. Building 01-05, the kindergarten, is located at a lower elevation away from the main campus. While the image of the campus is relatively unified by shared materials, paint color, and the covered walkway system, only buildings 01-01 and 01-02 share a similar design. A sketch map of the campus identifying the buildings can be referenced on page 4.

Fulton Elementary School's Buildings 01-01 through 01-05 are low cost, simply designed and functional. They do not embody a specific architectural style but incorporate features associated with the Late Modern and International movements (simple volumes, minimally-adorned surfaces, horizonal emphasis, flat or low-angled gable roofs) with functional accommodations to both the California climate and school typologies (covered walkways, large expanses of window for natural light and ventilation, and deep eaves providing sun and heat control). The Fulton Elementary School retains a modified finger plan, its original exterior plaster scored horizontally and vertically to suggest panels, its original door and window openings, its metal-frame single-light fixed and sliding window units, and decorative screens assembled from standard dimension lumber, all with few changes. Its deep eaves and covered walkways -- supported on round pipe columns-- display exposed tongue-and-groove paneling, rafters, and fascia boards; these also use standard dimension lumber, exhibit evidence of repair and modification, and in many cases are painted with motivational words and phrases. In addition, painted murals have been added to all buildings except Building 01-03. A non-original stand-alone canopy and a non-original covered walkway have been added near Buildings 01-04 and 01-03. Buildings 02-06 and 02-07 were completed in 2004 and both integrate and contrast with existing campus. The two buildings plug in to the original finger plan armature with siting along the dominant circulation paths. Their new two-story scale, use of dramatically angled alternating shed roofs, standing seam roofing, and light color set them apart as new elements in the school composition.

Building 04-01 has a rectangular plan with a sloping roof that rises from a single height volume on its west side (containing food service areas), to a double height volume at its center (containing assembly space and performance platform), before dropping down to a flat-roofed single-height volume on its east side (containing custodial storage) (Photograph 6). It is wrapped by covered walkways on its south and east elevations, and by a newer stand-alone canopy on its north elevation. The south elevation shows the building's change in volume and profile. Its long blank wall faces the playground, relieved by several solid-panel door openings over its length, a metal-framed glass-fronted locking bulletin board at its center, and a painted mural at its east end. Its west end is functional with a later masonry block extension at its north end and a later standard lumber screen at its west end with several single-leaf solid-panel doors between and a shallow projecting canopy at its center left (Photograph 3). The east elevation is another functional blank wall penetrated by three single-leaf solid-panel entry doors with an identical metal-framed glass-fronted locking bulletin board hanging at its center (Photograph 7). The eastern end of the north elevation is wrapped by a continuation of the single height volume; this forms a low contrast to the rising double-height space behind. It contains rooms illuminated by a bank of jalousie windows and a recessed entry vestibule for the multi-purpose area (Photographs 8 and 9). Three double-leaf solid-panel doors provide passage into the school's assembly space. A newer stand-alone canopy has been added in the courtyard at this east end. The west end of the elevation features a large mural honoring Robert Fulton, before dropping back down to a single-height volume

(Photograph 10). This far west end of the elevation contains a single window opening with single-light metal-frame sliding windows and a double-leaf solid-panel door pair providing entry to the food service area. Tall chain link fences separate the entry driveway, food service entry, assembly entry, and campus from one another.

The south elevation of Building 01-03 faces the single height north elevation of Building 01-04 (Photograph 11). A landscaped courtyard lies between the two buildings as well as a paved walkway into the assembly entry court. The south elevation holds two single-leaf solid-panel entry doors and is sheltered with a covered walkway running east west that connects to the walkway at Building 01-02. The end of an additional north-south canopy, probably new, terminates at the building's southeast corner. The east elevation features an attached metal-framed glass-fronted locking bulletin board at its south end and several banks of horizontal single-light metal-framed fixed and sliding windows interspersed with single-leaf solid-panel doors. It terminates in a north-south panel of chain-link fencing. The west elevation faces a paved remnant entry courtyard and a flagpole (Photograph 12). It is divided in half by a perpendicular chain link fence. The northern half of the elevation features two single-light metal-framed sliding windows interspersed with three single-leaf solid-panel doors. The south half of the elevation is blank but for a horizontal row of single-light metal-framed windows at its south end. This elevation is shaded by a deep unsupported eave. The north elevation has a corner-wrap single two-light metal-framed window at its northeast corner and an otherwise blank wall articulated with horizonal and vertical scoring (Photograph 13).

Building 01-02 lies perpendicular to Building 01-04; its south elevation intersects with the long continuous walkway linking the three buildings along the paved playground area (Photograph 14). It is a long rectangular form with a low-angled gable roof, its profile reflected in the changing angles of the covered walkway. The south elevation is functional with two single-leaf vented panel doors with windows at its center framed by attached metal-framed glass-fronted locking bulletin boards. A porcelain wall-mounted drinking fountain with a terrazzo backsplash is located at the west end of the elevation and a recessed angled vestibule is cut out of the east end of the elevation, making room for a single-leaf solid-panel entry door paired with a vertical louvered floor-to-ceiling vent, accessing a restroom. The west elevation has deep overhanging eaves and three banks of horizontal single-light metal-frame sliding windows, each paired with a single-leaf solid-panel door (Photograph 15). This elevation intersects with the east-west covered walkway crossing from Building 01-03. The east elevation has an identical configuration (Photograph 16). The north elevation is painted with a mural honoring civil rights leaders from around the world (Photograph 17).

Building 01-01 is sited to the east of Building 01-02 and largely duplicates its plan. Its south elevation also intersects with the long continuous walkway linking the three buildings along the playground area (Photograph 18). A single-leaf solid-panel entry door is located at the center of the façade framed by a power cabinet to the south and a single-light metal-framed sliding window covered with a security screen. The north end of the façade holds a single-leaf solid-panel entry door and a recessed entry with an angled entry door and vent for a restroom. The south end holds a porcelain wall-mounted drinking fountain with a terrazzo backsplash and an attached metal-framed glass-fronted locking bulletin board. The east
East elevation has deep overhanging eaves and three banks of horizontal single-light metal-frame sliding windows, each paired with a single-leaf solid-panel door (Photograph 19). Its south end holds a single-leaf solid-panel door and an angled recess with an entry door and vertical louvered vent for a bathroom. The north elevation is blank but for scored markings suggesting panels (Photograph 20). The west elevation is similar to the east elevation, however the south end of the elevation is decorated with a mural of John F. Kennedy (Photograph 21). The porcelain drinking fountain and bathrooms on Building 01-01 are also found on Building 01-02 (Photographs 22 and 23).

Building 01-05 is located to the west of the main campus on a terrace below and between the elementary school and Morse High School. This location provides a separate play area for the rectangular two-classroom kindergarten. The building has a flat roof with deep overhanging eaves on its east elevation supported on long exposed rafters with a projecting angled prow over a center entry vestibule (Photograph 24). The vestibule has a single-leaf solid-panel door on each face. The north and south side of the elevation contain double-leaf entry doors and a horizontal bay of single-light metal-frame sliding windows to either side of the vestibule. The north elevation is painted with a mural celebrating an African American basketball star (Photograph 25). The area between the north elevation and Skyline Drive is enclosed with a chain-link fence. The west elevation features horizontal bays of single-light metal-frame windows at either end of the façade shaded by metal awnings; square and vertical louvered vents and wall-mounted power equipment are located at the center of the wall (Photograph 26). The wall is painted black. The south elevation is blank with scored panel markings.

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

San Diego's population stood at 203,341 in 1940, just prior to World War II. By 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. To accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public-school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors

covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing “duck-and-cover” drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low-cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman 2019; *San Diego Tribune* 1954).

Development of Fulton Elementary School

Planning and site development for the Fulton Elementary School were approved in the spring of 1958 and site grading started in April 1961 (*San Diego Union* 1958:13, 1961:104). Site development drawings were prepared by Wulff Fifield Architects, and signed by architect Victor L. Wulff (Wulff Fifield Architects 1958). A construction contract was awarded to Carpenter Construction Company for $277,600 in February 1962 (*San Diego Union* 1962a:25). Fulton Elementary School was slated to have twelve classrooms and two kindergartens (San Diego Union 1962a:25). It would be one of seven new schools and eight school additions for the city in 1962, part of a district-wide $11.6 million expansion to serve an expected fall influx of 6,400 new students in kindergarten through 12th grade (*San Diego Union* 1962b:21). Fulton opened with 400 students in October 1962, easing enrollment at Freese Elementary School (*San Diego Union* 1962:112). The campus was dedicated in May 1963 in a ceremony that included the installation of a small mosaic portraying the steamboat Clermont and its inventor, Robert Fulton (*San Diego Union* 1963:12). This feature was not seen on our exterior survey of the buildings.

Victor L. Wulff

Architect Victor L. Wulff was born in Kansas City in 1911 and died in San Diego in 1978. He graduated from Kansas University with degrees in both architecture and architectural engineering. Wulff served in the United States Naval Reserves during World War II, subsequently working for William Templeton Johnson as a draftsman from 1946-1950. He became a partner at Johnson, Hatch, and Wulff Architects in 1950, launching his own firm, Wulff Fifield and Associates, at William Templeton Johnson's death in 1963. Wulff designed more than 75 buildings in San Diego Country. including the San Diego Public Library, the Cassius Carter Centre Stage, County Hospital, and 27 school buildings. Civically active, He served as a Chula Vista councilman, member of the planning commission, board member of Old Globe Theater, and as a treasurer, secretary, vice president, and president for the San Diego Chapter of the American Institute of Architects. It appears that most of Wulff Fifield's school projects were designed by Don Innes, Ed Zimmerman, and Bill Unger. However Victor Wulff signed the plans for Fulton Elementary School. Although the firm was not included among the master architects and builders profiled in the City of San Diego's document, Biographies of Established Masters (Freeley et al. 2011), the firm has been recognized locally for its contributions to Mid-Century Modern architecture in the San Diego area (Modern San Diego 2019, San Diego Union 1978:26).

Evaluation

Fulton Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. Buildings 01-01 through 01-05 were built during San Diego's period of rapid mid-century suburban expansion and extensive housing construction. The buildings' association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Fulton Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that Fulton Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Fulton Elementary School campus appears eligible for CRHR listing under Criterion 1.

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Fulton Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from construction through the mid-1970s, Fulton Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Fulton Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Wulff is not considered a San Diego-area master architect. The Fulton Elementary School is not significant for architectural or construction value. Not strongly embodying any particular architectural style, its Modernistic appearance resembles buildings constructed at other San Diego-area public schools during the 1960s which share commonplace features such as low-pitched or flat roofs with overhanging eaves, plaster-clad exterior walls, large classroom window bays, and a mix of interior circulation corridors and connecting open-air circulation canopies. The modest architectural features of interest at Fulton Elementary School include the dramatic sloped roof of multi-purpose Building 01-04 that conveys its importance as a public space on the campus; the angled recessed entries to bathrooms on classroom Buildings 01-01 and 01-02; and the projecting prow of the roof over the vestibule entry at kindergarten Building 01-05. However, these features do not confer

high artistic value or otherwise distinguished design value on the buildings. Buildings 01-01 through 01-05 are not important examples of a type, period, or method of construction. Nor are they important examples of Victor Wulff's work generally, or his work designing school buildings during the mid-twentieth century. For these reasons, Buildings 01-01 through 01-05 at Fulton Elementary School are not eligible for CRHR listing under Criterion 3 individually or as part of the school's original complex of permanent buildings.

As modest, single-story rectangular buildings with flat and low-pitched gable roofs, Buildings 01-01 through 01-05 are unlikely to yield important information regarding construction or engineering technologies, methods, or materials. Therefore, the buildings at Fulton Elementary School are not eligible under CRHR Criterion 4.

In Summary, neither Fulton Elementary School as a whole nor any of its individual buildings appear to meet the criteria for listing on the CRHR. Fulton Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.):

Photograph 2. South elevation Building 02-06 (left), west elevation building 01-03 (center) and north elevation Building 01-04, camera facing east.

Photograph 3. West elevation Building 01-04, camera facing east.

Photograph 4. South elevation, left, and east elevation, right, Building 01-04, camera facing northwest.

Photograph 5. South elevation Building 01-01 showing covered walkway connecting three campus buildings, camera facing northwest.

Photograph 6. South elevation Building 01-04, camera facing north.

Photograph 7. East elevation Building 01-04 camera facing looking northwest.

Photograph 8. East elevation, left, and north elevation, right, Building 01-04, camera facing southwest.

Photograph 9. North elevation, center of Building 01-04, camera facing southwest.

Photograph 10. North elevation, center of Building 01-04 showing painted mural, camera facing southeast.

Photograph 11. South elevation, left, and east elevation, right, Building 01-03, camera facing northwest.

Photograph 12. West elevation Building 01-03, camera facing southeast.

Photograph 13. North elevation Building 01-04, camera facing west.

Photograph 14. South elevation Building 01-02, camera facing northwest.

Photograph 15. West elevation Building 01-02, camera facing southeast.

Photograph 16. East elevation Building 01-02, camera facing looking southwest.

Photograph 17. North elevation Building 01-02, camera facing southwest.

Photograph 18. South elevation Building 01-01, camera facing northwest.

Photograph 19. East elevation Building 01-01, camera facing north.

Photograph 20. North elevation Building 01-01, camera facing southeast.

Photograph 21. West elevation Building 01-01, camera facing north.

Photograph 22. Detail south elevation Building 01-01 showing angled recessed bathroom, camera facing north.

Photograph 23. Detail south elevation Building 01-01 showing wall-mounted porcelain bubbler with terrazzo backsplash, camera facing north.

Photograph 24. East elevation Building 01-05, camera facing northwest.

Photograph 25. North elevation Building 01-05, camera facing southwest.

Photograph 26. West elevation Building 01-05, camera facing southeast.

*B12. References (cont.):

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Lewis Middle School**

Lewis Middle School Whole Site Modernization Project

San Diego Unified School District has identified Lewis Middle School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Lewis Middle School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Lewis Middle School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Lewis Middle School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1. Note that the DPR 523 Forms refer to the school by its historic name, which was Lewis Junior High School.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Lewis Middle School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Five cultural resources studies have been previously conducted within a quarter-mile buffer around the project area. Two studies cover the project area but did not involve archaeological survey. No cultural resources have been recorded within the school property or quarter-mile buffer.

The school property is situated on a mesa top and is not located near any areas of archaeological sensitivity (e.g. near the confluence of two water sources or on a terrace adjacent to a drainage). A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1903, 1955) reveal that no structures were present within the school property prior to the construction of the Lewis Middle School and the surrounding residences. Design plans show that construction of the school and the surrounding housing included extensive surface grading, which would have dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface (SDUSD 1958). Therefore, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Lewis Middle School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1959. Topographic maps based on 1901-1902 and 1930 surveys indicate that, prior to construction of the Lewis Middle School, no buildings or structures were present on the school parcel (USGS 1903, 1955). This lack of prior development indicates that the potential for historic archaeological resources is low.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Lewis Middle School property appears to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Lewis Middle School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Lewis Middle School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

National Environmental Title Research, LLC

1953 Historic Aerial Photograph of Lewis Middle School Site.
Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

1964 Historic Aerial Photograph of Lewis Middle School Site.
Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

San Diego Unified School District (SDUSD)

1958 Plot Harvey L. Lewis, Jr., Junior High School, Glenroy St & Irwin Ave, San Diego, California.

United States Geological Survey (USGS)

1903 La Jolla, California. 15-minute Series Topographic Quadrangle Map (culture surveyed 1901-02).

1955 La Jolla, California. 15-minute Series Topographic Quadrangle Map (culture partially revised 1930).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z

Other Listings _____
Review Code _____ Reviewer _____ Date _____

*Resource Name or # (Assigned by recorder) Lewis Junior High School

P1. Other Identifier: N/A

*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)
*b. USGS 7.5' Quad La Mesa Date 1967 (PR 1975) T 16S; R 2W; ___ ¼ of Sec N/A (Ex Mission San Diego Land Grant); San Bernardino B.M.
c. Address 5170 Greenbrier Avenue City San Diego Zip 92120
d. UTM: (give more than one for large and/or linear resources): Zone mE/ mN
e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate)

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)
Known today as Lewis Middle School, Lewis Junior High School is an approximately 20-acre school property located in the Allied Gardens area of San Diego. The property is bounded on the north by open space, on the west by single-family residences that face 51st Street, on the south by the Allied Gardens Community Park and Greenbrier Avenue, on the east-southeast by Glenroy Street, and on the east-northeast by Irwin Avenue. A sketch map of the school can be referenced on page 4. The campus contains 10 permanent buildings: the Administration Building, Auditorium, Cafeteria, Gym Building, Building 100 (Classrooms), Building 200S (classrooms), Building 200N (classrooms), Building 300N (boiler room and offices), Building 300S (library and classrooms), Building 400 (classrooms), Building 500 (classrooms). Portable classroom buildings are clustered north of Buildings 200N and 300N (see page 5 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building
*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Photograph 1 Administration Building at left, Auditorium at right, looking north-northeast (photographs continued on page 11 Continuation Sheet)

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1959 (SDUSD 2007)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92111

*P8. Recorded by: (Name, affiliation, address)
Timothy Yates
ICF
525 B Street, Suite 1700
San Diego, CA 92101

*P9. Date Recorded: July 25, 2019

*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record
☐ Other (list) _____

Status Code 6Z

*Resource Name or # (Assigned by recorder) Lewis Junior High School

B1. Historic Name: Lewis Junior High School
B2. Common Name: Lewis Middle School
B3. Original Use: Public school B4. Present Use: Public school
***B5. Architectural Style:** Mid-Century Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) The campus's permanent buildings were all constructed in 1959.
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** _____ **Original Location:** _____
***B8. Related Features:** _____

B9. Architect: Herluf Brydegaard **b. Builder:** Riha Construction Company
***B10. Significance: Theme** San Diego public school development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical and architectural significance, Lewis Junior High School (today's Lewis Middle School) does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None the campus's buildings appear are eligible for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of CEQA. Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Lewis Junior High School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 7 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 21 Continuation Sheet

B13. Remarks:

***B14. Evaluator:** Timothy Yates, Ph.D. ICF

***Date of Evaluation:** September 30, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

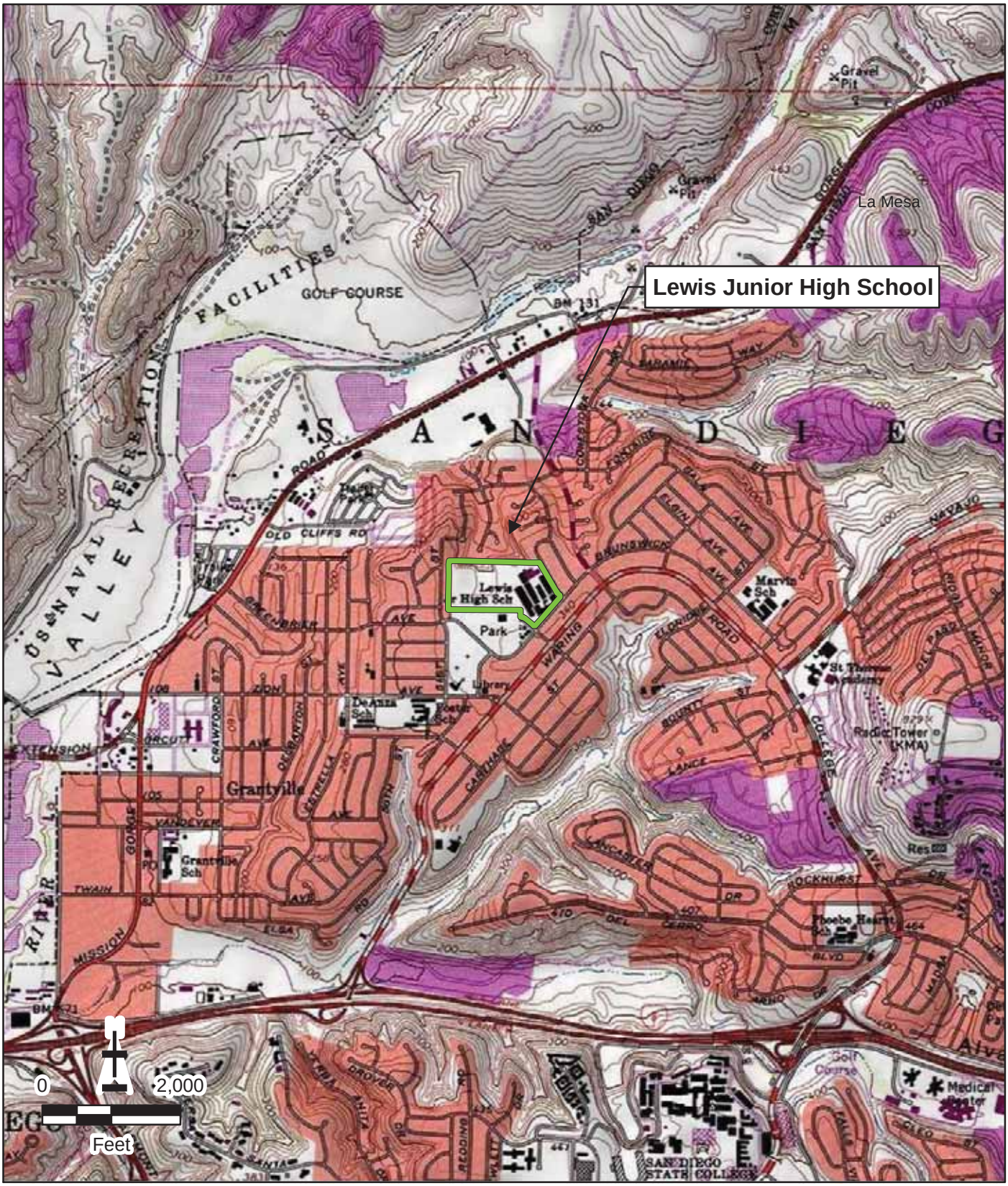
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Lewis Junior High School

Map Name: La Mesa, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Lewis Junior High School

*Drawn By K. Chmiel

*Date of Map October 7, 2019

*Required Information

*P3a. Description (cont.):

A paved parking lot fronts the southwest portion of the Mid-Century Modern-style school complex (Photograph 1). Lawns and mature trees front the southeast and east portion of the complex. On the east side of the parking lot, concrete walkways extend from the Glenroy Street sidewalk northwest to the main school entrance, east to an entry with a chain-link fence and gate on the west side of the Auditorium Building, and east to the front entrance of the Administration Building. The main campus entrance is secured by a chain-link fence and gate within a breezeway connecting the east side of the Auditorium Building to the west side of Building 500.

All of the school's buildings except the Auditorium share certain design attributes. They are low-slung one-story buildings with rectangular plans and low-pitched gabled roofs. Longer elevations with classroom, administration room, or office entries have broadly projecting eaves supported by steel pipe columns. These eaves feature original wood elements such as exposed beams, exposed rafters with beveled ends, tongue and groove undersides, and wood fascia boards. Broadly projecting eaves with stucco-covered undersides, steel pipe-column supports, and outer wood beams also shelter the school's southerly arterial circulation corridor on the south gable-end sides of Buildings 100, 200S, and 300S. Between these buildings, the southerly circulation corridor is sheltered by flat-roofed canopies with steel pipe columns that are attached to the buildings' overhanging eaves. Stucco finish covers most exterior wall surfaces. Window openings retain original wood surrounds and mullions. Most of the larger windows' original aluminum-framed fixed and sliding sashes, and original glass louvers within smaller monitor windows, transoms, and upper-wall ribbon windows, have been replaced by aluminum-framed sashes that have wider frames than the original aluminum-framed windows. Entries are secured by solid one- and two-leaf institutional-grade doors. Metal lockers that originally covered most of the classroom buildings' north and south elevations have been removed. Non-original HVAC units, some with associated ducts, are present atop all of the buildings and visible at relatively short distances from the buildings.

The Administration Building's main entry is at the west end of a window bay conforming to the shape of the gable end within a centered recess at the south elevation (Photograph 2). The gabled roof projects broadly beyond the recess supported by two walls fronted by slightly curving wedge-shaped planters, each with a mature tree. A secondary entry with a boarded transom is located east of the recess. Office windows and entries are distributed across the west and east elevations, including several windows fronted by security screens and a bay containing service windows at the southern portion of the east elevation (Photograph 3). A singe fixed window is located under the gable end of the north elevation. There, the west slope of the roof is connected to the west slope of Building 100's gabled roof, forming a breezeway entrance from the west parking lot to the school's southern arterial circulation corridor.

The Auditorium has an irregular plan consisting of a flat-roofed front volume with a square second-story utility room and two higher volumes to the north, both with pitched roofs sloping downward to the north: a trapezoidal audience seating volume, and a slightly lower canted L-shaped volume containing the stage and dressing rooms. Unless otherwise noted, the building's exterior walls are covered in stucco finish. The flat roof of the south-facing front volume projects broadly to shelter the two lobby entries, each secured by a pair of two-leaf doors with fixed sidelights on one side separated by stucco-clad wall (Photograph 4). Transoms above the entries are connected to an upper ribbon of fixed windows. Concrete-block veneer covers the exterior wall to the west of the lobby entries and wraps around to cover the far south portion of the west elevation. North of the main entrance, the projecting eave is supported by a concrete block wall, which fronts several small windows and vents. Entries at the south end of the front volume's west and elevation each have a two-leaf door and northerly fixed sidelights and transom vents that conform to the roof slope (Photograph 5). The east of these entries is sheltered by the main campus entrance breezeway and the west one is sheltered by a slight projection of the flat roof. The larger audience seating and stage volumes to the north feature vertically scored west-, east-, and south-facing exterior walls. The west side of the stage volume has two south-facing entries, a loading dock entry with a metal roll-up door and an entry with a two-leaf door under a square vent with fixed wood louvers, as well as several west-facing utility-area entries with single-leaf doors. A small one-story element connected to the east elevations of the audience and stage volumes has a flat roof with slight eave projections, a south-facing entry with two-leaf door, and an east-facing entry with a single-leaf door (Photograph 6).

Connected to the Auditorium Building by the gated main campus entrance breezeway, the west elevation of Building 500 has a single entry with a fixed transom. At the south end of the west elevation and at regular intervals across the Glenroy Street-facing south elevation, the exterior wall is textured with rectangular sections of stack bond concrete-block veneer. Just below the roof, narrow ribbon windows punctuate the stucco-clad wall sections between the concrete block. The concrete block at the east end of the south elevation extends beyond the east elevation to screen utilities (Photograph 7). The east elevation features four narrow full-height openings containing lower wood panels, central glass louvers fronted by security screens, and upper fixed windows, which conform to the roof slope. Upper-wall window bays and entries with transoms containing metal louvers are distributed across the north elevation (Photograph 8).

A circulation canopy with steel pipe columns extends from the projecting eave at the east end of Building 500's north elevation to the projecting eave at the Cafeteria Building's west elevation. Facing Glenroy Street, the south elevation of the Cafeteria also features four sections of stack bond concrete-block veneer dividing three asymmetrically arranged upper windows that conform to the slope of the gabled roof above stucco-finished exterior wall (Photograph 9). An entry with a single-leaf door is located below the east window. Facing a small paved parking lot, the Cafeteria's east elevation has a large southerly window bay at the faculty dining room. North of this are three entries to storage, equipment, and refuse rooms. Wood and metal fencing encloses refuse dumpsters near the northeast corner of the plan. Three asymmetrically arranged upper windows conform to the Cafeteria's gabled roof slope at the north elevation. Three service windows at the north end of the west elevation contain wood casements below transoms (Photograph 10). South of these are two porcelain drinking fountains affixed to a non-original tile backsplash below two upper ribbon windows, the southernmost of which surmounts an entry with a single-leaf door. At the south portion of the west elevation, a large dining hall window bay is flanked by entries with boarded transoms.

West of the Cafeteria and north of Building 500, the school's main quad is paved with concrete. A large non-original steel lunch shelter is present north of Building 500's east end. The quad incorporates multiple planters containing mature trees and shrubs, some with original thin concrete-block borders and some with non-original rock face concrete-block borders. Low wood benches with metal legs and bracing front some of the planter borders.

Positioned north of the quad, Administration Building, Auditorium, and Cafeteria, the Gym Building and classroom Buildings 100, 200S, 200N, 300S, and 400 are designed similarly. All but Building 300S retain their original rectangular plans and have uniform exterior stucco finish. Their low-pitched gabled roofs incorporate low, gable-roofed monitors with west- and east-facing ribbons of non-original aluminum-framed clerestory windows that have replaced original glass louvers. Broadly projecting eaves with steel pipe columns at the west and east elevations shelter circulation paths and entries, and shade large classroom window bays and, at some places, upper ribbon windows (Photographs 11, 14, and 16). The gabled roofs of Building 100 and the Gym Building, Buildings 200S and 200N, and Buildings 300S and 300N are connected across breezeways that feature skylights on each side of the ridge beam (Photograph 15). The breezeways are connected to flat-roofed circulation canopies with steel pipe columns, and together the breezeways and canopies form the school's northerly circulation artery.

The Gym Building's (also referred to as Building 100N) differs from the other northerly buildings in several notable ways. At the north and south portion of the west elevation, recessed entries to the boys and girls locker rooms are secured by two-leaf doors with transoms and fronted by stack bond concrete-block screen walls (Photograph 12). Instructor's office and equipment, first aid, janitorial room entries and windows are distributed across the west elevation. Upper-wall ribbon windows light the boys and girls locker rooms at the south and north ends of the east elevation. Adjacent to a large central window bay between the ribbons, an entry with a two-leaf door accesses an exercise room. North of the large window, a stack bond concrete-block wall screens a second recessed entry to the girls locker room with a two-leaf door and a transom. A long window bay conforms to the slopes of the gabled roof at the north elevation (Photograph 13). The only opening at the south elevation is an entry with a two-leaf door and wired-glass transoms conforming to the roof slope.

Some of the other northerly buildings also vary, particularly at west and south elevations. Building 100's south elevation has a bathroom entry secured by a single-leaf door with a screen-fronted transom at its east end, and three windows that conform to the roof slope fronted by security screens at the center and west portion. Building 100's north elevation has a centered recessed entry. The south elevation of Building 200S features horizontal wood strips and has no openings. A full-height recess at the north elevation of Building 100S contains a bulletin board and an entry. The south elevation of Building 200N has an off-center full-height recess containing an entry with a single-leaf door and two transom sashes (Photograph

15), and the north elevation has no openings. The original, rectangular-plan portion of Building 300S's north elevation has no openings. At each end of Building 300S's south elevation, two recessed bathroom entries with single-leaf doors and screen-covered transoms conforming to the roof slope flank porcelain drinking fountains attached to non-original tile backsplashes (Photograph 18). Between the backsplashes is a slightly off-center entry with a single-leaf door and a screen-covered transom that conforms to the roof slope. A large library addition is located at the north portion of Building 300S's east elevation (Photograph 19). The library addition has stucco cladding, a south-facing glazed two-leaf door under the east-elevation eave extension, two small windows above the eave extension shaped like the pages of an open book, several fixed plate-glass windows with aluminum frames, and recessed window bays at the east elevation containing sliding aluminum-framed sashes. Building 400's north and south elevations have no openings. A custodial room entry with a single-leaf door and a transom at the south end of Building 400's east elevation opens to a small paved parking area (Photograph 20). The eave-sheltered circulation corridor north of the parking area is enclosed by chain-link fencing and a gate.

Building 300N originally contained the boiler room and men's and women's lounges, the latter of which appear to have been converted to offices. The building has a rectangular plan and a side-gabled roof. The boiler room entry at the west elevation has a two-leaf door. Immediately north of the entrance is a substantial opening with a fixed translucent window and vents with metal louvers fronted by screens. The north and south elevations have no openings. Two entries with single-leaf doors and transoms are flanked by windows with non-original aluminum-framed sliding and fixed windows (Photograph 17). The portable buildings north of Buildings 200N and 300N consist of 10 classrooms and bathrooms (Photograph 21). They are typical of portable buildings that can observed at school properties across the greater San Diego area. West of the portables and the easterly parking lot are paved basketball courts and other recreation areas, and a grass-covered recreation field.

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

Whereas San Diego's population stood at 203,341 in 1940, just prior to World War II, by 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map).

Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives. Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing "duck-and-cover" drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92;

Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman No Date; *San Diego Tribune* 1954).

Lewis Junior High School

The District planned and constructed Lewis Junior High School at the height of the post-war building boom in San Diego. As of September 1957, when contractors busied themselves constructing 25 San Diego schools, SDUSD had immediate plans to build schools at 30 additional sites (*San Diego Union 1957*:B-1). San Diego architect Herluf Brydegaard designed the school. The California Department of Public Works Division of Architecture approved Brydegaard's architectural plans for the school in early March 6, 1958 (Brydegaard 1958a – 1958i). A week later, the Board of Education awarded a $1,256,000 contract to Riha Construction Company to build the school (*San Diego Union* 1958:A-13). The company completed the job by early September 1959, and the school's first 810 students began attending classes later that month. Lewis Junior High School was formally dedicated by the District on May 11, 1960 *(San Diego Union* 1959:A-8; 1960:A-51).

Herluf Brydegaard

Born in Denmark in 1911, Herluf Brydegaard apprenticed in carpentry by day and took night classes at Svendborg Tekniske Skoe. After graduating in 1933, he studied at Odense Tekniske Skole, a Danish technical school from which he graduated in 1936. Brydegaard worked as an engineer for an architect in Svendborg before relocating to San Diego and doing draftsman work for William Templeton Johnson in the early 1940s. He subsequently worked as a draftsman for Kistner & Curtis Architects, for William P. Lodge, and then for Samuel W. Hammill over the course of the 1940s. After a spending nearly a half year in Europe, Brydegaard earned his California architect's license, joined the San Diego chapter of the American Architects Institute in 1949, and launched his own practice. Brydegaard and his wife, Marguerite, maintained a long friendship with renowned San Diego Modernist architect Lloyd Ruocco and his wife, Ilse. The two architects collaborated professionally. As young architects, Robert Ferris and Homer Delawie worked in Brydegaard's office during the early 1950s. Works attributed to Brydegaard include the Donald Boyden Residence, the Clairemont Branch Library, KFSD TV/Radio (with Ruocco), and College Park Presbyterian Church. Brydegaard was also a prolific school architect. He designed Angier Elementary School, Clairemont High School, Carver Elementary School, Lewis Junior High School, additions to Ballantyne Elementary School, Marston Junior High School, Southwest High School, and Whittier Elementary School in San Diego; Magnolia Valley Elementary School in El Cajon; Monte Vista and Mount Miguel High Schools in Spring Valley; and El Capitan High School in Lakeside. According to Brydegaard's San Diego Union obituary, the architect's "designs for schools were nationally recognized for efficiency and economy, employing such unique construction as back-to-back classrooms, eliminating central corridors, a method he was credited with organizing . . . his design for Marston Junior High School was chosen as one of the five best school plans in the United States." Research efforts did not yield the name of the organization that awarded that distinction to Brydegaard and Marston Junior High. Herluff Brydegaard died on April 18, 1960 (*San Diego Union* 1960:B16; Modern San Diego 2017).

Evaluation

Lewis Junior High School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. The school was constructed during San Diego's post-World War II period of expansive growth and suburban housing construction. The building's association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Lewis Junior High School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that the Lewis Junior High School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Lewis Junior High School campus appears eligible for CRHR listing under Criterion 1.

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Lewis Junior High School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from the late 1950s through the early 1970s, Lewis Junior High School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Lewis Junior High School built environment appears to meet Criterion 2 for listing on the CRHR.

Lewis Junior High School is not significant for architectural or construction value within the frameworks of the national, California, or local histories of school architecture and planning. The school complex is representative of Mid-Century Modern school design. Its architectural vocabulary includes: the slow-slung profiles, gabled roofs, and broadly projecting eaves with exposed wood elements; the classroom buildings' roof monitors; ribbon windows, narrow full-height windows at one elevation of one building, and window bays that conform to gabled roof slopes; and concrete-block veneer at the street-facing elevations of the Auditorium, Building 500, and the Cafeteria. However, the school does not ultimately possess a high degree of architectural distinctiveness or artistic value. Beyond the combination of punctuating window openings and concrete block veneer that distinguishes one or two street-facing elevations of three buildings, the Lewis Junior High School buildings are entirely commonplace examples of Mid-Century Modern school architecture. None of those three buildings with a greater degree of architectural elaboration at street-facing elevations ultimately meets the threshold of architectural significance appropriate for individual CRHR listing. The school's architect, Herfluf Brydegaard, appears to have produced a body of work with potential to justify his inclusion among San Diego's formally designated master architects at some point in the future. As noted above, Brydegaard earned a reputation for innovative school design, and designed a substantial number of San Diego schools in a relatively short period of time. However, the subject school does not appear to be a particularly good example of the architect's work. Much better examples of San Diego school buildings designed by Brydegaard remain intact. For these reasons, neither Lewis Junior High School as whole nor any of its individual buildings is eligible for CRHR listing under Criterion 3.

As one of many schools in the greater San Diego area consisting of buildings constructed since World War II, Lewis Junior High School is not significant under NRHP Criterion D or CRHR Criterion 4 as a source or likely source of important historical information, and does not appear likely to yield important information about historic construction methods, materials, or technologies.

In Summary, neither Lewis Junior High School as a whole nor any of its individual buildings meet the criteria for listing on the CRHR. Lewis Junior High School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.): see page 11

Photograph 2. Main entrance at front (south elevation) of Administration Building, looking north.

Photograph 3. East elevation of Administration Building, looking northwest.

Photograph 4. Front (south) elevation of Auditorium from parking lot, looking north.

Photograph 5. Southerly west elevation of Auditorium, looking east-northeast.

Photograph 6. East elevation of Auditorium from across main quad, Building 500 at left, looking west-southwest.

Photograph 7. Building 500, south and east elevations, looking west.

Photograph 8. Building 500, north elevation, looking southwest.

Photograph 9. South elevation of Cafeteria from Glenroy Street, looking north.

Photograph 10. West elevation of Cafeteria across main quad from attached circulation canopy at Building 300S, looking east-southeast.

Photograph 11. East elevation of Building 100, looking south.

Photograph 12. West elevation of Gym Building, looking east.

Photograph 13. North elevation of Gym Building, looking south.

Photograph 14. West elevation of Building 200N, looking north.

Photograph 15. South elevation of Building 200N from main southerly circulation corridor, looking northeast.

Photograph 16. East elevation of Building 200S, looking northwest.

Photograph 17. East elevation of Building 300N from main northerly circulation corridor, looking west.

Photograph 18. South elevation of Building 300S from main southerly circulation corridor, looking north-northeast.

Photograph 19. Building 300S, south elevation of library addition and partial east elevation, looking north-northwest.

Photograph 20. East elevation of Building 400 from Irwin Avenue, looking west-southwest.

Photograph 21. Portable classroom buildings north of Building 200N, looking northeast.

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Archaeology Assessment of Madison High School**

Madison High School Whole Site Modernization Project

San Diego Unified School District has identified Madison High School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment.

Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Archaeology

Record Search Results

On November 6, 2018, PaleoWest Archaeology conducted a record search at the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded in or within a quarter-mile radius of the Madison High School campus. PaleoWest reviewed SCIC's digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies

A summary of the record search results was provided to the District in a Historical Resources Assessment report (Castells 2018). The record search summary indicates that ten cultural resource studies have been previously conducted within a half-mile buffer around the project area, one of which overlapped with the project area. The search did not identify any archaeological sites within the project or buffer area. No previously identified historic resources were located within the study area or the project.

The school property is situated on a mesa top and is not located near any areas of archaeological sensitivity (e.g. near the confluence of two water sources or on a terrace adjacent to a drainage). A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1903, 1942) reveal that no structures were present within the school property prior to the construction of the Madison High School and the surrounding residences. Because of its location and the various activities associated with development, such as grading, construction, and landscaping, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Madison High School campus was constructed in 1963 (SDUSD 2014). Although the project site is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1963. Topographic maps based on 1901-1902 and 1930 surveys indicate that, prior to construction of the Madison High School, no buildings or structures were present on the school parcel (USGS 1903, 1942). This lack of prior development indicates that the potential for historic archaeological resources is low.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Madison High School property appears to be low.

Record Search Conclusions and Recommendations

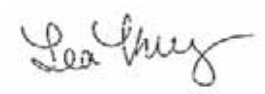
Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Madison High School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Madison High School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Karolina Chmiel, M.A.
Archaeologist



Lea Kolesky, B.A.
Historian/Architectural Historian

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San Diego Unified School District (SDUSD)
2014 Small Scale Plot Plan, Madison High, 4833 Doliva Drive, San Diego, California

United States Geological Survey (USGS)

1903 La Jolla, California. 15-minute Series Topographic Quadrangle Map (culture surveyed 1901-02).

1942 La Jolla, California. 7.5-minute Series Topographic Quadrangle Map (culture partially revised from 1903 edition in 1930).

Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Marshall Elementary School**

Marshall Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Marshall Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Marshall Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Marshall Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Marshall Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity (within a one quarter-mile buffer area) to the Marshall Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Thirty-one cultural resources studies have been previously conducted within a quarter-mile buffer around the project

area, six of which cover the project area. A total of 130 cultural resources have been recorded within a quarter-mile buffer of the school property. Resources that have been identified within a quarter mile of the school consist of P-37-024259, a historic-period buried domestic refuse deposit, and P-37-035428, the Islenair Historic District. The remaining 128 resources consist of sidewalk stamps or historic houses/structures.

The school property is situated on a wide ridge formed by the confluence of Las Chollas Creek and several small drainages, with sloping topography. Although the site is located above Las Chollas Creek, the school is not located at the confluence of the creek with other drainages or streams. A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1904, 1942) reveal that no structures were present within the school property prior to the construction of the Marshall Elementary School and the surrounding residences. Design plans show that construction of the school and the surrounding housing included extensive surface grading. The school property was leveled and terraced to create two flat levels with an elevation difference of approximately 10 feet between the levels (SDUSD 1956). This construction dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface. Therefore, given the previous alternation of the school property during construction, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Marshall Elementary School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1956. Topographic maps based on 1902 and 1930 surveys indicate that, prior to construction of the Marshall Elementary School, no buildings or structures were present on the school parcel (USGS 1904, 1942). This lack of prior development indicates that the potential for historic archaeological resources is low.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Marshall Elementary School property appears to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Marshall Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Marshall Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop

in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

National Environmental Title Research, LLC
1953 Historic Aerial Photograph of Marshall Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.
1964 Historic Aerial Photograph of Marshall Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

San Diego Unified School District (SDUSD)
1956 Plot Plan & Location Plan, John Marshall Elementary School, Altadena Ave, San Diego, California.

United States Geological Survey (USGS)
1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).
1942 La Jolla, California. 15-minute Series Topographic Quadrangle Map (culture partially revised 1930).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z
Other Listings _____
Review Code _____ Reviewer _____ Date _____

*Resource Name or # (Assigned by recorder) Marshall Elementary School

P1. Other Identifier: N/A

*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)

*b. USGS 7.5' Quad National City Date 1967 T 16S; R 2W ; ___ ¼ of Sec N/A (Ex Mission San Diego Land Grant); San Bernardino B.M.

c. Address 3550 Altadena Avenue City San Diego Zip 92105

d. UTM: (give more than one for large and/or linear resources): Zone 11S; 491915.53mE/ 3622865.39mN

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate) Located on the west side of Altadena Avenue, between Sterling Ct. and Loris St.

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)

Marshall Elementary School covers approximately seven and a half acres, sited west of Altadena Avenue. The school faces east onto Altadena Avenue and is bound post-World War II tract homes to the west, north, and east. A narrow strip of unimproved hillside separates the eastern boundary of the school from the residential neighborhood. Two levels divide the school's campus: to the north at grade, the older part of the school and to the south, below grade, bungalows (portable classroom buildings), new construction, and a large playground area. The School District constructed Buildings 1-3 in 1956 and constructed Building 4 and additions to Buildings 1 and 2 in 1962. Herbert Fifield planned for the construction of all four buildings and their additions in his original architectural drawings. Covered walkways connect four buildings together (see page 5 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building

*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Building 1, camera facing west (see page 10 continuation sheet for additional photographs).

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1956 and 1962 (SDUSD 2016)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92111

*P8. Recorded by: (Name, affiliation, address)
Margaret Roderick
ICF
555 W 5th Street, Suite 3100
Los Angeles, CA 90013

*P9. Date Recorded: July 25, 2019

*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

*Resource Name or # (Assigned by recorder) Marshall Elementary School

B1. Historic Name: John Marshall Elementary School
B2. Common Name: Marshall Elementary School
B3. Original Use: Public school B4. Present Use: Public school
***B5. Architectural Style:** Mid-Century Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) Buildings 1-3 constructed in 1956; Buildings 4-6 constructed in 1962; portable classrooms added to the site beginning circa 1980 (historicaerials.com); and Building 7 constructed circa 2005 (SDUSD 2016; historicaerials.com; and visual inspection).
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** N/A **Original Location:** N/A
***B8. Related Features:** N/A

B9. Architect: Herbert P. Fifield of Wulff & Fifield Architects **b. Builder:** I.C. Curry
***B10. Significance: Theme** San Diego public school development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Marshall Elementary School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None the campus's buildings appear to have sufficient historical significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of the California Environmental Quality Act (CEQA). Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Marshall Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 6 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 21 Continuation Sheet.

B13. Remarks:

***B14. Evaluator:** Margaret Roderick, ICF

***Date of Evaluation:** August 8, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

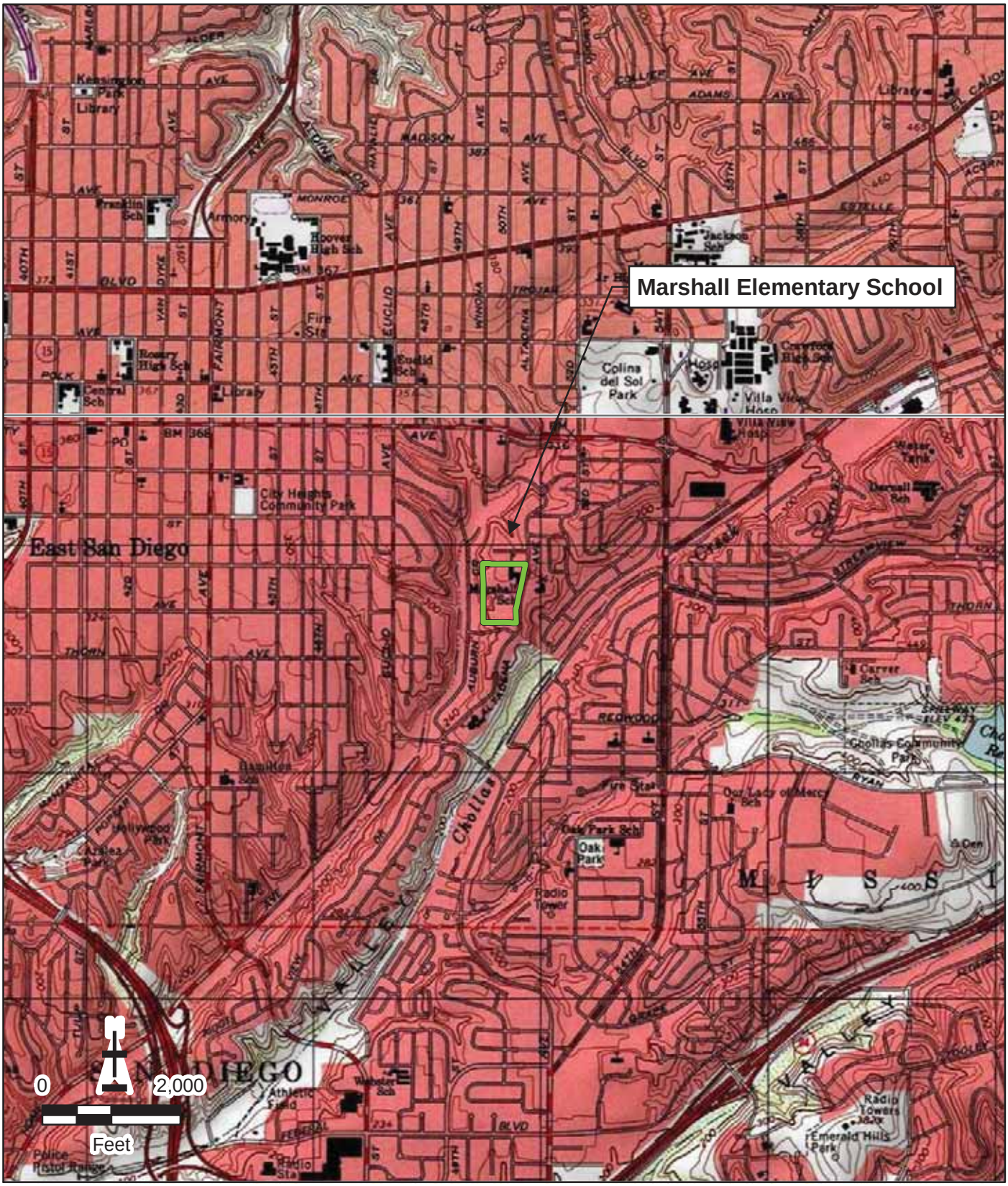
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Marshall Elementary School

Map Name: National City, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

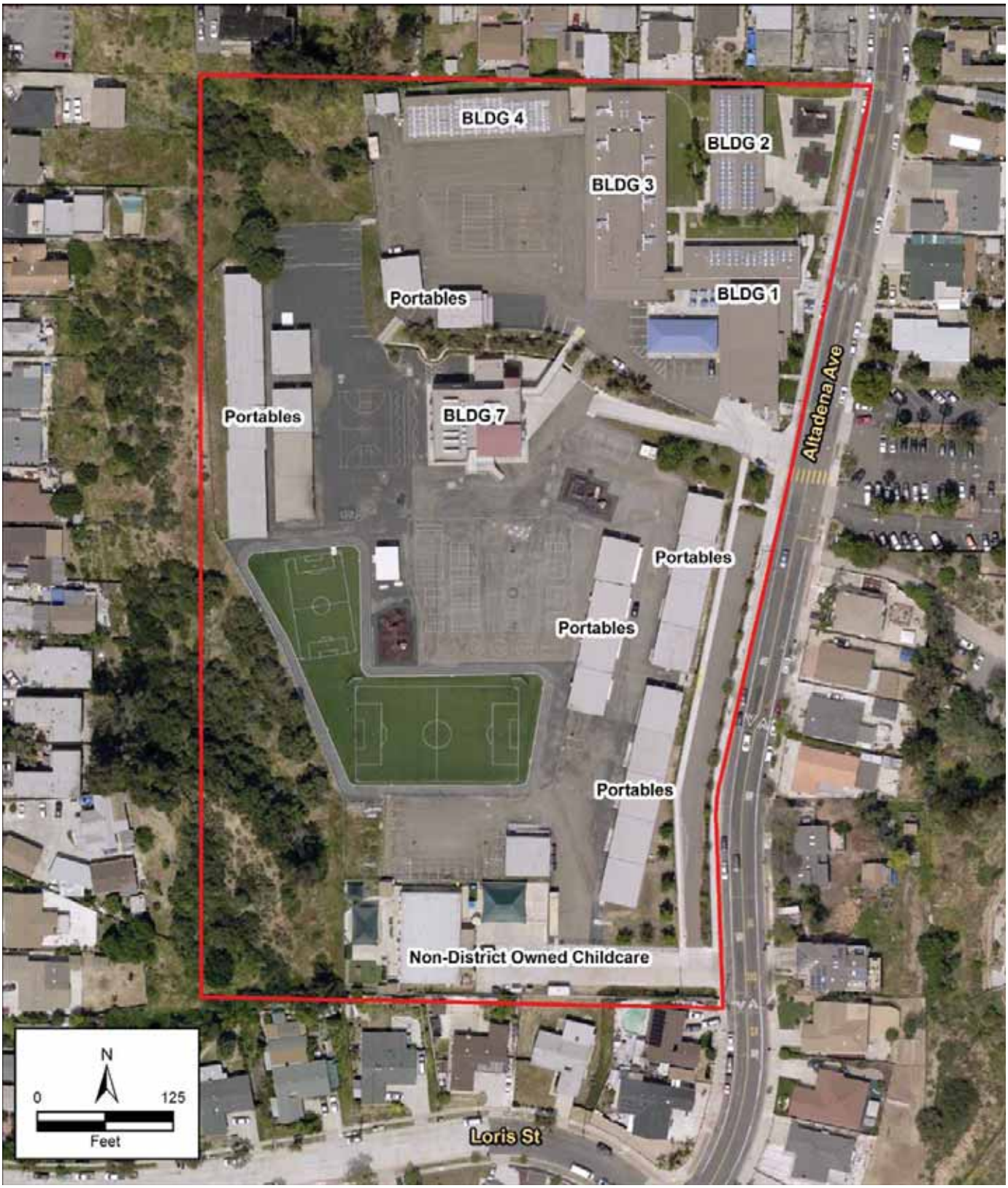
SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Marshall Elementary School

*Drawn By K. Chmiel

*Date of Map October 9, 2019



*Required Information

*P3a. Description (cont.):

The T-shaped administration, auditorium, and cafeteria building—the original portion of Building 1 and the 1962 addition—occupies the front of the school along the street (Photographs 1-3). Sunken slightly below the grade of the sidewalk, the building contains a large 1956 building (Photograph 1) with a small 1962 addition to the south, both designed by the same architect, Herbert Fifield (Photograph 1). The building features variegated massing with an asymmetrical, low-pitched butterfly roof perched atop a flat roof adjacent to a low-pitched gabled roof (Figure 1-2). All roof sections include wide fascia and moderate to deep, boxed eaves clad with smooth stucco. Supported by round, metal piloti, deep eaves extend to form walkways. The primary entrance, formed by glazed, one-panel double doors framed by side lights and a transom, is located in the crook of the "T" (Photograph 3). Two pairs of double slab doors punctuate the center of the elevation at regular intervals, and a single slab door punctuates the 1962 cafeteria addition toward the south. Original to the 1962 addition, windows accent the elevation's design along the southern half: a pair of windows separated by a muntin; a ribbon window formed by three, raised windows; and a pair of windows separated by approximately 1-foot of stucco-clad wall but framed by a bezel. A clerestory ribbon located alongside the main entrance's walkway completes the fourth set of windows (Photograph 2). Vertically scored stucco provides distinction along most of the building. A stack-bonded brick breezeway with square punch outs accesses utilities at the center of the elevation, and the same brickwork clads the elevation at the northernmost corner. Moreover, short, stack-bond brick built-in planters wrap around from the northern corner towards the recessed entrance in the crook of the "T."

The north, west, and south elevations of Building 1 do not exhibit the same level of design as the primary elevation. The north elevation (Photograph 4) distinguishes the administrative portion of the building with a classroom-like configuration of vision-glazed or slab doors flanked by tall, wide classroom window configurations inset into smooth stucco walls. Windows appear original, with a series of fixed, hopper, and awning sashes. Low bushes front the elevation beneath windows. The 1962 cafeteria addition with smooth stucco walls punctuated by little fenestration variegates the elevation (Photograph 5). The rear elevation also contains little fenestration, but deep eaves cover a walkway along the length of this elevation (Photographs 6 to 8). As with the primary elevation, a glazed two-panel double door with a sidelight and transom are located in the crook of the "T" (Photograph 8).

Building 3, located northwest of Building 1, forms the largest classroom building on the campus with four classrooms at the west and east elevations along with restrooms (Photographs 9 to 12). The west and east elevations mirror each another: an atypical classroom at the north, three typical classrooms in the center, and restrooms at the south (Photograph 9). The atypical classroom features a vision-glazed door adjacent to five original windows that alternate between fixed sash and aluminum sliders (Photograph 10). The top of the window configuration aligns with the top of the door. The typical classrooms feature a vision-glazed door adjacent to large, classroom type windows that extend from below the door's handle to the top of the wall (Photographs 10 and 11). Windows originally alternated between a two-light hopper above a two-light fixed sash and a four-light fixed sash, but at least two sashes from each classroom have been replaced. A transom caps each door. A multi-use drinking fountain with a terrazzo backsplash accompanies the restrooms to the south (Photograph 11). The south elevation has one set of slab double doors, two slab doors, one vision-glazed door, and two sets of louvered vents while the north elevation lacks fenestration but for a single, centered slab door (Photographs 11 and 12). A monitor top roof caps the low-pitched side-gabled roof. Louvered sunshades cover the monitor's clerestory windows (Photograph 13).

Building 2 and its 1962 addition combine to form the campus's two kindergarten classrooms (Photographs 14 to 16). Fifield planned the addition to Building 2, as shown in the initial 1950s plans for the school. The southern classroom represents the original portion of Building 2 and the northern classroom represents the 1962 addition. Vision-glazed doors with windows extending towards the building's corners denote each classroom on the west elevation (Photograph 14). Windows associated with the north classroom are aluminum sliders, while those associated with the south appear to be rolled steel with fixed and hopper/awning sashes. Smaller clerestory windows are located at the center. A stucco and board-and-batten clad unit is located at the south corner of the elevation and appears to be used as storage. Vision-glazed doors flanked by windows, with a smaller configuration towards the elevation's center, and ribbons extending towards the building's corners denote each classroom on the east elevation (Photograph 15). A louvered, two-panel door separates the classrooms. The south and north elevations each contain a window configuration to the west (Photographs 15 and 16). A low-pitched side gabled roof with deep, stucco-clad boxed eaves caps the building.

Building 4, constructed in 1962 and also designed by Fifield, contains a row of four classrooms accessed by vision-glazed doors along the south elevation (Photographs 17 to 20). The south elevation also features clerestory windows arranged into ribbons (Photograph 17). One louvered vent replaces one window in each of the four ribbons. Originally, the sashes alternated between fixed and jalousie, but it appears they have been replaced. Classroom fenestration forms a mirror image with two doors grouped together, flanked by clerestory ribbons. At the eastern corner, however, a recessed doorway provides access to a restroom. A multi-use drinking fountain with a terrazzo backlash highlights the southern corner. A low-pitched side-gabled roof with deep eaves caps the roof. The eaves wrap around the east elevation to provide a walkway. The east elevation features a second recessed entrance that accesses a restroom, and a second multi-use drinking fountain with a terrazzo backsplash (Photograph 18). A slab door centers this elevation. In contrast, the north elevation lacks fenestration (Photograph 19). The rear (north) elevation abuts the school's northern boundary. Large classroom windows fronted by non-original security grates punctuate the rear elevation (Photograph 20). Here, the stucco-clad boxed eave only extends approximately two-feet.

Playgrounds, a modern lunch canopy, and a bungalow accompany the 1956 and 1962 campus buildings at the upper grade (Photograph 21). At the lower grade, two large bungalow groups arrange into rows, a modern, two-story building, and playgrounds complete the campus (Photographs 22 and 23). The modern, two-story building has a simplified post-modern design that is strikingly different from the mid-century nature of the campus. Stucco clad, it contains a half-width, segmented arched parapet balanced by a concrete block tower capped by a segmented arched roof. Square, multi-light windows with a metal hood punctuate the east elevation. Horizontal incised lines further distinguish the elevation.

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

Whereas San Diego's population stood at 203,341 in 1940, just prior to World War II, by 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing "duck-and-cover" drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman 2019; *San Diego Tribune* 1954).

Development of Marshall Elementary School

San Diego public school officials developed John Marshall Elementary School along with numerous other school facilities in the early 1950s to accommodate population growth—including local manifestations of the nationwide baby boom—and new residential construction, which severely overcrowded existing school facilities. In September 1951, for example, superintendent Will C. Crawford estimated that the city needed 113 kindergarten buildings at a moment when it had 63 (*San Diego Union* 1951:A-3). The San Diego City Unified School District hired Wulff & Fifield Associates to design Marshall Elementary School. The School Board approved preliminary plans and ordered working drawings of a campus including an administration and assembly unit, eight classrooms, a kindergarten room, and reserved space for six additional classrooms in December 1955 (*San Diego Union* 1955:15). The State Division of Public Works approved architectural plans in May 1956. Shortly after, I.C. Curry was awarded a $288,124 contract as contractor (Wulf and Fifield 1956:1 and *San Diego Union* 1956a:13). Fifield signed the plans.

John Marshall Elementary School opened in November 1956, admitting 285 students; the student body consisted of pupils transferred from Euclid Elementary School and Oak Park Elementary School, two of the most overcrowded schools in the district (*San Diego Union* 1956b:9). The school was not formally dedicated until the following April (*San Diego Union* 1957:21). In March 1962 the State Division of Public Works approved additions by Fifield of Wulff and Fifield & Associates Architects for a kindergarten classroom and a cafeteria (Wulf and Fifield 1962:1). Aerial photographs indicate that only one additional portable classroom building was erected between 1966 and 1980 (historicaerials.com 1966; UCSB Library, University of California 1980). By 1994, six additional portable classroom buildings appear to have been constructed, and twelve by 2003 (historicaerials.com 1994; 2003).

Herbert P. Fifield of Wulff & Fifield Architects

Herbert P. Fifield grew up in Los Angeles and became a draftsman after graduating high school, working for Walter F. Zick; Kistner, Curtis & Wright; and Ted R. Cooper Construction Company in the mid-to-late 1930s. During this time Fifield also attended the University of Southern California (AIA Membership Application 1947: 2). Fifield worked for the Navy Public Works Department in San Diego during World War II, then worked as an architect and engineer in Louisiana, and returned to San Diego in 1948 to serve as a staff architect for SDUSD. Johnson, Hatch & Wulff hired Fifield in 1951. Wulff and Fifield established their own firm after Johnson's death in 1953 and practiced together through circa 1968 (York 2019). It appears that most of the firm's school projects were designed by Don Innes, Ed Zimmerman, and Bill Unger. However, Herbert Fifield signed the plans for Perry Elementary (1955); Marshall Elementary (1956 and 1962); and Taft Middle School (1962) (Wulff and Fifield Architects 12125; Wulff and Fifield Architects 14269; Wulff and Fifield Architects 22151; and Wulff and Fifield Architects 1957A-1957I). In 1968 Fifield accepted a position as Campus Architect for the University of California, and moved north to the San Francisco area (Fifield 1968; Waugh 1972). However, Fifield returned to San Diego in 1973 to work with the firm of Richard George Wheeler & Associates, and retired a few years later in 1976 (Fifield 1973; Fifield 1976; York 2019). Although neither Fifield individually nor the firm of Wulff and Fifield Architects were included among the master architects and builders profiled in the City of San Diego's document, *Biographies of Established Masters* (2011), the firm has been recognized locally for its contributions to Mid-Century Modern architecture in the San Diego area.

Evaluation

Marshall Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. Buildings 1-4 were constructed during San Diego's post-World War II period of expansive growth and suburban housing construction. The building's association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and

more precisely identifiable and noteworthy events or patterns of events than “growth” to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Marshall Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that Marshall Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Marshall School campus appears eligible for CRHR listing under Criterion 1.

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Marshall Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from the late 1950s through the mid-1970s, Marshall Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Marshall Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Fifield designed all historic-era school buildings on the site, with three in 1956 and one more building and two additions in 1962. Buildings 1 - 4 are not significant for architectural or construction value. While Wulff and Fifield Architects are recognized for local mid-century designs, Fifield’s buildings at Marshall Elementary School are not exemplary examples of the period, style, or type. While Building 1 features a variegated elevation, dramatic rooflines, and multiple cladding materials such as stucco and stack-bond brick, the building lacks quality of design found in eligible examples of mid-century architecture. Likewise, it lacks high artistic values. Other buildings on the campus are commonplace examples of classroom buildings from the era and do not support CRHR eligibility for architecture, architect, or artistic value. For these reasons, Buildings 1- 4 are not individually eligible for CRHR listing under Criterion 3 nor is the school campus as a whole eligible for CRHR listing under Criterion 3.

As modest, one-story rectangular buildings with low-pitched roofs, Buildings 1 - 4 are unlikely to yield important information regarding construction or engineering technologies, methods, or materials. Therefore, the buildings at Marshall Elementary School are not eligible under CRHR Criterion 4.

In Summary, neither Marshall Elementary School as a whole nor any of its individual buildings appear to meet the criteria for listing on the CRHR. Marshall Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.):

Photograph 1: Building 1, primary (east) elevation along Altadena Avenue, camera facing west.

Photograph 2: Building 1, primary (east) elevation along Altadena Avenue, northernmost corner, camera facing northwest.

Photograph 3. Building 1, primary (east) elevation along Altadena Avenue, primary entrance, camera facing west.

Photograph 4. Building 1, north elevation, showing classrooms, camera facing south.

Photograph 5. Building 1 with 1962 south-elevation and south elevation addition, camera facing north.

Photograph 6. Building 1, rear (west) elevation, southwest corner, camera facing east.

Photograph 7. Building 1, rear (west) elevation, connector between auditorium/cafeteria and administrative/classroom building, camera facing east.

Photograph 8. Building 1, rear (west) elevation, connector between auditorium/cafeteria and administrative/classroom building, showing doorway, camera facing east.

Photograph 9. Building 3, west elevation, camera facing east.

Photograph 10. Building 3, west elevation, showing a classroom configuration, camera facing east.

Photograph 11. Building 3, south elevation, camera facing east.

Photograph 12. Building 3, north elevation, camera facing east.

Photograph 13. Building 3, west elevation, showing monitor top roof perched on low-pitched side gable roof, with louvered sunshade, camera facing east.

Photograph 14. Building 2 with 1962 addition, east elevation, camera facing northwest.

Photograph 15. Building 2 with 1962 addition, west elevation, camera facing northwest.

Photograph 16. Building 2, south-elevation, camera facing north.

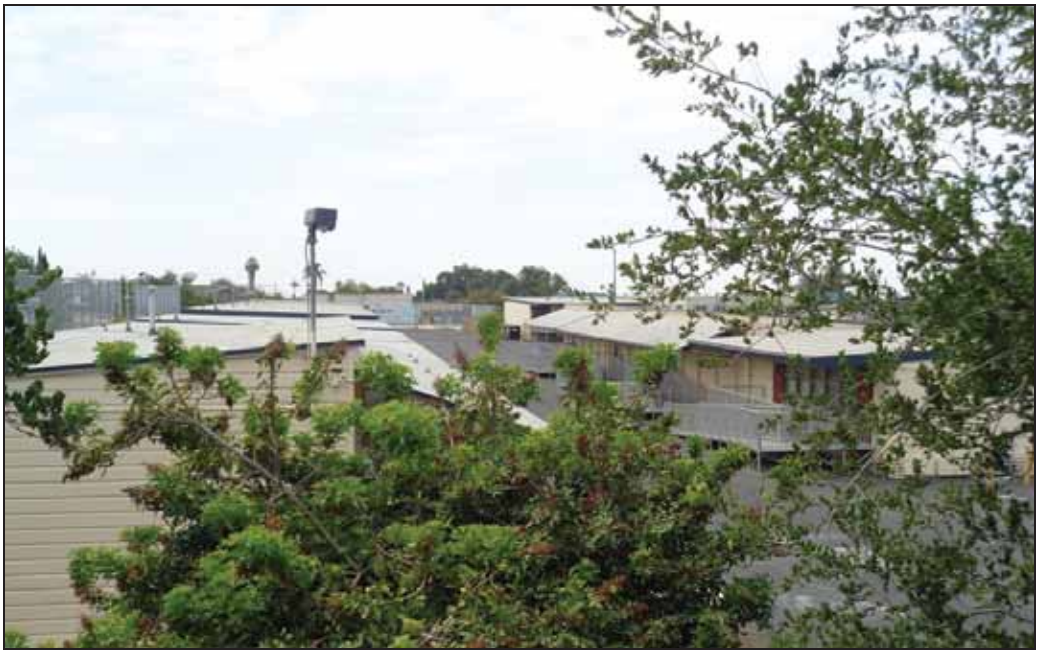
Photograph 17. Building 4, south elevation, camera facing north.

Photograph 18. Building 4, east elevation, camera facing west.

Photograph 19. Building 4, west elevation, camera facing northeast.

Photograph 20. Building 4, north elevation, camera facing west..

Photograph 21. Lunch canopy located southeast of Building 2, camera facing north.



Photograph 22. Bungalow classrooms, located south of permanent buildings, camera facing south.

Photograph 23. Building 7, located south of permanent buildings, camera facing west.

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Oak Park Elementary School**

Oak Park Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Oak Park Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Oak Park Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Oak Park Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Oak Park Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Oak Park Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Five cultural resources studies have been previously conducted within a quarter-mile buffer around the project area but none cover the project area. No cultural resources have been recorded within the school property or quarter-mile buffer.

The school property is situated on a mesa top and is located one half-mile east of Chollas Creek. A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1904) reveal that no structures were present within the school property prior to the construction of the Oak Park Elementary School and the surrounding residences. Design plans show that construction of the school and the surrounding housing included extensive surface grading, which would have dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface (SDUSD 1951). Therefore, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Oak Park Elementary School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1951. Topographic maps based on 1902 surveys indicate that, prior to construction of the Oak Park Elementary School, no buildings or structures were present on the school parcel (USGS 1904). This lack of prior development indicates that the potential for historic archaeological resources is low.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Oak Park Elementary School property appears to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Oak Park Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Oak Park Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

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San Diego Unified School District (SDUSD)

1951 Plot Plan of Oak Park Elementary School, San Diego, California.

United States Geological Survey (USGS)

1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (culture surveyed 1902).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z
Other Listings _____
Review Code _____ Reviewer _____ Date _____

*Resource Name or # (Assigned by recorder) Oak Park Elementary School

P1. Other Identifier: N/A

*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)

*b. USGS 7.5' Quad National City Date 1967 (PR 1975) T 16S; R 2W ; ___ ¼ of Sec N/A (Ex Mission San Diego Land Grant); San Bernardino B.M.

c. Address 2605 54th Street City San Diego Zip 92114

d. UTM: (give more than one for large and/or linear resources): Zone mE/ mN

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate)

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)

Oak Park Elementary School is an approximately seven-acre property bounded by Maple Street and a parking lot at the north, 54th Frontage Street on the east, houses on the south, and Oak Park on the west. It consists of six permanent buildings at or near the north and east sides of the property, and portable classroom and bathroom buildings along the south and west sides of the property. A sketch map of the campus identifying the buildings can be referenced on page 4. The six permanent buildings are: Building 1 (a cafeteria-auditorium), Building 2 (classrooms and administration), Buildings 3 and 4 (both kindergartens), Building 5 (classrooms), and Building 6 (library). Constructed in 1952, Buildings 1-4 form the original permanent building stock. Building 5 was constructed in 1957. Building 6 dates to 2003. Secured by a chain-link fence and gate, the school's main entrance is framed by a breezeway formed an extension of the roof and attached canopy at the west end of Building 2 that connects to the east end of Building 1 (Photographs 1-2). Facing Maple Street, the north exterior walls flanking the main entrance are vertically scored (see page 5 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building

*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Photograph 1. Building 1 at right and Building 2 at flanking the main campus entrance, looking southwest (photographs continued on 11 Continuation Sheet)

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1952, 1957 (SDUSD 2016)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92111

*P8. Recorded by: (Name, affiliation, address)
Timothy Yates
ICF
525 B Street, Suite 1700
San Diego, CA 92101

*P9. Date Recorded: July 25, 2019

*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

***Resource Name or #** (Assigned by recorder) Oak Park Elementary School

B1. Historic Name: Oak Park Elementary
B2. Common Name: Oak Park Elementary School
B3. Original Use: Public school B4. Present Use: Public school
***B5. Architectural Style:** Modernistic; Mid-Century Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) Buildings 1-4 completed in 1952; Building 5 completed in 1957; Building 6 completed in 2003 (SDUSD 2016).
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** _____ **Original Location:** _____
***B8. Related Features:** _____

B9. Architect: Sam W. Hamill (Buildings 1-4) J. Thomas Erchul (Building 500) **b. Builder:** L.C. Anderson (Buildings 1-4), Riha Construction Company (Building 5)
***B10. Significance: Theme** San Diego public school development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Oak Park Elementary School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None the campus's buildings appear to have sufficient historical significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of CEQA. Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Oak Park Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 6 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 18 Continuation Sheet

B13. Remarks:

***B14. Evaluator:** Timothy Yates, Ph.D. ICF

***Date of Evaluation:** August 6, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

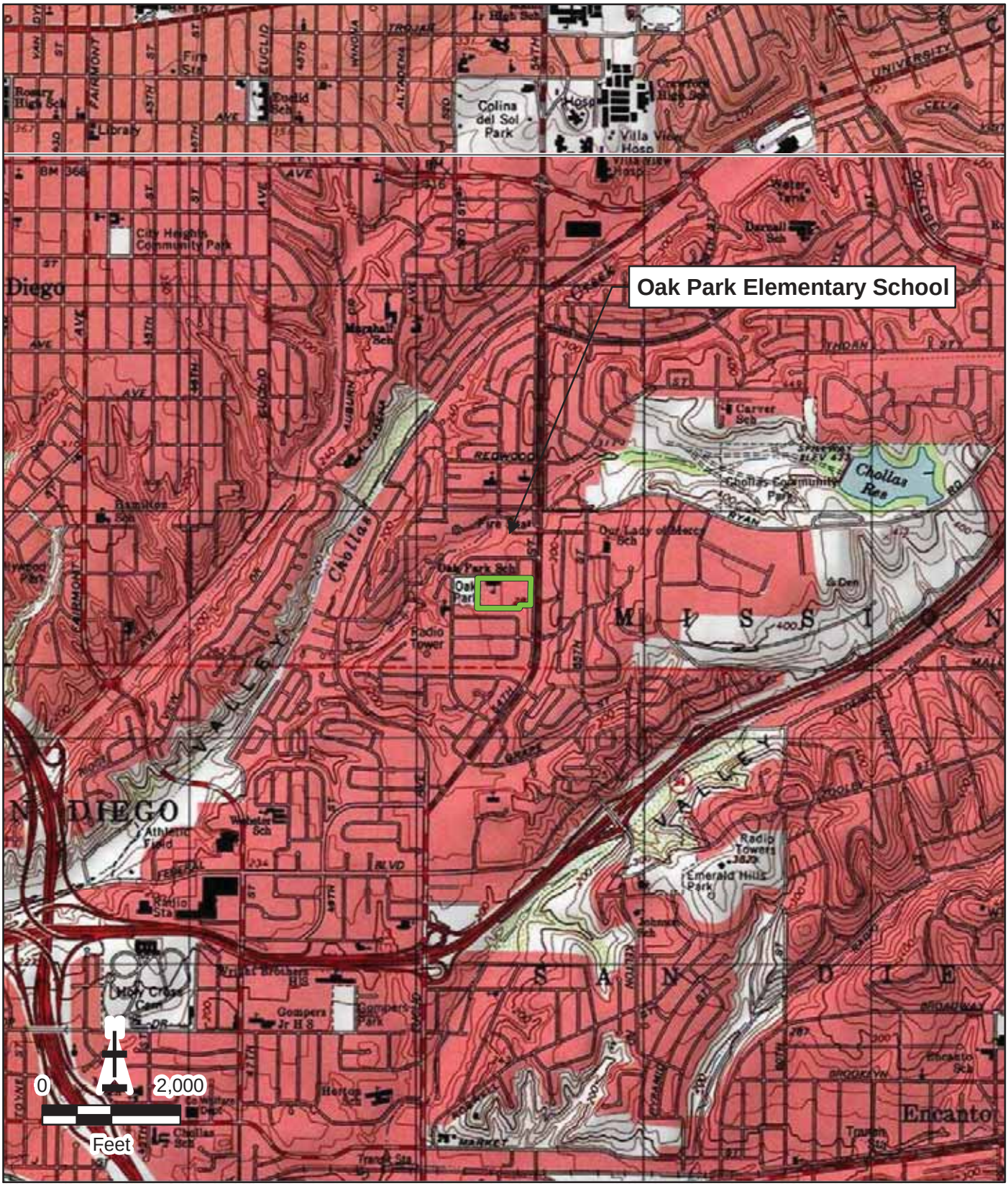
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Oak Park Elementary School

Map Name: National City, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Oak Park Elementary School

*Drawn By K. Chmiel

*Date of Map October 7, 2019

*Required Information

*P3a. Description (cont.):

Buildings 1-4 are low-cost, simply designed buildings that do not clearly embody an architectural style but incorporate limited features often associated with the Late Moderne style (corner windows and eyebrow entry canopies) and Classical architecture (low-pitched hipped or gabled roofs with simple cornices and shallow boxed eaves, and an entry feature with a wood half-pyramidal roof incorporating a molded cornice). Stucco covers these buildings' exterior walls. Their windows are generally original and include wood surrounds and sills, with larger windows incorporating substantial wood mullions. Original sashes have steel frames and larger window openings typically contain several awning sashes. As-built plans indicate that most, if not all, original doors—which consisted of wood-framed glazed doors or wood doors with upper glazing or vision lights—have been replaced. The glazing of the original doors consisted of wired glass. Current doors consist of more recent institutional-grade two- and single-leaf doors, some with upper glazing. The more shallow eaves across most elevations of Buildings 1-4 are boxed, with soffits composed of narrow wood strips oriented parallel to exterior walls. Circulation canopies have flat roofs, stucco-clad undersides, and steel pipe-column supports. Drinking fountains—most of them non-original steel models with tile back splashes—are distributed across the buildings. From vantage points at different distances, substantial non-original HVAC units are visible atop all five of the buildings over 50 years old at the campus.

Building 1, the cafeteria-auditorium, has a rectangular plan and a low-pitched gabled roof with shallow boxed eaves (Photographs 3-4). An attached circulation canopy wraps around the south and west elevations. Facing a non-original steel lunch shelter, double door entries at the south elevation access the east and west ends of the large interior assembly space, which is lit by six clerestory windows positioned above the circulation canopy. An original entry at the east end of the south elevation has been in-filled. West of the assembly space, a slight projection with canted corners encloses the south portion of the faculty dining room. It features a centered entry secured by a single-leaf door and flanking stacks of original windows. At the south portion of west elevation, an entry with a single-leaf door is flanked on the south by a small window and on the north by a larger window. To the north, the west elevation has a small louvered window and a utility entry with louvered shades facing a walled garbage area. Twin louvered vents punctuate the gable end just below the eave. At the north elevation, the exterior wall is scored with pairs of vertical lines between entries and window bays. There the east and west ends of the assembly space are accessed at double doors fronted by concrete walkways and sheltered by small cantilevered eyebrow canopies below original windows. These flank four larger bays with original windows. Fenestration at the east elevation is limited to louvered gable-end vents matching those at the west elevation.

Containing classrooms, administration rooms, and bathrooms, Building 2 has a long rectilinear plan and gable ends at the east and west elevations (Photographs 5-8). However, in place of the gable ridge is a longitudinal notch above the building's central, double-loaded interior circulation corridor that accommodates bands of original clerestory windows that function like monitor windows. The administrative facilities are concentrated at the west end of the plan, although classrooms are present at that portion of the plan as well. A double door accesses the interior circulation corridor at the west elevation (Photograph 5). To the south, the west elevation features a window with sashes stacked four high and three across that wraps around the building's southwest corner, and an entry with a single leaf door surmounted by a transom and fronted by concrete stairs with steel railing on one side. A classroom volume projecting beyond the main west-elevation entry has a small south-facing clerestory window and an exterior mural dating to 2001. Interrupted in one concentrated area by a utility closet and double-door entries to heating and storage rooms, the north elevation is dominated by large window bays containing original sashes generally stacked six high and eight across (Photograph 6). Building 2's north elevation faces a lawn with a flag pole and the faculty parking lot. A slight projection at the east elevation features two scored vertical lines complemented by the vertical lines of the projection corners on each side of a recessed and centered entry with double doors and original sidelights (Photograph 7). Modest-sized lettering that may be original identifies the school's name north of the recessed entry. Facing expansive blacktop and artificial turf play areas, and other campus buildings, the south elevation is punctuated by larger window bays with sashes six high and three across to six high to eight across. Exterior classroom entries have single-leaf doors that open to concrete steps or pads with steel railing on one side. In contrast north elevation, the eave along the south elevation is slightly deeper and open with exposed rafter tails and bracers. Near the center of the south elevation, a small triangular projection is capped by a wood half-pyramidal roof with a molded cornice. This Classically inspired entry feature has a westerly window and an easterly single-leaf door to the playground supervisor office (Photograph 8). This entry feature is flanked on each side by original windows containing sashes stacked four high and two across, and recessed bathroom entries with two-leaf doors. A non-original drinking fountain is situated below the easterly window. Further east, another recessed entry with a double door and sidelights faces a canopy-sheltered circulation corridor that connects to Buildings 3 and 4 to the south of the east portion of Building 2.

Buildings 3 and 4 both contain kindergarten rooms, bathrooms, storage spaces, and vestibules secured by single-leaf doors that open to the canopy-sheltered circulation corridor on the west sides of the buildings (Photographs 9-10). They have rectilinear plans and low-pitched hipped roofs with shallow boxed eaves. The southeast corner of Building 3 and the northeast corner of Building 4 feature large wrap-around corner windows with sashes stacked seven high and four across at the north elevations and seven high and three across at the south or north elevations. The latter incorporate substantial mullions and single-leaf doors with transom sashes stacked three high. West of the corner window entries are windows with sashes stacked seven high and two across adjacent, and entries with single-leaf doors and transom sashes stacked three high. The north elevation of Building 3 and the south elevation of Building 4 each have an easterly window bay with sashes stacked four high and three across and a westerly window bay with sashes stacked three across and six high. Original lean-to sheds provide storage space at the west ends of Building 3's south elevation and Building 4's north elevation. Building 4's west-elevation vestibule entry is flanked on the north by two small windows. Building 3's west elevation vestibule entry is flanked on the south by two small windows and on the north by a single-leaf storage space entry.

Constructed several years after Buildings 1-4 and located west of Building 1, Building 5 is a Mid-Century Modern classroom building addition with a rectangular plan, stucco cladding, and a low-pitched roof with a gabled monitor incorporating ribbons of north and south-facing windows. Deep eave overhangs at the south, north, and east elevations shelter circulation corridors and entries (Photographs 11-12). The eave overhangs feature wood tongue and groove undersides, angled fascia boards, exposed rafter tails at the north and south elevations, and steel pipe-column supports at the east elevation. The west elevation has no eave overhang, windows, or entries. The north and south elevations are punctuated by large classroom window bays with original wood surrounds and mullions, and with larger vertically oriented fixed and louvered windows above smaller horizontally oriented fixed units. Some of the classroom windows are fronted by non-original security screens. Single leaf institutional-grade doors secure the classroom entries as well as bathroom and utility room entries at the east elevation and the east end of the north elevation. The bathrooms feature original ground-to-gable wood-framed windows with wired glass fronted by wood fins. The one at the east elevation is connected to three original wood-framed fixed windows with opaque panes. Although not readily visible in close proximity to Building 5, substantial non-original HVAC units are visible across the roof in front of the monitors from vantage points at greater distance from the building.

Located south of Building 2 and west of Buildings 3 and 4, Building 6 is a library and media facility constructed within the last two decades (Photograph 13). Featuring boxy massing, flat roofs with deep overhangs in some places, combined stucco and rusticated concrete block finish, the Twenty-First Century Modern design of Building 6 contrasts the architecture of Buildings 1-4, as well as the post-World War II Mid-Century Modern design of Building 5. In addition to the non-original artificial turf field, non-original playground equipment and padded safety surfaces are present in a fenced kindergarten play area south of Building 5 (Photographs 14-15). The portable buildings at the south and west edges of the campus are typical examples of portables present at public schools across San Diego.

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

Whereas San Diego's population stood at 203,341 in 1940, just prior to World War II, by 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through “rational, clean, uncluttered” design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California’s earliest influential example of International style school architecture was Richard Neutra’s 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. “School architecture,” they wrote, “must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself.” Completed in in 1949, Reid’s influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, “maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching” (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego’s expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid’s Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school “architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass” to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing “duck-and-cover” drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school

buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Sam W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman No Date; *San Diego Tribune* 1954).

Development of Oak Park Elementary School

San Diego public school officials developed Oak Park Elementary School along with numerous other school facilities in the early 1950s to accommodate population growth—including local manifestations of the nationwide baby boom—and new residential construction, which severely overcrowded existing school facilities. In September 1951, for example, superintendent Will C. Crawford estimated that the city needed 113 kindergarten buildings at a moment when it had 63 (*San Diego Union* 1951B:A-3). As with many other early 1950s school facilities, children first attended class at Oak Park Elementary School in portable classroom buildings prior to construction of permanent buildings. In May 1951, San Diego architect Sam W. Hamill completed plans for four permanent school buildings at Oak Park Elementary School, including two kindergarten buildings. The State Division of Architecture approved the plans in June 1951. The Board of Education awarded the contract for construction of the permanent buildings at Oak Park Elementary School, as well as new buildings at Bird Rock and Silver Gate Elementary Schools, to the L.C. Anderson Company. Oak Park Elementary School's students moved into the completed buildings in May 1952 (Hamill 1951; *San Diego Union* 1951A:A-7, 1952:A-12).

Within five years, officials determined that the school needed more permanent classroom facilities. In December 1956, the Board of Education approved a plan to develop new standardized classroom buildings at five elementary schools, including Oak Park Elementary School, using funds from a $15.8 million bond issued in 1953. San Diego architect J. Thomas Erchul designed the standardized buildings, which would provide Oak Park Elementary with 10 more classrooms. Riha Construction Company won the construction contract and completed Oak Park Elementary School's classroom addition (Building 5) by December 1957 (Erchul 1956; *San Diego Union* 1956:A-15, 1957:A-21; SDUSD 2016).

Evaluation

Criterion 1

Oak Park Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. The school was constructed during San Diego's post-World War II period of expansive growth and suburban housing construction. The school's association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Oak Park Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that the Oak Park Elementary School campus or any of

its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Oak Park Elementary School campus appears eligible for CRHR listing under Criterion 1.

Criterion 2

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Oak Park Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from the late 1950s through the early 1970s, Oak Park Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Oak Park Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Criterion 3

Buildings 1-4

San Diego-area master architect Sam W. Hamill designed Buildings 1-4. Born in Arizona on April 27, 1903, Hamill moved as a child with his family to San Diego in 1909. Fascinated by the Spanish Colonial Revival architecture of San Diego's 1915 Panama-California Exposition, Hamill took drafting classes during his high school years with master architect Lilian Rice, who became his mentor, and interned for a summer with William Templeton Johnson, the lead architect for the 1915 Exposition. Hamill attended San Diego State University for a year and transferred to the University of California, Berkeley, where he studied architecture and graduated with honors in 1927. Returning to San Diego, he won employment with the firm of Requa and Jackson. Highpoints of his early career included assisting Rice in designing the town center of Rancho Santa Fe, designing the Casa de Tempo model home in Balboa Park, and designing several as buildings at the Del Mar Fairgrounds. In 1935, Hamill joined three other prominent local architects on the Works Progress Administration project to develop the Civic Center building (today's County Administration Building) and eventually became the chief designer for the project. Hamill's master architect status derives mainly from his Spanish Colonial Revival style architectural designs during the pre-World War II period, but he continued working as an architect after the war and designed Mid-Century Modern buildings and complexes. Hamill went on to serve as the architect for the Union Title and Trust Company, and in 1950 he designed the Veterans' War Memorial Building in Balboa Park. He subsequently served as lead architect for the Civic Center and Community Concourse. By the time Hamill retired in 1968, he had firmly distinguished himself as both an influential architect and as a civic leader through his associations with San Diegans, Inc., the Committee of 100, and the American Institute of Architects (Freeley et al. 2001:12; Young 1985).

Despite their association with local master architect Sam W. Hamill, Buildings 1-4 are not significant for architectural or construction value. Not strongly embodying any particular architectural style, these Modernistic buildings strongly resemble buildings constructed at other San Diego-area public schools during the 1940s and the early 1950s, which share commonplace features such as low-pitched roofs with shallow eaves, uniformly stucco-clad exterior walls, large classroom window bays, and a mix of interior circulation corridors and connecting open-air circulation canopies. Architectural features of interest at Oak Park Elementary School include vertically scored walls in some places, wrapping corner windows, and the Classically inspired entry feature with a half pyramidal roof at the central portion of Building 2's south elevation. However, such features do not confer high artistic value or otherwise distinguishing design value on the school as a whole or any of the individual buildings. Buildings 1-4 are not important examples of a type, period, or method of construction. Nor are they important examples Sam W. Hamill's work generally or his work designing school buildings during the mid-twentieth century specifically. For these reasons, Buildings 1-4 at Oak Park Elementary School are not eligible for CRHR listing under Criterion 3 individually or as the school's original complex of permanent buildings.

Building 5

J. Thomas Erchul designed Building 5 in 1956 as a standardized classroom building type that would be constructed at five San Diego-area public schools. Born in Minnesota in 1918, Erchul completed a bachelor's degree in architecture at St. John's University in 1940 and served in the Navy during 1943-1946. Erchul worked as a chief draftsman for architect William P. Lodge during the latter 1940s and became a staff architect for SDUSD in 1950. He joined the San Diego Chapter of the American Institute of Architects (AIA) in 1951 and served as its director in 1957, a year after he began what would become a decade of independent practice. In 1968, Erchul joined with architects Junichi Tanida and James Murry Hart to form the firm Erchul, Tanida & Hart Associates. The 1970 AIA directory lists Erchul's principle works as Toler Elementary School (1959), Juarez Elementary School (1961), Mesa Vista Hospital (1963, in association with Frank L. Hope Associates), Marie Curie Elementary School (1965), and an addition to Mesa Vista Hospital (1967) (AIA 1970:257; *San Diego Union* 1956:A-15).

Building 5 is not individually significant for architectural or construction value. Nor does it contribute to a larger school complex with significance for architectural or construction value. Building 5 is the product of a mostly standardized school building design that was constructed at five different campuses in 1957. Classroom buildings dating to the latter 1950s and the 1960s at numerous other San Diego-area schools, some designed by Erchul and others designed by different architects, share many of the same design elements as Building 5. Such elements include: rectangular plans with bathrooms at one end of the plan; walls uniformly clad in stucco; low-pitched gabled roofs with deep eave overhangs incorporating exposed rafter ends, angled fascia boards, and tongue and groove undersides; gabled monitors with ribbon windows; and ample classroom window bays. Building 5 does not have high artistic value or otherwise distinguishing design qualities. It is not an important example of a type, period, or method of construction. J. Thomas Erchul is not currently recognized as a San Diego-area master architect. Even if he was, Building 5 would not qualify as an important representation of the architect's work. For these reasons, Oak Park Elementary School's Building 5 is not eligible for CRHR listing under Criterion 3 individually or as a contributor to a larger significant school complex.

Criterion 4

As one of many schools in the greater San Diego area consisting of buildings constructed since World War II, Oak Park Elementary School is not significant under NRHP Criterion D or CRHR Criterion 4 as a source or likely source of important historical information, and does not appear likely to yield important information about historic construction methods, materials, or technologies.

Conclusion

In Summary, neither Oak Park Elementary School as a whole nor any of its individual buildings meet the criteria for listing on the CRHR. Oak Park Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.): see page 11

Photograph 2. Main campus entrance at east side of Building 1 and west side of Building 2, looking south.

Photograph 3. Building 1, north and west elevations, looking southeast.

Photograph 4. Building 1, south and partial west elevations, looking northeast.

Photograph 5. Partial west and south elevations of Building 2, looking northeast.

Photograph 6. Building 2, west end of north elevation, looking east-southeast.

Photograph 7. Building 2, east elevation, looking north-northwest.

Photograph 8. Building 1, bathroom and playground supervisor office entries near center of south elevation.

Photograph 9. Building 3, north and partial west elevations, looking southeast.

Photograph 10. Building 4, east and north elevations, looking south-southwest.

Photograph 11. Building 5, south and partial north elevations, looking northeast.

Photograph 12. Building 5, east and partial south elevations, looking northwest.

Photograph 13. Building 6, Library, looking north.

Photograph 14. Portable buildings on south edge of campus, looking southeast.

Photograph 15. Portable buildings on west edge of campus, looking northwest.

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Archaeology Assessment of Pacific Beach Elementary School**

Pacific Beach Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Pacific Beach Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Archaeology

Record Search Results

On November 6, 2018, PaleoWest Archaeology conducted a record search at the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded in or within a quarter-mile radius of the Pacific Beach Elementary School campus. PaleoWest reviewed SCIC's digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies

A summary of the record search results was provided to the District in a Historical Resources Assessment report (Castells 2018). Ten cultural resources studies have been previously conducted within a half-mile buffer around the project area, two of which overlapped with the project area. No archaeological sites were located within the project area or the buffer. Three previously recorded historic built environment resources, P-37-033400, P-37-033401, and P-37-033412, are located within the buffer area.

The school property is located on the coastal plain and not near any areas of archaeological sensitivity (e.g. near the confluence of two water sources or on a terrace adjacent to a drainage). Review of small scale plot plans indicates that the school was built starting in 1930 and expanded on until 1976 (SDUSD 2016). Given the general lack of prehistoric archaeological sensitivity of the geographic location and the previous disturbance of the school property during multiple episodes of construction, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Pacific Beach Elementary School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1930. Topographic maps based on 1901-1902 and 1938-1939 surveys indicate that, prior to construction of the Pacific Beach Elementary School, no buildings or structures were present on the school parcel (USGS 1903, 1943). This lack of prior development indicates that the potential for historic archaeological resources is low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Pacific Beach Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Pacific Beach Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

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1943 La Jolla, California. 7.5-minute Series Topographic Quadrangle Map (culture surveyed 1938 and 1939).

Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Pacific View Leadership Elementary School**

Pacific View Leadership Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Pacific View Leadership Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.

- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Pacific View Leadership Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the school's buildings are important examples of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither school as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1. Note that the DPR 523 Forms refer to the school by its historic name, which was Lee Elementary School.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Pacific View Leadership Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Six cultural resources studies have been previously conducted within a quarter-mile buffer around the project area but

none cover the project area. No cultural resources have been recorded within the school property or quarter-mile buffer.

The school property is situated on a mesa top and is not located near any areas of archaeological sensitivity (e.g. near the confluence of two water sources or on a terrace adjacent to a drainage). A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1904) reveal that no structures were present within the school property prior to the construction of the Pacific View Leadership Elementary School and the surrounding residences. Design plans show that construction of the school and the surrounding housing included extensive surface grading, which would have dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface (SDUSD 1958). Therefore, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Pacific View Leadership Elementary School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1959. Topographic maps based on 1902 surveys indicate that, prior to construction of the Pacific View Elementary school, no buildings or structures were present on the school parcel (USGS 1904). This lack of prior development indicates that the potential for historic archaeological resources is low.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Pacific View Leadership Elementary School property appears to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Pacific View Leadership Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Pacific View Leadership Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

National Environmental Title Research, LLC

1953 Historic Aerial Photograph of Pacific View Leadership Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

1964 Historic Aerial Photograph of Pacific View Leadership Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

San Diego Unified School District (SDUSD)

1958 Grading Plan of Robert E. Lee Elementary School, Childs Avenue, San Diego, California.

United States Geological Survey (USGS)

1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (culture surveyed 1902).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z

Other Listings _____
Review Code _____ Reviewer _____ Date _____

 ***Resource Name or #** (Assigned by recorder) Lee Elementary School

P1. Other Identifier: Pacific View Leadership Elementary School
***P2. Location:** ☐ **Not for Publication** ■ **Unrestricted** ***a. County** San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)
***b. USGS 7.5' Quad** National City **Date** 1967 (PR 1975) **T** 17S; **R** 2W; ___ ¼ **of Sec** N/A (La Nacion Land Grant); San Bernardino **B.M.**
c. Address 6196 Childs Avenue City San Diego Zip 92139
d. UTM: (give more than one for large and/or linear resources): Zone mE/ mN
e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate)

***P3a. Description:** (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)
The subject public school property, Pacific View Leadership Elementary School, was originally named Lee Elementary School (the historic name is used in the remainder of this evaluation). The approximately 10-acre school facility is bounded by single-family homes and San Diego Hope Church on the west, Childs Avenue on the south, Homedale Street on the east, and Rancho Hills Drive on the north. The school consists of five permanent buildings and seven portable buildings illustrated below on the page 4. Buildings 100 (administration, cafeteria-auditorium, kitchen, and kindergarten rooms), 200 (classrooms), and 300 (classrooms) date to 1959. Located north of Building 200, Building 400 (classrooms) was constructed in 1962. Located west of Building 400, Building 500 is a library-media facility constructed in 2004. One portable classroom building is located within the school's fenced kindergarten play area at the on the south side of Building 100's west end. Farther west is a row of six portable classroom buildings. The school is fronted by a parking lot on the south side of Building 100, lawns, and concrete walkways leading to the parking lot and street sidewalks (see page 5 Continuation Sheet).

***P3b. Resource Attributes:** (List attributes and codes) HP15. Educational Building
***P4. Resources Present:** ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Photograph 1. Lee Elementary School from intersection of Childs Avenue and Homedale Street, looking northwest (photographs continued on page 10 Continuation Sheet)

***P6. Date Constructed/Age and Sources:**
■ Historic ☐ Prehistoric ☐ Both
1959, 1962 (SDUSD 2016)

***P7. Owner and Address:**
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92111

***P8. Recorded by:** (Name, affiliation, address)
Timothy Yates
ICF
525 B Street, Suite 1700
San Diego, CA 92101

***P9. Date Recorded:** July 25, 2019

***P10. Survey Type:** (Describe) Intensive

***P11. Report Citation:** (Cite survey report and other sources, or enter "none.") None

***Attachments:** NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

*Resource Name or # (Assigned by recorder) Lee Elementary School

B1. Historic Name: Lee Elementary School
B2. Common Name: Pacific View Leadership Elementary School
B3. Original Use: Public school B4. Present Use: Public school
***B5. Architectural Style:** Mid-Century Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) Buildings 100-300 constructed in 1959; Building 400 constructed in 1962; Building 500 constructed in 2004 (SDUSD 2016).
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** _____ **Original Location:** _____
***B8. Related Features:** _____

B9. Architect: George Lykos **b. Builder:** Riha Construction Company
***B10. Significance: Theme** San Diego public school development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Lee Elementary School (today's Pacific View Leadership Elementary School) does not meet the criteria for listing on the California Register of Historical Resources (CRHR). None the campus's buildings have sufficient historical significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of CEQA. Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Lee Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 6 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 17 Continuation Sheet

B13. Remarks:

***B14. Evaluator:** Timothy Yates, Ph.D. ICF

***Date of Evaluation:** August 16, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

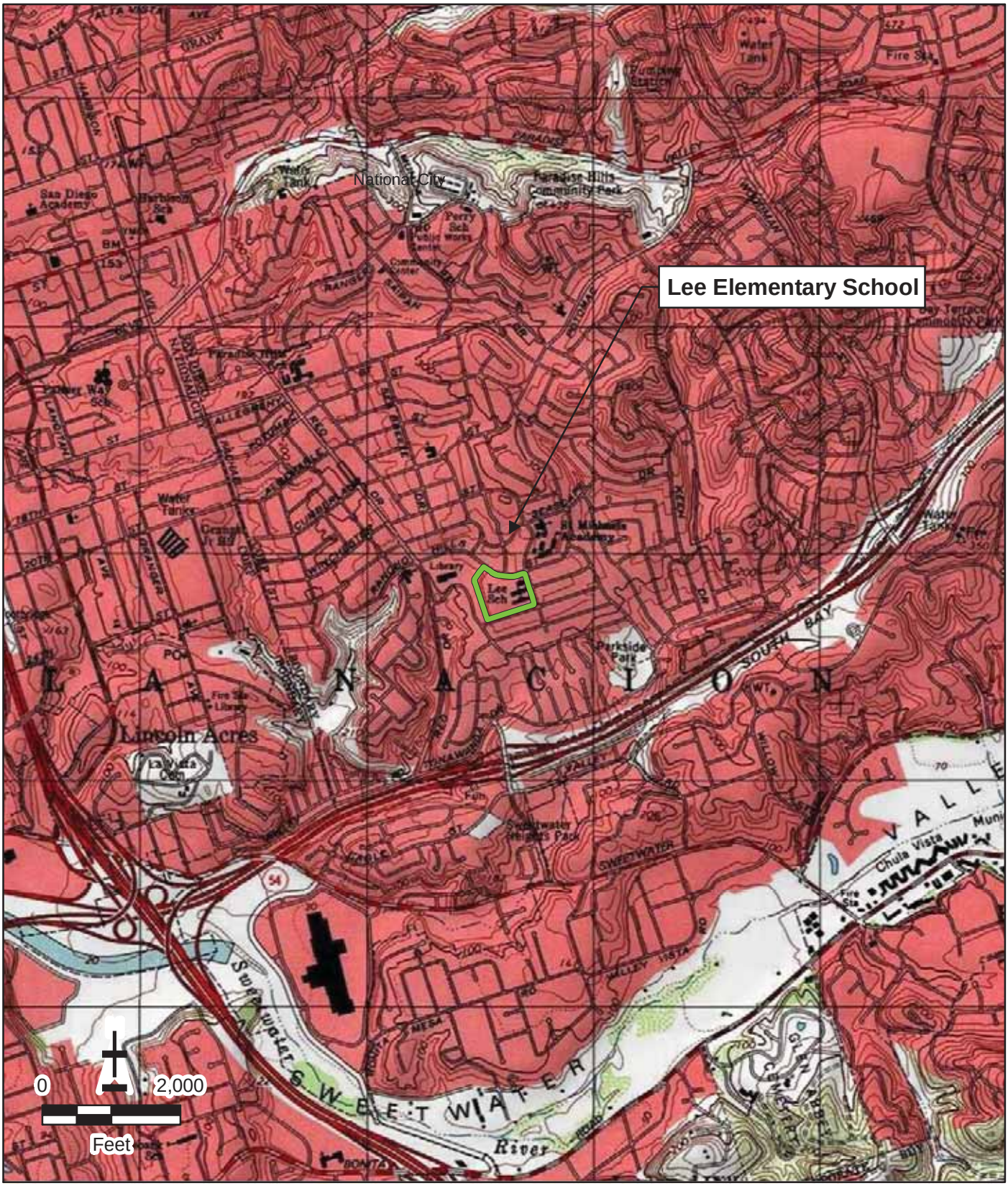
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Lee Elementary School

Map Name: National City, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Lee Elementary School

*Drawn By K. Chmiel

*Date of Map October 7, 2019

*Required Information

*P3a. Description (cont.):

Buildings 1-4 are low-cost, simply designed, predominantly stucco-clad Mid-Century Modern-style school buildings. Unless otherwise specified below, their window bays—including larger rectangular classroom window bays—have original, narrow wood casings, mullions, and sills, and retain original steel-framed sashes, some of them operable. Also present in some places are smaller windows with horizontally sliding aluminum sashes that may not be original. Bathroom windows are positioned at the upper portions of walls and consist of fixed sashes or twin or tripartite units with horizontally sliding sashes, all with metal frames and opaque glass. Entries are secured by mostly single-leaf institutional-grade doors with metal handles. Entries to the auditorium-cafeteria portion of Building 100 have two-leaf institutional-grade doors. As-built plans indicate that some original doors with square vision lights or upper glazing have been replaced in some places.

The school is arranged as a hybrid cluster-finger plan. The main campus entrance at the southeast corner of Building 100 is secured by a chain-link gate within an east-west oriented passageway framed by the building's south-elevation exterior wall and a brick wall attached to the edge of the broadly projecting eave. Other entrances are secured by gates within the campus's easterly chain-link fence, one opening to a concrete walkway immediately east of the main entrance and one opening to concrete stairs that lead downslope to the northeast corner of Building 200. In addition to circulation corridors sheltered by eave projections on the sides of the buildings oriented east-west, with south- and north-facing classroom, administration, and auditorium-cafeteria entries and windows, a central circulation corridor extends from the north side of Building 100 to the southwest corner of Building 400. It is sheltered by flat-roofed circulation canopies with wood beams and tongue and groove undersides that connect to a breezeway between buildings 200 and 300. Non-original HVAC units and associated ducts disrupt the predominantly low lines of the Building 100-400 roofs.

Facing a parking lot at the southeast corner of the school property, Building 100 has a long, rectilinear plan (Photographs 1-8). At the east portion of the plan, the roof is flat with broadly projecting eaves supported by steel pipe columns along the east elevation and a pipe-column and screen wall at the east portion of the front (south) elevation (Photographs 2-3 and 6). The auditorium-cafeteria volume at the central portion of the plan has a higher shed roof with no eaves that gradually slopes downward to the west portion of the plan. The eave projection at the east portion of the front elevation shelters multiple administration entries and smaller horizontally sliding windows that may not be original (Photograph 3). As noted above, the main entry gate at the building's southeast corner is enclosed by the projecting eave and an attached brick wall with a non-original sign identifying the school. Near the center of the front elevation, the auditorium-cafeteria volume has five windows with original steel-framed sashes stacked four high adjacent to an entry with a single-leaf door (Photograph 4). To the west are a louvered vent, a single fixed window with a security screen, and a kitchen entry and garbage area sheltered by a projecting eave and secured by a chain-link near the west end of the parking lot. Farther west, access to the front elevation is restricted by a wall and a fenced kindergarten play area. There, two ample kindergarten-room window bays with sashes stacked three high and eight across, entries with single-leaf doors, and non-original steel drinking fountains with a non-original tile backsplash are sheltered by an eave projection with fascia-attached, vertically incised shades fashioned of composite material (Photograph 5). The east elevation has several southerly entries with single-leaf doors and a single northerly fixed bathroom window with opaque glass (Photograph 6). At the east portion of the north elevation, single-leaf doors secure bathroom and administration entries amid aluminum framed fixed and horizontally sliding windows that may not be original. The auditorium-cafeteria volume has multiple single- and two-leaf doors at the north elevation. A portion of it projects northward and incorporates five windows with original sashes stacked three high (Photograph 7). The west-facing portion of this projection has an entry with a two-leaf door and non-original steel drinking fountains with non-original tile backsplashes. The attached canopy at the west end of the south elevation shelters storage and kindergarten room entries with single leaf doors and windows with sashes stacked to or three high, some fronted by steel security screens (Photograph 8).

The area north of Building 100 is landscaped with lawns, trees, an original concrete block planter, and a large concrete slab with a non-original steel lunch shelter (Photograph 9). Buildings 200 and 300 have virtually identical designs. Both have rectangular plans and nearly flat, extremely low-pitched gabled roofs with broadly projecting eaves that shelter perimeter walkways. Eaves across the south and north elevations have fascia-attached, vertically incised composite shades (Photographs 8 and 11). The south and north elevations are punctuated by large classroom window bays with sashes stacked three high and six across between one or two fixed single-pane windows on one side and entries with single leaf doors on the other side. Smaller rooms, including bathrooms, at the west ends of these buildings' plans have smaller windows, some with security screens, and entries secured by a mix of one- and two-leaf doors (Photograph 10). Each

buildings' west elevation has a central entry recess and a northerly entry recess. Other entries are flush. The east elevations have no entries or windows. Projecting eaves at Building 200's east elevation and Building 300's west elevation each have three steel pipe-column supports. Original porcelain drinking fountains that retain original terrazzo backsplashes are located at the west end of Building 200's north elevation and near the center of Building 300's west elevation. The breezeway between the buildings has stucco-clad soffits near the breezeway openings between a slightly dropped tongue and groove ceiling.

Located north of Building 200, Building 400 differs from Buildings 200 and 300 mainly in terms of its original windows. Classroom window bays have wood surrounds and substantial wood mullions, with a smaller metal-framed horizontally sliding window nearest the entry and two larger tripartite metal-framed windows with large fixed sashes and smaller, flanking, horizontally sliding sashes (Photograph 12). Bathrooms at the west end of the plan have smaller fixed and sliding original metal-framed windows with opaque glass positioned at the upper portions of walls (Photograph 13). Two recessed bathroom entries at the west elevation are secured by two-leaf doors under transoms with opaque glass. Two other west-elevation entries have single-leaf doors. A non-original steel drinking fountain as affixed to an original terrazzo backsplash at the north portion of the west elevation. The east elevation has no windows or entries. Lawns are present north and south of Building 400.

Located west of Building 400 and constructed the past two decades, the Building 500 library contrasts the other buildings in its bulker massing, moderately pitched gabled roof, and canted, Postmodern-style entry at the southeast portion of the rectangular plan (Photograph 14). The entry has institutional-grade two-leaf doors with fixed wood-framed sidelights and transoms below a curved corrugated metal canopy and a parapet. Paved and unpaved playground areas stretch across the campus to the north and west of the original buildings. The portable buildings south and west of Building 100's west end are typical examples of portable classrooms that can be observed at campuses across San Diego (Photograph 15).

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

Whereas San Diego's population stood at 203,341 in 1940, just prior to World War II, by 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives. Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings

with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing "duck-and-cover" drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the

importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman No Date; *San Diego Tribune* 1954).

Lee Elementary School

The Board of Education approved initial plans for the development of Robert E. Lee Elementary school in September 1957 (*San Diego Union* 1957:A-13). San Diego architect George Lykos completed architectural plans for the new school site and Buildings 100-300 in March 1958 (Lykos 1958). Riha Construction Company won the contract to construct the new school facility in April 1958 (*San Diego Union* 1958:A-16). As part of the local observance of American Education Week, formal ceremonies were held to dedicate the school in November, 1959, although students first attended classes in the new facilities in January of that year (*San Diego Union* 1959:B-8). Anticipated enrollment increase soon required an additional classroom building, for which Lykos completed architectural plans in July 1960. That classroom addition, today's Building 400, was completed in 1962 Excepting portable classroom buildings, other buildings and substantial structures on the campus are much more recent than the Lykos-designed buildings. SDUSD constructed Building 500 in 2004. The lunch shelter between Building 100 and 200 was constructed sometime during the years 2002-2005 (NETR 2019; Lykos 1960; SDUSD 2016).

George Lykos

Born in Boston in 1911, George Lykos earned a Master of Architecture degree from the Massachusetts Institute of Technology and toured Europe on fellowship in 1936. Lykos joined with Sidney Ingram Goldhammer in 1942 to create the firm of Lykos & Goldhammer Architecture and Engineering. Lykos and Goldhammer joined the American Institute of Architects' San Diego Chapter in 1947 and eventually established offices in Mission Valley. Lykos is credited with designing San Diego-area buildings such as the First Unitarian Universalist Church (1959), Electro Instruments Inc. (1959), the Cubic Corporation headquarters (1961), the Ocean Beach Pier, and several schools. Lykos also contributed to the design of San Diego's Downtown Courthouse (1960) (Modern San Diego 2017). Research yielded no evidence that Lykos is currently considered a San Diego-area master architect or that evaluations of his local work are trending toward conferring such status upon him.

Evaluation

Lee Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. The school was constructed during San Diego's post-World War II period of expansive growth and suburban housing construction. The building's association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Lee Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that the Lee Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Lee Elementary School campus appears eligible for CRHR listing under Criterion 1.

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Lee Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school

buildings and complexes. Research has revealed no evidence that, from the late 1950s through the early 1970s, Lee Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Lee Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Neither Lee Elementary School as a whole nor any of its individual buildings has significance for architectural or construction value. The buildings over 50 years old at the campus share similar features and were designed by the same architect, George Lykos. Apart from variation in the types of windows installed in similarly sized window bays, Building 400 was designed almost identically to Buildings 200 and 300. These classroom buildings and the larger multi-purposed Building 100 are commonplace examples of Mid-Century Modern school design. Features such as the building's low-pitched roofs and low-slung profiles, broadly overhanging eaves and canopies with exposed beams and other wood elements, stucco cladding, and fairly large classroom and cafeteria-auditorium windows with original still sashes, are typical of a large number of San Diego-area schools developed in the late 1950s and 1960s. The school's architecture does not have high artistic value. The school is not an important example of a type, period, or method of construction. Lee Elementary School lacks the kinds of distinguishing features apt to make a late 1950s or 1960s school significant for design qualities, including window walls or nearly full-height and full-length windows, swooping or otherwise distinctive roof lines and roof elements, variegated finish materials and/or strong geometrical articulation across building elevations, and strongly integrated design of buildings and built landscape features. As an architecturally commonplace example of a Mid-Century Modern school designed by George Lykos—who has not been recognized as a San Diego-area master architect—the school not an important example of a master architect's work, and it does not possess design qualities that could contribute to a body of work that might confer master architect status on Lykos. For these reasons, neither Lee Elementary School as whole nor any of its individual buildings qualify for CRHR listing under Criterion 3.

As one of many schools in the greater San Diego area consisting of buildings constructed since World War II, Lee Elementary School is not significant under NRHP Criterion D or CRHR Criterion 4 as a source or likely source of important historical information, and does not appear likely to yield important information about historic construction methods, materials, or technologies.

In Summary, neither Lee Elementary School as a whole nor any of its individual buildings meet the criteria for listing on the CRHR. Lee Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.): see page 10

Photograph 2. Building 100, east third of south elevation, looking northeast.

Photograph 3. Main entrance to school southeast corner of Building 100, looking east.

Photograph 4. Building 100, central portion of south elevation, looking north-northeast.

Photograph 5. Building 100, kindergarten rooms at west end of south elevation, looking west-northwest.

Photograph 6. Building 100, east and partial north elevations, looking south-southwest.

Photograph 7. Building 100, north elevation, auditorium-cafeteria volume at center of plan, looking southwest.

Photograph 8. Building 100, west and partial north elevations, looking east-southeast.

Photograph 9. Canopy-sheltered central circulation corridor, concrete-block planter, portion of the non-original steel lunch shelter, and south elevation of Building 300, looking northwest.

Photograph 10. Building 300, north elevation, looking east.

Photograph 11. North elevations of Buildings 200 (left) and 300 (center-right), looking west-southwest.

Photograph 12. Building 400, north elevation, looking west-southwest.

Photograph 13. Building 400, west elevation, looking north-northeast.

Photograph 14. Building 500, east and south elevations, looking north-northwest.

Photograph 15. Portable buildings southwest of Building 100, looking west-southwest.

*B12. References (cont.):

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Paradise Hills Elementary School**

Paradise Hills Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Paradise Hills Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.

- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Paradise Hills Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Paradise Hills Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Paradise Hills Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Paradise Hills Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Two cultural resources studies have been previously conducted within a quarter-mile buffer around the project area but none cover the project area. No cultural resources have been recorded within the school property or quarter-mile buffer.

The school property is situated on the lower slopes of a hill overlooking Paradise Valley. It is not located near any areas of archaeological sensitivity (e.g. near the confluence of two water sources or on a terrace adjacent to a drainage). A review of historic maps and school grading and design plans (USGS 1944; SDUSD 1945) reveal that no structures were present within the school property prior to the construction of the Paradise Hills Elementary School and the surrounding residences. Construction of the school and the surrounding housing included extensive surface grading, which would have dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface. Therefore, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Paradise Hills Elementary School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1946. Topographic maps based on 1902 and 1938-39 surveys indicate that, prior to construction of the Paradise Hills Elementary school, no buildings or structures were present on the school parcel. This lack of prior development indicates that the potential for historic archaeological resources is low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Paradise Hills Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Paradise Hills Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

San Diego Unified School (SDUSD)

1945 Boundary, Topographic and Utility Survey of Paradise Hills School Site in San Diego, California

United States Geological Survey (USGS)

1904 San Diego, California. Topographic Quadrangle Map scale 1:62500 (culture surveyed 1902).

1944 National City, California. 7.5-minute Series Topographic Quadrangle Map (culture Surveyed 1938-39).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z
Other Listings _____
Review Code _____ Reviewer _____ Date _____

 *Resource Name or # (Assigned by recorder) Paradise Hills Elementary School

P1. Other Identifier: N/A
*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)
*b. USGS 7.5' Quad National City Date 1967 T 17S; R 2W; ___ ¼ of Sec N/A (La Nacion Land Grant); San Bernardino B.M
c. Address 5816 Alleghany Street City San Diego Zip 92139
d. UTM: (give more than one for large and/or linear resources):
e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate)

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)
Paradise Hills Elementary School occupies an approximately 7.3-acre campus on a large rectangular site in a residential neighborhood. The parcel is oriented from east to west and bounded by Alleghany Street to the south, a steep undeveloped slope and Altamont Drive to the north, a United Church of Christ and Reo Drive to the west, and Westport Street to the east. The campus consists of eight permanent buildings arranged in a U-shaped plan around playground areas on the western half of the site and eleven temporary buildings aligned in two bars along the southeast edge of the site (see page 5 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building
*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Photograph 1. South elevation of Building 500, left, and Building 400/600, right, showing main campus entrance, camera facing north (photographs continued on page 12 Continuation Sheet)

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1946, 1953, and 1962 (SDUSD 2006).

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92101

*P8. Recorded by: (Name, affiliation, address)
Stephanie C. Hodal
ICF
555 W. 5th Street, Suite 3100
Los Angeles, CA 90013

*P9. Date Recorded: July 25, 2019

*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None.

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

*Resource Name or # (Assigned by recorder) Paradise Hills Elementary School

B1. Historic Name: Paradise Hills Elementary School
B2. Common Name: Paradise Hills Elementary School
B3. Original Use: Public School B4. Present Use: Public School
***B5. Architectural Style:** Modernistic
***B6. Construction History:** (Construction date, alteration, and date of alterations) Building 400/600 completed 1946; Buildings 300, 500, 800, 900 completed 1953; Building 700 completed 1962 (SDUSD 2006).
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** _____ **Original Location:** _____
***B8. Related Features:** _____

B9. Architect: Sam Hamill (Building 400/600); C. J. Paderewski (Buildings 300, 500, 800, 900); James A. Dean (Building 700). **b. Builder:** Federal Works Agency Public Building Administration (Building 400/600); W. W. Grizzle (Buildings 300,500, 800, 900); Alvin Clancy Company (Building 700).
***B10. Significance: Theme** San Diego Public School Development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Paradise Hills Elementary School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None of the campus' buildings appear to have sufficient significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of CEQA. Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Paradise Hills Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 7 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 22 Continuation Sheet

B13. Remarks:

***B14. Evaluator:** Stephanie Hodal, MHC.

***Date of Evaluation:** October 11, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

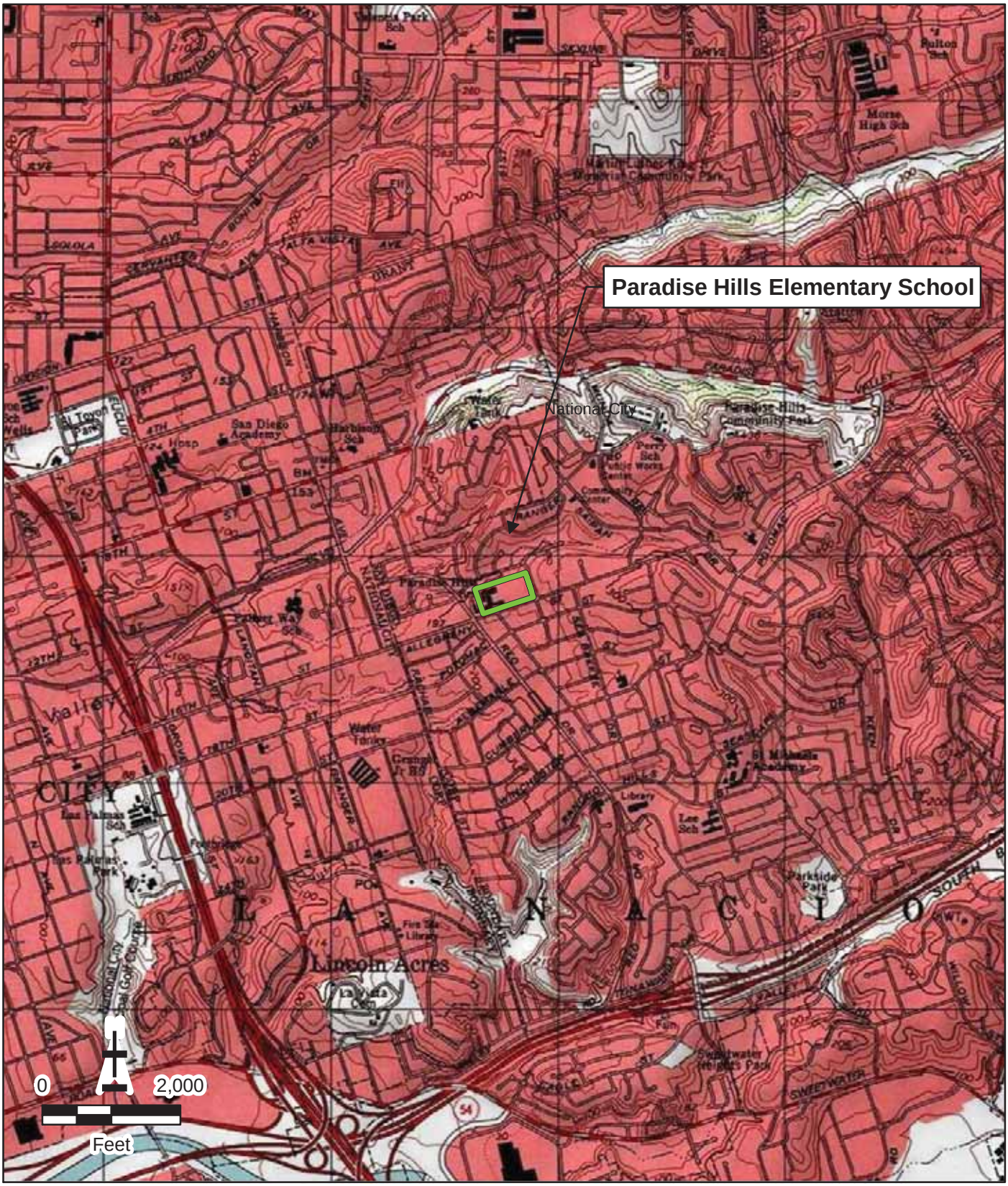
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Paradise Hills Elementary School

Map Name: National City, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Paradise Hills Elementary School

*Drawn By K. Chmiel

*Date of Map October 10, 2019

*Required Information

*P3a. Description (cont.):

The southeast corner of the site accommodates a small parking lot and the northeast half of the site holds additional play areas and a playing field. A sketch map of the campus identifying the buildings can be referenced above on page 4. The eight permanent buildings were built in four phases and comprise Building 400/600 completed in 1946; Buildings 300,500,800 and 900 completed in 1953; Building 700 completed in 1962; and Buildings 100 and 200 completed in 2002. This report will address buildings completed through 1962 only. The school's primary public façade faces Alleghany Street and is formed by the south elevations of three buildings including, from west to east, Building 500, Building 400/600, and Building 300 (Photograph 1). The eastern half of this grouping is set back behind a chain link fence and paved play area (Photograph 2). The school's primary entry faces the intersection of Alleghany Street and Rancho Drive. It is formed by the intersection of the southwest corner of L-shaped classroom Building 600 where it meets the east elevation of the rectangular auditorium and cafeteria Building 500. Framed by building 500 to the west and Building 600 to the north, the entry is accessed by a shallow stair from the street to a forecourt landing and sheltered by an angled canopy that joins the two adjacent buildings (Photograph 3).

Campus buildings are low-cost, simply designed, and functional. They do not embody a specific architectural style but incorporate features associated with the Late Moderne and International movements (simple volumes, unadorned surfaces, windows set flush with the wall, horizontal emphasis, flat or shed roofs) and functional accommodations to the both the California climate and school typologies (covered walkways, canopies over entry doors, strategic placement of clerestory openings and large expanses of window for natural light and ventilation). While the buildings at Paradise Hills span several decades, they share the use of wood-frame construction with plaster walls, wood-frame window openings largely infilled with aluminum replacement sashes, and a vocabulary of flat or shed-roofs with overhanging eaves and a system of interconnected covered walkways. Buildings 100 and 200 from 2002 extend the U-shaped campus plan further into the play area and introduce a new form and plan to the campus -- square pavilions with blue standing-seam hip roofs supported on robust concrete columns. The roof form produces deep sheltering eaves on four sides, continuing the tradition of covered walkways. The pavilions continue the use of plaster walls and large banks of windows.

Building 400/600 has an L-shaped plan with smooth plaster walls, large repeating banks of windows, a flat roof, and regularly placed small roof vents below a narrow wood fascia. The east-west wing – originally designed as administration and kindergarten – is the primary public elevation. It is entered on its west end through replacement double-leaf doors framed by original wire-glass side-lights, an original wire-glass transom, and side windows covered with original perforated wooden screens (Photograph 3). The wing's east side features four mixed-width window banks with replacement metal-sash windows overlooking a small enclosed play area (Photograph 4). Replacement single-leaf doors at the eastern half of the elevation open onto the play area, with the easternmost door sheltered by an original canopy supported on tall round pipe columns. The north elevation has four replacement single-leaf classroom doors sheltered by a covered walkway running its entire length supported on round metal pipe columns (Photograph 5). Rectangular and regularly placed clerestory windows punctuate the wall above the canopy. The north-south wing is configured as a double-loaded corridor with classrooms to either side. Its west elevation features four banks of original wood-frame openings with original wood mullions infilled by metal replacement windows (Photograph 6). Its east elevation faces the playground and is divided into three bays: two recessed pairs of original wood double-leaf entry doors surmounted by metal- frame replacement transoms are located in the center bay with tile-backed wall-mounted porcelain drinking fountains adjacent to each door (Photographs 7 and 8). Several panes of original wire-glass remain in the original doors. The south bay features a flat wall with a painted mural; the north bay has a large wood-frame and wood mullions infilled with replacement metal windows and a single-leaf door. The south end of this wing intersects the covered walkway and corridor between the Building 400/600 east-west wing and Building 500, while the north end is blank but for a standard-unit lumber wind screen projecting to the north, probably added as part of the 1953 additions to the campus.

Buildings 800 and 900 are two parallel bar buildings oriented east-west and sited at the northeast corner of Building 400/600. Designed as a mirror-image pair, the two buildings feature shed-roofs that rise from their respective outer edges toward their inner edge, the pair suggesting a single shallow-pitched gable roof (Photograph 9). They share modestly projecting open soffit eaves and a three-bay organization reflecting their three interior classrooms. Their outer-facing north and south elevations feature three large banks of original wood-frame multi-light windows with a door penetration in each. Their inner-facing walls feature three original-style single-leaf doors at each classroom and windows placed at the upper half

of the wall on each side (Photograph 10). The inner walls are shaded by a wood canopy supported on an original open-web steel joist system attached to the side walls and window frames (Photograph 11). A cantilevered wood canopy projects from the east end of Building 800, shading five openings for bathrooms and janitorial areas; its east end has a shallow projecting vestibule with paired double-doors containing power equipment. The east end of Building 900 is blank with a painted mural at its center and a tile-backed metal drinking fountain at its lower-left corner; a chain link fence is set in front of this elevation. Its west end has three single-leaf doors and several horizontal wood-frame rectangular windows placed high on the wall beneath a cantilevered wood canopy. The west end of the corridor between buildings is demarcated by wind screens constructed from standard-dimension lumber (Photograph 12).

Building 300 is located at the east end of Building 400/600 and, with that building, encloses the small outdoor play area along Alleghany Street. It was designed as the new kindergarten building. Constructed at the same time as Buildings 800 and 900, it also features smooth plaster walls with wood-framed windows and a shed roof with open soffits. It appears to retain its original windows and doors. The primary elevation of this small rectangular building is oriented to the west with a shallow and shorter protruding volume at its south end (Photograph 13). On its north half, the west elevation features a single-leaf door with a window and floor-to-ceiling windows shaded by a projecting wood canopy. On its south half, the west elevation has waist-high windows under projecting eaves and two additional single-leaf doors with smaller windows. Its south elevation reveals the set-back of the higher and lower height spaces and is blank except for two narrow rectangular windows placed high on the center of the lower wall and similar windows set toward the center of the recessed higher wall. The east elevation is blank but for the roof end of the lower wall to the south and for a multi--pane wood-frame bay of windows placed high on the south side of the wall. The profile of the north elevation shows the slope of the building's shed roof and features a high horizontal four-unit wood-frame clerestory window at the center of the façade, and a single-leaf door (Photograph 14). A wood canopy is cantilevered between the clerestory and the door which attaches to the east end of Building 400 to complete the composition.

Building 500 is located at the southwest corner of the campus and was designed as an assembly and cafeteria space. It abuts the intersection of Building 400/600's two wings and connects to the main entry of that building with a diagonally-positioned canopy (Photograph 15). The rectangular double-height building has a shallow gabled roof, smooth plaster walls, boxed soffits, wood-frame windows, and brick veneer on its east and south elevations. The building's south elevation is fronted by a single-height projection capped by a flat roof that rises to uplifted roof plane. The building retains its original wood-frame windows, aluminum awning, vent openings, and doors. The building's southeast corner is cut away to contain a brick planter, a wood-frame window with six units, and the school's primary and recently installed sign (Photograph 16). The southwest corner of the building is cut away to accommodate a loading dock and service area (Photograph 17). A band of wood-framed windows three lights in height spans the center of the core building above the lower-height extension. The east elevation is focused on paired two-leaf doors framed with a wide wood molding at its center and an area of brick veneer with wood-frame windows toward the south edge. The west elevation includes the loading dock with multi-pane sash windows and an entry door on the single story front wing, the blank two-story end wall of the auditorium/cafeteria penetrated by two tall vertical vents at the second floor and a single-leaf door at ground level, and a single height extension to the north with a pair of horizontal light wood-frame windows. The north elevation features a single-height extension at the northwest corner of the building, capped with a sloped roof that connects to a covered walkway running the length of the elevation beneath two banks for clerestory windows (Photograph 18).

Building 700 is located at the northwest corner of the campus, separated by a narrow courtyard from the west elevation of Building 400/600. The L-shaped plan was designed to contain four classrooms along its north-south axis plus an additional classroom, a teachers' lounge, conference room, and bathrooms along its east-west axis (Photography 19). The project also added square planting boxes in the courtyard. Like other buildings on the campus, it combines smooth plaster walls with large banks of metal windows with wood surrounds and mullions, single-leaf doors at the entry to each classroom, sloped shed roofs, and deep overhanging eaves with exposed rafter tails. The east- and south-facing elevations retain their original waist-to-ceiling height metal sliding windows, each below a fixed glass pane. The narrow rectangular windows on the west and north elevations may replace original jalousie units. An additional metal-panel awning is attached to the original eaves for added shade. The west and north elevations are penetrated by a single row of rectangular wood-frame clerestory windows with a row of clerestory windows above a row of larger square windows at the far north end of the façade. (Photographs 20 and 21).

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

San Diego's population stood at 203,341 in 1940, just prior to World War II. By 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior

circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing “duck-and-cover” drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low-cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman 2019; *San Diego Tribune* 1954).

Development of Paradise Hills Elementary School

Paradise Hills Elementary School was developed in four phases, reflecting the expansion of the San Diego school system in response to wartime and post-war population growth and suburbanization. Phase 1, Building 400/600 and an asphalt playground, was designed by architect Sam Hamill for construction by the Federal Works Agency Public Building Administration in 1945 and completed in 1946. Bids to add at least four portable classroom buildings were advertised between 1947 and 1950 before the School Board approved preliminary drawings for an addition to the school in 1951 (*San Diego Union* 1947:36, 1948:32, 950:28, 1951:28, 1951:4). This second phase, designed by architect C. J. Paderewski in the office of C. J. Paderewski, Delmar S. Mitchell, and Louis A. Dean Architects, added four new buildings to the campus. This included Buildings 800 and 900 containing six classrooms and toilet facilities, Building 300 containing a kindergarten, and Building 500 for assembly and cafeteria use. Grading of the entire school property was also completed in this phase. Dedicated in November 1952, the project was built with contractor W. W. Grizzle for a cost of approximately $206,600 (*San Diego Union* 1952a:25, 1952b:4, 1952c:3, 1952d:17, 1952e:38, 1952f:4). The third phase was approved in early 1961, adding Building 700 with five classrooms, a teachers’ lounge, a conference room, and bathrooms (*San Diego Union* 1961a:32). Designed by architect James A. Dean in the office of Paderewski, Mitchell, Dean & Associates, construction was carried out by Alvin Clancy Company for an approximate cost of $113,077 (*San Diego Union* 1961b:22). Bids were sought for construction of one portable building in 1966; historic aerials show at least one unit along the south edge of the campus

by 1968 and indicate that the current configuration with two parallel rows was in place by 1971 (*San Diego Union* 1966:35, historicaerials.com 1968, 1971). The fourth phase added Building 100, a library, and Building 200 in 2002.

Evaluation

Criterion 1

Paradise Hills Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. Public school officials arranged the construction of Buildings 300, 400/600, 500, 700, 800, and 900 during the post-World War II period of expansive growth and suburban housing construction. The buildings' association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Paradise Hills Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that Paradise Hills Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Paradise Hills School campus appears eligible for CRHR listing under Criterion 1.

Criterion 2

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Paradise Hills Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from construction through the mid-1970s, Paradise Hills Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Paradise Hills Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Criterion 3

Building 400/600

Samuel W. Hamill, who designed the school's original 1946 Building 400/600, is considered a San Diego-area master architect. Born in Arizona on April 27, 1903, Hamill moved as a child with his family to San Diego in 1909. Fascinated by the Spanish Colonial Revival architecture of San Diego's 1915 Panama-California Exposition, Hamill took drafting classes during his high school years with master architect Lilian Rice, who became his mentor, and interned for a summer with William Templeton Johnson, the lead architect for the 1915 Exposition. Hamill attended San Diego State University for a year and transferred to the University of California, Berkeley, where he studied architecture and graduated with honors in 1927. Returning to San Diego, he won employment with the firm of Requa and Jackson. Highpoints of his early career included assisting Rice in designing the town center of Rancho Santa Fe, designing the Casa de Tempo model home in Balboa Park, and designing several as buildings at the Del Mar Fairgrounds. In 1935 Hamill joined three other prominent local architects on the Works Progress Administration project to develop the Civic Center building (today's County Administration Building) and eventually became the chief designer for the project. Hamill's master architect status derives mainly from his Spanish Colonial Revival style architectural designs during the pre-World War II period, but he continued

working as an architect after the war and designed Mid-Century Modern buildings and complexes. Hamill went on to serve as the architect for the Union Title and Trust Company, and in 1950 he designed the Veterans' War Memorial Building in Balboa Park. He subsequently served as lead architect for the Civic Center and Community Concourse. By the time Hamill retired in 1968, he had distinguished himself as both an influential architect and as a civic leader through his associations with San Diegans, Inc., the Committee of 100, and the American Institute of Architects (Freeley et al. 2001:12; Young 1985).

Despite its association with local master architect Samuel W. Hamill, Building 400/600 is not significant for architectural or construction value. Not strongly embodying any particular architectural style, its Modernistic appearance resembles buildings constructed at other San Diego-area public schools during the 1940s which share commonplace features such as low-pitched or flat roofs with overhanging eaves, plaster-clad exterior walls, large classroom window bays, and a mix of interior circulation corridors and connecting open-air circulation canopies. The sole architectural feature of interest at Paradise Hills is a Colonial Revival-derived entry on the west end of the south elevation. However this feature does not confer high artistic value or otherwise distinguished design value on the building. Building 400/600 is not an important example of a type, period, or method of construction. Nor is it an important example of Sam W. Hamill's work generally, or his work designing school buildings during the mid-twentieth century. For these reasons, Building 400/600 at Paradise Hills Elementary School is not eligible for CRHR listing under Criterion 3 individually or as part of the school's original complex of permanent buildings.

Buildings 300 ,500, 800, 900

C. J. (Clarence Joseph "Pat") Paderewski designed the school's four 1953 buildings, Buildings 300, 500, 800,and 900. Born in Cleveland, Ohio, and raised in Los Angeles, Paderewski earned a BA in architecture from UC Berkeley in 1932 and moved to San Diego in 1935. During the latter 1930s and World War II years, Paderewski taught drafting and architecture for SDUSD and UC Extension, and received a third-place prize for the National Design Competition of a Residence for Structural Clay Products. He opened his own architecture office in 1944, and two years later began working with San Diego newspapers to produce a weekly article on local residential architecture. During the 1940s, he partnered with architects Delmar S. Mitchell and Louis A. Dean to create the firm of Paderewski, Mitchell, and Dean Architects, which would employ numerous San Diego-area architects over the years. Paderewski's early work with the firm included designing inventive color schemes for the interiors and exteriors of John J. Montgomery School in Otay in 1946, designing radiant heated floors for a school in San Marcos in 1947, and meeting demands for rapid construction through the use of prefabricated wall and roof panel systems at several schools in 1948 (the subject building does not appear to be one of these). Paderewski's more noteworthy San Diego-era work included the State Division of Highways (Caltrans) Building near Old Town (1953), Anthony's Fish Grotto in La Jolla (1960), the San Diego International Airport (1967), numerous other Modern-style office and commercial buildings, as well as Custom Ranch and Contemporary style residences (City of San Diego 2007:103; Modern San Diego Real Estate 2016A).

Buildings 300, 500, 800, and 900 are not significant for architectural or construction value and do not contribute to the larger school complex with significance for architectural or construction value. While the paired sloped roofs of Buildings 800 and 900 and the varied massing, materials, and roofs of Building 500 added contemporary interest to the campus at the time of construction, these simple design differences are not notable and are similar to variations at other buildings being built throughout the San Diego school system in the same period. Other buildings of the period share rectangular plans, walls uniformly clad in plaster, low-pitched gable and shed roofs, deep overhanging eaves, exposed rafters, large banks of windows, covered walkways, and the occasional mix of materials and forms on buildings for public use like auditoria. Buildings 300,500, 800, and 900 do not have high artistic value or otherwise distinguishing design qualities. They are not an important examples of a type, period, or method of construction. C. J. Paderewski is not currently recognized as a San Diego-area master architect. Even if he was, Buildings 300,500, 800, and 900 would not qualify as important examples of his work. For these reasons, Paradise Hills Elementary School's Buildings 300,500, 800, and 900 are not eligible for CRHR listing under Criterion 3 or individually as contributors to a larger significant school complex.

Building 700

Louis Abbott Dean designed the school's 1962 addition, Building 700. Born in Chicago in 1912, he received a BA in architecture from Yale University in 1934. He won the Harvard-Yale-Princeton Design Prize that same year. He appears to

have joined a brother in Sacramento to form Dean and Dean Architects from 1934 to 1937, before relocating to Los Angeles in 1939 where he worked as a draftsman with Witmer and Watson Architects. Dean served as an architect in the 11th Naval District for Southern California from 1940 through 1947. He formed Paderewski, Mitchell and Dean Architects in San Diego in 1948. His major projects include the San Diego International Air Terminal (1967), a United Airlines Cargo Facility (1968), and numerous local projects for medical, industrial, corporate, military, and school clients. He served as president of the San Diego Chapter of the AIA in 1952 (American Institute of Architects, 1956, 1962, 1970.).

Building 700 is not significant for architectural or construction value and does not contribute to the larger school complex with significance for architectural or construction value. It resembles other school buildings built in the same period with its predominantly rectangular plan, low-pitched shed roof, plaster cladding, overhanding eaves, exposed rafters, and large banks of windows. Building 700 does not have high artistic value or otherwise distinguishing design qualities. It is not an important example of a type, period, or method of construction. Louis A. Dean is not currently recognized as a San Diego-area master architect. Even if he was, Building 700 would not qualify as an important example of his work. For these reasons, Paradise Hills Elementary School's Building 700 is not eligible for CRHR listing under Criterion 3 or individually as a contributor to a larger significant school complex.

Criterion 4

As modest, one- and two-story rectangular buildings with flat or low-pitched gable and shed roofs, Buildings 300 through 900 are unlikely to yield important information regarding construction or engineering technologies, methods, or materials. Therefore, the buildings at Paradise Hills Elementary School are not eligible under CRHR Criterion 4.

Conclusion

In Summary, neither Paradise Hills Elementary School as a whole nor any of its individual buildings appear to meet the criteria for listing on the CRHR. Paradise Hills Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.): see page 12

Photograph 2. South elevation of building 400/600 showing main entry, left, and fenced play area, right, camera facing north.

Photograph 3. East elevation of Building 500, left, and south elevation of Building 400/600, right, showing detail of primary entry, camera facing northwest.

Photograph 4. South elevation, west wing of Building 400/600, camera facing northeast.

Photograph 5. North elevation, west wing of Building 400/600, camera facing southeast.

Photograph 6. West elevation north wing of Building 400/600, camera facing south.

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Photograph 7. East elevation, north wing of Building 400/600, camera facing southwest.

Photograph 8. Detail, east elevation of Building 400/600, showing one of two original door sets, camera facing west.

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Photograph 9. East elevation of Building 800, foreground, and Building 900, background, showing sloped-roof composition, camera facing southwest.

Photograph 10. North elevation of Building 800, showing outer elevation, camera facing southwest.

Photograph 11. North elevation of Building 900 showing inner elevation and truss-supported canopy, camera facing southwest.

Photograph 12. West elevation of Building 800, left, and covered walkway between Buildings 800 and 900, right, camera facing east.

Photograph 13. West elevation of Building 300, camera facing southeast.

Photograph 14. North elevation of Building 300, camera facing south.

Photograph 15. South elevation of Building 500, camera facing northwest.

Photograph 16. East elevation of Building 500, camera facing west.

Photograph 17. Partial south and west elevations of Building 500, camera facing northeast.

Photograph 18. North elevation of Building 500, camera facing south.

Photograph 19. East and south elevations of Building 700, camera facing northwest.

Photograph 20. West elevation of Building 700, camera facing northeast.

Photograph 21. North elevation of Building 700, camera facing southwest.

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Karolina Chmiel, M.A., Archaeologist
Date:	October 28, 2019
Re:	**Archaeology Assessment of Perkins Elementary School**

Perkins Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Perkins Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Archaeology

Record Search Results

ICF conducted a cultural resources record search at the South Coastal Information Center (SCIC) on September 14, 2018. The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Perkins Elementary School campus. ICF archaeologists reviewed SCIC's digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

Sixty-four cultural resources studies have been previously conducted within a quarter-mile buffer around the project area, one of which intersect with the school boundary however did study did not involve archaeological survey. Forty-nine cultural resources have been recorded within the quarter-mile buffer but none within the project area. One resource has been recorded immediately adjacent to the school property. P-37-005931 consists of a prehistoric artifact scatter which also included a Native American burial. The 1978 site record notes that the cultural resource could extend northeast under the existing buildings.

Available small-scale plot plan provides evidence of the school's history. Three school buildings were completed in 1959 and then demolished, all present-day buildings were completed in 1991 (SDUSD 2015). The Perkins Elementary School campus is located within the range of historic-period Sanborn fire insurance map coverage for San Diego. Prior to Perkins Elementary School, Lowell School occupied the southeast portion of the parcel, and a used cars sales business occupied the northwest portion of the parcel (Sanborn 1921, 1950). The Lowell School buildings were demolished to make way for Perkins Elementary in 1959 (SDUSD 2015, National Environmental Title Research 1953, 1964).

As part of the whole school reconstruction in 1991, a geotechnical report was prepared with the final compaction testing and grading observations (Corley et al 1993). The report states that previous fill soils were removed to a minimum depth of 2 feet below existing ground surface to expose Bay Point Formation. Prior to importing new fill, the exposed ground surface (which consisted of Bay Point Formation) was compacted. This removal of existing soils would have destroyed potential for archaeological deposits. Therefore, given the geotechnical report

conclusions, the prehistoric and historic archaeological sensitivity of the school property is assumed to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Perkins Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Perkins School site has low potential for prehistoric and historic archaeology, because the entire project site underwent removal of existing soils down to bedrock (Bay Point Formation) during the school's reconstruction in 1991. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Karolina Chmiel, M.A.
Archaeologist

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Perry Elementary School**

Perry Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Perry Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Perry Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Perry Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Perry Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Perry Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Five cultural resources studies have been previously conducted within a quarter-mile buffer around the project area. One

study involving archaeological survey covered the project area. No cultural resources have been recorded within the school property or quarter-mile buffer.

The school property is situated on the slopes of a hill overlooking a drainage which leads down to Paradise Valley. It is not located near any areas of archaeological sensitivity (e.g. near the confluence of two water sources or on a terrace adjacent to a drainage). A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1964; USGS 1904, 1928) reveal that no structures were present within the school property prior to the construction of the Perry Elementary School and the surrounding residences. Design plans show that construction of the school and the surrounding housing included extensive surface grading, which would have dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface (SDUSD 1954). Therefore, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Perry Elementary School campus is located within the range of the 1956 historic-period Sanborn fire insurance map coverage for San Diego. The Sanborn map for this area is large scale and shows only streets and not detailed buildings (Sanborn Map Company 1956). Available historic USGS topographic maps and historic aerials provide evidence of the site's history prior to the construction of the school in 1955. Topographic maps based on 1902 surveys indicate that, prior to construction of the Perry Elementary School, no buildings or structures were present on the school parcel (USGS 1904, 1928). Historic aerials also show that no development was present with the school property prior to the school's construction (National Environmental Title Research, LLC 1953). This lack of prior development indicates that the potential for historic archaeological resources is low.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Perry Elementary School property appears to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Perry Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Perry Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

National Environmental Title Research, LLC
1953 Historic Aerial Photograph of Perry Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.
1964 Historic Aerial Photograph of Perry Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

Sanborn Map Company
1956 San Diego, San Diego County, California, Sanborn Fire Insurance Maps (revised from 1940 edition).

San Diego Unified School District (SDUSD)
1954 1/16" Scale Plans Paving & Grading, Oliver Hazard Perry Elementary School, Ranger Road, San Diego, California.

United States Geological Survey (USGS)
1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).
1928 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z
Other Listings _____
Review Code _____ Reviewer _____ Date _____

*Resource Name or # (Assigned by recorder) Perry Elementary School

P1. Other Identifier: Oliver Hazard Perry Elementary School

*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego

and (P2b and P2c or P2d. Attach a Location Map as necessary.)

*b. USGS 7.5' Quad National City Date 1967 (PR 1975) T 17S; R 2W ; ___ ¼ of Sec N/A (Ex Mission San Diego Land Grant); San Bernardino B.M.

c. Address 6290 Oriskany Road City San Diego Zip 92139

d. UTM: (give more than one for large and/or linear resources): 11S Zone 494472.09 mE/ 3616498.44 mN

e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate) Located south of Ridewood Drive/Oriskany Rd, near the intersection with Barioko Dr.

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)

Perry Elementary School is an approximately six-acre site bound to the west by a curved street, Ridgewood Drive, which turns into Oriskansy Road and bounds the school to the north and east. Multi-family military housing bounds the site to the south. The school consists of five permanent buildings at or near the north and northwest sides of the property and portable classroom buildings at the west side of the property. A sketch map of the campus identifying the buildings can be referenced on page 4. The five permanent buildings are: Building 1, classrooms; Building 2, a cafeteria-auditorium; Buildings 3 and 4, both classrooms; and Building 5, library. Constructed in 1955, Buildings 1-3 form the original permanent building stock. Building 4 was constructed in 1957. Building 5 dates to 2003. Secured by a chain-link fence and gate, the school's common entrance is framed by Building 1 to the east and Building 2 to the west (see page 5 Continuation Sheet.)

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building

*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Building 2, camera facing west (see page 10 Continuation Sheet for additional photographs).

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1955 and 1957 (SDUSD 2009)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92111

*P8. Recorded by: (Name, affiliation, address)
Margaret Roderick
ICF
555 W 5th Street, Suite 3100
Los Angeles, CA 90013

*P9. Date Recorded: July 25, 2019

*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

*Resource Name or # (Assigned by recorder) Perry Elementary School

B1. Historic Name: Oliver Hazard Perry Elementary School
B2. Common Name: Perry Elementary School
B3. Original Use: Public school B4. Present Use: Public school
***B5. Architectural Style:** Mid-Century Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) Buildings 1 to 3 constructed in 1955; Building 4 constructed in 1957; Building 100 (Library) constructed in 2003; and portable classrooms installed at an unknown date (SDUSD 2009; visual inspection).
***B7. Moved?** ■ No ☐ Yes ☐ Unknown **Date:** N/A **Original Location:** N/A
***B8. Related Features:** N/A

B9. Architect: Herbert F. Fifield of Wulff & Fifield Architects (Buildings 1, 2, and 3); J. Thomas Erchul (Building 4)
b. Builder: Unknown
***B10. Significance: Theme** San Diego public school development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Due to insufficient historical significance, Perry Elementary School does not appear to meet the criteria for listing on the California Register of Historical Resources (CRHR). None the campus's buildings appear to have sufficient historical significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of the California Environmental Quality Act (CEQA). Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Perry Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 6 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 21 Continuation Sheet.

B13. Remarks:

***B14. Evaluator:** Margaret Roderick, ICF

***Date of Evaluation:** October 10, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

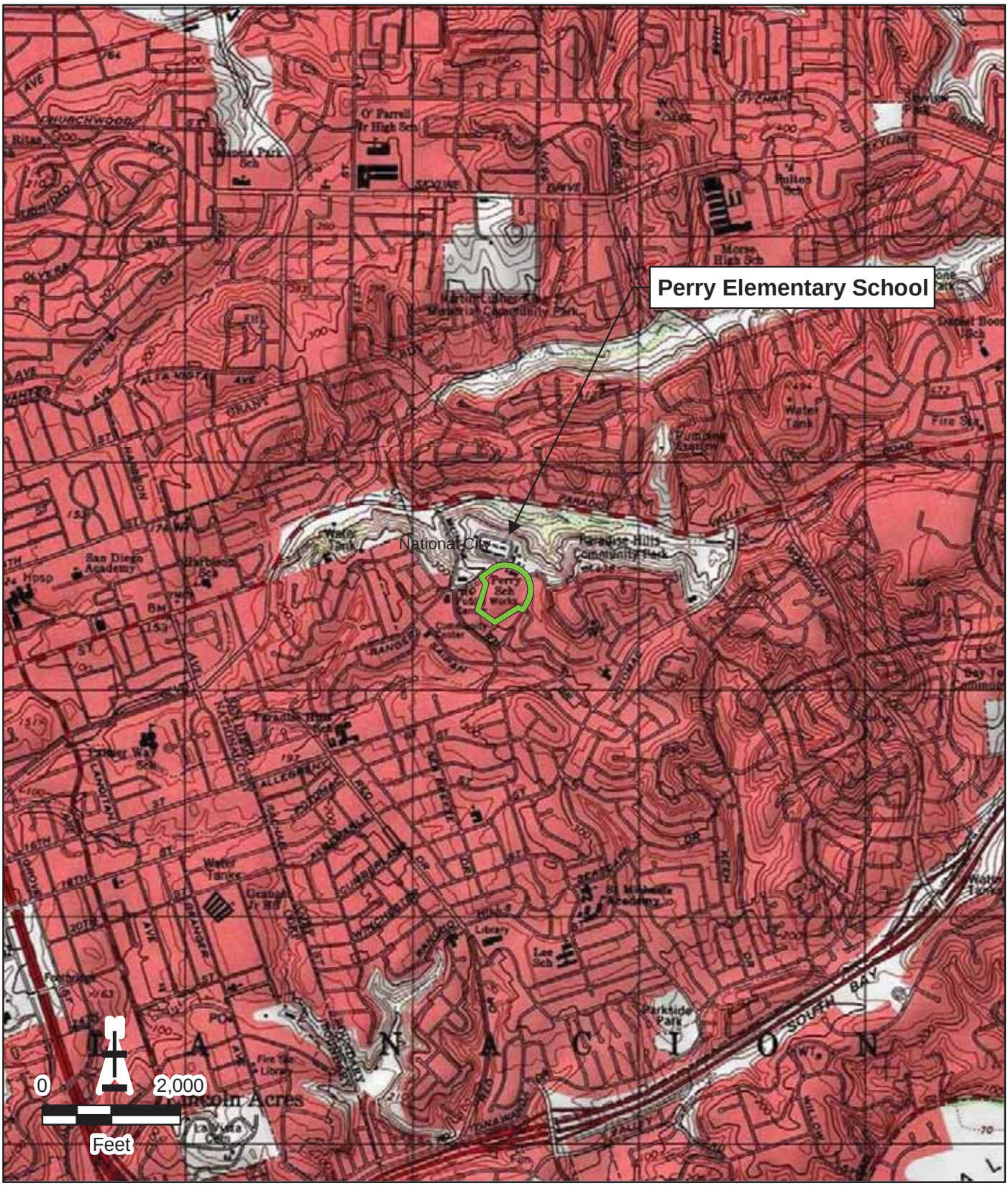
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Perry Elementary School

Map Name: National City, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Perry Elementary School

*Drawn By K. Chmiel

*Date of Map October 8, 2019

*P3a. Description (cont.):

Building 2 forms the school's auditorium, cafeteria, and administrative space (Photographs 1 to 6). The building features an L-shaped plan with a triangular porch hood located at the building's recessed, main entrance. A low-pitched side gabled roof that slopes like a shed roof caps the auditorium and cafeteria to the east while a flat roof caps the administrative offices to the west. The primary (north) elevation is variegated through the L-plan, recessed entrance, use of what are termed "sloping cement plaster panels" in the architectural drawings, and stack bond concrete block pillars (Photographs 1 to 3). Sloping cement plaster panels are defined by an articulated molding that forms a saw-tooth-like pattern on the elevation's surface (Photographs 2-3). These panels were originally finished with an angled broom texture, but the texture appears to have been lost due to repainting over time. Beneath the shed roof portion of the building, the panels highlight the wall to the west and east. Three-light, fixed sash side lights and a three-light fixed sash transom accompany a pair of slab double doors, which together form the main entrance towards the west of the elevation (Photograph 2). Two additional pairs of slab doors punctuate the building's north elevation at the center and to the east (Photograph 3). Window configurations terminate the elevation. Windows represent types typically found on the campus: Metal sash classroom windows include a row of alternating operable (hopper or awning) and fixed sash lights sandwiched between a row of fixed sash above and below. Six are located to the west and four to the east. Two stack bond concrete block pillars frame the centered pair of slab doors. A concrete walkway separates two planters: a trapezoidal punch out in the concrete walkway east of the primary entrance alongside the building wall and a trapezoidal raised concrete block and brick planter (Photograph 2). Original lettering centers the elevation and identifies the school (Photograph 3).

The west, south, and east elevations of Building 2 are far less modeled. Louvered sunshades and non-original HVAC system duct work dominates the west elevation (Photograph 4). A single slab door is located to the north, with a large classroom window and smaller windows extending to the south. The south elevation features multiple single and double slab doors, either with or without view glass (Photograph 5). On axis with the north elevation's main entrance, the rear (south) elevation contains a recessed double slab door configuration surrounded by multi-light sidelights and a transom. Two smaller classroom window configurations punctuate the elevation to the east while a raised window punctuates the wall to the west. A covered walkway aligns the elevation and, at its primary entrance, extends to connect Building 2 with Building 3. A louvered, wood, breezeway wall, parallel with the extended walkway, acts as a wind break. At the east elevation, a window separates two slab doors surmounted by louvered vents. A third louvered vent punctuates the elevation to the north (Photograph 6). A new mural adorns the southern half of the elevation and depicts a cityscape framed by a large sun.

Building 1 forms the school's two kindergarten classrooms (Photographs 7 to 10). A low-pitched gabled roof with deep eaves fronted by a wood fascia caps the rectangular stucco-clad building with classroom windows. Classroom windows contain multi-light fixed and operable sashes. The northeast elevation faces onto Oriskany drive. Roughly centered, a clerestory gable window caps classroom windows while double doors with view glass punctuate the elevation to the south (Photograph 7). As mentioned above, metal sash classroom windows include a row of alternating operable (hopper or awning) and fixed sash lights sandwiched between a row of fixed sash above and below. Slab doors center the symmetrical northwest elevation, which is flanked on either side by a door with view glass and classroom windows extending towards the building's corners (Photograph 8). A transom surmounts the doors with view glass. The southwest elevation replicates the east, but with two exceptions: a single slab door accesses a bathroom and a large louvered sunshade obscures the classroom window (Photograph 9). A clerestory-level ribbon window centers the southeast elevation, which is flanked on either side by a door (one with view glass and one without) with clerestory level ribbon windows extending towards the building's corners (Photograph 10). A transom caps each door. At the western end, a non-original restroom has been constructed. The original deep eaves form the restroom's roof, and slab doors punctuate its stucco clad walls. To the east, the deep eaves extend to form the roof of a small, original shed clad in vertical board.

Buildings 3 and 4 form the school's classroom buildings (Photographs 11 to 19). While both buildings have the same rectangular shape and form, they differ in finishes. A medium-pitched gabled roof with a butterfly monitor top crowns the stucco-clad Building 3 with classrooms along the north and south elevations. The roof extends along the north and south elevations to form deep eaves, which then wrap around to the west and east elevations to form covered walkways. Round metal piloti support the walkways on the west and east elevations. Four classrooms comprised of a slab door surmounted by a transom and combined with a classroom window align the south elevation (Photograph 11). The western end of this elevation contains louvered vents at the clerestory level adjacent to a recessed door. Five classrooms along the north

elevation are identified by the same classroom configuration seen on the south elevation (Photograph 12). The east elevation contains little fenestration: centered double slab doors, with two small windows and a slab door to the north (Photograph 13). The west elevation contains two recessed, angled doors and a flush door, all of which are surmounted by transom windows (Photographs 14 and 15). In addition, a clerestory level ribbon window rests above two multi-use drinking fountains. A yellow tile backsplash highlights the drinking fountain.

A low-pitched gabled roof with a low-pitched gable monitor top crowns the stucco clad Building 4. As with Building 3, classrooms align Building 4's north and south elevations (Photographs 16 and 17). The deep eaves fronted by an angled fascia form covered walkways. The underside of the eaves are clad with narrow strips of wood and supported by tall, exposed rafters. Four classrooms extend along the north and south elevations, each indentified by a slab door accompanied by classroom windows. Classroom windows differ on this building: except for inserted vinyl replacement windows, all sashes are fixed and separated by wood muntins. According to 1957 architectural drawings the vinyl windows replace a fixed sash flanked by jalousie windows. The western end of both the north and south elevations contain a slab door that appears to access storage or utility space. A large, recent mural adorns the east elevation, which lacks fenestration (Photographs 18). The west elevation contains four slab doors, a full-height louvered vent accompanied by three windows at the clerestory level, and a multi-user drinking fountain with a yellow terrazzo backsplash (Photograph 19).

A metal side-gabled canopy perches above an outdoor lunch area south of Building 2. Portable classrooms rise at the north eastern portion of the campus (Photograph 20). The 2003 Library Building pierces the playground at the southern portion of the campus (Photograph 21). The Library's square plan and massing, hipped standing-seam metal roof, and rounded concrete eave supports depart from the Mid-Century Modern design of the school's 1950s buildings. Lawns dotted with trees flank Building 4 to the north and south. In addition, a small lawn with one adolescent tree is located to the east of Building 4. Remaining landscape fronts Building 1 and Building 2 along Oriskany Drive.

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

Whereas San Diego's population stood at 203,341 in 1940, just prior to World War II, by 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr.,

also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing "duck-and-cover" drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde

Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman 2019; *San Diego Tribune* 1954).

Development of Perry Elementary School

San Diego public school officials developed Oliver Hazard Perry Elementary School along with numerous other school facilities in the early 1950s to accommodate population growth—including local manifestations of the nationwide baby boom—and new residential construction, which severely overcrowded existing school facilities. In September 1951, for example, superintendent Will C. Crawford estimated that the city needed 113 kindergarten buildings at a moment when it had 63 (*San Diego Union* 1951:A-3). The San Diego City Unified School District hired Wulff and Fifield Associates to design Perry Elementary School, which was designated to serve military families in the Wherry housing project in Bayview Hills. The San Diego Board of Education and the State Division of Public Works approved plans for a campus consisting of an administration building, a multi-purpose unit, nine classrooms, two kindergartens, and a cafeteria in August 1954. Fifield signed the plans. (Wulff and Fifield 1954:1). The school expected to matriculate between 350 and 400 students a year (*San Diego Union* 1954:12).

Perry Elementary School opened in September 1954 with an enrollment of 385 students. With its campus only partially completed, the school operated on double sessions for the first school year. By May 1955, school enrollment had grown to 697 students, and the school ended double sessions, having completed construction of Fifield's classrooms. At that point, however, Building 2 (cafeteria/auditorium) was still under construction (*San Diego Union* 1955:64). Perry Elementary School was finally formally dedicated during Public Schools Week in April 1956 (*San Diego Union* 1956a:24). In July 1956, San Diego Board of Education approved an addition of eight portable classrooms (*San Diego Union* 1956b:13). The State Division of Public Works approved plans by J. Thomas Erchul in January 1957 and this additional classroom building opened by December 1957 (J. Thomas Erchul 1957:1).

Aerial photographs indicate that four portable classrooms were added to the Perry Elementary School campus between 1964 and 1968 (historicaerials.com 1964; 1968). The campus' footprint seems to have changed minimally between 1968 and 1994 (historicaerials.com 1994). An HVAC upgrade project in 2015 installed the system on the school's roof (JCJ Architecture 2015:1).

Evaluation

Criterion 1

Perry Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. Buildings 100 to 300 were constructed in 1955 and Building 400 was built in 1957. The school's association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Perry Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that the Perry Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Perry Elementary School campus appears eligible for CRHR listing under Criterion 1.

Criterion 2

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Perry Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school buildings and complexes. Research has revealed no evidence that, from the mid-1950s through the mid-1970s, Perry Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Perry Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Criterion 3

Buildings 100-300

Herbert P. Fifield signed the architectural drawings for buildings 100 to 300, built in 1955. Fifield grew up in Los Angeles and became a draftsman after graduating high school, working for Walter F. Zick; Kister, Curtis & Wright; and Ted R. Cooper Construction Company in the mid-to-late 1930s. During this time Fifield also attended the University of Southern California (Fifield 1947: 2). Fifield worked for the Navy Public Works Department in San Diego during World War II, then worked as an architect and engineer in Louisiana, and returned to San Diego in 1948 to serve as a staff architect for SDUSD. Johnson, Hatch & Wulff hired Fifield in 1951. Wulff and Fifield established their own firm after Johnson's death in 1953 and practiced together through circa 1968 (York 2019). It appears that most of the firm's school projects were designed by Don Innes, Ed Zimmerman, and Bill Unger. However, Herbert Fifield signed the plans for Perry Elementary (1955); Marshall Elementary (1956 and 1962; and Taft Middle School (1962) (Wulff and Fifield Architects 12125; Wulff and Fifield Architects 14269; Wulff and Fifield Architects 22151; and Wulff and Fifield Architects 1957A-1957I). In 1968 Fifield accepted a position as Campus Architect for the University of California, and moved north to San Francisco area (Fifield 1968; Waugh 1972). However, Fifield returned to San Diego in 1973 to work with the firm of Richard George Wheeler & Associates, and retired a few years later in 1976 (Fifield 1973; Fifield 1976; York 2019). Although neither Fifield individually nor the firm of Wulff and Fifield Architects were included among the master architects and builders profiled in the City of San Diego's document, *Biographies of Established Masters* (2011), the firm has been recognized locally for its contributions to Mid-Century Modern architecture in the San Diego area.

Buildings 1-3 are not significant for architectural or construction value. While Building 2's primary elevation features many character-defining features of Mid-Century Modern architecture, it lacks sufficient quality of design found in better examples. Moreover, its other three elevations are commonplace and do not exhibit many, if any, key features of a type, period, or method of construction. Furthermore, because it lacks key features of the style or period, it also does not display high artistic values. Likewise, Buildings 1 and 3 lack many important features of the style and are commonplace examples of classroom buildings. Buildings 1-3 are not high quality examples of Fifield's work. Fifield designed a number of buildings during his career, and there are better, high style examples of his work. For these reasons, Buildings 1-3 are not eligible for CRHR listing under Criterion 3, individually or as a campus.

Building 400

J. Thomas Erchul designed Building 4 in 1957. Born in Minnesota in 1918, Erchul completed a bachelor's degree in architecture at St. John's University in 1940, and served in the Navy during 1943-1946. Erchul worked as a chief draftsman for architect William P. Lodge during the latter 1940s and became a staff architect for SDUSD in 1950. He joined the San Diego Chapter of the American Institute of Architects (AIA) in 1951 and served as its director in 1957, a year after he began a decade of independent practice. During this period he designed Building 400 at Perry Elementary. In 1968 Erchul joined with architects Junichi Tanida and James Murry Hart to form the firm Erchul, Tanida & Hart Associates. The 1970 AIA directory lists Erchul's principle works as Toler Elementary School (1959), Juarez Elementary School (1961), Mesa Vista Hospital (1963, in association with Frank L. Hope Associates), Marie Curie Elementary School (1965), and an addition to Mesa Vista Hospital (1967) (AIA 1970:257).

Building 4 is not significant for architectural or construction value. The building contains architectural features that identify it is a Modern style building such as low-pitched gable roof and deep eaves with painted wood cladding and rafters. However, the resource is not a distinguished example of a Modern style school building because it lacks key features such as multiple cladding materials or asymmetrical massing. As such, it does not embody distinctive characteristics of a type, period, or method of construction in a way that qualifies it for CRHR listing. Moreover, because it lacks key features of the style or period, it also does not display high artistic values. The building is also not a high quality example of Erchul's work. Erchul designed a number of schools and school buildings during his career, and there are better examples of his work. His auditorium/cafeteria buildings found at other schools, for example, exhibit thoughtful Modern and Mid-Century Modern designs with many character-defining features. In contrast, Building 400 is a commonplace example of a school building. For these reasons, Building 4 is not itself eligible for CRHR listing under Criterion 3 and does not qualify the school campus for CRHR listing under Criterion 3.

Criterion 4

As modest, one-story rectangular buildings with low-pitched roofs, Buildings 1-4 are unlikely to yield important information regarding construction or engineering technologies, methods, or materials. Therefore, the buildings at Perry Elementary School are not eligible under CRHR Criterion 4.

Conclusion

In Summary, neither Perry Elementary School as a whole nor any of its individual buildings appear to meet the criteria for listing on the CRHR. Perry Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.):

Photograph 1. Building 2, primary (north) elevation, camera facing south.

Photograph 2. Building 2, primary (north) elevation, showing entrance, camera facing southwest.

Photograph 3. Building 2, primary (north) elevation, showing portion east of entrance, camera facing southeast.

Photograph 4. Building 2, west elevation, camera facing east.

Photograph 5. Building 2, rear (south) elevation, camera facing north.

Photograph 6. Building 2, east elevation, camera facing west.

Photograph 7. Building 1, Kindergarten, northeast elevation, camera facing southwest.

Photograph 8. Building 1, Kindergarten, northwest elevation, camera facing east.

Photograph 9. Building 1, Kindergarten, southwest elevation, camera facing northeast.

Photograph 10. Building 1, Kindergarten, southeast elevation, camera facing north.

Photograph 11. Building 3, classrooms, south elevation, camera facing north.

Photograph 12. Building 3, classrooms, north elevation, camera facing south.

Photograph 13. Building 3, classrooms, east elevation, camera facing west.

Photograph 14. Building 3, classrooms, west elevation, camera facing northeast.

Photograph 15. Building 3, classrooms, west elevation, showing angled doors, camera facing northeast.

Photograph 16. Building 4, classrooms, north elevation, camera facing east.

Photograph 17. Building 4, classrooms, south elevation, camera facing west.

Photograph 18. Building 4, classrooms, east elevation, camera facing southwest.

Photograph 19. Building 4, classrooms, west elevation, camera facing northeast.

Photograph 20. Portable classrooms, east elevation, camera facing west.

Photograph 21. Library Building, north and east elevations, camera facing south.

*B12. References (cont.):

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Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Archaeology Assessment of Roosevelt Middle School**

Roosevelt Middle School Whole Site Modernization Project

San Diego Unified School District has identified Roosevelt Middle School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Archaeology

Record Search Results

On November 6, 2018, PaleoWest Archaeology conducted a record search at the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded in or within a quarter-mile radius of the Roosevelt Middle School campus. PaleoWest reviewed SCIC's digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies

A summary of the record search results was provided to the District in a Historical Resources Assessment report (Castells 2018). Forty-five cultural resources investigations have been previously conducted within the study area, twelve of which overlapped with the project area. No archaeological sites were located within the project area or the quarter-mile buffer area surrounding the project area. Thirty previously recorded historic built environment resources were identified within the study area (P-37-018427, P-37-018425, P-37-018426, P-37-028239. P-37-016279, P-37-034593, P-37-034601 to P-37-034618, P-37-035169, P-37-035566, P-37-035577, P-37-035582, P-37-035658, P-37-035893, P-37- 036985, P-37-037103, P-37-037204). One of the historic resources is Balboa Park (P-37-028239), which is listed on the National Register of Historic Places.

The school property is situated on a mesa top. Known prehistoric archaeological resources are located down in the canyons not on the mesa tops in this area. The school property was constructed in the 1920s (SDUSD 2007). A historic aerial from 1953 shows portions of the school site graded and leveled for athletic fields (National Environmental Title Research, LLC 1953). Given the grading involved during school construction and the school's location on a mesa top, the prehistoric sensitivity for the school property is assumed low.

The Roosevelt Middle School campus is located within the range of historic-period Sanborn fire insurance map coverage for San Diego (Sanborn Map Company, 1906, 1921). The 1906 Sanborn map shows no urban development south of Upas Street in the location of the school. The 1921 Sanborn map shows multiple school buildings in this location. In addition, topographic maps based on 1902 and 1930 surveys indicate that, prior to construction of the Roosevelt Middle School, no buildings or structures were present on the school parcel (USGS 1902, 1941). Given the lack of prior development of the school site, and that regular San Diego City garbage pickup started in 1919 (Dotinga 2011), the potential for historic archaeology is low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Roosevelt Middle School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Roosevelt Middle School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

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San Diego Unified School District (SDUSD)

2007 Small Scale Plot Plan, Roosevelt Junior High School/Balboa Park Program, 3366 Park Boulevard, San Diego, California.

United States Geological Survey (USGS)

1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).

1941 San Diego, California. 15-minute Series Topographic Quadrangle Map (culture revised 1930).

Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Archaeology Assessment of Rowan Elementary School**

Rowan Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Rowan Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.
- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment.

Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Archaeology

Record Search Results

On November 6, 2018, PaleoWest Archaeology conducted a record search at the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded in or within a quarter-mile radius of the Rowan Elementary School campus. PaleoWest reviewed SCIC's digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies

A summary of the record search results was provided to the District in a Historical Resources Assessment report (Castells 2018). Twenty-five cultural resources investigations have been previously conducted within a quarter-mile buffer around the project area. Six of the studies overlap with the project area. One historical archaeological site was located within the quarter-mile search radius (P-37-010528) but none were identified within the project area. P-37-010528 consists of the Home Avenue Dump Site which was used as the city dump from 1908 to 1913. One historic built environment resource (P-37-014493) was identified with the buffer area, but none within the project area. The resource consists of the Police Pistol Range/San Diego Police Revolver Club.

The school property is situated on ridge overlooking a series of drainages that eventually join Las Choyas Valley. While this area would have moderate prehistoric archaeological sensitivity pre-school construction, historic aerials and current conditions show that extensive grading occurred on site. A historic aerial from 1953 shows that a drainage ran through the west side of the school property while the rest of the property was an undulating ridge line (National Environmental Title Research, LLC 1953). The school was built in 1955 (SDUSD 2007) and now shows two completely flat terraces with a 10-foot elevation difference. The drainage to the west has been filled in, while the ridgeline has been leveled. Given the extensive grading and fill to level the school site, the prehistoric archaeological sensitivity is assumed to be low.

The Rowan Elementary School was completed in 1955 and review of topographic maps based on 1902 and 1930 surveys indicate that, prior to construction of the Rowan Elementary School, no buildings or structures were present on the school parcel (USGS 1904, 1960). Historic aerial from 1953 shows that the neighborhood to the north of the school was being graded at the time (National Environmental Title Research, LLC 1953). Given the lack of prior development of the area, the potential for historic archaeology is assumed to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Rowan Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Rowan Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

Castells, Justin
2018 Historic Resource Assessment Report in Support of the San Diego Unified School District Multi-Site HVAC Project, San Diego County, California. Prepared by PaleoWest Archaeology for Chambers Group, Inc.

National Environmental Title Research, LLC
1953 Historic Aerial Photograph of Rowan Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

San Diego Unified School District (SDUSD)
2007 Small Scale Plot Plan, Rowan Elementary/CDC, 1755 Rowan Street, San Diego, California.

United States Geological Survey (USGS)
1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (surveyed 1902).
1960 San Diego, California. 15-minute Series Topographic Quadrangle Map (culture revised from 1902 edition in 1930).

Memorandum

To:	Paul Garcia Facilities Development CEQA Coordinator San Diego Unified School District, Facilities Planning & Construction 4860 Ruffner Street San Diego, CA 92111-1522
From:	Timothy Yates, Ph.D., Historian/Architectural Historian Karolina Chmiel, M.A., Archaeologist Lea Kolesky, B.A., Historian/Architectural Historian
Date:	October 28, 2019
Re:	**Cultural Resources Assessment of Valencia Park Elementary School**

Valencia Park Elementary School Whole Site Modernization Project

San Diego Unified School District has identified Valencia Park Elementary School as a campus that will undergo Whole Site Modernization (WSM) in the future. While specific school improvements and changes are not known at this time, WSM projects involve substantial redevelopment of existing school properties. Many schools were constructed in the mid to late-1900s, and numerous buildings remain that have been minimally updated and enhanced throughout the years.

WSM improvements generally consist of a wide variety of components, including, but not limited to, the following:

- Demolition of existing facilities and the construction of new buildings including, but not limited to, the construction of new, and reconstruction of existing library/media centers, performing arts buildings, theaters, and auditoriums.
- Improved athletic facilities, such as new or reconfigured athletic fields, stadiums, public address (PA) systems, or field lighting, gymnasiums, and other improvements such as installation of artificial turf fields, as well as the development of field use policies for school and third-party use of both existing and improved athletic facilities.
- Construction of new, or reconfiguration of existing, classroom buildings or modular classrooms.

- Construction of new, or reconfiguration of existing restrooms.

Construction activities associated with WSM projects would generally involve substantial ground disturbance, occur in phases over a period of several years, and require the use of heavy equipment. Operation of the modernized school facility would result in similar operations as the existing school; however, certain improvements could bring new activities to the area, such as the use of the new outdoor lighting and PA systems during sports games.

Historical Resources

Evaluation Finding

Valencia Park Elementary School has been evaluated to determine if it qualifies as a historical resource for the purposes of CEQA. The school does not have significance for direct associations with events, patterns of events, or individuals important to San Diego, California, or United States history. None of the buildings at Valencia Park Elementary School are an important example of a San Diego-area master architect's work. None of the school's buildings exhibit high artistic value, and none of them embody distinctive characteristics of a type, period, or method of construction in a historically important way. The HRE finding is that the neither Valencia Park Elementary School as a whole nor any of its individual buildings are eligible for listing in the California Register of Historical Resources (CRHR). The school property has been evaluated in accordance with Section 15064.5(a) (2) of the CEQA guidelines, and found not to qualify as a historical resource for the purposes of CEQA. The DPR 523 forms containing the full historical resource evaluation (HRE) of the school can be referenced in Attachment 1.

Archaeology

Record Search Results

ICF requested a cultural resources record search from the South Coastal Information Center (SCIC). The SCIC is the local repository acting on behalf of the State Office of Historic Preservation's California Historical Resources Information System (CHRIS). This record search was conducted to determine if any cultural resources have been previously recorded within or in close proximity to the Valencia Park Elementary School campus. The SCIC reviewed its digitized records to:

- Identify previously recorded archaeological sites within the record search limits
- Identify any previously conducted cultural resources studies
- Provide historical maps of the area, and
- Provide copies of all pertinent site record forms

The results of the record search were provided to ICF on August 29, 2019. Thirteen cultural resources studies have been previously conducted within a quarter-mile buffer around the project area. Three studies intersect the project area, two of which are community plan updates that did not involve archaeological survey. Two cultural resources have been recorded within the quarter-mile buffer but none have been recorded within the school property. P-37-032916 consists of the O'Farrell Charter School (built environment) and P-37-016029 consists of a prehistoric artifact scatter. A testing program in 1997 describes P-37-016029 as destroyed during road construction.

The school property is situated on a mesa top overlooking a small drainage, approximately 0.35 miles south of Las Chollas Valley. A review of aerial photographs and historic maps (National Environmental Title Research, LLC 1953, 1980; USGS 1904, 1953) reveal that no structures were present within the school property prior to the construction of the Valencia Park Elementary School and the surrounding residences. Design plans show that construction of the school and the surrounding housing included extensive surface grading and import of fill into the drainage to level the school property. This would have dramatically altered the ground surface, potentially as deep as a few feet below the original ground surface (SDUSD 1952). The record search also revealed that prehistoric sites were located on the terraces right above and in Las Chollas Valley, further to the north of the school. Therefore, the prehistoric archaeological sensitivity of the school property is assumed to be low.

The Valencia Park Elementary School campus is located beyond the range of historic-period Sanborn fire insurance map coverage for San Diego. However, available historic USGS topographic maps provide evidence of the site's history prior to the construction of the school in 1952. Topographic maps based on 1902 surveys indicate that, prior to construction of the Valencia Park Elementary school, no buildings or structures were present on the school parcel (USGS 1904). This lack of prior development indicates that the potential for historic archaeological resources is low.

In summary, the potential for subsurface historic and prehistoric archaeological materials to be present within the Valencia Park Elementary School property appears to be low.

Record Search Conclusions and Recommendations

Based on the above findings, the following conclusions reflect the potential for archaeological remains to be exposed during project construction at Valencia Park Elementary School:

- Prehistoric Archaeology: Unlikely, monitoring during construction not recommended.
- Historical Archaeology: Unlikely, monitoring during construction not recommended.

Evidence indicates that the Valencia Park Elementary School site has low potential for historic archaeology, because the school property was not developed prior to the construction of the school. The current site is completely paved, built or landscaped. Therefore, it is not possible to state with certainty that no prehistoric archaeological resources are present. However, because the project area has been extensively graded, its prehistoric archaeological sensitivity is low, and ICF does not recommend archaeological monitoring. However, as stipulated in CEQA 15064.5(f), if unexpected archaeological materials are discovered during construction grading or trenching, work should stop

in the immediate area until it is evaluated by a qualified archaeologist to assess the significance of the resource, and to provide proper management recommendations.

Thank you,

Tim Yates, Ph.D.
Historian/Architectural Historian

Karolina Chmiel, M.A.
Archaeologist

Lea Kolesky, B.A.
Historian/Architectural Historian

References

National Environmental Title Research, LLC

1953 Historic Aerial Photograph of Valencia Park Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

1964 Historic Aerial Photograph of Valencia Park Elementary School Site. Available: <http://www.historicaerials.com/>. Accessed August 27, 2019.

San Diego Unified School District (SDUSD)

1952 Plot Plan of Valencia Park Elementary School, San Diego, California.

United States Geological Survey (USGS)

1904 San Diego, California. 15-minute Series Topographic Quadrangle Map (culture surveyed 1902).

1953 National City, California. 7.5-minute Series Topographic Quadrangle Map (culture Surveyed 1950).

Attachment 1: DPR Form

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

PRIMARY RECORD

Primary # _____
HRI # _____
Trinomial _____
Status Code 6Z

Other Listings _____
Review Code _____ Reviewer _____ Date _____

*Resource Name or # (Assigned by recorder) Valencia Park Elementary School

P1. Other Identifier: N/A

*P2. Location: ☐ Not for Publication ■ Unrestricted *a. County San Diego
and (P2b and P2c or P2d. Attach a Location Map as necessary.)
*b. USGS 7.5' Quad National City Date 1967 (PR 1975) T 17S; R 2W ; ___ ¼ of Sec N/A (La Nacion Land Grant); San Bernardino B.M.
c. Address 5880 Skyline Drive City San Diego Zip 92114
d. UTM: (give more than one for large and/or linear resources): Zone mE/ mN
e. Other Locational Data: (e.g., parcel #, directions to resource, elevation, etc., as appropriate)

*P3a. Description: (Describe resource and its major elements. Include design, materials, condition, alterations, size, setting, and boundaries)
Valencia Park Elementary School is an approximately 14-acre property situated in southeastern San Diego. The site is moderately terraced. The main parking lot at the southeast corner of the property is accessed from Skyline Drive, which the campus faces. The school is bounded on the east and northeast by Valencia Parkway, on the north by open space, and on the west by single family homes located on Churchward Street. The property contains four permanent buildings over 45 years old: Buildings 100 (classrooms), 200 (cafeteria, auditorium, and kitchen), 300 (administration, classrooms, and kindergarten rooms), and 400 (classrooms). The campus also contains a wood and steel lunch shelter constructed in the 1990s and a Library/Media Building (Building 500) constructed in 2004. Two clusters of portable classroom buildings are also present as well (see page 5 Continuation Sheet).

*P3b. Resource Attributes: (List attributes and codes) HP15. Educational Building
*P4. Resources Present: ■ Building ☐ Structure ☐ Object ☐ Site ☐ District ☐ Element of District ☐ Other (Isolates, etc.)

P5b. Description of Photo: (View, date, accession #) Photograph 1. Main entrance, east end of Building 300, and south and partial west elevations of Building 400, looking northeast (photographs continued on page 10 Continuation Sheet)

*P6. Date Constructed/Age and Sources:
■ Historic ☐ Prehistoric ☐ Both
1953, 1968 (SDUSD 2008)

*P7. Owner and Address:
San Diego Unified School District
4860 Ruffner Street
San Diego, CA 92111

*P8. Recorded by: (Name, affiliation, address)
Timothy Yates
ICF
525 B Street, Suite 1700
San Diego, CA 92101

*P9. Date Recorded: July 25, 2019

*P10. Survey Type: (Describe) Intensive

*P11. Report Citation: (Cite survey report and other sources, or enter "none.") None

*Attachments: NONE ■ Location Map ■ Sketch Map ■Continuation Sheet ■Building, Structure, and Object Record ☐ Archaeological Record ☐ District Record ☐ Linear Feature Record ☐ Milling Station Record ☐ Rock Art Record ☐ Artifact Record ☐ Photograph Record ☐ Other (list) _____

Status Code 6Z

***Resource Name or #** (Assigned by recorder) Valencia Park Elementary School

B1. Historic Name: Valencia Park Elementary School
B2. Common Name: Valencia Park Elementary School
B3. Original Use: Public school B4. Present Use: Public school
***B5. Architectural Style:** Vernacular Modern
***B6. Construction History:** (Construction date, alteration, and date of alterations) Buildings 300 and 400 constructed in 1953; Buildings 100 and 200 constructed in 1968; Building 500 constructed in 2004.
***B7. Moved?** ■ **No** ☐ **Yes** ☐ **Unknown** **Date:** _____ **Original Location:** _____
***B8. Related Features:** _____
B9. Architect: Earl F. Giberson (Buildings 300 and 400); Robert A. Bradt (Buildings 100 and 200, Building 300 Addition)
b. Builder: Cory & Longworth, Inc. (Buildings 300 and 400); Clancy Construction Corporation
***B10. Significance: Theme** San Diego public school development **Area** San Diego
Period of Significance N/A **Property Type** Public school facility **Applicable Criteria** N/A
(Discuss importance in terms of historical or architectural context as defined by theme, period, and geographic scope. Also address integrity.)

Valencia Park Elementary School does not meet any of the criteria for listing on the California Register of Historical Resources (CRHR). None the campus's buildings appear to have sufficient historical significance for individual listing on the CRHR. Consequently, neither the school as a whole nor any of its individual buildings appears to be a historical resource for the purposes of CEQA. Research on the school's history has included Google searches, consultation of as-built plans on file at the San Diego Unified School District Facilities and Maintenance and Operations Center's Architectural Archives, and full-text searches of digitized San Diego-area historical newspapers. Brooklyn Elementary School has been evaluated with reference to a historic context produced by ICF International and ASM Affiliates for the San Diego Unified School District (SDUSD) titled, "Modern San Diego Public School Development." This document is on file with SDUSD. The portion of the historical context addressing the post-World War II period is summarized below (see page 6 Continuation Sheet).

B11. Additional Resource Attributes: (List attributes and codes)

***B12. References:**

See page 18 Continuation Sheet

B13. Remarks:

***B14. Evaluator:** Timothy Yates, Ph.D. ICF

***Date of Evaluation:** September 13, 2019

(This space reserved for official comments.)

(Sketch Map with north arrow required.)

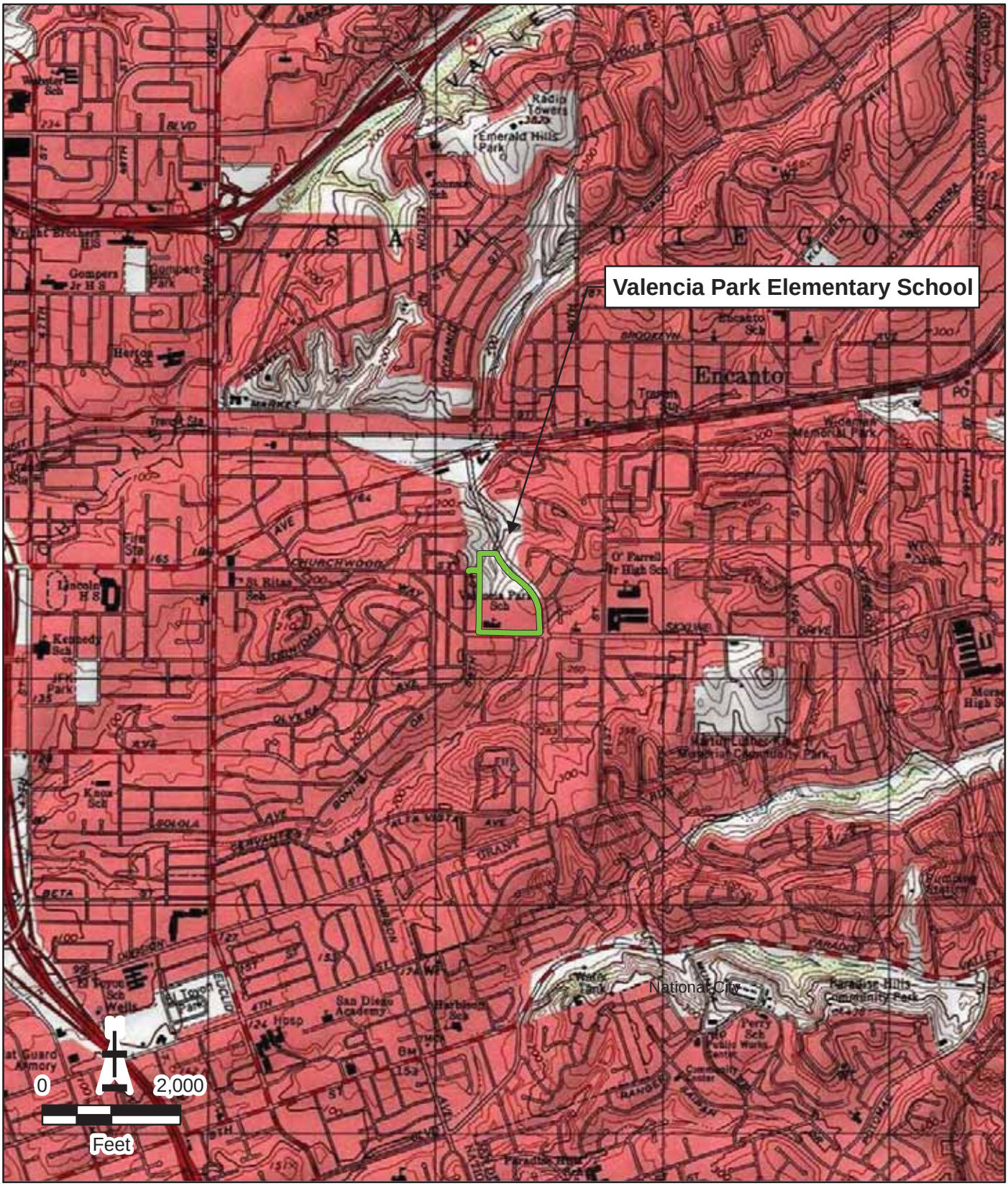
See DPR Page 4 Sketch Map

State of California - The Resource Agency
DEPARTMENT OF PARKS AND RECREATION
LOCATION MAP

Primary #: _____
Trinomial: _____

Resource Name or #: Valencia Park Elementary School

Map Name: National City, CA **Scale:** 1:24,000 **Date of Map:** 2012



Required information is bold

State of California – The Resources Agency
DEPARTMENT OF PARKS AND RECREATION

SKETCH MAP

Primary # _____
HRI # _____
Trinomial _____

*Resource Name or # (Assigned by recorder) Valencia Park Elementary School

*Drawn By K. Chmiel

*Date of Map October 7, 2019

*Required Information

*P3a. Description (cont.):

The oldest buildings on the campus, Buildings 300 and 400, share several design features. These include uniform textured stucco exterior wall finish, one and two-leaf institutional-grade doors, some with vision lights, and windows with original steel-framed fixed and operable sashes and original wood mullions, sills, and casings. The main entrance to the campus is marked by a non-original steel fence and gate that encloses the south side of a circulation canopy extending east from the main entry at the east elevation of Building 300 (Photographs 1 and 3). Composed of wood beams, rafters, and soffits supported by steel pipe columns, the canopy attaches to the west elevation of Building 400, wraps around a slight projection at the building's northwest corner, and attaches to a slight projection at its northeast corner.

The original portion of Building 300 has an L-shaped plan and a low-pitched intersecting gable roof without eaves that transitions to a shed roof at the southwest portion of the plan. The building received an addition extending north from the east end of its north elevation in 1968, when Buildings 100 and 200 were constructed (Photographs 2 and 4). Building 300 has an interior circulation corridor accessed at two recessed entries secured by two-leaf doors. Fixed wood-framed sidelights flank one of these entries near the main campus entrance at the east elevation; the other corridor entry at the north elevation of the northerly wing has boarded wood-framed sidelights and fixed wood-framed transoms. The south elevation is punctuated by two easterly classrooms windows with sashes stacked 5 high and 10 across, and two westerly classroom windows with sashes stacked 4 high and 7 across, and 4 high and 17 across (Photograph 2). Non-original entries with two-leaf doors are situated between the two easterly windows and original entries with single-leaf doors, and between the two westerly windows. The latter windows originally formed a continuous single window. Immediately west of the south elevation's westernmost window, an original entry with a two-leaf door accesses utility rooms. The west elevation is dominated by a long window containing sashes stacked 4 high fronted by a non-original security screen and interrupted near the south end by an entry with a single-leaf door and a transom (Photograph 5). Additional windows with non-original security screens and sashes stacked 4 high, as well as adjacent entries with single-leaf doors, are located at the east elevation of the building's northern wing and the eastern portion of the north elevation (Photograph 4). East of the north wing, a deep north-elevation recess with steel pipe-column supports shelters bathroom entries with two-leaf doors flanking a wall with louvered ribbon windows and a porcelain drinking fountain affixed to a tile backsplash. Louvered windows are also present at the easterly addition. Recently installed HVAC units and associated ducts are highly visible across the building's roof.

Building 400 is has a rectangular plan (Photographs 6 and 7). The principle higher volume containing the building's assembly space has a low-pitched gabled roof with minimal overhangs and large non-original HVAC units. The east portion of the building containing the kitchen, other food preparation rooms, and the teacher dining room has flat roofs of varying height with parapets. The south and north elevations both have two entries with two-leaf doors accessing the assembly space below long windows with sashes stacked 3 high and a long upper vent with fixed wood louvers. Smaller vents with fixed wood louvers and non-original security screens are located at the west end of the south elevation, and two larger vents with fixed wood louvers are situated below the gable end of the west elevation. At the east elevation, a large window with a bezel and sashes stacked 5 high and 6 across is flanked on the south by an entry with a single-leaf door, and on the north by a small window. Numerous non-original conduits are affixed to the east elevation.

Constructed 15 years after Buildings 300 and 400, Buildings 100 and 200 the beginning of the shift away from school-building designs emphasizing natural light and interior cross-ventilation. They express the move toward designs with smaller windows and greater reliance on ventilation machinery, eventually resulting in buildings with few or no classroom windows and modern HVAC climate control technology. Attached and detached circulation canopies constructed along with the buildings feature beveled wood fascia, stucco-clad undersides, and steel pipe-column supports.

One of those canopies shelters a circulation corridor extending from the northeast corner of Building 400 to the southwest corner of Building 100. This building's irregular plan is formed of two stretched, semi-octagonal volumes connected by an interior wall separating the boys' and girls' bathrooms at the center of the plan. Attached canopies run along the south, west, and north elevations (Photographs 8-10). The building's roof is partially flat. Four trapezoidal volumes with extremely low-pitched butterfly roofs rise above the flat portions of the roof line. Each of these has north- or south-facing original classroom clerestory windows with operable metal louvers fronted by screens. Stucco finish uniformly covers the exterior walls. The north and south elevations each have four classroom entries secured by single-leaf doors adjacent to a window opening with fixed aluminum-framed sashes and/or non-original wood panels. At the middle of the north elevation, bathroom entries with

single leaf doors flank ribbon windows with fixed wood louvers. Opposite these, at the south elevation, single-leaf doors secure entries to utility rooms. At the north elevation, drinking fountains are affixed to two original terrazzo backslashes located between classroom entries; the western one is a non-original steel fountain and the eastern one is an original porcelain fountain. Non-original HVAC units present atop the higher roof lines are visible from a variety of vantage points in the building's vicinity.

A non-original ADA-compliant concrete ramp with steel railing extends downslope from the exterior circulation corridor on the north side of Building 100. The ramp is sheltered by an original detached canopy that connects to an attached canopy running along the south, west, and east elevations of Building 200 (Photographs 11-13). Building 200 has a T-shaped plan, exterior stucco wall finish, and a low-pitched gabled roof with broadly projecting eaves featuring beveled wood-clad fascia and stucco-covered soffits. All of the entries have single leaf doors. Clerestory windows above the attached circulation canopies and other windows positioned near the tops of walls contain original operable metal louvers fronted by screens. Positioned at the middle of walls are jalousie windows with glass louvers fronted by security screens. Non-original HVAC units and associated metal ducts are highly visible atop the roof.

East of Building 200 is a non-original paved and landscaped courtyard. Located immediately north of Building 100, Building 500 faces this courtyard (Photograph 14). Featuring curving roof lines, stucco cladding, and awning-shaded windows, Building 500 is an example of Postmodern design that contrasts the Modern architecture of the school's 1953-1968 buildings. The non-original wood and steel lunch shelter is located immediately north of Building 400 (Photograph 12). The school's portable classroom buildings are typical of portable buildings present at most public school campuses across the greater San Diego area (Photographs 15 and 16). The portable buildings are clustered north of Building 300, and east and northeast of Building 100. The remainder of the campus north of the school buildings consists of athletic fields.

*B10. Significance (cont.):

Post-World War II San Diego School Design and Development

Whereas San Diego's population stood at 203,341 in 1940, just prior to World War II, by 1950 the city had 334,387 residents. The spectacular war-era growth of San Diego's population would continue during the 1950s as a result of military expansion, a burgeoning defense industry, and the baby boom. In an effort to accommodate the increasing number of school-age children, San Diego voters approved bond issues of $6,866,000 in 1946, $11,806,000 in 1950, and $15,800,000 in 1953 to fund both construction of new schools and improvements to existing ones. Still, throughout the 1940s and 50s, planning and construction of permanent facilities could not keep pace with the increasing student population (City of San Diego 2007:23, 30-32, 36; SDUSD 1954:16). Prior to and during World War II, most San Diego schools were developed to serve streetcar suburbs such as La Jolla, Point Loma, Mission Hills, North Park, Normal Heights, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, however, the construction of new public school complexes took place mainly in San Diego's growing new automobile suburbs farther from the city's urban core (City of San Diego 2007:36-41, and Residential Development Patterns Map). Post-World War II public school complexes developed in San Diego would contrast the city's pre-war schools in ways that reflected the increasing mainstream popularity of architectural Modernism, new indoor-outdoor school planning ideals, and economic imperatives.

Prior to World War II, a few innovative architects working in the United States designed school buildings exhibiting the early architectural Modernism of the International style that would influence post-war school architecture and planning. European in origin, International style architecture embodied a rejection of traditional ornamentation and historical references in favor of buildings that expressed their function and structure through "rational, clean, uncluttered" design. Typically rectilinear in plan with horizontal emphasis, institutional International style buildings incorporated features such as flat roofs with low parapets or cantilevered overhangs, smooth wall surfaces (concrete, brick, stucco, and steel), square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 [quoted], 58-60). California's earliest influential example of International style school architecture was Richard Neutra's 1934 addition to the Corona Avenue School in the Los Angeles suburb of Bell. Also an early example of indoor-outdoor school design, the building featured movable walls that opened to outdoor courtyard spaces. The Crow Island School in Winnetka, Illinois, which was completed in 1940 and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., also proved highly influential. Its plan consisted of a central common building and extensive, low-slung, single-story wings

with central corridors and projecting L-shaped classrooms incorporating large windows and providing immediate access to courtyard spaces between classrooms (Baker 2012:8; Ogata 2008:564-67).

After World War II, Modernist school designs influenced by Corona Avenue, Crow Island, and a few other pre-war schools proliferated across California. School planner Charles Wesley Bursch and architect John Lyon Reid expressed the growing post-war enthusiasm for Modernist indoor-outdoor school design in 1947. "School architecture," they wrote, "must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child . . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself." Completed in in 1949, Reid's influential Montecito School in Martinez, California, embodied the ideals he and Bursch outlined two years earlier. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, "maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching" (Ogata 2008:568-69 [569 quoted]).

During the 1950s, new school sites in San Diego's expanding automobile suburbs provided opportunities for spatial organization along the lines of Reid's Montecito School. The bulkier and sometimes monumental buildings of pre-war schools gave way to campuses comprised of numerous low-slung office and classroom buildings with ample windows, and perhaps an auditorium or gymnasium built to greater heights. As Ogata explains, post-war school "architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass" to create buildings that fit the indoor-outdoor planning vision while satisfying demands for low-cost construction. Open-air corridors covered by projecting eaves or by canopies typically supported by steel pipe columns replaced double-loaded interior circulation corridors. As part of this shift, the site plans of schools in San Diego and across California and much of the United States underwent substantial change. Architects and planners dispersed buildings across campus sites in a decentralized manner that allowed for greater interplay between indoor and outdoor space. The finger plan, the earliest new type of school plan, featured one or two main canopy-sheltered trunk corridors from which similarly designed classrooms buildings branched perpendicularly. Classroom buildings were initially one room wide with entries and circulation corridors on one side, and large window bays on the opposite side facing landscaped outdoor spaces. Cluster plan campuses emerged to address space limitations. Instead of classroom buildings radiating from a trunk corridor, cluster plans organized classroom buildings as modular clusters of rooms connected by sheltered corridors between courtyards and otherwise landscaped outdoor spaces. Over time, space limitations also led to development of condensed finger plan schools and schools that combined elements of finger and cluster plans. Within a Cold War context of students performing "duck-and-cover" drills in preparation for potential nuclear attack, observers praised the new decentralized finger- and cluster-plan schools as easier to evacuate than older public schools comprised of largely multistory school buildings with interior circulation corridors (Brown 1988:68-90; Ogata 2008:569; Sapphos Environmental, Inc. 2014:92-103).

Although post-war school design in San Diego registered the influence of innovative pre-war International-style schools, it did not generally follow the trend in Meisian International-style architecture toward dematerialization of building forms—the extensive use of glass or glass and paneled curtain walls associated with the work of Meis van der Rohe. Post-war San Diego school buildings typically retained more solidity than Meisian International-style buildings, though at least a single wall of every classroom would be dominated by a large window bay containing stacks of typically steel-framed fixed and operable sashes, and later aluminum-framed sliding and fixed sashes. During the latter 1940s and early 1950s some new school buildings incorporated limited features associated with the Late Moderne architecture, such as flat roofs, boxy massing, cantilevered entry canopies, protruding entry frames, rectilinear molding, and scored concrete. However, such buildings were generally low cost structures that did not strongly embody the Late Modern style (Gelernter 1999:266-269; GEI Consultants, Inc. and Mead and Hunt, Inc. 2017:3.6-3.7; Los Angeles Conservancy 2019).

Most post-World War II San Diego school buildings are best classified as Modern or Mid-Century Modern Over time, the flat roofs typical of the International and Moderne styles gradually gave way to low-pitched shed or gable roofs with broadly projecting eaves, as well as more boldly V-shaped or butterfly roofs. Finish materials included combinations of stucco, brick, scored concrete, concrete block, and some cases wood. Window openings grew larger at some schools, nearly qualifying as window walls in a few cases such as Audubon Elementary School, designed by San Diego master architect Samuel W. Hamill. Other notable architects who designed post-war San Diego public schools in Modern idioms included Clyde Hufbauer, Lloyd Ruocco, Roy Drew, and Frank Hope Jr. The indoor-outdoor designs of post-war schools increased the

importance of landscaping, and in 1947 SDUSD hired its first full-time landscape architect, Jane Minshall, who designed campus plantings, circulation features, and playgrounds until her retirement in the 1970s (City of San Diego 2007:92; Freeley et al. 2011; Gelernter 1999:266-269; Minshall 1974; Ogata 2008:568-569; Pitman No Date; *San Diego Tribune* 1954).

Valencia Park Elementary School

The San Diego Board of Education created Valencia Park Elementary School as part of a $2,850,598 construction initiative undertaken in 1951 to add 122 classrooms to the city's school building stock. In the summer and fall of that year, workers graded the new site and transported portable classroom buildings to what would become the city's 54th elementary school. At that time, local architect Earl F. Giberson submitted architectural drawings for two new permanent buildings, a classroom building (today's Building 300) and a multipurpose building with an assembly-cafeteria space, a kitchen, and the teachers' dining room (Building 400). Valencia Park Elementary School opened in November 1951, with 154 pupils attending classes in the portable buildings. Cory & Longworth, Inc., won the contract to construct the school in April 1952 and completed the job in February 1953. School superintendent Dr. Will C. Crawford led the school's formal dedication ceremony in April 1954 (Giberson 1951; *San Diego Union* 1951a, 1952b, 1952, 1953; SDUSD 2008).

By the late 1960s, population growth in the Valencia Park area had compelled the Board of Education to expand the elementary school facility. In March 1966, San Diego-area architect Robert A. Bradt completed architectural drawings for two new classroom buildings, Buildings 100 and 200, and for the addition to Building 300. In May 1967, the Board announced that the two classroom buildings and addition to Building 300 would be constructed at the school. A $22.5 million bond issue approved by voters in June 1966 would fund this construction. The Clancy Construction Corporation won a $618,395 contract to build the two new classroom buildings in June 1967. The company finished construction of Buildings 100 and 200 and the addition to Building 300 in April 1968 (Bradt 1967a, 1967b, 1967c; *San Diego Union* 1967a, 1967b; SDUSD 2008).

Evaluation

Criterion 1

Valencia Park Elementary School does not appear to have any direct associations with significant events or patterns of events in San Diego, California, or United States history. The school was constructed during San Diego's post-World War II period of expansive growth and suburban housing construction. The school's association with population growth is entirely commonplace. Like public infrastructure generally, school complexes are developed in anticipation of growth, or to encourage or accommodate growth. Were associations with a concept like "growth" treated as qualifications for historical significance, then all buildings, complexes, and infrastructure surviving from an era characterized by population growth and related physical growth would be eligible for the CRHR. Put differently, too many buildings and complexes from the 1950s and 1960s remain intact in San Diego for all of them to have historical significance as a result of association with growth during this period. Buildings developed during those decades need to have direct associations with less generalized and more precisely identifiable and noteworthy events or patterns of events than "growth" to be considered eligible for the CRHR. Research for this evaluation, including full-text searches of historic San Diego newspapers, revealed no evidence that Valencia Park Elementary School was the site of an important event or pattern of events in the history of education locally or at the state or national levels. Nor did research yield any evidence that the Valencia Park Elementary School campus or any of its individual buildings are associated with discernibly significant historical events or patterns of events not related to education. For these reasons, no portion of the Valencia Park Elementary School campus appears eligible for CRHR listing under Criterion 1.

Criterion 2

Associations with potentially significant architects are discussed in reference to CRHR Criterion 3 below, and Valencia Park Elementary School does not appear to have any other associations with historically important individuals whose significant work took place at the campus. A school complex or building cannot be considered significant if a student once educated there subsequently achieved historical significance through work performed in adult life, because the work that made such an individual historically important did not occur at the school. Educational activities are the primary functions of school

buildings and complexes. Research has revealed no evidence that, from the late 1950s through the early 1970s, Valencia Park Elementary School faculty members or administrators implemented historically significant teaching methods or educational programs, or performed any other work at the school that would confer historical significance on the campus or any of its individual buildings. Consequently, no element of the Valencia Park Elementary School built environment appears to meet Criterion 2 for listing on the CRHR.

Criterion 3

Buildings 300 and 400

Buildings 300 and 400 were designed by Earl F. Giberson. Research efforts have yielded limited information on architect Earl F. Giberson, particularly regarding his life prior to settling in San Diego in 1933. During his twenty-four-year career in San Diego, Giberson designed several schools, including Longfellow, Beale, and Valencia Elementary schools, as well as a music building and a speech arts building at San Diego State University. A practicing Christian Scientist, Giberson was a prolific designer of churches. His works included the First, Second, Third, and Fifth Churches of Christ Scientist of San Diego, as well as the Pilgrim Evangelical Lutheran Church and St. John's Episcopal Church, both located in Chula Vista. He also designed residences in San Diego and Ensenada, Mexico. Working with architect Whitney Smith, Giberson co-designed the no-longer-extant Linda Vista Commercial Center for the National Housing Agency during World War II. Giberson also designed the Claremont Shopping Center with Harold Abrams in 1954. He was a member of the American Institute of Architects, the San Diego Chamber of Commerce, and the architecture fraternity Alpha Sigma. Earl F. Giberson died in San Diego on February 5, 1957, at the age of 63. He has not been recognized as a San Diego-area master architect of the historic period or as a practitioner of architectural Modernism likely to achieve master status for post-war building designs (City of San Diego 2007; Freeley et al. 2007; Modern San Diego 2015; *San Diego Union* 1957a:A-7, 1957b:A-21, 1957c:F-3; Starr 2002:152).

Buildings 300 and 400 are not significant for architectural or construction value. Not strongly embodying any particular architectural style, these two vernacular Modern school buildings are examples of low-cost, no-frills school construction They strongly resemble school buildings and complexes constructed at other San Diego-area public schools during the late 1940s and early 1950s, which share commonplace features such as low-pitched roofs with no eaves or shallow eaves, uniformly stucco-clad exterior walls, large classroom window bays, and a mix of interior circulation corridors and connecting open-air circulation canopies. Buildings 300 and 400 do not exhibit design qualities distinguishing them from other late 1940s and early 1950s school buildings and complexes. The two buildings do not have high artistic value and are not important examples of a type, period, or method of construction. As noted above, Earl F. Giberson is not currently recognized a San Diego master architect. Even if Giberson were to be recognized as a master architect in the future, Buildings 300 and 400 are not examples of school building design with potential to contribute to the body work conferring such status on the architect. For these reasons, Buildings 300 and 400 at Valencia Park Elementary School are not eligible for CRHR listing under Criterion 3 individually or together as the school's original complex of permanent buildings.

Buildings 100 and 200

Architect Robert A. Bradt designed Buildings 100 and 200. Bradt was born in Chicago, Illinois, on September 30, 1915. Bradt attended the Illinois Institute of Technology, where he studied under pioneering modernist architect Ludwin Mies van der Rohe. He graduated with a Bachelor's of Science degree in Architecture in 1928. Bradt first came to Coronado in 1943 as a lieutenant in the United States Navy. After completing his naval service, Bradt began his architectural career working for San Diego City Schools before opening his own firm in 1948. The architect's principal works include the Mission Hills Library (1960-1961), Coronado Professional Center (1965), John J. Pershing Junior High School (1967), Marine Corps Recruit Depot Mess Hall (1968), Marine Corps Barracks at Camp Pendleton (1969), and the General Aviation Building (1969). He also designed churches, private residences, and an addition to the Hotel del Coronado, but has not been recognized as a San Diego-area master architect or as a significant practitioner of architectural Modernism. Bradt died at his home in Coronado on September 18, 2006, after a battle with Parkinson's disease (AIA 1970:96; City of San Diego 2007; Coronado Eagle & Journal, 28 Sept. 2019; Freeley et al. 2007; Hager 2019).

Buildings 100 and 200 are not significant for architectural or construction value. As noted above, both of the buildings—but Building 100 especially—register the transition away from indoor-outdoor Mid-Century Modern school design toward school

buildings designed with less emphasis on interior natural light and greater reliance on interior climate control technology. Compared to typical Mid-Century Modern school buildings, which dominate the surviving stock of 1950s and 1960s school buildings in the San Diego area, Buildings 100 and 200 have much fewer classroom windows. Apart from this distinguishing feature, they strongly resemble typical Modern school buildings in their scale and massing, uniform stucco cladding, low-pitched roofs, clerestory ribbons, and attached circulation canopies. In these ways, Buildings 100 and 200 are commonplace examples of post-World War II school building design. The two buildings do not have high artistic value, and neither is an important example of a type, period, or method of construction. Robert A. Bradt is not currently recognized as a San Diego-area master architect. Even if he were to be recognized as such in the future, the two subject buildings appear unlikely to ever be considered important representations examples of a master architect's work. For these reasons, Buildings 100 and 200 at Valencia Park Elementary School are not eligible for CRHR listing under Criterion 3 individually or as contributors to a larger significant school complex.

Criterion 4

As one of many schools in the greater San Diego area consisting of buildings constructed since World War II, Valencia Park Elementary School is not significant under NRHP Criterion D or CRHR Criterion 4 as a source or likely source of important historical information, and does not appear likely to yield important information about historic construction methods, materials, or technologies.

Conclusion

In Summary, neither Valencia Park Elementary School as a whole nor any of its individual buildings meet the criteria for listing on the CRHR. Valencia Park Elementary School was evaluated in accordance with Section 15064.5(a)(2) of the CEQA guidelines, and no element of its built environment has been found to qualify as a historical resource for the purposes of CEQA.

Photographs (cont.):

Photograph 2. Building 300, south elevation facing Skyline drive, looking west.

Photograph 3. Main entrance fence and gate at left, east elevation of Building 300 at right, looking south-southwest.

Photograph 4. North and partial west elevations of Building 300, looking southeast.

Photograph 5. West elevation of Building 300, looking south.

Photograph 6. Building 400 south and east elevations from Skyline Drive, looking northwest.

Photograph 7. North and partial west elevations of Building 400, looking southeast.

Photograph 8. South elevation of Building 100 from Skyline Drive, looking north.

Photograph 9. West and partial north elevations of Building 100, looking south-southeast.

Photograph 10. North elevation of Building 100, looking west.

Photograph 11. East and partial south elevations of Building 200, looking northwest.

Photograph 12. West and partial south elevations of Building 200, looking northeast.

Photograph 13. North and partial east elevations of Building 200, looking west-southwest.

Photograph 14. West and south elevations of Building 500, looking east-northeast.

Photograph 15. Portable classroom buildings north of Building 300, looking west.

Photograph 16. Portable classroom buildings east of Buildings 100 and 500, looking east.

*B12. References (cont.):

American Institute of Architects (AIA). 1970. *American Architects Directory, 3rd Edition*. J. F. Gane, editor. R. R. Bowker Company, New York and London. Available: <http://public.aia.org/sites/hdoaa/wiki/Wiki%20Pages/1970%20American%20Architects%20Directory.aspx>. Accessed September 11, 2019.

Baker, Lindsay. 2012. A History of School Design and its Indoor Environmental Standards, 1900 to Today. January 2012. National Clearing House for Educational Facilities, National Institute of Building Sciences. Available: http://www.ncef.org/pubs/greenschoolshistory.pdf. Accessed October 30, 2012.

Bradt, Robert A., Architect, AIA. 1967a. Valencia Park Elementary School, Building 1 [Building 100]. Sheets 1-A-1 — 1-A-8. April 10. On file at the Architectural Archives of the SDUSD Maintenance and Operations Center. San Diego, California.

_____. 1967b. Valencia Park Elementary School, Building 1 [Building 200]. Sheets 2-A-1 — 2-S-4. April 10. On file at the Architectural Archives of the SDUSD Maintenance and Operations Center. San Diego, California.

_____. 1967c. Valencia Park Elementary School, Building 1 [Building 300 Additions]. Sheets 3-A-1 — 3-A-7. April 10. On file at the Architectural Archives of the SDUSD Maintenance and Operations Center. San Diego, California.

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Appendix G

Geology

Programmatic Level Geological Conditions/Hazards Report

San Diego Unified School District
San Diego, California

San Diego Unified School District

4860 Ruffner Street | San Diego, California 92111

January 17, 2020 | Project No. 108473005

Geotechnical | Environmental | Construction Inspection & Testing | Forensic Engineering & Expert Witness

Geophysics | Engineering Geology | Laboratory Testing | Industrial Hygiene | Occupational Safety | Air Quality | GIS

Ninyo & Moore

Geotechnical & Environmental Sciences Consultants

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

January 17, 2020
Project No. 108473005

Mr. Paul Garcia
San Diego Unified School District
4860 Ruffner Street
San Diego, California 92111

Subject: Programmatic Level Geological Conditions/Hazards Report
San Diego Unified School District
San Diego, California

Dear Mr. Garcia:

In accordance with your request and authorization, we have performed a Geological Conditions/Hazards Report for use in the Programmatic Environmental Impact Report (PEIR) for the San Diego Unified School District's Bond Program. This report presents our findings regarding potential impacts related to geology, geologic hazards, and soils related issues, as well as proposed mitigation measures associated with typical geologic hazards.

We appreciate the opportunity to be of service on this project.

Sincerely,
NINYO & MOORE

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1 INTRODUCTION

In accordance with your request, Ninyo & Moore has completed a Geological Conditions/Hazards Report for use in the Programmatic Environmental Impact Report (PEIR) for the San Diego Unified School District's Bond Program, which includes over 200 schools and education facilities spread throughout the approximately 200 square mile District attendance boundary (Figure 1). The San Diego Unified School District (SDUSD or District) properties within the attendance area are separated into 16 clusters within the city of San Diego (Figure 2).

This report was limited to readily available reports, documents, and sources. It is not intended to completely document all activities and/or investigations previously performed for the sites and/or site vicinity. Ninyo & Moore is aware that there are additional information sources and data that could be added to this summary, some of which could resolve uncertainties and/or discrepancies associated with this study, which were beyond the scope of work for this document.

2 SCOPE OF SERVICES

Ninyo & Moore's scope of services for this geological conditions/hazards report included the activities listed below:

- Review of readily available regional, local, and site-specific geologic and geotechnical reports.
- Review of readily available background information including topographic, soils, mineral resources, geologic, and seismic and geologic hazard maps, and stereoscopic and historic aerial photographs.
- Compilation and analysis of the data obtained from our background reviews.
- Preparation of this report documenting findings and providing opinions and recommendations regarding possible geologic and soil impacts at the site.

3 REGULATORY FRAMEWORK

Geologic resources and geotechnical hazards within the proposed project area are governed by the City of San Diego. The City's Building Division plans contain conservation and safety elements for the protection of geologic features and avoidance of geologic hazards. The procedures for construction related earthwork and excavation are established by these local grading ordinances developed by the City of San Diego Engineering Department. The site is also governed by the regulations of the California Code of Regulations (CCR), 2010 California Building Code (CBC).

The CBC is promulgated under CCR, Title 24, Parts 1 through 12, also known as the California Building Standards Code, and is administered by the California Building Standards Commission (CBSC). The CBSC is responsible for administering California's building codes.

4 PROJECT AND SITE DESCRIPTION

The project area consists of the District-owned facilities within the attendance boundary for the District, which is within the City and County of San Diego, California (Figure 1). The attendance boundary is further divided into 16 clusters, which are organized geographically with each centered on a high school and the elementary and middle schools that feed into that high school (HS), and one area that has not been assigned to a cluster (i.e., Unassigned Cluster) (Figure 2). As part of this conditions/hazards assessment, 210 District-owned facilities (sites) were evaluated (Table 1). The cluster boundaries and the District-owned facilities within that cluster are provided in Figures 3 through 19.

5 GEOLOGY AND GEOLOGIC HAZARDS

The following sections present our findings relative to regional and site geology, geologic hazards (e.g., landslides or expansive soils), groundwater, faulting and seismicity, and agricultural soils.

5.1 Regional Geologic Setting

The project site is situated in the coastal foothill section of the Peninsular Ranges Geomorphic Province. The province encompasses an area that extends approximately 900 miles from the Transverse Ranges and the Los Angeles Basin south to the southern tip of Baja California (Norris and Webb, 1990; Harden, 1998). The province varies in width from approximately 30 to 100 miles. In general, the province consists of rugged mountains underlain by Jurassic metavolcanic and metasedimentary rocks, and Cretaceous igneous rocks of the southern California batholith.

The Peninsular Ranges Province is traversed by a group of sub-parallel faults and fault zones trending roughly northwest (Jennings, 2010). Several of these faults are considered active. The Elsinore, San Jacinto, and San Andreas faults are active fault systems located northeast of the project area and the Coronado Bank, San Diego Trough, and San Clemente faults are active faults located west of the project site. The Rose Canyon fault zone is an active fault system that passes through the District area. Major tectonic activity associated with these and other faults within the regional tectonic framework consists primarily of right-lateral, strike-slip movement. Specifics of faulting are discussed in following sections of this report.

5.2 Site Geology

Recently published geologic maps for this area include the San Diego 30' x 60' Quadrangle (Kennedy and Tan, 2008). As shown on Figures 4A through 4P, geologic mapping indicates that the near-surface geology within the district attendance boundary area significantly varies. Descriptions of the geologic units underlying the District and each of the clusters are presented below.

- **Qaf**: Artificial fill (late Holocene) - Based on our review of referenced topographic maps and geotechnical reports fill soils underlie several portions of the site. Fill soils may range in depth from a few feet to on the order of 20 feet in depth.

- **Qmb**: Marine beach deposits (late Holocene) - These materials generally consist of unconsolidated beach deposits consisting mostly of fine to medium grained sand.

- **Qpe**: Paralic estuarine deposits (late Holocene) - These materials generally consist of unconsolidated estuarine deposits composed mostly of fine-grained sand and clay.

- **Qmo**: Undivided marine deposits in offshore region (late Holocene) - These materials generally consist of unconsolidated, often ponded, marine sediments composed mostly of very fine to medium grained sand and silt.

- **Qya**: Young alluvial flood plain deposits (Holocene and late Pleistocene) - These materials generally consist of mostly poorly consolidated, poorly sorted, permeable flood plain deposits.

- **Qyc**: Young colluvial deposits (Holocene and late Pleistocene) - These materials generally consist of mostly poorly consolidated and poorly sorted sand and silt slope wash deposits.

- **Qoa**: Old alluvial flood plain deposits undivided (late to middle Pleistocene) - These materials generally consist of poorly sorted, permeable, moderately well consolidated, gravel, sand, silt, and clay.

- **Qop**: Old paralic deposits; Units 2, 3, 4, 6, 7 (late to middle Pleistocene) - These materials generally consist of reddish-brown, mostly poorly sorted, moderately permeable, interfingered strandline, beach, estuarine, and colluvial deposits composed of siltstone, sandstone, and conglomerate.

- **Qvop**: Very old paralic deposits; Units 1, 2, 4, 5, 6, 7, 8, 8a, 9, 9a, 10, 10a, 11, and undivided (middle to early Pleistocene) - These materials generally consist of reddish-brown, mostly poorly sorted, moderately permeable, interfingered strandline, beach, estuarine, and colluvial deposits composed of siltstone, sandstone, and conglomerate, and dune and beach ridge deposits composed of cross-bedded sandstone.

- **Tsd**: San Diego Formation (early Pleistocene and late Pliocene) – The San Diego Formation materials generally consist of yellowish-brown and gray, fine to medium grained, poorly indurated marine sandstone, and reddish-brown, transitional marine and nonmarine pebble and cobble conglomerate.

- **To**: Otay Formation (late Oligocene) – The Otay Formation materials generally consist of light gray and brown, medium to coarse grained, nonmarine arkosic sandstone intertongued with siltstone and claystone.

- **Tp**: Pomerado Conglomerate (middle Eocene) – The Pomerado Conglomerate materials generally consist of massive cobble conglomerate with a dark yellowish-brown coarse-grained sandstone matrix, and an intervening light olive-gray, soft and friable, fine to medium grained sandstone tongue designated the Miramar Sandstone member of the Pomerado Conglomerate (Tpm).

- **Tmv**: Mission Valley Formation (middle Eocene) – The Mission Valley Formation materials generally consist of olive-gray, soft and friable, fine to medium grained, marine and nonmarine sandstone containing cobble and conglomerate tongues.

- **Tst**: Stadium Conglomerate (middle Eocene) – The Stadium Conglomerate materials generally consist of massive cobble conglomerate with a dark yellowish-brown sandstone matrix.

- **Tf**: Friars Formation (middle Eocene) - The Friars Formation materials generally consist of yellowish-gray, medium-grained, massive, poorly indurated nonmarine and lagoonal sandstone and claystone with tongues of cobble conglomerate.

- **Tsc**: Scripps Formation (middle Eocene) - The Scripps Formation materials generally consist of pale yellowish-brown, medium grained sandstone containing occasional cobble-conglomerate interbeds.

- **Ta**: Ardath Shale (middle Eocene) - The Ardath Shale materials generally consist of olive-gray, mostly uniform, weakly fissile shale.

- **Tt**: Torrey Sandstone (middle Eocene) - The Torrey Sandstone materials generally consist of white to light brown, medium to coarse grained, moderately well indurated, massive and broadly cross-bedded, arkosic sandstone.

- **Tmss/Tmsc**: Mount Soledad Formation (middle Eocene) - The Mount Soledad Formation materials generally consist of a light brown, medium grained sandstone (Tmss), and a massive, reddish-brown cobble conglomerate (Tmsc).

- **Kcs/Kccg**: Cabrillo Formation (Upper Cretaceous) - The Cabrillo Formation materials generally consist of a mostly massive medium grained sandstone (Kcs), and a cross-bedded cobble conglomerate containing fresh locally derived plutonic and metavolcanic clasts (Kccg).

- **Kp**: Point Loma Formation (Upper Cretaceous) - The Point Loma Formation materials generally consist of mostly interbedded, fine grained, dusky-yellow sandstone and olive-gray siltstone.

- **Kuo**: Undivided rocks of the Rosario Group in the offshore area (Upper Cretaceous) – Undivided rocks of the Rosario Group that occur beneath the sea floor offshore from La Jolla and Point Loma.

- **Kgu**: Granodiorite and tonalite undivided (Cretaceous) – These materials generally consist of mostly leucocratic, fine to coarse grained granodiorite and tonalite with minor amounts of leucocratic granophyre and dark gray to black gabbro and diorite.
- **Mzu**: Metasedimentary and metavolcanic rocks undivided (Mesozoic) – These materials generally consist of low grade (greenschist facies) metasedimentary rocks (conglomerate, sandstone, and siltstone) interlayed and mixed with metavolcanic rocks consisting of flows, tuffs, and volcaniclastic breccia.

5.2.1 Clairemont Cluster

Review of background materials indicates that the near-surface geology at the Clairemont cluster includes artificial fill (Qaf), young alluvial flood plain deposits (Qya), very old paralic deposits (Qvop), and materials of the Scripps Formation (Tsc), Friars Formation (Tf), and Ardath Shale (Ta) (Kennedy and Tan, 2008). The geologic map depicting the Clairemont cluster is presented on Figure 4A.

5.2.2 Crawford Cluster

Review of background materials indicates that the near-surface geology at the Crawford cluster includes old alluvial flood plain deposits (Qoa) and very old paralic deposits (Qvop), and materials of the San Diego Formation (Tsd), Mission Valley Formation (Tmv), Stadium Conglomerate (Tst), and Pomerado Conglomerate (Tp) (Kennedy and Tan, 2008). The geologic map depicting the Crawford cluster is presented on Figure 4B.

5.2.3 Henry Cluster

Review of background materials indicates that the near-surface geology at the Henry cluster includes young (Qya) and old flood plain deposits (Qoa), young colluvial deposits (Qyc), very old paralic deposits (Qvop), and materials of the Mission Valley Formation (Tmv), Stadium Conglomerate (Tst), Friars Formation (Tf), Granodiorite and tonalite undivided (Kgu), and Metasedimentary and metavolcanic rocks undivided (Mzu) (Kennedy and Tan, 2008). The geologic map depicting the Henry cluster is presented on Figure 4C.

5.2.4 Hoover Cluster

Review of background materials indicates that the near-surface geology at the Hoover cluster includes artificial fill (Qaf), young alluvial (Qya) and colluvial deposits (Qyc), very old paralic deposits (Qvop), and materials of the San Diego Formation (Tsd), Mission Valley Formation (Tmv), and Stadium Conglomerate (Tst) (Kennedy and Tan, 2008). The geologic map depicting the Hoover cluster is presented on Figure 4D.

5.2.5 Kearny Cluster

Review of background materials indicates that the near-surface geology at the Kearny cluster includes artificial fill (Qaf), young (Qya) and old alluvial deposits (Qoa), young colluvial deposits (Qyc), very old paralic deposits (Qvop), and materials of the San Diego Formation (Tsd), Mission Valley Formation (Tmv), Stadium Conglomerate (Tst), Friars Formation (Tf), and Scripps Formation (Tsc) (Kennedy and Tan, 2008). The geologic map depicting the Kearny cluster is presented on Figure 4E.

5.2.6 La Jolla Cluster

Review of background materials indicates that the near-surface geology at the La Jolla cluster includes young alluvial (Qya) and colluvial deposits (Qyc), old alluvial deposits (Qoa), old (Qop) and very old paralic deposits (Qvop), and materials of the San Diego Formation (Tsd), Scripps Formation (Tsc), Mount Soledad Formation (Tmss/Tmsc), Cabrillo Formation (Kcs/Kccg), Point Loma Formation (Kp) and undivided rocks of the Rosario Group in the offshore area (Kuo) (Kennedy and Tan, 2008). The geologic map depicting the La Jolla cluster is presented on Figure 4F.

5.2.7 Lincoln Cluster

Review of background materials indicates that the near-surface geology at the Lincoln cluster includes artificial fill (Qaf), young (Qya) and old alluvial deposits (Qoa), undivided marine deposits in offshore region (Qmo), old (Qop) and very old paralic deposits (Qvop), and materials of the San Diego Formation (Tsd), Otay Formation (To), Mission Valley Formation (Tmv), and Stadium Conglomerate (Tst) (Kennedy and Tan, 2008). The geologic map depicting the Lincoln cluster is presented on Figure 4G.

5.2.8 Madison Cluster

Review of background materials indicates that the near-surface geology at the Madison cluster includes young (Qya) and old alluvial deposits (Qoa), very old paralic deposits (Qvop), and materials of the Stadium Conglomerate (Tst), Friars Formation (Tf), and Scripps Formation (Tsc) (Kennedy and Tan, 2008). The geologic map depicting the Madison cluster is presented on Figure 4H.

5.2.9 Mira Mesa Cluster

Review of background materials indicates that the near-surface geology at the Mira Mesa cluster includes artificial fill (Qaf), young alluvial deposits (Qya), very old paralic deposits (Qvop), and materials of the San Diego Formation (Tsd), Stadium Conglomerate (Tst), Friars Formation (Tf), Scripps Formation (Tsc), Ardath Shale (Ta), and Metasedimentary and metavolcanic rocks undivided (Mzu) (Kennedy and Tan, 2008). The geologic map depicting the Mira Mesa cluster is presented on Figure 4I.

5.2.10 Mission Bay Cluster

Review of background materials indicates that the near-surface geology at the Mission Bay cluster includes artificial fill (Qaf), marine beach deposits (Qmb), young alluvial (Qya) and colluvial deposits (Qyc), old (Qop) and very old paralic deposits (Qvop), and materials of the San Diego Formation (Tsd), Ardath Shale (Ta), and Mount Soledad Formation (Tmss/Tmsc) (Kennedy and Tan, 2008). The geologic map depicting the Mission Bay cluster is presented on Figure 4J.

5.2.11 Morse Cluster

Review of background materials indicates that the near-surface geology at the Morse cluster includes young alluvial deposits (Qya), very old paralic deposits (Qvop), and materials of the San Diego Formation (Tsd), Otay Formation (To), Mission Valley Formation (Tmv), and Metasedimentary and metavolcanic rocks undivided (Mzu) (Kennedy and Tan, 2008). The geologic map depicting the Morse cluster is presented on Figure 4K.

5.2.12 Point Loma Cluster

Review of background materials indicates that the near-surface geology at the Point Loma cluster includes artificial fill (Qaf), marine beach deposits (Qmb), young alluvial deposits (Qya), old (Qop) and very old paralic deposits (Qvop), and materials of the Mount Soledad Formation (Tmss/Tmsc), Cabrillo Formation (Kcs/Kccg), Point Loma Formation (Kp), and undivided rocks of the Rosario Group in offshore region (Kuo) (Kennedy and Tan, 2008). The geologic map depicting the Point Loma cluster is presented on Figure 4L.

5.2.13 San Diego Cluster

Review of background materials indicates that the near-surface geology at the San Diego cluster includes artificial fill (Qaf), young alluvial (Qya) and colluvial deposits (Qyc), old (Qop) and very old paralic deposits (Qvop), and materials of the San Diego Formation (Tsd), Pomerado Conglomerate (Tp), Mission Valley Formation (Tmv), and Stadium Conglomerate (Tst) (Kennedy and Tan, 2008). The geologic map depicting the San Diego cluster is presented on Figure 4M.

5.2.14 Scripps Ranch Cluster

Review of background materials indicates that the near-surface geology at the Scripps Ranch cluster includes young alluvial deposits (Qya), very old paralic deposits (Qvop), and materials of the Pomerado Conglomerate (Tp), Mission Valley Formation (Tmv), Stadium Conglomerate (Tst), Friars Formation (Tf), Torrey Sandstone (Tt), and Metasedimentary and metavolcanic rocks undivided (Mzu) (Kennedy and Tan, 2008). The geologic map depicting the Scripps Ranch cluster is presented on Figure 4N.

5.2.15 Serra Cluster

Review of background materials indicates that the near-surface geology at the Serra cluster includes young alluvial (Qya) and colluvial deposits (Qyc), very old paralic deposits (Qvop), and materials of the Pomerado Conglomerate (Tp), Mission Valley Formation (Tmv), Stadium Conglomerate (Tst), Friars Formation (Tf), and Metasedimentary and metavolcanic rocks undivided (Mzu) (Kennedy and Tan, 2008). The geologic map depicting the Serra cluster is presented on Figure 4O.

5.2.16 University City Cluster

Review of background materials indicates that the near-surface geology at the University City cluster includes artificial fill (Qaf), paralic estuarine deposits (Qpe), marine beach deposits (Qmb), young alluvial flood plain deposits (Qya), old (Qop) and very old paralic deposits (Qvop), and materials of the Stadium Conglomerate (Tst), Torrey Sandstone (Tt), Scripps Formation (Tsc), and Ardath Shale (Ta) (Kennedy and Tan, 2008). The geologic map depicting the University City cluster is presented on Figure 4P.

5.3 Groundwater

Based on the proximity to the San Diego Bay, Pacific Ocean, and other rivers, lakes, or drainages, shallow groundwater should be anticipated within several of the clusters. Fluctuations in the groundwater level and perched conditions may occur due to variations in ground surface topography, subsurface geologic conditions and structure, rainfall, irrigation, tidal fluctuations, and other factors.

According to the Water Board Basin Plan, the project is located within the Penasquitos, San Diego, Pueblo San Diego, and Sweetwater Hydrologic Units. Beneficial uses of groundwater in these subareas may include agricultural, industrial, processing, and municipal. However, these beneficial uses do not apply to areas located west of Interstate 5, which includes the Point Loma, Mission Bay, La Jolla, San Diego (partial) and University City (partial) clusters; therefore, these clusters are exempt from beneficial uses of groundwater.

5.4 Faulting and Seismicity

The Rose Canyon fault zone is the closest major fault system to the District. Strands of the Rose Canyon fault zone have been mapped within San Diego Bay, downtown San Diego, Harbor Island, and through the San Diego International Airport (Treiman, 1993, Figure 6). Portions of this fault zone have been designated by the State of California (California Geological Survey [CGS], 1991 and 2003) as being Earthquake Fault (Alquist-Priolo) Zones. The Rose Canyon fault zone is the onshore portion of a more extensive fault zone that includes the Offshore Zone of Deformation and the Newport-Inglewood fault to the north, and several possible extensions southward, both onshore and offshore. The Rose Canyon fault zone consists of predominantly right-lateral strike-slip faults that extend south-southeast through the San Diego metropolitan area. Various fault strands display strike-slip, normal, oblique, or reverse components of displacement. The fault zone extends offshore at La Jolla and continues north-northwest subparallel to the coastline.

Several faults considered “potentially active, inactive, presumed inactive, or activity unknown” are mapped within the District. These faults are not considered active by the State of California. These faults are mapped within the Clairemont cluster (Figure 5A), the Crawford cluster (Figure 5B), the Henry cluster (Figure 5C), the Hoover cluster (Figure 5D), the Kearny cluster (Figure 5E), the La Jolla cluster (Figure 5F), the Lincoln cluster (Figure 5G), the Madison cluster (Figure 5H), the Mira Mesa cluster (Figure 5I), the Mission Bay cluster (Figure 5J), the Morse cluster (Figure 5K), the Point Loma cluster (Figure 5L), the San Diego cluster (Figure 5M), the Serra cluster (Figure 5O), and the University City cluster (Figure 5P).

According to the California Geological Survey Earthquake Fault Zone Map for the Point Loma Quadrangle (2003), active fault segments associated with the Rose Canyon fault zone are mapped within the District. Specifically, active faults are mapped within the Clairemont Cluster (Figure 5A), the La Jolla cluster (Figure 5F), the Mission Bay cluster (Figure 5J), the Point Loma cluster (Figure 5L), and the San Diego cluster (Figure 5M).

In general, hazards associated with seismic activity include ground surface rupture, strong ground motion, liquefaction, and tsunamis. These hazards are discussed in the following sections.

5.4.1 Surface Ground Rupture

Based on our review of the referenced literature, active faults are known to be present within the District. The active Rose Canyon Fault Zone crosses the western portion of the District. Therefore, the probability of damage from surface ground rupture is considered to be high. Additionally, lurching or cracking of the ground surface as a result of nearby seismic events is possible. Portions of the district are located within the Alquist-Priolo Fault Zone and the Downtown Special Fault Zone. Accordingly, the potential for ground rupture due to faulting within certain clusters is considered possible.

5.4.2 Strong Ground Motion

The 2016 CBC specifies that the potential for liquefaction and soil strength loss be evaluated, where applicable, for the Maximum Considered Earthquake Geometric Mean (MCEG) peak ground acceleration with adjustment for site class effects in accordance with the American Society of Civil Engineers (ASCE) 7-10 Standard. The MCEG peak ground acceleration is based on the geometric mean peak ground acceleration with a 2 percent probability of exceedance in 50 years. The MCEG peak ground acceleration with adjustment for site class effects (PGAM) can be calculated using the Structural Engineers Association of California (SEAOC) and Office of Statewide Health Planning and Development (OSHPD) (SEAOC and OSHPD, 2019) seismic design tool (web-based). Mapped MCEG peak ground acceleration, the site coefficient (FPGA), and the Site Class is anticipated to vary within each cluster. The nature and extent of strong ground motion at specific locations within each cluster should be further evaluated by subsurface investigation and laboratory testing.

5.4.3 Liquefaction and Seismically Induced Settlement

Liquefaction is the phenomenon in which loosely deposited, saturated granular soils (located below the water table) with clay contents (particles less than 0.005 mm) of less than 15 percent, liquid limit of less than 35 percent, and natural moisture content greater than 90 percent of the liquid limit undergo rapid loss of shear strength due to development of excess pore pressure during strong earthquake-induced ground shaking. Ground shaking of sufficient duration results in the loss of grain-to-grain contact due to rapid rise in pore water pressure, and it eventually causes the soil to behave as a fluid for a short period of time. Liquefaction is known generally to occur in saturated or near-saturated cohesionless soils at depths shallower than 50 feet below grade. Factors known to influence liquefaction potential include composition and thickness of soil layers, grain size, relative density, groundwater level, degree of saturation, and both intensity and duration of ground shaking.

Based on our review of background materials including the City of San Diego Seismic Safety Study maps (City of San Diego, 2008), clusters that contain mapped areas with a high potential for liquefaction include Clairemont, Henry, Hoover, Kearny, Lincoln, Mira Mesa, Mission Bay, Point Loma, San Diego, Serra, and University City.

Based on our review of background materials including the City of San Diego Seismic Safety Study maps (City of San Diego, 2008), clusters that contain mapped areas with a low potential for liquefaction include Clairemont, Crawford, Henry, Hoover, Kearny, La Jolla, Lincoln, Madison, Mira Mesa, Mission Bay, Point Loma, San Diego, Scripps Ranch, Serra, and University City.

The potential for liquefaction should be further evaluated through site-specific subsurface and laboratory evaluation during the design phase of the project. Liquefaction may be mitigated by selective grading, densification of the subsurface soils, and/or deep foundations.

5.4.4 Tsunamis and Seiches

Tsunamis are long wavelength seismic sea waves (long compared to the ocean depth) generated by sudden movements of the ocean bottom during submarine earthquakes, landslides, or volcanic activity. Based on the Tsunami Inundation Maps for the Del Mar, La Jolla, Point Loma, and National City Quadrangles (CGS, 2009), coastal portions of the project at low elevations are within mapped tsunami inundation areas. Clusters that are considered susceptible to Tsunamis include University City, La Jolla, Mission Bay, Point Loma, San Diego, and Lincoln.

Seiches are oscillations of enclosed or partially enclosed bodies of water often generated by seismic activity. Clusters that are considered susceptible to inundation by seiches include Mission Bay, Point Loma, and San Diego.

5.5 Geologic Hazard Map

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the sixteen clusters are mapped within a variety of Geologic Hazard Categories (Figures 5A through 5P). Descriptions of the Hazard Categories underlying the District and each of the clusters are presented below.

- **11** (Fault Zones): Active, Alquist-Priolo Fault Zone.
- **12** (Fault Zones): Potentially active, inactive, presumed inactive, or activity unknown.
- **13** (Fault Zones): Downtown special fault zone.
- **21** (Landslides): Confirmed, known, or highly suspected.
- **22** (Landslides): Possible or conjectured.
- **23** (Slide-Prone Formations): Friars Formation, neutral or favorable geologic structure.
- **24** (Slide-Prone Formations): Friars Formation, unfavorable geologic structure.
- **25** (Slide-Prone Formations): Ardath Shale, neutral or favorable geologic structure.
- **26** (Slide-Prone Formations): Ardath Shale, unfavorable geologic structure.
- **27** (Slide-Prone Formations): Otay, Sweetwater, and others, unfavorable geologic structure.
- **31** (Liquefaction): High potential, shallow groundwater, major drainages, hydraulic fills.
- **32** (Liquefaction): Low potential, fluctuating groundwater, minor drainages.
- **41** (Coastal Bluffs): Generally unstable, numerous landslides, high steep bluffs, severe erosion, unfavorable geologic structure.
- **42** (Coastal Bluffs): Generally unstable, unfavorable bedding planes, high erosion.
- **43** (Coastal Bluffs): Generally unstable, unfavorable jointing, local high erosion.
- **44** (Coastal Bluffs): Moderately stable, mostly stable formations, local high erosion.
- **45** (Coastal Bluffs): Moderately stable, some minor landslides, minor erosion.
- **46** (Coastal Bluffs): Moderately stable, some unfavorable geologic structure, minor or no erosion.
- **47** (Coastal Bluffs): Generally stable, favorable geologic structure, minor or no erosion, no landslides.

- **48** (Coastal Bluffs): Generally stable, broad beach areas, developed harbor.
- **51** (Other Terrain): Level mesas underlain by terrace deposits and bedrock, nominal risk.
- **52** (Other Terrain): Other level areas, gently sloping to steep terrain, favorable geologic structure, low risk.
- **53** (Other Terrain): Level or sloping terrain, unfavorable geologic structure, low to moderate risk.
- **54** (Other Terrain): Steeply sloping terrain, unfavorable or fault-controlled geologic structure, low risk.

5.5.1 Clairemont Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Clairemont cluster is mapped within Hazard Categories 11, 12, 21, 22, 23, 24, 25, 26, 31, 32, 51, 52, 53, and 54. Descriptions of the Hazard Categories mapped within the Clairemont cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5A.

5.5.2 Crawford Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Crawford cluster is mapped within Hazard Categories 12, 32, 52, and 53. Descriptions of the Hazard Categories mapped within the Crawford cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5B.

5.5.3 Henry Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Henry cluster is mapped within Hazard Categories 12, 21, 22, 23, 24, 31, 32, 52, and 53. Descriptions of the Hazard Categories mapped within the Henry cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5C.

5.5.4 Hoover Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Hoover cluster is mapped within Hazard Categories 12, 31, 32, 52, and 53. Descriptions of the Hazard Categories mapped within the Hoover cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5D.

5.5.5 Kearny Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Kearny cluster is mapped within Hazard Categories 12, 23, 24, 31, 32, 51, 52, and 53. Descriptions of the Hazard Categories mapped within the Kearny cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5E.

5.5.6 La Jolla Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the La Jolla cluster is mapped within Hazard Categories 11, 12, 21, 22, 25, 26, 27, 32, 41, 43, 44, 47, 48, 51, 52, 53, and 54. Descriptions of the Hazard Categories mapped within the La Jolla cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5F.

5.5.7 Lincoln Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Lincoln cluster is mapped within Hazard Categories 12, 27, 31, 32, 52, and 53. Descriptions of the Hazard Categories mapped within the Lincoln cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5G.

5.5.8 Madison Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Madison cluster is mapped within Hazard Categories 12, 21, 23, 25, 32, 51, 52, 53, and 54. Descriptions of the Hazard Categories mapped within the Madison cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5H.

5.5.9 Mira Mesa Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Mira Mesa cluster is mapped within Hazard Categories 12, 21, 22, 23, 24, 25, 26, 31, 32, 51, 52, and 53. Descriptions of the Hazard Categories mapped within the Mira Mesa cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5I.

5.5.10 Mission Bay Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Mission Bay cluster is mapped within Hazard Categories 11, 12, 25, 31, 32, 47, 48, 52, 53, and 54. Descriptions of the Hazard Categories mapped within the Mission Bay cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5J.

5.5.11 Morse Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Morse cluster is mapped within Hazard Categories 12, 22, 27, 52, and 53. Descriptions of the Hazard Categories mapped within the Morse cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5K.

5.5.12 Point Loma Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Point Loma cluster is mapped within Hazard Categories 11, 12, 21, 31, 32, 41, 43, 44, 45, 46, 48, 51, 52, and 53. Descriptions of the Hazard Categories mapped within the Point Loma cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5L.

5.5.13 San Diego Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the San Diego cluster is mapped within Hazard Categories 11, 12, 13, 31, 32, 51, 52, and 53. Descriptions of the Hazard Categories mapped within the San Diego cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5M.

5.5.14 Scripps Ranch Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Scripps Ranch cluster is mapped within Hazard Categories 12, 21, 22, 24, 32, 51, 52, and 53. Descriptions of the Hazard Categories mapped within the Scripps Ranch cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5N.

5.5.15 Serra Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the Serra cluster is mapped within Hazard Categories 12, 21, 22, 23, 24, 27, 31, 32, 51, 52, and 53. Descriptions of the Hazard Categories mapped within the Serra cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5O.

5.5.16 University City Cluster

Per the City of San Diego Safety Study, Geologic Hazards and Faults (2008), the University City cluster is mapped within Hazard Categories 12, 21, 22, 25, 26, 31, 32, 41, 42, 44, 48, 51, 52, 53, and 54. Descriptions of the Hazard Categories mapped within the University City cluster are presented in section 6.5 and the geologic hazard map is presented on Figure 5P.

5.6 Landsliding

Based on our review of referenced geologic maps, literature, topographic maps, and stereoscopic aerial photographs, many clusters contain mapped landslides and/or are mapped as being susceptible to landsliding (City of San Diego Safety Study, Geologic Hazards and Faults, 2008; Tan, 1995). Clusters containing mapped landslides include the Clairemont, Henry, Kearny, La Jolla, Mira Mesa, Mission Bay, Morse, Point Loma, San Diego, Scripps Ranch, Serra, and University City clusters (City of San Diego Safety Study, Geologic Hazards and Faults, 2008; Tan, 1995).

Per the Landslide Hazards in the Southern Part of the San Diego Metropolitan Area (Tan,1995), clusters containing areas mapped as susceptible to landslides include the Clairemont, Henry, Kearny, La Jolla, Lincoln, Mira Mesa, Mission Bay, Morse, Point Loma, Scripps Ranch, Serra, and University City clusters.

5.7 Slope Erosion

Based on our review of referenced geologic maps, literature, topographic maps, stereoscopic aerial photographs, and the City of San Diego Safety Study, Geologic Hazards and Faults (2008) and the Landslide Hazards in the Southern Part of the San Diego Metropolitan Area (Tan,1995), many clusters contain mapped areas of slope and coastal bluff erosion. Clusters containing areas of mapped erosion ranging from minor to severe include La Jolla, Point Loma, and University City. Areas susceptible to coastal bluff erosion generally include the steep coastal bluffs along the shoreline.

5.8 Flood Hazards

Based on review of Federal Emergency Management Agency (FEMA) Mapping Information Platform website (2017), clusters with coastal portions at low elevations are within mapped flood hazard areas. Bays, harbors, inlets, and adjacent areas at low elevations are mapped as being within special flood hazard areas subject to inundation by the 1% annual chance flood. Other low elevation areas are within areas with a 0.2% annual chance flood. Based on this review, the potential for flooding at the site is a design consideration.

5.9 Expansive Soils

Expansive soils generally result from specific clay minerals that have the capacity to shrink or swell in response to changes in moisture content. Shrinking or swelling of foundation soils can lead to damage to foundations and engineered structures, including tilting and cracking. Clayey fill soils, alluvium, marine deposits, or old paralic deposits may also be moderately expansive. The nature and extent of expansive soils at the project should be further evaluated by subsurface investigation and laboratory testing.

5.10 Corrosive Soils

Caltrans corrosion (2018) criteria define as soils with more than 500 parts per million (ppm) chlorides, more than 0.2 percent sulfates, or a pH less than 5.5. Based on the coastal location of numerous clusters, laboratory testing performed on soil samples during previous Ninyo & Moore projects in the area, and Caltrans corrosion (2018) criteria, the soils may be classified as corrosive. The nature and extent of corrosive soils should be further evaluated by subsurface investigation and laboratory testing.

5.11 Agricultural Soils

Based on the United States Department of Agriculture (USDA) website (USDA, 2019), the mapped soil types and their characteristics in each of the clusters are generally summarized in Table 1. The potential for loss of agricultural soils due to further development of the project is considered low in areas already developed and moderate to high in undeveloped areas.

Table 1 – Soil Series Characteristics		
Soil Series and Map Symbol	**Use**	**Erosion Potential**
Clairemont Cluster		
Carlsbad Urban land complex, 2 to 9 percent slopes (CcC)	No agricultural use	Moderate to high
Chesterton Urban land complex, 2 to 9 percent slopes (CgC)	No agricultural use	Moderate to high
Gaviota fine sandy loam, 30 to 50 percent slopes (GaF)	Watershed	High
Crawford Cluster		
Huerhuero Urban land complex, 2 to 9 percent slopes (HuC)	No agricultural use	Moderate to high
Olivenhain Urban land complex, 2 to 9 percent slopes (OkC)	No agricultural use	Moderate to high
Olivenhain Urban land complex, 9 to 30 percent slopes (OkE)	No agricultural use	Moderate to high
Redding Urban land complex, 2 to 9 percent slopes (RhC)	No agricultural use	Moderate to high
Henry Cluster		
Diablo Urban land complex, 5 to 15 percent slopes (DcD)	No agricultural use	Moderate to high
Tujunga sand, 0 to 5 percent slopes (TuB)	Agricultural use for avocados, flowers, and truck crops	Low
Olivenhain Urban land complex, 2 to 9 percent slopes (OkC)	No agricultural use	Moderate to high
Hoover Cluster		
Urban land (Ur)*	N/A	N/A
Terrace Escarpments (TeF)	Watershed	Moderate
Redding Urban land complex, 2 to 9 percent slopes (RhC)	No agricultural use	Moderate to high
Kearny Cluster		
Chesterton Urban land complex, 2 to 9 percent slopes (CgC)	No agricultural use	Moderate to high
Redding gravelly loam, 2 to 9 percent slopes (RdC)	No agricultural use	Low to moderate
Terrace Escarpments (TeF)	Watershed	Moderate
La Jolla Cluster		
Urban land (Ur)*	N/A	N/A
Terrace Escarpments (TeF)	Watershed	Moderate
Olivenhain cobbly loam, 30 to 50 percent slopes (OhF)	Watershed	High
Carlsbad gravelly loamy sand, 5 to 9 percent slopes (CbC)	Agricultural use for truck crops, citrus, and flowers	Low to moderate
Lincoln Cluster		
Huerhuero Urban land complex, 2 to 9 percent slopes (HuC)	No agricultural use	Moderate to high
Urban land (Ur)*	N/A	N/A
Huerhuero loam, 15 to 30 percent slopes, eroded (HrE2)	No agricultural use	Moderate to high

Table 1 – Soil Series Characteristics		
Soil Series and Map Symbol	**Use**	**Erosion Potential**
Madison Cluster		
Chesterton Urban land complex, 2 to 9 percent slopes (CcC)	No agricultural use	Moderate to high
Chesterton fine sandy loam, 5 to 9 percent slopes (CfB)	Agricultural use to truck crops, tomatoes, and flowers.	Low to moderate
Redding gravelly loam, 2 to 9 percent slopes (RdC)	No agricultural use	Low to moderate
Mira Mesa Cluster		
Redding gravelly loam, 2 to 9 percent slopes (RdC)	No agricultural use	Low to moderate
Terrace Escarpments	Watershed	Moderate
Redding cobbly loam, 9 to 30 percent slopes (ReE)	No agricultural use	Moderate to high
Altamont clay, 30 to 50 percent slopes (AtF)	No agricultural use	High
Mission Bay Cluster		
Huerhuero Urban land complex, 2 to 9 percent slopes (HuC)	No agricultural use	Moderate to high
Made Land (Md)**	N/A	N/A
Urban land (Ur)*	N/A	N/A
Morse Cluster		
Huerhuero Urban land complex, 2 to 9 percent slopes (HuC)	No agricultural use	Moderate to high
Linne clay loam, 30 to 50 percent slopes	No agricultural use	High
Olivenhain Urban land complex, 2 to 9 percent slopes (OkC)	No agricultural use	Moderate to high
Olivenhain cobbly loam, 9 to 30 percent slopes (OhE)	Watershed and citrus	Moderate to high
Las Flores loamy fine sand, 15 to 30 percent slopes, eroded (LeE2)	No agricultural use	Moderate to high
Las Flores Urban land complex, 2 to 9 percent slopes (LfC)	No agricultural use	Moderate to high
Point Loma Cluster		
Urban land (Ur)*	N/A	N/A
Marina loamy coarse sand, 2 to 9 percent slopes (MlC)	Agricultural use for avocados, citrus, tomatoes, flowers, and truck crops	Low to moderate
Made Land (Md)**	N/A	N/A
San Diego Cluster		
Urban land (Ur)*	N/A	N/A
Terrace Escarpments (TeF)	Watershed	Moderate
Redding Urban land complex, 2 to 9 percent slopes (RhC)	No agricultural use	Moderate to high

Table 1 – Soil Series Characteristics		
Soil Series and Map Symbol	**Use**	**Erosion Potential**
Scripps Ranch Cluster		
Redding gravelly loam, 2 to 9 percent slopes (RdC)	No agricultural use	Low to moderate
Redding cobbly loam, 9 to 30 percent slopes (ReE)	No agricultural use	Moderate to high
Redding cobbly loam, dissected, 15 to 50 percent slopes (RfF)	No agricultural use	Moderate to high
San Miguel Exchequer rocky silt loams, 9 to 70 percent slopes (SnG)	Watershed	Moderate to high
Serra Cluster		
Diablo-Olivenhain complex, 9 to 30 percent slopes (DoE)	No agricultural use	Moderate to high
Redding gravelly loam, 2 to 9 percent slopes (RdC)	No agricultural use	Low to moderate
Redding cobbly loam, 9 to 30 percent slopes (ReE)	No agricultural use	Moderate to high
Redding cobbly loam, dissected, 15 to 50 percent slopes (RfF)	No agricultural use	Moderate to high
University City Cluster		
Altamont clay, 30 to 50 percent slopes (AtF)	No agricultural use	High
Terrace Escarpments (TeF)	Watershed	Moderate
Chesterton fine sandy loam, 2 to 5 percent slopes (CfB)	Agricultural use for truck crops, tomatoes, flowers, and barley	Low
Huerhuero loam, 15 to 30 percent slopes, eroded (HrE2)	No agricultural use	Moderate to high

Notes:
* = Urban land: buildings, streets, and sidewalks cover almost the entire surface, and soil has been altered by urban works such that identification is not feasible.
** = Made land: smooth, level areas that have been filled with excavated and transported soil material, paving material, and soil material dredged from lagoons, bays, and harbors.

5.12 Mineral Resources

According to the California Geological Survey Open File Report 96-04 the majority of the clusters are located within Mineral Resource Zones 1 and 3 (MRZ-1 and MRZ-3), with minor mapped areas of Mineral Resource Zone 2 (MRZ-2). MRZ-1 areas are locations in San Diego County that have been identified as having no known mineral deposits that may qualify as a mineral resource. MRZ-3 areas are locations in San Diego County that have been identified as areas containing mineral deposits that have not been evaluated. MRZ-2 areas are locations in San Diego County where adequate information indicates that significant mineral deposits are present, or where it is judged that a high likelihood exists for their presence. Clusters with no mapped MRZ-2 areas include Point Loma, Mission Bay, La Jolla, and University City.

6 MITIGATION MEASURES

The following mitigation framework measures relating to geologic hazards are provided. These measures assume that a complete geotechnical evaluation will be conducted and specific geotechnical recommendations for design and construction will be provided at that time.

6.1 Mitigation Measure 1 – Faulting and Seismicity

Although active faults are known to be present within the District, this would not preclude proposed development of the project. Proposed structures should be designed appropriately to mitigate strong ground shaking in the event of an earthquake on a nearby fault, and be setback from active faults per local guidelines.

6.2 Mitigation Measure c2 – Liquefaction

Although granular soils located below the groundwater table may be subject to liquefaction and dynamic settlement during a nearby seismic event, this would not preclude proposed development. The following recommendations may be implemented during construction to mitigate this condition: removal and replacement of soils susceptible to static settlement or liquefaction; densification of these soils; or lowering of the groundwater table.

6.3 Mitigation Measure 3 – Landsliding

The presence of a landslide or a slope's susceptibility to landsliding should be evaluated by a site-specific landslide investigation, including a subsurface investigation. Although landslides are mapped within many of the District's clusters, and many areas are mapped as highly susceptible to landsliding, this would not preclude proposed development. Landslide mitigation can generally be achieved through grading operations.

6.4 Mitigation Measure 4 – Slope Erosion

Slope erosion should be evaluated by a site-specific subsurface investigation. Although slope and coastal bluff erosion are mapped within many of the District's clusters, this would not preclude proposed development. Slope erosion mitigation can generally be achieved through grading operations. Common mitigation techniques for coastal bluff erosion include the use of ballast and seawalls.

6.5 Mitigation Measure 5 – Flood Hazards

Several of the District clusters may be located within mapped floodways, flood zones, or other mapped flood areas. However, this would not preclude proposed development. Flood hazards may be mitigated by utilizing appropriate grading methods and by situating proposed structures outside of mapped flood areas.

6.6 Mitigation Measure 6 – Expansive Soils

The extent of expansive soils and recommended mitigation measures should be evaluated by subsurface investigation and laboratory testing. If expansive soils are present on the site, the following measures may be implemented during construction: the soils may be removed from distress sensitive areas and placed in deeper fill areas; the soils may be excavated and removed from the site; or the expansive soils may be treated (i.e., lime treatment) to mitigate their potential for expansion.

6.7 Mitigation Measure 7 – Corrosive Soils

If corrosive soils exist on the site, a corrosion engineer may be required to assist in the design of improvements in contact with the soil. Site soils are anticipated to be corrosive, recommended mitigation measures should be evaluated by subsurface investigation and laboratory testing. The following measures may be implemented during construction: Type V concrete can be used; and cathodic protection can be used.

6.8 Mitigation Measure 8 – Agricultural Soils

The potential for substantial soil erosion or loss of topsoil within the District is considered low in the developed portions of the project due to the absence of exposed soil. However, there is a potential for substantial soil erosion or loss of topsoil due to the project improvements in undeveloped portions of the District.

7 LIMITATIONS

The evaluation and geotechnical analyses presented in this report have been conducted in accordance with current engineering practice and the standard of care exercised by reputable geotechnical consultants performing similar tasks in this area. No warranty, implied or expressed, is made regarding the conclusions, recommendations, and professional opinions expressed in this report. Variations may exist and conditions not observed or described in this report may be encountered. Our preliminary conclusions and recommendations are based on an analysis of the observed conditions and the referenced background information.

The purpose of this study was to evaluate geologic and geotechnical conditions within the project site and to provide a geological conditions/hazards report to assist in the preparation of environmental impact documents for the project. A comprehensive geotechnical evaluation, including subsurface exploration and laboratory testing, should be performed prior to design and construction of structural improvements.

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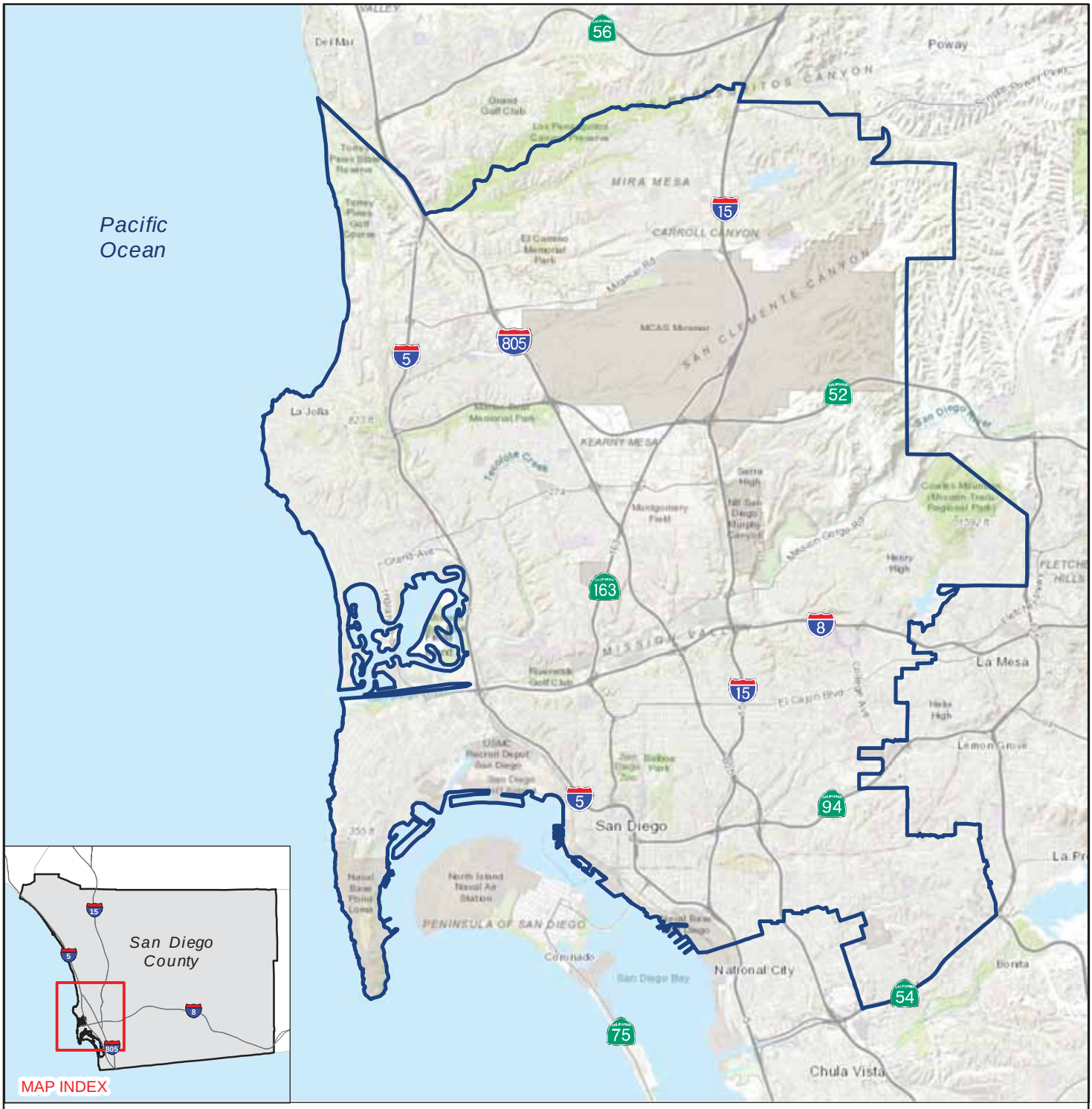
FIGURES



LEGEND

PROJECT BOUNDARY

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0 16,000 32,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCE: ESRI WORLD TOPO, 2018

1_108473005_SL.mxd 2/26/2018 JDL

FIGURE 1

PROJECT LOCATION

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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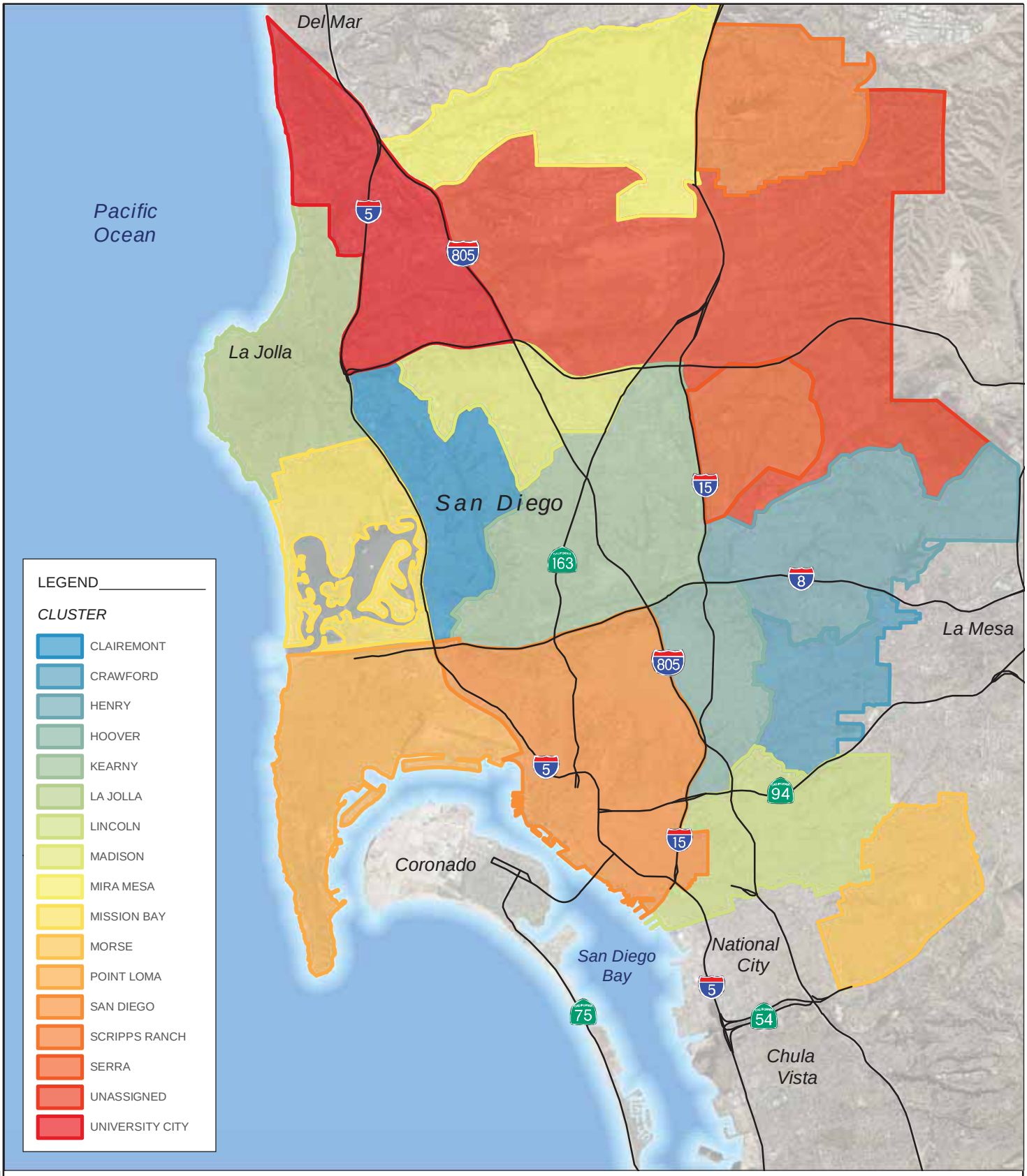

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 14,000 28,000

2_108473005_SP.mxd 2/13/2018 JDL

FIGURE 2

CLUSTER AREAS

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
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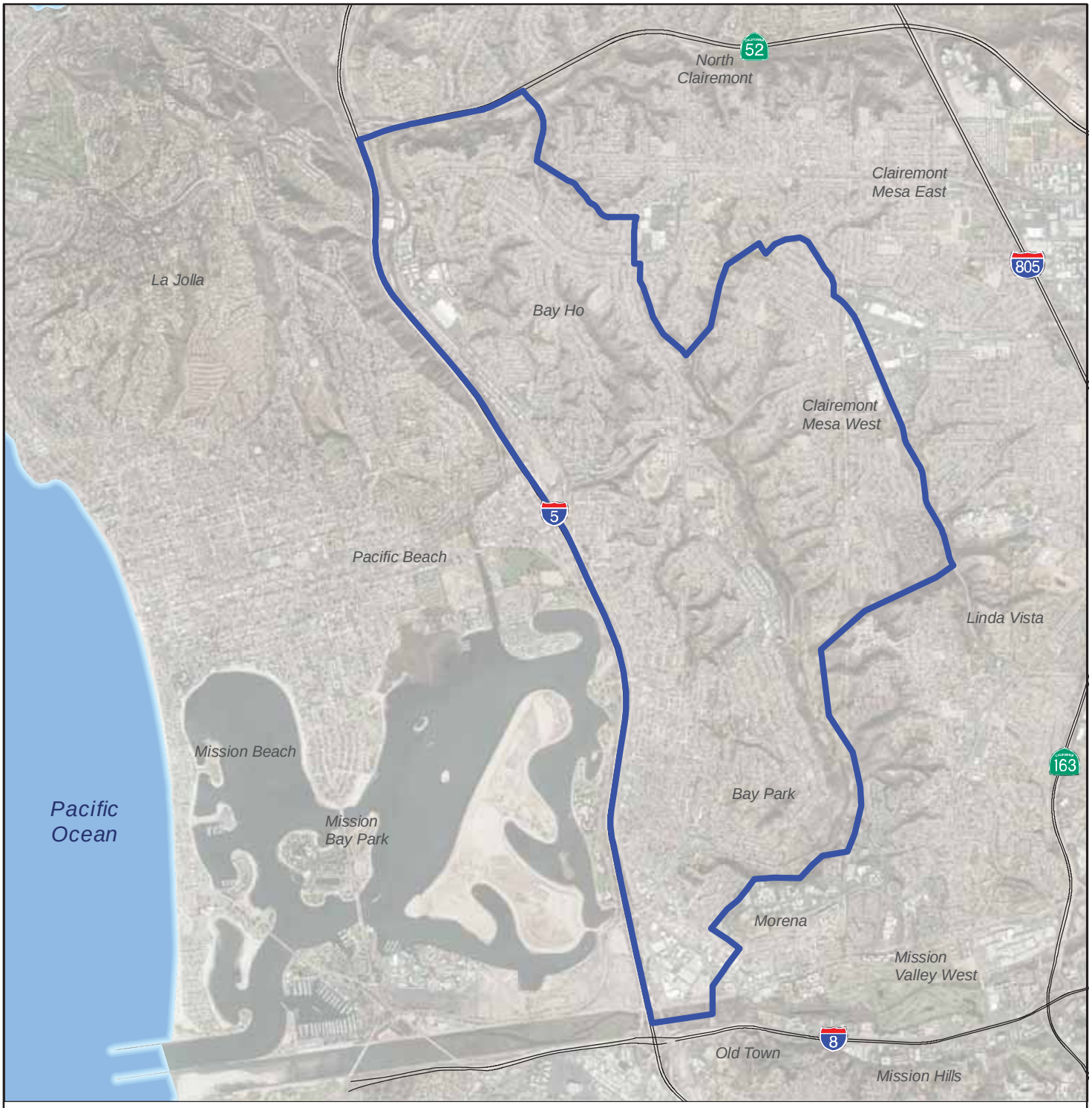

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 4,500 9,000

3A_108473005_SP_CLR.mxd 2/26/2018 JDL

FIGURE 3A

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CLAIREMONT CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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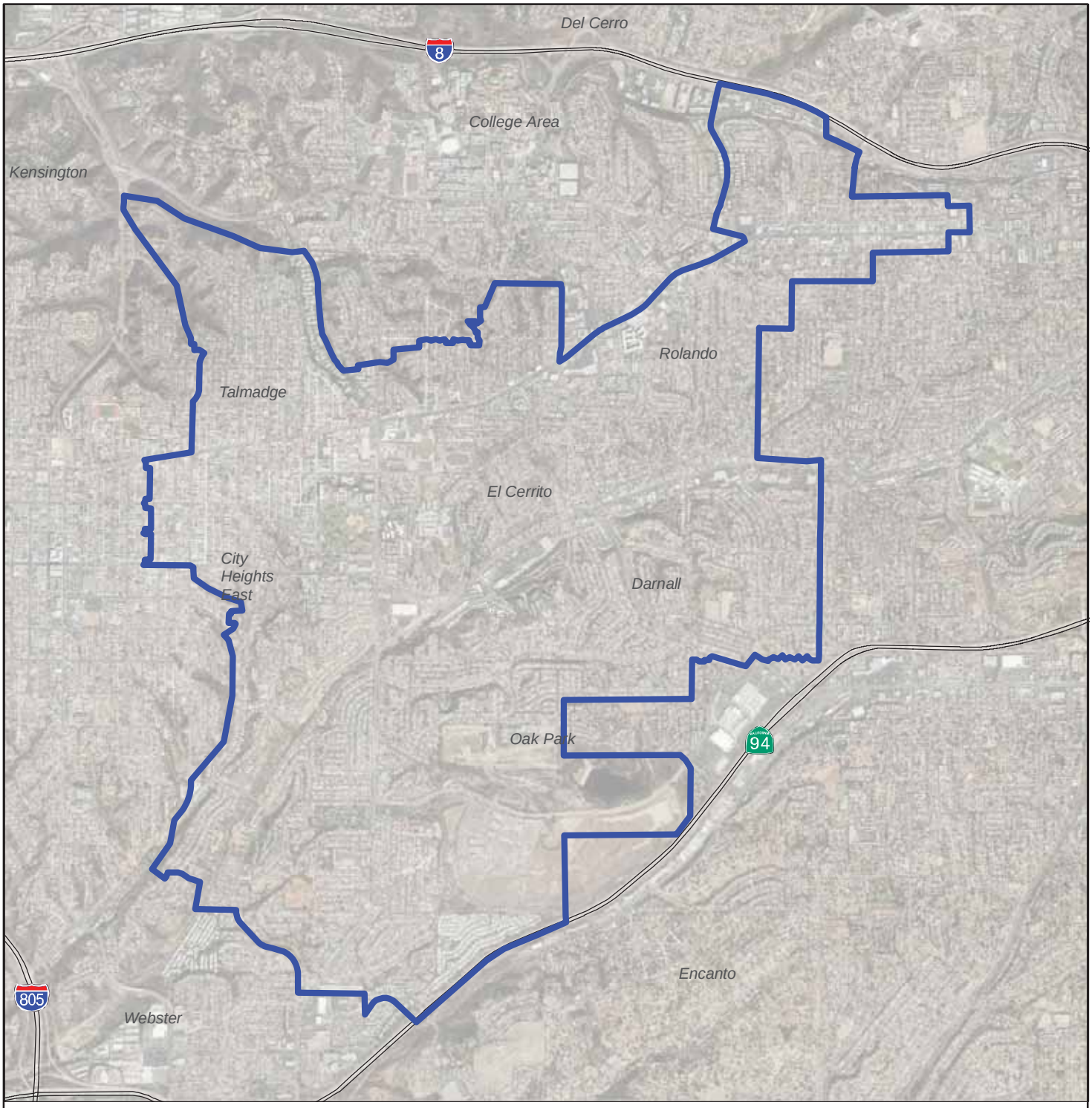

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 3,000 6,000

3B_108473005_SP_CRW.mxd 2/26/2018 JDL

FIGURE 3B

Ninyo & Moore
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CRAWFORD CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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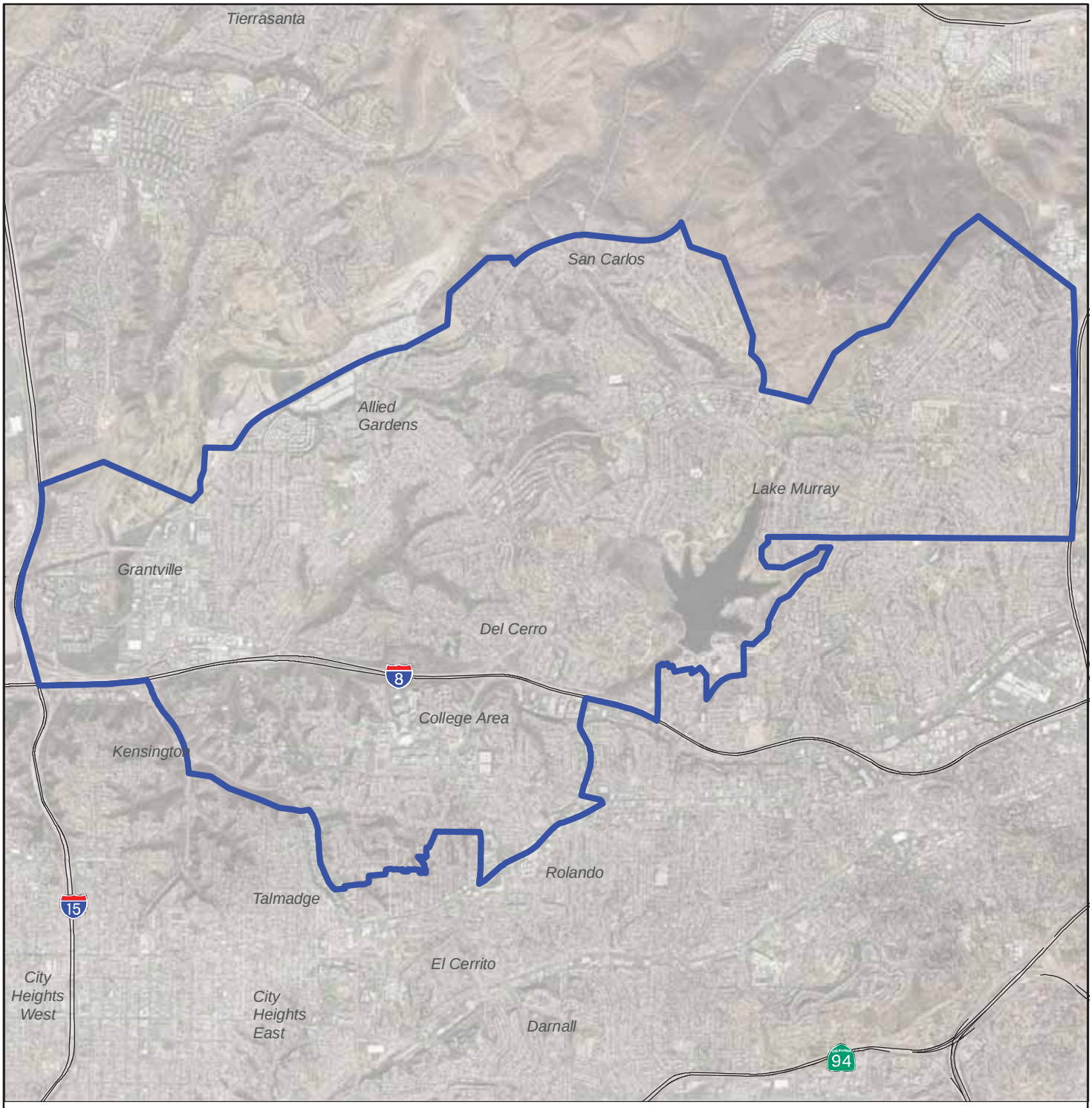

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 4,500 9,000

3C_108473005_SP_HNR.mxd 2/26/2018 JDL

FIGURE 3C

HENRY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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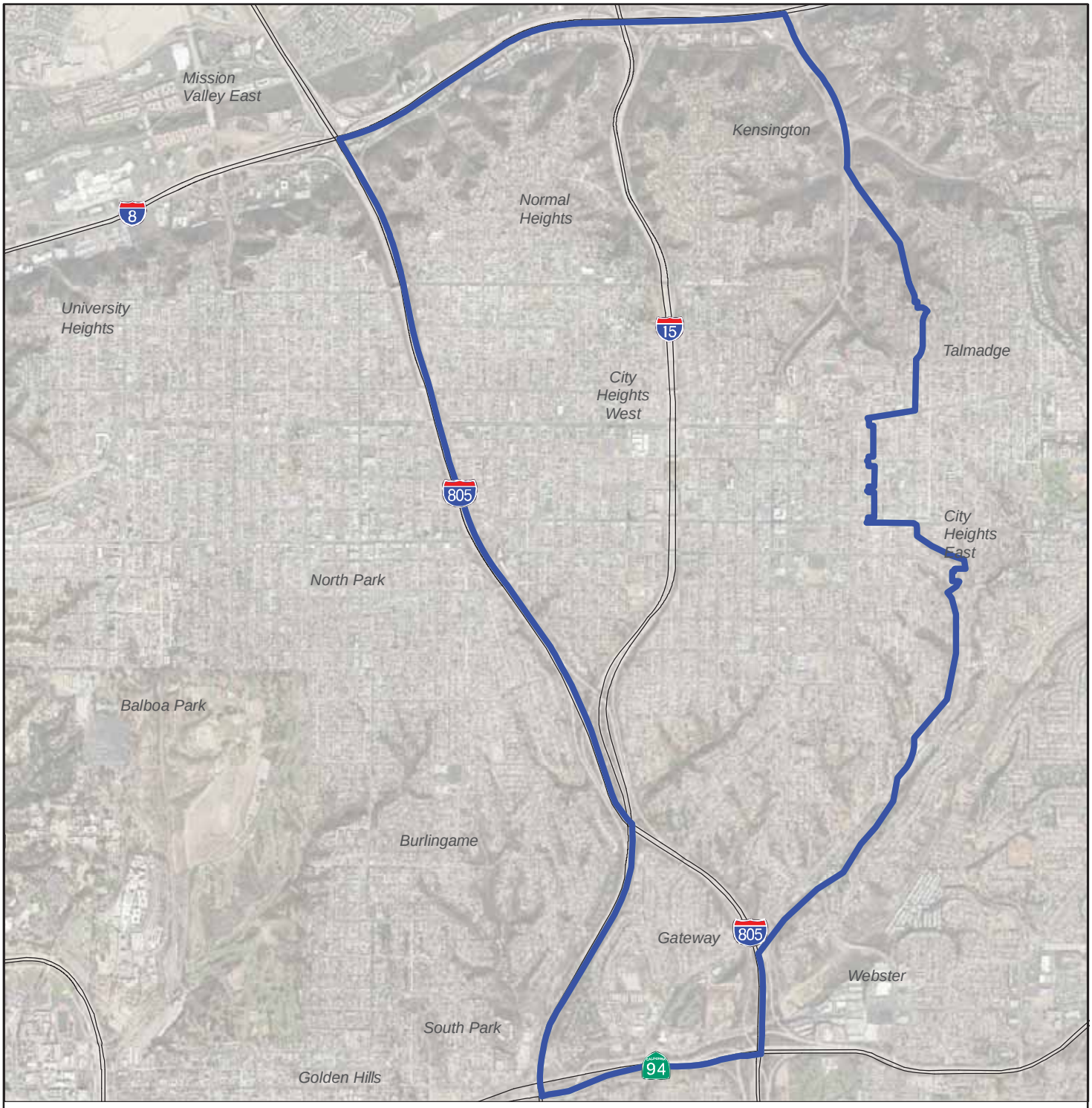

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 3,000 6,000

3D_108473005_SP_HVR.mxd 2/26/2018 JDL

FIGURE 3D

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HOOVER CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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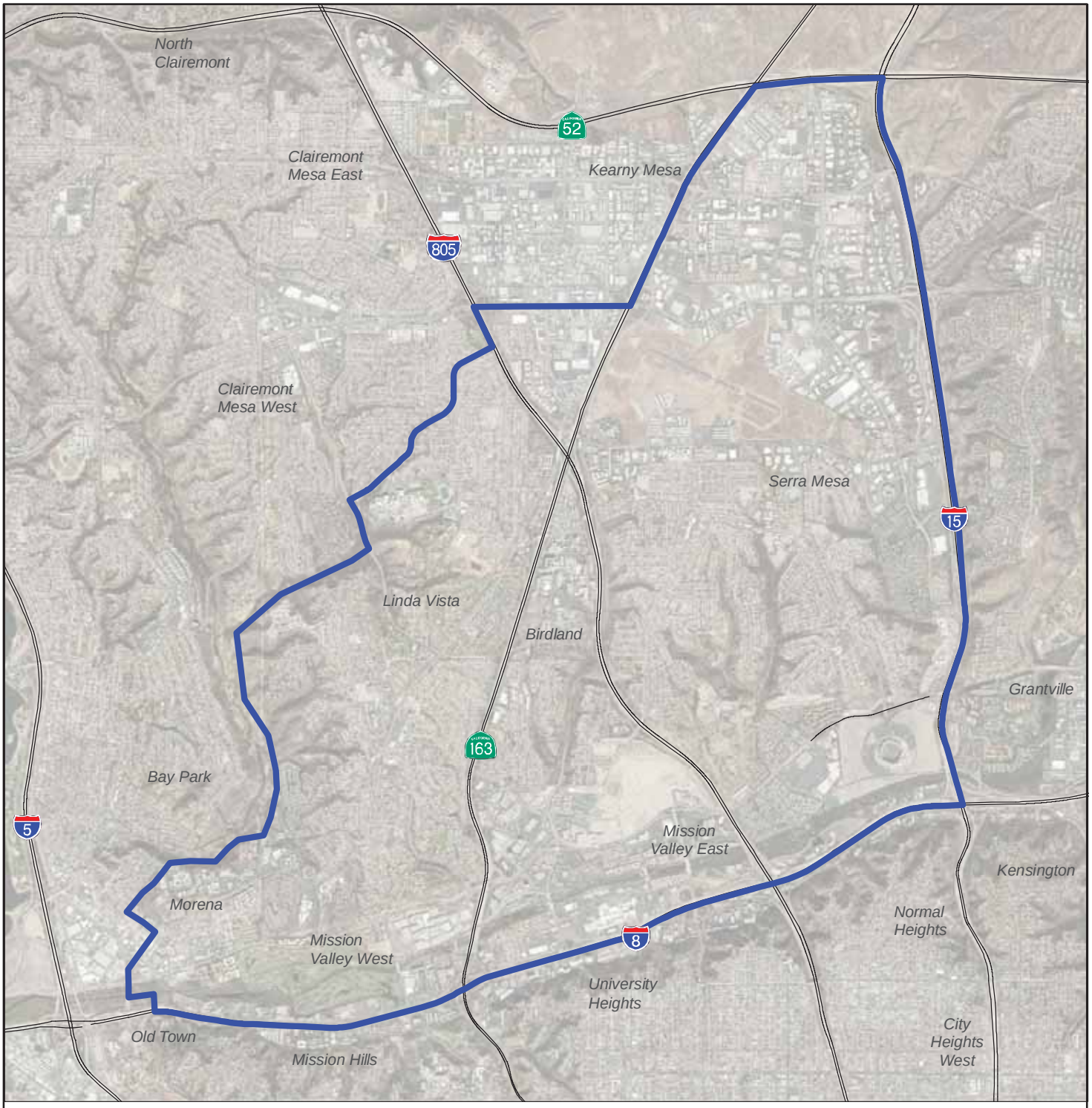

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 4,500 9,000

3E_108473005_SP_KRN.mxd 2/26/2018 JDL

FIGURE 3E

KEARNY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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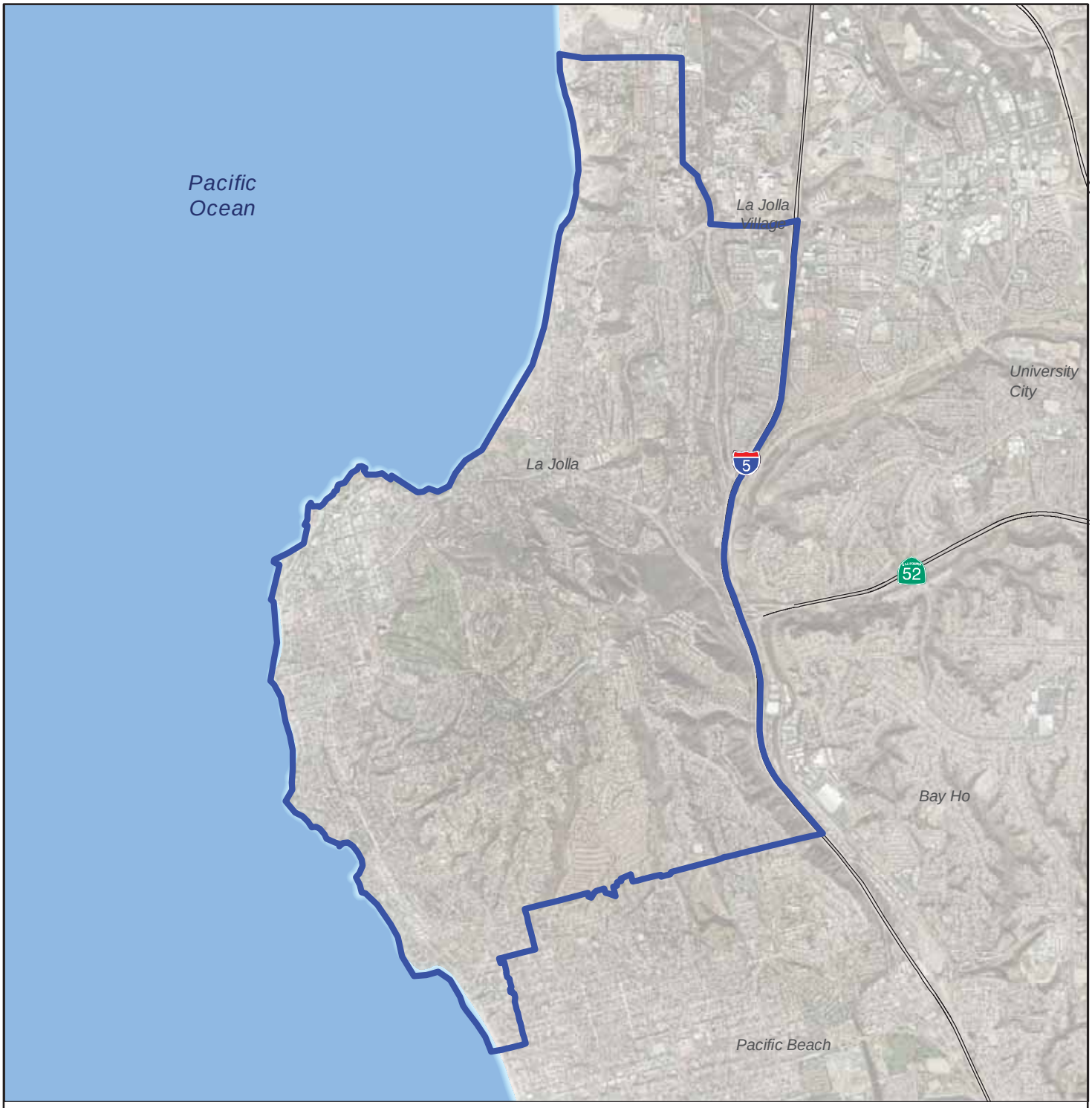

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 4,500 9,000

3F_108473005_SP_LJ.mxd 2/26/2018 JDL

FIGURE 3F

LA JOLLA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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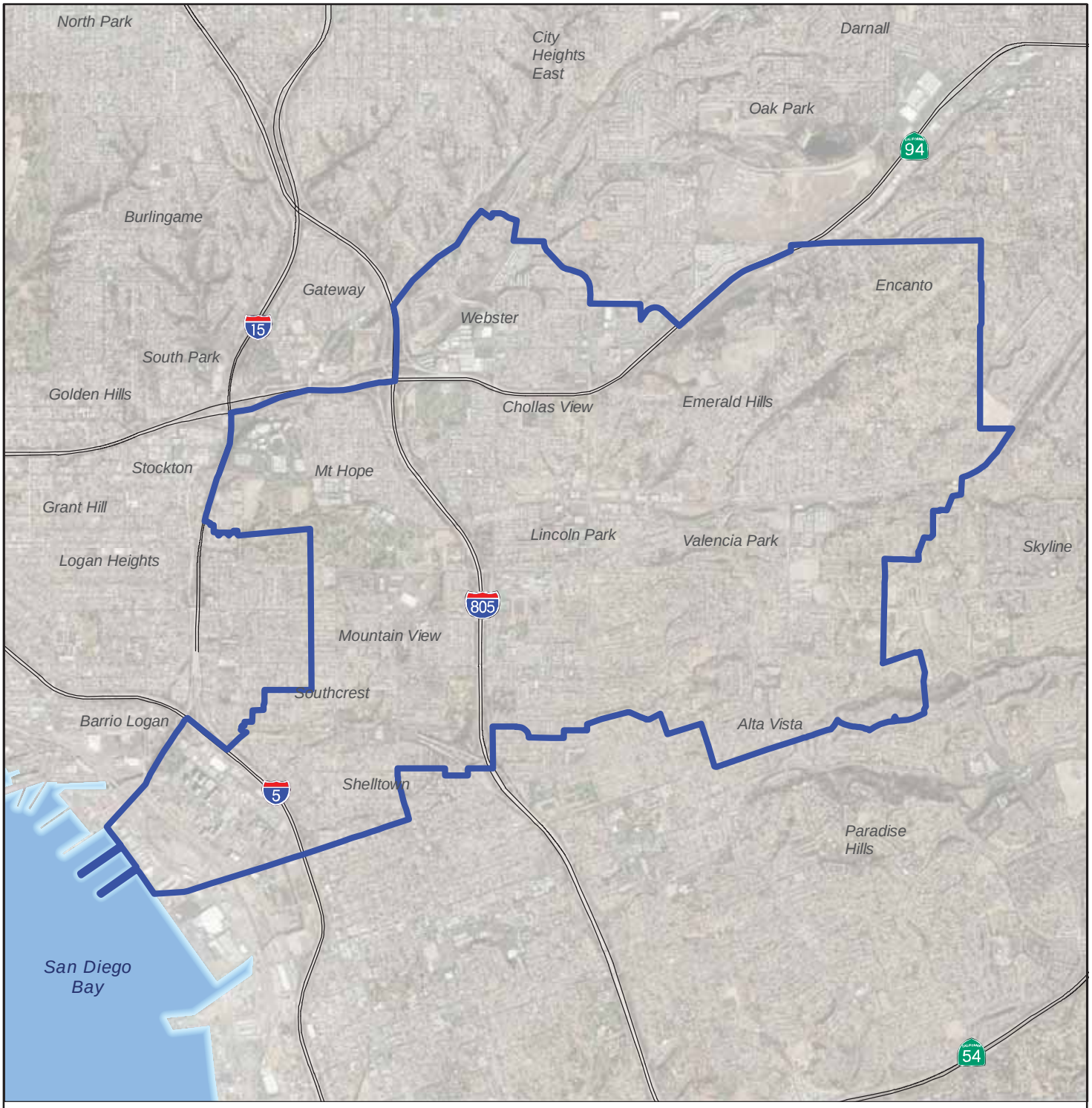

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 4,000 8,000

3G_108473005_SP_LNC.mxd 2/26/2018 JDL

FIGURE 3G

LINCOLN CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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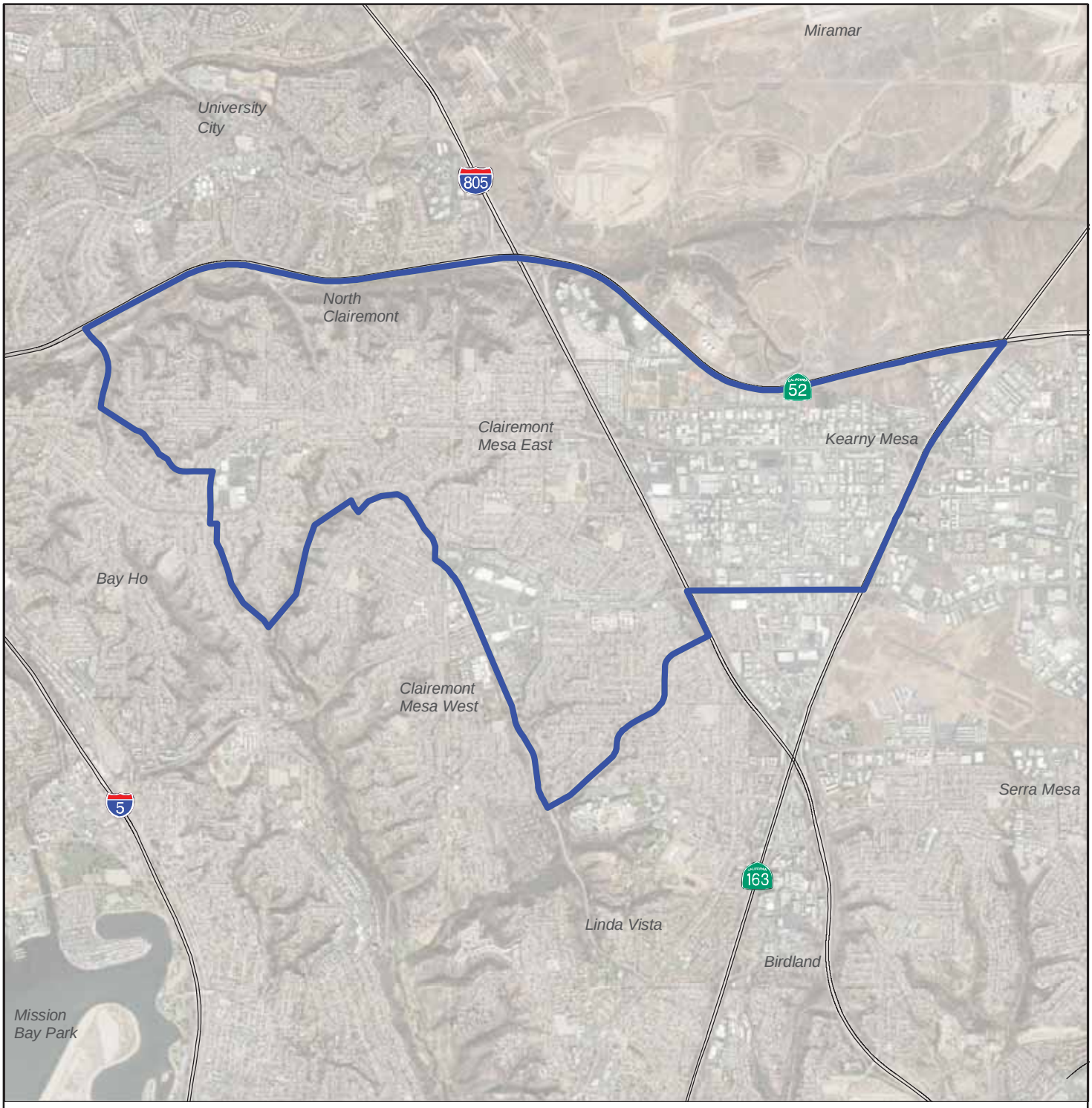

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 4,000 8,000

3H_108473005_SP_MDS.mxd 2/26/2018 JDL

FIGURE 3H

MADISON CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
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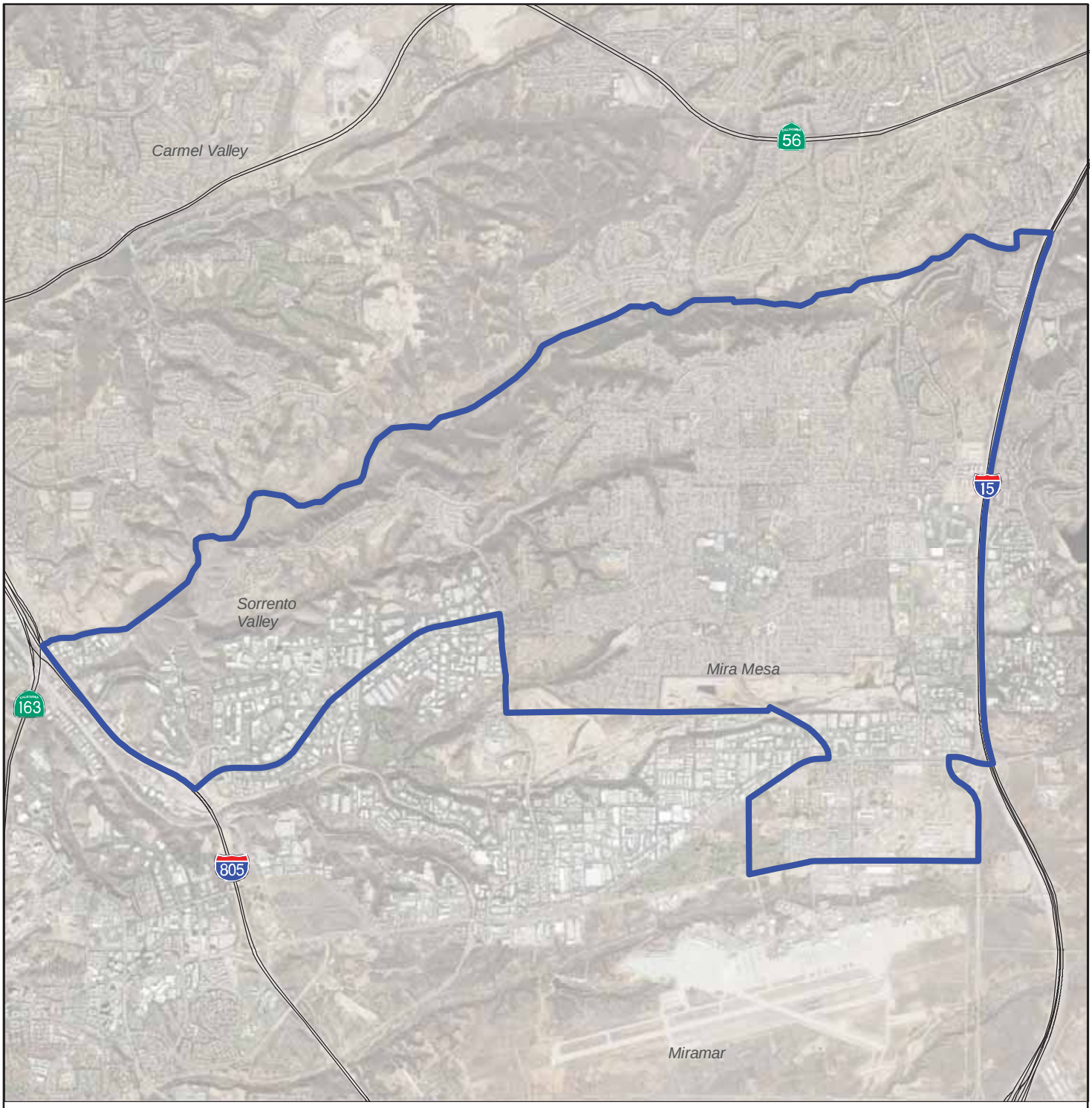

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 5,000 10,000

3I_108473005_SP_MRM.mxd 2/26/2018 JDL

FIGURE 3I

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MIRA MESA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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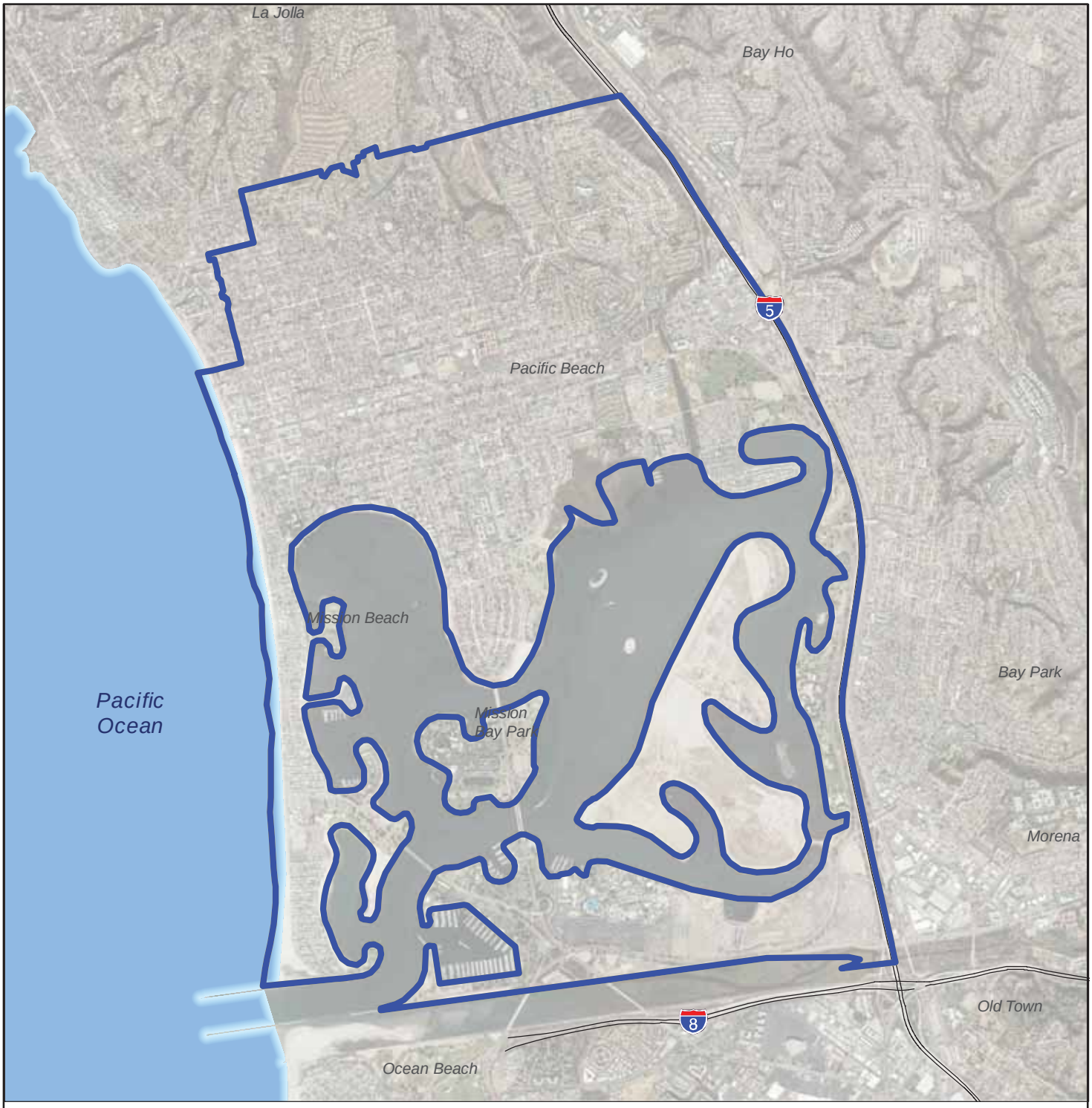

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 3,500 7,000

3J_108473005_SP_MB.mxd 2/26/2018 JDL

FIGURE 3J

MISSION BAY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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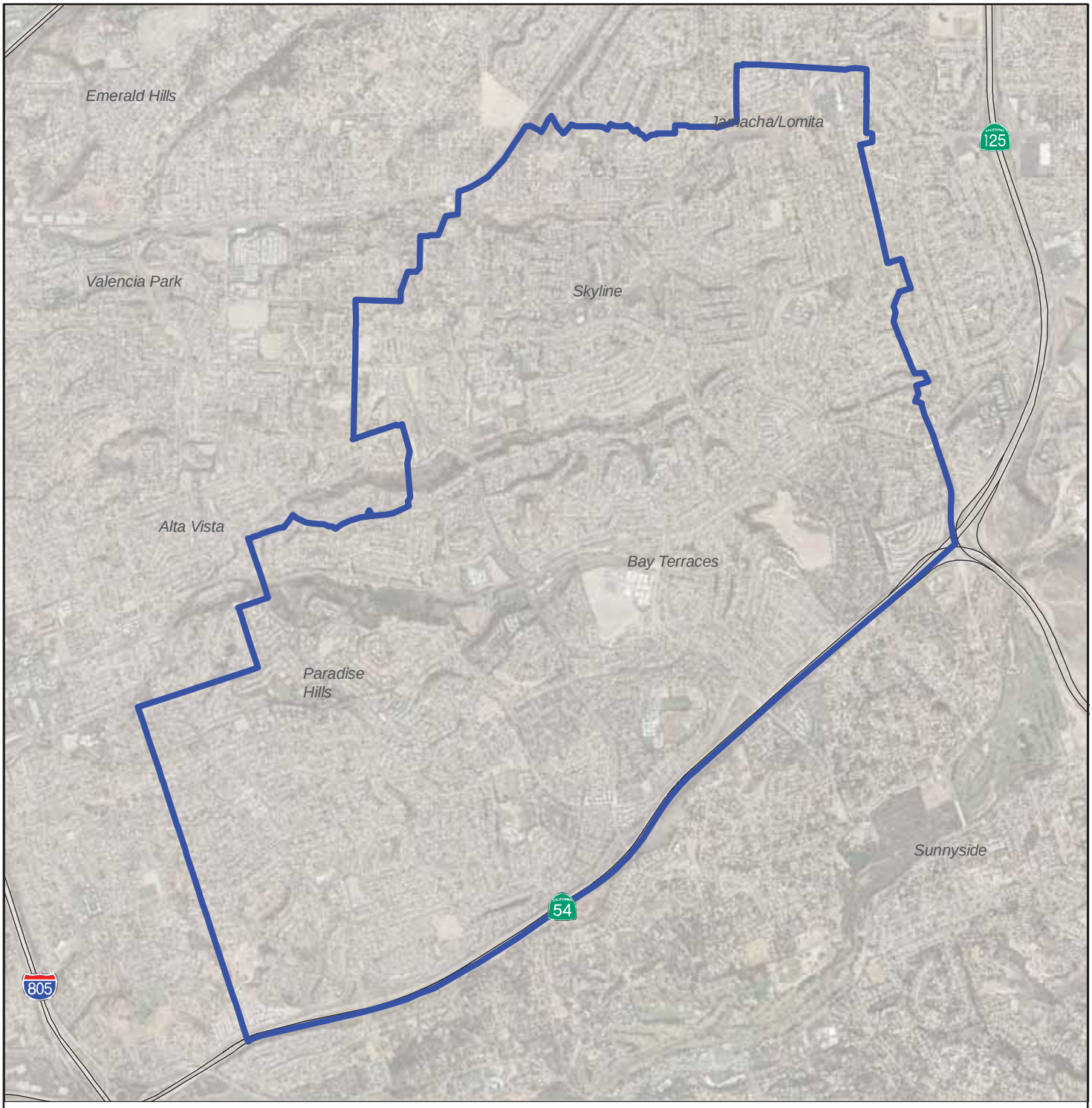

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 3,000 6,000

3K_108473005_SP_MRS.mxd 2/15/2018 JDL

FIGURE 3K

Ninyo & Moore
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MORSE CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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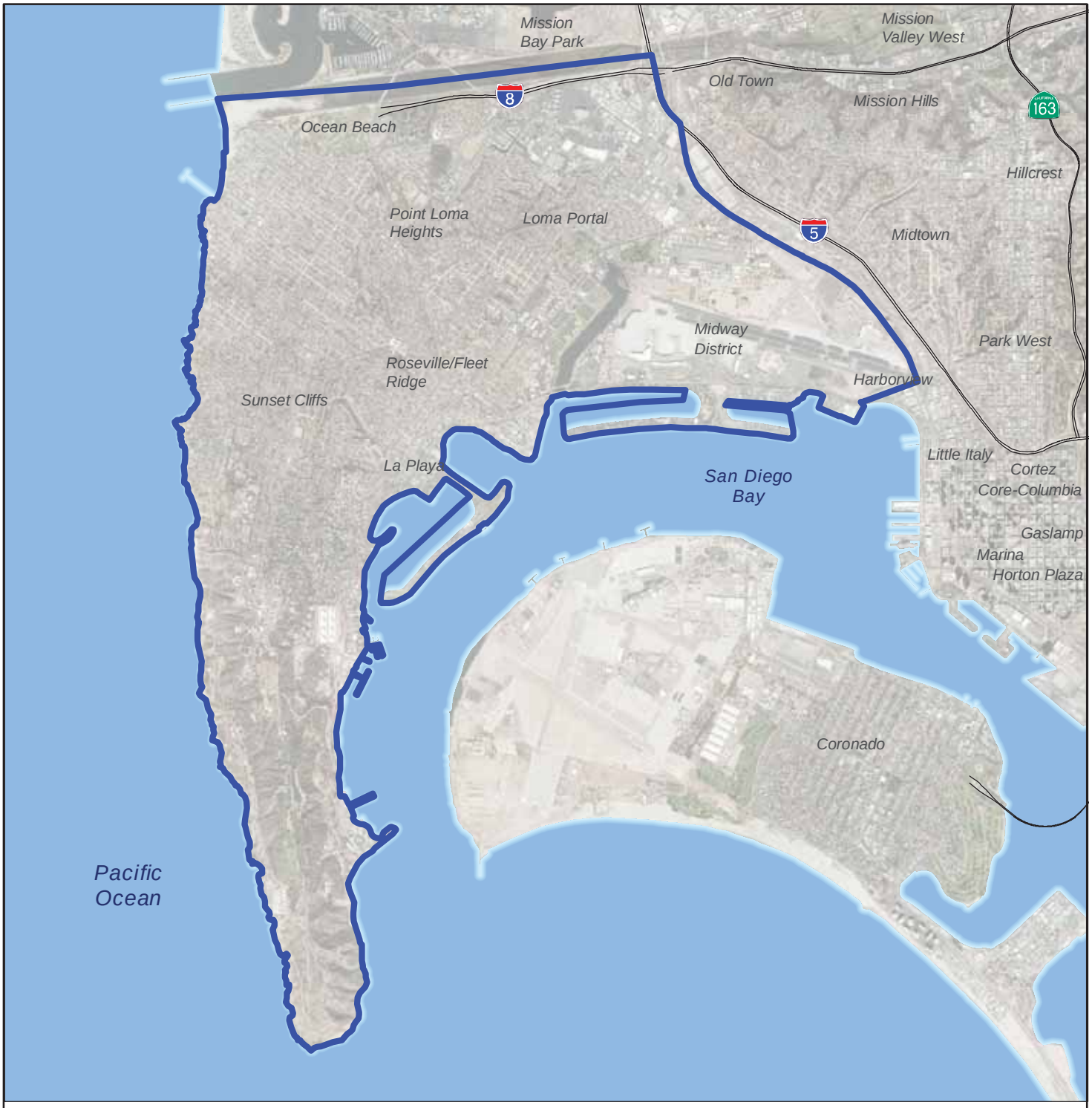

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 5,000 10,000

3L_108473005_SP_PNT.mxd 2/15/2018 JDL

FIGURE 3L

POINT LOMA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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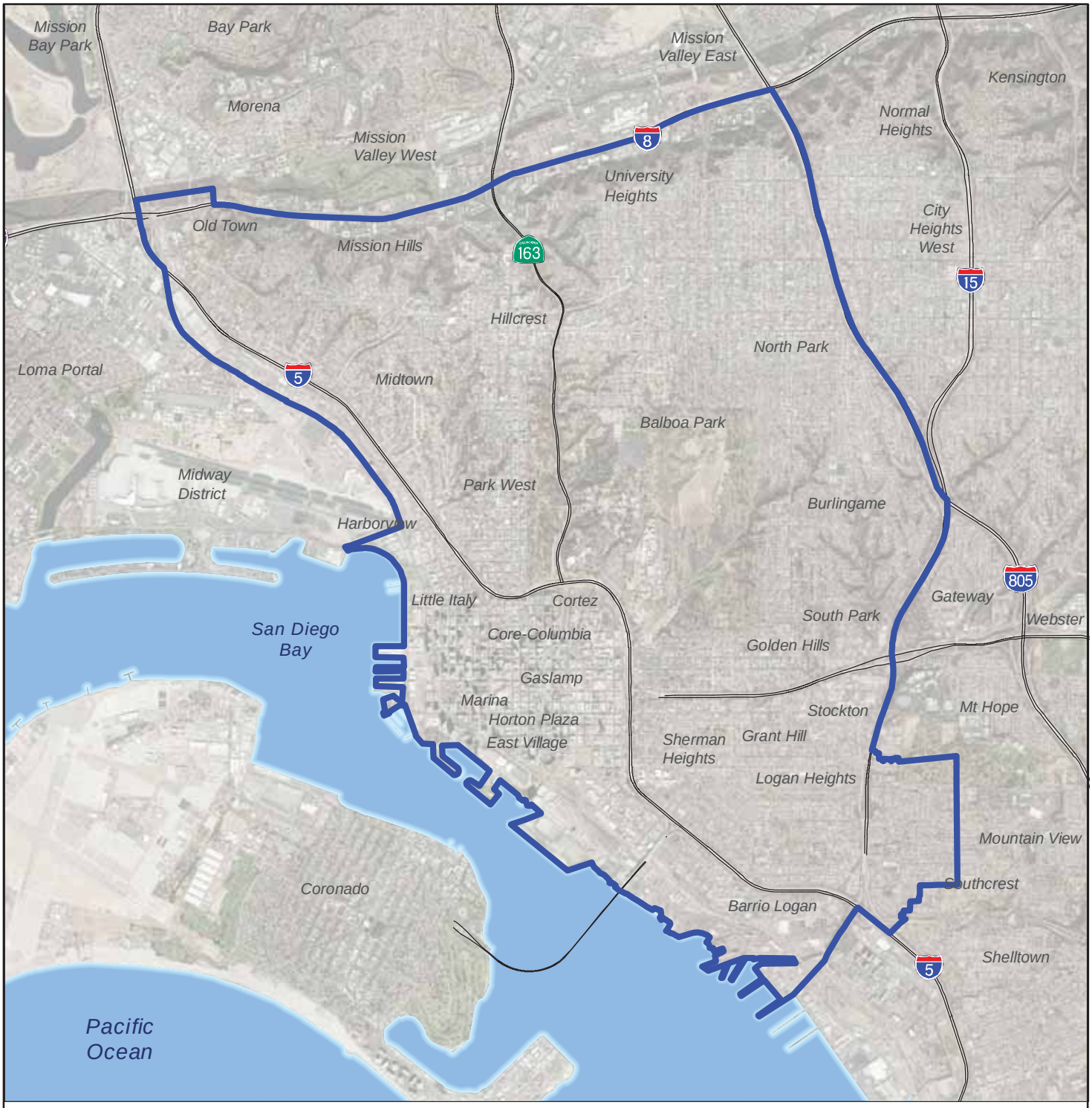

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 5,000 10,000

3M_108473005_SP_SD.mxd 2/26/2018 JDL

FIGURE 3M

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SAN DIEGO CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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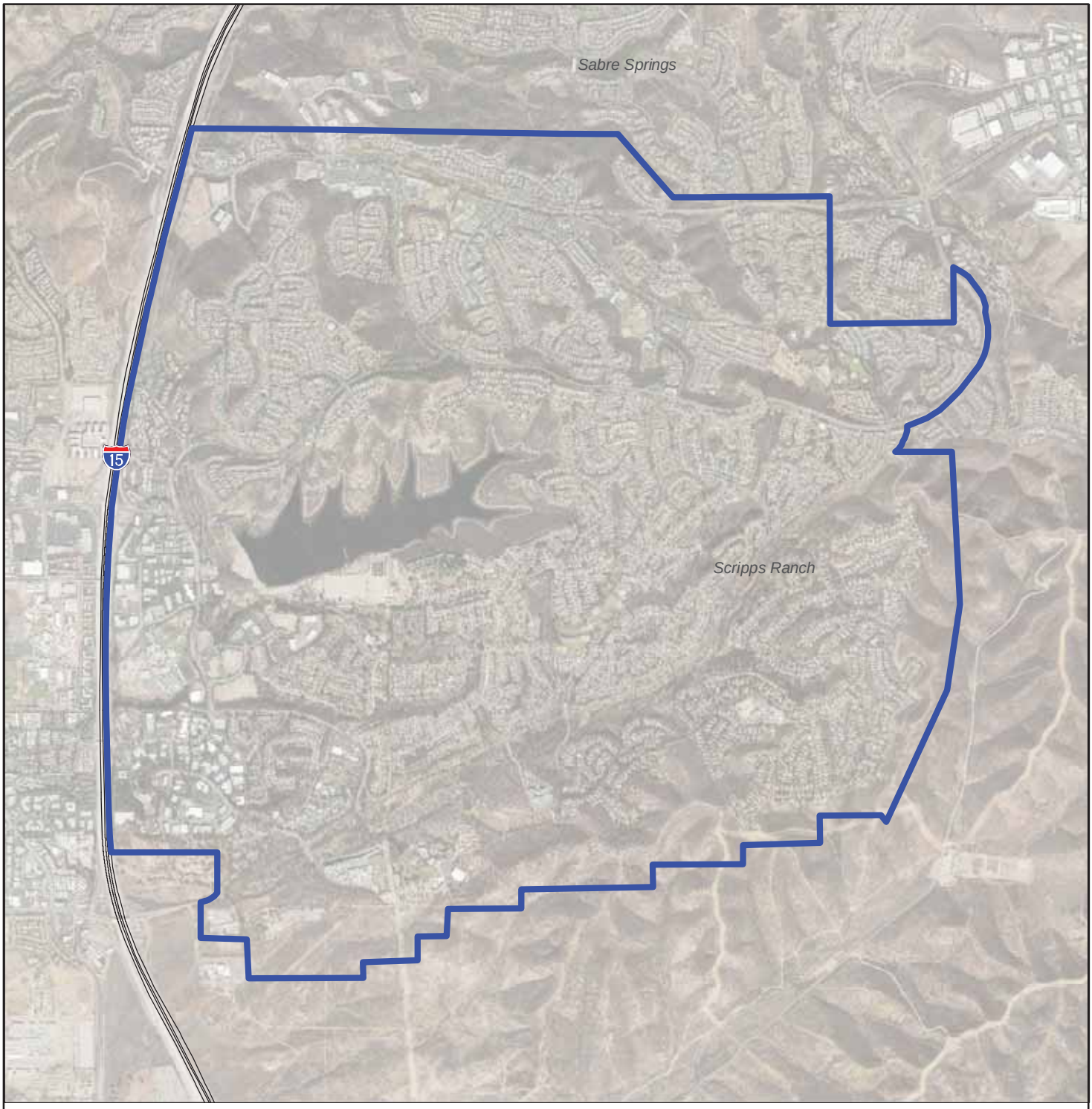

LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 3,000 6,000

3N_108473005_SP_SCR.mxd 2/26/2018 JDL

FIGURE 3N

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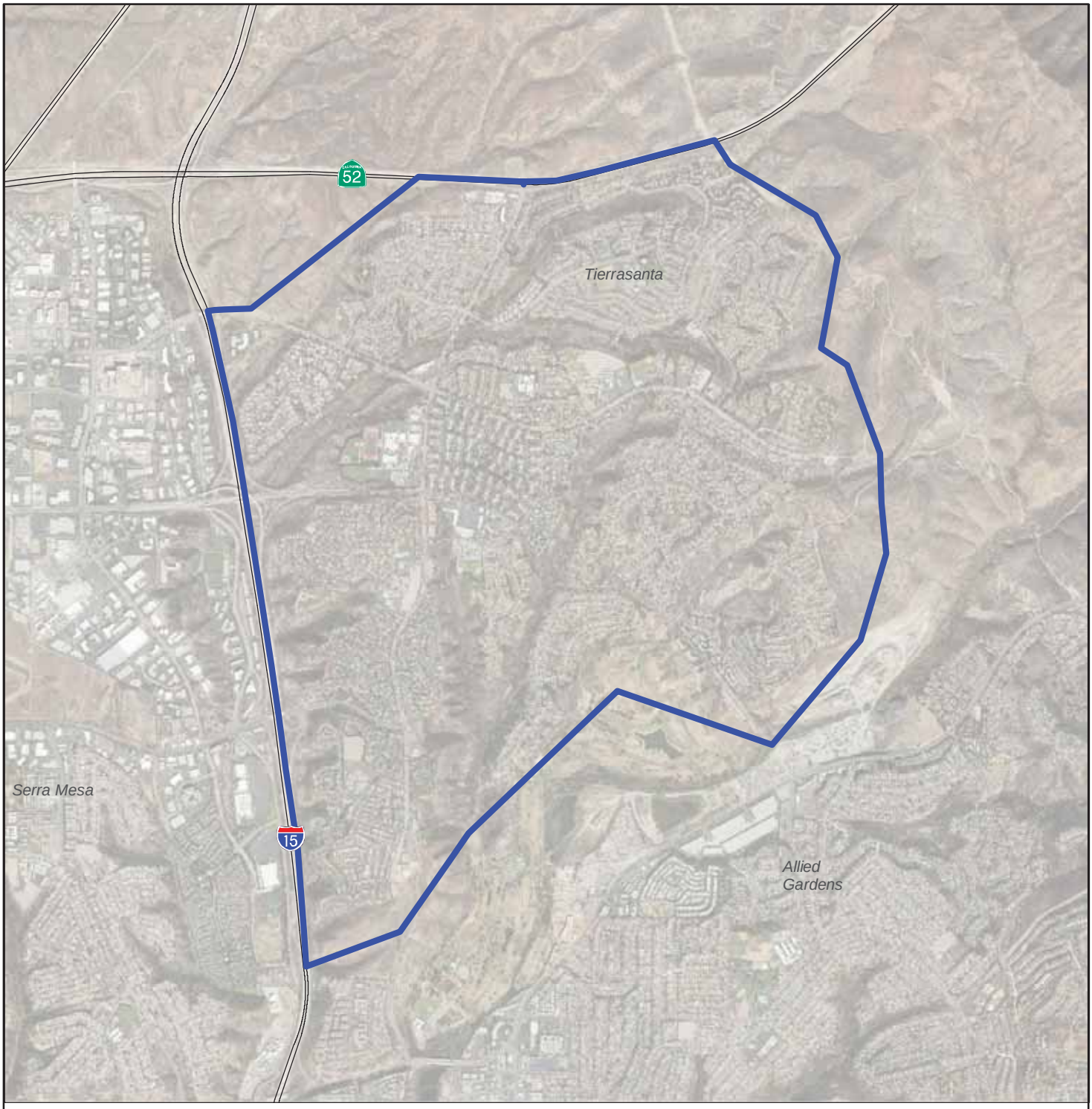
SCRIPPS RANCH CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

108473005 | 1/20



LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 3,000 6,000

3O_108473005_SP_SRA.mxd 2/15/2018 JDL

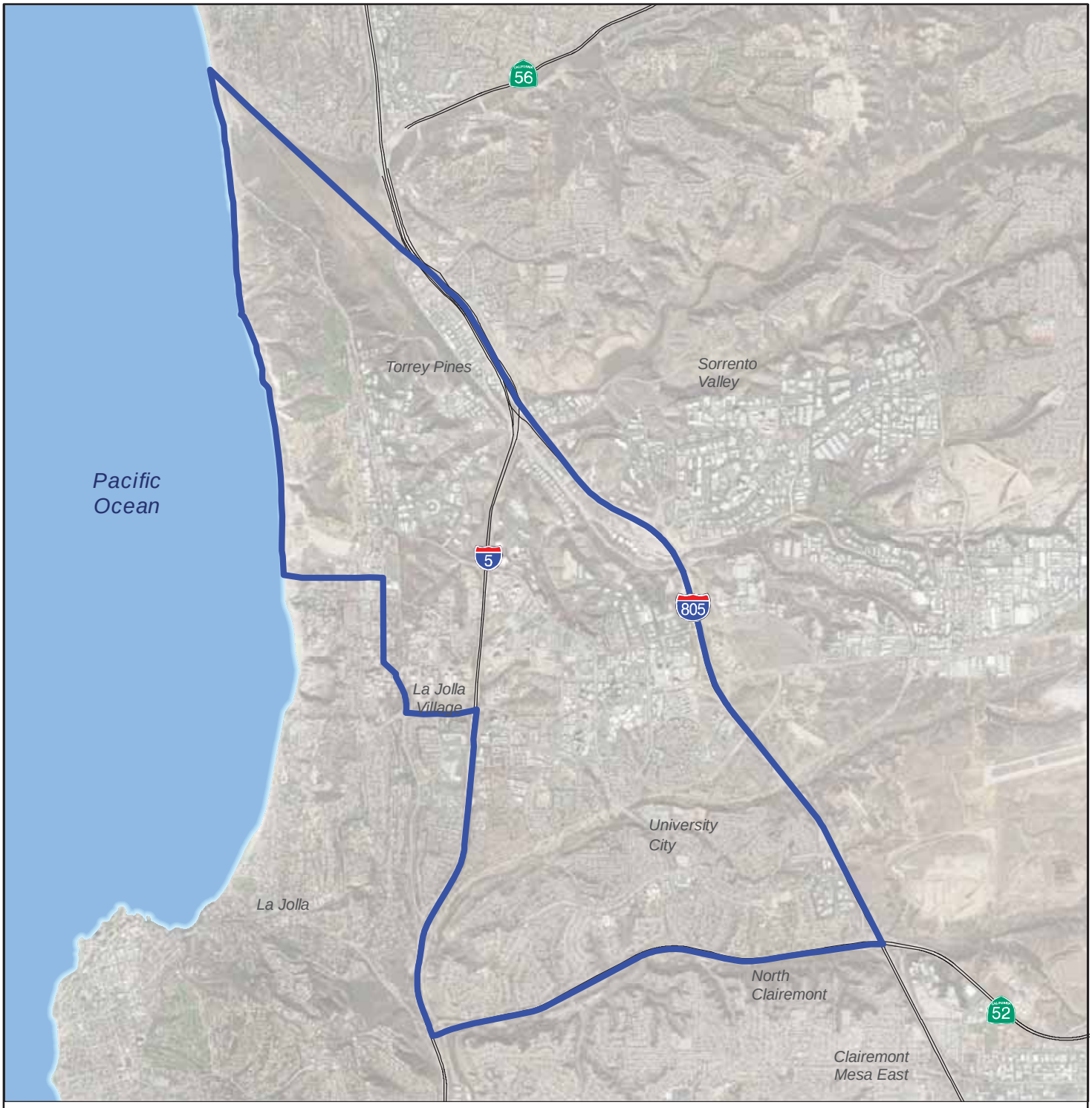
FIGURE 3O

SERRA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

108473005 | 1/20



LEGEND

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY - SANDAG AND SANGIS

N

FEET

0 5,500 11,000

3P_108473005_SP_UNI.mxd 2/26/2018 JDL

FIGURE 3P

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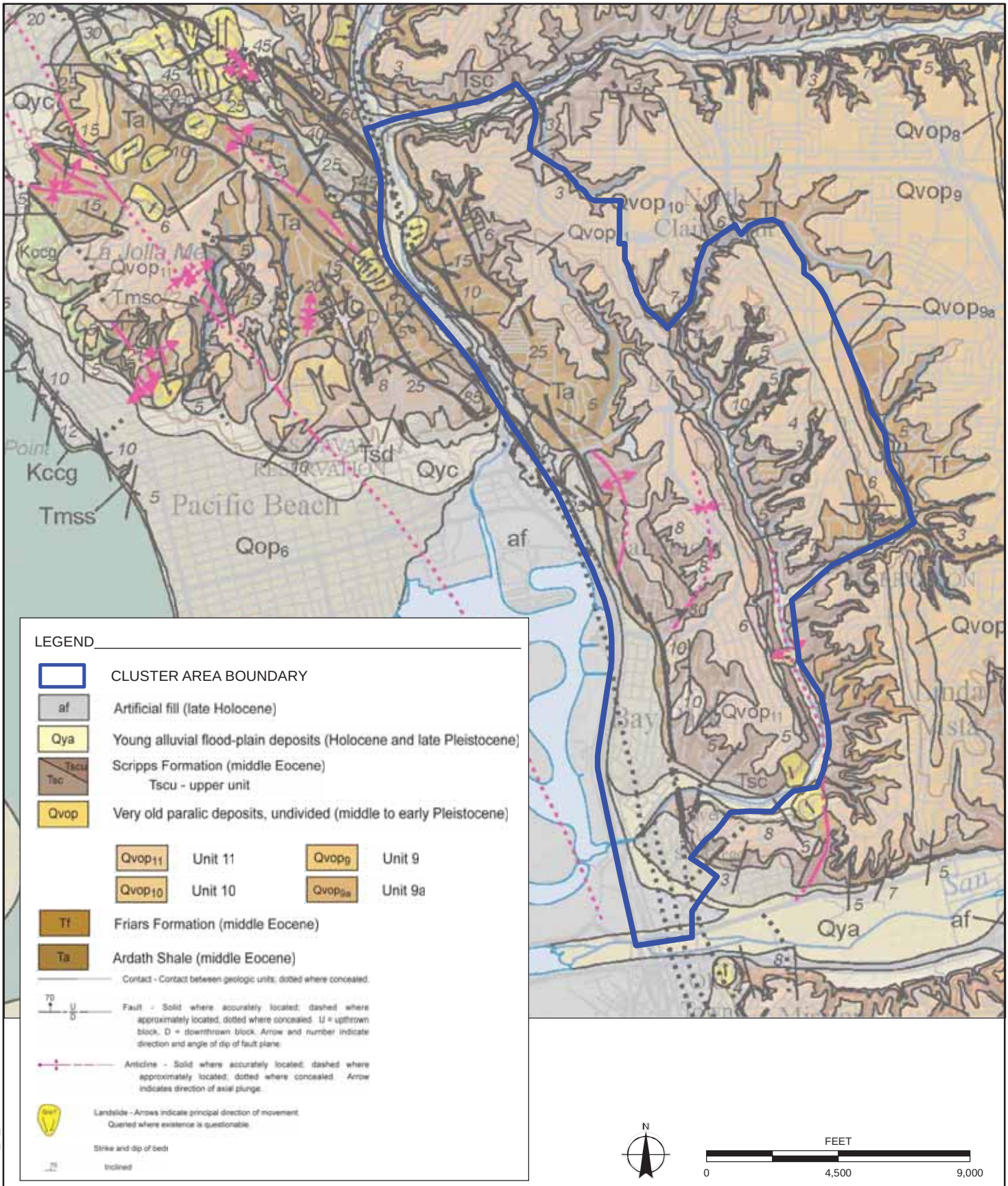
UNIVERSITY CITY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

108473005 | 1/20



NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

4A_108473005_G_CLR.mxd 3/29/2018 JDL

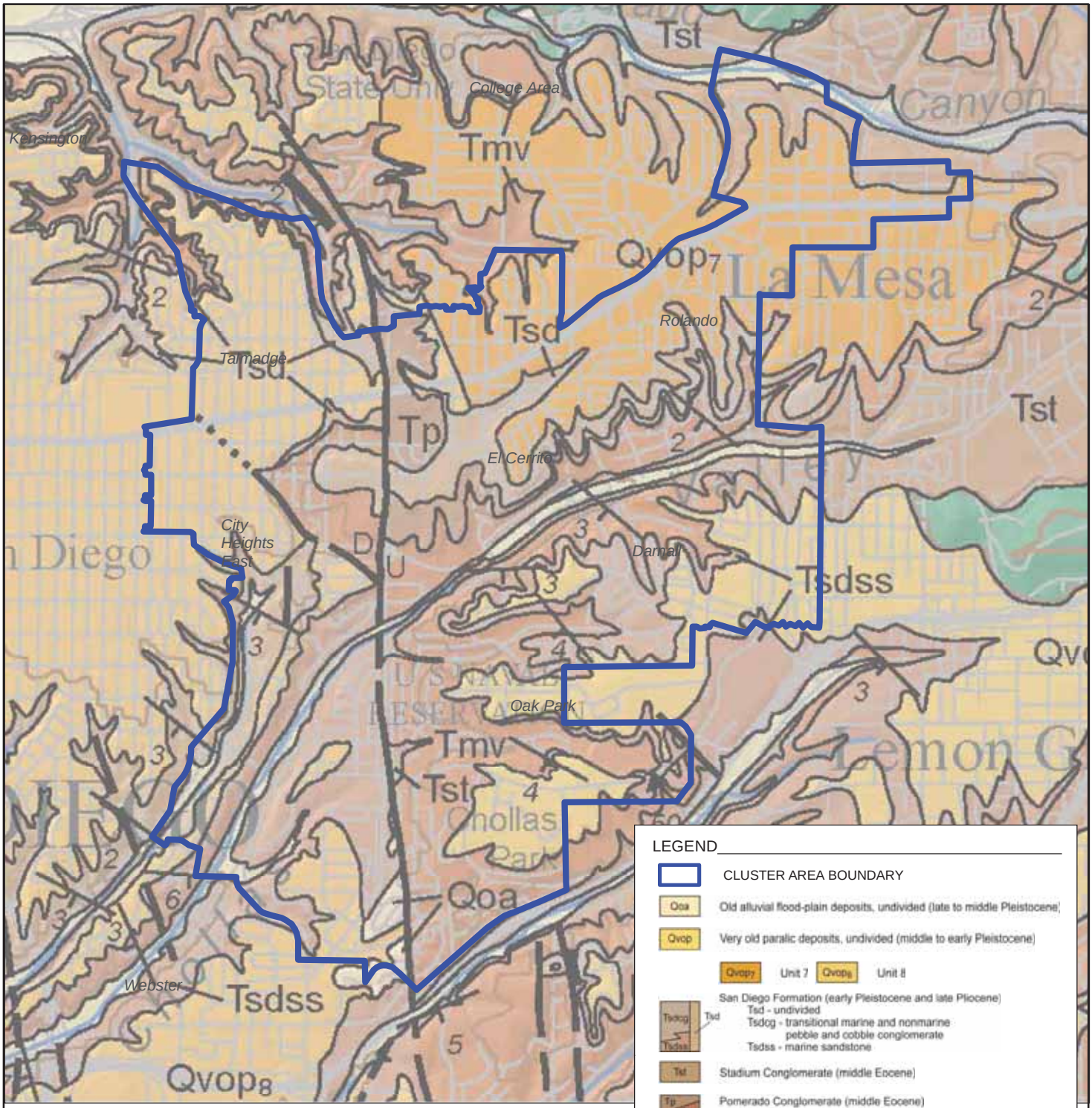
FIGURE 4A

GEOLOGY - CLAIREMONT CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

108473005 | 1/20



N

FEET

0 3,000 6,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

4B_108473005_G_CRW.mxd 3/29/2018 JDL

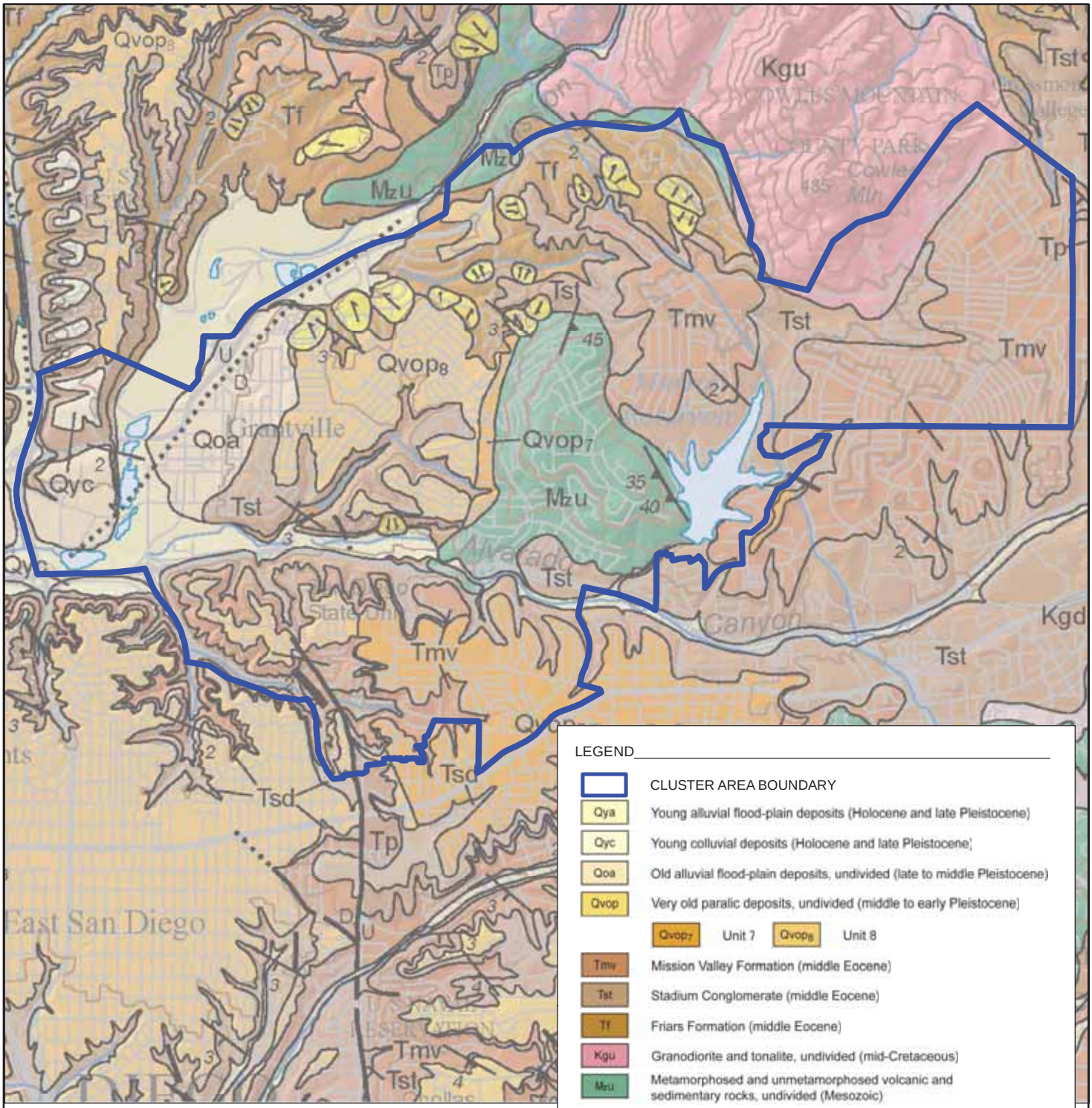
FIGURE 4B

GEOLOGY - CRAWFORD CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

108473005 | 1/20



LEGEND

- CLUSTER AREA BOUNDARY
- Qya — Young alluvial flood-plain deposits (Holocene and late Pleistocene)
- Qyc — Young colluvial deposits (Holocene and late Pleistocene)
- Qoa — Old alluvial flood-plain deposits, undivided (late to middle Pleistocene)
- Qvop — Very old paralic deposits, undivided (middle to early Pleistocene)
  - Qvop7 — Unit 7
  - Qvop8 — Unit 8
- Tmv — Mission Valley Formation (middle Eocene)
- Tst — Stadium Conglomerate (middle Eocene)
- Tf — Friars Formation (middle Eocene)
- Kgu — Granodiorite and tonalite, undivided (mid-Cretaceous)
- Mzu — Metamorphosed and unmetamorphosed volcanic and sedimentary rocks, undivided (Mesozoic)
- 70 U/D — Fault - Solid where accurately located; dashed where approximately located; dotted where concealed. U = upthrown block, D = downthrown block. Arrow and number indicate direction and angle of dip of fault plane.
- Qls? — Landslide - Arrows indicate principal direction of movement. Queried where existence is questionable.
- Strike and dip of beds
- 70 — Inclined

N

FEET

0 4,500 9,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

4C_108473005_G_HNR.mxd 3/29/2018 JDL

FIGURE 4C

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GEOLOGY - HENRY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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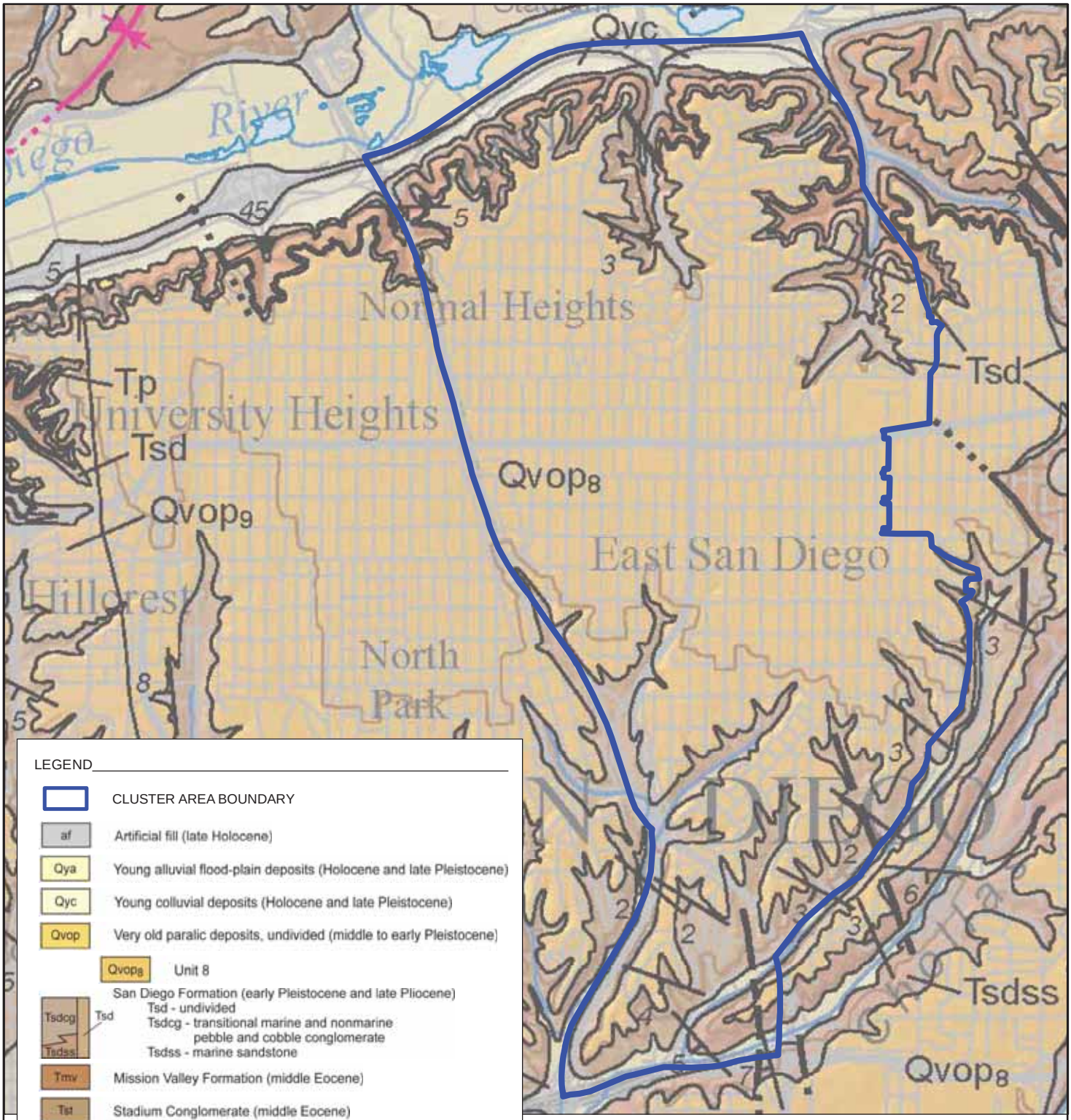


NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

N

FEET

0 3,000 6,000

4D_108473005_G_HVR.mxd 3/29/2018 JDL

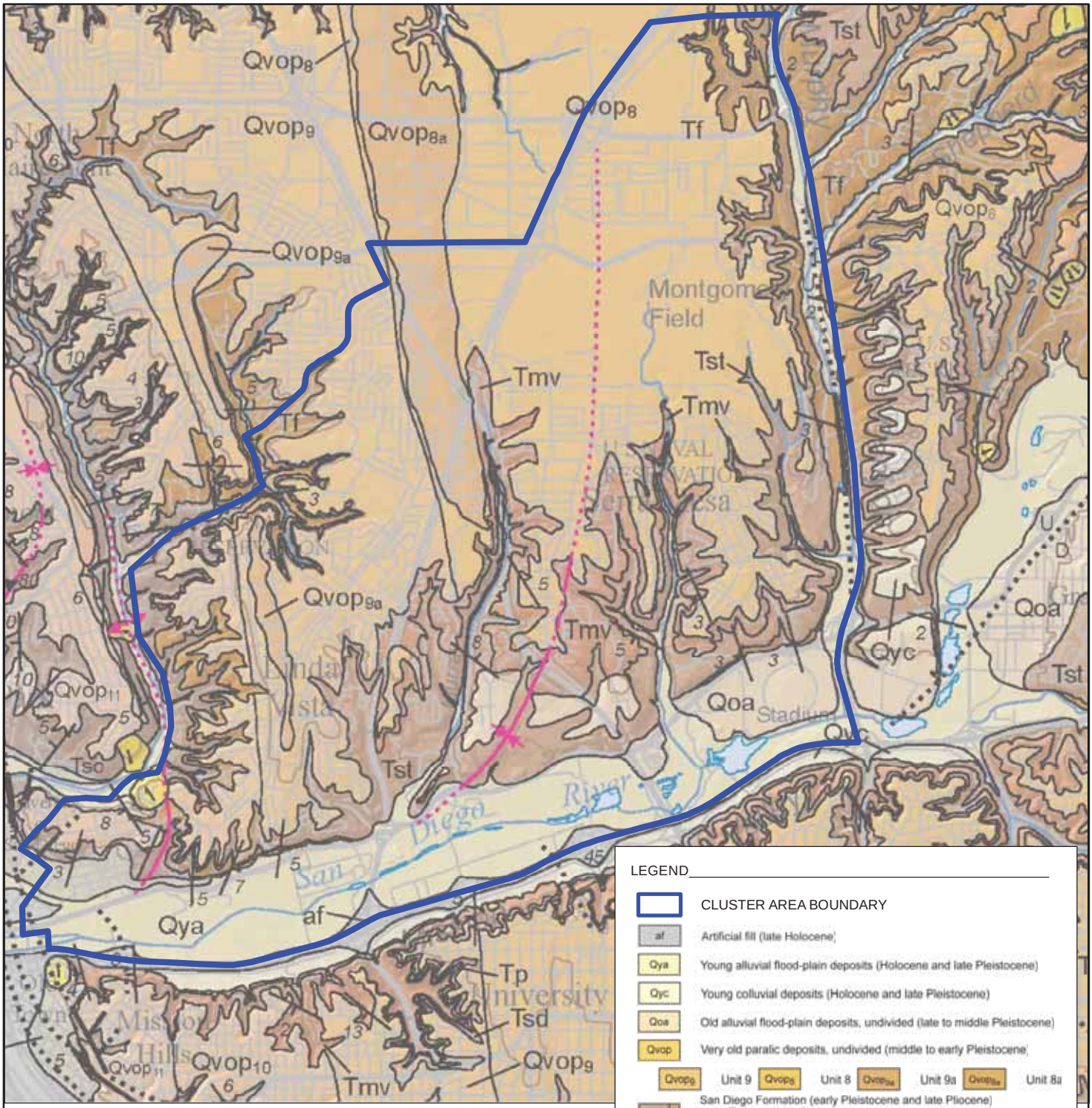
FIGURE 4D

GEOLOGY - HOOVER CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

108473005 | 1/20



NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

4E_108473005_G_KRN.mxd 3/29/2018 JDL

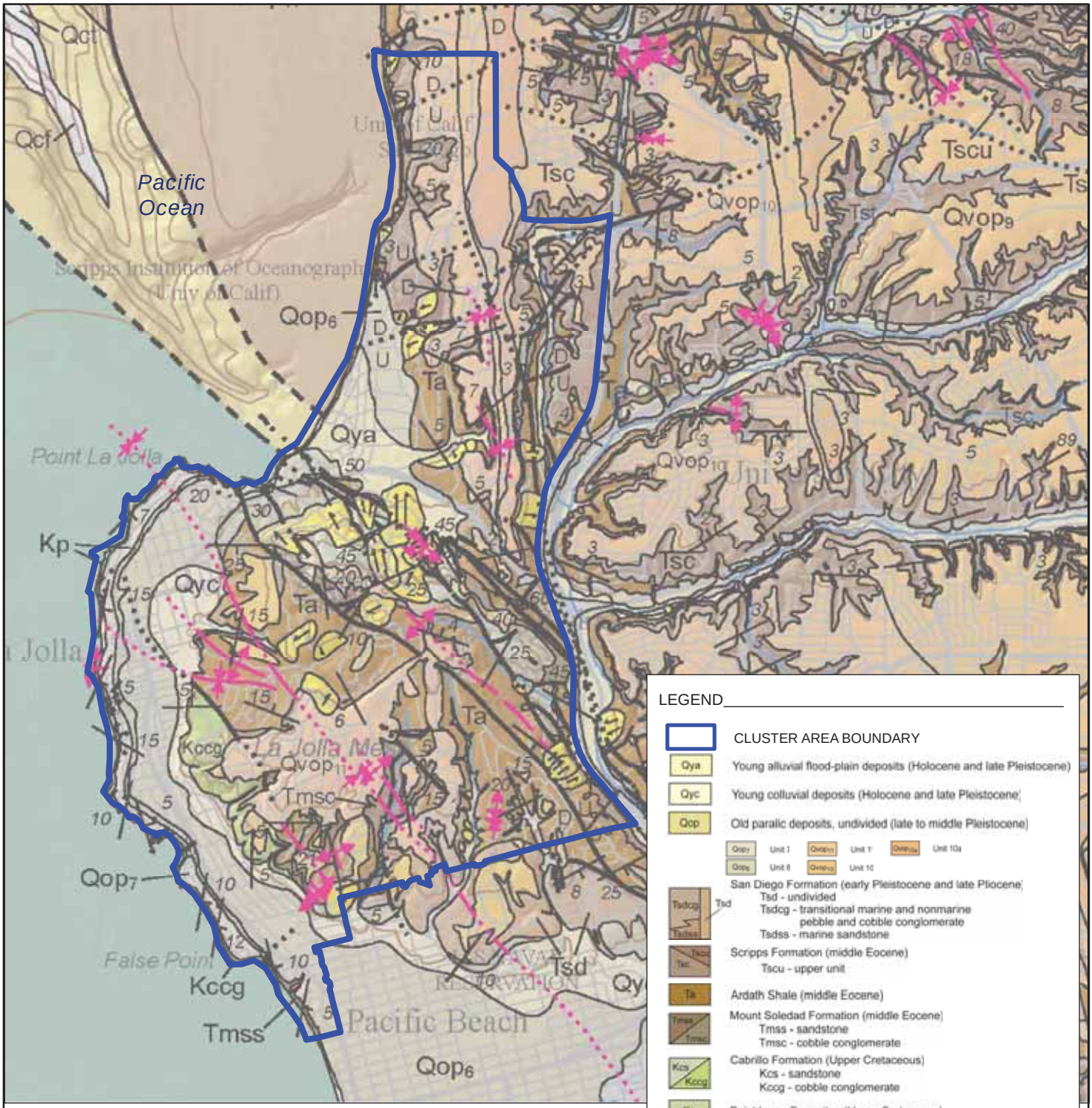
FIGURE 4E

GEOLOGY - KEARNY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

108473005 | 1/20



LEGEND

- CLUSTER AREA BOUNDARY
- Qya — Young alluvial flood-plain deposits (Holocene and late Pleistocene)
- Qyc — Young colluvial deposits (Holocene and late Pleistocene)
- Qop — Old paralic deposits, undivided (late to middle Pleistocene)
  - Qop7 Unit 7; Qvop11 Unit 11; Qvop10a Unit 10a; Qop6 Unit 6; Qvop10 Unit 10
- San Diego Formation (early Pleistocene and late Pliocene)
  - Tsd - undivided
  - Tsdcg - transitional marine and nonmarine pebble and cobble conglomerate
  - Tsdss - marine sandstone
- Scripps Formation (middle Eocene)
  - Tscu - upper unit
- Ta — Ardath Shale (middle Eocene)
- Mount Soledad Formation (middle Eocene)
  - Tmss - sandstone
  - Tmsc - cobble conglomerate
- Cabrillo Formation (Upper Cretaceous)
  - Kcs - sandstone
  - Kccg - cobble conglomerate
- Kp — Point Loma Formation (Upper Cretaceous)
- Kub — Undivided rocks of the Rosario Group in the offshore area (Upper Cretaceous)
- Fault - Solid where accurately located; dashed where approximately located; dotted where concealed. U = upthrown block, D = downthrown block. Arrow and number indicate direction and angle of dip of fault plane
- Anticline - Solid where accurately located; dashed where approximately located; dotted where concealed. Arrow
- Syncline - Solid where accurately located; dotted where concealed. Arrow indicates direction of axial plunge
- Landslide - Arrows indicate principal direction of movement. Queried where existence is questionable
- Strike and dip of beds
- Inclined

N

FEET

0 4,500 9,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; IMAGERY -

4F_108473005_G_LJ.mxd 3/29/2018 JDL

FIGURE 4F

GEOLOGY - LA JOLLA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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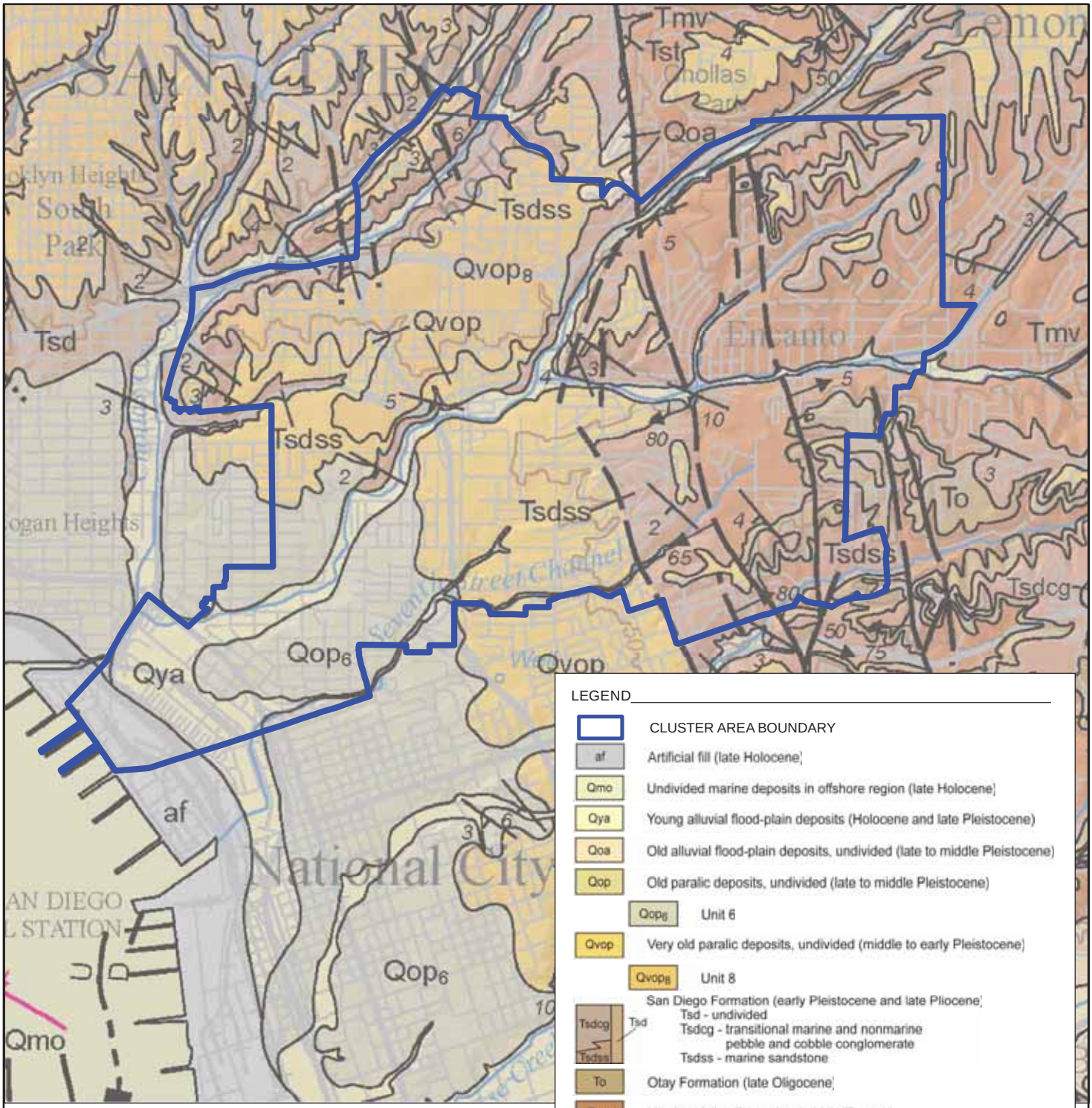

LEGEND

- CLUSTER AREA BOUNDARY
- af — Artificial fill (late Holocene)
- Qmo — Undivided marine deposits in offshore region (late Holocene)
- Qya — Young alluvial flood-plain deposits (Holocene and late Pleistocene)
- Qoa — Old alluvial flood-plain deposits, undivided (late to middle Pleistocene)
- Qop — Old paralic deposits, undivided (late to middle Pleistocene)
  - Qop_6 — Unit 6
- Qvop — Very old paralic deposits, undivided (middle to early Pleistocene)
  - $Qvop_8$ — Unit 8
- Tsdcg, Tsdss, Tsd — San Diego Formation (early Pleistocene and late Pliocene)
  - Tsd - undivided
  - Tsdcg - transitional marine and nonmarine pebble and cobble conglomerate
  - Tsdss - marine sandstone
- To — Otay Formation (late Oligocene)
- Tmv — Mission Valley Formation (middle Eocene)
- Tst — Stadium Conglomerate (middle Eocene)

70 U D — Fault - Solid where accurately located; dashed where approximately located; dotted where concealed. U = upthrown block, D = downthrown block. Arrow and number indicate direction and angle of dip of fault plane.

Strike and dip of beds

70 — Inclined

N

FEET

0 4,000 8,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

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FIGURE 4G

GEOLOGY - LINCOLN CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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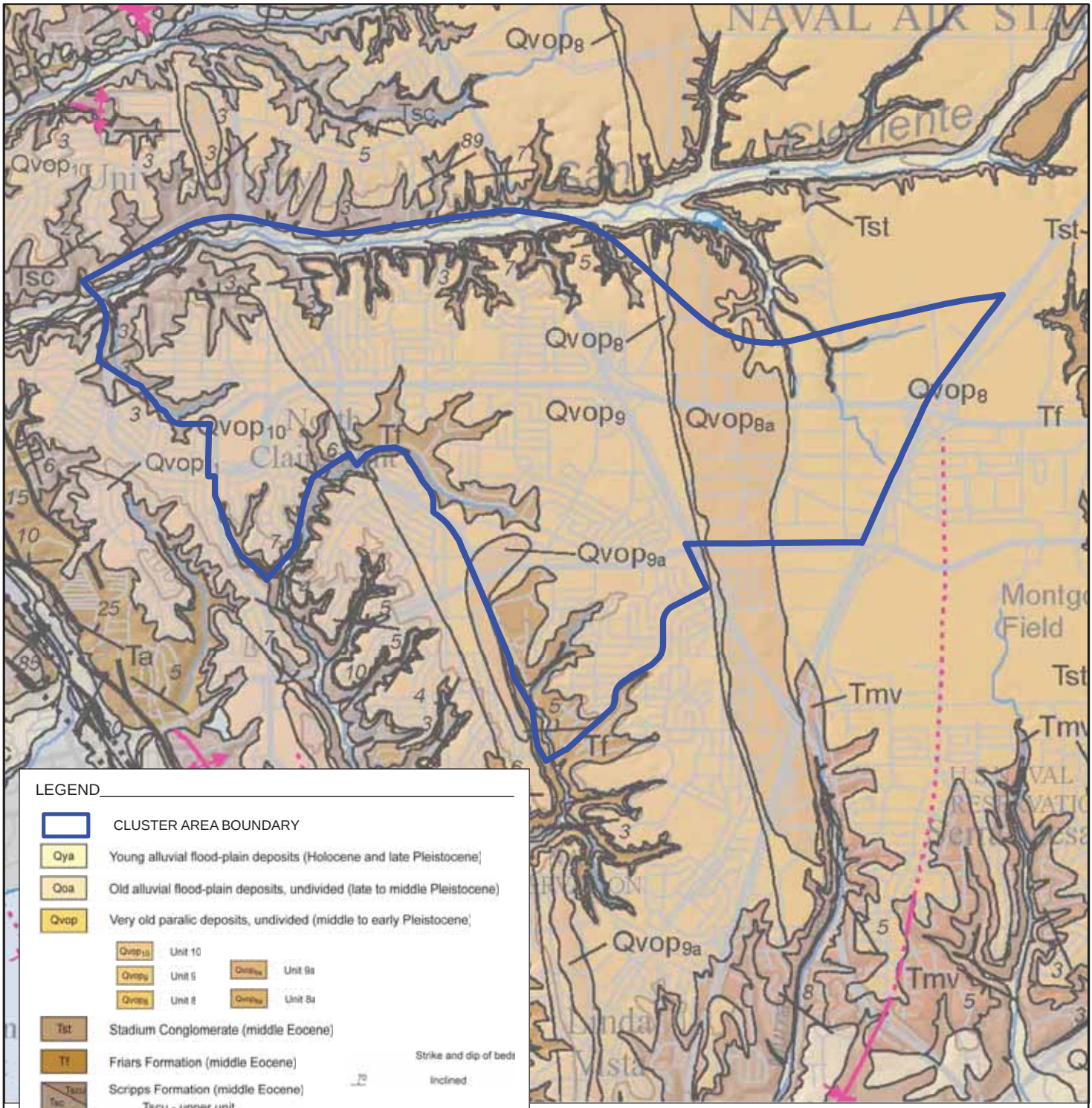

LEGEND

- CLUSTER AREA BOUNDARY
- Qya — Young alluvial flood-plain deposits (Holocene and late Pleistocene)
- Qoa — Old alluvial flood-plain deposits, undivided (late to middle Pleistocene)
- Qvop — Very old paralic deposits, undivided (middle to early Pleistocene)
  - Qvop10 — Unit 10
  - Qvop9 — Unit 9
  - Qvop8 — Unit 8
  - Qvop9a — Unit 9a
  - Qvop8a — Unit 8a
- Tst — Stadium Conglomerate (middle Eocene)
- Tf — Friars Formation (middle Eocene)
- Tsc — Scripps Formation (middle Eocene)
  - Tscu - upper unit

Strike and dip of beds
70 — Inclined

70 U D — Fault - Solid where accurately located; dashed where approximately located; dotted where concealed. U = upthrown block, D = downthrown block. Arrow and number indicate direction and angle of dip of fault plane.

Anticline - Solid where accurately located; dashed where approximately located; dotted where concealed. Arrow indicates direction of axial plunge.

Syncline - Solid where accurately located; dotted where concealed. Arrow indicates direction of axial plunge.

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

N

FEET
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FIGURE 4H

GEOLOGY - MADISON CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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Geotechnical & Environmental Sciences Consultants

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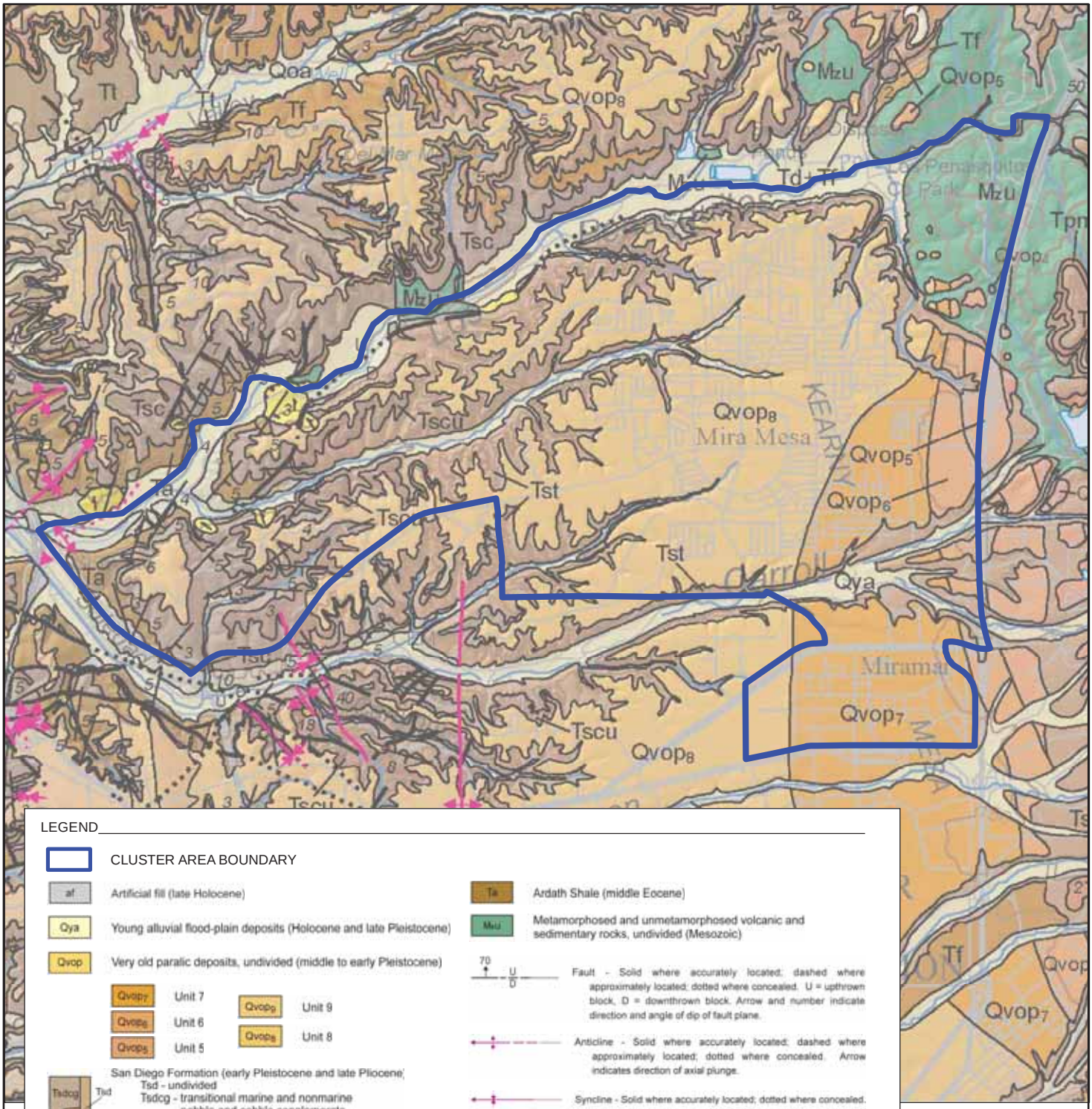

LEGEND

CLUSTER AREA BOUNDARY

af — Artificial fill (late Holocene)

Qya — Young alluvial flood-plain deposits (Holocene and late Pleistocene)

Qvop — Very old paralic deposits, undivided (middle to early Pleistocene)

- $Qvop_7$ — Unit 7
- $Qvop_6$ — Unit 6
- $Qvop_5$ — Unit 5
- $Qvop_9$ — Unit 9
- $Qvop_8$ — Unit 8

San Diego Formation (early Pleistocene and late Pliocene)
- Tsd - undivided
- Tsdcg - transitional marine and nonmarine pebble and cobble conglomerate
- Tsdss - marine sandstone

Tst — Stadium Conglomerate (middle Eocene)

Tf — Friars Formation (middle Eocene)

Scripps Formation (middle Eocene)
- Tscu - upper unit

Ta — Ardath Shale (middle Eocene)

Mzu — Metamorphosed and unmetamorphosed volcanic and sedimentary rocks, undivided (Mesozoic)

Fault - Solid where accurately located; dashed where approximately located; dotted where concealed. U = upthrown block, D = downthrown block. Arrow and number indicate direction and angle of dip of fault plane.

Anticline - Solid where accurately located; dashed where approximately located; dotted where concealed. Arrow indicates direction of axial plunge.

Syncline - Solid where accurately located; dotted where concealed. Arrow indicates direction of axial plunge.

Landslide - Arrows indicate principal direction of movement. Queried where existence is questionable.

Strike and dip of beds

Inclined

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

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FEET

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FIGURE 4I

GEOLOGY - MIRA MESA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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Geotechnical & Environmental Sciences Consultants

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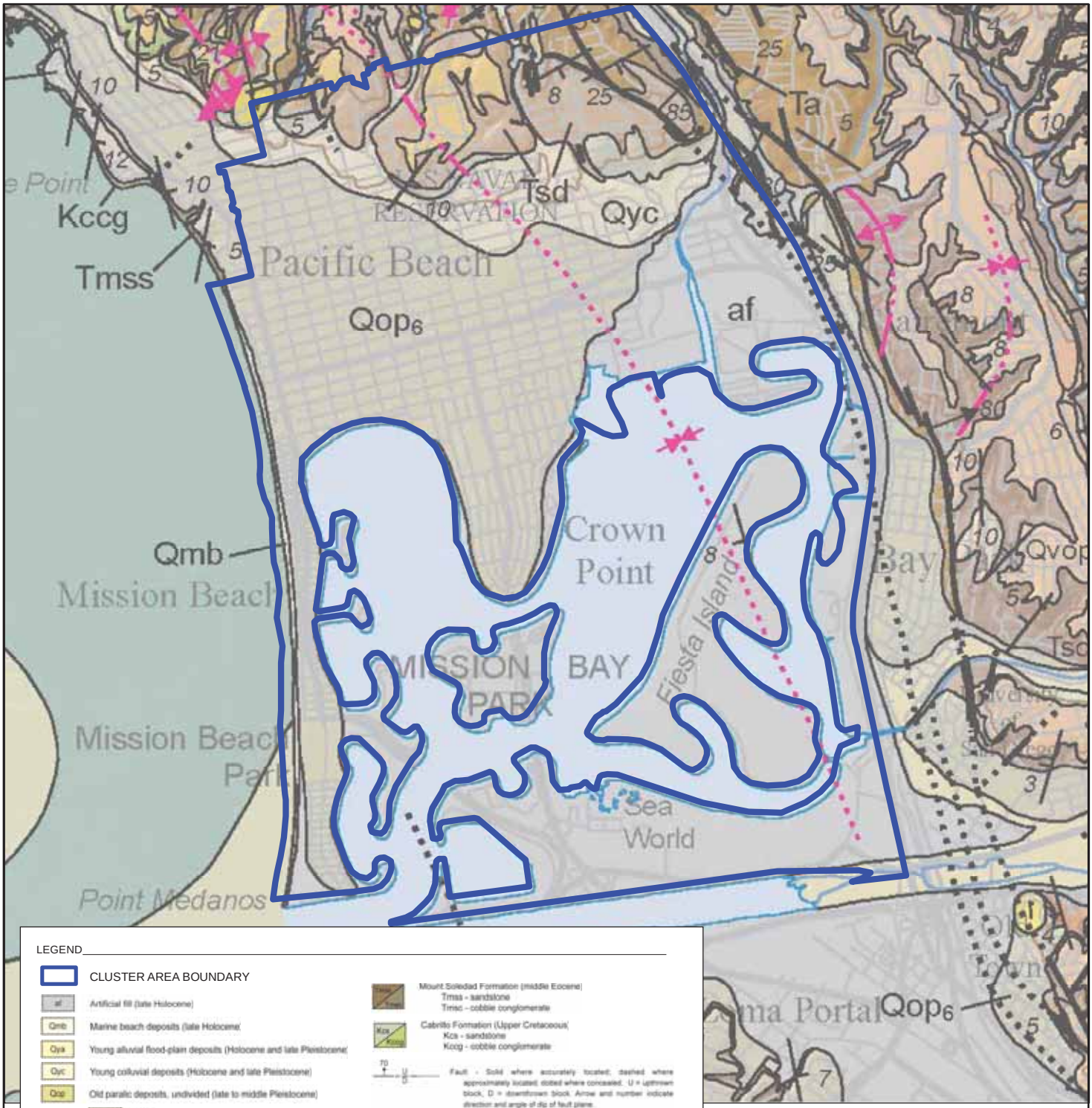

LEGEND

CLUSTER AREA BOUNDARY

af — Artificial fill (late Holocene)

Qmb — Marine beach deposits (late Holocene)

Qya — Young alluvial flood-plain deposits (Holocene and late Pleistocene)

Qyc — Young colluvial deposits (Holocene and late Pleistocene)

Qop — Old paralic deposits, undivided (late to middle Pleistocene)

Unit 7

Unit 6

Qvop — Very old paralic deposits, undivided (middle to early Pleistocene)

San Diego Formation (early Pleistocene and late Pliocene)
Tsd - undivided
Tsdcg - transitional marine and nonmarine pebble and cobble conglomerate
Tsdss - marine sandstone

Scripps Formation (middle Eocene)
Tscu - upper unit

Ta — Ardath Shale (middle Eocene)

Mount Soledad Formation (middle Eocene)
Tmss - sandstone
Tmsc - cobble conglomerate

Cabrillo Formation (Upper Cretaceous)
Kcs - sandstone
Kccg - cobble conglomerate

Fault - Solid where accurately located; dashed where approximately located; dotted where concealed. U = upthrown block, D = downthrown block. Arrow and number indicate direction and angle of dip of fault plane.

Anticline - Solid where accurately located; dashed where approximately located; dotted where concealed. Arrow indicates direction of axial plunge.

Syncline - Solid where accurately located; dotted where concealed. Arrow indicates direction of axial plunge.

Landslide - Arrows indicate principal direction of movement. Queried where existence is questionable.

Strike and dip of beds

Inclined

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

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FEET

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FIGURE 4J

GEOLOGY - MISSION BAY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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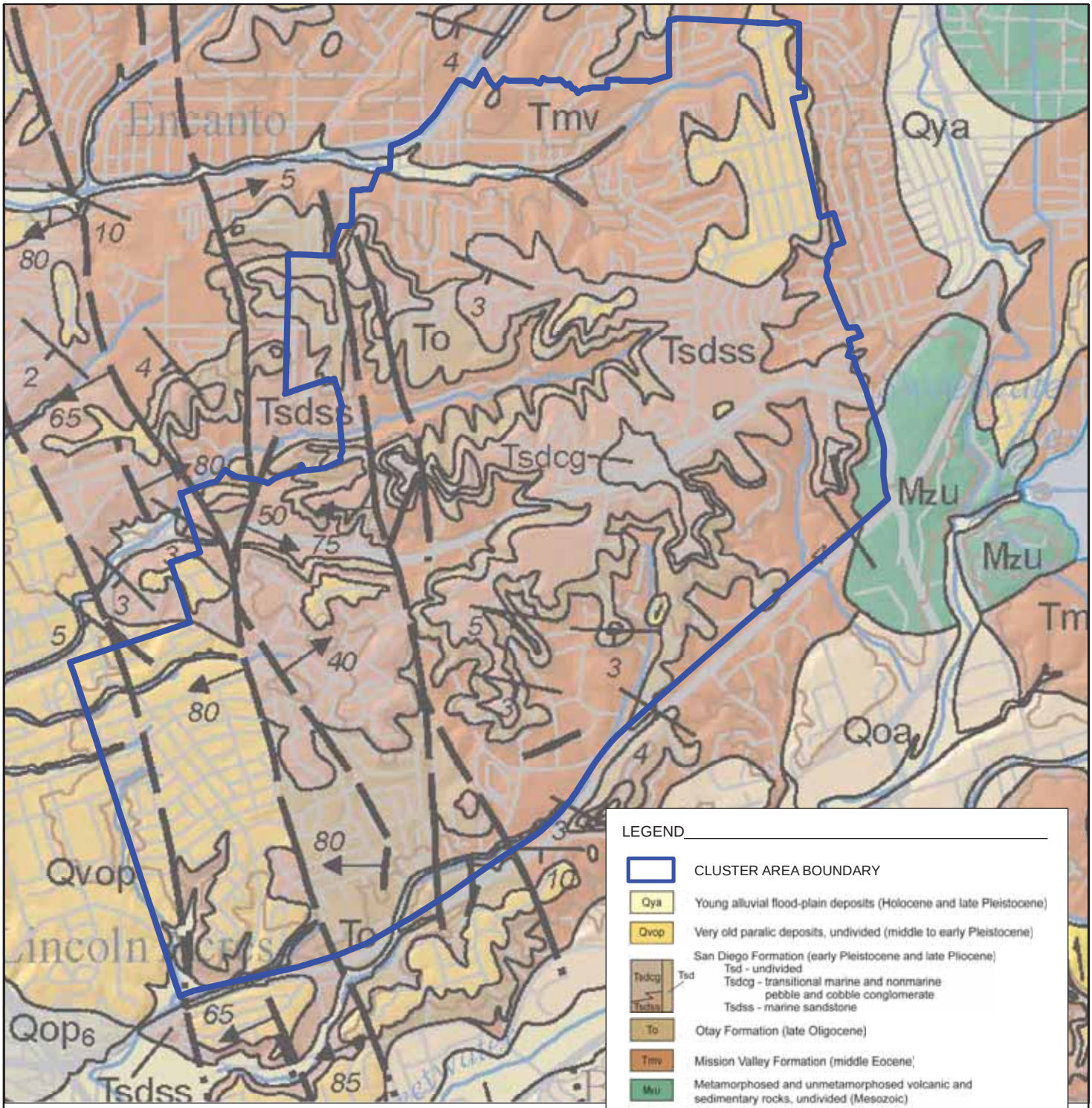

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

4K_108473005_G_MRS.mxd 3/29/2018 JDL

FIGURE 4K

GEOLOGY - MORSE CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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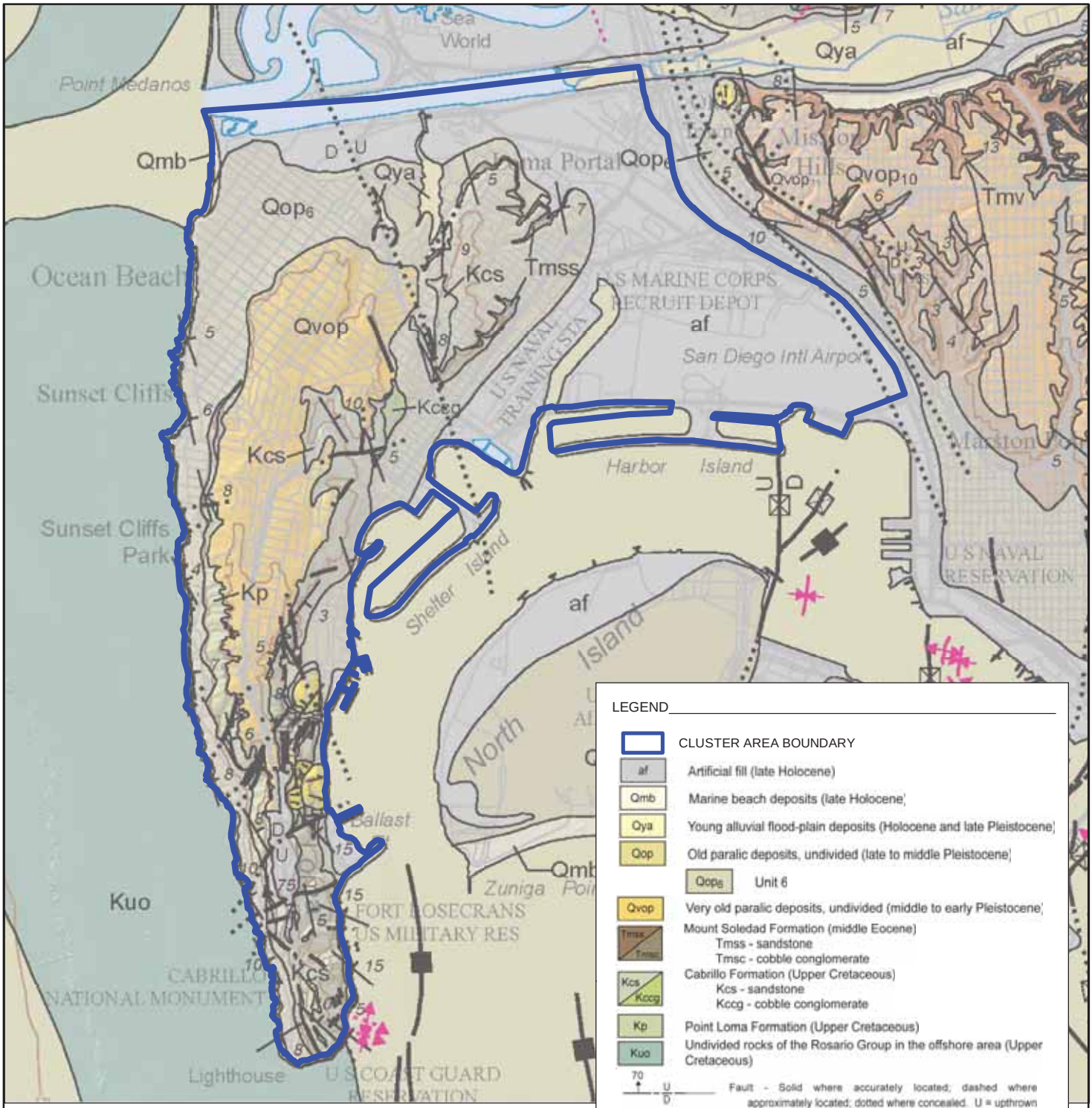

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

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FIGURE 4L

GEOLOGY - POINT LOMA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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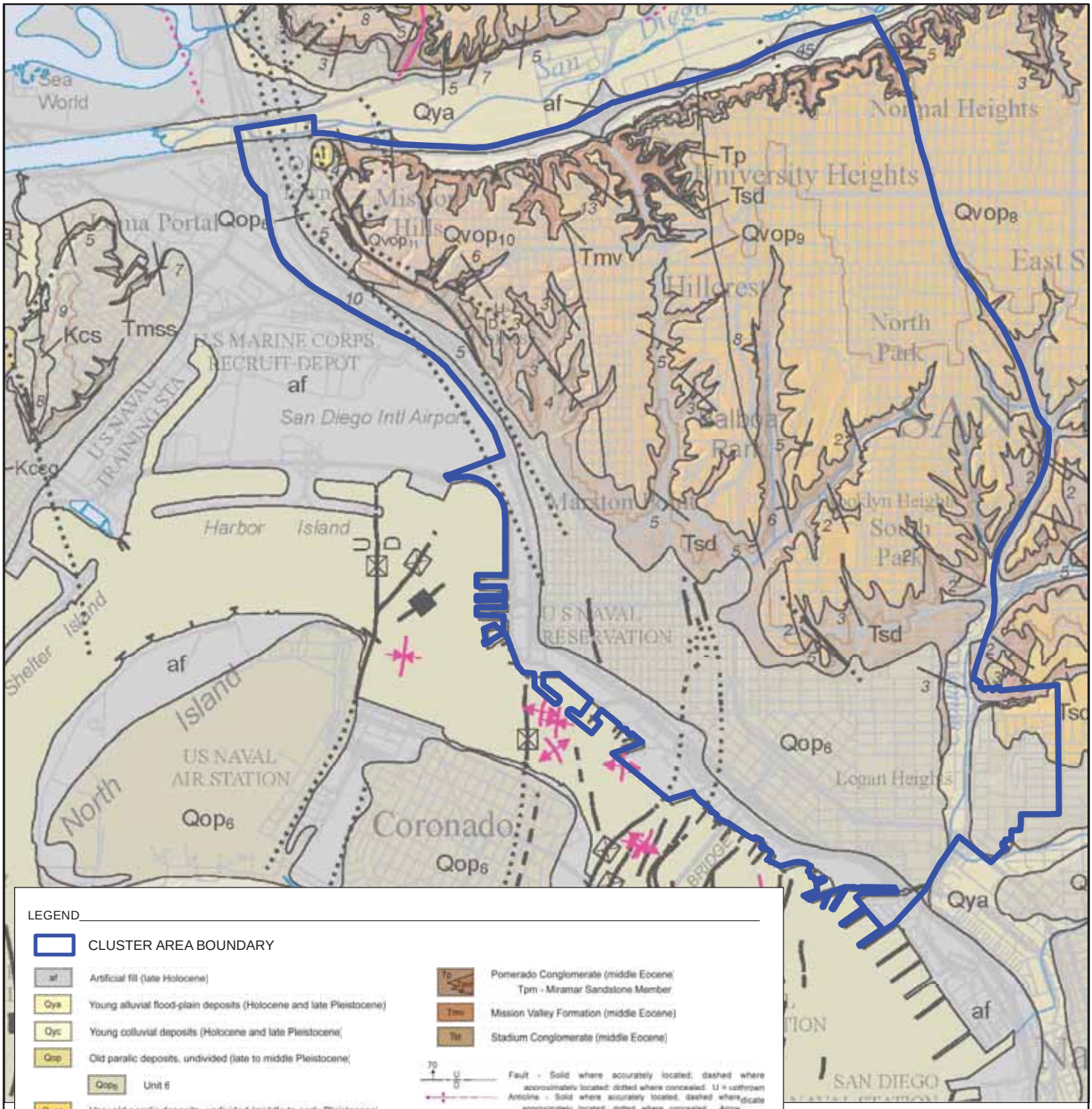

LEGEND

CLUSTER AREA BOUNDARY

af — Artificial fill (late Holocene)

Qya — Young alluvial flood-plain deposits (Holocene and late Pleistocene)

Qyc — Young colluvial deposits (Holocene and late Pleistocene)

Qop — Old paralic deposits, undivided (late to middle Pleistocene)

Qop6 — Unit 6

Qvop — Very old paralic deposits, undivided (middle to early Pleistocene)

Qvop11 — Unit 11; Qvop9 — Unit 9

Qvop10 — Unit 10; Qvop8 — Unit 8

Tsd — San Diego Formation (early Pleistocene and late Pliocene)
Tsd - undivided
Tsdcg - transitional marine and nonmarine pebble and cobble conglomerate
Tsdss - marine sandstone

Tp — Pomerado Conglomerate (middle Eocene)
Tpm - Miramar Sandstone Member

Tmv — Mission Valley Formation (middle Eocene)

Tst — Stadium Conglomerate (middle Eocene)

Fault - Solid where accurately located; dashed where approximately located; dotted where concealed. U = upthrown

Anticline - Solid where accurately located; dashed where approximately located; dotted where concealed. Arrow indicates direction of axial plunge

Syncline - Solid where accurately located; dotted where concealed. Arrow indicates direction of axial plunge

Landslide - Arrows indicate principal direction of movement. Queried where existence is questionable

Strike and dip of beds

Inclined

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

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FEET

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FIGURE 4M

GEOLOGY - SAN DIEGO CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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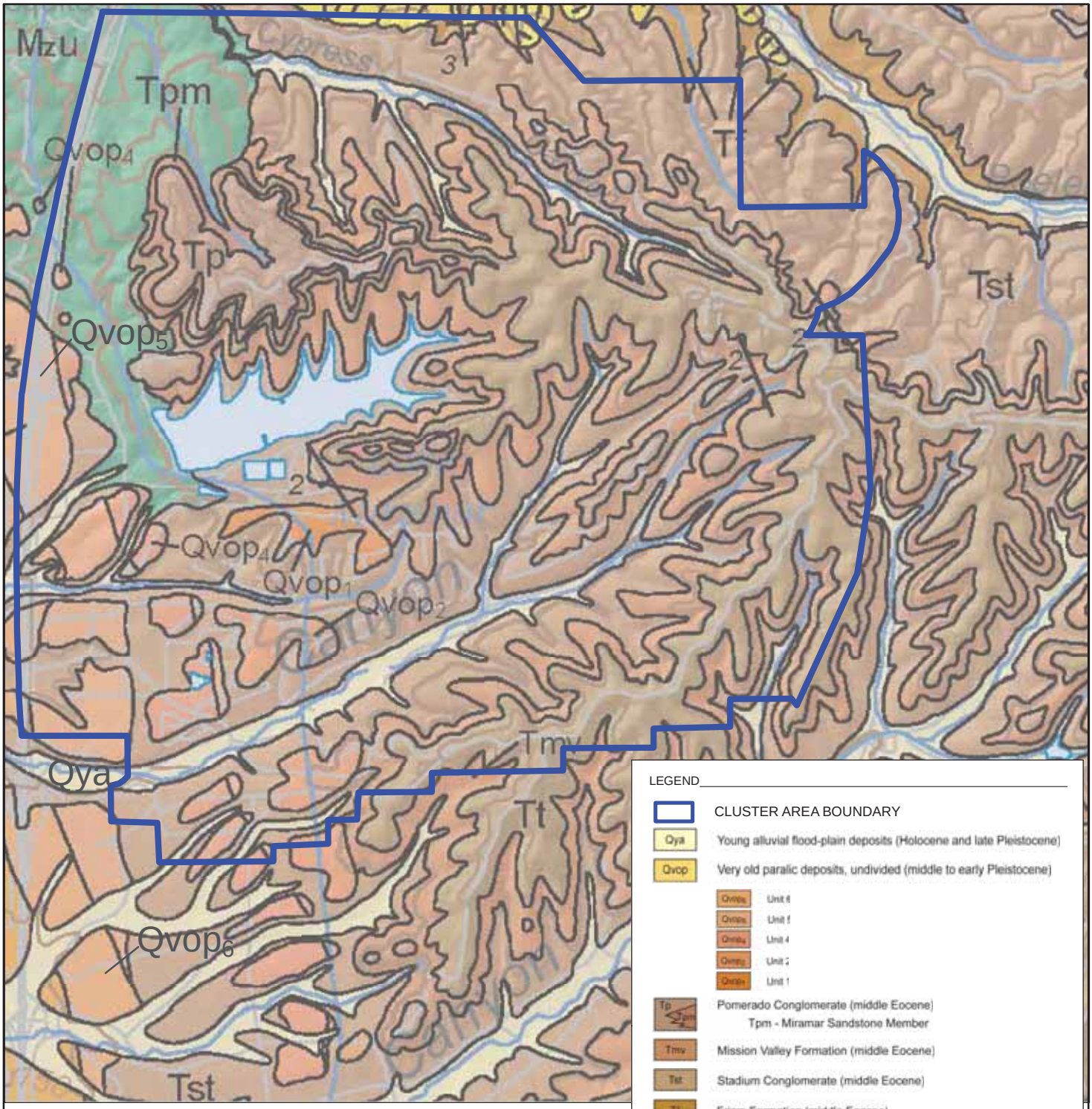

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FEET

0 3,000 6,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

4N_108473005_G_SCR.mxd 3/29/2018 JDL

FIGURE 4N

GEOLOGY - SCRIPPS RANCH CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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Geotechnical & Environmental Sciences Consultants

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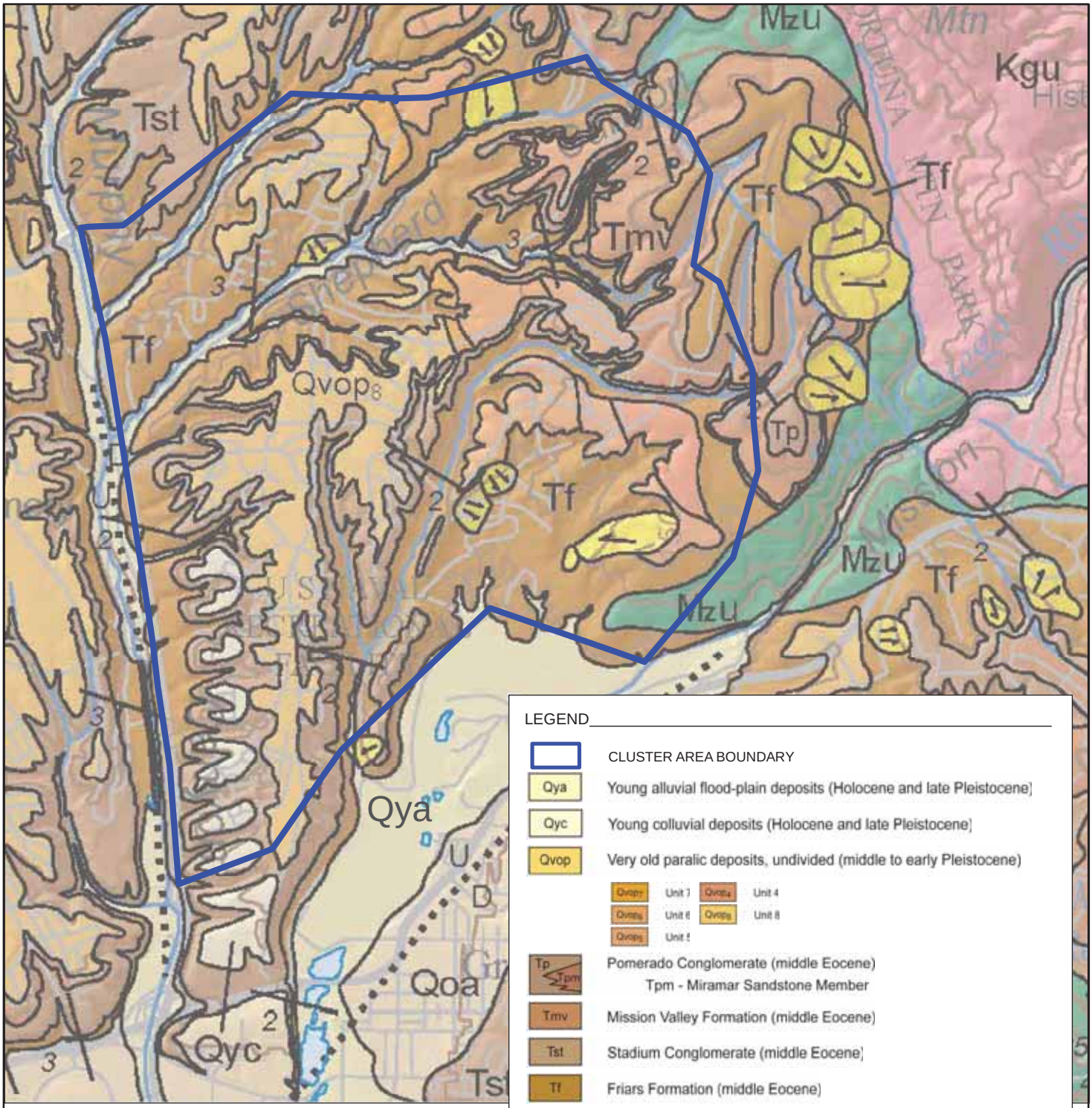

LEGEND

- CLUSTER AREA BOUNDARY
- Qya — Young alluvial flood-plain deposits (Holocene and late Pleistocene)
- Qyc — Young colluvial deposits (Holocene and late Pleistocene)
- Qvop — Very old paralic deposits, undivided (middle to early Pleistocene)
  - Qvop7 Unit 7; Qvop4 Unit 4; Qvop6 Unit 6; Qvop8 Unit 8; Qvop5 Unit 5
- Tp — Pomerado Conglomerate (middle Eocene)
  - Tpm - Miramar Sandstone Member
- Tmv — Mission Valley Formation (middle Eocene)
- Tst — Stadium Conglomerate (middle Eocene)
- Tf — Friars Formation (middle Eocene)
- Mzu — Metamorphosed and unmetamorphosed volcanic and sedimentary rocks, undivided (Mesozoic)
- Qls? — Landslide - Arrows indicate principal direction of movement. Queried where existence is questionable.
- Strike and dip of beds
- 70 — Inclined

N

FEET

0 3,000 6,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

4O_108473005_G_SRA.mxd 3/29/2018 JDL

FIGURE 4O

GEOLOGY - SERRA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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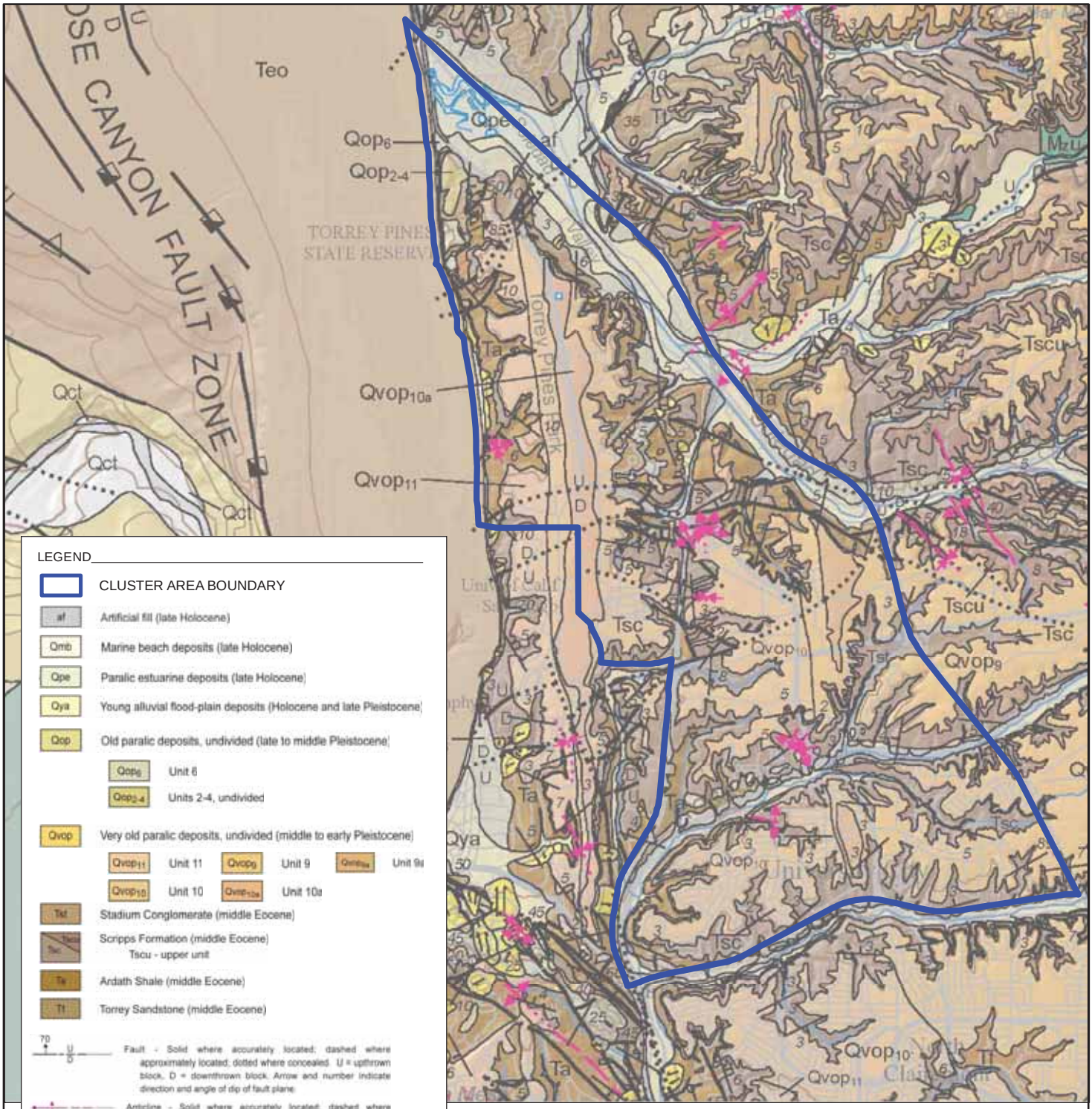

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; KENNEDY, M.P., AND TAN, S.S., 2008, GEOLOGIC MAP OF THE SAN DIEGO 30' X 60' QUADRANGLE, CALIFORNIA

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FEET

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FIGURE 4P

GEOLOGY - UNIVERSITY CITY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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Geotechnical & Environmental Sciences Consultants

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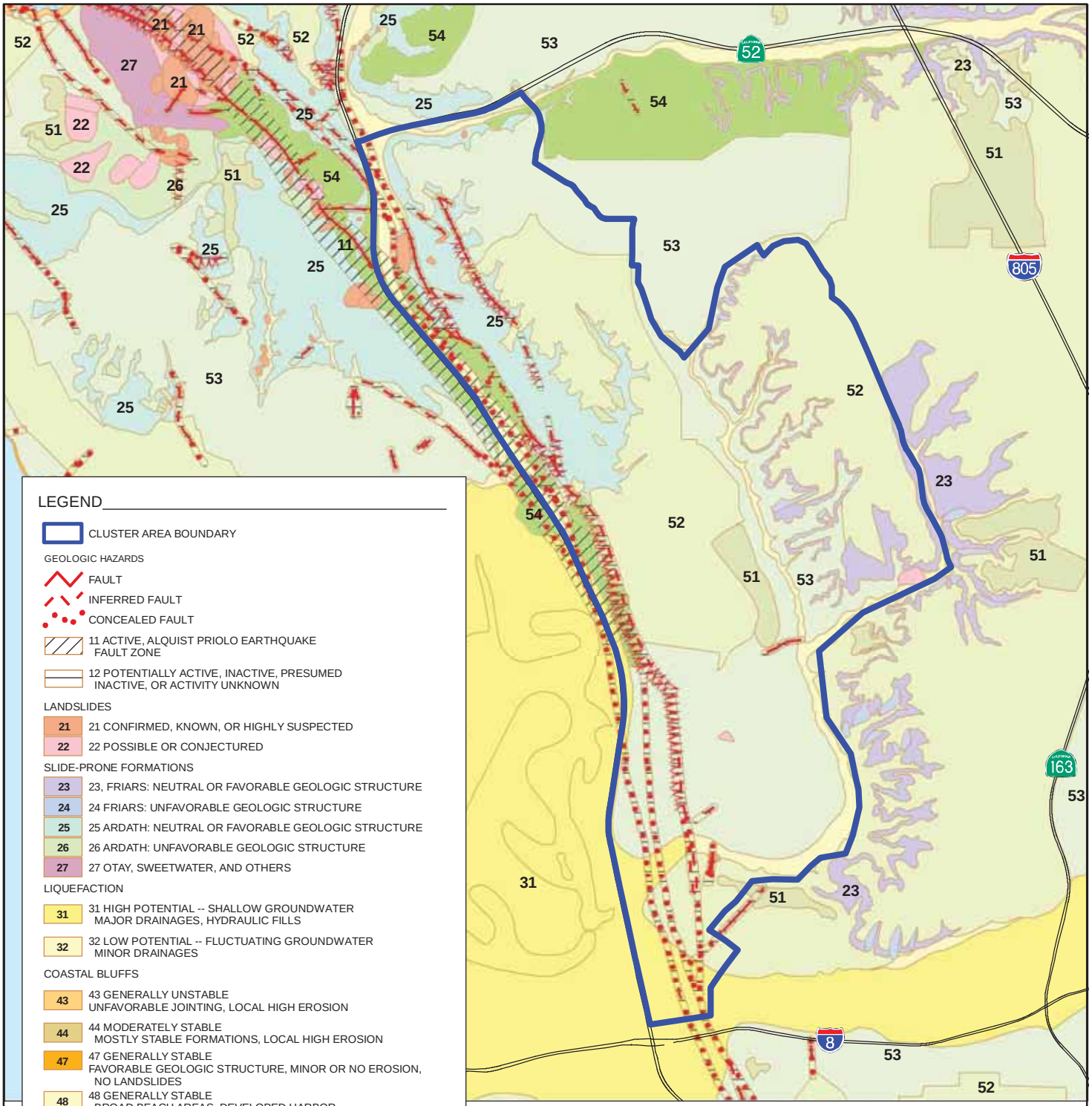

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

LANDSLIDES

21 — 21 CONFIRMED, KNOWN, OR HIGHLY SUSPECTED

22 — 22 POSSIBLE OR CONJECTURED

SLIDE-PRONE FORMATIONS

23 — 23, FRIARS: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

24 — 24 FRIARS: UNFAVORABLE GEOLOGIC STRUCTURE

25 — 25 ARDATH: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

26 — 26 ARDATH: UNFAVORABLE GEOLOGIC STRUCTURE

27 — 27 OTAY, SWEETWATER, AND OTHERS

LIQUEFACTION

31 — 31 HIGH POTENTIAL -- SHALLOW GROUNDWATER MAJOR DRAINAGES, HYDRAULIC FILLS

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

COASTAL BLUFFS

43 — 43 GENERALLY UNSTABLE UNFAVORABLE JOINTING, LOCAL HIGH EROSION

44 — 44 MODERATELY STABLE MOSTLY STABLE FORMATIONS, LOCAL HIGH EROSION

47 — 47 GENERALLY STABLE FAVORABLE GEOLOGIC STRUCTURE, MINOR OR NO EROSION, NO LANDSLIDES

48 — 48 GENERALLY STABLE BROAD BEACH AREAS, DEVELOPED HARBOR

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

52 — 52 OTHER LEVEL AREAS, GENTLY SLOPING TO STEEP TERRAIN, FAVORABLE GEOLOGIC STRUCTURE, LOW RISK

53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

54 — 54 STEEPLY SLOPING TERRAIN, UNFAVORABLE OR FAULT CONTROLLED GEOLOGIC STRUCTURE, LOW RISK

N

FEET

0 4,500 9,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5A

GEOLOGIC HAZARDS - CLAIREMONT CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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Geotechnical & Environmental Sciences Consultants

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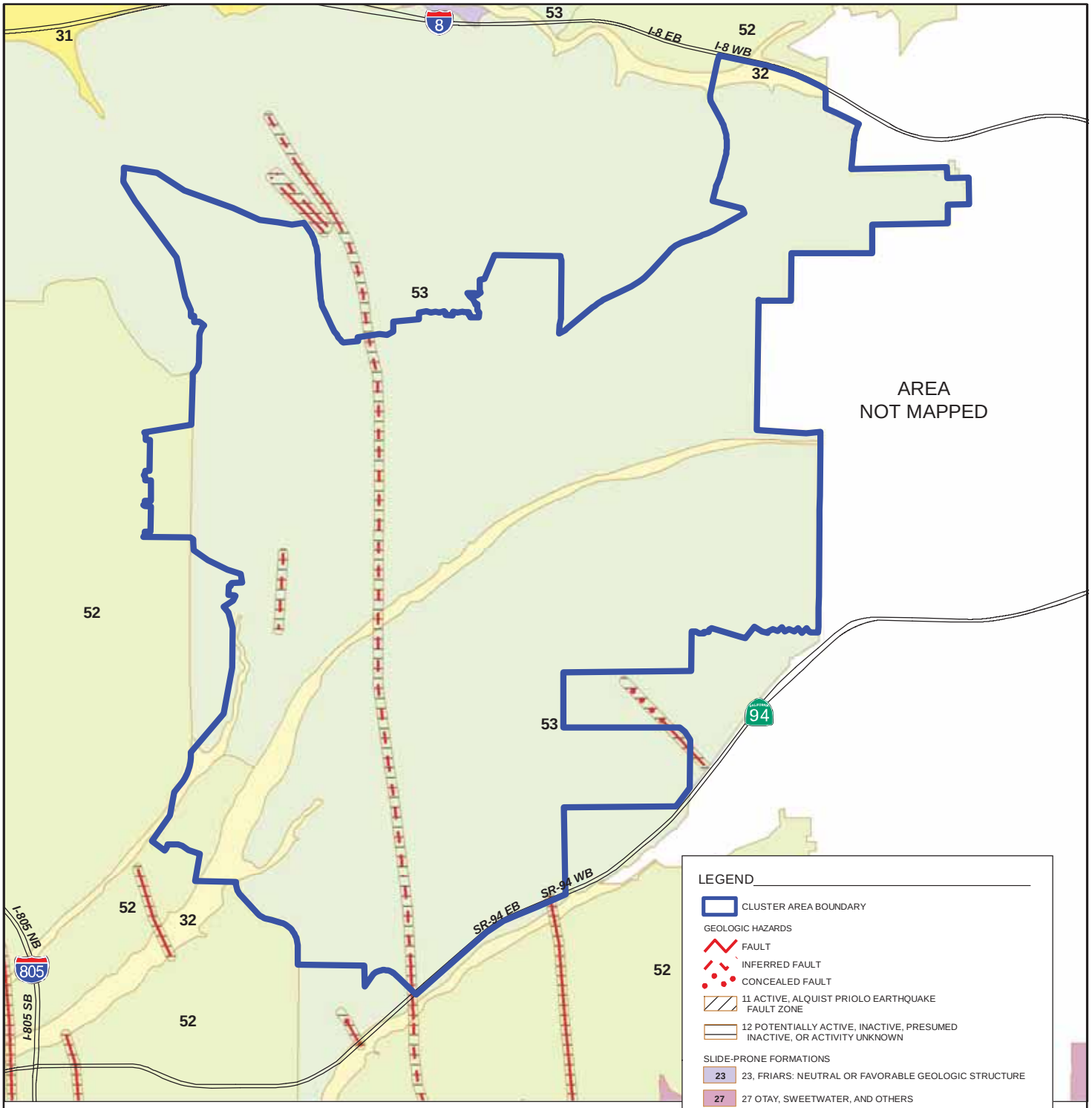

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5B

GEOLOGIC HAZARDS - CRAWFORD CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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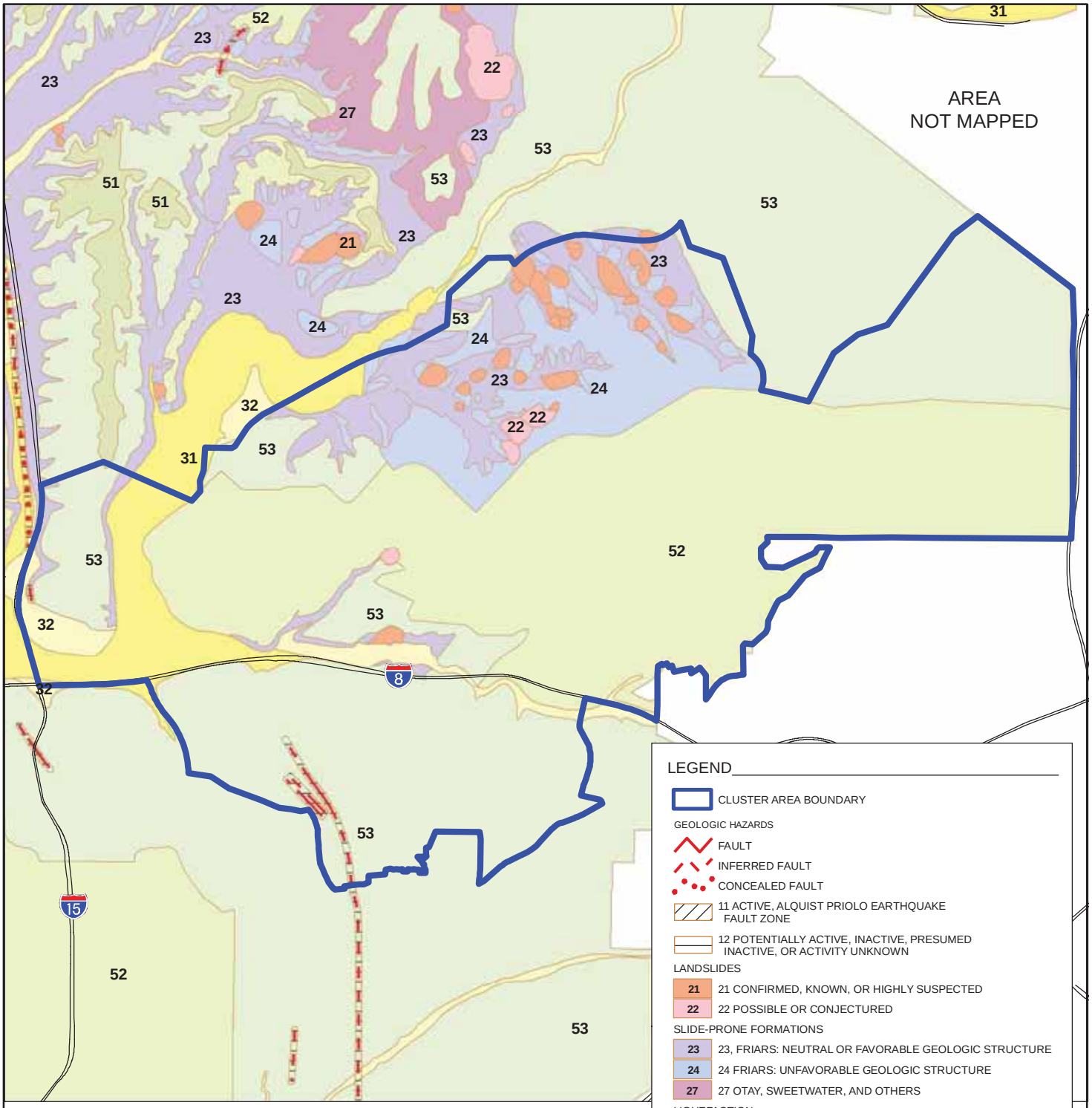

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

LANDSLIDES

21 — 21 CONFIRMED, KNOWN, OR HIGHLY SUSPECTED

22 — 22 POSSIBLE OR CONJECTURED

SLIDE-PRONE FORMATIONS

23 — 23, FRIARS: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

24 — 24 FRIARS: UNFAVORABLE GEOLOGIC STRUCTURE

27 — 27 OTAY, SWEETWATER, AND OTHERS

LIQUEFACTION

31 — 31 HIGH POTENTIAL -- SHALLOW GROUNDWATER MAJOR DRAINAGES, HYDRAULIC FILLS

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

52 — 52 OTHER LEVEL AREAS, GENTLY SLOPING TO STEEP TERRAIN, FAVORABLE GEOLOGIC STRUCTURE, LOW RISK

53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

N

FEET

0 4,500 9,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5C

GEOLOGIC HAZARDS - HENRY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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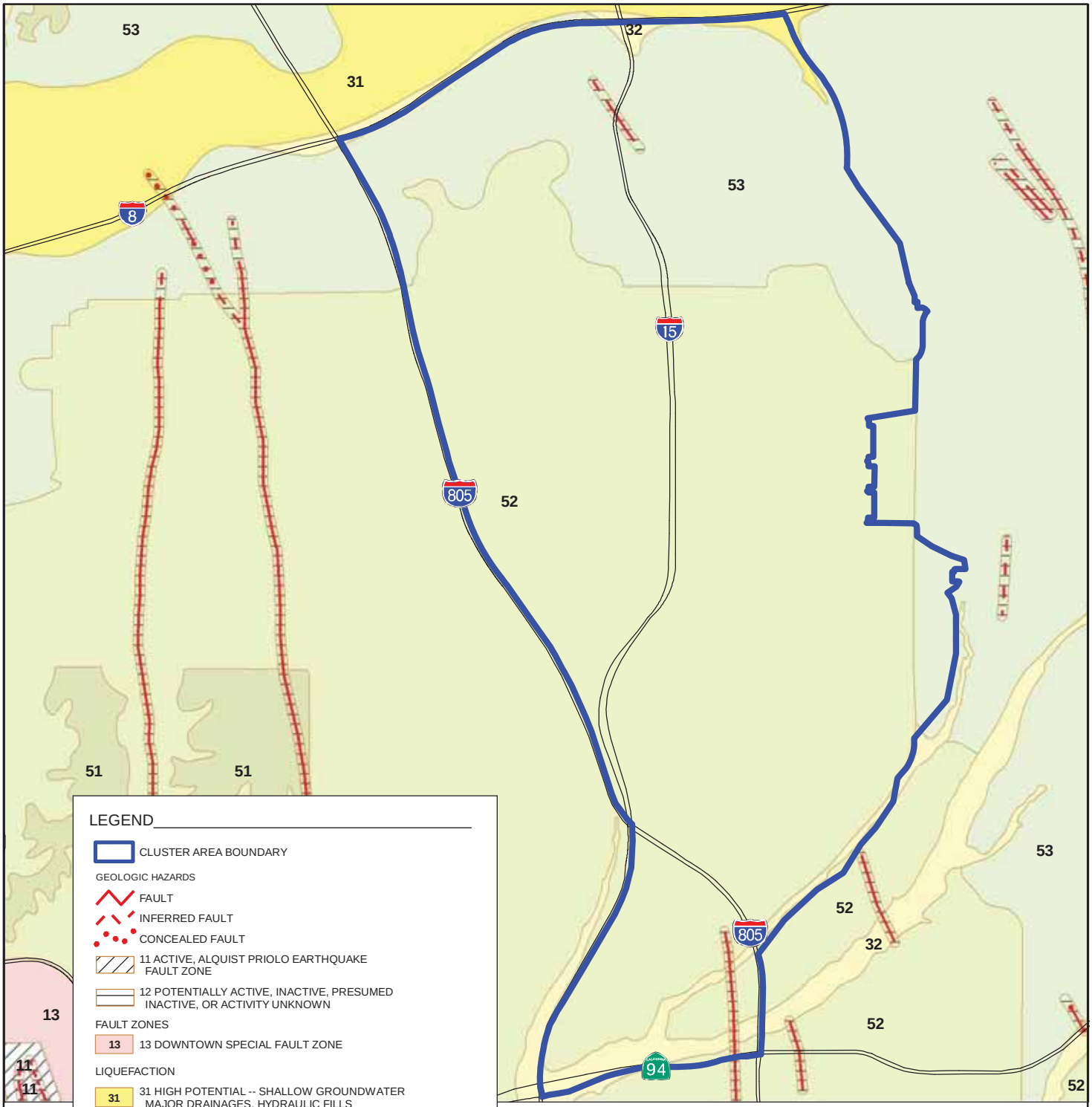

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

FAULT ZONES

13 — 13 DOWNTOWN SPECIAL FAULT ZONE

LIQUEFACTION

31 — 31 HIGH POTENTIAL -- SHALLOW GROUNDWATER MAJOR DRAINAGES, HYDRAULIC FILLS

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

52 — 52 OTHER LEVEL AREAS, GENTLY SLOPING TO STEEP TERRAIN, FAVORABLE GEOLOGIC STRUCTURE, LOW RISK

53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

N

FEET

0 3,000 6,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5D

GEOLOGIC HAZARDS - HOOVER CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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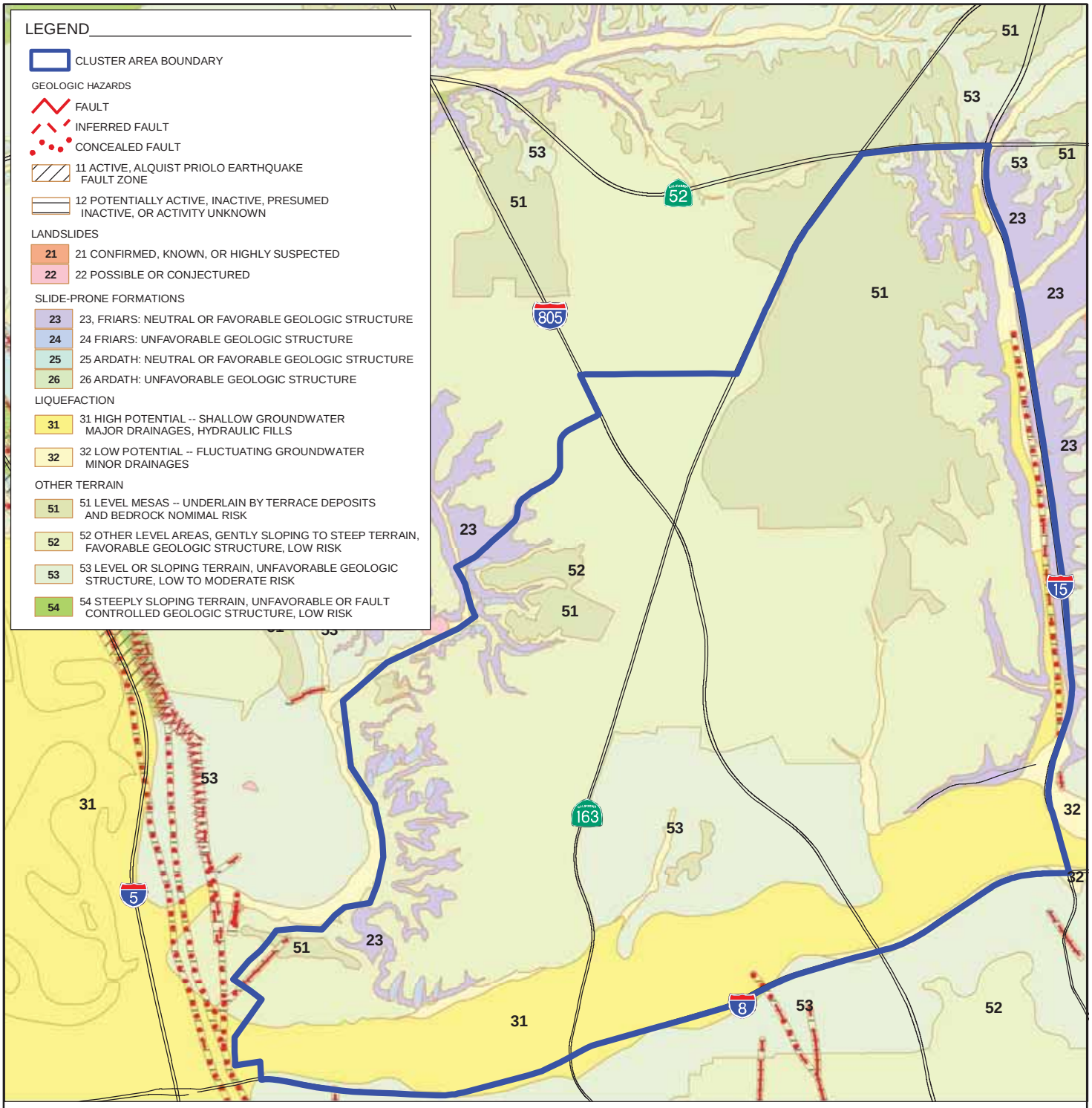

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5E

GEOLOGIC HAZARDS - KEARNY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5F

GEOLOGIC HAZARDS - LA JOLLA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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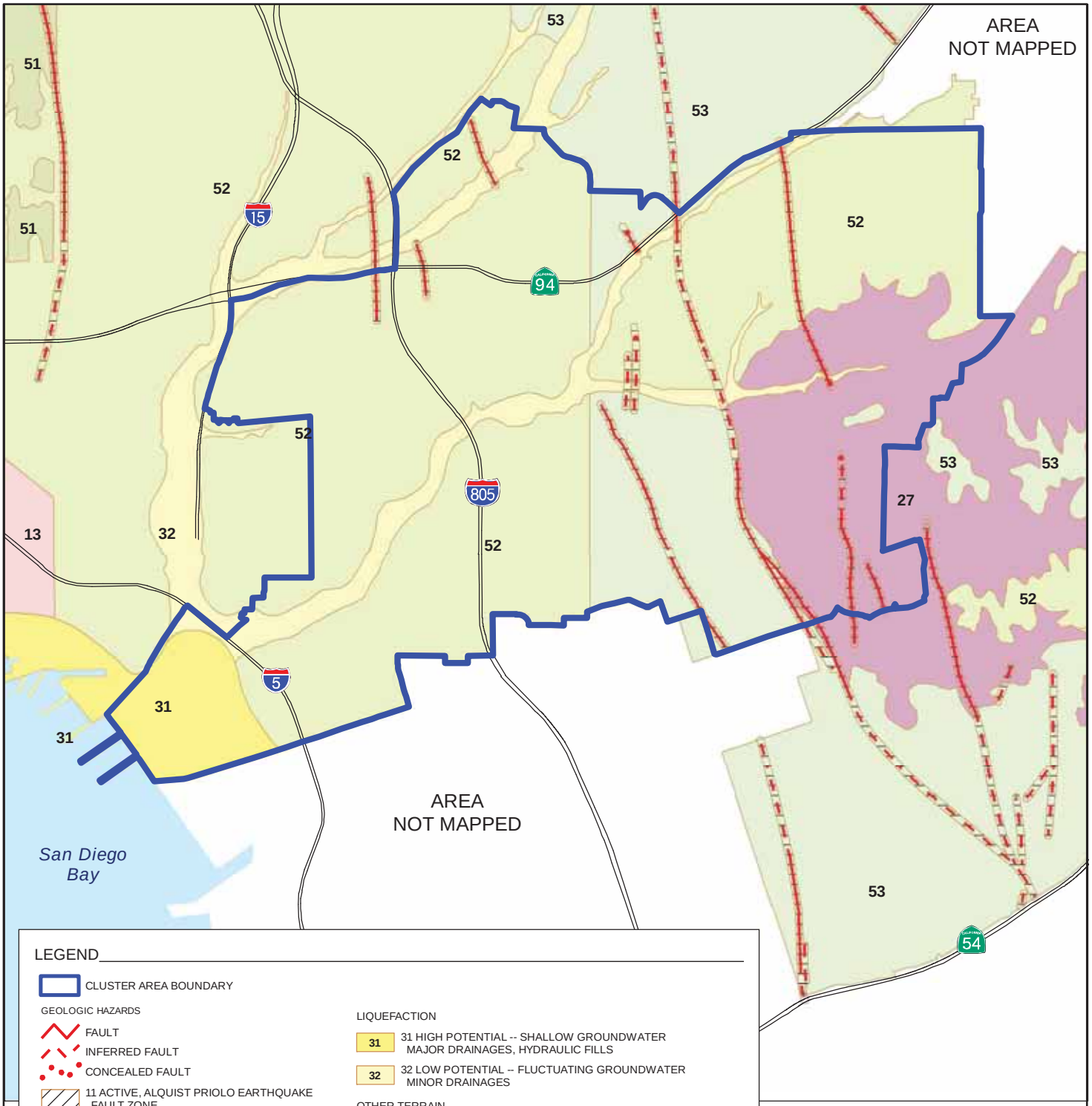

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

FAULT ZONES

13 — 13 DOWNTOWN SPECIAL FAULT ZONE

SLIDE-PRONE FORMATIONS

27 — 27 OTAY, SWEETWATER, AND OTHERS

LIQUEFACTION

31 — 31 HIGH POTENTIAL -- SHALLOW GROUNDWATER MAJOR DRAINAGES, HYDRAULIC FILLS

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

52 — 52 OTHER LEVEL AREAS, GENTLY SLOPING TO STEEP TERRAIN, FAVORABLE GEOLOGIC STRUCTURE, LOW RISK

53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5G

GEOLOGIC HAZARDS - LINCOLN CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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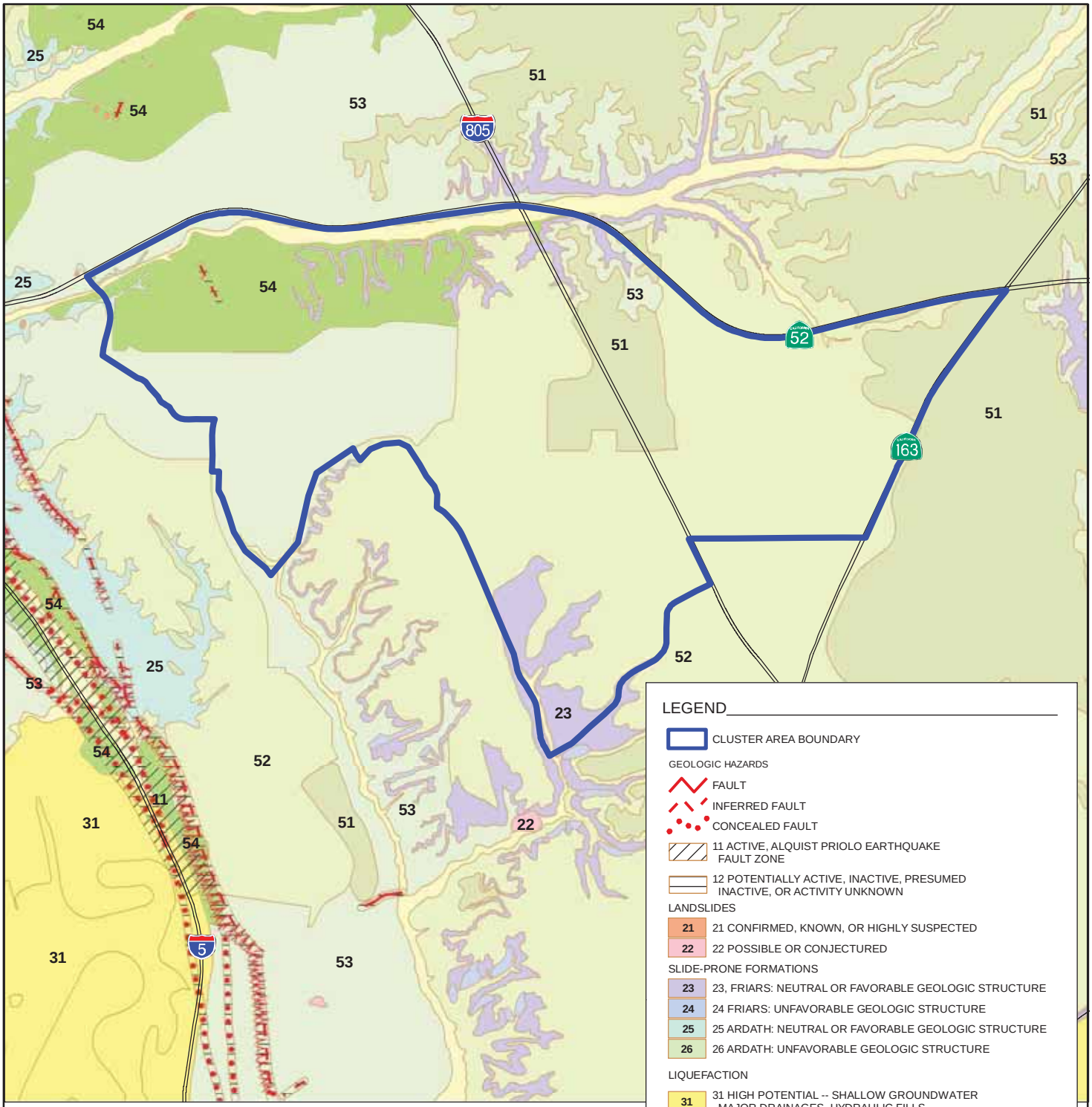

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

LANDSLIDES

21 — 21 CONFIRMED, KNOWN, OR HIGHLY SUSPECTED

22 — 22 POSSIBLE OR CONJECTURED

SLIDE-PRONE FORMATIONS

23 — 23, FRIARS: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

24 — 24 FRIARS: UNFAVORABLE GEOLOGIC STRUCTURE

25 — 25 ARDATH: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

26 — 26 ARDATH: UNFAVORABLE GEOLOGIC STRUCTURE

LIQUEFACTION

31 — 31 HIGH POTENTIAL -- SHALLOW GROUNDWATER MAJOR DRAINAGES, HYDRAULIC FILLS

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

52 — 52 OTHER LEVEL AREAS, GENTLY SLOPING TO STEEP TERRAIN, FAVORABLE GEOLOGIC STRUCTURE, LOW RISK

53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

54 — 54 STEEPLY SLOPING TERRAIN, UNFAVORABLE OR FAULT CONTROLLED GEOLOGIC STRUCTURE, LOW RISK

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NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5H

GEOLOGIC HAZARDS - MADISON CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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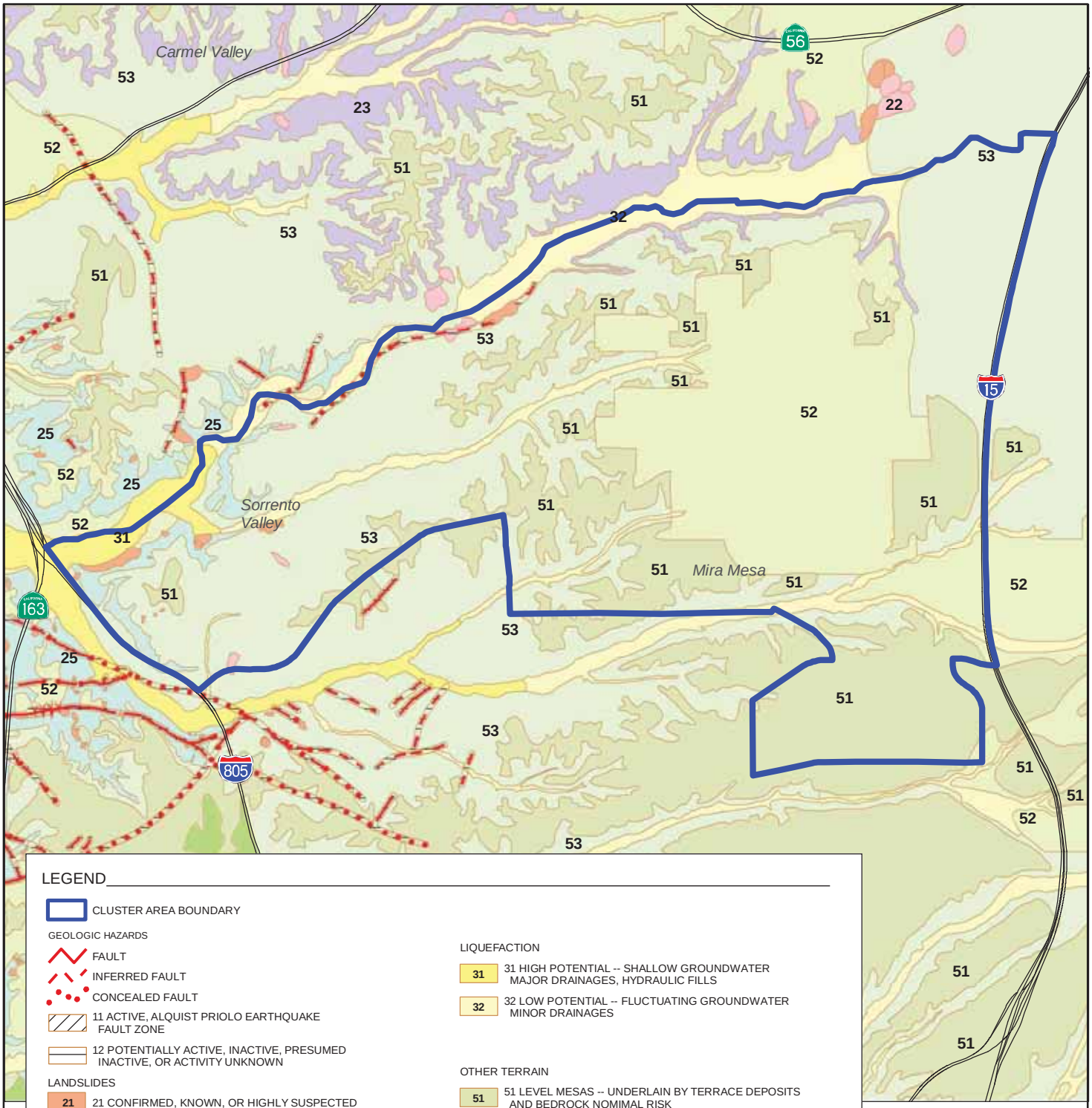

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

LANDSLIDES

21 — 21 CONFIRMED, KNOWN, OR HIGHLY SUSPECTED

22 — 22 POSSIBLE OR CONJECTURED

SLIDE-PRONE FORMATIONS

23 — 23, FRIARS: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

24 — 24 FRIARS: UNFAVORABLE GEOLOGIC STRUCTURE

25 — 25 ARDATH: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

26 — 26 ARDATH: UNFAVORABLE GEOLOGIC STRUCTURE

LIQUEFACTION

31 — 31 HIGH POTENTIAL -- SHALLOW GROUNDWATER MAJOR DRAINAGES, HYDRAULIC FILLS

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

52 — 52 OTHER LEVEL AREAS, GENTLY SLOPING TO STEEP TERRAIN, FAVORABLE GEOLOGIC STRUCTURE, LOW RISK

53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

54 — 54 STEEPLY SLOPING TERRAIN, UNFAVORABLE OR FAULT CONTROLLED GEOLOGIC STRUCTURE, LOW RISK

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5I

GEOLOGIC HAZARDS - MIRA MESA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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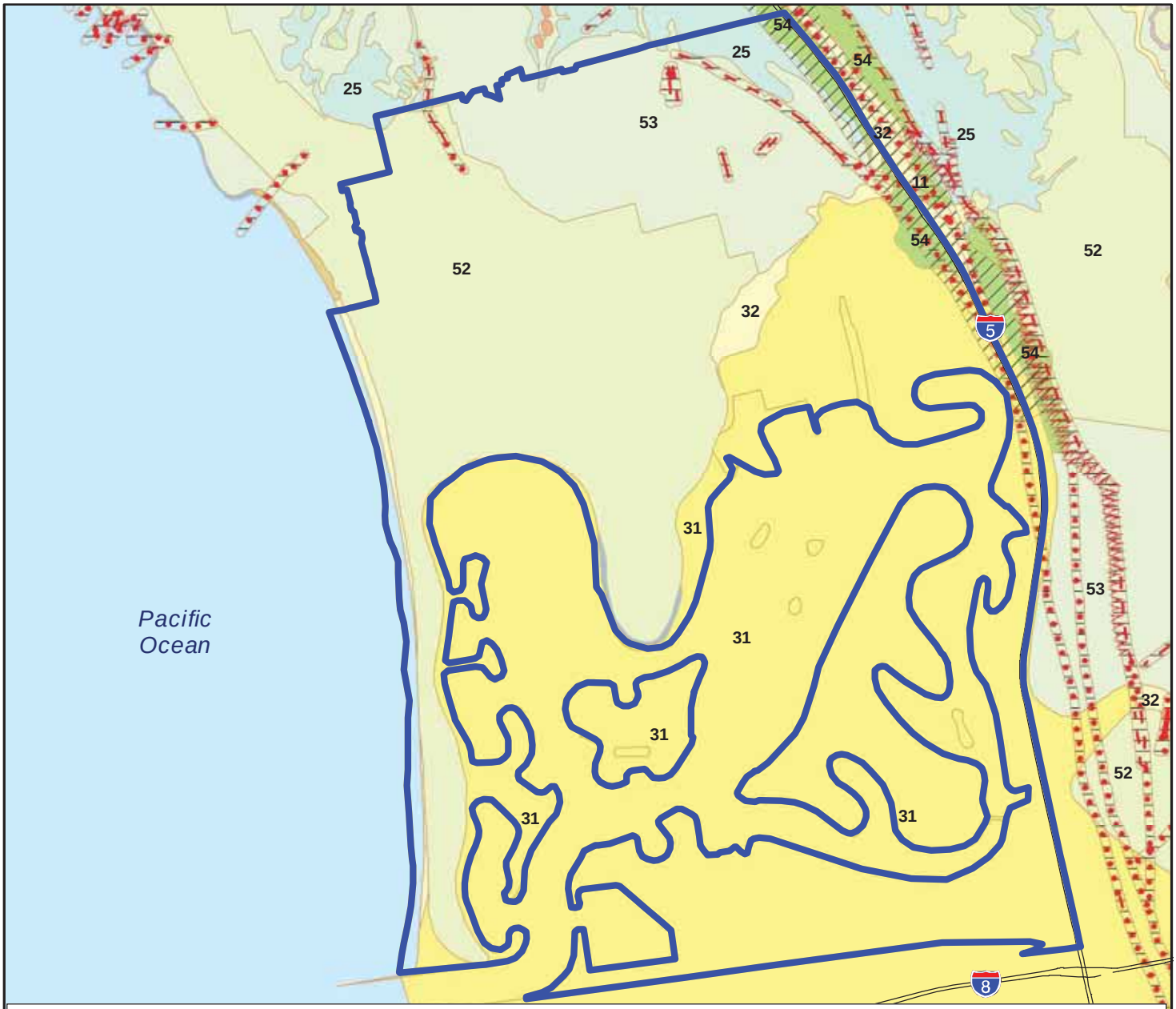

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

LANDSLIDES

21 — 21 CONFIRMED, KNOWN, OR HIGHLY SUSPECTED

SLIDE-PRONE FORMATIONS

23 — 23, FRIARS: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

24 — 24 FRIARS: UNFAVORABLE GEOLOGIC STRUCTURE

25 — 25 ARDATH: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

26 — 26 ARDATH: UNFAVORABLE GEOLOGIC STRUCTURE

LIQUEFACTION

31 — 31 HIGH POTENTIAL -- SHALLOW GROUNDWATER MAJOR DRAINAGES, HYDRAULIC FILLS

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

COASTAL BLUFFS

43 — 43 GENERALLY UNSTABLE UNFAVORABLE JOINTING, LOCAL HIGH EROSION

44 — 44 MODERATELY STABLE MOSTLY STABLE FORMATIONS, LOCAL HIGH EROSION

47 — 47 GENERALLY STABLE FAVORABLE GEOLOGIC STRUCTURE, MINOR OR NO EROSION, NO LANDSLIDES

48 — 48 GENERALLY STABLE BROAD BEACH AREAS, DEVELOPED HARBOR

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

52 — 52 OTHER LEVEL AREAS, GENTLY SLOPING TO STEEP TERRAIN, FAVORABLE GEOLOGIC STRUCTURE, LOW RISK

53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

54 — 54 STEEPLY SLOPING TERRAIN, UNFAVORABLE OR FAULT CONTROLLED GEOLOGIC STRUCTURE, LOW RISK

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5J

GEOLOGIC HAZARDS - MISSION BAY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
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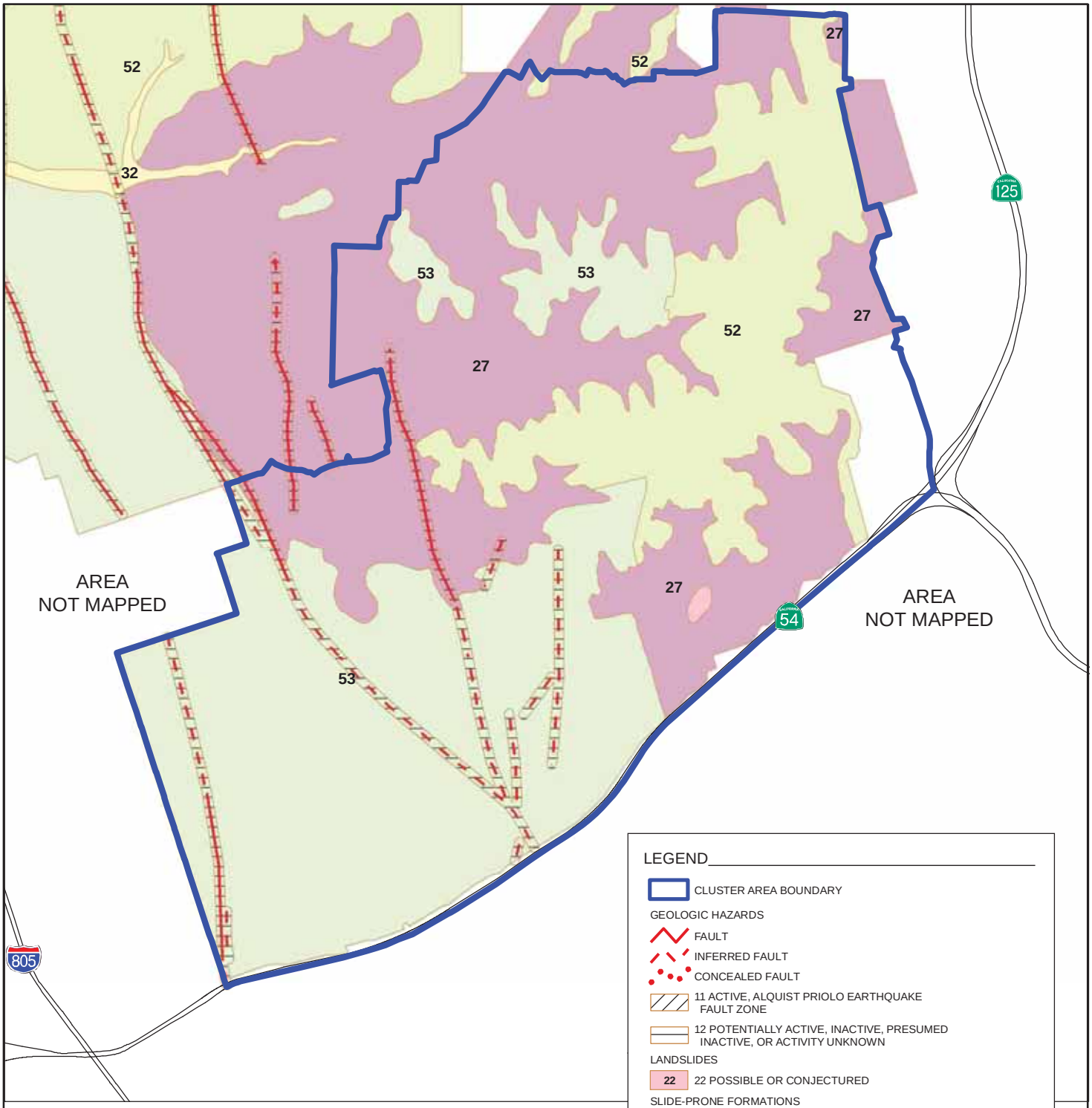

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

LANDSLIDES

22 — 22 POSSIBLE OR CONJECTURED

SLIDE-PRONE FORMATIONS

27 — 27 OTAY, SWEETWATER, AND OTHERS

LIQUEFACTION

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

OTHER TERRAIN

52 — 52 OTHER LEVEL AREAS, GENTLY SLOPING TO STEEP TERRAIN, FAVORABLE GEOLOGIC STRUCTURE, LOW RISK

53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

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NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5K

GEOLOGIC HAZARDS - MORSE CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

FAULT ZONES

13 — 13 DOWNTOWN SPECIAL FAULT ZONE

LANDSLIDES

21 — 21 CONFIRMED, KNOWN, OR HIGHLY SUSPECTED

LIQUEFACTION

31 — 31 HIGH POTENTIAL -- SHALLOW GROUNDWATER MAJOR DRAINAGES, HYDRAULIC FILLS

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

COASTAL BLUFFS

41 — 41 GENERALLY UNSTABLE NUMEROUS LANDSLIDES, HIGH STEEP BLUFFS, SEVERE EROSION, UNFAVORABLE GEOLOGIC STRUCTURE

43 — 43 GENERALLY UNSTABLE UNFAVORABLE JOINTING, LOCAL HIGH EROSION

44 — 44 MODERATELY STABLE MOSTLY STABLE FORMATIONS, LOCAL HIGH EROSION

45 — 45 MODERATELY STABLE SOME MINOR LANDSLIDES, MINOR EROSION

46 — 46 MODERATELY STABLE SOME UNFAVORABLE GEOLOGIC STRUCTURE, MINOR OR NO EROSION

48 — 48 GENERALLY STABLE BROAD BEACH AREAS, DEVELOPED HARBOR

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

52 — 52 OTHER LEVEL AREAS, GENTLY SLOPING TO STEEP TERRAIN, FAVORABLE GEOLOGIC STRUCTURE, LOW RISK

53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

55 — 55 MODIFIED TERRAIN (GRADED SITES) NOMINAL RISK

N

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5L

GEOLOGIC HAZARDS - POINT LOMA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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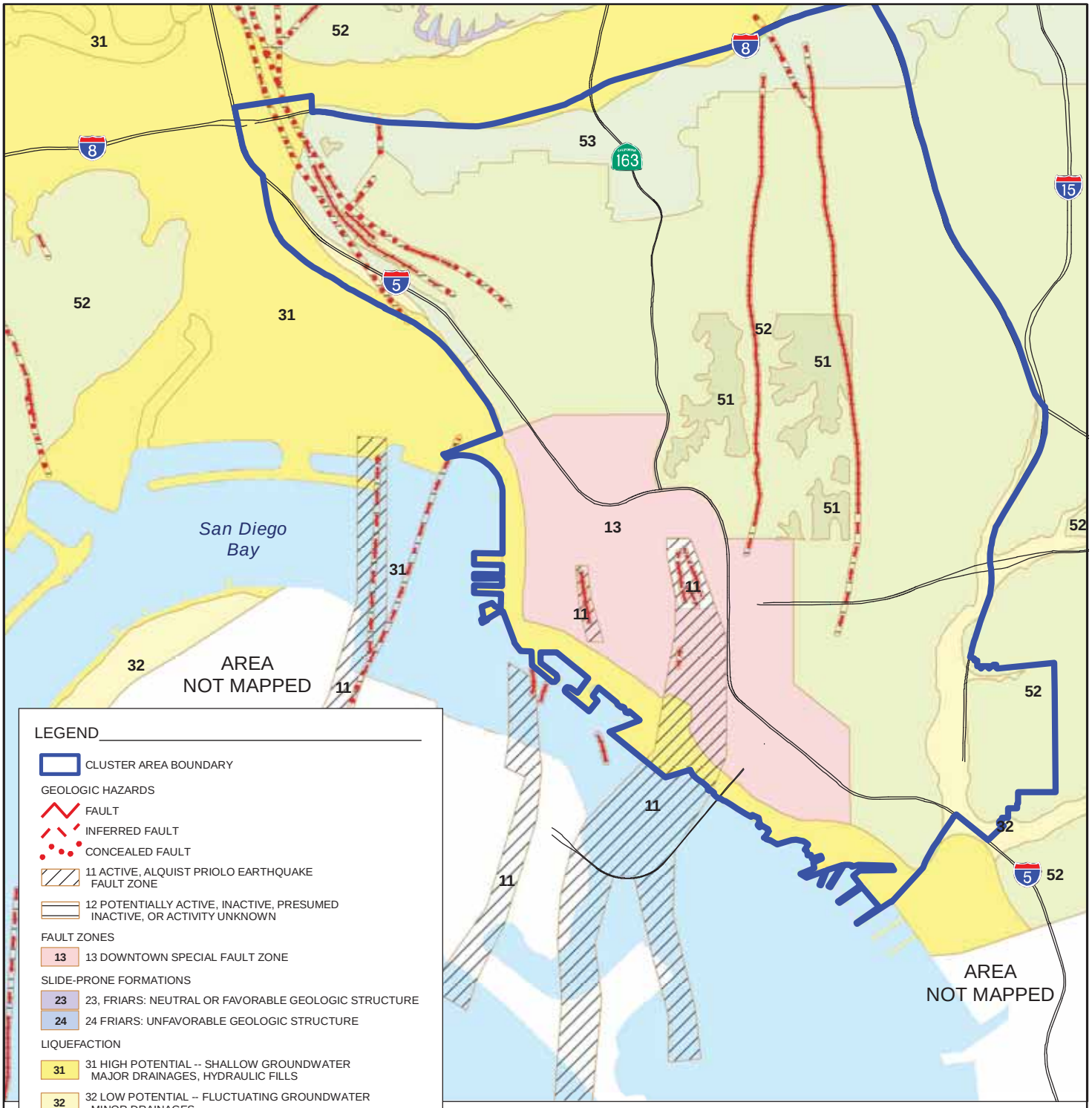

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

FAULT ZONES

13 — 13 DOWNTOWN SPECIAL FAULT ZONE

SLIDE-PRONE FORMATIONS

23 — 23, FRIARS: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

24 — 24 FRIARS: UNFAVORABLE GEOLOGIC STRUCTURE

LIQUEFACTION

31 — 31 HIGH POTENTIAL -- SHALLOW GROUNDWATER MAJOR DRAINAGES, HYDRAULIC FILLS

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

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53 — 53 LEVEL OR SLOPING TERRAIN, UNFAVORABLE GEOLOGIC STRUCTURE, LOW TO MODERATE RISK

55 — 55 MODIFIED TERRAIN (GRADED SITES) NOMINAL RISK

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FIGURE 5M

GEOLOGIC HAZARDS - SAN DIEGO CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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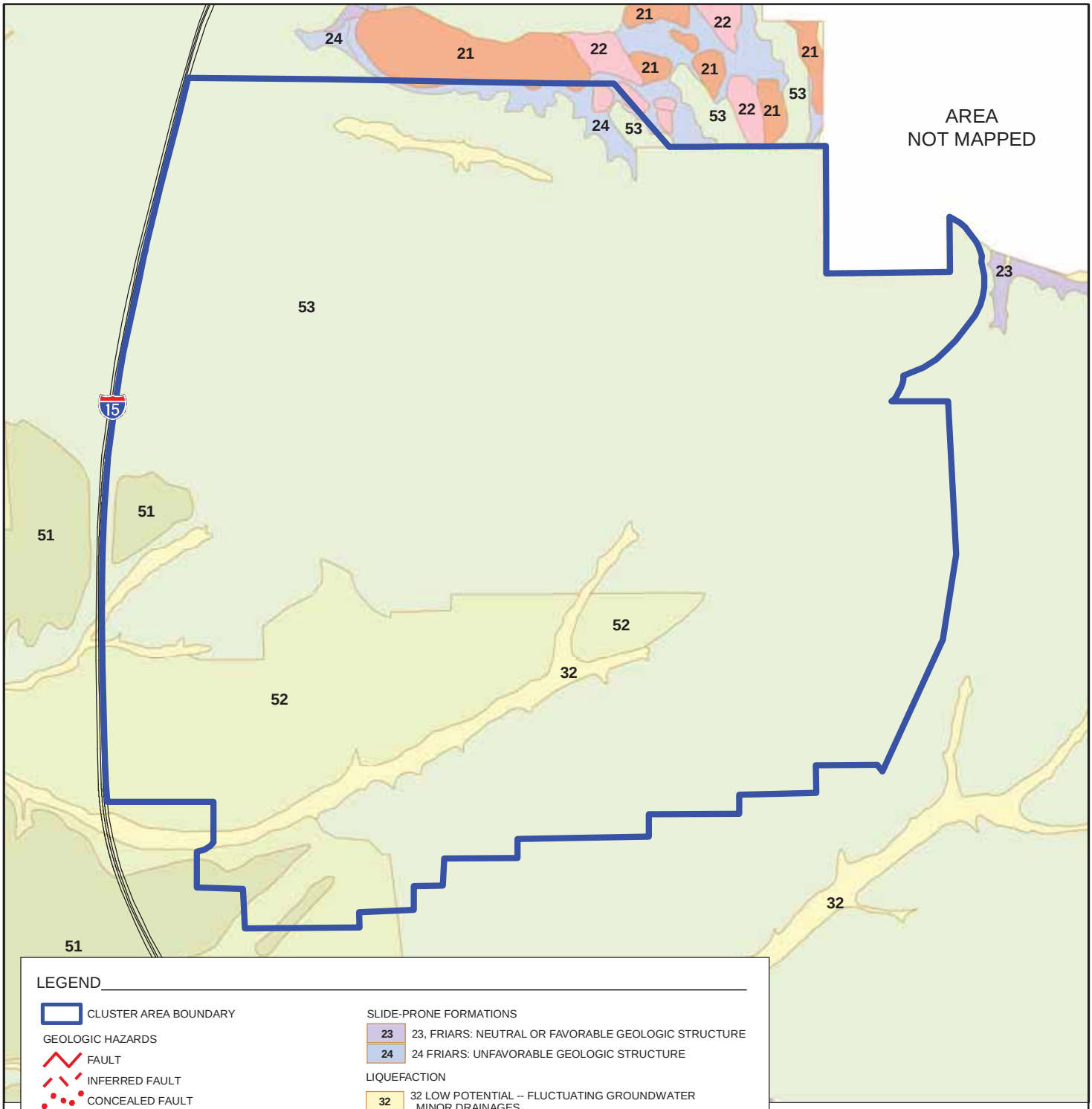

LEGEND

CLUSTER AREA BOUNDARY

GEOLOGIC HAZARDS

FAULT

INFERRED FAULT

CONCEALED FAULT

11 ACTIVE, ALQUIST PRIOLO EARTHQUAKE FAULT ZONE

12 POTENTIALLY ACTIVE, INACTIVE, PRESUMED INACTIVE, OR ACTIVITY UNKNOWN

LANDSLIDES

21 — 21 CONFIRMED, KNOWN, OR HIGHLY SUSPECTED

22 — 22 POSSIBLE OR CONJECTURED

SLIDE-PRONE FORMATIONS

23 — 23, FRIARS: NEUTRAL OR FAVORABLE GEOLOGIC STRUCTURE

24 — 24 FRIARS: UNFAVORABLE GEOLOGIC STRUCTURE

LIQUEFACTION

32 — 32 LOW POTENTIAL -- FLUCTUATING GROUNDWATER MINOR DRAINAGES

OTHER TERRAIN

51 — 51 LEVEL MESAS -- UNDERLAIN BY TERRACE DEPOSITS AND BEDROCK NOMIMAL RISK

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NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5N

GEOLOGIC HAZARDS - SCRIPPS RANCH CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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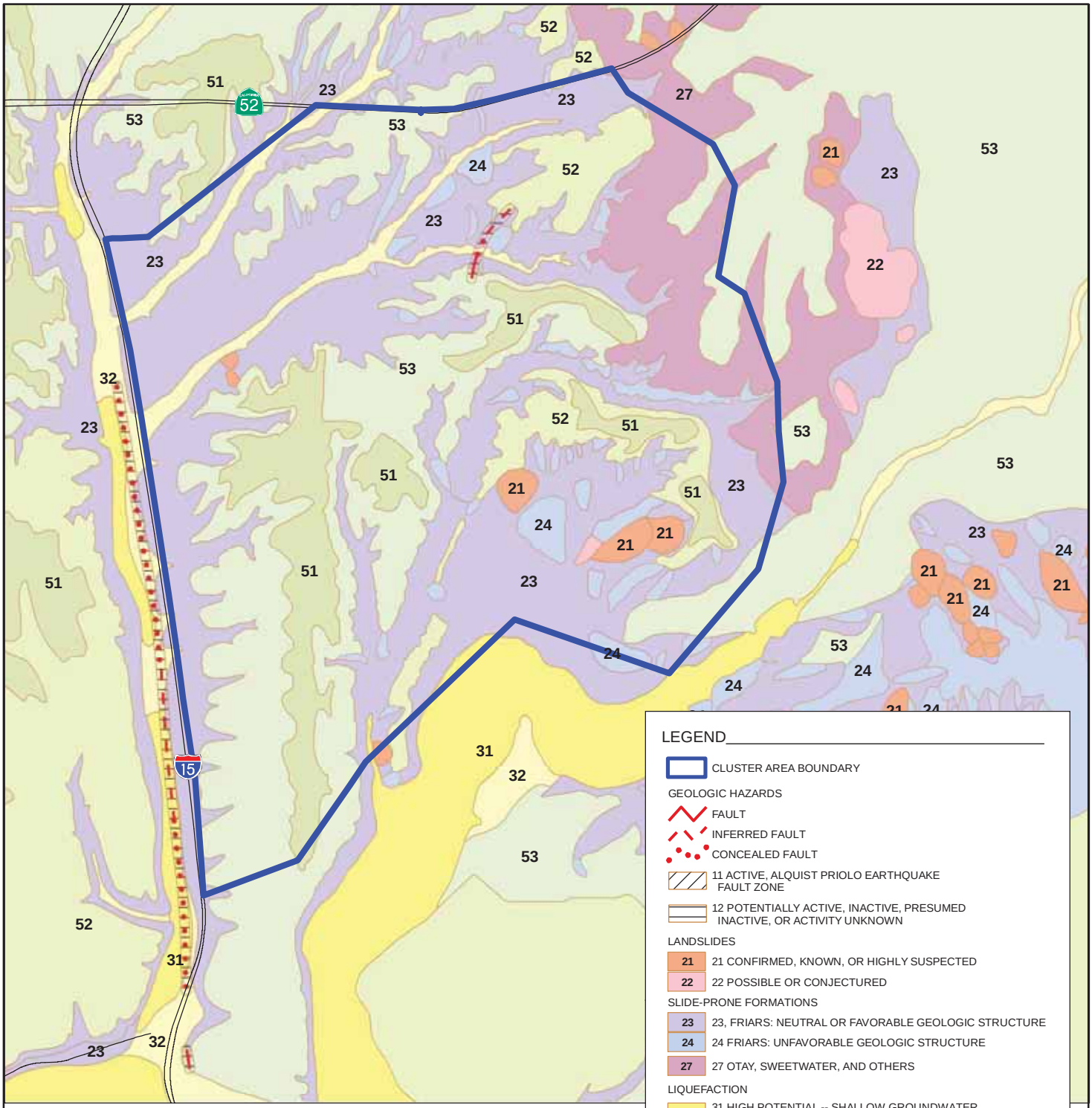

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; SANGIS, 2008, CITY OF SAN DIEGO SEISMIC SAFETY STUDY GEOLOGIC HAZARDS AND FAULTS.

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FIGURE 5O

GEOLOGIC HAZARDS - SERRA CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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FIGURE 5P

GEOLOGIC HAZARDS - UNIVERSITY CITY CLUSTER AREA

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
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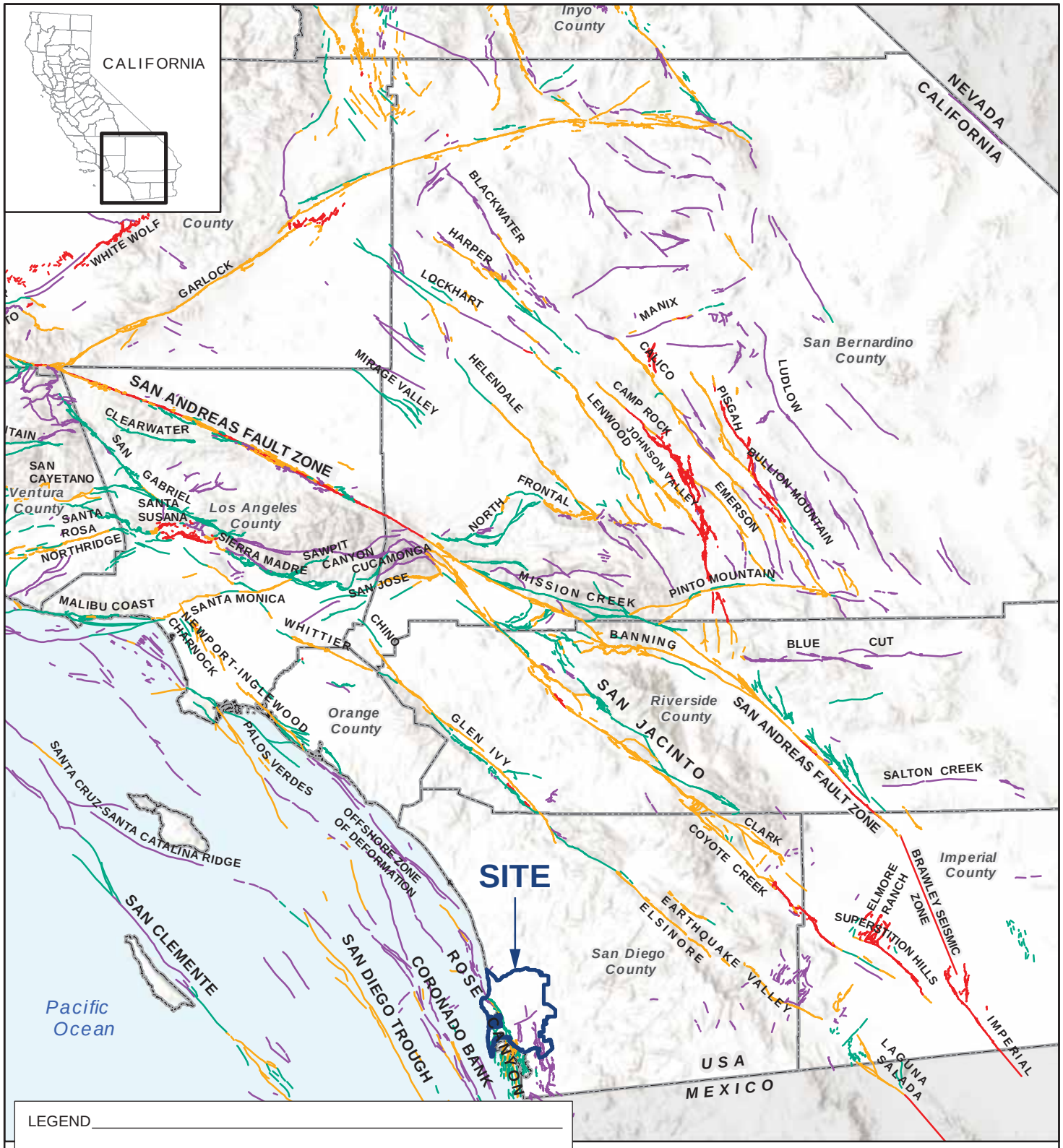

SOURCE: U.S. GEOLOGICAL SURVEY AND CALIFORNIA GEOLOGICAL SURVEY, 2006, QUATERNARY FAULT AND FOLD DATABASE FOR THE UNITED STATES.; ESRI WORLD HILLSHADE, 2018

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE.

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FIGURE 6

FAULT LOCATIONS

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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Appendix H

Hazardous Materials

Environmental Conditions/Hazards

Environmental Conditions/Hazards
Programmatic Environmental Impact Report
San Diego Unified School District
San Diego, California

San Diego Unified School District

4860 Ruffner Street | San Diego, California 92111

August 9, 2019 | Project No. 108473004

Geotechnical | Environmental | Construction Inspection & Testing | Forensic Engineering & Expert Witness

Geophysics | Engineering Geology | Laboratory Testing | Industrial Hygiene | Occupational Safety | Air Quality | GIS

Ninyo & Moore

Geotechnical & Environmental Sciences Consultants

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Environmental Conditions/Hazards
Programmatic Environmental Impact Report
San Diego Unified School District
San Diego, California

Mr. Paul Garcia
San Diego Unified School District
4860 Ruffner Street | San Diego, California 92111

August 9, 2019 | Project No. 108473004

Marci J. Richards, PG
Senior Geologist

Stephan A. Beck, PG 4375
Manager, Environmental Sciences Division

MJR/SB/gg

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1 INTRODUCTION

This report summarizes, for California Environmental Quality Act (CEQA) purposes, potential impacts from known existing environmental concerns/conditions on San Diego Unified School District (District)-owned facilities to assist the planning process for future projects that may be affected by hazardous materials or wastes. This report will be incorporated into the Programmatic Environmental Impact Report (PEIR) for the District's Capital Improvement Program, which includes over 200 schools and education facilities spread throughout the approximately 200 square mile District attendance boundary (Figure 1).

This report was limited to readily available reports, documents, and sources. It is not intended to completely document all activities and/or investigations previously performed for the sites and/or site vicinity. Ninyo & Moore is aware that there are additional information sources and data that could be added to this summary, some of which could resolve uncertainties and/or discrepancies associated with this study, which were beyond the scope of work for this document.

2 SCOPE OF WORK

Ninyo & Moore's scope of work for this limited historical study included the following tasks.

- Reviewed environmental documents/information provided by the District and in-house records.
- Conducted an environmental database search for the District-owned sites. The purpose of this review is to document the locations of District sites with unauthorized releases of hazardous materials or wastes to soil and/or groundwater as well as the regulatory status, when available.
- Reviewed the State Water Resources Control Board (SWRCB) GeoTracker website and the California Department of Toxic Substances Control (DTSC) Envirostor website to supplement information in the database report, as needed.
- Prepared this Environmental Conditions/Hazards report documenting findings and providing proposed mitigation measures for typical projects types and environmental hazards.

3 PROJECT LOCATION AND DESCRIPTION

The project area consists of the District-owned facilities within the attendance boundary for the District, which is within the City and County of San Diego, California (Figure 1). The attendance boundary is further divided into 16 clusters, which are organized geographically with each centered on a high school and the elementary and middle schools that feed into that high school (HS), and one area that has not been assigned to a cluster (i.e., Unassigned Cluster) (Figure 2). As part of this conditions/hazards assessment, 210 District-owned facilities (sites) were evaluated (Table 1). The cluster boundaries and the District-owned facilities within that cluster are provided in Figures 3 through 19.

4 ENVIRONMENTAL DATABASE SEARCH

Computerized environmental information database searches were performed by Environmental Data Resources (EDR) for the District sites between April 4 and August 20, 2018. The searches included federal, state, tribal, and local databases. The search distance of 1/8th of a mile was utilized to evaluate if the sites have been documented as having experienced significant unauthorized releases of hazardous substances or other events with potentially adverse environmental effects. A summary of the environmental databases searched is presented in the associated EDR reports in Appendix A.

Of the 210 sites, 198 sites were listed on one or more of the databases searched. The listings were evaluated as to their potential to impact soil, groundwater, or soil vapor at the site. Based upon a review of the database reports, 52 sites were interpreted to have potential environmental concerns. Additional records or reports were reviewed for the sites listed below and the information is summarized in Section 5.

Table 2 – School Sites with Potential Environmental Concern

Facility Name / Address	Items of Potential Concern
Clairemont Cluster	
Clairemont HS 4150 Ute Drive	• 6,000-gallon diesel underground storage tank (UST), removed 1988. • Concrete waste oil sump installed in 1958. • California Department of Resources Recycling and Recovery (CalRecycle) solid waste disposal site, Facility ID No. 37-CR-0015, based on the presence of buried burned waste. • DTSC school cleanup site, Site Code 404864, associated with the presence of burned waste.

Table 2 – School Sites with Potential Environmental Concern	
Facility Name / Address	**Items of Potential Concern**
Crawford Cluster	
Crawford HS 4191 Colts Way	• Unauthorized release (H14074-001) of heating/fuel oil or diesel from a UST removed in 1988 resulted in impacts to soil that were reported to have been excavated and removed from the site; case closed in 2000. • Possible 9,000-gallon waste oil UST/sump with piping, reportedly installed 1958.
Fay Elementary School (ES) 4080 52nd Street	• Disposal of 16.85 tons of "contaminated soil from site cleanup" in 2005.
Ibarra ES 4877 Orange Avenue	• Disposal of "contaminated soil from site cleanup" in 2003 (8.42 tons) and 2004 (182.04 tons).
Iftin K-8 5465 El Cajon Boulevard	• Unauthorized release (H21219-001) associated with piping that resulted in impacts to soil; case closed in 1986. • 2,000-gallon diesel UST removed in 1987.
Mann Middle School (MS) 4345 54th Street	• 2,000-gallon diesel UST removed in 1997.
Henry Cluster	
Patrick Henry HS 6702 Wandermere Drive	• Possible 9,000-gallon waste oil UST installed in 1969. • 10,000-gallon diesel UST removed in 1988. • Unauthorized release (H13250-002) of fuel from a former gasoline station adjacent to the site that has impacted site soil, groundwater, and soil vapor on the site; case opened in 2002.
Lewis MS 5170 Greenbrier Avenue	• Unauthorized release (H17104-001) associated with a failed tank-integrity test; case closed in 1987. • 6,000-gallon diesel UST removed in 1988.
Hoover Cluster	
Adams ES 4672 35th Street	• Unauthorized release (H29979-001) associated with a 550-gallon boiler fuel UST removed in 1990; case closed in 1991.
Central ES 4063 Polk Avenue	• Unauthorized release (H22865-001) of heating oil/fuel oil from a 1,000-gallon UST, removed in 1992, that resulted in impacts to soil; case closed in 2001. • 2,000-gallon gasoline/waste oil UST removed in 1992.
Edison ES 4077 35th Street	• Unauthorized release (H29585-001) of heating/fuel oil from a 2,000-gallon UST, removed in 1989, that resulted in impacts to soil; case closed in 1990. • Disposal of 15.17 tons of "contaminated soil from site cleanup" in 2003.

Table 2 – School Sites with Potential Environmental Concern	
Facility Name / Address	**Items of Potential Concern**
Health Sciences HS and MS 3910 University Avenue	• Multiple listings of historical gas stations, USTs, and dry cleaners on site. • Unauthorized release (H05823-001) of waste oil from a 500-gallon UST, removed in 1993, that resulted in impacts to soil; case closed in 1995. • Unauthorized release (H05823-002) of gasoline that resulted in impacts to soil; case closed in 1996. • Disposal of "contaminated soil from site cleanup" in 2002 (121.36 tons) and 2003 (6.5 tons).
Hoover HS 4474 El Cajon Boulevard	• Possible 89-gallon waste oil concrete sump installed in 1956. • Unauthorized release (H14076-001) associated with a release of diesel fuel; case closed in 1994. • 4,000-gallon diesel UST closed in place in 1997. • 100-gallon diesel UST removed on unknown date.
Joyner ES 4271 Myrtle Avenue	• Disposal of 0.4-tons of "contaminated soil from site cleanup" in 2006.
Normal Heights ES 3750 Ward Road	• Disposal of 15.71 tons of "contaminated soil from site cleanup" in 2005.
Wilson MS 3838 Orange Avenue	• Two, 4,000-gallon diesel USTs removed in 1988; however, piping and/or fill ports may have been left in place. • One 300-gallon boiler fuel UST removed in 2019. • Impacts to shallow soil from pesticides and lead from historical use of termiticides/pesticides and lead-based paint.
Kearny Cluster	
Kearny HS 7651 Wellington Way	• 550-gallon waste oil and 4,000-gallon gasoline USTs removed in 1988. • 89-gallon waste oil concrete sump.
Linda Vista ES/Empower – Ulric 2772 Ulric Street	• Unauthorized release (H36172-001) of diesel fuel from a 2,000-gallon UST, removed in 1997, that resulted in impacts to soil; residual soil contamination left in place; case closed in 2000.
School for Entrepreneurship and Technology (SET) HS 3540 Aero Court	• Unauthorized release (H00023-001) of arsenic, lead, copper, petroleum, and solvents to soil, groundwater, and soil vapor from historical industrial operations.
La Jolla Cluster	
La Jolla HS 750 Nautilus Street	• Unauthorized release (H14078-001) of waste oil from a concrete sump that resulted in impacts to soil; case closed in 1990. • Unauthorized release (H14078-002) of diesel from a 1,000-gallon UST that resulted in impacts to soil; case closed in 2002. • 280-gallon waste oil UST and 37-gallon waste oil concrete sump removed in 1988.

Table 2 – School Sites with Potential Environmental Concern	
Facility Name / Address	**Items of Potential Concern**
Lincoln Cluster	
O'Farrell Community School/Ingenuity 6130 Skyline Drive	• Unauthorized release (H24742-001) from a 6,000-gallon boiler fuel UST, removed in 1988, resulted in impacts to soil; case closed in 1988. • Historical agricultural use resulted in impacts to shallow soil from pesticides and arsenic.
Webster ES/Holly Drive Leadership Academy 4801 Elm Street	• Listed as a CalRecycle solid waste disposal site, Facility ID No. 37-CR-0107, based on the presence of buried burned waste. • Listed as a DTSC school cleanup site, Site Code 404294, associated with the presence of burned waste, Operations & Maintenance (O&M) agreement with DTSC and a land use covenant (LUC)/deed restriction are pending for the site.
Madison Cluster	
Lafayette ES 6125 Printwood Way	• Located within a Formerly Used Defense Site (FUDS) boundary, Rosedale Field and Bombing Target, associated with possible unexploded ordinance (UXO), munitions debris (MD), and/or munitions and explosives of concern (MEC).
Lindbergh-Schweitzer ES 4133 Mt. Albertine Avenue	• Located within a FUDS boundary, Rosedale Field and Bombing Target, associated with possible UXO, MD, and/or MEC.
Madison HS 4833 Doliva Drive	• Located within a FUDS boundary, Rosedale Field and Bombing Target, associated with possible UXO, MD, and/or MEC.
Sequoia ES 4690 Limerick Avenue	• Located within a FUDS boundary, Rosedale Field and Bombing Target, associated with possible UXO, MD, and/or MEC.
Mira Mesa Cluster	
Mira Mesa HS 10510 Reagan Road	• Unauthorized release (H14081-001) of waste oil resulting in impacts to soil from a 550-gallon UST removed in 1998; case closed in 1993.
Walker ES 9225 Hillery Drive	• Located within a FUDS boundary, Linda Vista Landing Field, associated with possible UXO, MD, and/or MEC.
Wangenheim MS 9230 Gold Coast Drive	• Located within a FUDS boundary, Linda Vista Landing Field, associated with possible UXO, MD, and/or MEC.
Mission Bay Cluster	
Mission Bay HS 2475 Grand Avenue	• Unauthorized release (H14082-001) of boiler fuel that resulted in impacts to soil groundwater. • 1,000-gallon boiler fuel UST closed in-place; case closed in 1992.
Pacific Beach MS 4676 Ingraham Street	• Unauthorized release (H17124-001) of heating oil/boiler fuel from a 2,500-gallon UST removed in 1988 that resulted in impacts to soil; case closed in 1996.

Table 2 – School Sites with Potential Environmental Concern	
Facility Name / Address	**Items of Potential Concern**
Morse Cluster	
Bell MS 620 Briarwood Road	• Listed as a CalRecycle land-disposal site/solid waste landfill (37-CR-0088) that is not operational, but is under site assessment for the presence of volatile organic compounds (VOCs) in groundwater.
Morse HS/Twain Morse HS 6905 Skyline Drive	• Unauthorized release (H14083-001) of boiler fuel from a 4,000-gallon UST removed in 1988 that resulted in impacts to soil; case closed in 1988. • Unauthorized release (H14083-002) of boiler fuel from piping associated with the above-listed 4,000-gallon UST, which resulted in impacts to soil; case closed in 2013. • Listed as a DTSC school cleanup site, Site Code 404419, that is inactive and requires action as of 2005 with potential contaminants of concern listed as lead and naturally occurring asbestos.
Point Loma Cluster	
Correia MS 4302 Valeta Street	• Unauthorized release (H00132-001) of boiler fuel from a 4,000-gallon UST removed in 1988 that resulted in impacts to soil; case closed in 1989. • Listed as a CalRecycle land-disposal site, Famosa Blvd. Secondary Deposit Site (37-CR-0014), associated with burned waste mixed with fill soil at the site. • Listed as a DTSC school cleanup site, Site Code 404627, associated with the presence of the burned waste on the site. An O&M Agreement is in place with DTSC and an LUC/deed-restriction has been recorded with the County of San Diego.
Dana MS 1775 Chatsworth Boulevard	• Unauthorized release (H32250-001) of boiler fuel from two 3,000-gallon USTs removed in 1992 that resulted in impacts to soil; case closed in 2002. However, impacted soil and piping was closed in-place.
Dewey ES 3251 Rosecrans Street	• Unauthorized release (H36169-001) of heating oil/fuel oil from a 2,000-gallon UST removed in 1997 that resulted in impacts to soil and groundwater; case closed in 2004. However, impacted soil and groundwater, and closed-in place remote fill ports/piping remain.
Point Loma HS 2335 Chatsworth Boulevard	• Unauthorized release (H14084-001) of waste oil from a 55-gallon UST removed in 1988 that resulted in impacts to soil; case closed in 1990. • Possible 123-gallon waste oil sump and 8,500-gallon boiler fuel UST onsite • Fiver former hydraulic lifts.

Table 2 – School Sites with Potential Environmental Concern	
Facility Name / Address	**Items of Potential Concern**
San Diego Cluster	
Grant K-8 1425 Washington Place	• Listed as a CalRecycle land-disposal site (37-CR-0126) associated with buried burned waste. • Listed as a DTSC school cleanup site, Site Code 404913, associated with the presence of burned waste.
iVirtual HS 3939 Conde Street	• Unauthorized release (H36175-001) of heating/fuel oil from a 1,500-gallon UST, closed-in place at the site, that resulted in impacts to soil that remain onsite; case closed in 2003.
Logan K-8 2875 Ocean View Boulevard	• Boiler fuel UST of unknown size closed in-place.
Memorial Prepatory 2850 Logan Avenue	• Unauthorized release (DEH2019-LSAM-000540) associated with a release of boiler fuel from a UST that resulted in impacts to soil, case closed in 2019 • Possible USTs onsite.
San Diego Cooperative 2 K8 3550 Logan Avenue	• Unauthorized release (H32216-001) of heating oil/fuel oil from a 250-gallon UST removed in 1991 that resulted in impacts to soil that remain onsite; case closed in 1992.
San Diego HS/East Village HS 1405 Park Boulevard	• Unauthorized release (H02488-001) of heating oil from 1,000-gallon and 1,500-gallon USTs removed in 2002 that resulted in impacts to soil, which remains onsite; case closed in 2002.
Sherman ES 450 24th Street	• Unauthorized release (H209017-001) of diesel and gasoline from a UST that resulted in impacts to soil; case closed in 2014.
Scripps Ranch Cluster	
Listings of potential concern not noted.	
Serra Cluster	
De Portola MS 11010 Clairemont Mesa Boulevard	• Located within a FUDS boundary, Camp Elliot, associated with possible UXO, MD, MEC, and/or 2,4,6-trinitrololuene (TNT).
Farb MS 4880 La Cuenta Drive	• Located within a FUDS boundary, Camp Elliot, associated with possible UXO, MD, MEC, and/or TNT.
Hancock ES 3303 Taussig Street	• Located within a FUDS boundary, Camp Elliot, associated with possible UXO, MD, MEC, and/or TNT. • Located on Department of Defense (DOD) land.
Kumeyaay ES 6475 Antigua Boulevard	• Located within a FUDS boundary, Camp Elliot, associated with possible UXO, MD, MEC, and/or TNT. • Unauthorized release (H33524-001) of waste oil that resulted in impacts to soil; case closed in 1994.

Table 2 – School Sites with Potential Environmental Concern	
Facility Name / Address	**Items of Potential Concern**
Miller ES 4343 Shields Street	• Located within a FUDS boundary, Camp Elliot, associated with possible UXO, MD, MEC, and/or TNT. • Located on DOD land.
Serra HS 5156 Santo Road	• Located within a FUDS boundary, Camp Elliot, associated with possible UXO, MD, MEC, and/or TNT.
Tierrasanta ES 5450 La Cuenta Drive	• Located within a FUDS boundary, Camp Elliot, associated with possible UXO, MD, MEC, and/or TNT.
Vista Grande Elementary School/Elevate Tierrasanta 5606 Antigua Boulevard	• Located within a FUDS boundary, Camp Elliot, associated with possible UXO, MD, MEC, and/or TNT).
University City Cluster	
Listings of potential concern not noted.	
Unassigned Cluster	
Listings of potential concern not noted.	

5 SUMMARY OF EXISTING AND POTENTIAL ENVIRONMENTAL CONCERNS

Additional environmental documents/information provided by the District, in-house records, and the SWRCB GeoTracker and DTSC Envirostor websites were reviewed to supplement the information found in the EDR report. A summary of the potential environmental concerns for each of the 52 sites identified in Section 4 and Table 2 is provided below, sorted by Cluster. Sites identified as having existing environmental concerns based on this evaluation are summarized on Table 3.

5.1 Clairemont Cluster

Potential environmental concerns were not identified at the following schools within the Clairemont Cluster: Alcott ES, Bay Park ES, Cadman ES, Holmes ES, Longfellow ES, Marston MS, Mt. Everest Academy, Muir K12, Riley K12, Toler ES, and Whittier K12 (Figure 3). The school listed below within the Clairemont Cluster was identified as having potential environmental concerns and was evaluated to determine if an existing environmental concern exists at the site. Select additional records are provided in Appendix B.

5.1.1 Clairemont High School

The EDR report indicated that a 6,000-gallon diesel UST was removed in 1988. County of San Diego Department of Environmental Health (DEH) records were reviewed for the site by Ninyo & Moore in 2014 (Ninyo & Moore, 2014). The records indicated that the UST was located on the south end of Building 400 and was connected to a boiler room inside the building, with a fill port located in a concrete sidewalk east of the UST. The UST was removed under DEH oversight, and that indicators of soil and groundwater contamination were not observed (Appendix B). Based on this information, and that an unauthorized release case was not opened by the DEH, it is unlikely that this listing represents an existing environmental concern at the site.

The EDR report and GeoTracker included a record of a concrete waste oil sump that was installed in 1958; however, additional information regarding the location of the sump was not found. Based on this information, there is the potential that the sump and impacted soil and/or groundwater in the vicinity of the sump may be present on the site. Therefore, it is unlikely that this listing represents an existing environmental concern at the site.

The site is listed by CalRecycle as a solid waste disposal site (Facility ID No. 37-CR-0015) and by the DTSC as a school cleanup site (Site Code 404864). Both listings are associated with the presence of buried burned waste at the site. The extent of burned waste was assessed in the area of the main school parking lot and is present extending from the parking lot to the canyon southeast of the site. However, evidence of burned waste has been observed in several areas throughout the remainder of the campus and the extent of waste has not been delineated. Therefore, there is the potential to encounter burned waste at any location on the campus as shallow as the surface and/or immediately under paving/building foundations.

Burned waste in the parking lot area is present from below the asphalt/concrete paving to depths of greater than 21 feet below ground surface (bgs) and at thicknesses ranging from several inches to greater than 11 feet. The wastes encountered were described as mottled black to black brown, light gray to black gray, and reddish brown with areas of gray-white ash and contain primarily broken and fused glass, bottles, jars, porcelain, dishware, metal debris with some charred wood, ceramics, battery cores, and chunks of densely fused metal and glass debris and may be mixed with fill soils (Ninyo & Moore, 2014).

Under the oversight of the DTSC, the District has developed a Removal Action Work Plan to address potential risks to human health and the environment from the wastes within the main parking lot area of the school only, which involves covering a landscaped planter on the south end of the parking lot parallel to Ute Drive with concrete and/or a soil barrier cap (minimum of 2 feet thick), ongoing O&M of cover materials, and an LUC/deed-restriction for the site (Ninyo & Moore, 2016e). The capping of the planter is proposed to be performed in Summer 2019 with the O&M and LUC activities to follow.

Although the extent of burned waste in the main parking lot area has been delineated, evidence of burned waste has been observed in several locations on other portions of the campus that have not been assessed. Therefore, the potential to encounter burned waste at any location on the campus as shallow as at the surface and/or immediately under paving/building foundations represents an existing environmental concern at the site. The site is also under the oversight of the City of San Diego Solid Waste Local Enforcement Agency (LEA). A Master Community Health and Safety Plan (CHSP) has been prepared for the site and approved by the LEA (Ninyo & Moore, 2016f).

5.2 Crawford Cluster

Potential environmental concerns were not identified at the following schools within the Crawford Cluster: America's Finest Charter HS, Carver ES/Thrive K4, City Heights Prep MS/HS, Clay ES, Darnall K8, Euclid ES, Marshall ES, Oak Park ES, Rolando Park ES, Thrive 6-10, Thrive MS, and Tubman Village K8 (Figure 4). The schools listed below within the Crawford Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the sites. Select additional records are provided in Appendix C.

5.2.1 Crawford High School

The EDR report listed an unauthorized release (H14074-001) associated with the removal of a leaking heating oil or diesel UST in 1988. In addition, there was record of a 9,000-gallon waste oil UST or sump with underground piping that was installed in 1958.

Ninyo & Moore previously reviewed records and reports associated with the site (Ninyo & Moore, 2012). The information reviewed indicated that there had been a 1,000-gallon diesel UST located in the parking area near the northeast corner of the gym and a 5,000-gallon diesel UST located near the southeast corner of Building 600. The two diesel USTs were removed under DEH oversight in 1988. Additional records regarding the possible 9,000-gallon waste oil sump or UST were not found; therefore, there is the potential that this sump/UST remains on site (Appendix C).

A release of fuel was observed in the vicinity of the former 1,000-gallon diesel UST and impacted soil was excavated and removed from the site. However, subsequent site assessment activities indicated that approximately 141 cubic yards (cy) of soil impacted with diesel fuel remains in the vicinity of the former 1,000-gallon UST at depths ranging from 8 to 24 feet bgs. The unauthorized release case was closure by the DEH in 2000 with the requirement that contaminated soil excavated as part of subsurface construction activities be managed in accordance with the applicable legal requirements at that time (Ninyo & Moore, 2012). Therefore, this is considered an existing environmental concern at the site.

Impacts to soil and groundwater were not noted by the DEH during removal of the 5,000-gallon UST. Soil samples were not collected and the DEH did not open an unauthorized release case associated with the UST; therefore, this listing is not considered an existing environmental concern at the site.

In addition, records reviewed indicated that a natural depression/drainage (i.e., finger canyon) leading south from the southern central portion of the site was noted to have been filled sometime during construction of the school, between 1955 and 1957. The details of the filling operations were not documented and the source and type of material used to fill the drainage/depression are unknown; therefore, the fill material may contain undocumented contaminants, waste, and/or debris (Appendix C). This is not considered an existing environmental concern at the site.

5.2.2 Fay Elementary School

The EDR report included a listing for the disposal of approximately 17-tons of "contaminated soil from site cleanup" in 2005. In-house reports reviewed for the site indicate that a portion of the site was assessed with oversight by the DTSC, as part of the property acquisition process of the construction of the school. As part of the assessment, soil containing concentrations of lead exceeding the DTSC's action level at that time was present in a small area on a portion of the site. Soil within the area of elevated lead was excavated and disposed of offsite and confirmation samples were collected to document that the lead-impacted soil was removed (Ninyo & Moore, 2005a). Since the aforementioned assessment in 2005, the DTSC's lead action level changed from 255 mg/kg to 80 mg/kg; based on a review of the data, three of the 411 samples collected during the aforementioned assessment exceed the current action level but the exposure area as a whole is likely to be below the 95% upper confidence limit (UCL). Based on this information, the listing is not indicative of an existing environmental concern at the site.

5.2.3 Ibarra Elementary School

The EDR report included listings for the disposal of "contaminated soil from site cleanup" in 2003 and 2004. Based on a review of records on the Envirostor database and in-house reports, the site (formerly referred to as Winona ES) was assessed as part of the property acquisition process under the oversight of the DTSC prior to construction of the school. As part of the assessment activities, soil with concentrations of lead in excess of the DTSC's action level at the time (255 milligrams per kilogram [mg/kg]) was present on the site. Soil with elevated lead concentrations was excavated and disposed of offsite and confirmation samples were collected to document the removal of the lead-impacted soil. Based on this information and a determination from the DTSC that further investigation was not required (Appendix C), these listings are not indicative of an existing environmental concern at the site.

5.2.4 Iftin K8 School

The EDR indicates that an unauthorized release (H21219-001) occurred from piping that resulted in impacts to soil. The EDR report also included a listing for the removal of a 2,000-gallon diesel UST from the site in 1987. In-house records reviewed for the adjacent Mann MS property indicated that the site, formerly referred to as Jackson ES, was addressed 4365 54th Street. DEH records for Jackson ES indicated that a 2,000-gallon UST was installed at the site in 1941, removed from service in approximately 1956, and filled

with sand. The UST was encountered in 1986 and product from the piping was spilled. Under the oversight of the DEH, the sand and product from the UST and product lines was removed and disposed of offsite, the product lines were cut and capped, and the UST was "backfilled" in place. A map showing the location of the UST is not to scale and does not provide enough detail to locate the UST (Appendix C). Based on this information, soil impacted with diesel fuel may be present in the vicinity of the UST and piping and represent an existing environmental concern.

5.2.5 Mann Middle School

The EDR report indicates that a 2,000-gallon diesel UST was removed from the site in 1997. However, an unauthorized release case was not opened; therefore, this listing does not represent an existing environmental concern at the site.

5.3 Henry Cluster

Potential environmental concerns were not identified at the following schools within the Henry Cluster: Benchley/Weinberger ES, Dailard ES, Foster ES, Gage ES, Green ES, Hardy ES, Hearst ES, Language Academy, Magnolia Science Academy, Marvin ES, and Pershing MS (Figure 5). The schools listed below within the Henry Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site. Select additional records are provided in Appendix D.

5.3.1 Henry High School

The EDR report includes listings for a 9,000-gallon waste oil UST installed in 1969 and a 10,000-gallon diesel UST removed in 1988. Additional information regarding the USTs was not available. Therefore, it is possible that the 9,000-gallon waste oil UST is still present on the site. An unauthorized release was not opened associated with the 10,000-galllon UST that was removed. Therefore, it is unlikely that these listings represent an existing environmental concern at the site. The locations of the USTs are not known.

In-house documents and documents on GeoTracker were reviewed that indicated that an unauthorized release of fuel occurred at a former gas station facility located adjacent to the northeast corner of the site at 7121 Park Ridge Boulevard. The release from the adjacent property has resulted in impacts to soil, groundwater, and soil vapor in the northeast corner of the site, which is utilized as playing fields. Groundwater at the site is shallow and has

been documented to seep to the surface during the wet season. To minimize the potential for users of the field to contact impacted groundwater, a French drain system was installed at the base of the slopes along the Park Ridge Boulevard and Navajo Road. Impacted groundwater is pumped from the drains up to a remediation system located on the former gas station facility (Appendix D). Therefore, this unauthorized release represents an existing environmental concern at the site.

5.3.2 Lewis Middle School

The EDR report indicates an unauthorized release (H17104-001) was opened due to a failed tank integrity test and the case was closed in 1987, and that a 6,000-gallon diesel UST was removed from the site in 1988. Additional information regarding the unauthorized release was not available. Therefore, it is unlikely that these listings represent an existing environmental concern at the site. The location of the former diesel UST is not known.

5.4 Hoover Cluster

Potential environmental concerns were not identified at the following schools within the Hoover Cluster: Cherokee Point ES, Clark MS, Franklin ES, Hamilton ES, Rosa Parks ES, Rowan ES, and San Diego Global Vision Academy (Figure 6). The schools listed below within the Hoover Cluster that were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site. Select additional records are provided in Appendix E.

5.4.1 Adams Elementary School

The EDR report indicates that an unauthorized release (H29979-001) occurred associated with a removal of a 550-gallon boiler fuel UST at the site in 1991. Records for the site on GeoTracker indicate that the petroleum impacts were delineated with borings and by excavation. Approximately 400 cy of impacted soil was excavated and disposed of offsite; however, low concentrations of diesel (37 mg/kg) remain in soil at a depth of 15 feet bgs (Appendix E). The DEH closed the case in 1991; however, diesel impacted soil remains in the vicinity of the UST at a depth of 15 feet bgs. The location of the UST is not known. This unauthorized release represents an existing environmental concern at the site.

5.4.2 Central Elementary School

The EDR report indicates an unauthorized release (H2865-001) associated with the removal of a 1,000-gallon heating oil/fuel UST in 1992 impacted soil. DEH records reviewed on the GeoTracker database indicated that the UST piping was cleaned, slurry-filled, and left in-pace and that approximately 185 cy of fuel impacted soil remains in the vicinity of the former UST extending to a depth of 32 feet bgs. Soil impacted with diesel fuel is present at concentrations of up to 9,951 mg/kg. However, the DEH records state that there is no health risk present from vapor because a vapor pathway does not exist as the area over the contaminated soil is a paved driveway and sidewalk (Appendix E). The DEH closed the case in 2001 under the condition that "any contaminated soil excavated as a part of subsurface construction work must be managed in accordance with legal requirements at that time." The location of the former UST is not known. This listing represents an existing environmental concern at the site.

The EDR report indicates that a 2,000-gallon UST was removed in 1992; however, additional records were not available. The DEH did not open an unauthorized release case associated with the UST; therefore, it is unlikely that this listing is indicative of an existing environmental concern at the site.

5.4.3 Edison Elementary School

The EDR report indicates an unauthorized release (H29585-001) of heating/fuel oil occurred from a 2,000-gallon UST removed from the site in 1989. The UST was located west of the lunch court shelter (Appendix E). DEH records reviewed on GeoTracker state that soil with concentrations of petroleum hydrocarbons up to 470 mg/kg at a depth of 5 feet bgs was reportedly left in place at the site. The case was closed in 1990 under the condition that "changes in the present or proposed use of the site may require further site characterization and mitigation activity." This listing represents an existing environmental concern at the site.

The EDR report also included a listing for the removal of approximately 15 tons of "contaminated soil from site cleanup" in 2003. Based on a review of in-house documents and documents on Envirostor, during the site acquisition process for the northern portion of the site for the expansion of the school, elevated lead was found in soil in one location and the soil was excavated and disposed of offsite and step-out sampling confirmed removal of

the impacted soil (Ninyo & Moore, 2004). Based on this information, this listing does not represent and existing environmental concern at the site.

5.4.4 Health Sciences High School and Middle School

The EDR report included multiple listings for historical gas stations, dry cleaners, and USTs on the site; two unauthorized releases of petroleum hydrocarbons; and disposal of "contaminated soil from site cleanup." Documents for the site were reviewed by Ninyo & Moore as part of a Phase I Environmental Site Assessment for the property (Ninyo & Moore, 2018b), which are summarized below.

According to DEH records, the unauthorized release cases (H05823-001 and -002) affected soil only. The -001 case was associated with the removal of a 500-gallon waste oil UST in 1993 during which approximately 40 tons of petroleum hydrocarbon impacted soil was excavated and disposed of offsite. Confirmation soil samples did not contain petroleum hydrocarbons and the case was closed by the DEH in 1995. Based on this information, the listing for this release (-001) is not indicative of an existing environmental concern at the site.

The -002 case was associated with impacted soil discovered during the removal of two, 12,000-gallon gasoline USTs in 1995. The majority of the petroleum hydrocarbon impacted soil was reportedly excavated and disposed of offsite. The DEH closed the case in 1995 with residual soil contamination left in place with a determination that the impacted soil at the site did not pose a threat to human health, safety, or the environment. This listing represents an existing environmental concern at the site.

The site was also included as part of a closed Voluntary Assistance Program case (H02861-001) for the redevelopment of the city block bounded by 39th Street, Polk Avenue, Former 40th Street, and University Avenue (the site and adjacent properties). According to records, isolated minor discontinuous pockets of petroleum hydrocarbon-impacted soil remains beneath the southeastern portion of the area (the location of the site) as well as lead-impacted soil. A subsequent soil vapor survey did not indicate a risk to future occupants from residual petroleum hydrocarbon contamination. Approximately 100 cy of petroleum hydrocarbon contaminated soil was encountered at 9 to 10 feet bgs. This material was subsequently re-compacted at a depth of 9 to 10 feet bgs. The majority of lead-impacted soil, estimated at 3,700 cy, was excavated, characterized as nonhazardous, and subsequently reused onsite as fill underneath over 4 feet of clean imported fill beneath

much of the block. The DEH issued case closure allowing for residential land use; however, the closure includes a condition that any contaminated soil excavated during future construction activities must be handled in accordance with the applicable regulations at that time (Appendix E). This listing represents an existing environmental concern at the site.

5.4.5 Hoover High School

The EDR report included listings associated with four USTs at the site and an unauthorized release case (H14076-001) associated with the release of diesel fuel. Ninyo & Moore reviewed documents for the site during preparation of a Phase I ESA in 2010, which are summarized below (Ninyo & Moore, 2010).

According to the documents reviewed, a 4,000-gallon diesel UST was located south of the former Administration Buildings and a 100-gallon diesel UST was located east of the electrical transformer enclosure between Building 800 and the bleachers (Appendix E). An unauthorized release case was opened associated with a failed-tank integrity test for the 4,000-gallon UST; however, the case was closed after it was determined that the failure had not resulted in a release of product. In March 2002, the UST was reportedly cleaned and slurry filled and the piping was cleaned and removed except for a small portion of piping underneath tree roots that was cleaned, capped, and left in place (Appendix E). Soil samples were collected from underneath the former piping and angled borings were drilled around the UST. Soil sampling indicated that a low concentration of petroleum hydrocarbons (7.8 mg/kg) was detected in one sample collected beneath the piping; however, the remainder of the samples did not contain detectable concentrations of petroleum hydrocarbons (Ninyo & Moore, 2002). The DEH closed the UST in-place in May 2002. However, the UST was encountered during construction activities at the site in 2018 and it was determined that the UST was compartmentalized and only a portion of the UST had been cleaned and filled. Although documents were not available for review, it is reported by the District that the remainder of the UST was cleaned, filled with slurry, and left in-place. Based on this information, this listing is indicative of an existing environmental concern at the site.

The 100-gallon UST was utilized to fuel an emergency generator located within the electrical transformer enclosure. The UST and associated piping were removed under the oversight the DEH in 2001. Although the UST closure report on file did not indicate a determination, a review of the analytical results for the soil samples collected indicate that petroleum hydrocarbons were not detected in the soil underlying the UST and an

unauthorized release case is not associated with this UST. Based on this information, this listing is not indicative of an existing environmental concern at the site.

Additional records associated with a possible 89-gallon waste oil sump were not found; therefore, there is the potential that the sump may be present on site and soil and/or groundwater in the vicinity may be impacted by waste oil. Based on this information, this listing is indicative of an existing environmental concern at the site.

5.4.6 Joyner Elementary School

The EDR report includes a listing for the disposal of 0.4-tons of “contaminated soil from site cleanup” in 2006. Based on a review of documents on the Envirostor database, the site was assessed under the oversight of the DTSC during the property acquisition process to build the new school. The assessment identified several areas on the site that contained lead in soil at concentration above the DTSC’s screening level at that time. The lead-impacted soil was excavated and disposed of offsite. Confirmation sampling was performed to document that lead-impacted soil was removed and the DTSC issued a determination of no further action (Appendix E). Since the aforementioned assessment in 2006, the DTSC’s lead action level changed from 255 mg/kg to 80 mg/kg; based on a review of the data, a significant number of samples collected during the aforementioned assessment exceed the current action level. Based on this information, this listing is indicative of an existing environmental concern at the site.

5.4.7 Normal Heights Elementary School

The EDR includes a listing for the disposal of approximately 16 tons of “contaminated soil from site cleanup” in 2005. Based on a review of in-house files and the Envirostor database, the site was assessed under the oversight of the DTSC during the property acquisition process to build a new school. The assessment identified several areas on the site that contained lead in soil at concentrations above the DTSC’s screening level at that time (255 mg/kg). The lead-impacted soil was excavated and disposed of offsite (Ninyo & Moore, 2005). Confirmation sampling was performed to document that the lead-impacted soil was removed and the DTSC issued a no further action determination (Appendix E). Since the aforementioned assessment in 2005, the DTSC’s lead action level changed from 255 mg/kg to 80 mg/kg; based on a review of the data, samples collected during the

aforementioned assessment exceed the current action level. Based on this information, this listing is indicative of an existing environmental concern at the site.

5.4.8 Wilson Middle School

The EDR report included listings associated with two, 4,000-gallon diesel USTs removed from the site. However, in-house information indicated that fill ports or piping from the 4,000-gallon UST mays have been left in-place. Ninyo & Moore reviewed documents for the site as part of a Phase I Environmental Site Assessment in 2015, which are summarized below (Ninyo & Moore, 2015a).

The records reviewed indicated that the two, 4,000-gallon diesel USTs were removed from the site under the oversight of the DEH in 1988. One UST was located in the northeastern portion of the site and one was located in the southeastern portion (Appendix E). Holes were not observed in the USTs during removal; however, slight odors were noted in the excavations. The DEH's UST closure summary states that indicators of soil or groundwater contamination were not observed and therefore the tank excavations were backfilled, but odors were noted. A note in the file indicated that a sample was collected; however, additional information, including laboratory analytical results, was not on file at the DEH (Appendix E). Based on this information, there is potential that impacted soil and/or groundwater may be present in the vicinity of the former USTs. In addition, during activities associated with new construction on the site, the fill ports for both USTs were observed on the site. The fill port on the northeastern portion was observed to be filled with concrete and based on a geophysical survey, piping was not detected. However, the fill port on the southeastern portion was accessible and based on the geophysical survey, extended for approximately 90 feet east toward the former UST. The fill port and approximately 6 feet of piping were removed under a DEH permit to accommodate installation of a storm water retention tank. Based on the analytical results of the sample collected beneath the piping, a DEH case was not opened. However, there is the potential that impacted soil and/or groundwater may be present in the vicinity and beneath the remaining piping. Based on this information, this listing is indicative of an existing environmental concern at the site.

A permit for the installation of a 300-gallon fuel oil UST was on file dated 1926; however, documentation of the removal was not on file (Ninyo & Moore, 2015a). The UST was encountered during new construction activities at the site in 2018. The UST was removed under DEH oversight in January 2019 and an unauthorized release of heating oil was documented (DEH2019-LSAM-000530). Petroleum impacted soil was excavated from the site and disposed of offsite. Confirmation samples were collected to document the removal of petroleum-impacted soil. The case was pending closure with the DEH contingent upon submittal of a project close-out report. Based on this information, this listing is not indicative of an existing environmental concern at the site.

Subsequent to the Phase I ESA (Ninyo & Moore, 2015a), soil sampling was performed to evaluate shallow soil for the presence of lead and pesticides. Based on the findings of the sampling, the concentrations of lead and pesticides do not represent a significant health risk to the occupants of the site; however, lead- and pecticide-impacted soil may require additional testing/evaluation to evaluate the soil for offsite reuse and/or disposal (Ninyo & Moore, 2016). Based on this information, the presence of lead- and pesticide-impacted soil is indicative of an existing environmental concern at the site.

During construction of the new Wilson MS site (on the former playing courts and northern half of the playing field) in 2017-2019, shallow soils that may contain lead and/or pesticides were excavated and either buried at depth (greater than 10 feet), in the former playing court area, or disposed of offsite, in the northern half of the former playing field.

5.5 Kearny Cluster

Potential environmental concerns were not identified at the following schools within the Kearny Cluster: Angier ES, Carson ES, Chesterton ES, Cubberly ES/Kavod ES, Elevate Serra Mesa, Empower K6, Fletcher ES, Jones ES, Juarez ES, Montgomery MS, Ross ES, San Diego Cooperative K8, San Diego Metropolitan Regional and Technical HS, Taft MS, Twain Mesa, and Wegeforth ES (Figure 7). The schools listed below within the Kearny Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site. Select additional records are provided in Appendix F.

5.5.1 Kearny High School

The EDR report includes a listing for a 550-gallon waste oil UST and a 4,000-gallon gasoline UST that were removed in 1988 and an 89-gallon concrete waste oil sump installed at the site. Ninyo & Moore reviewed records as part of a Phase I ESA for the site in 2016, which are summarized below (Ninyo & Moore, 2016a).

The 4,000-gallon UST was located at the southwest corner of Building 300. The DEH noted during tank removal that the UST conditions appeared good; however, some corrosion holes were observed in the piping. Indicators of soil and groundwater contamination were not noted by the DEH and the UST excavation was backfilled (Appendix F). The 550-gallon UST was located northwest of the auto shop building located between Linda Vista Road and present day Komet Way (formerly Wellington Street) and north of the access road and was removed under DEH oversight. The DEH did not note indicators of soil or groundwater contamination and the UST excavation was backfilled (Appendix F). Based on this information and that unauthorized release cases were not opened associated with the USTs, these listings are not indicative of an existing environmental concern at the site. Additional information regarding the concrete sump was not available; therefore, the sump may be present on the site and soil and/groundwater in the vicinity may be impacted by waste oil. Based on this information, the waste oil sump is indicative of an existing environmental concern at the site.

5.5.2 Linda Vista Elementary School/Empower Ulric

The EDR report indicates that an unauthorized release (H36172-001) of diesel fuel occurred associated with a 2,000-gallon UST that resulted in impacts to soil that remain in place. Ninyo & Moore reviewed records for the site in 2013, which are summarized below (Ninyo & Moore, 2013a).

The records indicate that the UST was located immediately west of the southern portion of the main school building and the piping extended south to a fill port on Osler Street (Appendix F). The DEH indicated that samples taken during the removal of the UST indicated petroleum hydrocarbon impacted soil was present at the remote fill port at a depth of approximately 2.5 feet bgs. Four borings were reportedly drilled in the vicinity of the fill port to a depth of 3 feet bgs and the soil samples did not contain detectable concentrations of petroleum hydrocarbons. The DEH closed the case with the requirement that any contaminated soil excavated as part of subsurface construction work be managed in

accordance with the legal requirements at that time (Appendix F). Based on this information, this listing is indicative of an existing environmental concern at the site.

5.5.3 SET High School

The EDR report indicates that an unauthorized release (H00023-001) occurred at the site associated with releases of arsenic, lead, copper, petroleum, and solvents from historical industrial operations that resulted in impacts to soil, groundwater, and soil vapor. Based on a review of documents on the GeoTracker database the site was assessed as part of a Voluntary Assistance Program case for redevelopment of the site and adjacent properties for mixed-use commercial and residential uses. The records indicate that heavy metals, petroleum hydrocarbons, semi-volatile organic compounds, and VOCs were identified as contaminants of concern and that 20 areas of concern were identified. Soil excavation and removal activities were noted to have been performed up to a maximum depth of 24 feet bgs until cleanup goals were achieved. However, the DEH notes in a closure summary report that “minor residual soil impacts remain below the proposed building envelope and do not pose a risk to future users of the site.”

A vapor risk assessment was performed to evaluate potential health risks based on three development scenarios. A significant health risk was not present for the development scenarios of one-level or two-levels of below grade parking over the entire site with residential above; however, the scenario of slab-on-grade construction over the entire site with residential above was noted to “slightly exceed the acceptable risk for residential construction.” Construction plans for development were for residential over underground parking.

Groundwater monitoring wells were installed that identified VOCs were present in groundwater; however, the concentrations were considered low and noted to be limited to the site. The DEH issued closure on the case for mixed-use commercial/residential with the following conditions due to the potential for encountering contamination not previously identified and high background concentrations of arsenic in soil:

- The Regional Water Quality Control Board (RWQCB) should be contacted for permitting requirements if excavated soil is not going to be taken to a regulated facility (e.g., local landfill).
- Excavation activities should be monitoring by a qualified environmental consultant for potential contamination not identified in previous investigations.

- A separate evaluation of groundwater should be performed prior to establishing onsite wells.

Based on this information, this listing is indicative of an existing environmental concern at the site.

5.6 La Jolla Cluster

Potential environmental concerns were not identified at the following schools within the La Jolla Cluster: Bird Rock ES, La Jolla ES, Muirlands MS, and Torrey Pines ES (Figure 8). The school listed below within the La Jolla Cluster was identified as having potential environmental concerns and was evaluated to determine if an environmental concern exists at the site. Select additional records are provided in Appendix G.

5.6.1 La Jolla High School

The EDR report indicates that unauthorized releases of waste oil (H14078-001) and diesel (H14078-002) at the site resulted in impacts to soil and that two waste oil USTs were removed from the site in 1988. Ninyo & Moore reviewed records for the site in 2014, which are summarized below (Ninyo & Moore, 2014a).

The DEH records indicate that a 2,059-gallon boiler fuel UST was located at the northeast corner of Building 400 with piping extending north and south of the UST, likely to a boiler within Building 400 and a fill port (Appendix G). The UST was removed under the oversight of the DEH in 1988. The DEH stated that there was “no indication of soil or groundwater contamination” and an unauthorized release case was not opened. Based on this information, this listing is not indicative of an existing environmental concern at the site.

A 280-gallon waste oil tank and associated concrete sump located to the east of Building 600 were removed in 1988. The concrete sump was connected to the UST by piping and utilized to dispose of waste oil from the auto shop. The report states that holes, odors, product, and piping leaks were not observed during the removal of the UST; however, soil samples collected from beneath the concrete sump contained elevated concentrations of petroleum hydrocarbons and an unauthorized release case was opened (H10478-001). Soil in the vicinity of the sump was removed and disposed of offsite. Confirmation samples were collected that indicated the maximum concentration of petroleum hydrocarbons remaining below the former sump are

370 mg/kg. The DEH closed the unauthorized release case in 1990. Based on this information, this listing is indicative of an existing environmental concern at the site.

In 2001, a 1,000-gallon heating oil UST was discovered during construction of a pool at the southeast corner of the site. The UST was removed under the oversight of the DEH. Soil samples collected from beneath the UST contained elevated levels of petroleum hydrocarbons and the DEH opened unauthorized release case H10478-002. Nine trenches were excavated in the vicinity of the former UST and soil samples were collected to delineate the extent of contamination. Impacted soil was delineated and found to be limited to within 10 feet laterally of the former UST and vertically to approximately 13 to 14 feet below ground surface. It was estimated that less than 20 cy of impacted soil remains in place. Approximately 100 cy of impacted soil excavated from the vicinity of the UST was reportedly reused as base material during the construction of the parking lot to the north of the pool and was placed under asphalt at a depth of greater than 5 feet from groundwater. The DEH closed the unauthorized release case in 2002. Based on this information, this listing is indicative of an existing environmental concern at the site.

As part of a previous assessment, a review of the City of San Diego's 1938 Report on Refuse Dumps revealed that dumping of tree trimmings occurred on the northwest corner of the site (Rushville Street and Fay Avenue) from as early as 1930 until at least 1938 (Appendix G). The report indicates that the area where dumping occurred was approximately 100 feet by 100 feet and that some burning of the materials may have occurred (Ninyo & Moore, 2014a). The area of the possible dump has been redeveloped as a football stadium and therefore, if wastes were present, they would likely have been encountered at that time. Based on this information, there is the potential to encounter buried and/or burned waste in this portion of the site.

5.7 Lincoln Cluster

Potential environmental concerns were not identified at the following schools within the Lincoln Cluster: America's Finest Charter K8, Baker ES, Balboa ES, Chavez ES, Chollas/Mead ES, Encanto ES, Epiphany Prep, Gompers Prep, Horton ES, Johnson ES, Knox MS, Lincoln HS, Millennial Tech MS, Nye ES, Porter ES, and Valencia Park ES (Figure 9). The schools listed below within the Lincoln Cluster were identified as having potential environmental concerns and were evaluated to determine if an environmental concern exists at the site. Select additional records are provided in Appendix H.

5.7.1 O'Farrell Community School/Ingenuity

The EDR report indicates that an unauthorized release (H24742-001) of boiler fuel occurred that resulted in impacts to soil. Ninyo & Moore reviewed documents for the site in 2016, which are summarized below (Ninyo & Moore, 2016c).

The records reviewed indicate that a 6,000-gallon boiler fuel UST was located north of the main campus buildings and was removed from the site in 1988 (Appendix H). During UST removal activities, the DEH noted ponded product in the excavation and petroleum-impacted soil. Approximately 144 cy of petroleum-impacted soil were removed from the site and the DEH issued case closure in 1989 under the condition that, "if the current use of the site changes, additional site characterization and mitigation activity may be required." Based on this information, there is the potential that impacted soil was left in place in the vicinity of the UST.

Based on Ninyo & Moore's review of a Phase I ESA prepared by URS (2002), portions of the site may have been utilized for agricultural purposes prior to construction of the school in 1958. Based on a screening review of historical aerial photographs performed by Ninyo & Moore in 2013, it appears that a portion of the site may have been utilized for dry farming; however, based on the quality of the photograph, it was difficult to differentiate between dry farming and graded land. Subsequent soil sampling and analysis were performed on the site to evaluate possible impacts to soil from potential historical agricultural use. Elevated levels of arsenic and pesticides were present in soil at the site. The soil at the site does not present a significant health risk to students, staff, or the public; however, soil excavated and removed from the site would likely require special handling and disposal (Ninyo & Moore, 2016c). Based on this information, this listing is indicative of an existing environmental concern at the site.

5.7.2 Webster ES/Holly Drive Leadership Academy

The site is listed by CalRecycle as a solid waste disposal site (Facility ID No. 37-CR-0107) and by the DTSC as a school cleanup site (Site Code 404294). Both listings are associated with the presence of buried burned waste, which is present in the central portion of the site extending from the western property boundary east to near the eastern property boundary (Appendix H). Burned wastes are overlain by approximately 2 to 15 feet of cover fill and extend to a depth of approximately 20 feet bgs. The waste thickness ranges from 0.5 to 20 feet. The confirmed contaminants of concern are lead and dioxin.

The site is covered by various cap materials consisting of a minimum of 2 feet of cover fill overlain by hardscape (i.e., asphalt, concrete paving, building slabs), decomposed granite, and vegetative layers. The District is in the process of entering into an O&M agreement with the DTSC to maintain the cover materials at the site and perform specific O&M tasks as outlined in the O&M Plan (Ninyo & Moore, 2018). In addition, an LUC/deed restriction will be recorded against the property to place environmental restrictions to protect human health and safety and the environment. The site is also under the oversight of the City of San Diego LEA. A Master Community Health and Safety Plan has been prepared for the site and approved by the LEA (Ninyo & Moore, 2015). A Master Soil Management Plan is included as an appendix to the O&M Plan (Ninyo & Moore, 2018) and has been approved by the DTSC and LEA.

Based on this information, these listings are indicative of an existing environmental concern at the site.

5.8 Madison Cluster

Potential environmental concerns were not identified at the following schools within the Madison Cluster: Field ES, Hawthorne ES, Innovations/Creative and Performing Media Arts MS, and Whitman ES (Figure 10). The schools listed below within the Madison Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site.

5.8.1 Lafayette Elementary School, Lindbergh-Schweitzer Elementary School, Madison High School, and Sequoia High School

Lafayette Elementary School, Lindbergh-Schweitzer Elementary School, Madison High School, and Sequoia High School are listed on the EDR report as within the FUDS boundary of the Rosedale Field and Bombing Target. Based on a review of Ninyo & Moore in-house files and Envirostor in December 2009, the United States Army Corps of Engineers (USACE) issued a Final Site Inspection Report for the Rosedale Bomb Target FUDS indicating that UXO, MD, and/or MEC were possible concerns. The report stated that there were historical reports of MD within the boundaries of the FUDS; however, evidence of the MD was not observed during their evaluation. Soil sampling was performed for munitions-related contaminants, including metals and explosives. The report stated that explosives were not detected in the soil samples. Some metals were

detected above background concentrations; however, the USACE stated that the concentrations did not exceed human health screening levels. The report concluded that additional investigation consisting of a Remedial Investigation/Feasibility Study (RI/FS) is warranted for the site due to the historical reports of MD within the FUDS boundary; however, one has not been performed to date (Parsons, 2009a). According to the Envirostor database and the District, UXO and/or MD were encountered during construction activities on Lafayette ES in 2018. Based on this information, this listing is indicative of an existing environmental concern at these sites.

5.9 Mira Mesa Cluster

Potential environmental concerns were not identified at the following schools within the Mira Mesa Cluster: Challenger MS, Ericson ES, Hage ES, Hickman ES, Jonas Salk ES, Mason ES, Sandburg ES, and Twain Mesa HS (Figure 11). The schools listed below within the Mira Mesa Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site. Select additional records are provided in Appendix I.

5.9.1 Mira Mesa High School

The EDR report indicates that an unauthorized release (H14081-001) of waste oil occurred at the site that resulted in impacts to soil. Ninyo & Moore reviewed records for the site in 2016, which are summarized below (Ninyo & Moore, 2016h).

The files reviewed indicated a 550-gallon waste oil UST was located in the northern portion of the site adjacent to the auto shop in Building 4 (Appendix I). The UST was removed under oversight of the DEH in 1988 and an unauthorized release of waste oil was noted during removal activities. The UST excavation was backfilled at the time of removal with known contamination left in place; however, the contaminated soil was excavated and disposed of offsite in 1992 and confirmation samples were collected to document the removal of impacted soil (Tetra Tech, 1993). Clean import soil was utilized to backfill the UST excavation. The DEH closed the unauthorized release case on 1993. Based on this information, the listing is not indicative of an existing environmental issue at the site.

5.9.2 Walker Elementary School and Wangenheim Middle School

Walker ES and Wangenheim MS are listed on the EDR report as within the FUDS boundary of the Linda Vista Auxiliary Field. Based on a review of Ninyo & Moore in-house files and Envirostor, in 2009 the USACE issued a Final Site Inspection Report for the Linda Vista Auxiliary FUDS; UXO, MD, and/or MEC were possible concerns. The report stated that there were historical reports of MD within the boundaries of the FUDS; however, evidence of the MD was not observed during their evaluation. Soil sampling was performed for munitions related contaminants, including metals and explosives. The report stated that explosives were detected in two of eight samples collected and some metals were detected above background concentrations. The report concluded that additional investigation consisting of an RI/FS is warranted for the site due to the historical reports of MD within the FUDS boundary and the detected concentrations of explosives and metal in soil (Parsons, 2009). However, an RI/FS has not been prepared to date.

Based on this information, this listing is indicative of an existing environmental concern at these sites.

5.10 Mission Bay Cluster

Potential environmental concerns were not identified at the following schools within the Mission Bay Cluster: Barnard ES, Crown Point ES, Pacific Beach ES, and Sessions ES (Figure 12). The schools listed below within the Mission Bay Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site. Select additional records are provided in Appendix J.

5.10.1 Mission Bay High School

The EDR report indicates that an unauthorized release (H14082-001) occurred on the site associated with a boiler fuel that resulted in impacts to soil and groundwater and that the UST was closed in-place. Ninyo & Moore reviewed records for the site in 2013, which are summarized below (Ninyo & Moore, 2013).

Based on a review of the Site Assessment and Mitigation Report an abandoned 5,000-gallon boiler fuel UST is located in a service driveway approximately 40 feet east of Lee Street and approximately 450 feet south of Grand Avenue and was connected via

subsurface piping to the boiler room located adjacent to the north of the UST (Appendix J). The UST was backfilled with cement slurry in 1985 (Tetra Tech, 1992).

In 1988, three soil borings were advanced in the vicinity of the UST to a depth of 21 feet bgs that were converted to groundwater monitoring wells (MW-1 through MW-3). During drilling activities, black stained soil was observed in the MW-2 boring at a depth of 4.9 feet bgs. The soil sample collected from MW-2 at 4.9 feet bgs contained total petroleum hydrocarbons (TPH) at a concentration of 13,000 mg/kg; however, the remaining soil samples contained TPH at concentrations of less than 10 mg/kg. The soil sample from MW-2 at 4.9 feet bgs was additionally analyzed for benzene, toluene, ethylbenzene, total xylenes (BTEX), and total lead. The sample contained ethylbenzene and total xylenes at concentrations of 0.2 and 0.7 mg/kg, respectively, but did not contain detectable concentrations of benzene, toluene, or total lead (Woodward Clyde, 1989).

Groundwater was encountered at the site at a depth of approximately 5 feet bgs. Groundwater samples were collected from the monitoring wells in August 1988 and January 1989. TPH and BTEX were detected in the samples collected, but at concentrations reported to be below regulatory limits (Woodward Clyde, 1989)

In 1992, eight borings were advanced and one trench was excavated within 10 feet of the centerline of the UST to a depth approximately 5.5 feet bgs. Soil samples were collected from the borings and trench at depths of 5.5 feet bgs and analyzed for TPH. TPH was not detected in the samples analyzed. Groundwater samples were collected from monitoring wells MW-1 through MW-3 in March and August 1992. Low concentrations of TPH and ethylbenzene were detected in the groundwater samples analyzed (Tetra Tech, 1992) (Appendix J).

Based on the findings of their report, Tetra Tech stated that it appears that soil contamination does not extend more than 10 feet beyond the centerline of the UST, that groundwater contamination was not evident, and that it appeared that the piping that would likely have connected the UST to the boiler room appeared to have been removed (Tetra Tech, 1992). In November 1992, the DEH issued closure on the unauthorized release. Based on this information, the UST remains in place and soil and groundwater in the vicinity may be impacted by petroleum hydrocarbons.

Based on this information, this listing is indicative of an existing environmental concern at this site.

5.10.2 Pacific Beach Middle School

The EDR report indicates that an unauthorized release (H17124-001) occurred at the site associated with a release of heating oil that resulted in impacts to soil. Ninyo & Moore reviewed files for the site in 2015, which are summarized below (Ninyo & Moore, 2015b).

The records reviewed indicate that the site is associated with two former USTs and one closed unauthorized release case (H17124-001). A 2,030-gallon boiler fuel UST was removed from east of the auditorium building under the oversight of the DEH in 1988. The DEH's UST removal report states that indicators of contaminated soil or groundwater were not observed and the UST excavation was approved for backfilling (Appendix J). Based on this information and that an unauthorized release was not opened associated with the UST, the listing for this UST is not indicative of an existing environmental concern at the site.

The records also indicate that a 2,500-gallon boiler fuel UST was located between the 500 Building and the shower/locker room building. The UST was removed under oversight of the DEH in 1988. Contaminated soil was observed beneath the UST and the DEH opened an unauthorized release case. Approximately 40 cy of soil were removed to a depth of 17 feet bgs from the UST excavation and disposed of offsite. The UST excavation was subsequently backfilled with slurry and capped with clean soil.

Seven borings were advanced in the vicinity of the former UST from 1988 through 1992 to assess the lateral and vertical extent of contaminated soil (Tetra Tech, 1992a). Approximately 123 cy of petroleum hydrocarbon impacted soil remains on site in the vicinity of the former UST between the depths of 17 and 45 feet bgs. The remaining soil contains maximum concentrations of TPH as diesel at 218 mg/kg, toluene at 0.9 mg/kg, ethylbenzene at 2 mg/kg, xylenes at 12 mg/kg, and oil & grease at 35,000 mg/kg. However, benzene was not detected in the samples analyzed. Groundwater was present at the site at a depth of approximately 77 feet bgs; therefore, groundwater was not likely impacted by the release. The DEH closed the case in 1996 and stated that the corrective action is considered protective of public health for use of the site as a school (Appendix J).

Based on this information, this listing is indicative of an existing environmental concern at this site.

5.11 Morse Cluster

Potential environmental concerns were not identified at the following schools within the Morse Cluster: Audubon K8, Bethune K8, Boone ES, Freese ES, Fulton ES, Keiller Leadership Academy, Pacific View Leadership ES, Paradise Hills ES, Penn ES, Perry ES, San Diego School of Creative and Performing Arts, and Zamarano ES (Figure 13). The schools listed below within the Morse Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site. Select additional records are provided in Appendix K.

5.11.1 Bell Middle School

The site is listed by CalRecycle as a land disposal site/solid waste landfill, the Bell Junior High School Landfill/Sweetwater II (Facility ID No. 37-CR-00888). Based on a review of in-house documents, the landfill is restricted to the south central portion of the school property with the northern approximately two-thirds underlying a portion of the athletic field and the remainder is an approximately 70- to 100-foot high southeasterly facing engineered slope (Earth Tech, 2004) (Appendix K).

The landfill was operated from approximately 1962 to 1967 by the County of San Diego on property owned by the District. The types of wastes received are not known, but are believed to have been municipal solid wastes. Earth Tech indicated the disposal site filled a previously existing drainage and the estimated waste thicknesses are approximately 50 to 75 feet, corresponding to a waste volume estimated at approximately 300,000 cubic yards. Following closure of the landfill, the school was constructed between 1967 and 1968. The County of San Diego Department of Public Works operates and maintains a landfill gas control system and perimeter gas monitoring probes. The District operates a groundwater monitoring network that includes seven monitoring wells on the school property (two wells are dual-nested within the same borehole) and 11 wells are located offsite in the residential neighborhood south of the site. Groundwater at the site has been documented to be impacted by VOCs and is regulated by the RWQCB under Board Order No. R9-2012-0001 and Monitoring and Reporting Program No. R9-2012-0002.

A February 2012, Post Closure Maintenance Plan-Revision 2 by the District describes maintenance and monitoring activities to be conducted at the waste disposal site (District, 2012). In addition, a Master Soil Management Plan and a Master Community Health and Safety Plan have been prepared for the site (Ninyo & Moore, 2011a and 2011b). The site is also under the oversight of the City of San Diego LEA.

Based on this information, this listing is indicative of an existing environmental concern at this site.

5.11.2 Morse High School/Twain Morse High School

The EDR report indicates that an unauthorized release (H14083-001) occurred at the site associated with a release of boiler fuel that resulted in impacts to soil. Based on a review of records performed by Ninyo & Moore in 2103, an approximately 4,000-gallon boiler fuel UST was located near the southeast corner of the auto repair building (Appendix K). The UST was removed in 1988 under DEH oversight. During removal activities, the DEH noted ponded product in the excavation and petroleum-impacted soil. The product observed in the UST excavation was reported to have been absorbed by the UST back fill material and approximately 72 cy of impacted soil was removed from the site. Confirmation soil samples indicated that the impacted soil was removed. The DEH issued case closure in 1988; however, a copy of the case closure letter was not available for review.

During construction activities in 2010, contractors trenching for utility installation encountered piping associated with the former 4,000-gallon UST near the auto repair building. In 2012, the piping was cleaned and removed under the oversight of the DEH. Impacted soil was encountered beneath the pipelines and the DEH opened an unauthorized release case (H14083-002). Approximately 42 cy of petroleum-impacted soil was removed from the site. Confirmation soil samples indicated that impacted soil in the vicinity of the pipeline was removed (Ninyo & Moore, 2012b). The DEH closed the case in 2013 (Appendix K). Based on this information the listings of the two past unauthorized releases are not indicative of existing environmental issues at the site.

The site is listed on the DTSC's Envirostor website as a school cleanup site, assigned Site Code 404419. The status is listed as "Inactive – action required as of 4/15/2005" and the potential contaminants of concern are listed as lead and naturally occurring asbestos in soil. Additional information was not available for review; however, naturally occurring asbestos is not present in San Diego County so it is unlikely that this contaminant of concern is present on the site. In addition, since DTSC has inactivated the listing the site is not considered to be a substantial endangerment to human health and the environment in its current condition. Therefore, this listing is not likely indicative of an existing environmental issue at the site.

5.12 Point Loma Cluster

Potential environmental concerns were not identified at the following schools within the Point Loma Cluster: Cabrillo ES, High Tech ES/Explorer/Media Arts MS and HS, High Tech HS, High Tech International HS, High Tech MS, Loma Portal ES, Ocean Beach ES, Silver Gate ES, and Sunset View ES (Figure 14). The schools listed below within the Point Loma Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site. Select additional records are provided in Appendix L.

5.12.1 Correia Middle School

The EDR report indicates that an unauthorized release (H00132-001) occurred at the site, associated with a 4,000-gallon boiler fuel UST, the site is listed by CalRecycle as a land-disposal site, and the site is listed by DTSC as a school cleanup site.

Based on a review of in-house files, a 4,000-gallon boiler fuel UST was located on the northwestern portion of the site (Appendix L). The UST was removed under the oversight of the DEH in 1988 and petroleum hydrocarbon impacted soil was encountered. Contaminated soil was excavated and disposed of offsite, and the DEH closed the case in 1989 (Ninyo & Moore, 2006). Based on this information and that the unauthorized release case was closed, this listing is not indicative of an existing environmental concern at the site.

The site is listed by CalRecycle as a solid waste disposal site (Facility ID No. 37-CR-0014) and by the DTSC as a school cleanup site (Site Code 404627). Both listings are associated with the presence of buried burned waste. The extent of burned waste has been delineated and is limited to portions of the site filled prior to school construction, which consist of the

southeastern and southwestern corners of the site and the sloped area running parallel to Famosa Boulevard, which is occupied by playing fields/courts and a parking lot (Appendix L). Waste was reportedly burned offsite, brought to the site, and mixed with fill materials prior to construction of the school. The contaminants of concern at the site are lead and dioxin in burned waste and fill material mixed with burned waste.

Based on previous site assessment activities, fill was encountered during drilling activities from 0.5 feet bgs up to 50 feet bgs. The fill materials appear to be fine- to coarse-grained sand, silty sand, and sandy silt containing pockets that are mixed with debris, glass, and ceramics (Ninyo & Moore, 2011). However, during construction of a retaining wall along Famosa Boulevard and Valeta Street, import fill material was placed along the surface of the slopes to serve as the soil barrier cap, which ranged in thickness from 2 feet thick at the top of the slope and generally increasing in thickness downslope to more than 10 feet at the bottom of the slope. Import fill material was tested in accordance with DTSC import fill guidelines and approved for use on the site by the DTSC (Ninyo & Moore, 2016g).

The site currently operates under an O&M agreement between the District and DTSC to maintain the cover materials and perform specific O&M tasks, as outlined in the O&M Plan (Ninyo & Moore, 2017a). In addition, an LUC/deed restriction has been recorded against the property to protect human health, safety, and the environment in the future. A Master Soil Management Plan (SMP) is attached as an appendix to the O&M Plan (Ninyo & Moore, 2017a) and has been approved by the DTSC and LEA. The site is also under the oversight of the City of San Diego LEA.

Based on this information, these listings are indicative of an existing environmental concern at this site.

5.12.2 Dana Middle School

The EDR report indicates that an unauthorized release (H32250-001) of boiler fuel occurred from two, 3,000-gallon USTs that resulted in impacts to soil and groundwater, which was left in-place and the UST piping was closed in-place.

Based on a review of in-house files, two, 3,000-gallon boiler fuel USTs located in the southern portion of the site were removed in July 1992, under the oversight of the DEH, and portions of the product piping associated with the USTs were removed and portions were closed in-place in September 1992 (Appendix L). Petroleum-impacted soil was observed by the DEH during the UST and pipeline removals. Subsequent site assessment activities estimated that approximately 530 cy of diesel-impacted soil remains in-place between the depths of 10 and 35 feet bgs. The DEH issued closure on March 13, 2002, stating that there was "No health risk present because there is no source of vapors or pathway to human receptors: hydrocarbons are non-detect in upper 10 feet, benzene concentration is extremely low, [polynuclear aromatic hydrocarbons] are non-detect, most of contaminated area is a walkway paved with concrete." The DEH also stated that the case closure was based upon the current and future site use as a school, "any contaminated soil excavated as part of subsurface construction work must be managed in accordance with legal requirements at that time," and that if the land use is changed the case closure would need to be reviewed (Appendix L).

Based on this information, these listings are indicative of an existing environmental concern at this site.

5.12.3 Dewey Elementary School

The EDR report indicates an unauthorized release (H36169-001) of heating oil occurred at the site associated with a 2,000-gallon UST that resulted in impacts to soil and groundwater, which remains in place and the piping and fill port were closed in-place.

Based on a review of in-house files, a 2,000-gallon boiler fuel UST, located southeast of the main buildings, was removed from the site in 1997 under the oversight of the DEH. Portions of the associated product piping were removed and portions were closed in place in 2002 (Appendix L). Soil with concentrations of petroleum hydrocarbons in the diesel range up to 22,000 mg/kg was left in place between 7 and 15 feet bgs in the vicinity of the UST. It is estimated that approximately 800 to 1,100 cy of diesel-impacted soil remains in the vicinity of the former UST and extends several feet underneath the adjacent building. The DEH closed the case in 2004 and stated that "Any contaminated soil excavated as a part of subsurface construction work must be managed in accordance with legal requirements at that time" and that if the land use is changed, the case closure would need to be reviewed (Appendix L).

Based on this information, these listings are indicative of an existing environmental concern at this site.

5.12.4 Point Loma High School

The EDR report indicates than an unauthorized release (H14084-001) of waste oil from a 55-gallon UST resulted in impacts to soil and a 123-gallon waste oil sump and 8,500-gallon UST may be onsite. Ninyo & Moore reviewed records as part of a Phase I ESA prepared for the site in 2016, which are summarized below (Ninyo & Moore, 2016b).

The 55-gallon waste oil UST was located adjacent to the former auto shop building and was removed under DEH oversight in 1988. During UST removal, petroleum-impacted soil was observed and approximately 2,800 pounds were excavated and disposed of offsite. Petroleum-impacted soil remains onsite at a depth of approximately 2.5 feet bgs, which is below the footing of the auto shop building, with a maximum concentration of 980 mg/kg. DEH closed the case in 1990 (Appendix L).

The records also indicate that an 8,500-gallon oil UST and associated piping were located in the central portion of the site, adjacent to the east of the former boiler room. According to the District, the UST was removed from the site. District as-built plans from 1975 depicted plans to “remove existing 8,500-gallon UST”; however, documentation of the removal was not available (Appendix L).

The Phase I ESA also noted that five hydraulic lifts were removed from the former auto shop in 2013; however, documentation of the removal was not available. A sand trap/interceptor is also located adjacent to the former 55-gallon waste oil UST, which may be the 123-gallon waste oil sump noted in the EDR report, but is not confirmed (Ninyo & Moore, 2016b). Therefore, it is possible that there is an additional 123-gallon waste oil sump and there is the potential that impacted soil and/or groundwater may be present in the vicinity of the former lifts, sump, and/or the sand trap/interceptor.

Based on this information, these listings are indicative of an existing environmental concern at this site.

5.13 San Diego Cluster

Potential environmental concerns were not identified at the following schools within the San Diego Cluster: Alba, Birney ES, Burbank ES, E3 Civic High, Einstein ES, Einstein MS, Emerson-Bandini ES, Florence ES, Garfield ES, Garfield Continuation HS, Golden Hill ES, Jefferson ES, Kimbrough ES, King Chavez Arts/Athletic/Primary, King Chavez Community HS, King Chavez Excellence K8, King Chavez Prep, Kipp-Adelante ES, McGill School of Success, McKinley ES, Museum School, Old Town Academy, Perkins ES, Rodriguez ES, Roosevelt MS, Urban Discovery 9-10, Urban Discovery K8, and Washington ES (Figure 15). The schools listed below within the San Diego Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site. Select additional records are provided in Appendix M.

5.13.1 Grant K-8 School

The site is listed by CalRecycle as a solid waste disposal site (Facility ID No. 37-CR-0126) and by the DTSC as a school cleanup site (Site Code 404913). Both listings are associated with the presence of buried burned waste at the site.

The extent of burned waste present at the site has been delineated and is limited to the sloped, western ravine area located south of the school campus and outside of the school campus perimeter fencing (Appendix M). Minor waste debris was encountered from surface grade to depths up to 4 feet bgs, which was the maximum depth explored. Observed waste thicknesses ranged from 0.5 foot to at least 3.5 feet. The contaminants of concern are lead and dioxin in waste debris or fill/alluvium mixed with waste debris (Ninyo & Moore, 2018c).

The site is currently under the oversight of the DTSC and City of San Diego LEA. A Draft Removal Action Work Plan was prepared that recommended excavation and offsite disposal of the burned waste/debris and is under review by the DTSC for future implementation (Ninyo & Moore, 2018c). A Master CHSP, intended to protect the public and surrounding land uses from potential health hazards during future onsite grading, excavation, trenching, or other construction activities, was approved by the DTSC and LEA (Ninyo & Moore, 2018).

Based on this information, these listings are indicative of an existing environmental concern at this site.

5.13.2 iVirtual High School

The EDR report indicates that an unauthorized release (H36175-001) of heating oil occurred at the site associated with a UST that was closed in-place and resulted in impacts to soil that remain onsite. In-house records and records on the GeoTracker database indicated that a 1,500-gallon heating oil UST was located beneath the sidewalk of Ampudia Street at the intersection of Jefferson Avenue, which is outside of the school campus fencing (Appendix M). The UST was closed in-place under the oversight of the DEH in 2002. The DEH noted that evidence of piping was not observed and that the tank was slurry-filled in place due to the presence of overhead power lines. A soil sample collected on the east end of the UST at 16 feet bgs contained diesel at a concentration of 32,263 mg/kg; however, borings were drilled south and northwest of this sample to depths of 20 and 40 feet bgs, respectively, and diesel fuel and VOCs were not detected. It was estimated that approximately 7 cy of impacted soil remains onsite at depths of 12 feet (UST bottom depth) or greater. The DEH closed the case in 2003 stating that "contamination is below the depth of any utilities…it contains no volatiles…the nearest structure is 60 feet away…and the contaminated soil is capped by concrete sidewalk." The case closure also requires that contaminated soil excavated as part of subsurface construction work must be managed in accordance with the legal requirements at that time (Appendix M).

5.13.3 Logan K-8 School

The EDR report indicated that a boiler fuel UST was present on the site that was closed in-place in 1996. In 2017, Ninyo & Moore reviewed records for the site in association with the preparation of a Phase I ESA. The reviewed records are summarized below (Ninyo & Moore, 2017).

The UST is located between the sidewalk and campus perimeter fence along 28th Street, approximately 258 feet south of Ocean View Boulevard (Appendix M). A remote fill port is located in the sidewalk adjacent to the UST and connected by piping. Product piping also extends to the east onto the campus. In 1997, soil samples collected from the vicinity of the UST and piping did not contain detectable concentrations of petroleum hydrocarbons. The UST was slurry filled in-place under the oversight of the DEH (Appendix M).

5.13.4 Memorial Prepatory

An unauthorized release (DEH2019-LSAM-00540) of boiler fuel occurred at the site that impacted soil. During construction activities in the northern portion of the site in 2019, a small boiler fuel UST was encountered in an area formerly occupied by playing fields (Appendix M). Ninyo & Moore observed the UST removal under the oversight of the DEH. Approximately 100 cy of petroleum impacted soil was excavated and disposed of offsite. Confirmation soil samples indicated petroleum-impacted soil had been removed. The release case is pending closure with the DEH upon submittal of a project closeout report. Based on this information, this release is not indicative of an existing environmental concern at the site.

Ninyo & Moore reviewed records for the site as part of a Phase I ESA in 2017 that are summarized here (Ninyo & Moore, 2017). As-built plans for "Building A, Basement," dated 1921, depict an oil tank adjacent to a boiler room located in the southwest portion of the site (Appendix M). It is unknown if the tank has been removed or closed; however, the structure (Building A) was demolished sometime between 1972 and 1979 and portable classrooms are now present in the location of the oil tank. The tank depicted in the plans was not in the same location as the boiler fuel UST removed from the site in 2019; therefore, there is the potential that an additional boiler fuel UST is present onsite and that the impacted soil and/or groundwater may be present in the vicinity of the UST. Based on this information, this oil tank represents an existing environmental concern at the site.

5.13.5 San Diego Cooperative 2 K-8

The EDR report indicates that an unauthorized release (H32216-001) of heating oil from a 250-gallon UST resulted in impacts to soil that remain on site. The EDR report states that the "abate method" was to "Cap site – install horizontal impermeable layer to reduce rainfall infiltration." The UST was reported removed in 1991 and the case was closed by the DEH in 1992 (Appendix A). Based on this information, there is the potential that there is contaminated soil and/or groundwater in the vicinity of the 250-gallon waste oil UST. Therefore, the residual contamination represents an existing environmental concern at the site.

The EDR report includes an additional listing for a 1,500-gallon diesel UST that was reported to have been removed in 1992; however, an unauthorized release was not opened associated with this UST. Therefore, the listing for this UST is not likely indicative of an existing environmental concern at the site

5.13.6 San Diego High School/East Village High School

The EDR report indicates an unauthorized release (H02488-001) of heating oil occurred at the site associated with 1,000-gallon and 1,500-gallon USTs that resulted in impacts to soil that remain onsite. Based on records reviewed on the GeoTracker database, the USTs were removed under the oversight of the DEH in 2002 and petroleum-impacted soil was encountered. Approximately 187 cy of soil was excavated and disposed of offsite. One confirmation sample contained diesel fuel at a concentration of 670 mg/kg. It was estimated that 15 cy of impacted soil remained onsite; however, the location and depth of the material were not on file. The DEH stated that the excavation area was backfilled and a building slab was constructed over the top of the former tank pit. The DEH closed the case in 2002 and stated that contaminated soil excavated as part of subsurface construction work must be managed in accordance with the legal requirements at that time (Appendix M). Therefore, the residual contamination represents an existing environmental concern at the site.

5.13.7 Sherman Elementary School

The EDR report indicates an unauthorized release (H209017-001) of diesel and gasoline from a UST resulted in impacts to soil. Based on information reviewed from in-house files and the GeoTracker database, in 2008, a 1,000-gallon UST in the northeast corner of the site was removed under the oversight of the DEH and impacted soil was present beneath the UST; however, the UST excavation was backfilled. In 2009 and 2012, Ninyo & Moore advanced borings in the vicinity of the former UST to delineate the extent of impacted soil (Ninyo & Moore, 2012a). Based on the results of these investigations, petroleum hydrocarbon-impacted soil remains in place from the surface to depths of up 20 feet bgs with concentrations of gasoline, diesel, and motor oil of up to 330, 37,000, and 12,000 mg/kg, respectively, and detectable concentrations of VOCs. It is estimated that approximately 90 cy of petroleum- impacted soil remains onsite. The release case was transferred to the RWQCB and was closed in 2014 under the condition that a change in land use may require reevaluation and any contaminated soil or groundwater encountered must be managed in accordance with the legal requirements at that time (Appendix M). Therefore, the residual diesel and gasoline contamination represents an existing environmental concern at the site.

5.14 Scripps Ranch Cluster

Potential or existing environmental concerns were not identified at schools within the Scripps Ranch Cluster: Dingeman ES, E.B. Scripps ES, Innovations Academy, Jerabek ES, Learning Choice K-12, Marshall MS, Miramar Ranch ES, and Scripps Ranch HS (Figure 16).

5.15 Serra Cluster

The schools within the Serra Cluster were identified as having potential environmental concerns and were evaluated to determine if an existing environmental concern exists at the site (Figure 17).

5.15.1 Former Camp Elliott - Tierrasanta

The schools within the Serra Cluster are listed on the EDR report as within the FUDS boundary of Camp Elliott - Tierrasanta. Based on a review of Ninyo & Moore in-house files and Envirostor, UXO, MEC, MD, and TNT in soil are potential environmental concerns. A feasibility study was performed in 1988 that stated that the public risk from UXO ranged from “Unlikely to Occur But Possible” to “Unlikely But Can Be Reasonably Be Expected” with the severity ranging from “Death” to “Severe Injury.” Subsequently, remedial actions were preformed, including munitions removal, fencing/signage installation, and a public awareness campaign. In 2003, the USACE recommended annual ordinance training in public schools. The Camp Elliott – Tierrasanta FUDS undergoes a review every five years. The most recent five-year review report, dated August 2016, indicates that the implemented remedial actions are protective of human health; however, additional public outreach is recommended (USACE, 2016). Based on this information, UXO, MEC, MD, and TNT in soil are considered existing environmental concerns at the eight school sites in the Serra cluster.

5.15.2 Kumeyaay Elementary School

The EDR report indicates that an unauthorized release of waste oil occurred at the site in 1992 that resulted in impacts to soil. Information on the GeoTracker databased indicates that the case was closed in 1994; however, additional information regarding the release or closure was not on file. Based on this information, petroleum impacted soil is considered an existing environmental concern at the site.

5.16 University City Cluster

Potential or existing environmental concerns were not identified at schools within the University City Cluster: Curie ES, Doyle ES, Preuss School, Spreckles ES, Standley MS, and University City HS (Figure 18).

5.17 Unassigned Cluster

Potential or existing environmental concerns were not identified at the school that is not assigned to a cluster (Audeo/Charter School of SD/Laurel Prep Academy) (Figure 19).

6 MITIGATION MEASURES

The following mitigation measures relating to hazardous materials/wastes are provided.

6.1 Mitigation Measure 1 – Impact Evaluation

The District should evaluate if a school site on which a project is proposed is a site with a potential or existing environmental concern. Sites with potential environmental concerns should at a minimum have a SMP prepared to address potential impact; these sites are listed on Table 2. Sites with existing environmental concerns are listed on Table 3.

- If the site on which the project is proposed is not listed on Table 3, then mitigation for environmental hazards/conditions is not required.
- If the site on which the project is proposed is listed on Table 3, then the area and scope of the proposed work should be evaluated to determine if the work will or may be impacted by the existing environmental concern. Available information regarding the location and type of environmental concern at each site is summarized in Section 5.
- If the proposed area and scope of work will not be impacted by the existing environmental concern, then mitigation for environmental hazards/conditions is not required.
- If the proposed scope of work will or may be impacted by the existing environmental concern, then the proposed mitigation measures identified for that site on Table 3 should be implemented. The site specific summary in Section 5 should be reviewed to determine if any recommended measures (e.g., CHSP, SMP, etc.) have already been prepared for the site. The proposed mitigation measures are described in the following sections.

6.2 Mitigation Measure 2 – Project-Specific Worker Health and Safety Plan

For projects that may disturb or encounter the existing environmental concern, Mitigation Measure 2 (MM2), as described below, should be implemented. Sites for which this mitigation measure is proposed are listed in Table 3.

The bid specifications for the project prepared by the District should require that prior to performing work that may disturb the existing environmental concern, the contractor performing the work prepare a project-specific worker health and safety plan (HSP), to be implemented by the contractor performing the work, that provides policies, information, requirements, and guidelines to be followed while conducting activities that may disturb the existing environmental concerns, which may include but are not limited to grading; excavation; trenching; boring; dewatering; stockpiling, reusing, handling, or disposing of wastes from the site; and, other applicable site activities. The HSP shall be prepared in accordance with the Federal and State Occupational Safety had Health Administration (OSHA) Hazardous Waste Operations and Emergency Response (HAZWOPER) Standards: 29 Code of Federal Regulations (CFR) 1910.120 and 8 California Code of Regulations (CCR) Section 5192. The HSP shall promote a safe and healthy environment for the workers at the site by minimizing exposure to hazards from site activities and/or releases that may migrate offsite.

The HSP will provide for contingencies (i.e., unknown or unanticipated environmental conditions may exist at the site) and be structured to handle a variety of situations that may arise, but be concise enough so that site workers understand the hazards and are able to follow the procedures to reduce the level of risk to the extent practicable. Site personnel working within the exclusion zone, if necessary, will be trained and current in accordance with the standards provided by HAZWOPER (40-hour initial training with annual updates). Appropriate management personnel will have eight-hour supervisor training. Additional training may be required for personnel engaged in specialized tasks (e.g., excavation competent person), as appropriate and described in the HSP.

Field personnel will be required to review the HSP and provide written acknowledgement of their review and understanding of the plan and willingness to abide by its requirements. In addition, the contractor performing the work will have their Site Health and Safety Manager, Site Superintendent, or designee perform and document a daily tailgate safety meeting at the beginning of each workday to discuss relevant task-specific safety issues.

6.3 Mitigation Measure 3 – Community Health and Safety Plan

For projects that may disturb or encounter the existing environmental concern, Mitigation Measure (MM3), as described below, should be implemented. Sites for which this mitigation measure is proposed are listed in Table 3.

The District, or their designee, should prepare a CHSP for the site and/or project that addresses field procedures, anticipated contaminants, established action levels for exposure to contaminants, and provides contingency plans for emergencies that may arise during fieldwork that may encounter or disturb the existing environmental concern. The CHSP should be prepared in general accordance with the current DEH Site Assessment and Mitigation Manual guidelines. The site specific summary in Section 5 should be reviewed to determine if a Master CHSP has already been prepared for the site. If a Master CHSP has been prepared for the site, it should be reviewed to determine if regulatory agency notifications of project-specific activities are required.

The CHSP will be implemented by the District, or their designee, during activities that may encounter or disturb the existing environmental concern. The plan is intended to document that the public and surrounding properties were protected from potential health and environmental hazards during these activities and indicate that unacceptable community exposure to adverse conditions did not occur during these activities.

6.4 Mitigation Measure 4 – Soil Management or Soil and Groundwater Management Plan

For projects that may disturb or encounter the existing environmental concern, Mitigation Measure (MM3), as described below, should be implemented. Sites for which this mitigation measure is proposed are listed in Table 3.

The District should prepare an SMP, or a Soil and Groundwater Management Plan (SGMP) if project activities may also encounter groundwater, for the sites that may encounter soil and/or groundwater that has been or may be impacted by the existing environmental concern. The SMP/SGMP should address monitoring of excavated soil or encountered groundwater, soil/groundwater handling, stockpiling, waste characterization, onsite or offsite reuse, waste export, waste disposal protocols and documentation procedures. The SMP/SGMP should also provide guidance to assist the contractor with regulatory agency notifications and segregation, characterization, and disposal of waste that may be encountered during project activities.

The SMP/SGMP should be implemented by the contractor when performing the activities that encounter the existing environmental concern. The site-specific summary in Section 5 should be reviewed to determine if a Master SMP/SGMP has already been prepared for the site. If a Master SMP/SGMP has been prepared for the site, it should be reviewed to determine if regulatory agency notifications of project-specific activities are required.

6.5 Mitigation Measure 5 – Formerly Used Defense Sites Management Plan

For projects on sites for which the existing environmental concern(s) includes a FUDS site, Mitigation Measure (MM4), as described below, should be implemented. Sites for which this mitigation measure is proposed are listed in Table 3.

The District has prepared a UXO Management Plan [Insert Reference] for sites that are within a FUDS boundary. The UXO Management Plan should be implemented by the contractor performing activities at the site that may encounter the existing FUDS-related environmental concerns.

7 LIMITATIONS

The historical information described in this report is limited to the accuracy and availability of the sources reviewed (Section 8). Ninyo & Moore is aware that there are additional information sources and data that could be added to this historical summary, some of which could increase the accuracy and resolve uncertainties and/or discrepancies associated with this study. Due to the nature of portions of the sites and vicinity being developed in the 1800s, it is possible that other businesses or activities not documented in this limited historical study may have contributed to contamination at the site.

The environmental services described in this report have been conducted in general accordance with current regulatory guidelines and the standard of care exercised by environmental consultants performing similar work in the project area. No warranty, expressed or implied, is made regarding the professional opinions presented in this report. Variations in site conditions may exist and conditions not observed or described in this report may be encountered during subsequent activities. Please note that this study did not include an evaluation of geotechnical conditions or potential geologic hazards. In addition, it should be noted that this limited historical study generally does not include analysis of the following: asbestos-containing materials, methane gas, radon, lead-based paint, lead in drinking water, wetlands, regulatory compliance, cultural and historic resources,

industrial hygiene, health and safety, ecological resources, endangered species, indoor air quality, pipelines, and high-voltage power lines.

This document is intended to be used only in its entirety. No portion of the document, by itself, is designed to completely represent any aspect of the project described herein. Ninyo & Moore should be contacted if the reader requires any additional information or has questions regarding the content, interpretations presented, or completeness of this document.

Our findings, opinions, and conclusions are based on an analysis of the observed site conditions and the referenced literature. It should be understood that the conditions of a site can change with time as a result of natural processes or the activities of man at the subject site or nearby sites. In addition, changes to the applicable laws, regulations, codes, and standards of practice may occur due to government action or the broadening of knowledge. The findings of this report may, therefore, be invalidated over time, in part or in whole, by changes over which Ninyo & Moore has no control. Ninyo & Moore cannot warrant or guarantee that not finding indicators of any particular hazardous material means that this particular hazardous material or any other hazardous materials do not exist on the site. Additional research, including invasive testing, can reduce the uncertainty, but no techniques now commonly employed can eliminate the uncertainty altogether.

This report may be relied upon and is intended exclusively for use by the client. Any use or reuse of the findings, opinions, and/or conclusions of this report by parties other than the client is undertaken at said parties' sole risk.

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Table 1 – District-Owned Facilities				
School Name	School Type	Cluster	Street Address	Zip Code
Alcott	ES	Clairemont	4680 Hidalgo Avenue	92117
Adams	ES	Hoover	4672 35th Street	92116
Alba	ATP/MS/HS	San Diego	4041 Oregon St	92104
Albert Einstein Elementary	ES	San Diego	3035 Ash Street	92102
Albert Einstein Middle	MS	San Diego	458 26th Street	92102
America's Finest Charter High	CS/HS	Crawford	4481 Estrella Avenue	92115
America's Finest Charter K-8	CS/K8	Lincoln	730 45th Street	92102
Angier	ES	Kearny	8450 Hurlbut Street	92123
Audeo/Charter School of SD/Laurel Prep Academy	CS/K12	Unassigned	10170 Huennekens Street	92121
Audubon	K8	Morse	8111 San Vicente Street	92114
Baker	ES	Lincoln	4041 T Street	92113
Balboa	ES	Lincoln	1844 S. 40th Street	92113
Barnard	ES	Mission Bay	2445 Fogg Street	92109
Bay Park	ES	Clairemont	2433 Denver Street	92110
Bell	MS	Morse	620 Briarwood Road	92139
Benchley/Weinberger	ES	Henry	6269 Twin Lake Drive	92119
Bethune	K8	Morse	6835 Benjamin Holt Road	92114
Bird Rock	ES	La Jolla	5371 La Jolla Hermosa Avenue	92037
Birney	ES	San Diego	4345 Campus Avenue	92103
Boone	ES	Morse	7330 Brookhaven Road	92114
Burbank	ES	San Diego	2146 Julian Avenue	92113
Cabrillo	ES	Point Loma	3120 Talbot Street	92106
Cadman	ES	Clairemont	4370 Kamloop Avenue	92117
Carson	ES	Kearny	6905 Kramer Street	92111
Carver/Thrive K-4	ES	Crawford	3251 Juanita Street	92105
Central	ES	Hoover	4063 Polk Avenue	92105
Challenger	MS	Mira Mesa	10810 Parkdale Avenue	92126
Chavez	ES	Lincoln	1404 S. 40th Street	92113
Cherokee Point	ES	Hoover	3735 38th Street	92105
Chesterton	ES	Kearny	7335 Wheatley Street	92111
Chollas/Mead	ES	Lincoln	545 45th Street	92102
City Heights Prep	CS/MS/HS	Crawford	3770 Altadena Avenue	92105
Clairemont	HS	Clairemont	4150 Ute Drive	92117
Clark	MS	Hoover	4388 Thorne Street	92105
Clay	ES	Crawford	6506 Solita Avenue	92115
Correia	MS	Point Loma	4302 Valeta Street	92107
Crawford	HS	Crawford	4191 Colts Way	92115
Crown Point	ES	Mission Bay	4033 Ingraham Street	92109
Cubberley/Kavod	ES/CS	Kearny	3201 Marathon Drive	92123
Curie	ES	University City	4080 Governor Drive	92122
Dailard	ES	Henry	6425 Cibola Road	92120
Dana	MS	Point Loma	1775 Chatsworth Blvd	92106
Darnall	CS/K8	Crawford	6020 Hughes Street	92115
De Portola	MS	Serra	11010 Clairemont Mesa Boulevard	92124
Dewey	ES	Point Loma	3251 Rosecrans Street	92110
Dingeman	ES	Scripps Ranch	11840 Scripps Creek Drive	92131
Doyle	ES	University City	3950 Berino Court	92122
E.B. Scripps	ES	Scripps Ranch	11778 Cypress Canyon Rd	92131

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School Name	School Type	Cluster	Street Address	Zip Code
E3 Civic High	CS/HS	San Diego	395 11th Avenue	92101
Edison	ES	Hoover	4077 35th Street	92104
Elevate Serra Mesa Campus	CS/ES	Kearny	2285 Murray Ridge Road	92123
Emerson/Bandini	ES	San Diego	3510 Newton Avenue	92113
Empower	CS/K6	Kearny	2230 East Jewett Street	92111
Encanto	ES	Lincoln	822 65th Street	92114
Epiphany Prep	CS/K8	Lincoln	6134 Benson Avenue	92114
Ericson	ES	Mira Mesa	11174 Westonhill Drive	92126
Euclid	ES	Crawford	4166 Euclid Avenue	92105
Farb	MS	Serra	4880 La Cuenta Drive	92124
Fay	ES	Crawford	4080 52nd Street	92105
Field	ES	Madison	4375 Bannock Avenue	92117
Fletcher	ES	Kearny	7666 Bobolink Way	92123
Florence	ES	San Diego	3914 First Avenue	92103
Foster	ES	Henry	6550 51st Street	92120
Franklin	ES	Hoover	4481 Copeland Avenue	92116
Freese	ES	Morse	8140 Greenlawn Drive	92114
Fulton	K8	Morse	7055 Skyline Drive	92114
Gage	ES	Henry	6811 Bisby Lake Avenue	92119
Garfield	ES	San Diego	4487 Oregon Street	92116
Garfield Continuation	ATP/MS/HS	San Diego	1255 16th Street	92101
Golden Hill	K8	San Diego	1240 33rd Street	92102
Gompers Prep	CS/MS/HS	Lincoln	1005 47th Street	92102
Grant	K8	San Diego	1425 Washington Place	92103
Green	ES	Henry	7030 Wandermere Drive	92119
Hage	ES	Mira Mesa	9750 Galvin Ave.	92126
Hamilton	ES	Hoover	2807 Fairmount Avenue	92105
Hancock	ES	Serra	3303 Taussig Street	92124
Hardy	ES	Henry	5420 Montezuma Road	92115
Hawthorne	ES	Madison	4750 Lehrer Drive	92117
Health Sciences	HS/MS	Hoover	3910 University Avenue	92105
Hearst	ES	Henry	6230 Del Cerro Boulevard	92120
Henry	HS	Henry	6702 Wandermere Drive	92120
Hickman	ES	Mira Mesa	10850 Montongo Street	92126
High Tech Elementary	ES	Point Loma	2150 Cushing Road	92106
High Tech Elementary Explorer/High Tech Media Arts Middle and High School	CS/ES/MS/HS	Point Loma	2230 Truxtun Road	92106
High Tech High	CS/HS	Point Loma	2861 Womble Road	92106
High Tech High International	CS/HS	Point Loma	2855 Farragut Road	92106
High Tech Middle	CS/MS/HS	Point Loma	2291 Truxtun Road	92106
Holmes	ES	Clairemont	4902 Mt. Ararat Drive	92111
Hoover	HS	Hoover	4474 El Cajon Boulevard	92115
Horton	ES	Lincoln	5050 Guymon Street	92102
Ibarra	ES	Crawford	4877 Orange Avenue	92105
Iftin	CS/K8	Crawford	5465 El Cajon Blvd	92115
iHigh Virtual Academy	ATP/HS	San Diego	3939 Conde Street	92110
Innovation/Creative Performing Media Arts	MS	Madison	5095 Arvinels Avenue	92117
Innovations Academy	CS/K8	Scripps Ranch	10380 Spring Canyon Road	92131

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School Name	School Type	Cluster	Street Address	Zip Code
Jefferson	ES	San Diego	3770 Utah Street	92104
Jerabek	ES	Scripps Ranch	10050 Avenida Magnifica	92131
Johnson	ES	Lincoln	1355 Kelton Road	92114
Jonas Salk	ES	Mira Mesa	7825 Flanders Drive	92126
Jones	ES	Kearny	2751 Greyling Drive	92123
Joyner	ES	Hoover	4271 Myrtle Avenue	92105
Juarez	ES	Kearny	2633 Melbourne Drive	92123
Kearny	HS	Kearny	7651 Wellington	92111
Keiller Leadership Academy	CS/K8	Morse	7270 Lisbon Street	92114
Kimbrough	ES	San Diego	321 Hoitt Street	92102
King-Chavez Arts/Athletic/Primary	CS/ES	San Diego	415 31st Street	92102
King-Chavez Community	CS/HS	San Diego	201 A Street	92101
King-Chavez Excellence	CS/K8	San Diego	2716 Marcy Avenue	92113
King-Chavez Prep	CS/MS	San Diego	500 30th Street	92102
Kipp Adelante	CS/ES	San Diego	1475 6th Avenue	92101
Knox	MS	Lincoln	1098 S. 49th Street	92113
Kumeyaay	ES	Serra	6475 Antigua Boulevard	92124
La Jolla	ES	La Jolla	1111 Marine Street	92037
La Jolla	HS	La Jolla	750 Nautilus Street	92037
Lafayette	ES	Madison	6125 Printwood Way	92117
Language Academy	ATP/K8	Henry	4961 64th Street	92115
Learning Choice	CS/K12	Scripps Ranch	9950 Scripps Lake Drive	92131
Lewis	MS	Henry	5170 Greenbrier Avenue	92120
Lincoln	HS	Lincoln	150 S. 49th Street	92113
Linda Vista ES/Empower	ES	Kearny	2772 Ulric Street	92111
Lindbergh/Schweitzer	ES	Madison	4133 Mt. Albertine Avenue	92111
Logan	K8	San Diego	2875 Ocean View Boulevard	92113
Loma Portal	ES	Point Loma	3341 Browning Street	92106
Longfellow	ATP/K8	Clairemont	5055 July Street	92110
Madison	HS	Madison	4833 Doliva Drive	92117
Magnolia Science Academy	CS/MS	Henry	6525 Estrella Avenue	92120
Mann	MS	Crawford	4345 54th Street	92115
Marshall	ES	Crawford	3550 Altadena Avenue	92105
Marshall	MS	Scripps Ranch	9700 Avenue of Nations	92131
Marston	MS	Clairemont	3799 Clairemont Drive	92117
Marvin	ES	Henry	5720 Brunswick Avenue	92120
Mason	ES	Mira Mesa	10340 San Ramon Drive	92126
McGill School of Success	CS/ES	San Diego	3025 Fir Street	92102
McKinley	ES	San Diego	3045 Felton Street	92104
Memorial Prepatory	MS	San Diego	2850 Logan Avenue	92113
Millennial Tech	MS	Lincoln	1110 Carolina Lane	92102
Miller	ES	Serra	4343 Shields Street	92124
Mira Mesa	HS	Mira Mesa	10510 Reagan Road	92126
Miramar Ranch	ES	Scripps Ranch	10770 Red Cedar Drive	92131
Mission Bay	HS	Mission Bay	2475 Grand Avenue	92109
Montgomery	MS	Kearny	2470 Ulric Street	92111
Morse/Twain Morse	HS/ATP/HS	Morse	6905 Skyline Drive	92114
Mt. Everest Academy	ATP/K12	Clairemont	4350 Mt. Everest Boulevard	92117

Table 1 – District-Owned Facilities				
School Name	School Type	Cluster	Street Address	Zip Code
Muir	ATP/K12	Clairemont	4431 Mt. Herbert Avenue	92117
Muirlands	MS	La Jolla	1056 Nautilus Street	92037
Museum School	CS/K8	San Diego	211 Maple Street	92103
Normal Heights	ES	Hoover	3750 Ward Road	92116
Nye	ES	Lincoln	981 S. Valencia Pkwy	92114
Oak Park	ES	Crawford	2606 54th Street	92105
Ocean Beach	ES	Point Loma	4741 Santa Monica Avenue	92107
O'Farrell Community School/Ingenuity	CS/K12	Lincoln	6130 Skyline Drive	92114
Old Town Academy	CS/K8	San Diego	2120 San Diego Avenue	92110
Pacific Beach	ES	Mission Bay	1234 Tourmaline Street	92109
Pacific Beach	MS	Mission Bay	4676 Ingraham Street	92109
Pacific View Leadership	ES	Morse	6196 Childs Avenue	92139
Paradise Hills	ES	Morse	5816 Alleghany Street	92139
Penn	ES	Morse	2797 Utica Drive	92139
Perkins	k8	San Diego	1110 Beardsley Street	92113
Perry	ES	Morse	1500 Ridgewood Drive	92139
Pershing	MS	Henry	8204 San Carlos Drive	92119
Point Loma	HS	Point Loma	2335 Chatsworth Boulevard	92106
Porter	ES	Lincoln	4600 T Street	92113
Preuss	CS/MS/HS	University City	9500 Gilman Drive	92037
Riley	ATP/K12	Clairemont	5650 Mt. Ackerly Drive	92111
Rodriguez	ES	San Diego	825 S. 31st Ave	92113
Rolando Park	ES	Crawford	6620 Marlowe Drive	92115
Roosevelt	MS	San Diego	3366 Park Boulevard	92101
Rosa Parks	ES	Hoover	4510 Landis Street	92105
Ross	ES	Kearny	7470 Bagdad Street	92111
Rowan	ES	Hoover	1755 Rowan Street	92105
San Diego Cooperative	CS/K8	Kearny	7250 Linda Vista Road	92111
San Diego Cooperative 2	CS/K8	San Diego	3550 Logan Avenue	92113
San Diego HS/East Village HS	HS/ATP/HS	San Diego	1405 Park Boulevard	92101
San Diego Metropolitan Regional and Technical	ATP/HS	Kearny	7250 Mesa College Drive	92111
San Diego School of Creative and Performing Arts	ATP/MS/HS	Morse	2425 Dusk Drive	92139
San Diego Global Vision Academy	CS/K8	Hoover	3430 School Street	92116
Sandburg	ES	Mira Mesa	11230 Avenida del Gato	92126
School for Entrepreneurship and Technology (SET)	ATP/HS	Kearny	3540 Aero Court	92123
Scripps Ranch	HS	Scripps Ranch	10410 Treena St	92131
Sequoia	ES	Madison	4690 Limerick Avenue	92117
Serra	HS	Serra	5156 Santo Road	92124
Sessions	ES	Mission Bay	2150 Beryl Street	92109
Sherman	ES	San Diego	450 24th Street	92102
Silver Gate	ES	Point Loma	1499 Venice Street	92107
Spreckles	ES	University City	6033 Stadium Street	92122
Standley	MS	University City	6298 Radcliffe Drive	92122
Sunset View	ES	Point Loma	4365 Hill Street	92107
Taft	MS	Kearny	9191 Gramercy Drive	92123
Thrive 6-10	CS/MS	Crawford	6845 University Avenue	92115
Thrive MS	CS/MS	Crawford	4260 54th St	92115
Tierrasanta	ES	Serra	5450 La Cuenta Drive	92124

Table 1 – District-Owned Facilities				
School Name	School Type	Cluster	Street Address	Zip Code
Toler	ES	Clairemont	3350 Baker Street	92117
Torrey Pines	ES	La Jolla	8350 Cliffridge Avenue	92037
Tubman Village	CS/K8	Crawford	6880 Mohawk Street	92115
Twain	ATP/HS	Kearny	6402 Linda Vista Road	92111
Twain Mesa	ATP/HS	Mira Mesa	10444 Reagan Road	92126
University City	HS	University City	6949 Genesee Avenue	92122
Urban Discovery	CS/HS	San Diego	232 West Ash Street	92101
Urban Discovery	CS/K8	San Diego	840 14th Street	92101
Valencia Park	ES	Lincoln	5880 Skyline Drive	92114
Vista Grande/Elevate Tierrasanta	ES	Serra	5606 Antigua Blvd	92124
Walker	ES	Mira Mesa	9225 Hillery Drive	92126
Wagenheim	MS	Mira Mesa	9230 Gold Coast Drive	92126
Washington	ES	San Diego	1789 State Street	92101
Webster/Holly Drive Leadership Academy	ES/CS	Lincoln	4801 Elm Street	92102
Wegeforth	ES	Kearny	3443 Ediwhar Avenue	92123
Whitman	ES	Madison	4050 Appleton Street	92117
Whittier	ATP/K12	Clairemont	3401 Clairemont Drive	92117
Wilson	MS	Hoover	3838 Orange Avenue	92105
Zamarano	ES	Morse	2655 Casey Street	92139

Notes:
ATP - Atypical School
CS - Charter School
ES - Elementary School
HS - High School
K6 - Kindergarten through 6th grade
K8 - Kindergarten through 8th grade
K12 - Kindergarten through 12th grade
MS - Middle School

Table 3 – Sites with Existing Environmental Concerns				
School Name	**Cluster**	**Environmental Concern**	**Potential/Existing Regulatory Agency Oversight**	**Possible Mitigation Measures[1]**
Adams ES	Hoover	Petroleum impacted soil on site associated with a former boiler fuel UST	Case Specific[2]	MM1, MM2, MM3, MM4
Bell MS	Morse	Solid-waste disposal site - municipal waste landfill	LEA, RWQCB	MM1, MM2, MM3, MM4
		Landfill gas present associated with the municipal waste landfill	LEA	
		Groundwater impacted with volatile organic compounds associated with the municipal waste landfill	RWQCB	
Central ES	Hoover	Petroleum impacted soil on site associated with a former boiler fuel UST	Case Specific[2]	MM1, MM2, MM3, MM4
Clairemont HS	Clairemont	Possible concrete waste oil sump on site	DEH, RWQCB	MM1, MM2, MM3, MM4
		Solid-waste disposal site - burned waste	DTSC, LEA	
		School cleanup site - burned waste	DTSC, LEA	
		Pending Operations and Maintenance Agreement and Land-use Restrictions	DTSC	
Correia MS	Point Loma	Solid-waste disposal site - burned waste	DTSC, LEA	MM1, MM2, MM3, MM4
		School cleanup site - burned waste	DTSC, LEA	
		Operations and Maintenance Agreement	DTSC	
		Land-use Restrictions	DTSC	
Crawford HS	Crawford	Possible 9,000-gallon waste oil sump or UST	DEH, RWQCB	MM1, MM2, MM3, MM4
		Petroleum impacted soil associated with former 1,000-gallon UST	Case Specific[2]	
		Undocumented canyon fill	Case Specific[2]	
Dana MS	Point Loma	Petroleum impacted soil associated with two former 3,000-gallon boiler fuel USTs	Case Specific[2]	MM1, MM2, MM3, MM4
De Portola MS	Serra	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
Dewey ES	Point Loma	Petroleum impacted soil associated with the former 2,000-gallon boiler fuel UST	Case Specific[2]	MM1, MM2, MM3, MM4
Farb MS	Serra	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
Grant K8	San Diego	Solid-waste disposal site - burned waste	DTSC, LEA	MM1, MM2, MM3, MM4
		School cleanup site - burned waste	DTSC, LEA	
Health Sciences HS/MS	Hoover	Petroleum and lead impacted soil on site associated with former site operations	Case Specific[2]	MM1, MM2, MM3, MM4
Henry HS	Henry	Possible 9,000-gallon waste oil UST on site	DEH, RWQCB	MM1, MM2, MM3, MM4
		Petroleum impacted soil, groundwater, and soil vapor in the northeast corner of the site from an off site source	Case Specific[2]	
Hoover HS	Hoover	4,000-gallon UST closed-in place on site	DEH, RWQCB	MM1, MM2, MM3, MM4
		Possible 89-gallon waste oil sump on site	DEH, RWQCB	
Iftin K8	Crawford	2,000-gallon UST closed-in place on site	DEH, RWQCB	MM1, MM2, MM3, MM4
Joyner ES	Hoover	Lead impacted soil	DTSC, LEA	MM1, MM2, MM3, MM4
Hancock ES	Serra	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
iHigh Virtual Academy	San Diego	1,500-gallon UST closed in-place	DEH, RWQCB	MM1, MM2, MM3, MM4
		Petroleum impacted soil associated with the closed-in place UST	DEH, RWQCB	
Kearny HS	Kearny	Possible 89-gallon waste oil sump on site	DEH, RWQCB	MM1, MM2, MM3, MM4
Kumeyaay ES	Serra	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
Lafayette ES	Madison	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5

Table 3 – Sites with Existing Environmental Concerns				
School Name	**Cluster**	**Environmental Concern**	**Potential/Existing Regulatory Agency Oversight**	**Possible Mitigation Measures[1]**
La Jolla HS	La Jolla	Petroleum impacted soil associated with a former 280-gallon waste oil UST	Case Specific[2]	MM1, MM2, MM3, MM4
		Petroleum impacted soil utilized as base material in the pool parking lot area	Case Specific[2]	
		Possible historical dumping at northwest corner of site	LEA, DTSC	
Lewis MS	Henry	Possible petroleum impacted soil associated with a former diesel UST	Case Specific[2]	MM1, MM2, MM3, MM4
Linda Vista ES/Empower	Kearny	Petroleum impacted soil on site associated with a former diesel UST	DEH, RWQCB	MM1, MM2, MM3, MM4
Lindbergh/Schweitzer ES	Madison	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
Logan K8	San Diego	UST closed-in place	DEH, RWQCB	MM1, MM2, MM3, MM4
Madison HS	Madison	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
Memorial Prepatory MS	San Diego	Possible UST on site	DEH, RWQCB	MM1, MM2, MM3, MM4
Miller ES	Serra	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
Mission Bay HS	Mission Bay	5,000-gallon UST closed in-place	DEH, RWQCB	MM1, MM2, MM3, MM4
		Petroleum impacted soil and groundwater associated with the 5,000-gallon boiler fuel UST	DEH, RWQCB	
Normal Heights ES	Hoover	Lead impacted soil	DTSC, LEA	MM1, MM2, MM3, MM4
O'Farrell Community School/Ingenuity	Lincoln	Possible petroleum impacted soil associated with a former boiler fuel UST	DEH, RWQCB	MM1, MM2, MM3, MM4
		Pesticide and elevated arsenic concentrations in soil from historical agricultural usage	Case Specific[2]	
Pacific Beach MS	Mission Bay	Petroleum impacted soil associated with a former 2,500-gallon boiler fuel UST	Case Specific[2]	MM1, MM2, MM3, MM4
Point Loma HS	Point Loma	Petroleum impacted soil associated with a former 55-gallon waste oil UST	Case Specific[2]	MM1, MM2, MM3, MM4
		Possible 8,500-gallon oil UST	DEH, RWQCB	
		Possible petroleum impacted soil associated with former hydraulic lifts	Case Specific[2]	
		Possible 123-gallon waste oil sump	DEH, RWQCB	
		Sand trap/interceptor present on site	DEH, RWQCB	
San Diego Cooperative 2 K8	San Diego	Possible petroleum impacted soil and/or groundwater associated with a former 250-gallon boiler fuel UST	Case Specific[2]	MM1, MM2, MM3, MM4
San Diego HS/East Village HS	San Diego	Petroleum impacted soil associated with former 1,000-gallon and 1,500-gallon boiler fuel UST	Case Specific[2]	MM1, MM2, MM3, MM4
Sequoia ES	Madison	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
Serra HS	Serra	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
School for Entrepreneurship and Technology (SET) HS	Kearny	Soil impacted with metals, petroleum, and/or solvents and groundwater impacted by volatile organic compounds from historical site uses remains on site	RWQCB	MM1, MM2, MM3, MM4
Sherman ES	San Diego	Petroleum impacted soil associated with a former 1,000-gallon fuel UST	Case Specific[2]	MM1, MM2, MM3, MM4
Tierrasanta ES	Serra	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
Vista Grande ES/Elevate Tierrasanta	Serra	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
		Solid-waste disposal site - burned waste	DTSC, LEA	

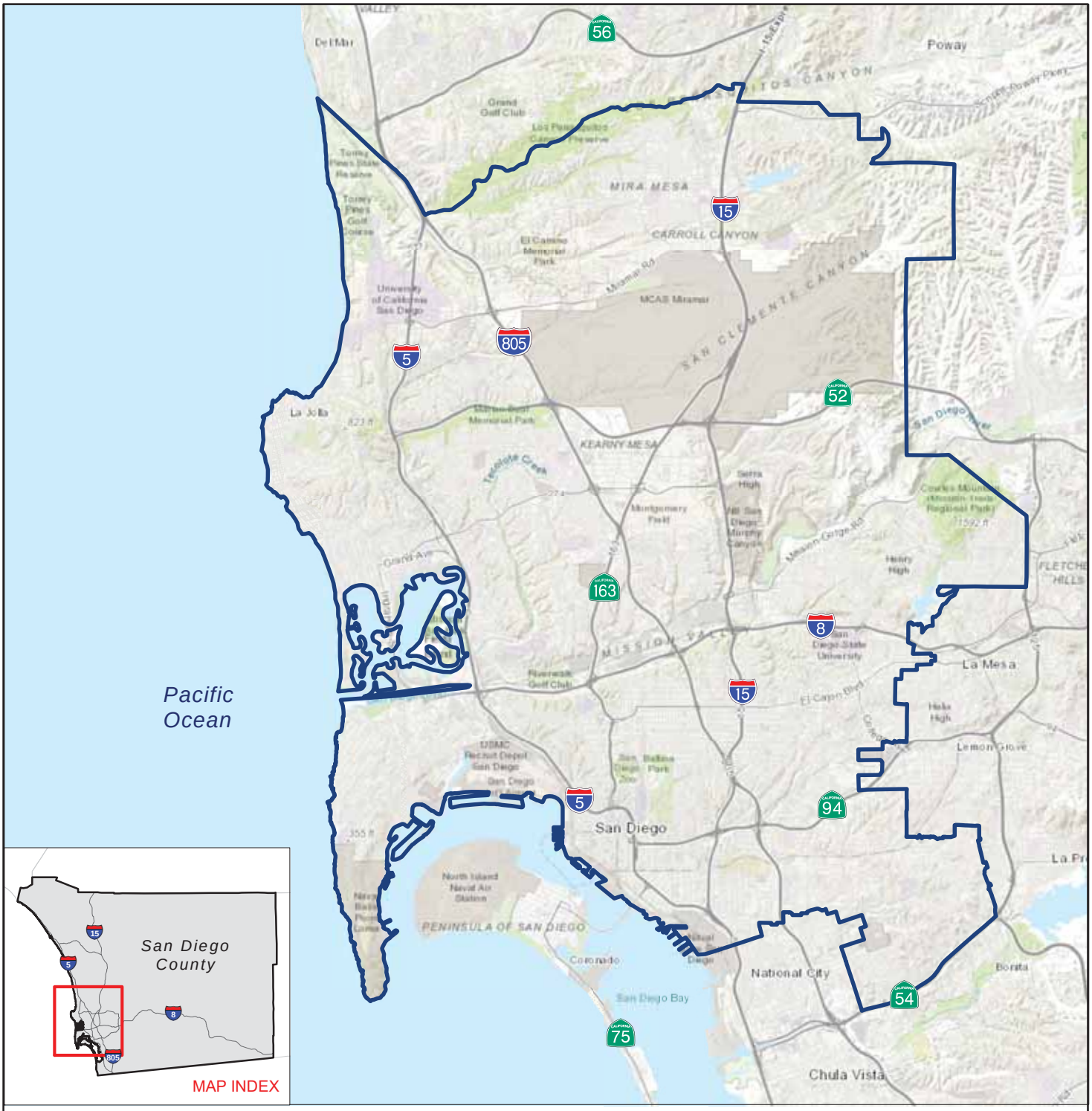
Table 3 – Sites with Existing Environmental Concerns				
School Name	**Cluster**	**Environmental Concern**	**Potential/Existing Regulatory Agency Oversight**	**Possible Mitigation Measures[1]**
Webster ES/Holly Drive Leadership Academy	Lincoln	School cleanup site - burned waste	DTSC, LEA	MM1, MM2, MM3, MM4
		Pending Operations and Maintenance Agreement and Land-use Restrictions	DTSC	

Table 3 – Sites with Existing Environmental Concerns				
School Name	**Cluster**	**Environmental Concern**	**Potential/Existing Regulatory Agency Oversight**	**Possible Mitigation Measures[1]**
Walker ES	Mira Mesa	FUDS - possible UXO, MD, or MEC concerns	USACE	MM1, MM5
Wangenheim MS				
Wilson MS	Hoover	Possible product piping and/or fill ports associated with former diesel USTs	DEH, RWQCB	MM1, MM2, MM3, MM4
		Possible petroleum impacted soil associated with former diesel USTs/piping/fill ports	Case Specific[2]	
		Pesticide and lead impacts present in shallow soil	Case Specific[2]	

Notes:

DEH - County of San Diego Department of Environmental Concern
ES - Elementary school
FUDS - Formerly Used Defense Site
HS - High school
K8 - Kindergarten through 8th grade
LEA - City of San Diego Solid Waste Local Enforcement Agency
MD - Munitions debris
MEC - Munitions and explosives of concern
MM1 - Impact Evaluation
MM2 - Project-Specific Worker Health and Safety Plan
MM3 - Community Health and Safety Plan
MM4 - Soil or Soil and Groundwater Management Plan
MM5 - FUDS Management Plan
MS - Middle school
RWQCB - Regional Water Quality Control Board, San Diego Region
USACE - United States Army Corps of Engineers
UST - Underground storage tank
UXO - Unexploded ordinance
[1] - See Section 6 for additional description of mitigation measures
[2] - Case specific - An experienced environmental professional should be contacted to evaluate if regulatory agency oversight is required and if so, which agency(ies) should be involved

FIGURES



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PROJECT BOUNDARY

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NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCE: ESRI WORLD TOPO, 2019

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FIGURE 1

PROJECT LOCATION

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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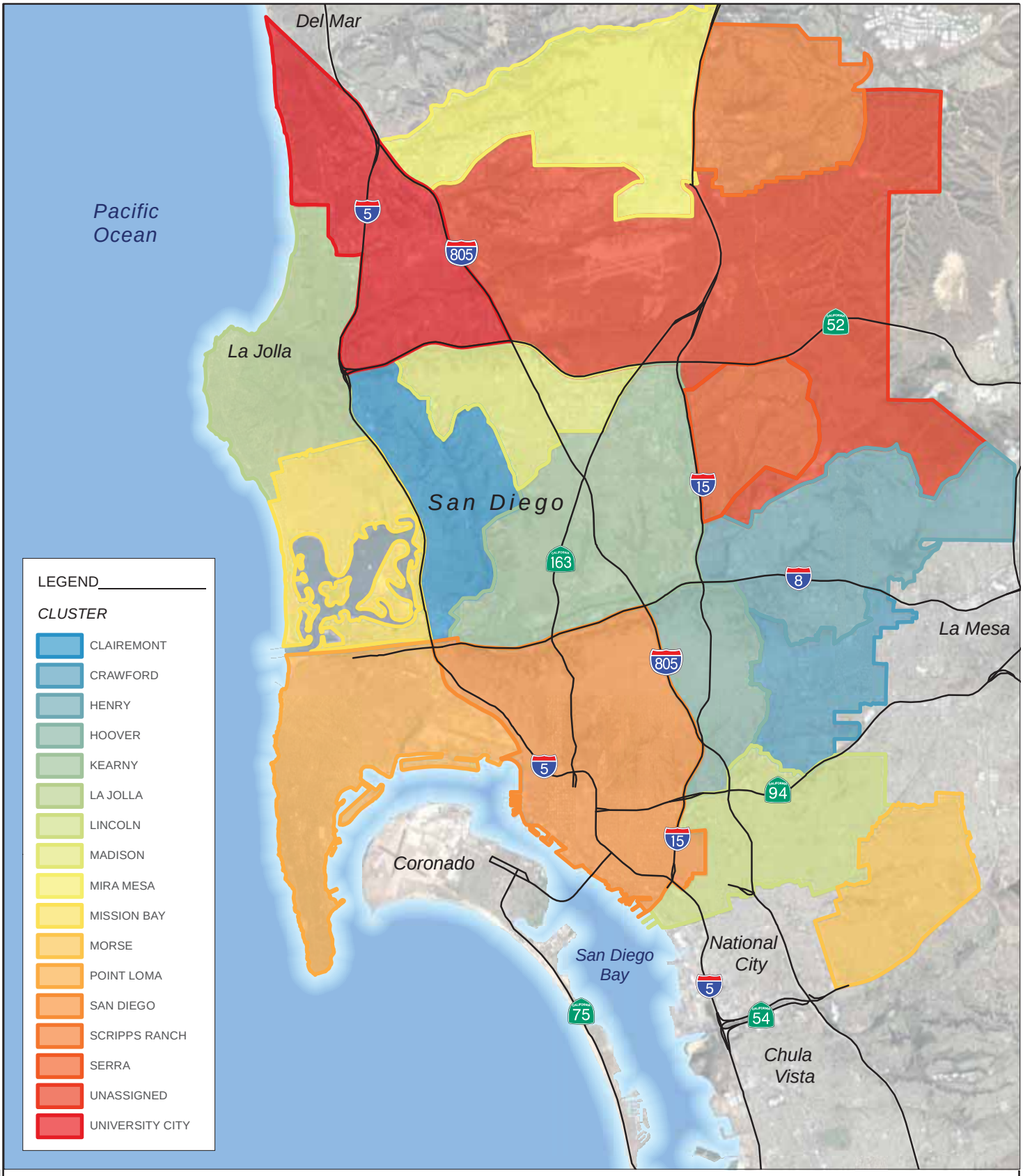

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGE EARTH, 2019

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FIGURE 2

CLUSTER AREAS

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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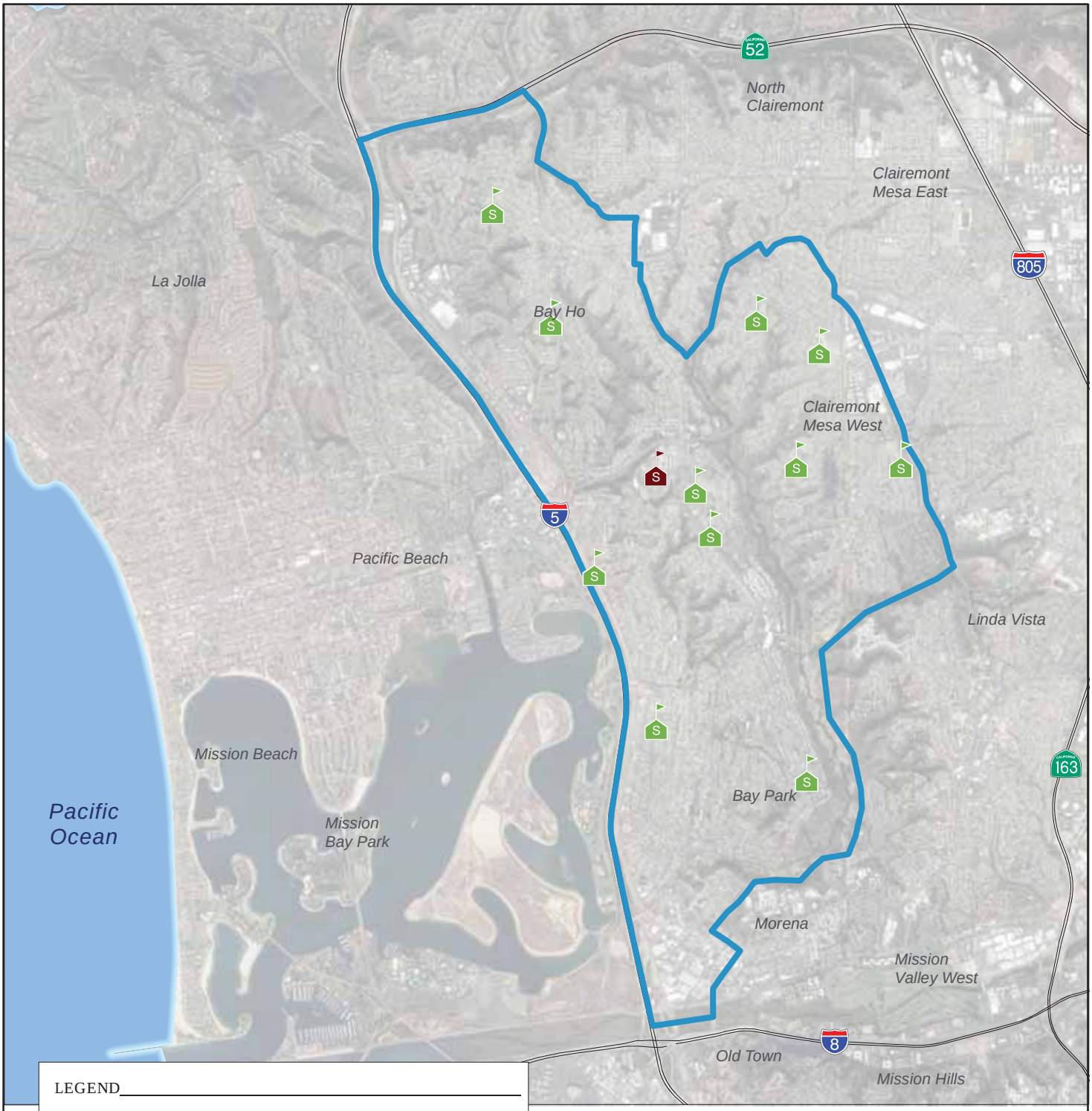

LEGEND

SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

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0 4,500 9,000

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE 3

CLAIREMONT CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
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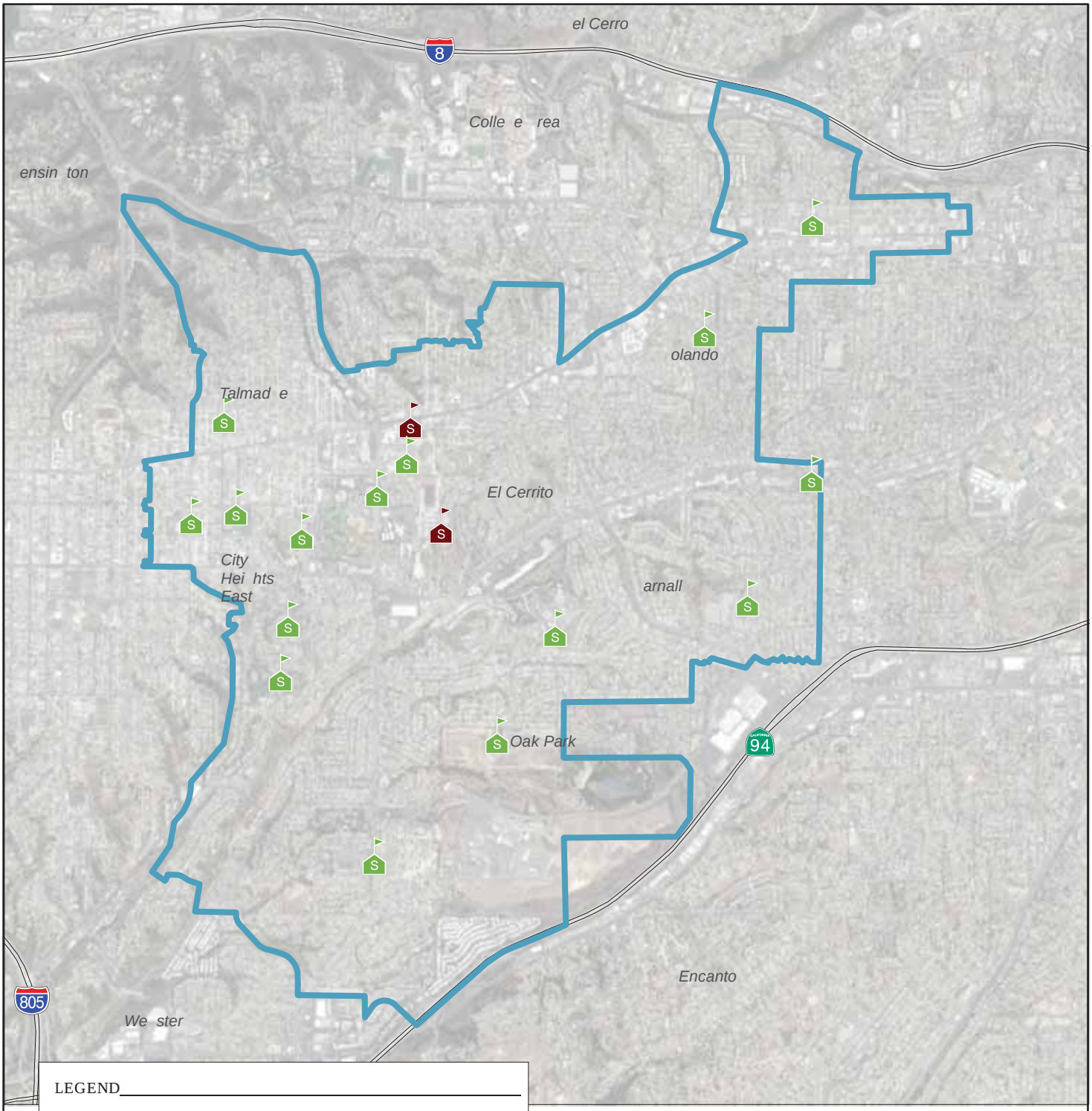

LEGEND

SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

CRA FOR CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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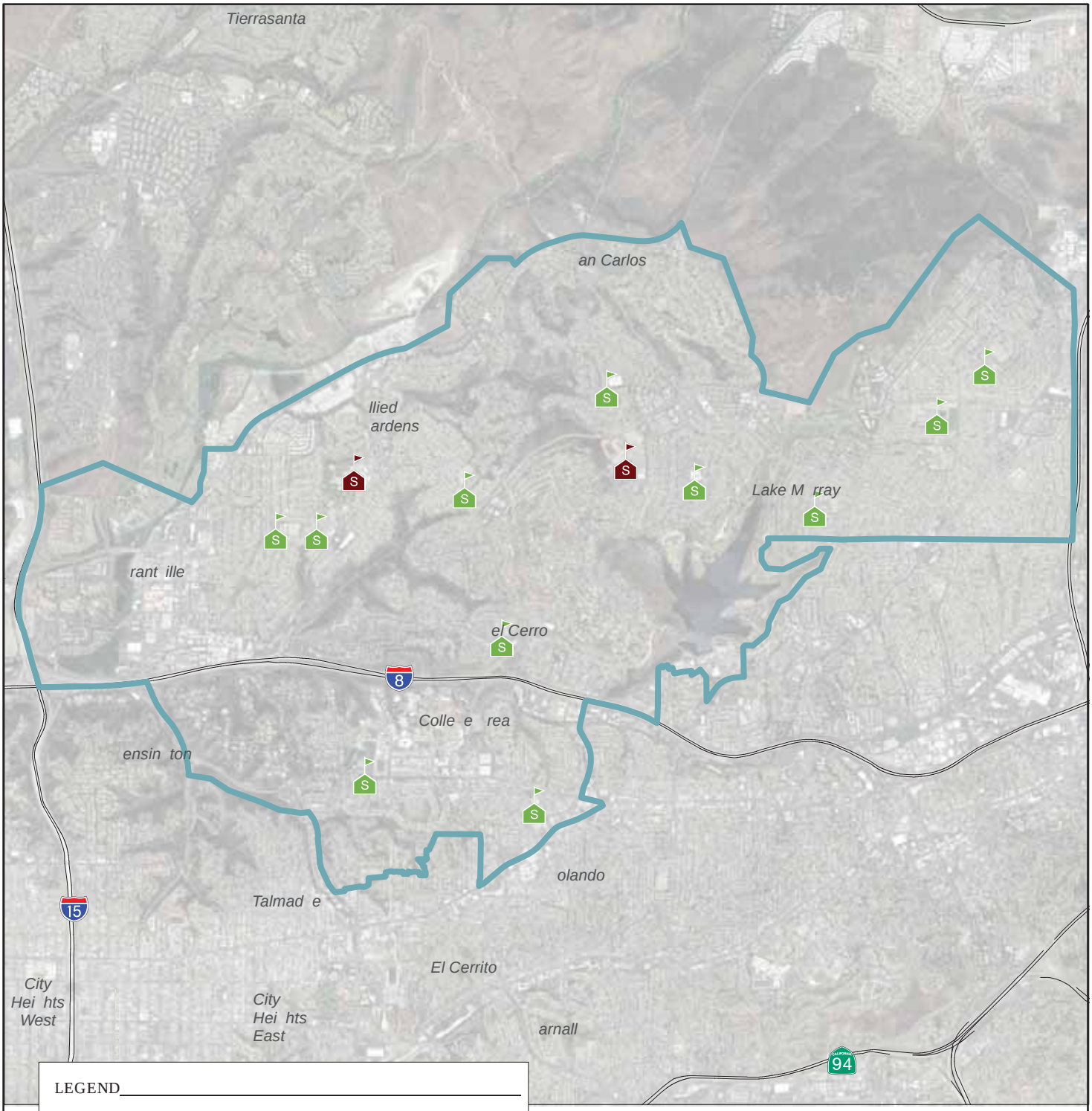

LEGEND

SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

ENR CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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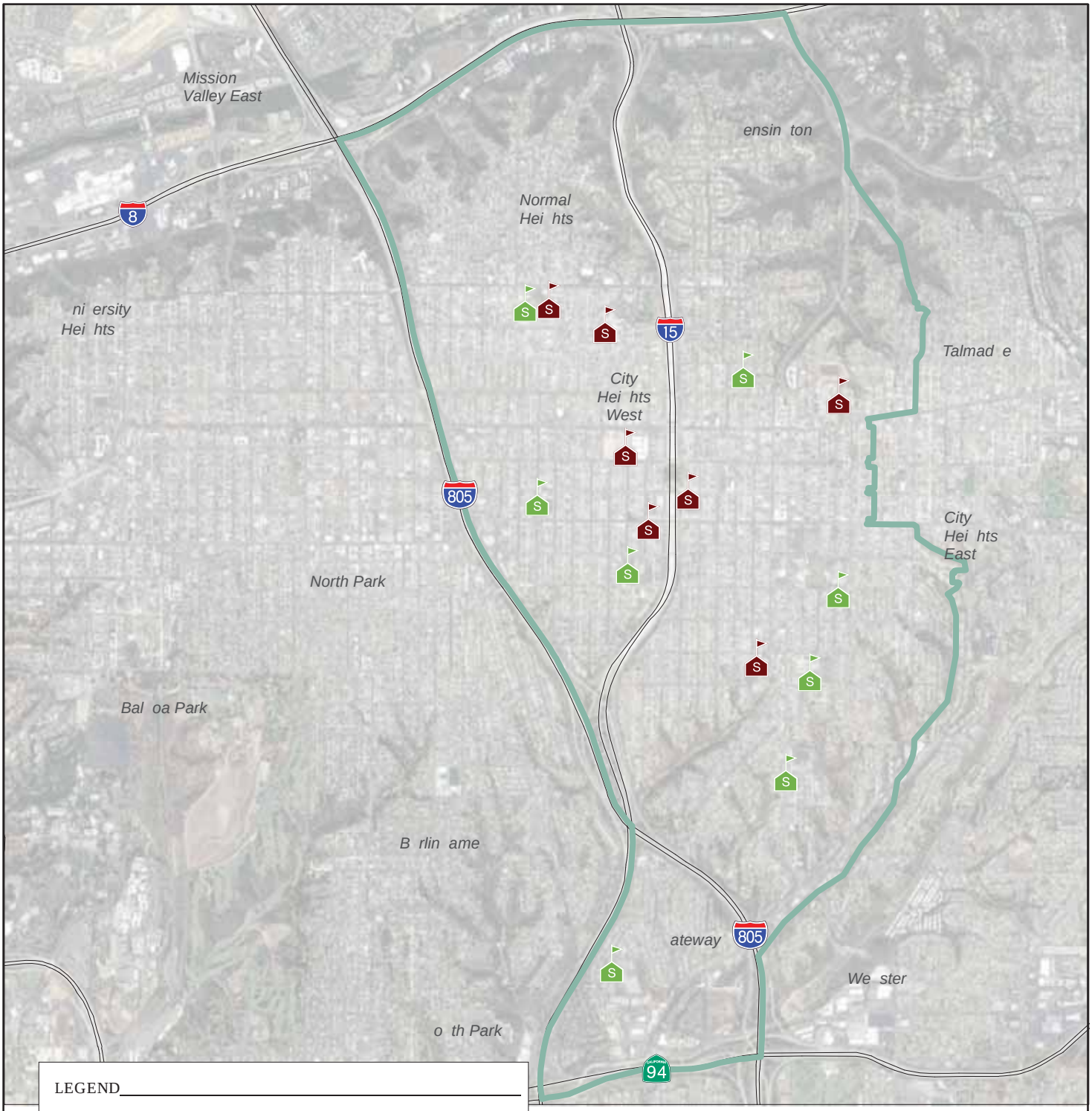

LEGEND

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SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

OO ER CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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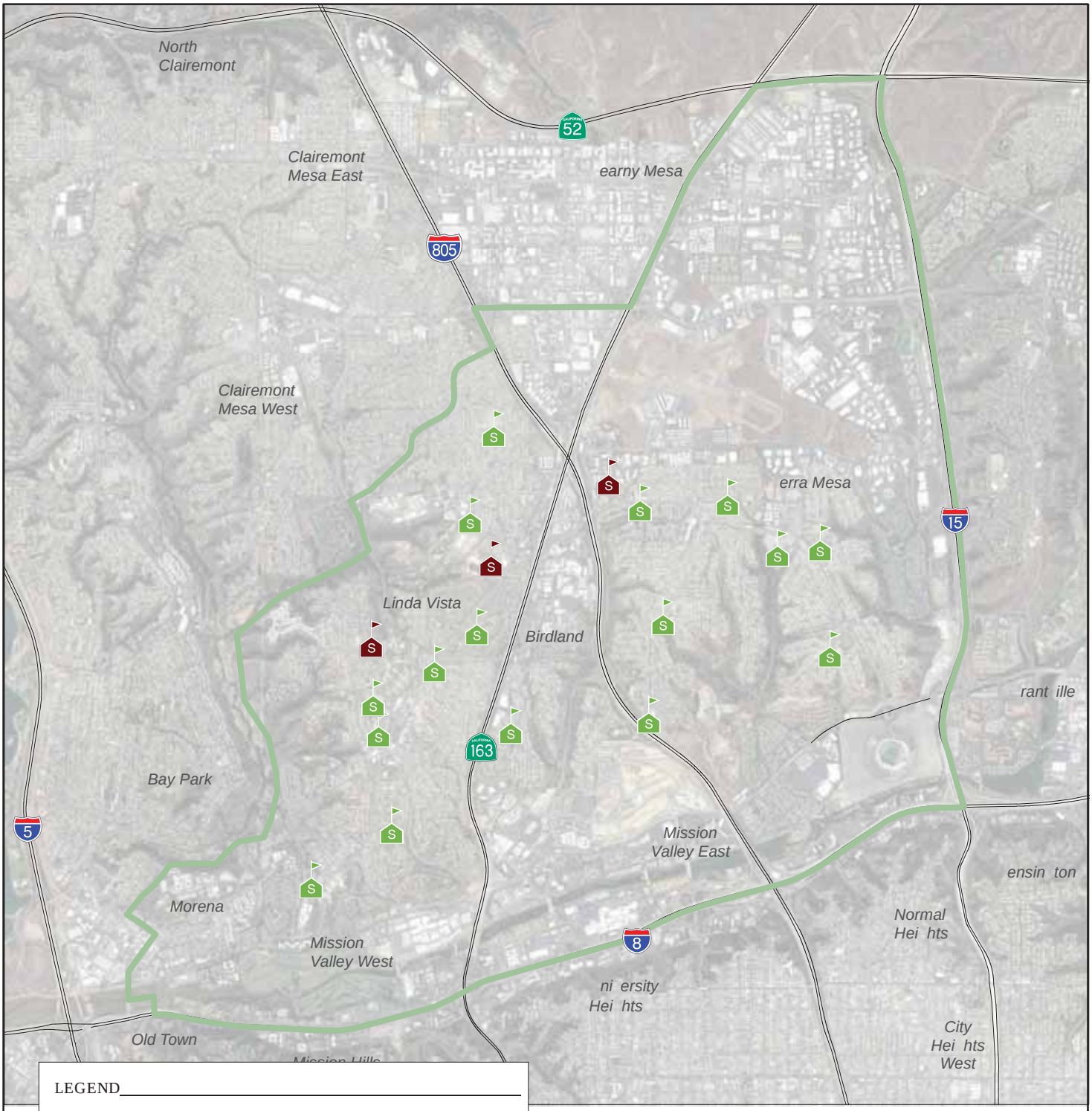

LEGEND

SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

EARN CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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Geotechnical & Environmental Sciences Consultants

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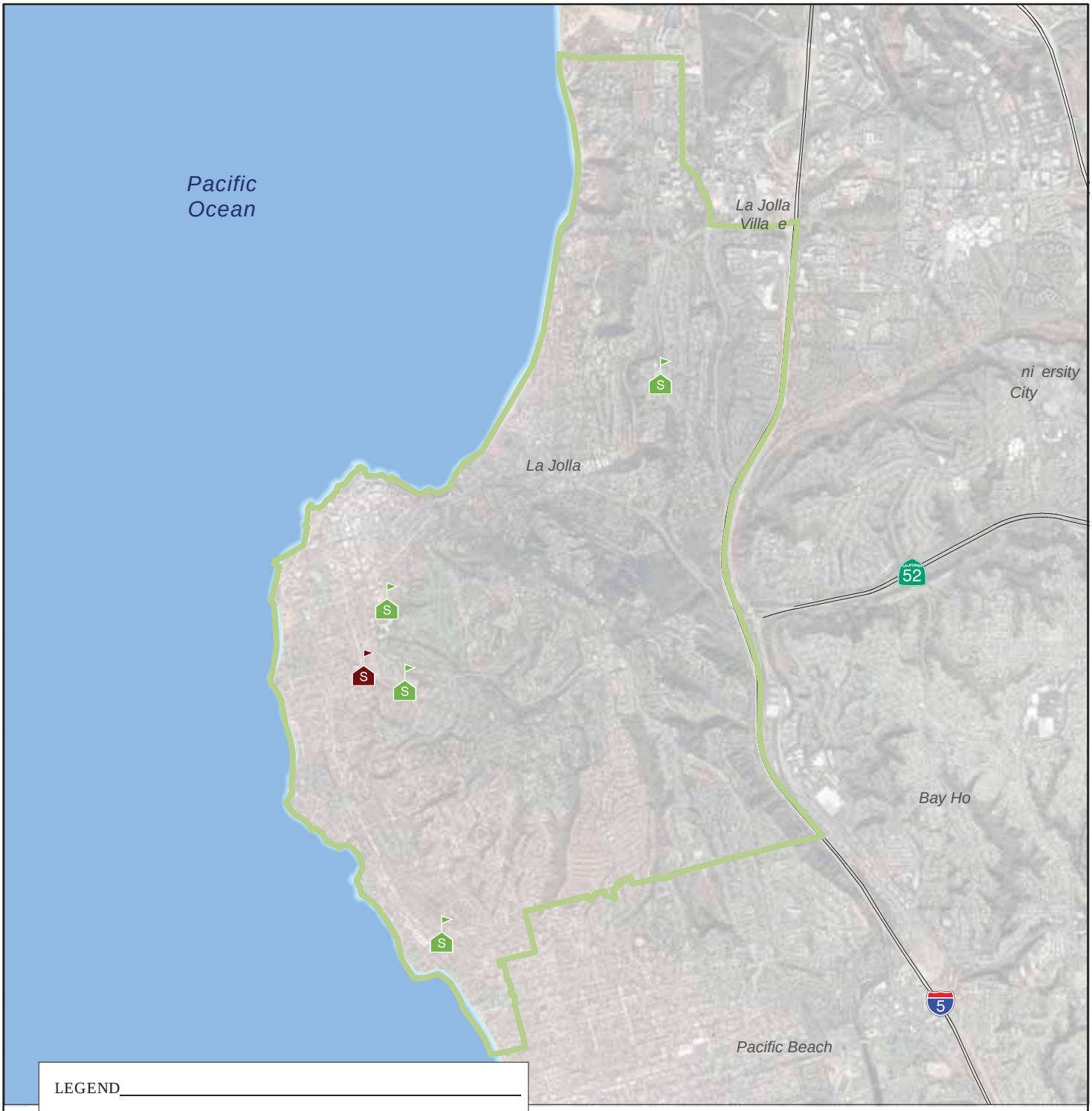

LEGEND

SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

LA OLLA CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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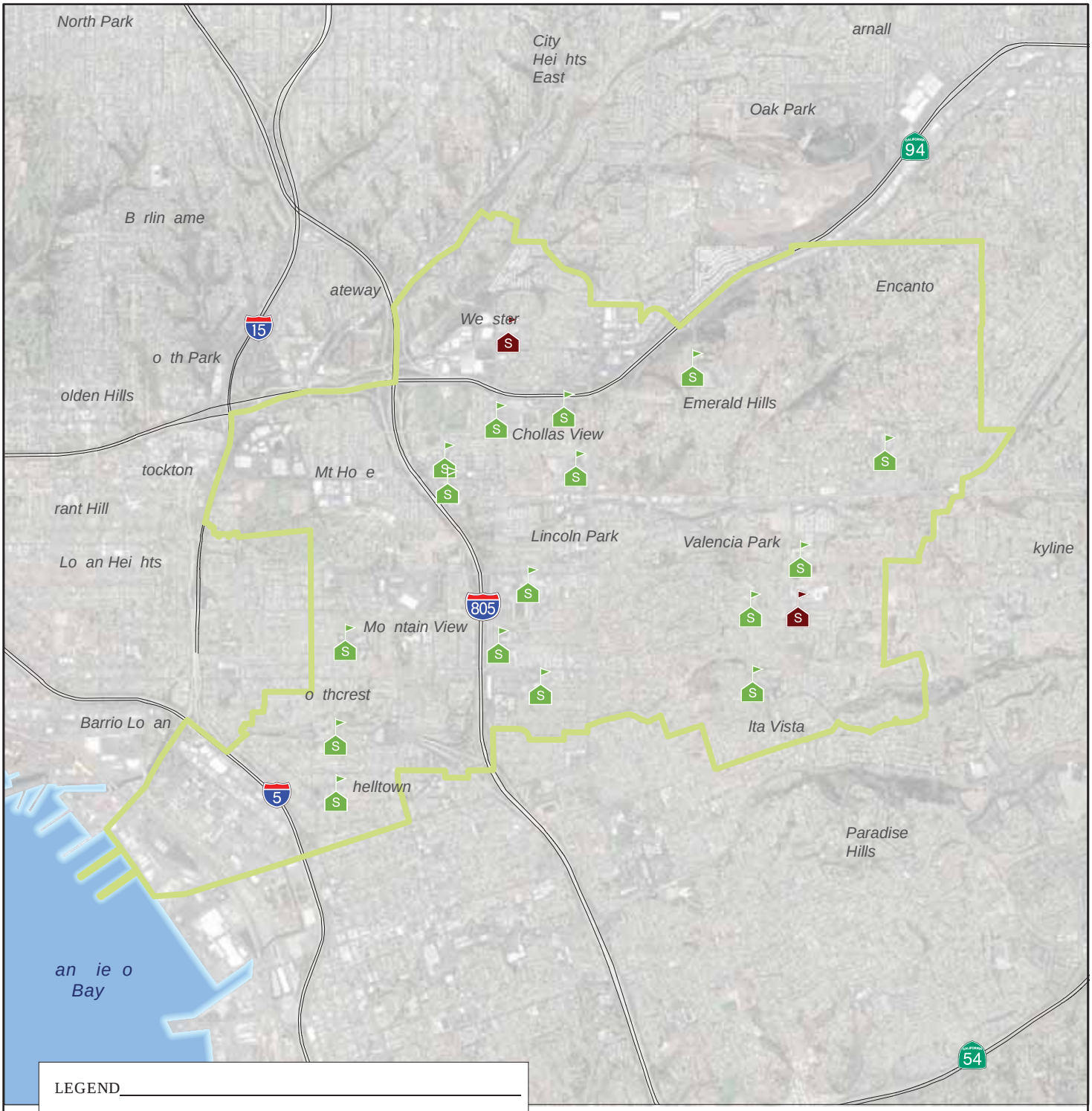

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SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

LINCOLN CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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Geotechnical & Environmental Sciences Consultants

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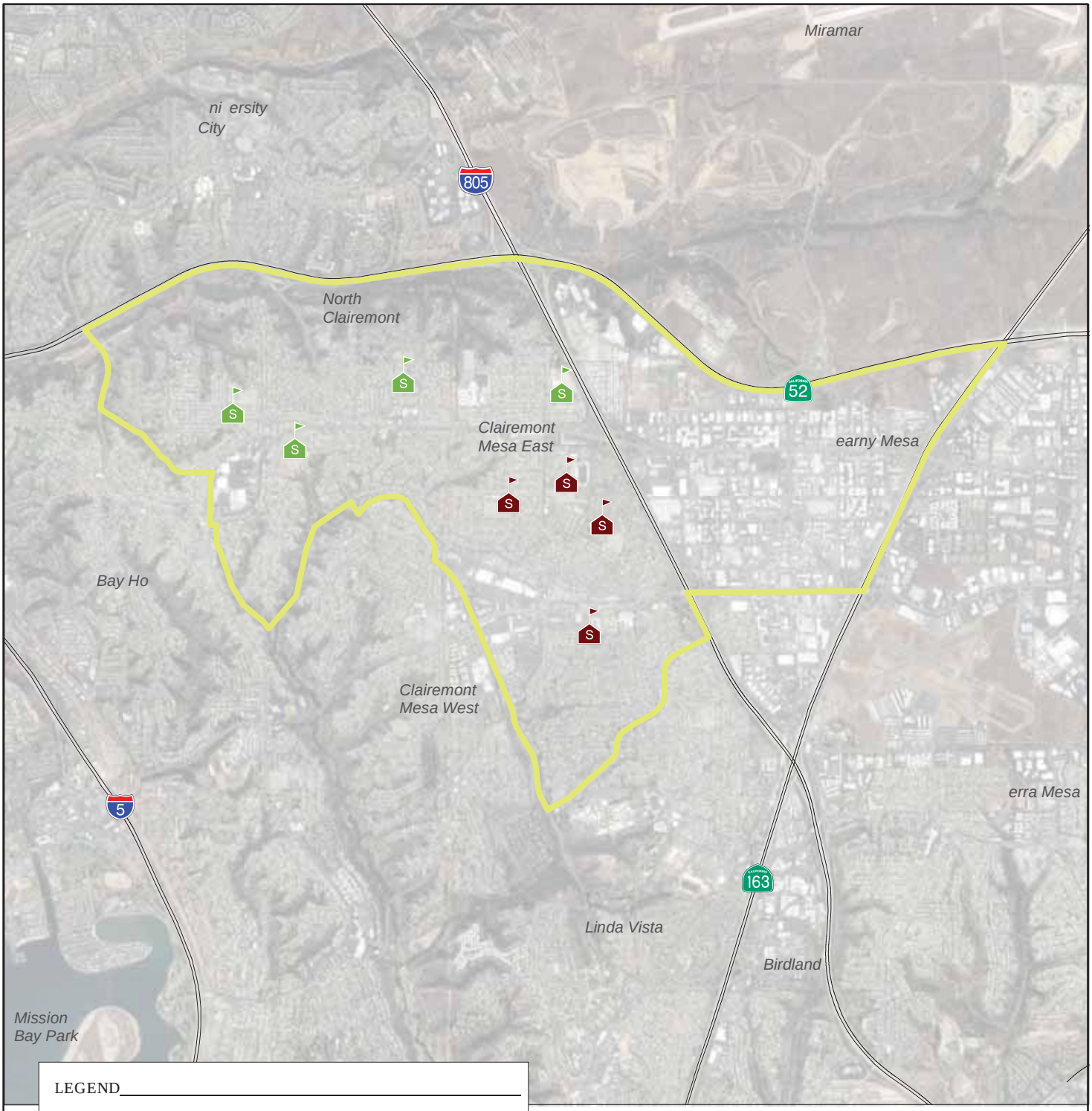

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SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

MA ISON CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

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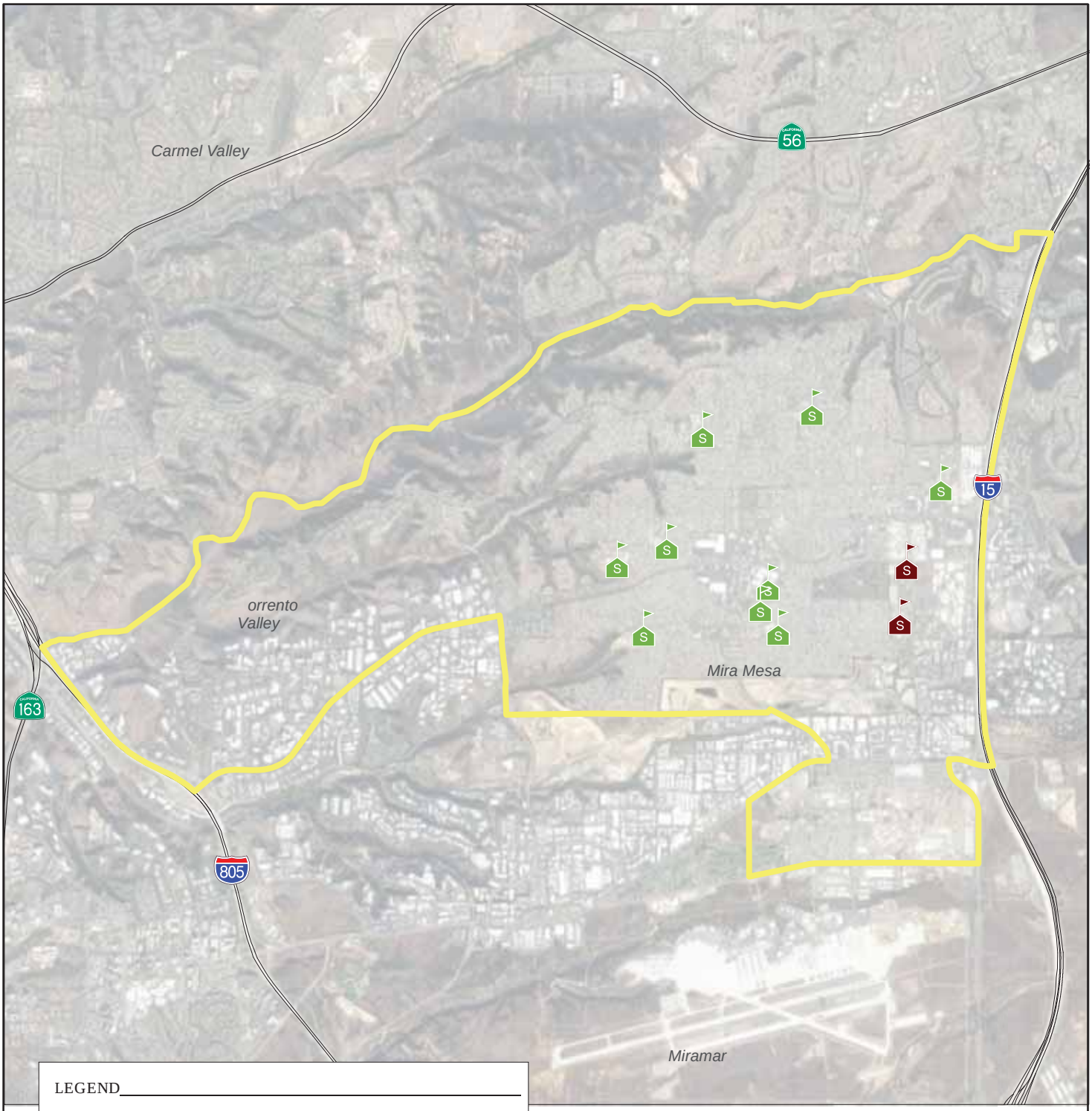

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- SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN
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- CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

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MIRA MESA CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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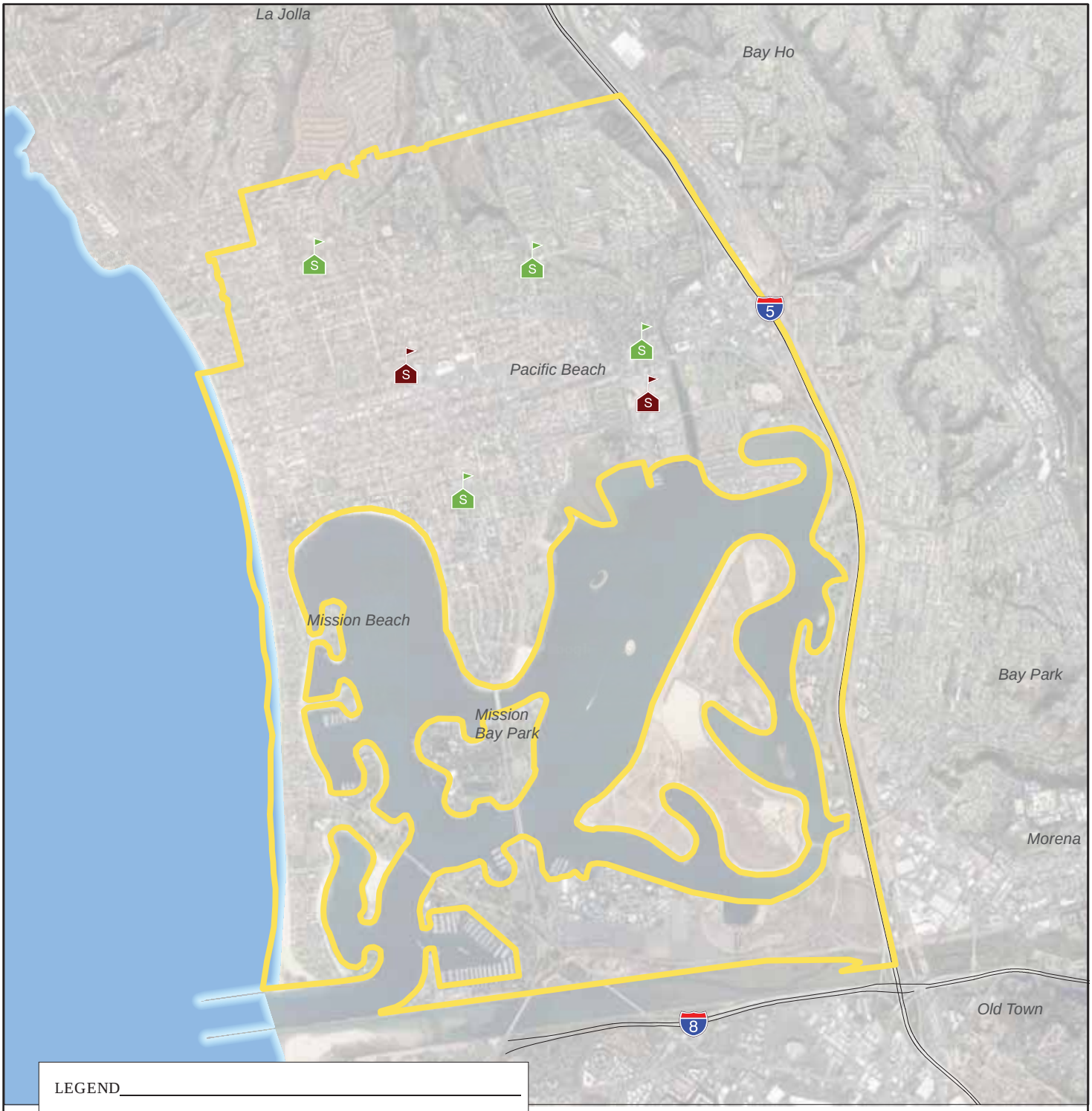

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- CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

MISSION A CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
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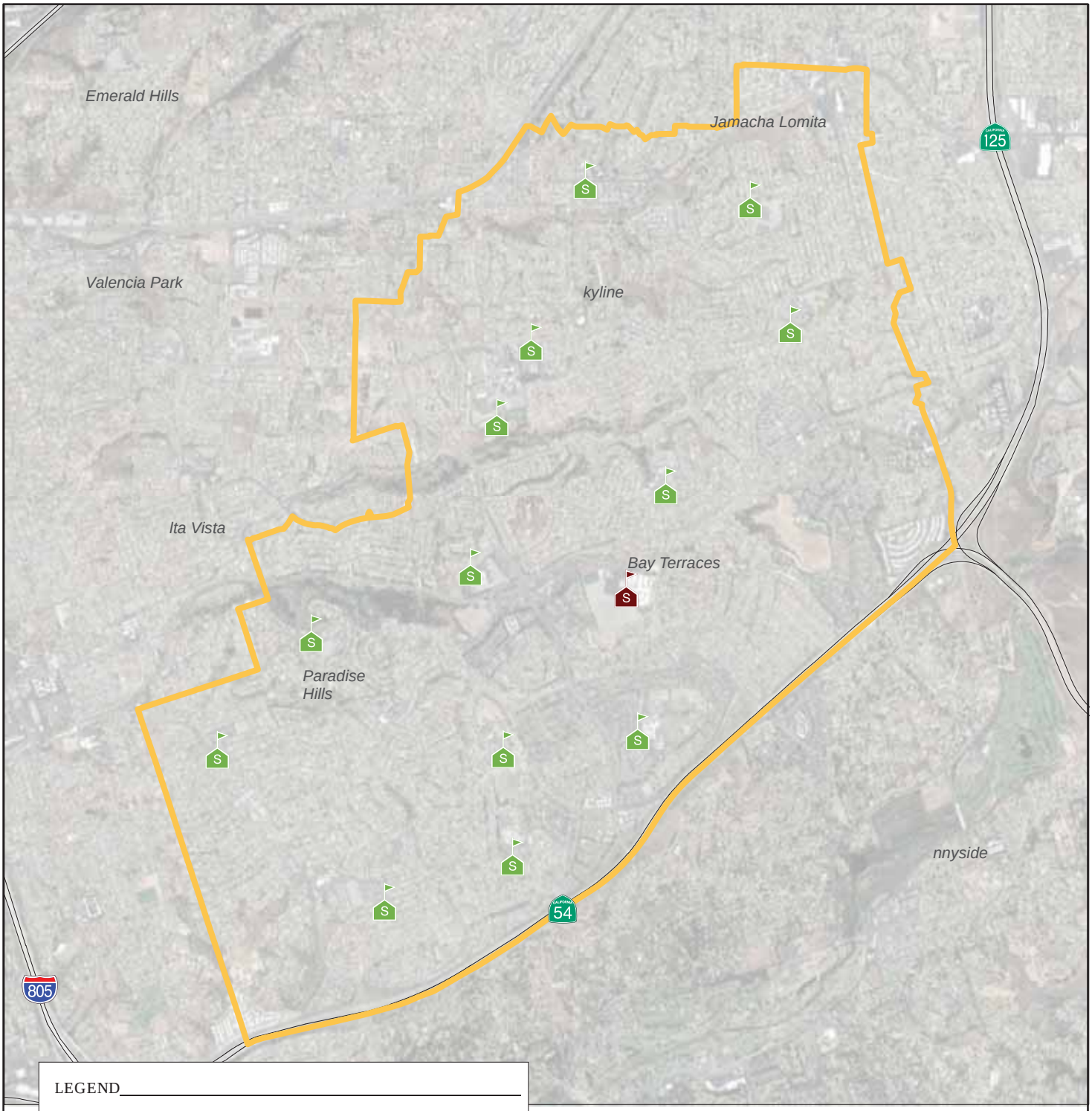

LEGEND

- SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN
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- CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE 3

MORSE CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
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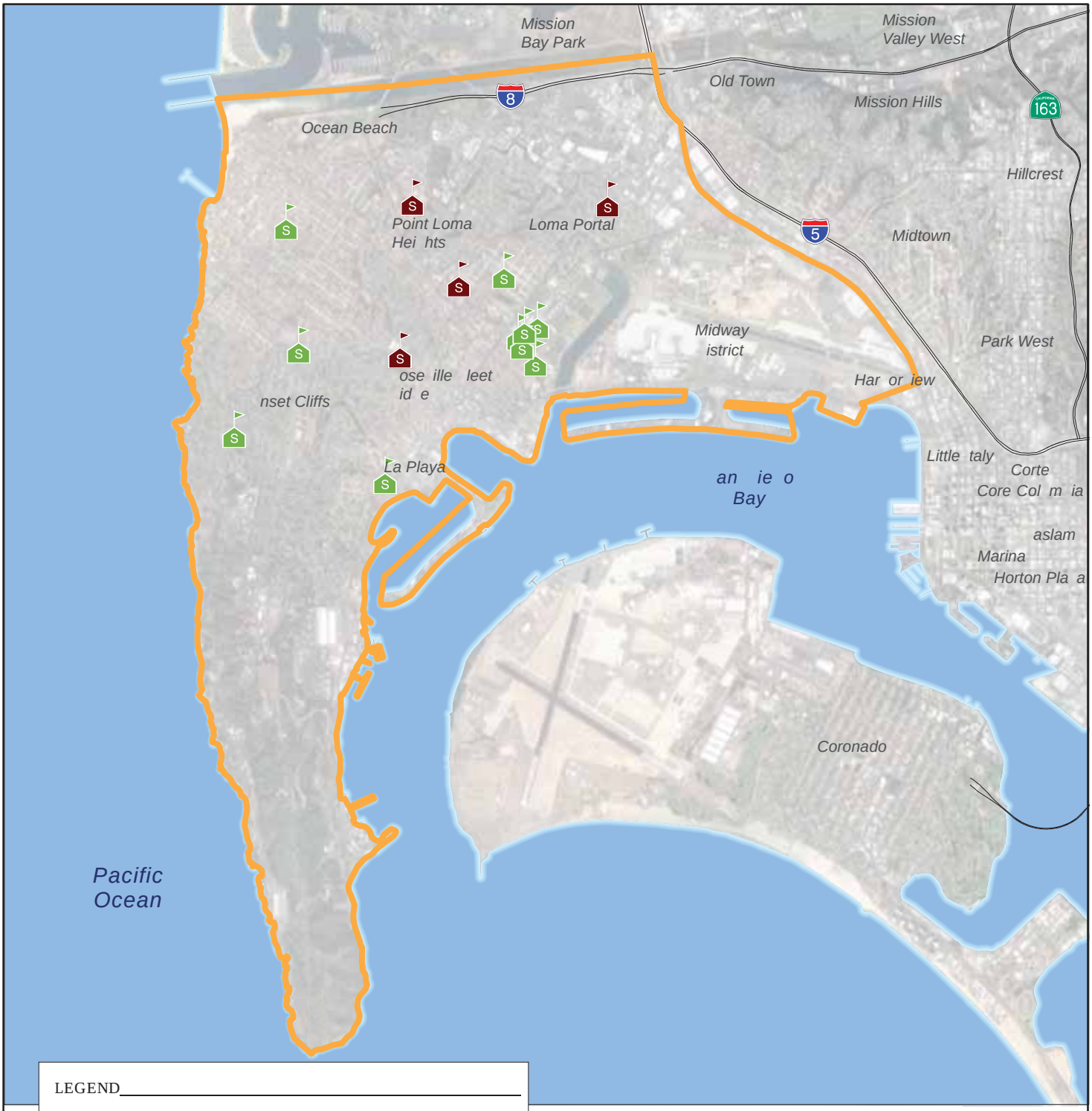

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SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

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CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

OINT LOMA CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

108473004 | 8/19

LEGEND

SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

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SAN IEGO CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

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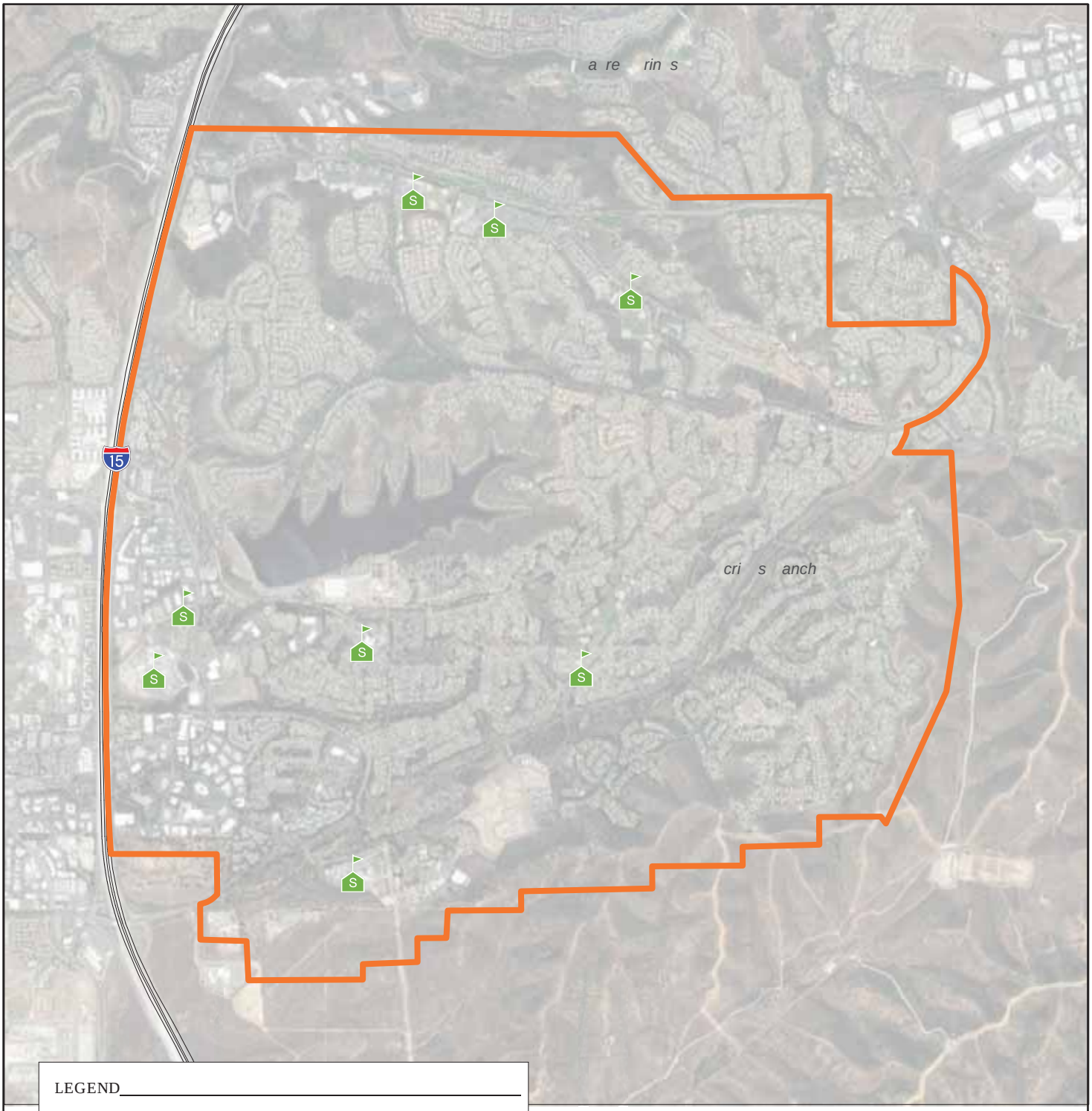

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- SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN
- SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN
- CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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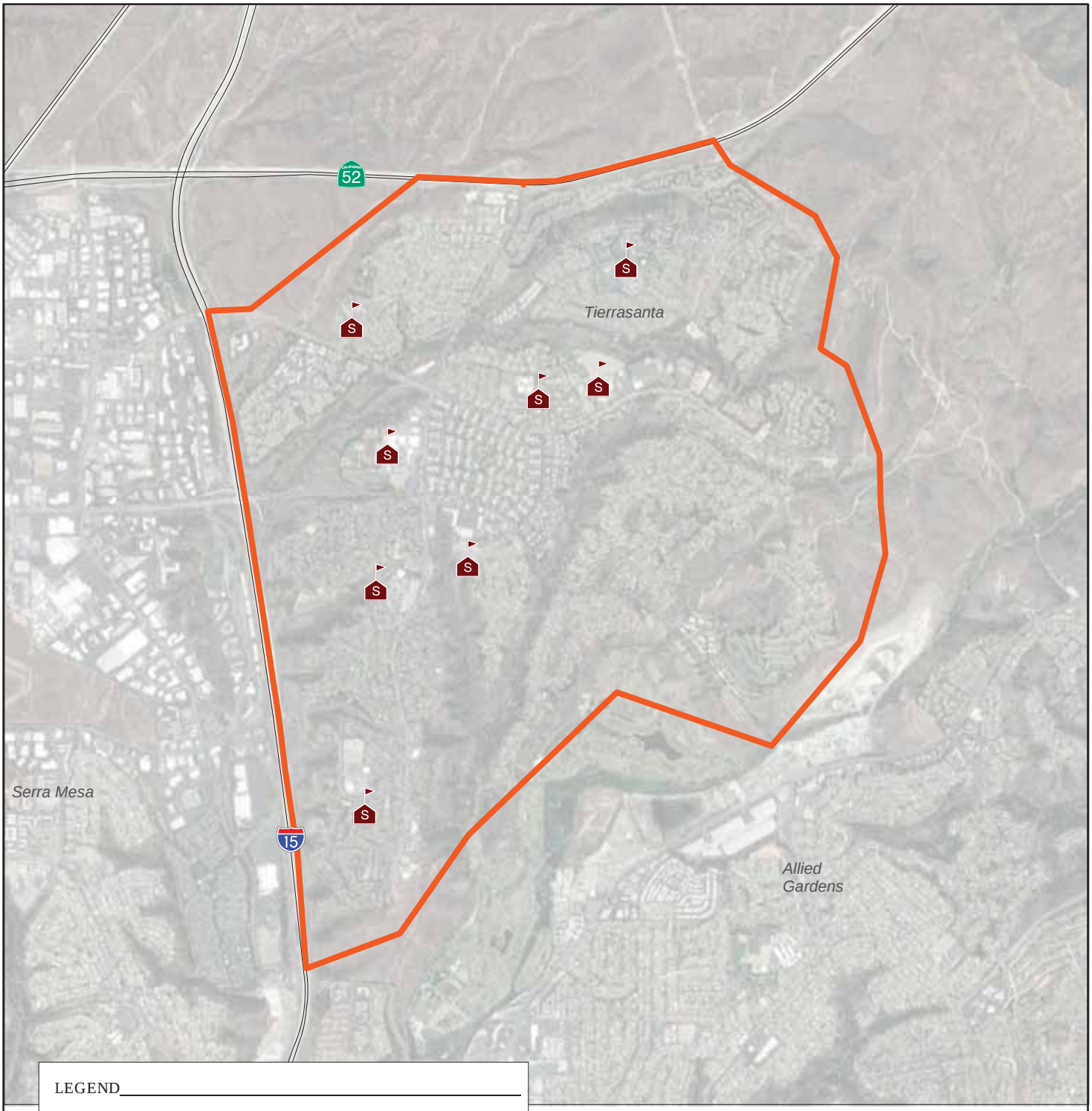
FIGURE

SCRI S RANC CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

108473004 | 8/19



LEGEND

SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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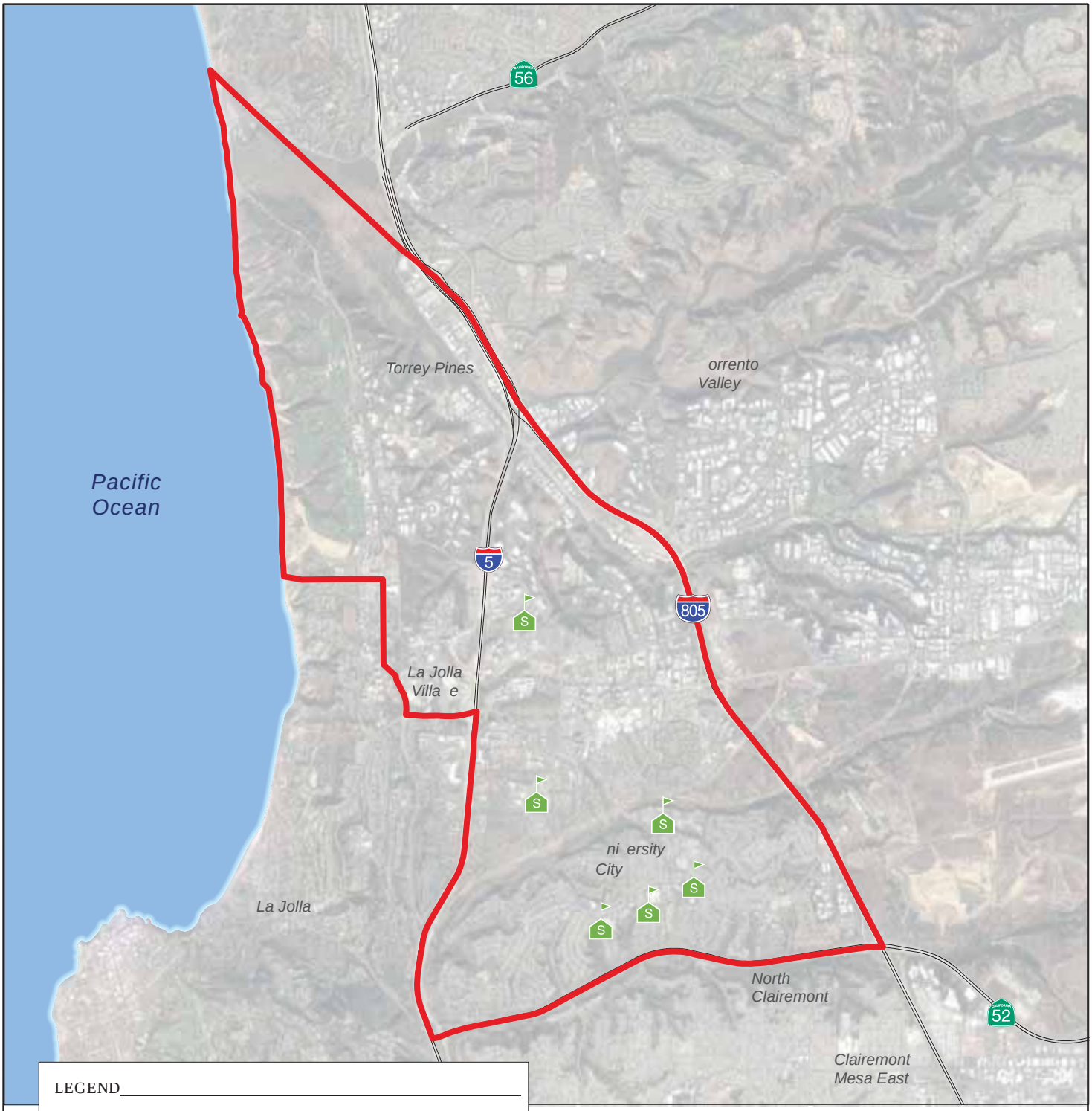
FIGURE

SERRA CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

108473004 | 8/19



LEGEND

SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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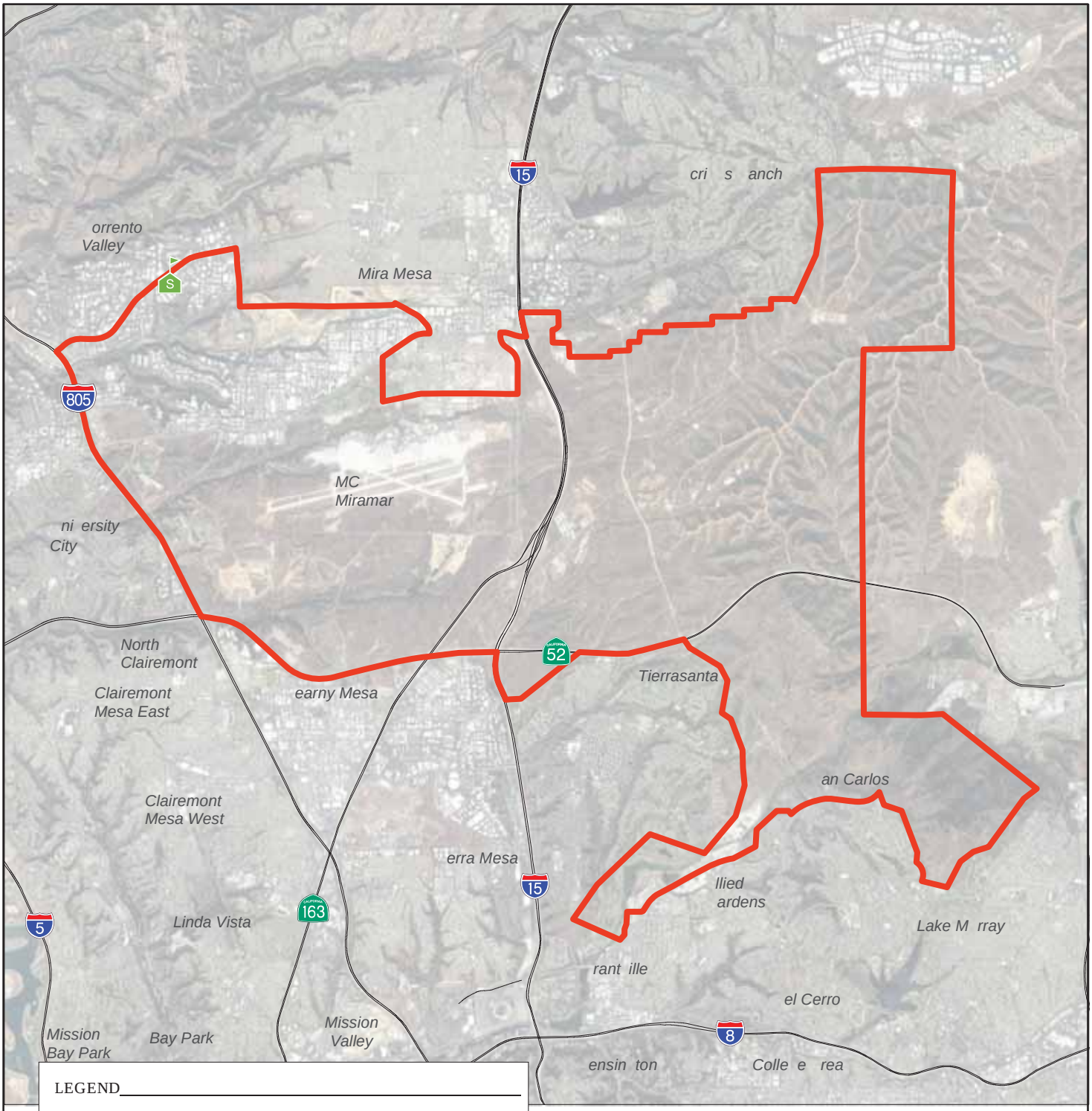
FIGURE

UNI ERSIT CIT CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

108473004 | 8/19



LEGEND

SCHOOL SITE - EXISTING ENVIRONMENTAL CONCERN

SCHOOL SITE - NO EXISTING ENVIRONMENTAL CONCERN

CLUSTER AREA BOUNDARY

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NOTE: DIRECTIONS, DIMENSIONS AND LOCATIONS ARE APPROXIMATE. | SOURCES: CLUSTER AREAS - SDUSD, 2018; GOOGLE EARTH, 2019

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FIGURE

UNASSIGNE CLUSTER

SAN DIEGO UNIFIED SCHOOL DISTRICT
SAN DIEGO, CALIFORNIA

Ninyo & Moore
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APPENDIX A

Environmental Database Repo

Appendices are available upon request from the District.

APPENDIX B

Clairemont Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX C

Crawford Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX D

Henry Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX E

Hoover Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX F

Kearny Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX G

La Jolla Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX H

Lincoln Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX I

Mira Mesa Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX J

Mission Bay Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX K

Morse Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX L

Point Loma Cluster – Additional Records

Appendices are available upon request from the District.

APPENDIX M

San Diego Cluster – Additional Records

Appendices are available upon request from the District.

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SDUSD Formerly Used Defense Sites
Master Munitions Plan

SAN DIEGO UNIFIED SCHOOL DISTRICT FORMERLY USED DEFENSE SITES MASTER MUNITIONS RESPONSE PLAN

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San Diego Unified
SCHOOL DISTRICT

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Acronyms and Abbreviations

AOC	area of concern
AOI	area of interest
ASR	Archives Search Report
bgs	below ground surface
Cal-EPA	California Environmental Protection Agency
CERCLA	Comprehensive Environmental Response, Compensation, and Liability Act
DOD	Department of Defense
DTSC	Department of Toxic Substances Control
EM	electromagnetic
EM/M	electromagnetic/magnetic
FUDS	Formally Used Defense Site
GPS	Global positioning system
GPR	ground penetrating radar
INPR	Inventory Project Report
MC	munition constituents
MCNH	Murphy Canyon Naval Housing
MD	munition debris
MEC	munitions and explosives of concern
MMRP	Military Munitions Response Program
MRP	Munitions Response Plan
MRS	munitions response site
MRSPP	Munitions Response Site Prioritization Protocol
mVolts	millivolts
NAS	Naval Air Station
NASA	National Aeronautics and Space Administration
NBSD	Naval Base San Diego
NDAI	no Department of Defense action indicated
NOSSA	Naval Ordinance Safety and Security Activity
PBT	practice bomb target
PIP	Public Involvement Plan
QR	qualitative reconnaissance
RAC	Risk Assessment Code
RI/FS	Remedial Investigation and Feasibility Study
SDUSD or District	San Diego Unified School District
SI	site inspection
TPP	Technical Project Planning
UXO	unexploded ordnance
USACE	United States Army Corps of Engineers

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This Master Munitions Response Plan (MRP) has been prepared for the San Diego Unified School District (SDUSD or District) and its contractors for informational purposes only. The information contained in the document is based on the various studies completed by the United States Army Corps of Engineers (USACE) for each of the Formerly Used Defense Sites (FUDS) discussed in the document.

It should be noted that on August 1, 2018 and prior to developing this MRP, representatives from the District met with the USACE FUDS Project Manager, Lloyd Goddard to discuss planned construction/modernization activities at District school campuses located within known FUDS boundaries. During this meeting it was learned that USACE did not have budget to support the District's needs. As such, this document has not been—nor is it represented that this document has been—reviewed and/or approved by the USACE, Department of the Navy, DTSC, or any other regulatory agency.

Munitions and explosives of concern (MEC) awareness, safety, and reporting methodologies were developed in consultation with the San Diego Fire-Rescue Department's Bomb Squad and publicly available safety procedures published by the USACE. Accordingly the information or safety methodologies contained in the MRP are not intended to train, certify, qualify or otherwise authorize District representatives or its contractors to handle, move, disturb, disarm or otherwise displace suspected MEC, unexploded ordnance (UXO), munition debris (MD), or other explosive hazards. To this point, District staff, employees, representatives and contractors should never, under any condition, handle, move, disturb, or disarm suspected MEC, UXO, MD, or other explosive hazards.

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Chapter 1
Introduction

1.1 Purpose

This MRP has been prepared for the District, its contractors, and its school campuses located within or near Formerly Utilized Defense Sites (FUDS). The purpose of this MRP is to provide the District personnel, campus representatives, and its contractors with procedures to **Recognize** suspected MEC, UXO, MD, or other explosive hazards, **Retreat** to a safe location away from the suspected hazards, and **Report** to the appropriate authorities in the event that suspected MEC, UXO, MD, or other explosive hazards are encountered during school construction or modernization projects.

REMEMBER THE 3 "Rs"

- RECOGNIZE: Recognize when you may have encountered a munition (UXO or DMM).
- RETREAT: Do not touch, move or disturb it, but carefully leave the area.
- REPORT: Immediately leave the area and report the suspected item in accordance with the established project / SDUSD procedures.

1.2 Background

FUDS are properties formerly owned by, leased to, or otherwise possessed by the United States and under the jurisdiction of the Secretary of Defense prior to October 1986. The Department of Defense (DoD) is responsible for environmental restoration of FUDS properties. The USACE manages and directs the FUDS Program's administration. Together, the DoD and USACE proclaim their dedication to protecting human health and the environment by investigating and remediating potential contamination (e.g., unexploded ordnance) that may remain on these properties. USACE Los Angeles District is responsible for all FUDS properties in Arizona, southern California, New Mexico, the southern tip of Nevada below, including the FUDS listed below.

Fourteen SDUSD school campuses are known to exist within four FUDS listed below and the proximity of these and other FUDS are shown in Figure 1:

- Camp Elliot Tierra Santa and Mission Trails FUDS
- Camp Elliot Area D FUDS
- Linda Vista Valley Auxiliary Field Formally Used Defense Site (Linda Vista FUDS)
- Rosedale Field and Dive Bomb Target Range Formerly Used Defense Site (Rosedale FUDS)

District schools and their respective locations within each FUDS boundary are listed below:

Camp Elliot Tierra Santa and Mission Trails FUDS:

- DePortola Middle School, 11010 Clairemont Mesa Boulevard, San Diego, CA 92124
- Farb Middle School, 4880 La Cuenta Drive, San Diego, CA 92124
- Kumeyaay Elementary School, 6475 Antigua Boulevard, San Diego, CA 92124
- Serra High School, 5156 Santo Road, San Diego, CA 92124
- Tierrasanta Elementary School, 5450 La Cuenta Drive, San Diego, CA 92124
- Vista Grande Elementary School, 5606 Antigua Boulevard, San Diego, CA 92124

Camp Elliot Area D FUDS

- Thurgood Marshall Middle School, 9700 Avenue of the Nations, San Diego, CA 92131

Linda Vista FUDS:

- Walker Elementary School, 9225 Hillery Drive, San Diego, CA 92126
- Wangenheim Middle School, 9230 Gold Coast Drive, San Diego, CA 92126

Rosedale FUDS:

- Lafayette Elementary, 6125 Printwood Way, San Diego, CA 92117
- Lindbergh Elementary, 4133 Mt Albertine Avenue, San Diego, CA 92111
- Schweitzer Elementary (Kavod Charter School), 6991 Balboa Avenue, San Diego, CA 92111
- Madison High School, 4833 Doliva Drive, San Diego, CA 92117
- Sequoia Elementary, 4690 Limerick Avenue, San Diego, CA 92117

Miller Elementary School, located at 4343 Shields St, San Diego, CA 92124 and Hancock Elementary School, located at 3303 Taussig St, San Diego, CA 92124 are both located within the Camp Elliot Tierra Santa FUDS area. However, they are located on land leased to the District by the United States Department of the Navy. Specifically, both school are located within the Murphy Canyon Naval Housing (MCNH), Munitions Response Plan (MRP) Site 6. Munitions Response Program Site 6 encompasses the entire MCNH area, as well as the open spaces and canyons that surround it, and is owned by the Navy. MCNH includes approximately 2,321 homes used for Navy housing and remains under the administrative oversight of Naval Base San Diego (NBSD), specifically the Naval Ordnance Safety and Security Activity (NOSSA). Any ground disturbing activities at these two schools requires specific coordination and oversight with the Navy NOSSA, which is not specifically addressed in this MRP. For additional information regarding ground disturbing activities at these two schools please contact the Department of the Navy, Naval Ordnance Safety and Security Activity, Farragut Hall 3817, Strauss Avenue, Suite 108 Indian Head, MD 20640-5151, Attn: Captain. Eric Bray (301-744-6003).

1.3 FUDS Properties

1.3.1 Camp Elliot FUDS

In 1934, the U.S. Marine Corps leased approximately 19,000 acres in San Diego for artillery, antiaircraft, and machine gun training. Following the outbreak of World War II, Camp Elliott was further developed and established as a Marine Corps Training Center. By 1941, Camp Elliott expanded to 32,000 acres, and the Second Marine Division was stationed at the camp. The base contained encampments, bivouac areas, and 41 firing ranges. The limits of the Camp Elliot FUDS Boundary are shown in Figure 2.

In 1944, the Marines relocated to Camp Pendleton in northern San Diego County, and control of Camp Elliott was turned over to the Navy. The camp was then used by the Navy and Marine Corps as a training and redistribution center until 1953. Historical records indicate the Navy did not conduct weapons training during this period. Various other military units used Camp Elliott from 1953 until 1960, when the camp was closed. Between 1960 and 1961, the Navy transferred 7,709 acres to Naval Air Station Miramar and 5,720 acres to the Air Force. The Air Force acres were transferred to the National Aeronautics and Space Administration (NASA) in 1966, then back to the Navy in 1972, and officially became part of Naval Air Station Miramar in 1977. The remaining land was declared surplus after Camp Elliott's closure.

Between 1962 and 1974 the land was transferred out of military control through land exchanges, grants, and sales. In 1997 the Department of Defense realigned Naval Air Station Miramar to Marine Corps Air Station Miramar.

The USACE began investigating the former Camp Elliott in 1985 through the FUDS Program. Since that time the former camp has been divided into four project areas: Tierrasanta, Mission Trails, East Elliott, and Sub-Areas D, G, and H (Figure 2). The USACE performed an ordnance clearance on the Tierrasanta project area between November 1990 and May 1994. During this time, 1,904.24 acres were swept, and 171,559.9 pounds of ferrous debris, 28,491.7 pounds of ordnance scrap, 3,991 hazardous small arms, and 1,066 hazardous items larger than small arms were located and removed. During this time period, the Tierrasanta community consisted of approximately 7,000 homes, office complexes, commercial establishments, and other structures.

As reported in the *Draft Final Land Use Control Implementation Plan Tierrasanta/Mission Trails,* prepared by the USACE in June of 2018, areas within Tierrasanta were surface and subsurface cleared to 3 feet. The MEC discovered during project activities was present in low densities over most of the site, with a few areas of high density, and several areas were completely devoid of UXO. Overall, 3,787 small arms-related items and 1,016 other ordnance items were removed.

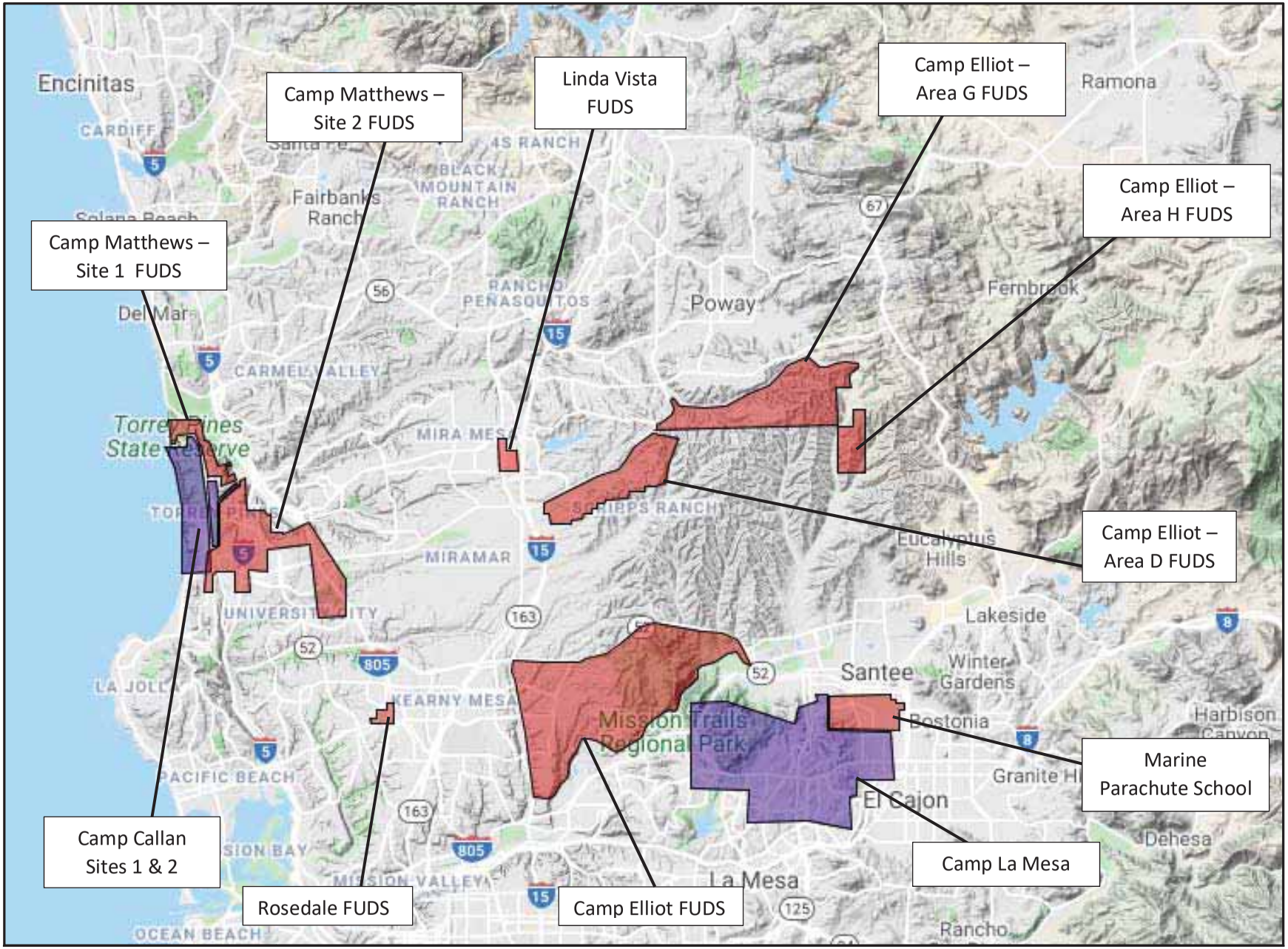

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Figure 1
FUDS Location Map

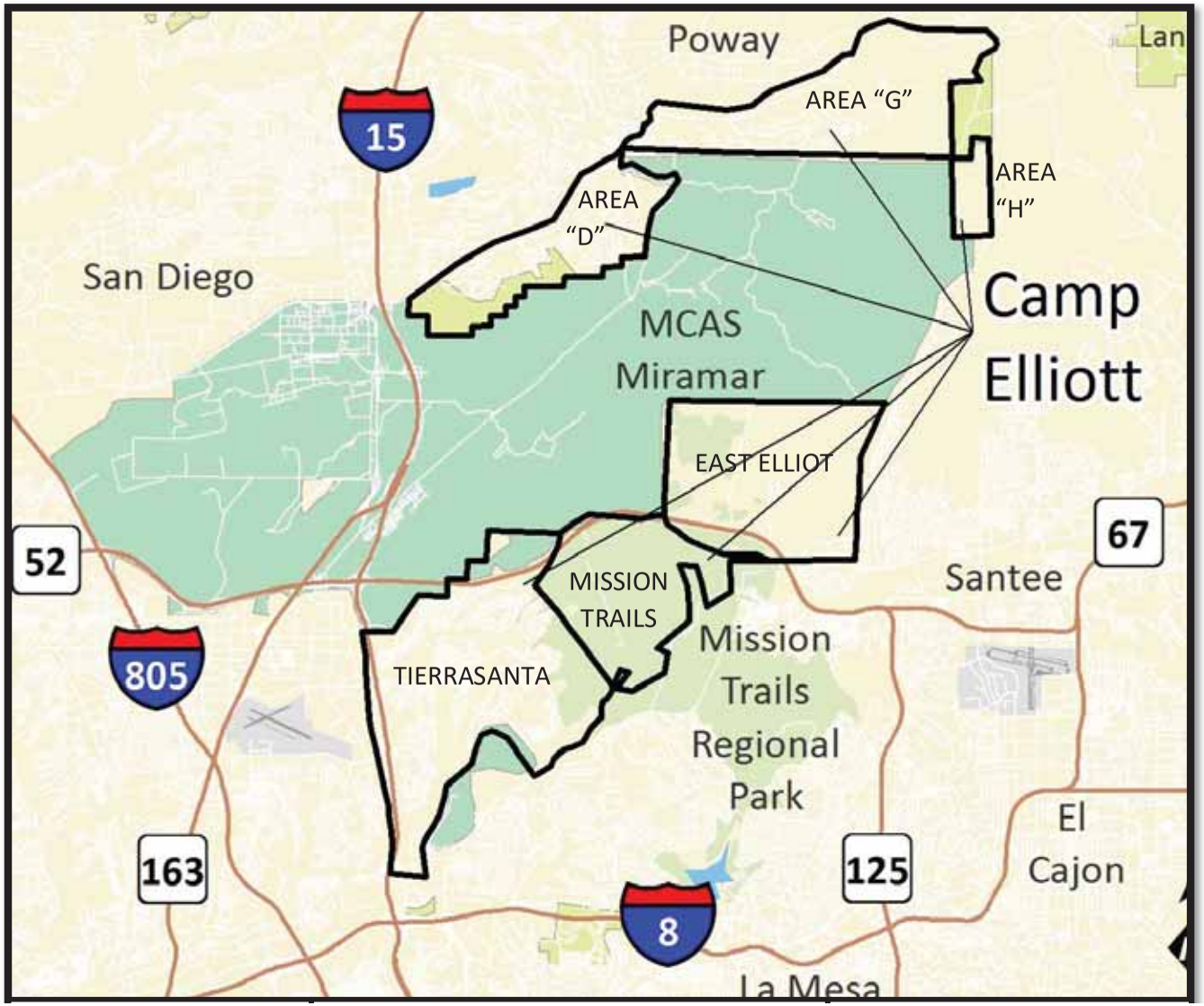

Figure 2
Camp Elliot FUDS

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The Tierrasanta FUDS is currently under Long-Term Management, a phase in which the USACE investigates the site every 5 years to evaluate if previous removal and remediation activities are still protective of human health and the environment. The first Five-Year Review Report (titled *Ordnance and Explosives Long Term Monitoring Report for the Tierrasanta Community and the Murphy Canyon Naval Housing Area*) was completed in November 1999. The second Five-Year Review Report (*Munitions and Explosives Response Action, Former Camp Elliott, Tierrasanta*) was completed in September 2009. USACE completed its third Five-Year Review Report for the Tierrasanta FUDS in August 2016.

The purpose of a Five-Year Review is to determine if recommended response action continues to minimize explosive safety hazards and continues to be protective of human health, safety, and the environment. Five-Year Reviews are typically conducted under the Long Term Management phase once a project achieves Response Complete or Remedy In-Place stages. In situations where the Remedial Action Construction or Remedial Action-Operation phases are expected to exceed 5 years, the review may be required during those phases. Five-Year Reviews are a requirement under the Comprehensive Environmental Response, Compensation, and Liability Act (CERCLA).

Previous Investigations

The Army, Navy, and USACE have conducted the following clearance, reports, investigations, and assessments in accordance with the Military Munitions Response Program (MMRP) for environmental response activities on FUDS.

Camp Elliot – Tierrasanta and Mission Trails

1964 to 1973 Army and Navy Clearance

Various inspection and ordnance clearance activities were conducted by the Army and Navy between 1964 and 1973, after the closure of Camp Elliott.

1983 Army Surface Sweep

In 1983 two boys were killed by a 37-millimeter projectile that they found in an undeveloped area of Tierrasanta. New clearance activities of approximately 326 acres of open space were conducted by the Army later in 1983. Over 50 pieces of ordnance were discovered, and 8 were reported to be potentially explosive.

1988 Feasibility Study

In 1988 the site was transferred to the FUDS Program. USACE prepared a Feasibility Study and issued a Record of Decision that recommended ordnance clearance as the remedial action.

1990 to 1994 Ordnance Inspection and Clearance

Between 1990 and 1994 USACE conducted ordnance inspection and clearance activities of approximately 1,364 acres of land. The project recovered 4,803 ordnance items and 26,000 pounds of ordnance debris.

1999 Military Munitions Response Program (MMRP) Five-Year Recurring Review

USACE conducted a site reconnaissance as part of the first scheduled MMRP Five-Year Recurring Review. The review reported that the previous clearance activities were "protective of public safety." The findings and recommendations of the review were published in 2003.

2006 Military Munitions Response Program (MMRP) Five-Year Recurring Review

USACE conducted site visits between November 16 and 20, 2006, and on April 22, 2008, as part of the second Five-Year Recurring Review. The Draft report of their findings stated that the previous clearance activities were "protective of public safety." The Draft report also recommended worker safety briefings and MEC awareness presentations in schools; recommendations to keep the public informed; and to provide opportunities for public involvement and input.

2009 Draft Public Involvement Plan and Five-Year Recurring Review

In April 2009 USACE published the Draft Public Involvement Plan (PIP) for the Tierrasanta and Mission Trails Project Areas, Former Camp Elliott, San Diego, California and the Draft Five-Year Recurring Review, Munitions and Explosives Response Action, Former Camp Elliot, Tierrasanta, San Diego, California. The PIP contains three elements: Minimize the Possibility of Injuries from UXO; Keep the Public Informed; and Provide Opportunities for Public Involvement and Input.

2016 Third Five-Year Review Report for the Former Camp Elliot — Tierrasanta (FUDS#J09CA006701)

This report documents the third Five-Year Review for the Former Camp Elliott — Tierrasanta. The purpose of this report is to determine whether the USACE response actions taken since the 2009 document continue to minimize explosives safety hazards and continue to be protective of human health and the environment. The following activities are included as part of the Five-Year Review process: notification and involvement of the community and stakeholders; review of existing and relevant documentation and data; identification and review of recent and new information; and assessment of site conditions during site visits conducted between 2010 and 2014. This Five-Year Review concluded that the remedy at Tierrasanta currently protects human health and the environment, because the elements of the public awareness program, consisting of public/community education, notification of individuals (e.g., contractors, homeowners) potentially coming into contact with MEC, placement of warning/information signage in open spaces, and establishment of document repositories prevent inappropriate exposure of the public to MEC and instruct the public in the proper response on encountering MEC. However, in order for the remedy to be protective in the long-term, the following action needs to be taken to ensure protectiveness: develop a Land-Use Control Implementation Plan that formally defines the objectives of the public awareness program, the elements necessary to meet the objectives, and the roles and responsibilities of USACE and other stakeholders, and implement accordingly.

Camp Elliot – Area G

Area G is in the northern portion of the former camp Elliott. Area G comprises approximately 2,100 acres of land that is generally located along the south side of Pomerado Road within the Scripps Ranch community of San Diego. The District acquired approximately 36 acres from Aliant International University in 2002 for the construction of Thurgood Marshall Middle School. Of the 36 acres that were acquired, approximately 22 acres comprise the Thurgood Marshall Middle School

campus. The remaining 14 acres, located north of the Thurgood Marshall Middle School instructional area and between Pamerado Road and Avenue of the Nations, have remained undeveloped because the area is located within a flood zone with an intermittent stream.

Aliant International University (formerly United States International University) began operating at the Scripps Ranch Campus in 1968. Prior to acquiring the university property from the Navy, Area G was part of Camp Elliott and used as a live ordnance firing range facilities. Area G mostly consisted of Range E with minor overlap from Ranges C, D, and Y. The locations of firing ranges, their primary purposes, danger zones, and impact areas for Camp Elliott are identified on a 1941 "Terrain Map of Camp Elliott Reservation" (Montgomery Watson, 1995). The entirety of the 36 acres that the District purchased from Aliant International University lies within the boundaries of Range E. Range E consists of approximately 864 acres. According to the 1941 “Terrain Map of Cap Elliott Reservation”, Range E was identified as a "Tank Course and Combat Firing." A typical range of this type would be designed primarily for tank units to fire both percussion and battle sight engagement with the main gun, secondary gun, and machine guns simulating actual combat. No photographs of the area are available for the period between 1935 and 1949. Aerial photographs dated 1949 did not indicate any tracks or trails or any other signs of a training area. Based on historical data, the use of Range E was limited to the three years from the summer of 1941 through 1944. It is unknown whether live munitions were fired within the limits of this range

Based on the findings of a Phase I Environmental Site Assessment prepared for the District in September 2001, it could not be determined whether live munitions were fired within the limits of Range E. Because of potential hazards associated with UXO and other explosive hazards that may have been used while the area was used as a Tank Maneuvering Course, the California Environmental Protection Agency (Cal-EPA) Department of Toxic Substances Control (DTSC) required that the property acquired by the District be investigated for potential UXO and other explosive hazards. In addition to assessing the property for the presence of possible UXO and other explosive hazards, DTSC required that the property be investigated for potential impacts associated with chemical residual from ordnance-related activities and lead from on-site structures that may have been painted with lead-based paints, so that any potential removal actions could be completed prior to the UXO investigation.

Results of the chemical analysis are presented in a stand-alone Chemical PEA report dated December 6, 2005. It should be noted that chemical constituents were not present at levels of concern and no further actions for chemical concerns was approved by DTSC.

The UXO field investigation activities began in October 2004 and were completed in September 2005. During the UXO field activities the entire 21.6 acres that comprise the Thurgood Marshall Middle School campus were investigated for the potential presence of UXO and other explosive hazard items using proven visual, geophysical, and mechanical techniques that were implemented by qualified UXO technicians. In general, the process for inspecting the site for possible UXO hazards included the following actions. 1. Site-wide detector-aided visual surface survey. 2. High-density multi-phase geophysical survey employing strict quality assurance/quality control measures. 3. Target reacquisition, inspection and identification of OE, if any, in accordance with approved protocols. 4. Excavation, sifting, magnetic screening and visual inspection of excavated soil. Since no UXO or other explosive concerns were identified, no removal or destruction was required. Based on the results of the PEA, no further actions were warranted for the approximate 22-acre instructional area.

Because the no further action determination was specific to the 22-acre instructional area, it does not pertain to the 14-acres that were not investigated during the PEA. In the event that the District decides to conduct construction work with the 14-acres, the District will have to notify DTSC of its plans and the area will need to be investigated for possible UXO or other explosive hazards as required by DTSC.

1.3.2 Linda Vista FUDS Boundary

The Linda Vista FUDS is located approximately 1 mile north of Marine Corps Air Station Miramar (formally Naval Air Station [NAS] Miramar) and west of Interstate 15. It consists of approximately 215 acres located in the community of Mira Mesa within the City and County of San Diego. The City of San Diego, SDUSD, San Diego Community College District, and private property owners own parcels located within the Linda Vista FUDS site. The Linda Vista FUDS site also encompasses two mobile home parks (The Woods Mobilehome Park and Village Green Mobilehome Park) developed in the late-1960s. The limits of the Linda Vista FUDS Boundary are shown in Figure 3.

Acquisition of the Linda Vista Valley Auxiliary Field began in 1931 when the Chief of the Bureau of Aeronautics leased 640 acres north of Camp Kearney. A portion of the acreage was to be used as an Auxiliary Flying Field to support NAS San Diego. The Navy acquired about 170 acres (of the original 640 acres) in 1941 for continued use as an outlying field. In 1942, the Navy acquired an additional 43 acres (also of the original 640 acres) for use as a practice bombing target. At one point in time the property was used for the storage of surplus buildings. The Navy disposed of the original 170 acres in August 1961 by quit claim deed to SDSUD. The remaining 43.11 acres were auctioned off in 1962 to a private developer. Military related improvements reportedly consisted of an asphalt surface of approximately 65 acres, some fencing, and the practice bomb target. The USACE Los Angeles District began investigating the Linda Vista Valley Auxiliary Field site in 1997, with the 1997 Inventory Project Report (INPR), which established the Linda Vista Valley Auxiliary site as a FUDS with assigned Project Number J09CA723601. The INPR recommended an investigation to evaluate the presence of MEC. In 2001 an Archives Search Report (ASR) was completed by the USACE Rock Island District and in 2004 an ASR Supplement was completed that recalculated and established the current acreage of the Linda Vista Valley Auxiliary Field site to be 72 acres.

In March of 2009 a Site Inspection Report was published documenting the MEC and munition constituents (MC) field investigation results, data analysis results, and recommendation. The DTSC reviewed the report and recommendation to proceed to the Remedial Investigation and Feasibility Study (RI/FS) phase for practice bomb target (PBT) 1 and area of interest (AOI) Target 2. Since this letter was issued, no documentation has been located to demonstrate that recommended sampling or site closure activities have been conducted for the Linda Vista FUDS.

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Figure 3
Linda Vista FUDS

Previous Investigation Results

The USACE conducted the following site investigation activities in accordance with the MMRP for environmental response activities on FUDS.

1997 Inventory Project Report

The INPR was completed by the USACE Los Angeles District in 1997 and established the Linda Vista Valley Auxiliary Field site as a FUDS, established the preliminary site boundary, assigned the FUDS Project Number J09CA723601, and recommended an investigation to evaluate the presence of MEC. The site visit was performed as part of the INPR on July 24, 1997, and did not report observing MEC/MD. However, it was reported in the INPR that numerous two- and seven-pound practice bombs (with and without spotting charges) had been located in the northern portion of the site.

2001 Archives Search Report

The ASR was completed by the USACE Rock Island District in September 2001. The ASR presents the findings of a historical records search and site inspection for the presence of ordnance and explosives located at the Linda Vista FUDS site. A site visit was performed from January 23 to February 2, 2001, in support of the ASR. It was noted that the majority of the site was developed including the mobile home parks, shopping centers, schools, businesses, and condominiums. No MD was observed during the site visit, but the ASR did report that practice bombs had previously been discovered on site.

2004 Archives Search Report Supplement

The ASR Supplement was completed by the USACE Rock Island District in November 2004 as an addition to the 2001 ASR. The ASR Supplement recalculated the range acreage of the Linda Vista Valley Auxiliary Field site to be 72 acres. The Linda Vista Valley Auxiliary Field site received a Risk Assessment Code (RAC) score of “3” (based on hazard severity of “marginal” and hazard probability of “probable”) on the risk assessment procedures worksheet. It should be noted that RAC scoring is not used to prioritize a FUDS. Currently, the Munitions Response Site Prioritization Protocol (MRSPP) is used.

2009 Site Inspection Report: Linda Vista Valley Auxiliary — FUDS #J09CA723601

A site inspection (SI) was conducted to determine whether the one munitions response site (MRS) identified within the Linda Vista Valley Auxiliary Field either warrants subsequent characterization as part of an RI/FS or is a viable candidate for no Department of Defense action indicated (NDAI). The SI was performed to gather and evaluate evidence of the potential residual presence of MEC and MC within the one MRS and the AOI (formerly identified as area of concern [AOC]) associated with Linda Vista Valley Auxiliary Field.

To accomplish the objective, qualitative reconnaissance (QR) and MC sampling were performed. The SI evaluation included the conduct of approximately 1.7 miles of pedestrian QR as well as the collection of ten surface soil samples. All surface soil samples were analyzed for explosives and select metals. Two explosives, Octahydro-1, 3,5,7-tetranitro-1,3,5,7-tetrazocine [HMX] and 2,4,6 Dinitrotoluene [TNT], were detected in two of the soil samples collected from AOI Target 2.

No explosives were detected in surface soil samples collected from MRS 01. The analytical results for metals were evaluated against ambient samples collected under this SI. Three non-essential nutrient MC metals (aluminum, lead, and zinc) were detected above background concentrations from both MRS 01 and AOI Target 2. No MEC or MD were observed during the SI field effort at MRS 01 or AOI Target 2.

Munitions were used at the Linda Vista Valley Auxiliary Field site; however, the length of time the munitions were used on site is not known. Historical records indicate that military munitions used at Linda Vista Valley Auxiliary Field were limited to 3- and 4.5-pound miniature practice bombs and spotting charges. According to the SI Report, No MEC or MD was observed during the SI field visit at the MRS or the AOI. The INPR reported that practice bombs (with and without spotting charges) have been found at the site. The ASR reported that practice bombs had previously been discovered on site. Neither MD nor MEC were observed during the site visits in support of the INPR or ASR. There have been 20 observations of munitions within the two mobile home parks on the Linda Vista Valley Auxiliary Field site; six of these observations were reported to the Fire Department, Police Department, or the Bomb Squad. Most of the items were observed by residents within the parks, some were found by park maintenance personnel, and one was reported by a contractor when replacing the perimeter fence of the mobile home parks. The depths within which these items were observed ranged from approximately 2 to 24 inches below ground surface (bgs). During the Closure Meeting for the Linda Vista Valley Auxiliary Field, held January 28, 2009, Andrew Rottenbacher, general partner in the partnership that owns the two mobile home parks, confirmed that all of these items were MD. Most recently, in August 2008, a single miniature practice bomb and three partial miniature practice bombs were unearthed during grading activities at the Miramar College campus. The practice bombs were found very near the target center of AOI Target 2 at depths up to 18 inches bgs.

The SI and letter from the DTSC dated March 12, 2009, recommended that MRS 01 proceed to RI/FS due to the historical presence of MD (indicative of potential presence of MEC) and MEC. It was recommended that MRS 01 be expanded to include AOI Target 2 for further evaluation under the RI/FS. Based on the SI environmental sampling results, there is potential that MC contamination is present in the soil at MRS 01. There is potential MC contamination present in the soil at AOI Target 2; however, neither the explosives detected nor the non-essential nutrient MC metals detected above background concentrations exceed their respective human health screening values.

Due to the expanded MRS boundary recommendation and the explosives detection, additional MC sampling during the RI/FS phase is considered warranted. Further, in a letter dated March 12, 2009, from DTSC to the USACE, DTSC agreed with the recommendations of the SI that an RI/FS for PBT 1 and AOI Target 2 is warranted. DSTC also agreed with the recommendation that PBT 1 and AOI Target 2 be combined with further MC sampling.

1.3.3 Rosedale FUDS Boundary

The original FUDS site was approximately 160 acres and was used as an auxiliary landing field and practice bombing target (primarily dive bombing). The Navy first started using the Rosedale FUDS in October 1928. The landing field was originally used as an unimproved emergency landing field but was eventually improved to a 300- by 1,500-foot adobe and gravel strip. The practice bombing that was conducted at the Rosedale FUDS used the 3- to 4.5-pound miniature practice bombs and the 100-pound water or wet sand-filled practice bombs. Both types of practice bombs used spotting charges that provided the pilots and/or the scoring party a visual indicator of the practice bomb's

impact location. The hazards associated with the practice bombs are discussed in the attached *UXO Recognition, Avoidance, and Reporting Procedures* (Attachment 1).

The Rosedale FUDS Boundary is generally located within the San Diego community of Clairemont Mesa, which is situated within the City and County of San Diego. The limits of the Rosedale FUDS Boundary are shown in Figure 4.

Previous Investigation Results

The USACE and its consultants conducted the following reports, investigations, and assessments in accordance with the MMRP for environmental response activities on FUDS. District related FUDS activity is also reported below.

1992 Inventory Project Report

On March 19, 1992, an INPR, conducted by USACE, established that the Rosedale Field and Dive-Bombing Target met the requirements of FUDS Project Number J09CA104501. A site visit was performed on December 19, 1988, as part of the INPR. No MD or MEC were observed during the site visit.

1994 Inventory Project Report Supplement

An INPR Supplement was completed in November 2004 and recalculated the target acreage to be 649 acres. At the time the supplement was conducted, the area was already developed into a residential suburb. Lindbergh Elementary School is located within the Rosedale FUDS boundary.

2006 Preliminary Assessment

A Preliminary Assessment was completed in May 2006. A historical records search and a site inspection were conducted to determine the presence of military munitions or explosive hazards as a result of the operations conducted on the dive bombing target site. The focus of the assessment was narrowed to the original 160-acre site. The historical search identified the use of the MK series 100-pound water or wet sand-filled practice bombs, which were not identified in the original INPR. The only munitions identified in the earlier reports were the 3- and 4.5-pound miniature practice bombs. The site investigation was conducted in August 2005 and resulted in no evidence of MD or MEC observed. The report also noted that any remaining MD or MEC on the site was more than likely going to be subsurface.

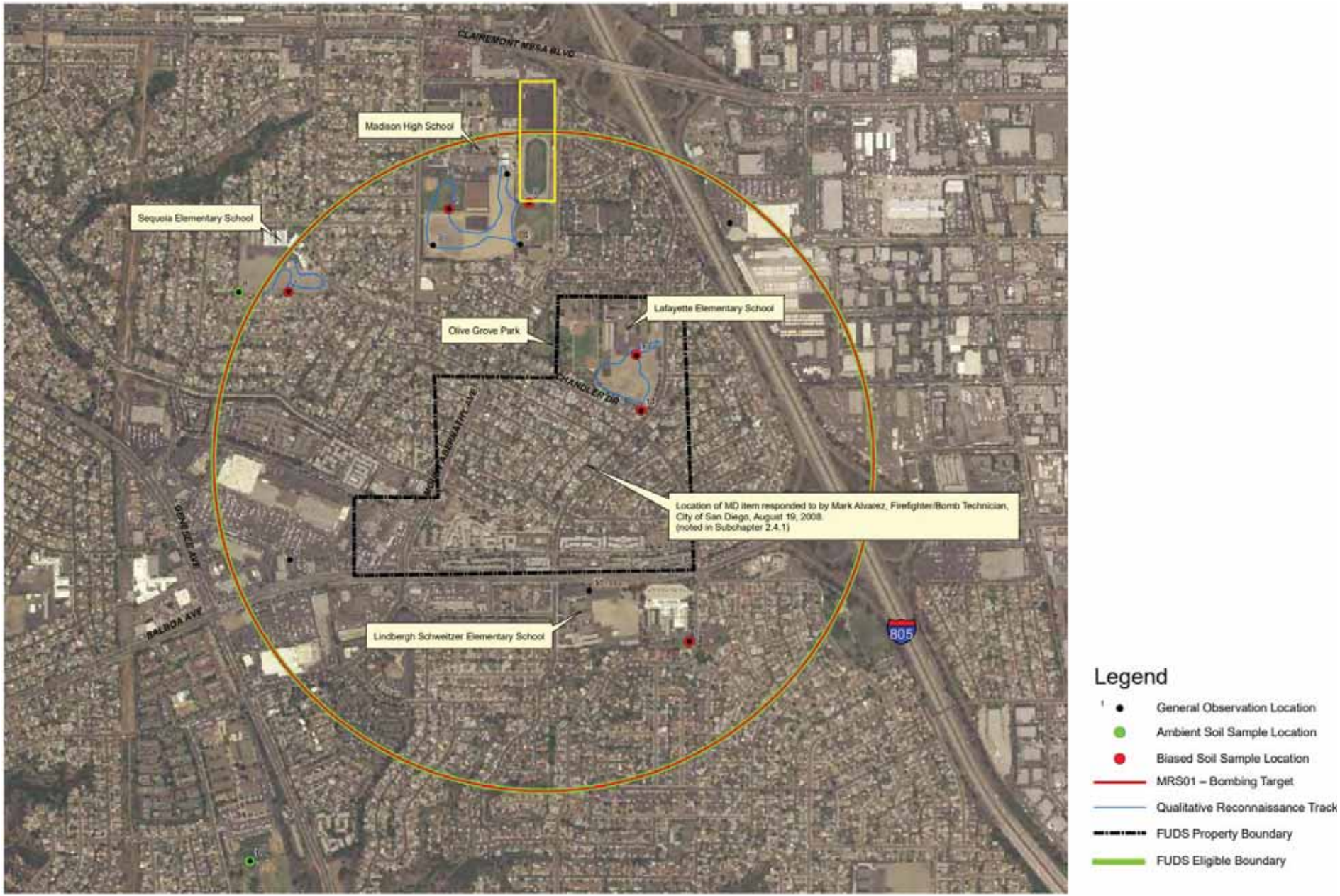

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Figure 4
Rosedale FUDS

2009 Site Inspection

A Site Inspection was completed on December 21, 2009. A pedestrian QR was conducted as part of the Site Inspection to determine the presence or absence of any MD/MEC, and to obtain soil samples to determine the presence of any MC.

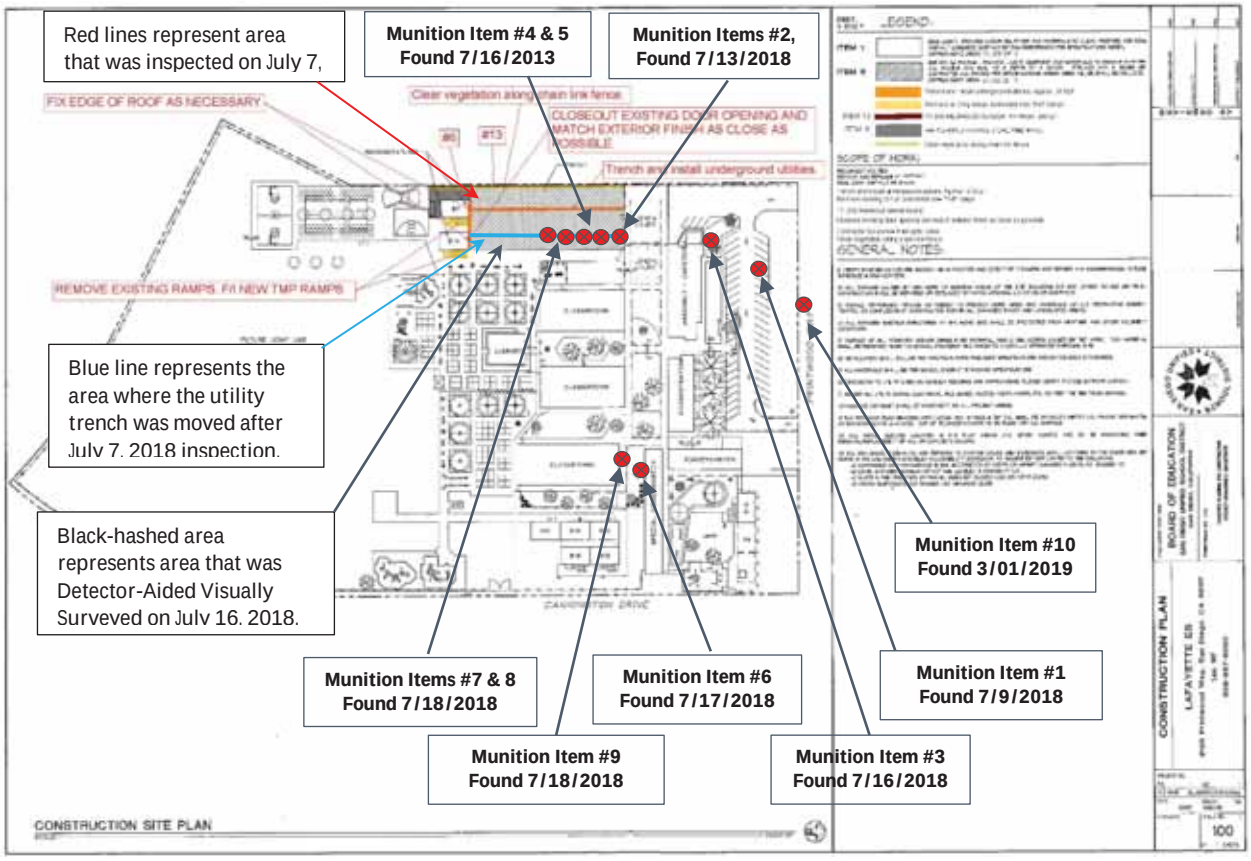
The QR consisted of visual reconnaissance of the site surface to identify indicators of suspect areas including earthen berms, distressed vegetation, discolored soil, ground scars, craters, target remnants, and visible metallic debris at MRS01 – Bombing Target as agreed to by the Technical Project Planning (TPP) Team in May 2008. Based on a review of historical records, previous studies, and current conditions, it was determined that there was a minimal potential to find MEC/MD at the Rosedale Field and Dive Bombing Target site. The TPP process also identified the collection of 10 to 11 surface soil samples (plus associated quality assurance/quality control samples) that would be sufficient to meet the project objectives. All surface soil samples were analyzed by TestAmerica for explosives and select metals. No explosives were detected in any of the surface soil samples. However, since the records review discovered that on August 18, 2008, a local landowner dug up a 3-pound miniature practice bomb in his yard, the Site Inspection recommended that an RI/FS be conducted on the Rosedale Field and Dive Bombing Target.

July 2018 Lafayette Elementary School UXO Discovery

Since July 9, 2018, 10 inert MD (i.e., practice bombs) have been discovered at Lafayette Elementary School. The MD that was discovered are believed to be either a MK-5, MK-23, or MK-43 practice bomb variety. These practice bombs were used during World War II for low-altitude horizontal or dive-bombing practice and are consistent with known historical use associated with the Rosedale Field and Dive Bombing Target. The main differences among the three practice bombs are that the MK-5 is made of zinc-alloy, the MK-23 is made of cast iron, and the MK-43 is made of lead-antimony.

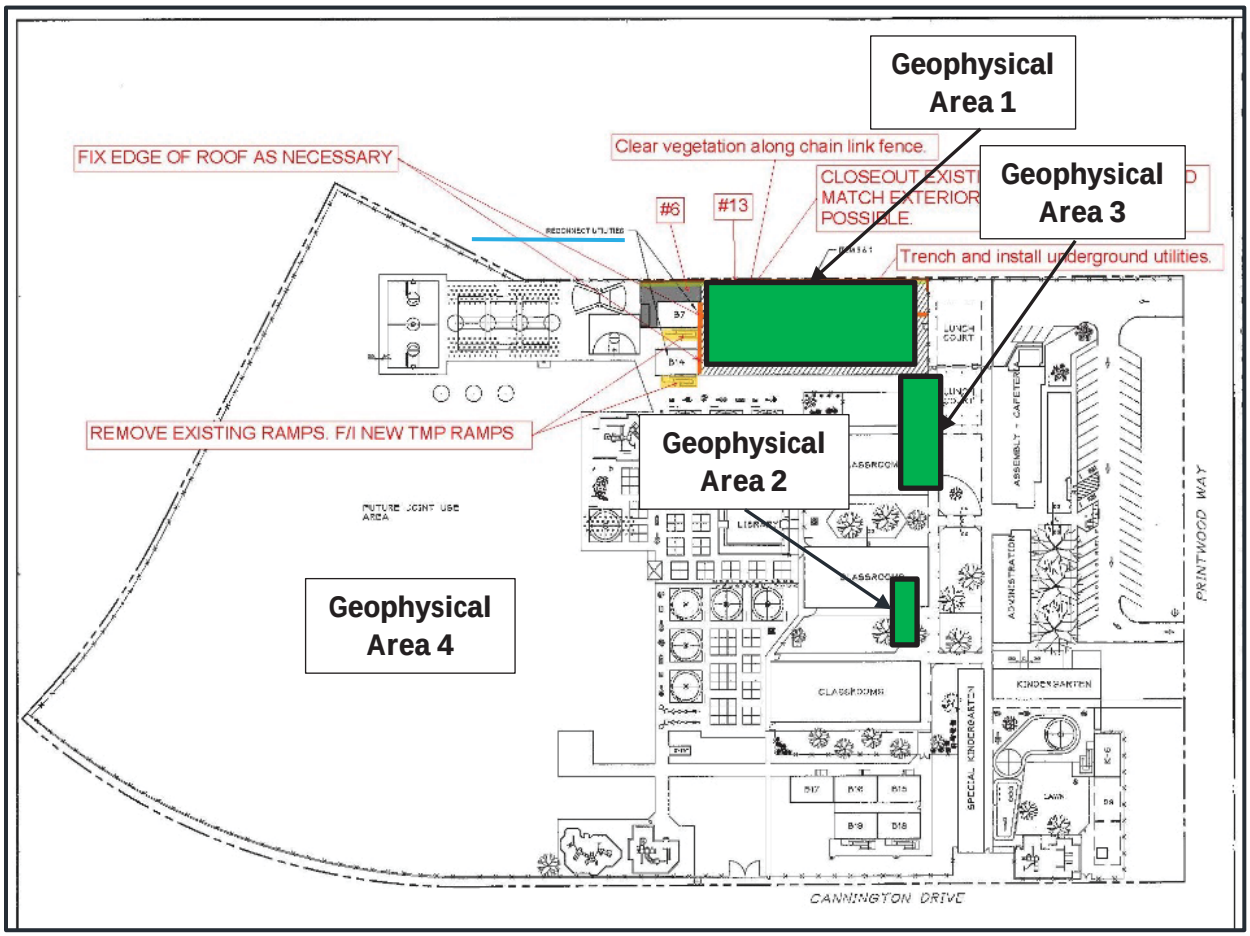
Figure 5 shows the location at each of the MD items was discovered. During each incident that the items were discovered, on site personnel were properly evacuated and nobody was injured, no property was damaged, and the munition items were appropriately removed and taken away by the San Diego Fire Department Bomb Squad.

Figure 5 MEC/MD Discovery Map – Lafayette Elementary School



In response to the MEC/MD items that were discovered between July 9 and 18, 2018, two separate geophysical evaluations were completed in the three areas where MEC/MD were encountered. To complete this geophysical evaluation, Southwest Geophysics utilized a Schonstedt GA-52C magnetic gradiometer, Fisher M-Scope TW-6 pipe and cable locator, Geonics EM61 MK2 time domain instrument, GSSI SIR 3000 GPR with 400 MHz transducer, and RD4000 line tracer. For spatial control of the EM61 MK2 data collection, a Hemisphere GNSS Atlaslink global positioning system (GPS) was used. For surface map-ping, a Trimble Pro XRS GPS was used. The geophysical evaluation was completed under the direct supervision of a registered geophysicist. The location of the four areas investigated are shown in Figure 6.

Figure 6 Geophysical Evaluation Areas – Lafayette Elementary School



A summary of the results of the geophysical evaluations is provided in the following paragraphs.

Area 1 – PPO Area

The results of geophysical evaluation revealed the presence of multiple anomalies and utility lines within the Area 1 study area. In addition, several high electromagnetic/magnetic (EM/M) responses were encountered; however, these EM/M responses are attributed to the presence of surface metal debris, fencing, active utilities, unidentified lines, storm drain culverts, and metal survey nails. 27 anomalies were identified with similar millivolts (mVolts) responses that could indicate the presence of suspected MEC.

Area 2 – Kindergarten Area

This area comprises approximately 1,100 square feet and is located near the southwest corner of the Special Kindergarten building. At the time of the survey, construction trenching had been started and several stockpiles of soil existed surrounding the excavation. The presence of burred metallic objects (e.g., electrical lines, irrigation lines, piping, etc.) in the area interfered with geophysical survey equipment. No anomalies were discovered in this area.

Area 3 – Grass Area near Front Office Building

This area comprises an approximate 5,100 square foot grass area located immediately south of the main office building. Results indicate that four possible MEC exist. In the event that the District plans to conduct any school/campus modernization activities that could disturb the ground in the vicinity of the detected anomalies in these three areas, further assessment of the anomaly is recommended. Pending the discovery of any further information regarding the potential source of the anomaly, further assessment may include the physical uncovering and removal of the suspected MEC item by a qualified UXO technician.

Area 4 – Existing Decomposed Granite Playfield

Between March 30 and April 2, 2020, a geophysical survey was completed to detect, delineate, and characterize, insofar as possible, any buried metallic anomaly of unusual or suspicious nature, specifically that which may be indicative of UXOs. The survey area included an active school playground with preexisting metallic infrastructure such as chain-link fencing baseball backstops and basketball hoop support poles. Total survey size was approximately 650 x 540 feet in its longest dimensions and was bounded on its east, west, and south side by chain-link fencing. Aboveground obstructions and belowground infrastructure included four chain-link fence baseball backstops, two basketball hoop support poles, seven tetherball poles, seven storm drain grates, three sewer cleanouts, two utility vaults, a sewer manhole cover, and a storage container. While numerous metallic anomalies were detected throughout the assigned survey area, all possessed geophysical characteristics inconsistent with the symmetry, size, and metallic mass normally expectant of an unexploded and intact field gun, howitzer, and mortar projectiles, or aerially-delivered munitions. Several remaining anomalies required additionally and further investigation, but were eventually shown, via instrumentation and by careful excavation, to be innocuous junk objects unrelated to ordnance or munitions. No anomalies were detected on site that still remain suspicious in nature, and we do not believe that there are any remaining buried metallic objects that warrant further investigation.

August 2018 Geophysical Survey Sequoia Elementary School Playground Area

Between August 21 through 24, 2018 an electromagnetic (EM), magnetic, and ground penetrating radar (GPR) surveys for a portion of Sequoia Elementary. The purpose of the evaluation was to conduct a reconnaissance level survey to assess the presence of munitions and MEC at the site, as well as underground lines in the study area. Services were conducted on August 21st through August 24th, 2018. The geophysical evaluation focused on the approximate 6.8-acre playground area of the school's campus.

To complete the evaluation, the limits of the study area was defined, and a comprehensive survey of the site was accomplished using the EM61 in conjunction with the Atlaslink GPS. Traverses spaced 2½ feet apart were conducted in accessible portions of the survey area with data points collected at 0.1 second intervals. Where obstructions such as playground equipment, construction lay down areas, and buildings existed, traverses were conducted along accessible paths around these features. The geophysical and GPS data were downloaded to a laptop computer in the field daily for preliminary analysis.

Following the completion of the EM61 survey, detected anomalies were further evaluated using the Schonstedt GA-52C magnetic gradiometer and the Fisher M-Scope. Detected features (i.e., anomalies, utilities, and metal debris) were mapped with GPS. A limited evaluation of the utilities in the study

area included the use of the EM61, RD4000 line tracer, GPR, M-Scope, and gradiometer. Detectable underground lines and anomalies were marked on the ground surface with paint and mapped.

The results of the evaluation revealed the presence of a large quantity of anomalies with varying areal extent and amplitude within the study area (Figure 7). The specific causes of the anomalies are unknown. In addition, several high EM/magnetic responses were encountered during the survey; however, these responses are attributed to the presence of surface metal debris, fencing, playground equipment, active utilities, unidentified lines, storm drain grates, and metal survey nails.

These features have been labeled possible cut off posts, but the specific cause of these features is not known. It is unlikely that munitions would be lined up in patterns as seen in the possible cut off post anomalies; however, it would be possible for these features to mask the presence of actual UXO/MEC. In order to further assess the detected anomalies, it was recommended that a qualified UXO contractor that specializes in UXO/MEC removal be consulted. It was also recommended that the surface metal and debris be removed, and that an additional survey be conducted to include these areas.

Figure 7
SITE MAP

Sequoia Elementary
San Diego, California

Project No.: 118430 | Date: 09/18

SOUTHWEST GEOPHYSICS NAGUS INC.

Figure 2b

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Chapter 2
Munitions and Explosives of Concern Safety Precautions

Although the potential for encountering MEC at school campuses located within the FUDS discussed in this manual may seem low, safety precautions are warranted because of the life-threatening health risks that could result if MEC is encountered. To understand the potential of encountering MEC and potential risk, it is important that District employees, school staff, and contractors working at any of the school campuses located within a known FUDS be aware of the property's history and the potential for MEC to be present.

For work occurring within any of the 14 schools located within the known FUDS identified in Table 1, the following procedures shall be implemented to provide safety for all students, staff, visitors, and contractors working in these school campuses:

- Preparation of a Munitions Response Plan (MRP) consistent with the District's MRP template shall be required for the new school or new administrative facility located within the known FUDS areas. The purpose of the MRP is to outline the procedures that must take place in the event an unexploded ordnance is discovered during ground-disturbing activities.
- An unexploded ordnance (UXO) awareness briefing shall be conducted for all District staff and contractors who will be involved in any ground disturbance at a new school or administrative facility in a known FUDS area. The awareness briefings shall be completed prior to the start of ground-disturbing activities. Any new personnel shall be trained prior to beginning work on site. See Appendix A for a sample briefing,
- Any ground disturbance at new school or administrative facilities located within the Rosedale and Linda Vista FUDS areas shall require a preconstruction survey of the area to be disturbed by a qualified UXO technician using a magnetometer, ground penetrating radar, or other appropriate equipment, to locate any potential hazards. The preconstruction survey is meant as a preliminary tool to assess the risk of UXO presence and shall not be used to provide UXO clearance for ground-disturbing activities. All construction-related ground-disturbing activity into native and nonnative soils shall require a UXO technician be present. Monitoring may also be performed in lieu of a preconstruction survey if the presence of UXO materials is assumed.
- Monitoring shall be performed during ground disturbance at any new school or administrative facility site where the preconstruction survey identified the presence of a UXO or other hazard. Monitoring shall be conducted by a qualified UXO technician. Monitoring may also be performed in lieu of a preconstruction survey if the presence of UXO materials is assumed.
- Miller Elementary School, located at 4343 Shields St, San Diego, CA 92124 and Hancock Elementary School, located at 3303 Taussig St, San Diego, CA 92124 are both located within the Camp Elliot Tierra Santa FUDS area. However, they are located on land leased to the

District by the United States Department of the Navy. Specifically, both school are located within the Murphy Canyon Naval Housing (MCNH), Munitions Response Plan (MRP) Site 6. Munitions Response Program Site 6 encompasses the entire MCNH area, as well as the open spaces and canyons that surround it, and is owned by the Navy. MCNH includes approximately 2,321 homes used for Navy housing and remains under the administrative oversight of Naval Base San Diego (NBSD), specifically the Naval Ordnance Safety and Security Activity (NOSSA). Any ground disturbing activities at these two schools requires specific coordination and oversight with the Navy NOSSA, which is not specifically addressed in this MRP. For additional information regarding ground disturbing activities at these two schools please contact the Department of the Navy, Naval Ordnance Safety and Security Activity, Farragut Hall 3817, Strauss Avenue, Suite 108 Indian Head, MD 20640-5151, Attn: Captain. Eric Bray (301-744-6003).

Table 1. District Facilities Located within FUDS Areas

School	FUDS Area	Awareness Briefing	Site Surveys	Monitoring
Lafayette Elementary School	Rosedale	Yes	Yes	Yes,-if required
Lindbergh/Schweitzer Elementary School	Rosedale	Yes	Yes	Yes,-if required
Madison High School	Rosedale	Yes	Yes	Yes,-if required
Sequoia Elementary School	Rosedale	Yes	Yes	Yes,-if required
Walker Elementary School	Linda Vista	Yes	Yes	Yes,-if required
Wangenheim Middle School	Linda Vista	Yes	Yes	Yes,-if required
DePortola Middle School	Camp Elliott	Yes	No	No
Farb Middle School	Camp Elliott	Yes	No	No
Hancock Elementary School	Camp Elliott			
Kumeyaay Elementary School	Camp Elliott	Yes	No	No
Miller Elementary School	Camp Elliott			
Tierrasanta Elementary School	Camp Elliott	Yes	No	No
Serra High School	Camp Elliott			
Vista Grande Elementary School	Camp Elliott	Yes	No	No

Chapter 3
Evacuation Procedures

In the event a suspected MEC is encountered, follow the Three R's of MEC safety: Recognize, Retreat, and Report. The Three R process includes the following:

Recognize when you may have encountered a munition MEC/UXO

1. Knowing that the school campus is in a FUDS area, pay extra attention for possible MEC items to exist in the area that is being excavated or graded.
2. Trust your judgement, and error on the side of caution. If us suspect it is MEC than treat it as MEC and take the necessary safety steps.
3. Allow the UXO Technician sufficient time and space to inspect the area being excavated or graded.
4. Assume that the MEC item is an explosive hazard.

Do not touch, move or disturb the suspected MEC item, but carefully evacuate from the area

1. Cease all operations and withdraw personnel a minimum of 300 feet away from the suspected item until it can be evaluated by the UXO technician onsite, or personnel from the San Diego Metro Arson Strike Team.
2. If you can't move your tools or excavating equipment without disturbing the suspected MEC item, leave your tools and equipment in place.
3. A Rally or Gathering Point will be identified as part of the site specific MRP that will be developed for each campus located in the known FUDS. The location of the Rally/Gathering point will be dependent on the location where ground-disturbing work is being performed and should provide a minimum of 300-linear feet separation from the suspected MEC. The location of the Rally/Gathering Point will be identified during Safety Briefing as well as the daily job-site tailgate meeting.
4. If school staff, students, and/or visitors are on campus when the MEC item is discovered, evacuate them to the Rally/Gathering Point also. Record the names of people that are gathered at the Rally point.

Report the suspected MEC item to the job site UXO Technician

1. Notify the Job Site UXO Technician about the suspected MEC item. The UXO Technician has the necessary training to identify the item, secure the site, and notify the appropriate authority.

2. If no qualified UXO technician is on campus, keep all construction personnel, students, staff, and visitors at the Rally Point until the proper emergency response personnel declare the area is safe. Contract personnel should immediately contact the San Diego Metro Arson Strike Team for assistance via the 911 Emergency network. Request that a UXO technician come to the school campus to identify the item discovered.
3. Once the area is secured, the Job Site Technician will notify the San Diego Fire Department Bomb Squad and other appropriate authorities.
4. Excavation work cannot continue until the Job Site Technician, San Diego Fire Department, and/or other responding agencies (e.g., USACE, Navy EOD personnel) determine that the area is safe.

Chapter 4
Safety Rally Points

Prior to initiating ground disturbing work at any school site located within any FUDS, a campus specific MRP will be developed. Pending the location of the work to be conducted, a minimum of two safety rally points will be identified where personnel on site can gather in the event that MEC is identified. The campus specific MRP will include a map showing the location of the safety rally points. Selection of appropriate safety rally points should consider the following criteria:

1. A minimum of separation distance of 300 linear feet from the work zone.
2. Rally points can be located on or off campus.
3. Rally points should be accessible from all locations of the campus.
4. Best Rally points would have a building or structure located between the work zone and the Rally point.
5. Rally points should allow for easy egress from the campus so gathered personnel can exit the campus the campus without approaching the work zone.
6. If students will be present during ground disturbing activities, Rally points should allow for parents to safely pick up students.

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Chapter 5
Project Contact Information

The following table identifies the key personnel that should be contacted in the event that MEC are encountered and any of the school campuses. Project and school specific contacts are provided in the campus specific MRP. Contact should be made in the order presented.

Always dial 911 first in case of an emergency.

Contact	Telephone
911	911
SDUSD Police Dispatch	(619) 291-7678
SDUSD Safety Program Supervisor — Glen Boogren	(858) 637-3698
SDUSD Director of Construction Management — Don Web	(858) 573-5712
SDUSD Manager, Insurance and Risk Services – Ashley Fenton	(858) 627-7354
SDUSD Police/Security — Dispatcher	(619) 291-7678
SDUSD Police/ School Police Officer — Tom Gray	(858) 496-8342 ext. 213
US Army Corps of Engineers — Mr. Lloyd Godard, FUDS Project Manager	(213) 452-4014

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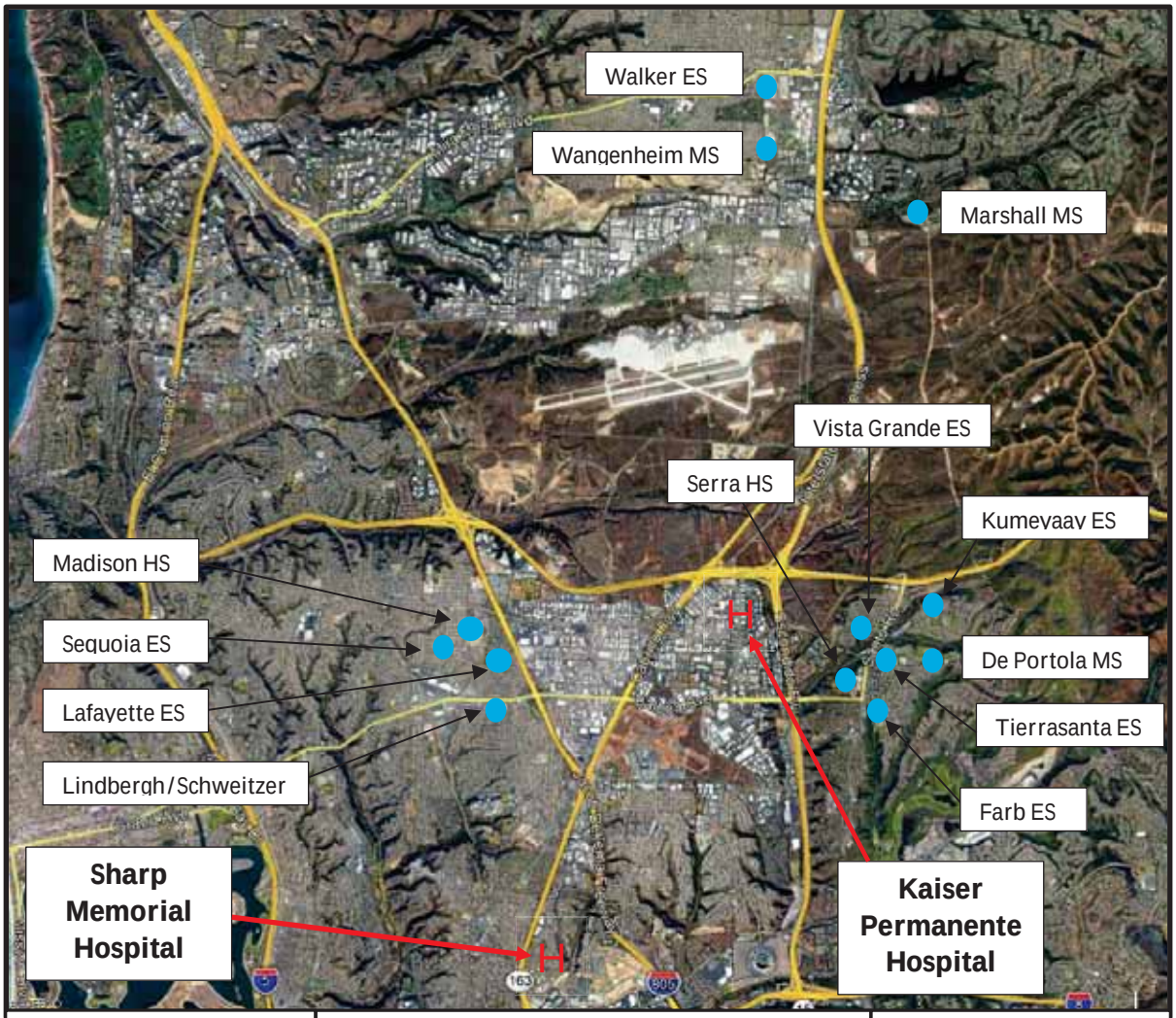
Chapter 6
Emergency Medical Facility

Kaiser Permanente and Sharp memorial Hospitals are the two closest hospitals to the school campuses located within the subject FUDS (Figure 8). Addresses for each emergency room is provided below.

Kaiser Permanente
San Diego Medical Center
9455 Clairemont Mesa Blvd
San Diego, CA 92123
(858) 266-2000

Sharp Memorial Hospital Emergency Room
7901 Frost Street
San Diego, CA 92123
(858) 939-5611



San Diego Unified SCHOOL DISTRICT	**Master Munitions Response Plan** **San Diego Unified School District** **Project No. 0888827007**	**Figure 8** **Hospital** **Location Map**

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Chapter 7
Limitations

The safety recommendations presented in this report are professional opinions based solely upon the information obtained from the various reports prepared by the USACE and its consultants for the FUDS discussed in this document. They are intended exclusively for the purpose outlined herein and the site location and project indicated.

Further, this document has not been—nor is it represented that this document has been—reviewed and/or approved by the USACE, Department of the Navy, DTSC, or any other regulatory agency. It is our understanding that the USACE is not properly funded to review this document in time for the District to complete its work.

In consideration of the limited nature of this document there is no guarantee that MEC/UXO will not be encountered during the construction activities. It is the responsibility of the contractor and its representatives to identify possible MEC/UXO items and implement the necessary safety precautions to ensure the safety of its workers and onsite personnel.

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Appendix A

UXO Preconstruction Briefing

SDUSD UXO Awareness Briefing

SDUSD Facilities Planning and Construction
January 28, 2019

Paul Garcia
SDUSD Lead Project Manager

San Diego Unified
SCHOOL DISTRICT

Overview

SDUSD UXO Briefing

- Purpose and Scope
- Objectives
- Acronyms and Definitions
- Site History
- MEC Terminology
- UXO Characteristics
- UXO Safety Procedures
- Reporting Procedures

UXO – How Do I Protect Myself?

If you discover or think you have discovered a UXO item the best way to protect yourself and your coworkers is **do not touch** or **disturb it**.

Remember the "**3 Rs**"

- **RECOGNIZE:** Recognize when you may have encountered a munition (UXO or DMM).
- **RETREAT:** Do not touch, move or disturb it, but carefully leave the area.
- **REPORT:** Immediately leave the area and report the suspected item in accordance with the established project / SDUSD procedures.

San Diego Unified
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Purpose

- The Purpose of this briefing is to **minimize the munitions risk to personnel** working within the Camp Elliott Formerly Used Defense Site.
- **Describe procedures** that apply to all District personnel and their contractors or subcontractors performing site work or visiting the Camp Elliott Formerly Used Defense Site.
- **This briefing is not intended to teach personnel how to handle UXO or Munitions of Explosive Concern**

San Diego Unified
SCHOOL DISTRICT

Affected Sites

Linda Vista Valley Auxiliary Field FUDS
Procedure – Pre-con contractor briefing, pre-con surveys, and monitoring
Schools within area:

- Walker ES
- Wangenheim MS

Rosedale Field and Dive Bombing Target FUDS
Procedure – Pre-con contractor briefing, pre-con surveys, and monitoring
Schools within area:

- Lafayette ES
- Lindbergh/Schweitzer ES
- Madison HS
- Sequoia ES

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Affected Sites

Camp Elliott FUDS

Procedure – Pre-con briefing for anyone disturbing the ground

Schools within area:

- DePortola MS
- Farb MS
- Kumeyaay ES
- Serra HS
- Tierrasanta ES
- Vista Grande ES

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Linda Vista Aux Dive Bomb Range

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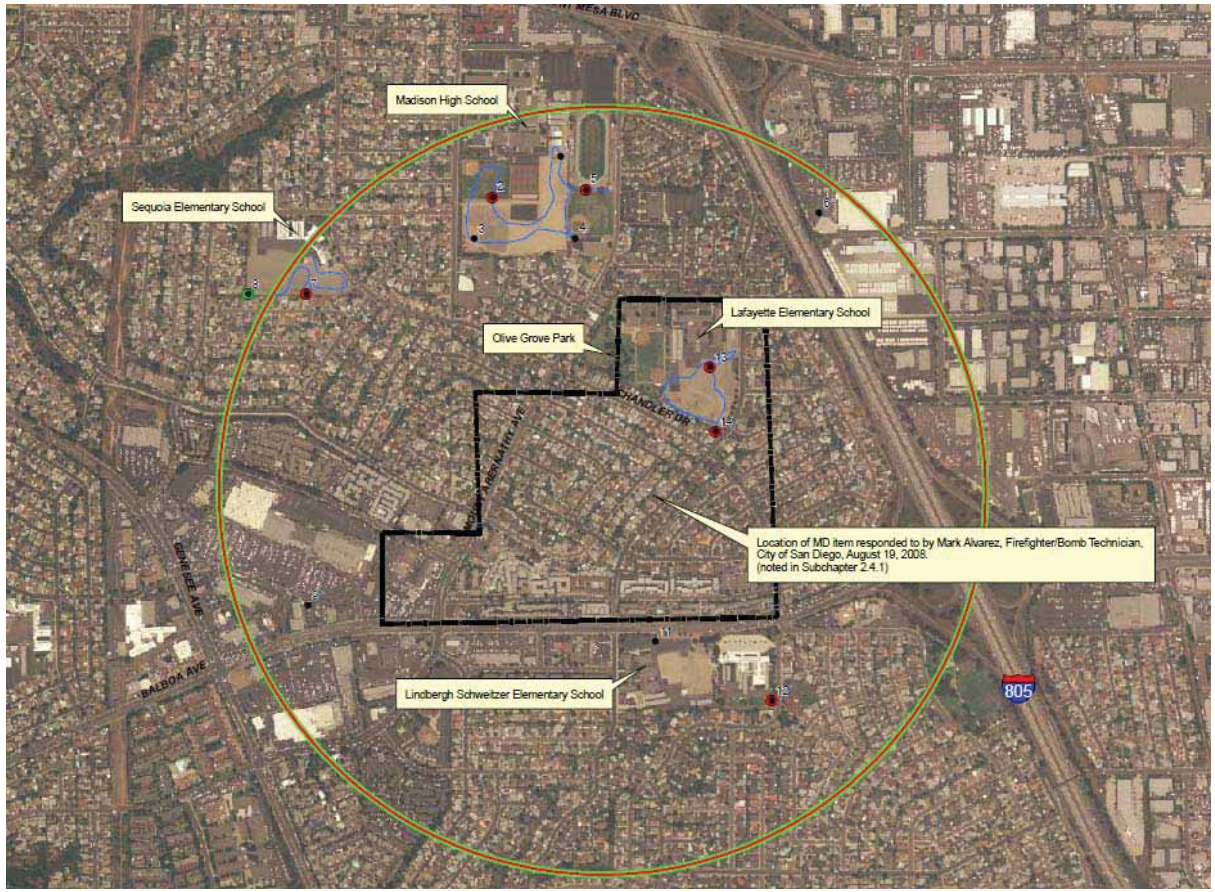
SCHOOL DISTRICT

Rosedale Field and Dive Bombing Target Area



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Camp Elliot FUDS

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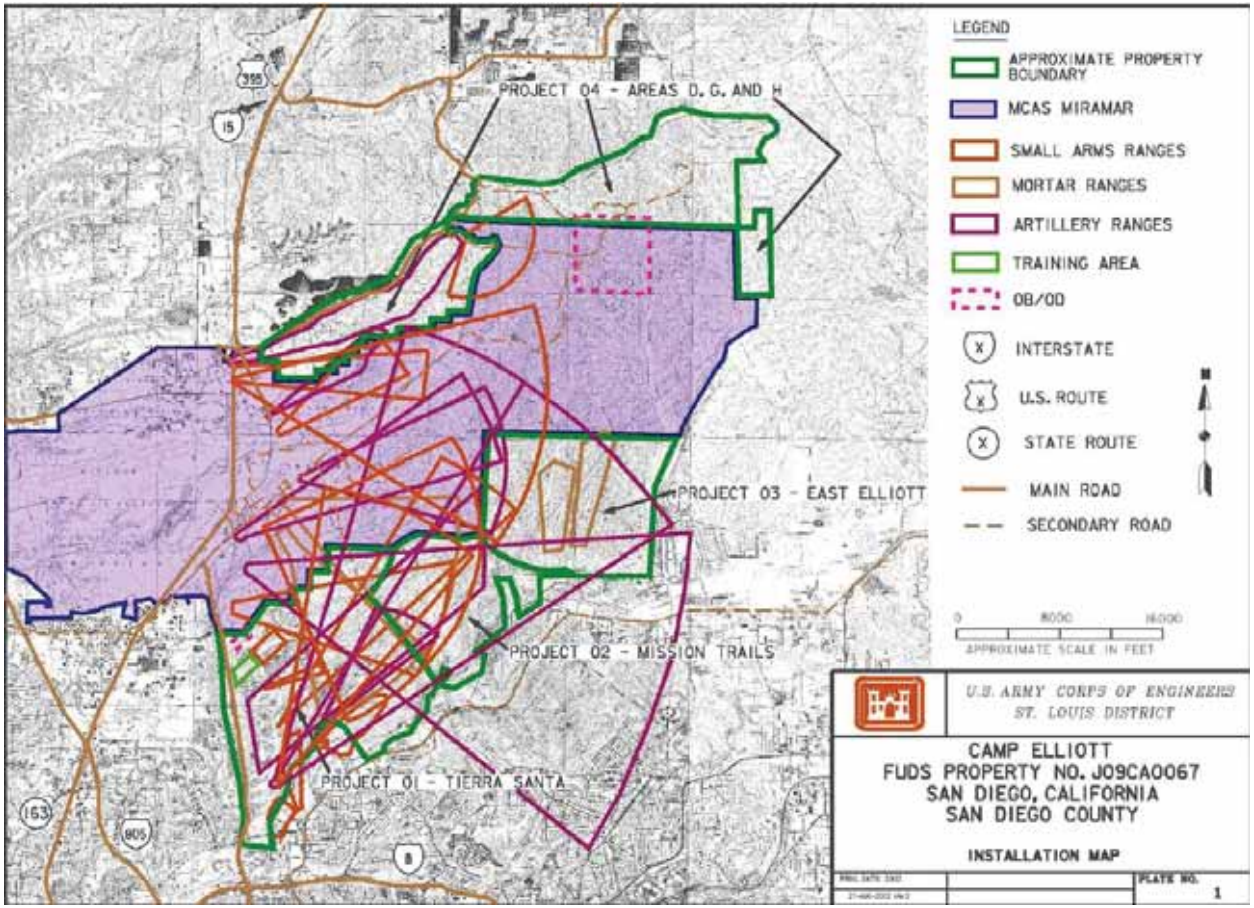
SCHOOL DISTRICT

Camp Elliot FUDS



What is MEC?

Munitions and Explosives of Concern (MEC): Specific categories of military munitions that may pose unique explosives safety risks.

MEC is comprised of the following subcategories:

- **UXO** – **U**ne**X**ploded **O**rdnance
- **DMM** – **D**iscarded **M**ilitary **M**unitions
- **MC/MD** – Munitions **C**onstituents/**M**unitions **D**ebris

What is UXO?

UneXploded Ordnance (UXO): Items used (fired, thrown or dropped) for their intended purpose but failed to function as designed.

What is DMM?

Discarded Military Munitions (DMM): Munitions that were never fired from a weapons system and were abandoned without proper disposal.

What is MC?

Munitions Constituents (MC): Any material originating from UXO and DMM.

- Includes explosive and non-explosive materials, emission, and degradation or breakdown elements of such ordnance or munitions.
  - Chemically reactive materials (explosives)
    - Material present in sufficient concentration to constitute an explosive hazard (e.g., TNT greater than 10% in soil).
- Traditionally non-explosive materials (such as shell casings and fragmentation).

What is MD?

Munitions Debris (MD): Consists of remnants of munitions remaining after munitions use, demilitarization or disposal.

✓ **All munitions debris is considered an explosive hazard until it is inspected by a UXO Technician.**

37mm – Caliber HE Projectile

155mm – Caliber Projectile

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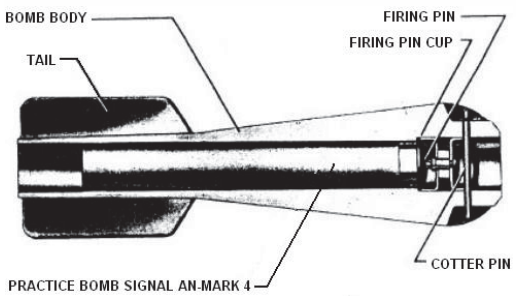
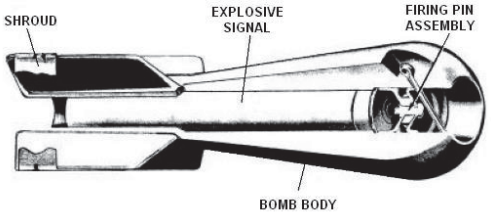
SCHOOL DISTRICT

Lafayette Elementary Discovery





UXO – Why didn't they function as designed?

- UXO are munitions that have failed to function as designed; commonly referred to as "Duds".
- Typically munitions of this era experienced, on the average, **a 10% to 20% dud-ratio**.
- The reasons why munitions fail to function as designed are varied and many (Incorrect fuse settings, incorrect trajectory and/or impact area surface conditions)

UXO — How Can Something so Old be dangerous?

- Fusing systems may be **partially armed** and your actions may be the final step in the arming/firing sequence.
- **Explosive fillers may react** with metal, other explosives, air, or chemicals in the earth to produce extremely sensitive explosive salts and compounds.
- Exposure to the elements may **degrade** as the stabilizing agents in the explosives which may now be more sensitive to movement, shock and friction.
- **Corrosion of internal components** may render a previously unarmed item to be armed and waiting for additional forces to fire the item.

✓ The age or condition of an ordnance item does not decrease its effectiveness to kill.

UXO – How Do I Protect Myself?

- **DO NOT assume that the area you are entering/working is safe because it falls outside the mapped boundary of a historic range**. Many historical maps reviewed during archive searches contradict each other. Keep in mind that these were training ranges, which means personnel using these ranges were in many cases, not experts, and were attempting to hit the target. High percentage of munitions did not hit their intended target.
- **DO NOT assume that since you have performed work on the site previously, that a new task within the same area will not need to be assessed before execution.** Hazards differ in accordance with actions performed within the same area and may require escort or additional engineering controls to perform. It is for this reason that communication is so important in this process.

UXO – How Do I Protect Myself?

General MEC Safety Precautions

- **DO NOT** move a MEC item in an attempt to make a positive identification. Visually examine the suspect item and note markings and other external features such as shape, size, and external fittings and report in accordance with reporting procedures.
- **DO NOT** depress plungers, turn vanes, rotate spindles, levers, setting rings or other external fittings on munitions items. Such actions may arm or activate the item.
- **DO NOT** attempt to remove any fuse(s) from munitions. Do not dismantle or strip components from any MEC items.
- **DO NOT** remove MEC items from the site for use as souvenirs/training aids.
- **DO NOT** rely on the color coding of MEC for positive identification of a munitions filler. Munitions are color-coded to identify specific filler/hazards. However, munitions having incomplete or improper color codes have been encountered. Exposure to the elements can cause the markings to fade or change to another color

Response:

- Clearly mark the item for avoidance, note the location, take photo, provide GPS coordinate, if possible.
- Evacuate personnel 250 feet away from item.
- Contact the following, in order:
  - **San Diego Metro Arson Strike Team (MAST) – 911**
  - **Your Supervisor**
  - **Tom Calhoun or Paul Garcia**
  - **Let SDUSD Public Information Office handle media inquiries**

Questions?

Appendix B

Project-Specific Campus Layout Map

Project-specific layout maps will be developed during the design phase of each specific project.

Appendix I

Noise Modeling

Table I-1. Construction Noise Analysis - All Anticipated Phases - Reference Distance of 50 feet

Equipment		Typical Level @ 50', dBA[1]	Usage Factor[1,2]	Hours Per Day	Number of Units	Distance to Receiver, ft.	Hard or Soft Site?	Barrier Attenuation, dB	Leq(h), dBA
Item No.	Description								
Demolition									
48	Saw, Concrete	89.6	0.2	8	1	50	hard	0	81
13	Dozer	81.7	0.4	8	2	50	hard	0	79
18	Excavator	80.7	0.4	8	3	50	hard	0	80
									85
Demolition with Hydraulic Breaker									
48	Saw, Concrete	89.6	0.2	8	1	50	hard	0	81
13	Dozer	81.7	0.4	8	2	50	hard	0	79
18	Excavator	80.7	0.4	8	3	50	hard	0	80
26	Hammer, Mounted Impact (hoe	90.3	0.2	8	1	50	hard	0	82
									86
Site Preparation									
23	Grader	85	0.4	8	1	50	hard	0	79
29	Loader (Front End Loader)	79.1	0.4	7	1	50	hard	0	73
51	Scraper	83.6	0.4	8	1	50	hard	0	78
									82
Grading									
13	Dozer	81.7	0.4	8	1	50	hard	0	76
29	Loader (Front End Loader)	79.1	0.4	7	2	50	hard	0	76
23	Grader	85	0.4	8	1	50	hard	0	79
									82
Building Construction									
20	Generator	80.6	0.5	8	1	50	hard	0	76
12	Crane	80.6	0.16	8	1	50	hard	0	71
70	Forklift (est. from Loader)	79.1	0.4	7	2	50	hard	0	76
29	Loader (Front End Loader)	79.1	0.4	6	1	50	hard	0	72
69	Welder/Torch	74	0.4	8	3	50	hard	0	73
									81
Paving									
31	Mixer, Concrete (or concrete m	78.8	0.4	8	1	50	hard	0	73
34	Paver	77.2	0.5	8	1	50	hard	0	72
44	Roller	80	0.2	8	2	50	hard	0	74
29	Loader (Front End Loader)	79.1	0.4	8	1	50	hard	0	73
34	Paver	77.2	0.5	8	1	50	hard	0	72
									80
Architectural Coating									
34	Paver	77.2	0.5	6	1	50	hard	0	71
									71
Joint Use Fields									
23	Grader	85	0.4	8	1	50	hard	0	79
44	Roller	80	0.2	8	1	50	hard	0	71
13	Dozer	81.7	0.4	8	3	50	hard	0	81
51	Scraper	83.6	0.4	8	1	50	hard	0	78
29	Loader (Front End Loader)	79.1	0.4	8	1	50	hard	0	73
									85
Pile Driving									
35	Pile-driver (Impact)	101.3	0.2	8	1	50	hard	0	93
									93

1. Obtained or estimated from:
   FHWA Roadway Construction Noise Model (RCNM), Version 1.1, December 8, 2008; and/or
   "Transit Noise and Vibration Impact Assessment", FTA, (FTA-VA-90-1003-06), May 2006.
2. Usage Factor = percentage of time equipment is operating in noisiest mode while in use

Table I-2. Construction Noise Analysis - All Anticipated Phases - Distance Required to achieve 75 dBA 12-hour Leq

Equipment		Typical Level @ 50', dBA[1]	Usage Factor[1,2]	Hours Per Day	Number of Units	Distance to Receiver, ft.	Hard or Soft Site?	Barrier Attenuation, dB	Leq(h), dBA
Item No.	Description								
Demolition									
48	Saw, Concrete	89.6	0.2	8	1	153	hard	0	71
13	Dozer	81.7	0.4	8	2	153	hard	0	69
18	Excavator	80.7	0.4	8	3	153	hard	0	70
									75
Demolition with Hydraulic Breaker									
48	Saw, Concrete	89.6	0.2	8	1	186	hard	0	69
13	Dozer	81.7	0.4	8	2	186	hard	0	68
18	Excavator	80.7	0.4	8	3	186	hard	0	68
26	Hammer, Mounted Impact (ho	90.3	0.2	8	1	186	hard	0	70
									75
Site Preparation									
23	Grader	85	0.4	8	1	114	hard	0	72
29	Loader (Front End Loader)	79.1	0.4	7	1	114	hard	0	66
51	Scraper	83.6	0.4	8	1	114	hard	0	71
									75
Grading									
13	Dozer	81.7	0.4	8	1	113	hard	0	69
29	Loader (Front End Loader)	79.1	0.4	7	2	113	hard	0	69
23	Grader	85	0.4	8	1	113	hard	0	72
									75
Building Construction									
20	Generator	80.6	0.5	8	1	99	hard	0	70
12	Crane	80.6	0.16	8	1	99	hard	0	65
70	Forklift (est. from Loader)	79.1	0.4	7	2	99	hard	0	70
29	Loader (Front End Loader)	79.1	0.4	6	1	99	hard	0	66
69	Welder/Torch	74	0.4	8	3	99	hard	0	67
									75
Paving									
31	Mixer, Concrete (or concrete m	78.8	0.4	8	1	90	hard	0	68
34	Paver	77.2	0.5	8	1	90	hard	0	67
44	Roller	80	0.2	8	2	90	hard	0	69
29	Loader (Front End Loader)	79.1	0.4	8	1	90	hard	0	68
34	Paver	77.2	0.5	8	1	90	hard	0	67
									75
Architectural Coating									
34	Paver	77.2	0.5	6	1	32	hard	0	75
									75
Joint Use Fields									
23	Grader	85	0.4	8	1	154	hard	0	69
44	Roller	80	0.2	8	1	154	hard	0	61
13	Dozer	81.7	0.4	8	3	154	hard	0	71
51	Scraper	83.6	0.4	8	1	154	hard	0	68
29	Loader (Front End Loader)	79.1	0.4	8	1	154	hard	0	64
									75
Pile Driving									
35	Pile-driver (Impact)	101.3	0.2	8	1	377	hard	0	75
									75

1. Obtained or estimated from:
   FHWA Roadway Construction Noise Model (RCNM), Version 1.1, December 8, 2008; and/or
   "Transit Noise and Vibration Impact Assessment", FTA, (FTA-VA-90-1003-06), May 2006.
2. Usage Factor = percentage of time equipment is operating in noisiest mode while in use

Table I-3. Construction Vibration Analysis - Potential Building Damage

Vibration attenuation constant (n):		1.1						
		Building Category:	**Extremely fragile historic buildings, ruins, ancient monuments**	**Fragile buildings**	**Historic and some old buildings**	**Older residential structures**	**New residential structures**	**Modern industrial/ commercial buildings**
Equipment Item	**Reference PPV at 25 feet, in/s [a]**	**Vibration Damage Impact Criteria, PPV, in/s:**	**0.08**	**0.1**	**0.25**	**0.3**	**0.5**	**0.5**
Pile driver (impact or vibratory)	0.65	Distance to Impact Criteria, feet:	168	138	60	51	32	32
Hydraulic Breaker	0.24		68	56	25	21	13	13
Vibratory roller	0.21		61	50	22	19	12	12
Large bulldozer[b]	0.089		28	23	10	9	6	6
Caisson drilling	0.089		28	23	10	9	6	6
Jackhammer	0.035		12	10	5	4	3	3
Small bulldozer[c]	0.003		2	2	1	1	1	1

[a] Obtained from "Transportation and Construction Vibration Guidance Manual", Caltrans 2013

[b] Considered representative of other heavy earthmoving equipment such as excavators, graders, backhoes, etc.

[c] Considered representative of smaller equipment such as mini excavators.

Table I-4. Construction Vibration Analysis - Potential Building Damage

Vibration attenuation constant (n):	1.1					
Equipment Item	**Reference PPV at 25 feet, in/s [a]**	**Perceptibility:**	**Barely perceptible**	**Distinctly perceptible**	**Strongly perceptible**	**Severe**
		Vibration Perception Criteria, PPV, in/s:	**0.01**	**0.04**	**0.1**	**0.4**
Pile driver (impact or vibratory)	0.65	Distance to Impact Criteria, feet:	1,112	316	138	39
Hydraulic Breaker	0.24		450	128	56	16
Vibratory roller	0.21		399	113	50	14
Large bulldozerb	0.089		183	52	23	7
Caisson drilling	0.089		183	52	23	7
Jackhammer	0.035		79	23	10	3
Small bulldozerc	0.003		9	3	2	1

[a] Obtained from "Transportation and Construction Vibration Guidance Manual", Caltrans 2013

[b] Considered representative of other heavy earthmoving equipment such as excavators, graders, backhoes, etc.

[c] Considered representative of smaller equipment such as mini excavators.

Appendix J

Transportation Impact Analysis

San Diego Unified School District
Bond Master Plan

Transportation Impact Analysis

December 2019

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1.0 Introduction

1.1 Purpose of the Report

This technical report serves to identify and document potential transportation related impacts associated with implementation of the San Diego Unified School District (SDUSD) Bond Master Plan Program improvements (Proposed Program), as well as to recommend mitigation measures, as necessary, for any identified transportation impacts.

1.2 Project Background

The Proposed Program consists of a variety of capital project types located at SDUSD school locations throughout the City of San Diego. The District is proposing to establish and implement the Proposed Program as a means to repair, renovate, and revitalize District schools and administrative facilities. These projects consist of improvements identified in the 2008 Long-Range Facilities Master Plan and Propositions S, Z, and Measure YY, as well as other potential projects not identified within existing documents or specific bond measures.

The Proposed Program consists of eight project categories that represent typical District capital improvement projects that could be implemented at any of the District's school or administrative sites. The eight categories are based on the anticipated project scope and type of construction, and include the following:

1. New Acquisition and New School Construction[1]
2. Whole Site Modernization
3. Upgrades of Existing School Sites
4. Joint-Use Facilities Development including Fields, Pools, and Play All-Day Program
5. Other Property Related Agreements including Easements, License Agreements, and Joint Occupancy
6. Charter School Facilities, Acquisition, and Facility Improvements[1]
7. Replacement, Renovation, Consolidation, and Repair of Administrative Facilities
8. Major Maintenance and Repair

[1]*Indicates categories/improvements that may increase overall school or district capacity.*

1.3 Report Organization

Following this introductory chapter, the report is organized into the following sections:

2.0 Analysis Methodology – Describes the approach for identifying significant impacts and analysis methods used in the report.

3.0 Existing Conditions – Provides the VMT analysis results for existing conditions, which is intended to serve as the baseline for comparing to Proposed Program Conditions.

4.0 Proposed Program Conditions – Provides the VMT analysis for Proposed Program Conditions and compares the results to Existing Conditions.

5.0 Key Findings & Project Level Analysis Framework – Summarizes the key findings from the analyses and provides a framework for subsequent analysis recommended at the project level based on project type.

2.0 Analysis Methodology

This chapter describes the approach and analysis methodologies utilized throughout this Transportation Impact Analysis.

2.1 Standards

In the past, the SDUSD has generally followed the City of San Diego's *Traffic Impact Study Manual* (July 1998) as the guiding document to evaluate proposed capital projects by identifying potential transportation related impacts and determining the need for mitigating improvements. This process utilized level of service (LOS) as the evaluation metric at intersections, along roadway segments and on freeway facilities. If a project was found to cause an intersection to exceed the allowable delay increase, or was found to result in the roadway or freeway demand exceeding the prescribed capacity, the project would be found to result in a significant impact. This approach focused on the vehicular operations of a project study area.

With implementation of the changes to the CEQA Guidelines consistent with Senate Bill (SB)-743, which will be mandatory on July 1, 2020, all jurisdictions within the State of California, including the SDUSD, will be required to utilize vehicle miles traveled (VMT), rather than level of service, as the metric for evaluating and identifying significant transportation related impacts. Specifically, automobile delay, as measured by "LOS" and other similar metrics, generally no longer constitutes a significant environmental effect under CEQA. This evaluation approach goes past vehicular operational considerations, focusing on the greater environmental impacts of greenhouse gas emissions that may result from project-generated traffic.

The California Governor's Office of Planning and Research (OPR) does not provide guidance regarding standards or requirements for schools (traditional, charter or private) under SB-743, however, the OPR's *Technical Advisory On Evaluating Transportation Impacts in CEQA* (December 2018) identifies a series of potential measures to reduce VMT, including increasing "access to common goods and services, such as groceries, schools, and daycare." Increasing the amount of schools is one means to increase school access and thus reduce VMT. Public schools act similar to "local retail" as defined in the OPR guidelines, in that they typically do not generate new trips but rather redistribute trips.

One of the stated intents of the legislation is to reduce greenhouse gas emissions. Therefore, based on the spirit of SB-743, this document serves to evaluate the Proposed Program VMT and determine if an increase in VMT would occur as a result of the Proposed Program implementation. An increase in VMT per student would be identified as a significant impact and automobile delay, as measured by "LOS" and other similar metrics, generally will no longer be analyzed on a project by project basis. It is important to note, the SDUSD intends to fully comply with the SB-743 mandate and will be utilizing VMT as the standard for analyzing transportation impacts on all projects moving forward. Transportation operations at intersections and segments adjacent to, or providing access to, schools will continue to be analyzed on a case by case basis, particularly in instances where projects propose capacity increases, changes to site access, or when projects encroach into the City of San Diego's right-of-way.

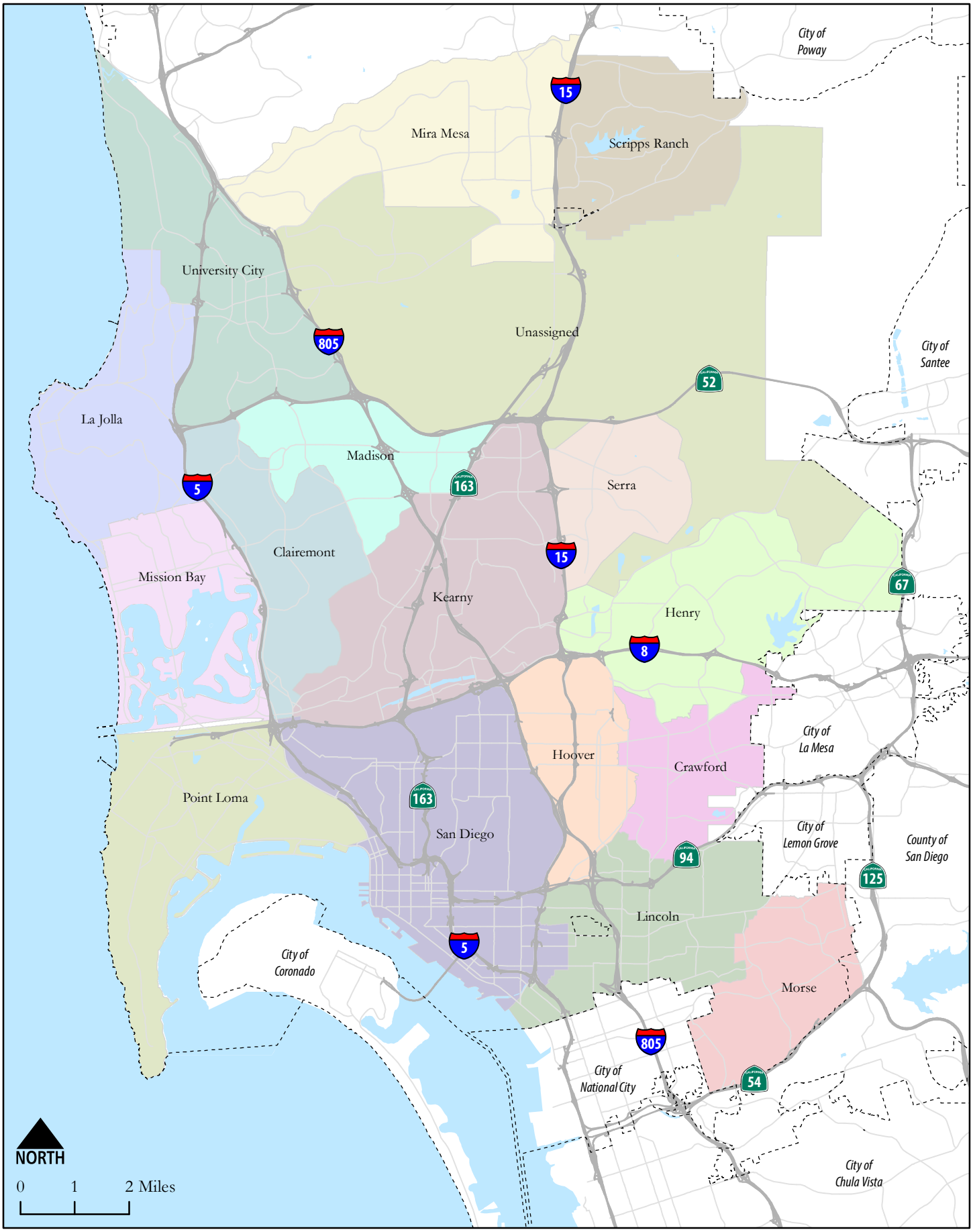
The analysis approach is predicated upon the following assumptions:

- The Proposed Program is intended to provide a quality school in every neighborhood through repairs, renovation and revitalization of SDUSD schools.

- The Proposed Program is anticipated to result in students currently enrolled in charter schools on District-owned properties, private schools, and inter-district transfers, and future students to enroll in their neighborhood or local SDUSD school.
- It is assumed that if a student changes schools or enrolls in a SDUSD school as a result of the Proposed Program improvements, they will be returning to or enrolling in their assigned SDUSD school because it is the closest school to their home address and the Proposed Program is intended to improve SDUSD schools to have equal facilities.
- As a worst-case scenario, every traditional SDUSD school was assumed to be at capacity for the Proposed Program scenario analysis.
- Charter school enrollment assumptions under Proposed Program conditions were held consistent with Existing Conditions as there is no information detailing anticipated increases or decreases in enrollment nor capacity at the individual charter schools.

Considering the sensitive nature of the school data utilized in this effort, such as available capacity, the schools were anonymized and grouped together using the SDUSD school cluster where they are located. In total, there are 16 SDUSD clusters. All calculations and findings within this document are presented at the cluster and/or District level.

Figure 2-1 identifies the 16 SDUSD cluster boundaries.



San Diego Unified School District
Bond Master Plan Program

Figure 2-1
San Diego Unified School District Clusters

2.2 Calculations

The following analyses were conducted to inform the potential change in VMT per student and are further described throughout this section:

- School enrollment
- Average student trip length calculation (traditional and charter/private schools)
- School staff calculation
- Trip generation
- Average staff trip length calculation
- VMT calculation

School Enrollment

To account for the year-to-year fluctuations in student enrolment, ten years of student enrollment data (2009 – 2018) was reviewed for each SDUSD school (including charter schools on District-owned properties) to develop average enrollment. In some instances, traditional or charter schools on District-owned properties change the grade ranges served during the ten-year data period, in which case only enrollment data for years with grade ranges consistent with the 2018-19 school year were utilized when developing the average enrollment. For example, if a school added fifth grade in the 2017-18 school year and continued offering fifth grade during the 2018-19 school year, only enrollment data from those two most recent school years was considered. Similarly, if a grade was discontinued at a school, only the enrollment data for grades offered during the 2018-19 was utilized in developing the average enrollment.

Additionally, Independent Study students were removed from average enrollment for all schools considering daily trips to the respective school are not assumed for these students.

Future conditions were evaluated using the projected capacity of each school for the 2018/2019 school year as provided by the District, conservatively assuming the Proposed Program improvements may result in shifting students back to – or future students enrolling in – their assigned traditional public school. It should be noted that the enrollment capacity of a school can be quite fluid and can change based on a number of factors. Therefore, the assumed capacity for each school site is theoretical and should only be used for the purpose of a worst-case analysis, such as done in this report.

Average Student Trip Length (Traditional Schools)

Average estimated commute trip lengths for every school within the SDUSD was estimated utilizing shortest path network analysis. A network route is generated from every populated census block center point within a school's attendance boundary to the main school entrance. The routes are subsequently weighted by the population of each census block origin to most accurately approximate the schoolwide average travel distance given the distribution of residential populations.

The data inputs required to complete the travel length estimations for each school includes a roadway shapefile with accurate vehicular travel network, a census block shapefile containing population attributes, school attendance boundaries and each school's main entrance location.

The calculation method requires the use of the Closest Facility tool which is a part of ArcMap's Network Analyst extension. All census block center points containing a population density of greater than or equal to one person per acre within each attendance boundary are utilized as the origin, the school's main

entrance is utilized as the destination. An output dataset of shortest path routes containing length attributes is generated for each origin-destination pair, and the census block's population is multiplied by its respective route length in order to facilitate the calculation of a weighted value.

The final estimate calculation for each traditional public school is:

$$\sum (\text{route length} * \text{origin population}) / \sum (\text{origin population})$$

Average Student Trip Length (Charter/Private Schools)

Average estimated commute trip lengths for every charter school on District-owned properties within the SDUSD was also assessed utilizing shortest path network analysis. Private schools, like charter schools, do not have attendance boundaries. For the data lacking from private schools, charter school data was used as a proxy.

Charter school attendance data was obtained from the SDUSD for schools located on District-owned properties. The attendance data for each charter school identifies the percent of enrolled students residing in each traditional public school's attendance boundary. To obtain the average commute trip length for charter/private schools, a network route was generated from every traditional public school attendance boundary centroid point to the main entrance of the charter school. The number of students from each assigned attendance boundary that would otherwise be attended is applied to each route for each respective school to approximate the schoolwide average travel distance.

The data inputs required to complete the travel length estimations for each school includes a roadway shapefile with accurate vehicular travel network, the geographic centroids of the traditional public school attendance boundaries, existing enrollment data, and each charter school's main entrance locations.

The calculation method requires the use of the Closest Facility tool. All traditional public school attendance boundary center points are utilized as the origin. The charter school's main entrance is utilized as the destination. An output dataset of shortest path routes containing length attributes is generated for each origin-destination pair, and the current student population residing within the origin area is multiplied by its respective route length in order to facilitate the calculation of a weighted value. Attendance areas that currently have no students residing within the boundary were attributed a value of zero, thereby removing the route from the calculation.

It is important to note that, due to routes calculated by shortest distance, they are not necessarily the most efficient route or "quickest" travel time. Several routes paralleled freeways on local surface streets. Although these routes may not most accurately reflect the route of choice, due their nature of paralleling other routes, the shortest route is relatively very similar with a negligible margin of error. This approach was consistent for traditional and charter schools on District-owned properties.

The final estimate calculation for each charter school on District-owned property is:

$$\sum (\text{route length} * \text{origin population}) / \sum (\text{origin population})$$

Trip Generation

Trip generation rates were obtained from the City of San Diego's Trip Generation Manual (2003) for elementary schools, junior high/middle schools, and high schools as shown in **Table 2-1**. The trip generation rates were used in the development of VMT estimates described within this chapter.

Table 2-1 Trip Generation Rate

School Type	Trip Generation Rate
Elementary School	2.9 / student
Junior High / Middle School	1.4 / student
High School	1.8 / student

Source: City of San Diego Land Development Code – Trip Generation Manual (2003)

School Staff Calculation

The number of existing and forecast school staff was calculated by applying a staff to student ratio to the respective scenario's enrollment estimations. The ratio was developed using estimates from the 2018-19 school year presented in **Table 2-2**.

Table 2-2 Staff to Student Ratios (2018-19 School Year)

Grade	Ratio
K-3	24:1
4-6	32.13:1
7-8	28.73:1
9-12	29.13:1

Source: San Diego Unified School District (2019)

Due to the overlap in grades that occur at different school types, the categories were consolidated to better reflect the school types analyzed (elementary school, junior high/middle school, high school). The ratios for K-3 and 4-6 were averaged together to account for the overlap in grades that occurs at elementary school (generally grades K-5). Similarly, the 4-6 and 7-8 were averaged together to represent junior high/middle schools (generally grades 6-8). The resulting in the ratios are shown in **Table 2-3**.

No modifications were made to the 9-12 grade staff to student ratios as these are the grades accounted for under high school enrollment. The ratios from Table 2-2 were then applied to the existing enrollment and school capacities to estimate the total number of staff members at each school.

Table 2-3 Estimated Staff to Student Ratios

Grade	Ratio
Elementary School	28:1
Junior High / Middle School	30:1
High School	29:1

Source: San Diego Unified School District (2019);
Chen Ryan Associates (2019)

Average Staff Trip Length

School staff trip lengths were accounted for in addition to student trip lengths, although using a different approach considering staff members do not have attendance boundaries like students. The average one-way commute distance of 16.4 miles for employees in San Diego County was assumed for staff. This distance was obtained from SANDAG's 2018 Commute Behavior Survey which draws from a survey of

more than 4,000 people in the region. The trip length was used in combination with the school staff ratio calculations to develop staff VMT estimates for each school.

It should be noted that this approach is a very conservative considering vehicle trips associated with staff are accounted for in trip generation rates for schools, displayed in Table 2-1.

Vehicle Miles Traveled

VMT was calculated for each cluster by analyzing each traditional public school and charter school on District-owned properties within the respective cluster using the following steps:

1. Multiply the school's average enrollment (existing) or capacity (future) by the respective trip generation rate from Table 2-1.
2. The product from Step 1 was then multiplied by the average trip length for the respective school, resulting in a daily VMT value for each school for student-related trips.
3. Develop the school staff estimate by applying the staff to student ratio from Table 2-3 to the school's average enrollment (existing) or capacity (future).
4. Multiply the product from Step 3 by the assumed staff commute distance (16.4 miles each way).
5. For each school, add the product from Step 2 (student VMT) with the product from Step 4 (staff VMT), resulting in a school VMT estimate.
6. The product from Step 5 (school VMT estimate) for each school within a respective cluster are summed together and divided by the cluster's total average enrollment (existing) or capacity (future), resulting in a VMT per student estimate for each of the 16 SDUSD clusters.

VMT was calculated for each of the 16 SDUSD clusters using the following formula:

$$\sum(t*r*e) + \sum(s*2*16.4) / c$$

Where:

t = average student trip length
r = trip generation rate
e = average enrollment (existing) or capacity (future)
s = staff estimate
c = total cluster enrollment (existing) or capacity (future)

2.3 Impact Assessment

The Proposed Program was evaluated for impacts based on the average VMT per student. As noted in Section 2.1, a significant impact would result from an increase in the average VMT per student.

3.0 Existing Conditions

The existing VMT for each of the 16 clusters serves as the base for comparing to the VMT resulting from implementation of the Proposed Program. Variables necessary to calculate the VMT for each cluster include the average student enrollment and average trip length, as discussed previously in Section 2.2.

3.1 Average Enrollment by Cluster

Annual cluster enrollment was estimated using the average enrollment for each SDUSD traditional public school and charter school on District-owned properties within the previous 10 years, as described in the methodology section. **Table 3-1** displays the total average enrollment for all schools combined within each SDUSD cluster. As shown, enrollment ranges from a low of 3,100 students (Mission Bay cluster) to a high of 15,878 students (San Diego cluster).

The 10-year enrollment data is provided as **Appendix A**.

Table 3-1 10-Year Average Student Enrollment by Cluster

Cluster	Average Enrollment
Clairemont	3,760
Crawford	7,211
Henry	8,418
Hoover	9,931
Kearny	7,311
La Jolla	4,170
Lincoln	11,861
Madison	3,481
Mira Mesa	9,056
Mission Bay	3,100
Morse	8,555
Point Loma	8,761
San Diego	15,878
Scripps Ranch	7,057
Serra	6,144
University City	5,801
TOTAL	**120,495**

Source: San Diego Unified School District (2019);
Chen Ryan Associates (2019)

3.2 Average Student Trip Length by Cluster

The average student trip length by cluster was calculated using the following formula:

$$\sum(t*e) / c$$

Where:

t = average student trip length for each school within the cluster
e = 10-year average enrollment for each school within the cluster
c = total cluster enrollment

Table 3-2 displays the average student trip length for each SDUSD cluster.

Table 3-2 Average Student Trip Length by Cluster

Cluster	Average Student Trip Length (miles)
Clairemont	1.33
Crawford	1.02
Henry	1.94
Hoover	0.92
Kearny	2.14
La Jolla	2.06
Lincoln	1.16
Madison	1.00
Mira Mesa	1.14
Mission Bay	1.20
Morse	1.20
Point Loma	3.35
San Diego	1.72
Scripps Ranch	2.27
Serra	1.08
University City	3.05

Source: San Diego Unified School District (2019); Chen Ryan Associates (2019)

The student enrollment by resident school boundary data used to develop the average student trip lengths is provided as **Appendix B**.

The analysis output used to calculate the average student trip length for each school is provided as **Appendix C**. As stated in the methodology section, for traditional public schools, this output identifies the shortest network path distance from the centroid of each census block to the school, the population of the respective census block and the resulting weighted trip distance. The weighted trip distance was then used to develop an average student trip length for the respective traditional public school.

Whereas for charter schools on District-owned properties, the output identifies the shortest network path distance from the centroid of the student's assigned traditional school enrollment boundary to the respective charter school, the number of enrolled students originating from each school boundary and

the resulting weighted trip distance. The weighted trip distance was used to develop an average student trip length for the respective charter school. The traditional public schools and charter school values within a cluster were aggregated by weighting each school's trip length by the total enrollment, resulting in the average student trip lengths for the cluster they fall in.

The data presented in Appendix C was used to develop estimates for each school then cluster, as shown in **Appendix D**.

As shown in Table 3-2, average trip lengths range from a low of 0.92 miles (Hoover cluster) to a high of 3.35 miles (Point Loma cluster). The trip length for each cluster varies due to a combination of the location of each school and road network within the cluster, enrollment boundary size, and the distribution and density of residential land uses within each school's enrollment boundary. Qualitative descriptions of each variable's influence on the average trip length is provided. High schools are referenced in the examples, considering they generally have the highest enrollment of any school within each cluster and greatest attendance boundary size. These factors result in high schools having the greatest potential for influence on each cluster's average trip length, when compared to elementary and middle schools.

School Location & Road Network
University City High School (University City cluster) is located in the southern third of the enrollment boundary and just south of a rail corridor and canyon. Topography varies, with additional canyons throughout the enrollment boundary, resulting in a very circuitous roadway network with limited alternative routes. These factors greatly limit access to the school, forcing community members to utilize Genesee Avenue as the sole option for vehicular access, resulting in indirect routes to the school and longer trip lengths. Conversely, Crawford High School (Crawford cluster) is centrally located within the enrollment boundary, and is supported by a strong street grid which maximizes potential connections for students coming from all directions, resulting in relatively direct routes to school.

Enrollment Boundary Size
Hoover High School (Hoover cluster) draws from an enrollment boundary that is 3,025 acres. Point Loma High School (Point Loma cluster) draws from an enrollment boundary that is 8,256 acres. The larger Point Loma High School enrollment boundary results in students potentially travelling much greater distances to reach their assigned school.

Residential Land Uses
Serra High School (Serra cluster) is located in very close proximity to some of the densest residential land uses within the enrollment boundary, resulting in shorter trip distances for a large share of students. This concentration of residential density – combined with a relatively small enrollment boundary size – helps to offset the influence of the circuitous road network prevalent throughout the Serra High School enrollment boundary. Conversely, many of the multi-family residential developments serving La Jolla High School (La Jolla cluster) are located on the periphery of the enrollment boundary, far from the school. This results a large share of students within the boundary travelling a further distance to the school, increasing the average student trip length.

In addition to these variables, the presence of charter schools on District-owned properties within a cluster and the trip origins of charter school students also factor in the calculation of each cluster's average student trip length. As shown in **Table 3-3**, in each of the 10 clusters where a charter school is operated on District-owned property, the average student trip length for the traditional schools with the cluster was found to be shorter than the average student trip length for the charter schools.

Districtwide, the charter schools on District-owned properties were found to have an average student trip length of 4.16 miles, whereas the districtwide average student trip length for traditional public schools was 1.27 miles. This finding demonstrates the charter schools result in increasing the average student trip length for each cluster where they are present.

Table 3-3 Average Student Trip Length Comparison

Cluster	Average Student Trip Length (miles)	
	Traditional Public School	Charter School
Clairemont	1.33	-
Crawford	0.79	1.85
Henry	1.82	4.49
Hoover	0.70	2.89
Kearny	1.47	5.46
La Jolla	2.06	-
Lincoln	0.91	1.81
Madison	1.00	-
Mira Mesa	1.14	-
Mission Bay	1.20	-
Morse	1.14	2.09
Point Loma	1.45	7.48
San Diego	1.14	3.05
Scripps Ranch	2.07	7.02
Serra	1.08	-
University City	1.40	12.94
TOTAL	**1.27**	**4.16**

Source: San Diego Unified School District (2019); Chen Ryan Associates (2019)

3.3 Staff by Cluster

Average staff by cluster was estimated by applying the staff to student ratio (Table 2-3) to the average enrollment of each school, as described in the methodology section. **Table 3-4** displays the estimated average staff for each SDUSD cluster. Consistent with the enrollment by cluster presented in Table 3-1, staff levels range from a low of 110 staff (Mission Bay cluster) to a high of 574 staff (San Diego cluster).

Table 3-4 Staff by Cluster

Cluster	Average Staff
Clairemont	134
Crawford	259
Henry	297
Hoover	352
Kearny	266
La Jolla	146
Lincoln	422
Madison	125
Mira Mesa	317
Mission Bay	110
Morse	305
Point Loma	308
San Diego	574
Scripps Ranch	248
Serra	216
University City	204
TOTAL	**4,283**

Source: San Diego Unified School District (2019); Chen Ryan Associates (2019)

3.4 VMT by Cluster

Table 3-5 displays the total VMT for each cluster and VMT per student for each cluster using the methodologies presented in the previous chapter. It should be noted that the VMT per student also accounts for the VMT that is generated by staff members of the cluster.

When considering all clusters together, the existing VMT per student is estimated to be 4.55. These values serve as the base for comparison against future VMT under the Proposed Program scenario.

Table 3-5 VMT/Student by Cluster

Cluster	VMT/Cluster	VMT/student
Clairemont	14,635.28	3.89
Crawford	24832.59	3.44
Henry	40,711.39	4.84
Hoover	30,284.49	3.05
Kearny	44,419.24	6.08
La Jolla	21,724.24	5.21
Lincoln	42,174.34	3.56
Madison	11,243.11	3.23
Mira Mesa	31,909.26	3.52
Mission Bay	11,100.87	3.58
Morse	32,082.07	3.75
Point Loma	67,431.48	7.70
San Diego	76,902.00	4.84
Scripps Ranch	40,001.43	5.67
Serra	20,013.03	3.26
University City	38,431.08	6.62
TOTAL	**547,895.92**	**4.55**

Source: San Diego Unified School District (2019); Chen Ryan Associates (2019)

The results from the VMT per student analysis closely mirror those of the average student trip length previously presented in Table 3-2. As shown, VMT ranges from a low of 3.05 VMT per student (Hoover cluster) to a high of 7.70 VMT per student (Point Loma cluster). The VMT per student is largely a byproduct of the average student trip length, which was previously described as dependent on variables within the enrollment boundary of each school: school location and roadway network, the enrollment boundary size, and the location and density of residential land uses served by the school.

Additionally, the enrollment size of each school has an influence on the VMT/student determination. For example, Clairemont High School (Clairemont cluster) was estimated to have an average student trip length of 1.81 miles (longest trip length in the cluster; non-weighted average trip length in Clairemont cluster = 1.13 miles) and an average enrollment of 1,130 students (greatest enrollment in the cluster). Whereas Alcott Elementary School (Clairemont cluster) was estimated to have an average student trip length of 0.46 miles (shortest trip length in the cluster) and an average enrollment of 423 students (Clairemont cluster average enrollment = 537 students). Therefore, Clairemont High School has a stronger influence on the Clairemont cluster VMT/student than Alcott Elementary School.

4.0 Proposed Program Conditions

The Proposed Program scenario analysis conservatively assumes all traditional SDUSD schools are at capacity as a result of all improvements being in place. Charter school attendance was maintained equal to Existing Conditions.

4.1 Capacity by Cluster

Cluster capacity is the sum of the total capacity for all SDUSD schools within each cluster. **Table 4-1** displays the capacity for each SDUSD cluster compared to the total enrollment (Table 3-1). As shown, the smallest change is an increase of 559 students (La Jolla cluster) while the greatest change is 7,627 students (Lincoln cluster).

Table 4-1 Change in Student Enrolment by Cluster – With the Proposed Program

Cluster	Average Enrollment	Total Capacity	Δ in Students
Clairemont	3,760	5,895	2,135
Crawford	7,211	11,642	4,431
Henry	8,418	10,809	2,391
Hoover	9,931	16,316	6,385
Kearny	7,311	11,547	4,236
La Jolla	4,170	4,729	559
Lincoln	11,861	19,488	7,627
Madison	3,481	7,257	3,776
Mira Mesa	9,056	12,782	3,726
Mission Bay	3,100	5,232	2,132
Morse	8,555	14,391	5,836
Point Loma	8,761	12,015	3,254
San Diego	15,878	23,400	7,522
Scripps Ranch	7,057	9,103	2,046
Serra	6,144	8,246	2,102
University City	5,801	7,152	1,351
TOTAL	**120,495**	**180,004**	**59,509**

Source: San Diego Unified School District (2019); Chen Ryan Associates (2019)

4.2 Trip Length by Cluster

Table 4-2 displays the average student trip length for each SDUSD cluster under Proposed Program conditions compared to the existing average student trip length (Table 3-2). Proposed Program conditions assumes all traditional SDUSD schools are at capacity as a result of all improvements being in place.

Table 4-2 Change in Average Student Trip Length by Cluster

Cluster	Existing Average Student Trip Length (miles)	Proposed Program Average Student Trip Length (miles)	Δ Average Student Trip Length (miles)
Clairemont	1.33	1.36	**0.03**
Crawford	1.02	0.92	-0.09
Henry	1.94	1.87	-0.07
Hoover	0.92	0.82	-0.10
Kearny	2.14	1.84	-0.30
La Jolla	2.06	2.05	-0.01
Lincoln	1.16	1.07	-0.09
Madison	1.00	0.95	-0.05
Mira Mesa	1.14	1.14	0.00
Mission Bay	1.20	1.17	-0.03
Morse	1.20	1.14	-0.07
Point Loma	3.35	2.87	-0.48
San Diego	1.72	1.51	-0.22
Scripps Ranch	2.27	2.16	-0.11
Serra	1.08	1.10	**0.01**
University City	3.05	2.74	-0.31

Source: San Diego Unified School District (2019); Chen Ryan Associates (2019)

As shown, the average student trip length is anticipated to stay the same or decrease within all but two clusters (Clairemont and Serra clusters).

The changes in average student trip lengths are dependent on which traditional public schools have capacity, how much capacity is available, the average student trip length for the schools with capacity, as well as the presence and average student trip length of charter schools on District-owned properties.

For example, if a school with a great amount of capacity has an average student trip length that is less than the cluster average, and no other schools within the cluster have capacity, the average student trip length under Proposed Program conditions would be shorter than the existing average student trip length.

Conversely, if a school with a great amount of capacity has an average student trip length that is longer than the cluster average, and no other schools within the cluster have capacity, the average student trip length under Proposed Program conditions would be longer than the existing average student trip length.

4.3 Staff by Cluster

Table 4-3 displays the anticipated staff for each SDUSD cluster under Proposed Program conditions compared to the existing staff by cluster (Table 3-4). Consistent with the difference between capacity and enrollment by cluster presented in Table 4-1, changes in staff levels range from a low of 20 additional staff (La Jolla cluster) to a high of 267 additional staff (Lincoln cluster).

Table 4-3 Change in Staff by Cluster

Cluster	Existing Average Staff	Proposed Program Total Staff	Δ in Total Staff
Clairemont	134	208	74
Crawford	259	413	154
Henry	297	381	84
Hoover	352	575	223
Kearny	266	412	146
La Jolla	146	166	20
Lincoln	422	689	267
Madison	125	258	133
Mira Mesa	317	448	131
Mission Bay	110	182	72
Morse	305	510	205
Point Loma	308	420	112
San Diego	574	834	260
Scripps Ranch	248	319	71
Serra	216	288	72
University City	204	250	46
TOTAL	**4,283**	**6,353**	**2,070**

Source: San Diego Unified School District (2019); Chen Ryan Associates (2019)

4.4 VMT by Cluster

Table 4-4 displays the VMT per student for SDUSD cluster under Proposed Program conditions compared to the existing VMT per student.

When considering all clusters together, the VMT/student is anticipated to be 4.17, which is a decrease of -0.37 VMT/student (when rounded) compared to existing conditions (4.55 VMT/student). Thus, it can be assumed that implementation of the Proposed Program as a whole will result in a district-wide VMT per student reduction, therefore no significant transportation impacts are anticipated to result due to implementation of the Proposed Program.

Table 4-4 Change in VMT per Student by Cluster

Cluster	Existing VMT/Cluster	Existing VMT/Student	Proposed Program VMT/Cluster	Proposed Program VMT/Student	Δ in VMT/Student
Clairemont	14,635.28	3.89	22,798.65	3.87	-0.02
Crawford	24832.59	3.44	37,353.53	3.21	-0.24
Henry	40,711.39	4.84	51,358.43	4.75	-0.08
Hoover	30,284.49	3.05	46,187.91	2.83	-0.22
Kearny	44,419.24	6.08	61,055.72	5.29	-0.79
La Jolla	21,724.24	5.21	24,604.70	5.20	-0.01
Lincoln	42,174.34	3.56	66,785.70	3.43	-0.13
Madison	11,243.11	3.23	23,105.07	3.18	-0.05
Mira Mesa	31,909.26	3.52	45,117.96	3.53	**0.01**
Mission Bay	11,100.87	3.58	18,119.90	3.46	-0.12
Morse	32,082.07	3.75	52,100.23	3.62	-0.13
Point Loma	67,431.48	7.70	79,956.86	6.65	-1.04
San Diego	76,902.00	4.84	101,532.53	4.34	-0.50
Scripps Ranch	40,001.43	5.67	50,224.23	5.52	-0.15
Serra	20,013.03	3.26	26,977.93	3.27	**0.01**
University City	38,431.08	6.62	43,903.63	6.14	-0.49
TOTAL	**547,895.92**	**4.55**	**751,182.97**	**4.17**	**-0.37**

Source: San Diego Unified School District (2019); Chen Ryan Associates (2019)

As shown, VMT per student is anticipated to remain the same or decrease in all but the following two clusters:

- Mira Mesa cluster (+0.01 VMT/student)
- Serra cluster (+0.01 VMT/student)

Similar to the changes in average student trip lengths under Proposed Program conditions presented in Table 4-2, the change in VMT per student is dependent on which traditional public schools have capacity, how much capacity is available, the average student trip length for the schools with capacity, as well as the presence and average student trip length of charter schools on District-owned properties.

However, the two clusters that show an increase in VMT per student (Mira Mesa cluster and Serra cluster) both lack charter schools on District-owned properties, therefore, the VMT per student under Proposed Program conditions at these clusters is dependent on the available capacity and average student trip length for those schools. Within these clusters, more capacity is available at schools with average student

trip lengths that are greater than the cluster average under Existing conditions, resulting in an average student trip length increase.

5.0 Key Findings & Project Level Analysis Framework

This chapter summarizes the key analysis findings and provides a framework for analysis that should be considered at the project level.

5.1 Key Findings

The analysis found that VMT per student is anticipated to remain the same or decrease in all but two clusters (Mira Mesa cluster +0.01 VMT/student; Serra cluster +0.01 VMT/student). When considering all clusters together, the VMT/student is anticipated to be 4.17, which is a decrease of -0.37 VMT/student (when rounded) compared to Existing Conditions (4.55 VMT/student). Thus, it can be assumed that implementation of the Proposed Program as a whole will result in a district-wide VMT per student reduction, therefore no significant transportation impacts are anticipated to result due to implementation of the Proposed Program.

5.2 Project Level Analysis Framework

This analysis was performed at the program level, no project level analyses were performed. Considering the varying improvement types, different levels of analyses are recommended pending on the nature of the improvement.

No additional transportation analyses are required for enhancements that do not increase school capacity or alter access to the project site.

For new schools and any projects that increase school capacity or change site access:

- An analysis should be performed to evaluate key intersections and roadway segments which project related traffic will utilize to access the site. The evaluation should identify any improvements required to maintain sufficient transportation operations and safety at effected locations and make these part of that school's project scope.
- The SDUSD should continue to coordinate with the City of San Diego to develop a Safe Routes to School (SRTS) Plan to ensure safe and efficient access for students walking and bicycling to school. If a SRTS Plan exists, ensure consistency and update to reflect project improvements.
- A transportation demand management (TDM) plan should be developed for that school site to help reduce the number of vehicular trips by promoting transportation choices, including carpooling, walking, bicycling, and taking transit. The TDM plan should emphasize available regional resources (such as SANDAG's iCommute program), provide carpool matching resources, and/or identify relevant transit information.

A student pick-up/drop-off plan should be prepared for all schools to ensure safety for all modes and to minimize disruptions resulting from project related traffic. The pick-up/drop-off plan should identify any temporary controls and staff requirements (crossing guards, cones, signage, restrictions) and designate appropriate queuing areas and routes. Consistent with California Department of Education policy, pick-up/drop-off areas shall adhere to *California Code of Regulations*, Title 5, Section 14030 site design standards.

Appendix A
10-Year Student Enrollment Data

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
3	ADAMS	2009-10	0	63	58	41	52	49	46	0	0	0	0	0	0	0	**309**	28	0	0	**337**	ELEMENTARY
3	ADAMS	2010-11	0	61	51	60	39	51	58	0	0	0	0	0	0	0	**320**	27	0	0	**347**	ELEMENTARY
3	ADAMS	2011-12	0	57	59	56	65	43	51	0	0	0	0	0	0	0	**331**	17	0	0	**348**	ELEMENTARY
3	ADAMS	2012-13	17	56	59	59	56	61	47	0	0	0	0	0	0	0	**355**	20	0	0	**375**	ELEMENTARY
3	ADAMS	2013-14	10	59	50	57	54	46	60	0	0	0	0	0	0	0	**336**	25	0	0	**361**	ELEMENTARY
3	ADAMS	2014-15	19	48	60	52	52	47	41	0	0	0	0	0	0	0	**319**	17	0	0	**336**	ELEMENTARY
3	ADAMS	2015-16	14	53	50	56	47	50	46	0	0	0	0	0	0	0	**316**	11	0	0	**327**	ELEMENTARY
3	ADAMS	2016-17	6	46	47	46	49	35	49	0	0	0	0	0	0	0	**278**	19	0	0	**297**	ELEMENTARY
3	ADAMS	2017-18	8	54	47	49	41	48	31	0	0	0	0	0	0	0	**278**	9	0	0	**287**	ELEMENTARY
3	ADAMS	2018-19	14	48	45	42	38	40	51	0	0	0	0	0	0	0	**278**	14	0	0	**292**	ELEMENTARY
4	ALCOTT	2009-10	0	47	37	43	36	37	46	0	0	0	0	0	0	0	**246**	229	0	0	**475**	ELEMENTARY
4	ALCOTT	2010-11	0	30	51	31	39	37	35	0	0	0	0	0	0	0	**223**	227	0	0	**450**	ELEMENTARY
4	ALCOTT	2011-12	0	23	26	41	30	36	32	0	0	0	0	0	0	0	**188**	218	0	0	**406**	ELEMENTARY
4	ALCOTT	2012-13	6	26	33	29	39	29	36	0	0	0	0	0	0	0	**198**	216	0	0	**414**	ELEMENTARY
4	ALCOTT	2013-14	12	23	22	33	31	37	32	0	0	0	0	0	0	0	**190**	188	0	0	**378**	ELEMENTARY
4	ALCOTT	2014-15	7	36	23	18	35	31	36	0	0	0	0	0	0	0	**186**	200	0	0	**386**	ELEMENTARY
4	ALCOTT	2015-16	6	33	39	24	18	28	29	0	0	0	0	0	0	0	**177**	211	0	0	**388**	ELEMENTARY
4	ALCOTT	2016-17	9	29	36	39	27	23	29	0	0	0	0	0	0	0	**192**	264	0	0	**456**	ELEMENTARY
4	ALCOTT	2017-18	7	34	35	36	39	24	20	0	0	0	0	0	0	0	**195**	237	0	0	**432**	ELEMENTARY
4	ALCOTT	2018-19	10	40	31	26	30	35	24	0	0	0	0	0	0	0	**196**	241	0	0	**437**	ELEMENTARY
7	ANGIER	2009-10	0	92	86	84	69	60	48	0	0	0	0	0	0	0	**439**	5	0	0	**444**	ELEMENTARY
7	ANGIER	2010-11	0	104	92	76	66	65	50	0	0	0	0	0	0	0	**453**	11	0	0	**464**	ELEMENTARY
7	ANGIER	2011-12	0	92	98	90	61	64	64	0	0	0	0	0	0	0	**469**	4	0	0	**473**	ELEMENTARY
7	ANGIER	2012-13	0	126	102	109	72	66	71	0	0	0	0	0	0	0	**546**	9	0	0	**555**	ELEMENTARY
7	ANGIER	2013-14	0	102	109	92	104	81	66	0	0	0	0	0	0	0	**554**	13	0	0	**567**	ELEMENTARY
7	ANGIER	2014-15	24	82	93	97	94	88	85	0	0	0	0	0	0	0	**563**	14	0	0	**577**	ELEMENTARY
7	ANGIER	2015-16	27	95	83	74	85	83	82	0	0	0	0	0	0	0	**529**	16	0	0	**545**	ELEMENTARY
7	ANGIER	2016-17	24	98	92	81	70	88	71	0	0	0	0	0	0	0	**524**	14	0	0	**538**	ELEMENTARY
7	ANGIER	2017-18	16	90	88	79	74	62	80	0	0	0	0	0	0	0	**489**	16	0	0	**505**	ELEMENTARY
7	ANGIER	2018-19	21	65	99	73	66	71	60	0	0	0	0	0	0	0	**455**	18	0	0	**473**	ELEMENTARY
8	AUDEO	2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	440	0	**440**	CHARTER
8	AUDEO	2010-11	0	0	0	0	0	0	0	0	0	0	0	1	0	4	**5**	0	482	0	**487**	CHARTER
8	AUDEO	2011-12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	489	0	**489**	CHARTER
8	AUDEO	2012-13	0	0	0	0	0	0	0	0	1	0	0	0	0	1	**2**	0	529	0	**531**	CHARTER
8	AUDEO	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	667	0	**667**	CHARTER
8	AUDEO	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	714	0	**714**	CHARTER
8	AUDEO	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	1208	0	**1208**	CHARTER
8	AUDEO	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	422	0	**422**	CHARTER
8	AUDEO	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	416	0	**416**	CHARTER
8	AUDEO	2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	488	0	**488**	CHARTER
9	AUDUBON	2009-10	0	76	84	68	70	59	70	51	33	40	0	0	0	0	**551**	16	0	0	**567**	K-8
9	AUDUBON	2010-11	0	78	83	77	65	69	59	50	57	33	0	0	0	0	**571**	5	0	0	**576**	K-8
9	AUDUBON	2011-12	0	72	86	68	72	63	73	40	38	53	0	0	0	0	**565**	7	0	0	**572**	K-8
9	AUDUBON	2012-13	0	42	75	70	62	49	55	45	38	43	0	0	0	0	**479**	5	0	0	**484**	K-8
9	AUDUBON	2013-14	12	57	50	67	62	60	55	44	48	38	0	0	0	0	**493**	6	0	0	**499**	K-8
9	AUDUBON	2014-15	10	49	56	41	65	66	46	42	39	42	0	0	0	0	**456**	7	0	0	**463**	K-8
9	AUDUBON	2015-16	15	44	59	49	45	72	66	47	41	42	0	0	0	0	**480**	13	0	0	**493**	K-8
9	AUDUBON	2016-17	10	52	52	50	42	41	69	45	48	35	0	0	0	0	**444**	13	0	0	**457**	K-8
9	AUDUBON	2017-18	12	69	56	54	48	38	41	66	46	50	0	0	0	0	**480**	24	0	0	**504**	K-8
9	AUDUBON	2018-19	12	52	66	49	61	43	38	45	62	47	0	0	0	0	**475**	25	0	0	**500**	K-8
10	E3 CIVIC HIGH	2013-14	0	0	0	0	0	0	0	0	0	0	176	95	0	0	**271**	1	0	0	**272**	CHARTER
10	E3 CIVIC HIGH	2014-15	0	0	0	0	0	0	0	0	0	0	135	121	88	0	**344**	0	0	0	**344**	CHARTER
10	E3 CIVIC HIGH	2015-16	0	0	0	0	0	0	0	0	0	0	116	111	110	73	**410**	0	0	0	**410**	CHARTER
10	E3 CIVIC HIGH	2016-17	0	0	0	0	0	0	0	0	0	0	108	124	113	113	**458**	1	0	0	**459**	CHARTER
10	E3 CIVIC HIGH	2017-18	0	0	0	0	0	0	0	0	0	0	126	105	104	104	**439**	0	0	0	**439**	CHARTER
10	E3 CIVIC HIGH	2018-19	0	0	0	0	0	0	0	0	0	0	90	104	101	81	**376**	0	0	0	**376**	CHARTER
11	BAKER	2009-10	0	73	65	71	69	78	45	0	0	0	0	0	0	0	**401**	8	0	0	**409**	ELEMENTARY
11	BAKER	2010-11	0	82	68	55	61	73	73	0	0	0	0	0	0	0	**412**	7	0	0	**419**	ELEMENTARY
11	BAKER	2011-12	0	86	85	76	58	67	62	0	0	0	0	0	0	0	**434**	8	0	0	**442**	ELEMENTARY
11	BAKER	2012-13	0	82	77	74	70	57	68	0	0	0	0	0	0	0	**428**	13	0	0	**441**	ELEMENTARY
11	BAKER	2013-14	0	101	87	73	66	63	49	0	0	0	0	0	0	0	**439**	14	0	0	**453**	ELEMENTARY
11	BAKER	2014-15	17	92	79	81	71	74	63	0	0	0	0	0	0	0	**477**	10	0	0	**487**	ELEMENTARY
11	BAKER	2015-16	10	78	79	77	75	69	55	0	0	0	0	0	0	0	**443**	7	0	0	**450**	ELEMENTARY
11	BAKER	2016-17	12	69	80	77	64	68	56	0	0	0	0	0	0	0	**426**	7	0	0	**433**	ELEMENTARY
11	BAKER	2017-18	15	54	66	83	82	64	54	0	0	0	0	0	0	0	**418**	5	0	0	**423**	ELEMENTARY
11	BAKER	2018-19	18	55	54	75	81	82	58	0	0	0	0	0	0	0	**423**	8	0	0	**431**	ELEMENTARY
13	BALBOA	2009-10	0	80	91	92	80	90	73	68	0	0	0	0	0	0	**574**	19	0	0	**593**	ELEMENTARY
13	BALBOA	2010-11	0	95	94	85	93	74	93	66	0	0	0	0	0	0	**600**	28	0	0	**628**	ELEMENTARY
13	BALBOA	2011-12	0	81	96	86	88	84	74	77	0	0	0	0	0	0	**586**	23	0	0	**609**	ELEMENTARY
13	BALBOA	2012-13	0	100	97	105	83	85	78	0	0	0	0	0	0	0	**548**	21	0	0	**569**	ELEMENTARY
13	BALBOA	2013-14	21	103	89	85	96	81	75	0	0	0	0	0	0	0	**550**	16	0	0	**566**	ELEMENTARY
13	BALBOA	2014-15	21	94	94	84	81	90	77	0	0	0	0	0	0	0	**541**	21	0	0	**562**	ELEMENTARY
13	BALBOA	2015-16	24	82	92	80	82	79	79	0	0	0	0	0	0	0	**518**	19	0	0	**537**	ELEMENTARY
13	BALBOA	2016-17	19	82	82	91	83	88	79	0	0	0	0	0	0	0	**524**	34	0	0	**558**	ELEMENTARY
13	BALBOA	2017-18	17	77	85	77	85	75	83	0	0	0	0	0	0	0	**499**	37	0	0	**536**	ELEMENTARY
13	BALBOA	2018-19	11	84	78	78	76	92	67	0	0	0	0	0	0	0	**486**	35	0	0	**521**	ELEMENTARY
14	OLD TOWN ACADEMY	2011-12	0	29	29	25	24	28	23	13	12	4	0	0	0	0	**187**	0	0	0	**187**	CHARTER
14	OLD TOWN ACADEMY	2012-13	0	25	30	27	31	28	29	24	28	21	0	0	0	0	**243**	0	0	0	**243**	CHARTER
14	OLD TOWN ACADEMY	2013-14	0	26	28	28	28	30	28	28	24	28	0	0	0	0	**248**	0	0	0	**248**	CHARTER
14	OLD TOWN ACADEMY	2014-15	0	29	27	28	28	28	30	30	26	25	0	0	0	0	**251**	0	0	0	**251**	CHARTER
14	OLD TOWN ACADEMY	2015-16	0	28	29	30	28	29	26	28	29	25	0	0	0	0	**252**	0	0	0	**252**	CHARTER
14	OLD TOWN ACADEMY	2016-17	0	25	30	29	29	30	30	27	26	28	0	0	0	0	**254**	0	0	0	**254**	CHARTER
14	OLD TOWN ACADEMY	2017-18	0	27	29	28	29	26	29	29	29	29	0	0	0	0	**255**	1	0	0	**256**	CHARTER
14	OLD TOWN ACADEMY	2018-19	0	23	29	31	28	29	29	25	28	28	0	0	0	0	**250**	0	0	0	**250**	CHARTER
16	ELEVATE	2014-15	0	39	26	33	32	24	16	0	0	0	0	0	0	0	**170**	0	0	0	**170**	CHARTER
16	ELEVATE	2015-16	0	50	47	25	42	24	25	0	0	0	0	0	0	0	**213**	0	0	0	**213**	CHARTER

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
16	ELEVATE	2016-17	0	25	50	50	25	46	22	0	0	0	0	0	0	0	**218**	0	0	0	**218**	CHARTER
16	ELEVATE	2017-18	0	72	50	50	50	35	48	0	0	0	0	0	0	0	**305**	0	0	0	**305**	CHARTER
16	ELEVATE	2018-19	0	51	75	47	50	50	44	0	0	0	0	0	0	0	**317**	0	0	0	**317**	CHARTER
17	BARNARD	2009-10	0	52	48	36	34	35	26	0	0	0	0	0	0	0	**231**	13	0	0	**244**	ATYPICAL
17	BARNARD	2010-11	0	46	48	43	47	38	28	24	0	0	0	0	0	0	**274**	1	0	0	**275**	ATYPICAL
17	BARNARD	2011-12	0	44	47	37	37	48	31	23	0	0	0	0	0	0	**267**	0	0	0	**267**	ATYPICAL
17	BARNARD	2012-13	0	64	53	45	31	35	39	21	0	0	0	0	0	0	**288**	0	0	0	**288**	ATYPICAL
17	BARNARD	2013-14	11	64	73	64	50	47	36	27	0	0	0	0	0	0	**372**	0	0	0	**372**	ATYPICAL
17	BARNARD	2014-15	19	93	60	70	55	47	41	33	0	0	0	0	0	0	**418**	0	0	0	**418**	ATYPICAL
17	BARNARD	2015-16	17	98	89	56	69	55	45	0	0	0	0	0	0	0	**429**	1	0	0	**430**	ATYPICAL
17	BARNARD	2016-17	19	80	98	84	52	61	51	0	0	0	0	0	0	0	**445**	1	0	0	**446**	ATYPICAL
17	BARNARD	2017-18	17	86	86	92	82	47	63	0	0	0	0	0	0	0	**473**	0	0	0	**473**	ATYPICAL
17	BARNARD	2018-19	24	96	96	91	85	86	50	0	0	0	0	0	0	0	**528**	0	0	0	**528**	ATYPICAL
18	LEARNING CHOICE	2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	569	0	**569**	CHARTER
18	LEARNING CHOICE	2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	651	0	**651**	CHARTER
18	LEARNING CHOICE	2011-12	0	6	0	0	0	0	0	2	1	1	0	0	0	3	**13**	0	747	0	**760**	CHARTER
18	LEARNING CHOICE	2012-13	0	0	0	0	0	1	0	1	0	0	1	2	2	2	**9**	0	584	0	**593**	CHARTER
18	LEARNING CHOICE	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	636	0	**636**	CHARTER
18	LEARNING CHOICE	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	746	0	**746**	CHARTER
18	LEARNING CHOICE	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	885	0	**885**	CHARTER
18	LEARNING CHOICE	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	1005	0	**1005**	CHARTER
18	LEARNING CHOICE	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	774	0	**774**	CHARTER
18	LEARNING CHOICE	2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	568	0	**568**	CHARTER
21	BAY PARK	2009-10	0	80	84	64	84	81	63	0	0	0	0	0	0	0	**456**	24	0	0	**480**	ELEMENTARY
21	BAY PARK	2010-11	0	95	59	84	64	87	84	0	0	0	0	0	0	0	**473**	27	0	0	**500**	ELEMENTARY
21	BAY PARK	2011-12	0	76	70	58	88	54	79	0	0	0	0	0	0	0	**425**	20	0	0	**445**	ELEMENTARY
21	BAY PARK	2012-13	21	73	67	63	60	80	59	0	0	0	0	0	0	0	**423**	11	0	0	**434**	ELEMENTARY
21	BAY PARK	2013-14	28	85	69	71	54	54	75	0	0	0	0	0	0	0	**436**	8	0	0	**444**	ELEMENTARY
21	BAY PARK	2014-15	25	86	81	71	66	48	52	0	0	0	0	0	0	0	**429**	7	0	0	**436**	ELEMENTARY
21	BAY PARK	2015-16	18	96	72	72	62	68	47	0	0	0	0	0	0	0	**435**	8	0	0	**443**	ELEMENTARY
21	BAY PARK	2016-17	29	61	92	68	68	60	69	0	0	0	0	0	0	0	**447**	8	0	0	**455**	ELEMENTARY
21	BAY PARK	2017-18	18	95	69	93	68	69	63	0	0	0	0	0	0	0	**475**	3	0	0	**478**	ELEMENTARY
21	BAY PARK	2018-19	22	85	97	74	89	66	69	0	0	0	0	0	0	0	**502**	4	0	0	**506**	ELEMENTARY
22	HIGH TECH ELEMENTARY	2015-16	0	58	61	67	61	76	74	0	0	0	0	0	0	0	**397**	1	0	0	**398**	CHARTER
22	HIGH TECH ELEMENTARY	2016-17	0	60	64	60	65	73	81	0	0	0	0	0	0	0	**403**	0	0	0	**403**	CHARTER
22	HIGH TECH ELEMENTARY	2017-18	0	60	66	72	73	77	79	0	0	0	0	0	0	0	**427**	0	0	0	**427**	CHARTER
22	HIGH TECH ELEMENTARY	2018-19	0	59	59	66	70	74	75	0	0	0	0	0	0	0	**403**	0	0	0	**403**	CHARTER
23	BAYVIEW TERRACE	2009-10	0	39	40	40	31	31	43	0	0	0	0	0	0	0	**224**	12	0	0	**236**	ELEMENTARY
23	BAYVIEW TERRACE	2010-11	0	35	33	43	43	26	36	0	0	0	0	0	0	0	**216**	18	0	0	**234**	ELEMENTARY
23	BAYVIEW TERRACE	2011-12	0	37	41	28	40	39	24	0	0	0	0	0	0	0	**209**	18	0	0	**227**	ELEMENTARY
23	BAYVIEW TERRACE	2012-13	0	27	30	33	23	33	40	0	0	0	0	0	0	0	**186**	9	0	0	**195**	ELEMENTARY
24	INGENUITY	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	22	0	**22**	CHARTER
24	INGENUITY	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	105	0	**105**	CHARTER
24	INGENUITY	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	173	0	**173**	CHARTER
24	INGENUITY	2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	216	0	**216**	CHARTER
26	KING/CHAVEZ ARTS	2009-10	0	0	0	0	54	54	50	0	0	0	0	0	0	0	**158**	0	0	0	**158**	CHARTER
26	KING/CHAVEZ ARTS	2010-11	0	0	0	0	64	53	54	0	0	0	0	0	0	0	**171**	0	0	0	**171**	CHARTER
26	KING/CHAVEZ ARTS	2011-12	0	0	0	0	61	58	51	0	0	0	0	0	0	0	**170**	1	0	0	**171**	CHARTER
26	KING/CHAVEZ ARTS	2012-13	0	0	0	0	63	56	59	0	0	0	0	0	0	0	**178**	0	0	0	**178**	CHARTER
26	KING/CHAVEZ ARTS	2013-14	0	0	0	0	61	57	54	0	0	0	0	0	0	0	**172**	0	0	0	**172**	CHARTER
26	KING/CHAVEZ ARTS	2014-15	0	0	0	0	60	64	64	0	0	0	0	0	0	0	**188**	0	0	0	**188**	CHARTER
26	KING/CHAVEZ ARTS	2015-16	0	0	0	0	75	59	63	0	0	0	0	0	0	0	**197**	0	0	0	**197**	CHARTER
26	KING/CHAVEZ ARTS	2016-17	0	0	0	0	66	65	61	0	0	0	0	0	0	0	**192**	0	0	0	**192**	CHARTER
26	KING/CHAVEZ ARTS	2017-18	0	0	0	0	62	63	64	0	0	0	0	0	0	0	**189**	0	0	0	**189**	CHARTER
26	KING/CHAVEZ ARTS	2018-19	0	0	0	0	66	62	61	0	0	0	0	0	0	0	**189**	0	0	0	**189**	CHARTER
29	BIRD ROCK	2009-10	0	94	91	67	74	61	85	0	0	0	0	0	0	0	**472**	2	0	0	**474**	ELEMENTARY
29	BIRD ROCK	2010-11	0	93	95	97	69	84	70	0	0	0	0	0	0	0	**508**	0	0	0	**508**	ELEMENTARY
29	BIRD ROCK	2011-12	0	82	102	95	90	69	92	0	0	0	0	0	0	0	**530**	4	0	0	**534**	ELEMENTARY
29	BIRD ROCK	2012-13	0	85	90	99	92	89	73	0	0	0	0	0	0	0	**528**	3	0	0	**531**	ELEMENTARY
29	BIRD ROCK	2013-14	0	64	90	90	104	91	94	0	0	0	0	0	0	0	**533**	2	0	0	**535**	ELEMENTARY
29	BIRD ROCK	2014-15	0	84	70	90	81	99	93	0	0	0	0	0	0	0	**517**	2	0	0	**519**	ELEMENTARY
29	BIRD ROCK	2015-16	22	68	65	76	81	86	108	0	0	0	0	0	0	0	**506**	3	0	0	**509**	ELEMENTARY
29	BIRD ROCK	2016-17	19	63	75	66	73	81	85	0	0	0	0	0	0	0	**462**	3	0	0	**465**	ELEMENTARY
29	BIRD ROCK	2017-18	18	72	73	71	62	76	80	0	0	0	0	0	0	0	**452**	0	0	0	**452**	ELEMENTARY
29	BIRD ROCK	2018-19	21	72	77	76	67	58	78	0	0	0	0	0	0	0	**449**	0	0	0	**449**	ELEMENTARY
31	BIRNEY	2009-10	0	84	72	68	52	61	48	0	0	0	0	0	0	0	**385**	23	0	0	**408**	ELEMENTARY
31	BIRNEY	2010-11	0	93	88	79	69	55	65	0	0	0	0	0	0	0	**449**	7	0	0	**456**	ELEMENTARY
31	BIRNEY	2011-12	0	94	95	92	80	70	59	0	0	0	0	0	0	0	**490**	7	0	0	**497**	ELEMENTARY
31	BIRNEY	2012-13	0	100	105	102	99	83	73	0	0	0	0	0	0	0	**562**	3	0	0	**565**	ELEMENTARY
31	BIRNEY	2013-14	19	74	99	100	100	93	77	0	0	0	0	0	0	0	**562**	3	0	0	**565**	ELEMENTARY
31	BIRNEY	2014-15	22	90	79	92	90	101	90	0	0	0	0	0	0	0	**564**	3	0	0	**567**	ELEMENTARY
31	BIRNEY	2015-16	15	88	91	83	88	78	97	0	0	0	0	0	0	0	**540**	4	0	0	**544**	ELEMENTARY
31	BIRNEY	2016-17	23	97	91	98	81	85	78	0	0	0	0	0	0	0	**553**	4	0	0	**557**	ELEMENTARY
31	BIRNEY	2017-18	18	82	94	98	95	76	81	0	0	0	0	0	0	0	**544**	0	0	0	**544**	ELEMENTARY
31	BIRNEY	2018-19	20	81	80	98	95	98	72	0	0	0	0	0	0	0	**544**	0	0	0	**544**	ELEMENTARY
33	BOONE	2009-10	0	108	125	84	93	84	92	0	0	0	0	0	0	0	**586**	23	0	0	**609**	ELEMENTARY
33	BOONE	2010-11	0	85	102	117	80	90	78	0	0	0	0	0	0	0	**552**	12	0	0	**564**	ELEMENTARY
33	BOONE	2011-12	0	109	82	99	113	83	92	0	0	0	0	0	0	0	**578**	2	0	0	**580**	ELEMENTARY
33	BOONE	2012-13	0	75	105	87	97	113	78	0	0	0	0	0	0	0	**555**	3	0	0	**558**	ELEMENTARY
33	BOONE	2013-14	15	87	75	103	83	91	99	0	0	0	0	0	0	0	**553**	7	0	0	**560**	ELEMENTARY
33	BOONE	2014-15	26	64	87	77	94	80	89	0	0	0	0	0	0	0	**517**	8	0	0	**525**	ELEMENTARY
33	BOONE	2015-16	18	78	67	82	77	90	79	0	0	0	0	0	0	0	**491**	3	0	0	**494**	ELEMENTARY
33	BOONE	2016-17	15	67	81	61	82	72	89	0	0	0	0	0	0	0	**467**	1	0	0	**468**	ELEMENTARY
33	BOONE	2017-18	17	64	69	70	67	85	80	0	0	0	0	0	0	0	**452**	3	0	0	**455**	ELEMENTARY
33	BOONE	2018-19	17	78	60	66	69	66	81	0	0	0	0	0	0	0	**437**	1	0	0	**438**	ELEMENTARY
39	BURBANK	2009-10	0	74	70	70	51	60	43	0	0	0	0	0	0	0	**368**	3	0	0	**371**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
39	BURBANK	2010-11	0	73	73	69	74	49	58	0	0	0	0	0	0	0	**396**	5	0	0	**401**	ELEMENTARY
39	BURBANK	2011-12	0	75	70	60	67	70	49	0	0	0	0	0	0	0	**391**	8	0	0	**399**	ELEMENTARY
39	BURBANK	2012-13	0	80	72	63	61	57	66	0	0	0	0	0	0	0	**399**	14	0	0	**413**	ELEMENTARY
39	BURBANK	2013-14	0	55	82	66	63	55	50	0	0	0	0	0	0	0	**371**	9	0	0	**380**	ELEMENTARY
39	BURBANK	2014-15	14	71	67	74	61	56	52	0	0	0	0	0	0	0	**395**	7	0	0	**402**	ELEMENTARY
39	BURBANK	2015-16	22	69	77	68	71	59	52	0	0	0	0	0	0	0	**418**	3	0	0	**421**	ELEMENTARY
39	BURBANK	2016-17	22	67	68	72	68	67	59	0	0	0	0	0	0	0	**423**	1	0	0	**424**	ELEMENTARY
39	BURBANK	2017-18	16	81	65	67	68	60	70	0	0	0	0	0	0	0	**427**	7	0	0	**434**	ELEMENTARY
39	BURBANK	2018-19	12	70	77	64	64	59	58	0	0	0	0	0	0	0	**404**	6	0	0	**410**	ELEMENTARY
41	CABRILLO	2009-10	0	37	37	41	36	36	0	0	0	0	0	0	0	0	**187**	0	0	0	**187**	ELEMENTARY
41	CABRILLO	2010-11	0	42	38	41	40	34	0	0	0	0	0	0	0	0	**195**	0	0	0	**195**	ELEMENTARY
41	CABRILLO	2011-12	0	49	37	36	45	35	0	0	0	0	0	0	0	0	**202**	0	0	0	**202**	ELEMENTARY
41	CABRILLO	2012-13	23	38	43	38	42	46	0	0	0	0	0	0	0	0	**230**	2	0	0	**232**	ELEMENTARY
41	CABRILLO	2013-14	21	45	35	42	31	38	0	0	0	0	0	0	0	0	**212**	1	0	0	**213**	ELEMENTARY
41	CABRILLO	2014-15	9	54	47	32	38	26	0	0	0	0	0	0	0	0	**206**	1	0	0	**207**	ELEMENTARY
41	CABRILLO	2015-16	6	32	40	32	21	31	0	0	0	0	0	0	0	0	**162**	14	0	0	**176**	ELEMENTARY
41	CABRILLO	2016-17	10	26	32	34	31	19	0	0	0	0	0	0	0	0	**152**	14	0	0	**166**	ELEMENTARY
41	CABRILLO	2017-18	10	29	34	25	26	30	0	0	0	0	0	0	0	0	**154**	16	0	0	**170**	ELEMENTARY
41	CABRILLO	2018-19	6	42	28	32	22	23	0	0	0	0	0	0	0	0	**153**	15	0	0	**168**	ELEMENTARY
43	CADMAN	2009-10	0	30	28	19	27	22	36	0	0	0	0	0	0	0	**162**	4	0	0	**166**	ELEMENTARY
43	CADMAN	2010-11	0	21	29	27	20	28	17	0	0	0	0	0	0	0	**142**	7	0	0	**149**	ELEMENTARY
43	CADMAN	2011-12	0	25	17	23	25	22	26	0	0	0	0	0	0	0	**138**	5	0	0	**143**	ELEMENTARY
43	CADMAN	2012-13	0	22	30	22	28	32	25	0	0	0	0	0	0	0	**159**	3	0	0	**162**	ELEMENTARY
43	CADMAN	2013-14	0	30	41	26	21	30	27	0	0	0	0	0	0	0	**175**	4	0	0	**179**	ELEMENTARY
43	CADMAN	2014-15	6	27	24	39	33	21	25	0	0	0	0	0	0	0	**175**	6	0	0	**181**	ELEMENTARY
43	CADMAN	2015-16	6	29	29	22	37	31	17	0	0	0	0	0	0	0	**171**	9	0	0	**180**	ELEMENTARY
43	CADMAN	2016-17	8	32	36	33	26	32	26	0	0	0	0	0	0	0	**193**	8	0	0	**201**	ELEMENTARY
43	CADMAN	2017-18	10	38	29	31	33	26	28	0	0	0	0	0	0	0	**195**	4	0	0	**199**	ELEMENTARY
43	CADMAN	2018-19	7	35	37	28	27	28	25	0	0	0	0	0	0	0	**187**	5	0	0	**192**	ELEMENTARY
44	KING/CHAVEZ PRIMARY	2009-10	0	112	119	119	0	0	0	0	0	0	0	0	0	0	**350**	1	0	0	**351**	CHARTER
44	KING/CHAVEZ PRIMARY	2010-11	0	120	108	113	0	0	0	0	0	0	0	0	0	0	**341**	1	0	0	**342**	CHARTER
44	KING/CHAVEZ PRIMARY	2011-12	0	120	121	117	0	0	0	0	0	0	0	0	0	0	**358**	0	0	0	**358**	CHARTER
44	KING/CHAVEZ PRIMARY	2012-13	0	120	120	118	0	0	0	0	0	0	0	0	0	0	**358**	1	0	0	**359**	CHARTER
44	KING/CHAVEZ PRIMARY	2013-14	0	112	126	115	0	0	0	0	0	0	0	0	0	0	**353**	1	0	0	**354**	CHARTER
44	KING/CHAVEZ PRIMARY	2014-15	0	140	120	140	0	0	0	0	0	0	0	0	0	0	**400**	0	0	0	**400**	CHARTER
44	KING/CHAVEZ PRIMARY	2015-16	0	154	132	126	0	0	0	0	0	0	0	0	0	0	**412**	0	0	0	**412**	CHARTER
44	KING/CHAVEZ PRIMARY	2016-17	0	131	135	120	0	0	0	0	0	0	0	0	0	0	**386**	0	0	0	**386**	CHARTER
44	KING/CHAVEZ PRIMARY	2017-18	0	131	112	134	0	0	0	0	0	0	0	0	0	0	**377**	1	0	0	**378**	CHARTER
44	KING/CHAVEZ PRIMARY	2018-19	0	124	104	114	0	0	0	0	0	0	0	0	0	0	**342**	0	0	0	**342**	CHARTER
55	CARSON	2009-10	0	103	79	85	84	79	75	0	0	0	0	0	0	0	**505**	12	0	0	**517**	ELEMENTARY
55	CARSON	2010-11	0	97	106	74	87	86	95	0	0	0	0	0	0	0	**545**	7	0	0	**552**	ELEMENTARY
55	CARSON	2011-12	0	89	96	96	70	88	84	0	0	0	0	0	0	0	**523**	7	0	0	**530**	ELEMENTARY
55	CARSON	2012-13	0	87	89	83	99	72	90	0	0	0	0	0	0	0	**520**	5	0	0	**525**	ELEMENTARY
55	CARSON	2013-14	0	88	89	86	84	100	69	0	0	0	0	0	0	0	**516**	7	0	0	**523**	ELEMENTARY
55	CARSON	2014-15	17	62	75	70	80	73	85	0	0	0	0	0	0	0	**462**	14	0	0	**476**	ELEMENTARY
55	CARSON	2015-16	19	73	56	64	70	82	79	0	0	0	0	0	0	0	**443**	19	0	0	**462**	ELEMENTARY
55	CARSON	2016-17	19	59	78	53	56	59	77	0	0	0	0	0	0	0	**401**	17	0	0	**418**	ELEMENTARY
55	CARSON	2017-18	11	65	54	77	53	65	61	0	0	0	0	0	0	0	**386**	10	0	0	**396**	ELEMENTARY
55	CARSON	2018-19	8	63	65	50	68	50	65	0	0	0	0	0	0	0	**369**	11	0	0	**380**	ELEMENTARY
57	CARVER	2009-10	0	43	30	20	35	39	27	21	17	19	0	0	0	0	**251**	32	0	0	**283**	ELEMENTARY
57	CARVER	2010-11	0	50	39	36	17	40	39	21	32	21	0	0	0	0	**295**	38	0	0	**333**	ELEMENTARY
57	CARVER	2011-12	0	30	50	32	39	22	38	30	0	0	0	0	0	0	**241**	31	0	0	**272**	ELEMENTARY
57	CARVER	2012-13	0	52	41	55	29	34	16	0	0	0	0	0	0	0	**227**	16	0	0	**243**	ELEMENTARY
57	CARVER	2013-14	0	38	43	41	51	24	30	0	0	0	0	0	0	0	**227**	38	0	0	**265**	ELEMENTARY
57	CARVER	2014-15	14	38	41	44	37	46	23	0	0	0	0	0	0	0	**243**	39	0	0	**282**	ELEMENTARY
57	CARVER	2015-16	14	42	41	30	43	36	38	0	0	0	0	0	0	0	**244**	33	0	0	**277**	ELEMENTARY
57	CARVER	2016-17	11	32	37	33	30	35	35	0	0	0	0	0	0	0	**213**	33	0	0	**246**	ELEMENTARY
57	CARVER	2017-18	8	35	32	34	25	25	33	0	0	0	0	0	0	0	**192**	56	0	0	**248**	ELEMENTARY
57	CARVER	2018-19	7	28	38	35	36	21	26	0	0	0	0	0	0	0	**191**	55	0	0	**246**	ELEMENTARY
59	CENTRAL	2009-10	0	133	105	140	116	119	111	0	0	0	0	0	0	0	**724**	26	0	0	**750**	ELEMENTARY
59	CENTRAL	2010-11	0	129	123	107	131	103	110	0	0	0	0	0	0	0	**703**	26	0	0	**729**	ELEMENTARY
59	CENTRAL	2011-12	0	156	142	134	114	127	109	0	0	0	0	0	0	0	**782**	10	0	0	**792**	ELEMENTARY
59	CENTRAL	2012-13	19	124	146	141	123	124	132	0	0	0	0	0	0	0	**809**	18	0	0	**827**	ELEMENTARY
59	CENTRAL	2013-14	20	114	130	134	140	116	125	0	0	0	0	0	0	0	**779**	15	0	0	**794**	ELEMENTARY
59	CENTRAL	2014-15	21	116	114	122	134	132	128	0	0	0	0	0	0	0	**767**	25	0	0	**792**	ELEMENTARY
59	CENTRAL	2015-16	25	116	102	113	108	120	137	0	0	0	0	0	0	0	**721**	23	0	0	**744**	ELEMENTARY
59	CENTRAL	2016-17	32	104	117	92	110	113	117	0	0	0	0	0	0	0	**685**	28	0	0	**713**	ELEMENTARY
59	CENTRAL	2017-18	24	123	110	108	97	107	107	0	0	0	0	0	0	0	**676**	42	0	0	**718**	ELEMENTARY
59	CENTRAL	2018-19	13	91	118	99	99	86	105	0	0	0	0	0	0	0	**611**	56	0	0	**667**	ELEMENTARY
60	CHAVEZ	2009-10	0	117	112	94	105	62	64	75	0	0	0	0	0	0	**629**	7	0	0	**636**	ELEMENTARY
60	CHAVEZ	2010-11	0	103	124	97	90	98	59	58	0	0	0	0	0	0	**629**	12	0	0	**641**	ELEMENTARY
60	CHAVEZ	2011-12	0	89	112	125	94	99	97	52	0	0	0	0	0	0	**668**	10	0	0	**678**	ELEMENTARY
60	CHAVEZ	2012-13	0	92	84	98	107	88	88	0	0	0	0	0	0	0	**557**	9	0	0	**566**	ELEMENTARY
60	CHAVEZ	2013-14	0	67	85	61	91	88	67	0	0	0	0	0	0	0	**459**	6	0	0	**465**	ELEMENTARY
60	CHAVEZ	2014-15	0	89	76	85	64	90	87	0	0	0	0	0	0	0	**491**	5	0	0	**496**	ELEMENTARY
60	CHAVEZ	2015-16	17	77	70	82	93	60	73	0	0	0	0	0	0	0	**472**	4	0	0	**476**	ELEMENTARY
60	CHAVEZ	2016-17	23	74	89	75	76	88	64	0	0	0	0	0	0	0	**489**	5	0	0	**494**	ELEMENTARY
60	CHAVEZ	2017-18	21	84	70	85	71	76	79	0	0	0	0	0	0	0	**486**	0	0	0	**486**	ELEMENTARY
60	CHAVEZ	2018-19	11	92	97	72	83	77	69	0	0	0	0	0	0	0	**501**	0	0	0	**501**	ELEMENTARY
61	CHESTERTON	2009-10	0	90	82	83	86	95	72	0	0	0	0	0	0	0	**508**	0	0	0	**508**	ELEMENTARY
61	CHESTERTON	2010-11	0	93	100	67	88	81	84	0	0	0	0	0	0	0	**513**	1	0	0	**514**	ELEMENTARY
61	CHESTERTON	2011-12	0	88	102	100	71	79	78	0	0	0	0	0	0	0	**518**	2	0	0	**520**	ELEMENTARY
61	CHESTERTON	2012-13	0	73	87	91	92	74	80	0	0	0	0	0	0	0	**497**	1	0	0	**498**	ELEMENTARY
61	CHESTERTON	2013-14	23	76	71	83	79	84	71	0	0	0	0	0	0	0	**487**	1	0	0	**488**	ELEMENTARY
61	CHESTERTON	2014-15	23	81	75	70	76	79	79	0	0	0	0	0	0	0	**483**	3	0	0	**486**	ELEMENTARY
61	CHESTERTON	2015-16	20	83	88	74	76	72	69	0	0	0	0	0	0	0	**482**	2	0	0	**484**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
61	CHESTERTON	2016-17	23	74	79	76	66	66	67	0	0	0	0	0	0	0	**451**	0	0	0	**451**	ELEMENTARY
61	CHESTERTON	2017-18	22	81	72	85	63	62	49	0	0	0	0	0	0	0	**434**	1	0	0	**435**	ELEMENTARY
61	CHESTERTON	2018-19	11	78	74	81	77	69	59	0	0	0	0	0	0	0	**449**	0	0	0	**449**	ELEMENTARY
62	CHEROKEE POINT	2009-10	0	85	99	69	88	92	52	0	0	0	0	0	0	0	**485**	8	0	0	**493**	ELEMENTARY
62	CHEROKEE POINT	2010-11	0	83	89	87	62	88	90	0	0	0	0	0	0	0	**499**	12	0	0	**511**	ELEMENTARY
62	CHEROKEE POINT	2011-12	0	89	91	86	88	68	85	0	0	0	0	0	0	0	**507**	25	0	0	**532**	ELEMENTARY
62	CHEROKEE POINT	2012-13	11	72	73	82	76	73	65	0	0	0	0	0	0	0	**452**	40	0	0	**492**	ELEMENTARY
62	CHEROKEE POINT	2013-14	14	84	78	77	82	88	81	0	0	0	0	0	0	0	**504**	26	0	0	**530**	ELEMENTARY
62	CHEROKEE POINT	2014-15	21	70	78	71	68	85	79	0	0	0	0	0	0	0	**472**	11	0	0	**483**	ELEMENTARY
62	CHEROKEE POINT	2015-16	9	64	78	76	65	68	80	0	0	0	0	0	0	0	**440**	11	0	0	**451**	ELEMENTARY
62	CHEROKEE POINT	2016-17	14	52	70	62	66	56	65	0	0	0	0	0	0	0	**385**	12	0	0	**397**	ELEMENTARY
62	CHEROKEE POINT	2017-18	13	73	54	70	62	66	61	0	0	0	0	0	0	0	**399**	9	0	0	**408**	ELEMENTARY
62	CHEROKEE POINT	2018-19	15	63	70	51	65	58	57	0	0	0	0	0	0	0	**379**	13	0	0	**392**	ELEMENTARY
63	CHOLLAS/MEAD	2009-10	0	129	126	111	126	95	105	90	0	0	0	0	0	0	**782**	31	0	0	**813**	ELEMENTARY
63	CHOLLAS/MEAD	2010-11	0	95	110	124	103	113	94	87	0	0	0	0	0	0	**726**	19	0	0	**745**	ELEMENTARY
63	CHOLLAS/MEAD	2011-12	0	113	117	117	119	110	115	78	0	0	0	0	0	0	**769**	15	0	0	**784**	ELEMENTARY
63	CHOLLAS/MEAD	2012-13	0	124	110	110	122	113	107	0	0	0	0	0	0	0	**686**	20	0	0	**706**	ELEMENTARY
63	CHOLLAS/MEAD	2013-14	0	96	110	107	98	111	107	0	0	0	0	0	0	0	**629**	16	0	0	**645**	ELEMENTARY
63	CHOLLAS/MEAD	2014-15	23	92	96	110	104	96	99	0	0	0	0	0	0	0	**620**	25	0	0	**645**	ELEMENTARY
63	CHOLLAS/MEAD	2015-16	12	97	98	99	94	107	97	0	0	0	0	0	0	0	**604**	24	0	0	**628**	ELEMENTARY
63	CHOLLAS/MEAD	2016-17	20	93	94	101	103	100	109	0	0	0	0	0	0	0	**620**	43	0	0	**663**	ELEMENTARY
63	CHOLLAS/MEAD	2017-18	19	102	91	93	95	98	92	0	0	0	0	0	0	0	**590**	58	0	0	**648**	ELEMENTARY
63	CHOLLAS/MEAD	2018-19	16	84	92	92	92	94	96	0	0	0	0	0	0	0	**566**	61	0	0	**627**	ELEMENTARY
65	CLAY	2009-10	0	41	34	51	36	26	32	0	0	0	0	0	0	0	**220**	33	0	0	**253**	ELEMENTARY
65	CLAY	2010-11	0	38	41	42	42	43	32	0	0	0	0	0	0	0	**238**	32	0	0	**270**	ELEMENTARY
65	CLAY	2011-12	0	51	37	53	39	55	43	0	0	0	0	0	0	0	**278**	32	0	0	**310**	ELEMENTARY
65	CLAY	2012-13	14	57	48	34	50	33	50	0	0	0	0	0	0	0	**286**	26	0	0	**312**	ELEMENTARY
65	CLAY	2013-14	12	48	55	53	32	45	37	0	0	0	0	0	0	0	**282**	9	0	0	**291**	ELEMENTARY
65	CLAY	2014-15	12	60	48	51	51	39	49	0	0	0	0	0	0	0	**310**	17	0	0	**327**	ELEMENTARY
65	CLAY	2015-16	13	46	58	49	49	48	41	0	0	0	0	0	0	0	**304**	20	0	0	**324**	ELEMENTARY
65	CLAY	2016-17	13	59	43	47	38	53	45	0	0	0	0	0	0	0	**298**	13	0	0	**311**	ELEMENTARY
65	CLAY	2017-18	11	47	58	47	51	44	47	0	0	0	0	0	0	0	**305**	15	0	0	**320**	ELEMENTARY
65	CLAY	2018-19	5	49	47	57	45	50	44	0	0	0	0	0	0	0	**297**	15	0	0	**312**	ELEMENTARY
68	KING/CHAVEZ ATHLETIC	2009-10	0	0	0	0	51	57	48	0	0	0	0	0	0	0	**156**	0	0	0	**156**	CHARTER
68	KING/CHAVEZ ATHLETIC	2010-11	0	0	0	0	59	50	52	0	0	0	0	0	0	0	**161**	1	0	0	**162**	CHARTER
68	KING/CHAVEZ ATHLETIC	2011-12	0	0	0	0	56	57	51	0	0	0	0	0	0	0	**164**	1	0	0	**165**	CHARTER
68	KING/CHAVEZ ATHLETIC	2012-13	0	0	0	0	59	57	56	0	0	0	0	0	0	0	**172**	1	0	0	**173**	CHARTER
68	KING/CHAVEZ ATHLETIC	2013-14	0	0	0	0	55	59	56	0	0	0	0	0	0	0	**170**	1	0	0	**171**	CHARTER
68	KING/CHAVEZ ATHLETIC	2014-15	0	0	0	0	57	66	63	0	0	0	0	0	0	0	**186**	0	0	0	**186**	CHARTER
68	KING/CHAVEZ ATHLETIC	2015-16	0	0	0	0	69	61	62	0	0	0	0	0	0	0	**192**	0	0	0	**192**	CHARTER
68	KING/CHAVEZ ATHLETIC	2016-17	0	0	0	0	67	65	58	0	0	0	0	0	0	0	**190**	0	0	0	**190**	CHARTER
68	KING/CHAVEZ ATHLETIC	2017-18	0	0	0	0	59	64	63	0	0	0	0	0	0	0	**186**	1	0	0	**187**	CHARTER
68	KING/CHAVEZ ATHLETIC	2018-19	0	0	0	0	66	61	59	0	0	0	0	0	0	0	**186**	0	0	0	**186**	CHARTER
73	CROWN POINT	2009-10	0	39	48	38	26	32	38	0	0	0	0	0	0	0	**221**	2	0	0	**223**	ELEMENTARY
73	CROWN POINT	2010-11	0	68	48	46	44	31	25	0	0	0	0	0	0	0	**262**	1	0	0	**263**	ELEMENTARY
73	CROWN POINT	2011-12	0	49	56	48	36	44	33	0	0	0	0	0	0	0	**266**	0	0	0	**266**	ELEMENTARY
73	CROWN POINT	2012-13	7	58	43	54	44	26	44	0	0	0	0	0	0	0	**276**	0	0	0	**276**	ELEMENTARY
73	CROWN POINT	2013-14	15	66	60	55	68	49	42	0	0	0	0	0	0	0	**355**	5	0	0	**360**	ELEMENTARY
73	CROWN POINT	2014-15	12	60	74	62	59	80	46	0	0	0	0	0	0	0	**393**	5	0	0	**398**	ELEMENTARY
73	CROWN POINT	2015-16	17	54	58	74	63	54	78	0	0	0	0	0	0	0	**398**	2	0	0	**400**	ELEMENTARY
73	CROWN POINT	2016-17	8	59	54	56	66	64	51	0	0	0	0	0	0	0	**358**	3	0	0	**361**	ELEMENTARY
73	CROWN POINT	2017-18	15	63	49	56	48	62	61	0	0	0	0	0	0	0	**354**	1	0	0	**355**	ELEMENTARY
73	CROWN POINT	2018-19	11	44	56	41	53	46	60	0	0	0	0	0	0	0	**311**	2	0	0	**313**	ELEMENTARY
74	IFTIN	2009-10	0	38	20	30	35	19	22	25	24	19	0	0	0	0	**232**	0	0	0	**232**	CHARTER
74	IFTIN	2010-11	0	39	40	22	39	35	25	29	25	23	0	0	0	0	**277**	0	0	0	**277**	CHARTER
74	IFTIN	2011-12	0	48	53	45	34	48	41	35	41	32	0	0	0	0	**377**	1	0	0	**378**	CHARTER
74	IFTIN	2012-13	0	53	48	46	45	39	49	43	34	39	0	0	0	0	**396**	2	0	0	**398**	CHARTER
74	IFTIN	2013-14	0	66	57	60	61	50	45	60	49	36	0	0	0	0	**484**	1	0	0	**485**	CHARTER
74	IFTIN	2014-15	0	53	61	60	50	67	51	51	44	40	0	0	0	0	**477**	3	0	0	**480**	CHARTER
74	IFTIN	2015-16	0	46	45	49	49	50	59	45	42	47	0	0	0	0	**432**	2	0	0	**434**	CHARTER
74	IFTIN	2016-17	0	62	47	43	41	51	45	59	38	41	0	0	0	0	**427**	1	0	0	**428**	CHARTER
74	IFTIN	2017-18	0	52	36	38	33	31	41	35	45	30	0	0	0	0	**341**	1	0	0	**342**	CHARTER
74	IFTIN	2018-19	0	44	41	40	41	31	33	40	35	46	0	0	0	0	**351**	0	0	0	**351**	CHARTER
75	CUBBERLEY	2009-10	0	30	31	32	44	52	35	0	0	0	0	0	0	0	**224**	11	0	0	**235**	ELEMENTARY
75	CUBBERLEY	2010-11	0	39	32	26	29	45	54	0	0	0	0	0	0	0	**225**	6	0	0	**231**	ELEMENTARY
75	CUBBERLEY	2011-12	0	28	36	27	27	26	41	0	0	0	0	0	0	0	**185**	6	0	0	**191**	ELEMENTARY
75	CUBBERLEY	2012-13	0	33	26	33	29	30	29	0	0	0	0	0	0	0	**180**	2	0	0	**182**	ELEMENTARY
75	CUBBERLEY	2013-14	4	29	30	32	39	30	27	0	0	0	0	0	0	0	**191**	3	0	0	**194**	ELEMENTARY
75	CUBBERLEY	2014-15	7	11	32	25	27	34	25	0	0	0	0	0	0	0	**161**	4	0	0	**165**	ELEMENTARY
75	CUBBERLEY	2015-16	4	22	20	32	23	24	29	0	0	0	0	0	0	0	**154**	0	0	0	**154**	ELEMENTARY
75	CUBBERLEY	2016-17	6	31	22	22	37	24	26	0	0	0	0	0	0	0	**168**	1	0	0	**169**	ELEMENTARY
75	CUBBERLEY	2017-18	6	28	35	25	19	39	28	0	0	0	0	0	0	0	**180**	0	0	0	**180**	ELEMENTARY
75	CUBBERLEY	2018-19	10	30	34	31	22	16	32	0	0	0	0	0	0	0	**175**	0	0	0	**175**	ELEMENTARY
76	MAGNOLIA	2009-10	0	0	0	0	0	0	0	119	119	84	7	0	0	0	**329**	0	0	0	**329**	CHARTER
76	MAGNOLIA	2010-11	0	0	0	0	0	0	0	105	106	98	0	0	0	0	**309**	0	0	0	**309**	CHARTER
76	MAGNOLIA	2011-12	0	0	0	0	0	0	0	84	120	106	0	0	0	0	**310**	0	0	0	**310**	CHARTER
76	MAGNOLIA	2012-13	0	0	0	0	0	0	0	101	116	117	0	0	0	0	**334**	1	0	0	**335**	CHARTER
76	MAGNOLIA	2013-14	0	0	0	0	0	0	0	124	121	109	0	0	0	0	**354**	0	0	0	**354**	CHARTER
76	MAGNOLIA	2014-15	0	0	0	0	0	0	0	123	122	122	0	0	0	0	**367**	0	0	0	**367**	CHARTER
76	MAGNOLIA	2015-16	0	0	0	0	0	0	0	135	164	128	0	0	0	0	**427**	0	0	0	**427**	CHARTER
76	MAGNOLIA	2016-17	0	0	0	0	0	0	0	123	159	159	0	0	0	0	**441**	1	0	0	**442**	CHARTER
76	MAGNOLIA	2017-18	0	0	0	0	0	0	0	116	146	146	0	0	0	0	**408**	1	0	0	**409**	CHARTER
76	MAGNOLIA	2018-19	0	0	0	0	0	0	0	152	136	127	0	0	0	0	**415**	0	0	0	**415**	CHARTER
77	CURIE	2009-10	0	94	102	99	98	94	94	0	0	0	0	0	0	0	**581**	12	0	0	**593**	ELEMENTARY
77	CURIE	2010-11	0	102	90	100	98	104	90	0	0	0	0	0	0	0	**584**	4	0	0	**588**	ELEMENTARY
77	CURIE	2011-12	0	112	102	86	93	101	95	0	0	0	0	0	0	0	**589**	5	0	0	**594**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
77	CURIE	2012-13	0	100	103	93	85	92	97	0	0	0	0	0	0	0	**570**	4	0	0	**574**	ELEMENTARY
77	CURIE	2013-14	0	82	98	104	87	92	95	0	0	0	0	0	0	0	**558**	6	0	0	**564**	ELEMENTARY
77	CURIE	2014-15	26	78	92	103	93	84	93	0	0	0	0	0	0	0	**569**	2	0	0	**571**	ELEMENTARY
77	CURIE	2015-16	13	101	89	96	107	88	90	0	0	0	0	0	0	0	**584**	3	0	0	**587**	ELEMENTARY
77	CURIE	2016-17	29	84	103	83	103	108	95	0	0	0	0	0	0	0	**605**	2	0	0	**607**	ELEMENTARY
77	CURIE	2017-18	24	93	85	92	80	102	113	0	0	0	0	0	0	0	**589**	1	0	0	**590**	ELEMENTARY
77	CURIE	2018-19	19	122	96	80	80	85	100	0	0	0	0	0	0	0	**582**	2	0	0	**584**	ELEMENTARY
78	DAILARD	2009-10	0	91	100	101	93	76	88	0	0	0	0	0	0	0	**549**	0	0	0	**549**	ELEMENTARY
78	DAILARD	2010-11	0	90	93	98	107	88	73	0	0	0	0	0	0	0	**549**	1	0	0	**550**	ELEMENTARY
78	DAILARD	2011-12	0	92	95	97	96	113	89	0	0	0	0	0	0	0	**582**	3	0	0	**585**	ELEMENTARY
78	DAILARD	2012-13	0	99	91	95	94	96	106	0	0	0	0	0	0	0	**581**	1	0	0	**582**	ELEMENTARY
78	DAILARD	2013-14	0	82	94	94	95	93	96	0	0	0	0	0	0	0	**554**	1	0	0	**555**	ELEMENTARY
78	DAILARD	2014-15	0	95	81	93	89	84	92	0	0	0	0	0	0	0	**534**	1	0	0	**535**	ELEMENTARY
78	DAILARD	2015-16	20	109	91	81	84	84	80	0	0	0	0	0	0	0	**549**	0	0	0	**549**	ELEMENTARY
78	DAILARD	2016-17	21	80	100	93	77	80	82	0	0	0	0	0	0	0	**533**	1	0	0	**534**	ELEMENTARY
78	DAILARD	2017-18	24	95	68	95	90	78	77	0	0	0	0	0	0	0	**527**	0	0	0	**527**	ELEMENTARY
78	DAILARD	2018-19	23	92	91	69	94	87	75	0	0	0	0	0	0	0	**531**	0	0	0	**531**	ELEMENTARY
79	DARNALL	2009-10	0	80	86	78	80	86	71	50	0	0	0	0	0	0	**531**	3	0	0	**534**	CHARTER
79	DARNALL	2010-11	0	86	81	86	82	81	88	57	0	0	0	0	0	0	**561**	1	0	0	**562**	CHARTER
79	DARNALL	2011-12	0	91	85	82	80	76	75	59	0	0	0	0	0	0	**548**	2	0	0	**550**	CHARTER
79	DARNALL	2012-13	0	83	84	82	83	79	73	64	30	0	0	0	0	0	**578**	2	0	0	**580**	CHARTER
79	DARNALL	2013-14	0	76	79	86	75	79	80	58	39	31	0	0	0	0	**603**	1	0	0	**604**	CHARTER
79	DARNALL	2014-15	0	87	77	83	74	79	82	73	51	32	0	0	0	0	**638**	1	0	0	**639**	CHARTER
79	DARNALL	2015-16	0	76	84	66	83	83	70	83	68	48	0	0	0	0	**661**	2	0	0	**663**	CHARTER
79	DARNALL	2016-17	0	71	80	73	71	75	80	67	71	55	0	0	0	0	**643**	1	0	0	**644**	CHARTER
79	DARNALL	2017-18	0	54	72	80	75	74	73	71	64	69	0	0	0	0	**632**	2	0	0	**634**	CHARTER
79	DARNALL	2018-19	0	93	61	67	75	75	77	73	72	62	0	0	0	0	**655**	2	0	0	**657**	CHARTER
80	DANA	2009-10	0	0	0	0	0	0	381	418	0	0	0	0	0	0	**799**	8	0	0	**807**	MIDDLE
80	DANA	2010-11	0	0	0	0	0	0	368	412	0	0	0	0	0	0	**780**	6	0	0	**786**	MIDDLE
80	DANA	2011-12	0	0	0	0	0	0	422	351	0	0	0	0	0	0	**773**	3	0	0	**776**	MIDDLE
80	DANA	2012-13	0	0	0	0	0	0	399	422	0	0	0	0	0	0	**821**	2	0	0	**823**	MIDDLE
80	DANA	2013-14	0	0	0	0	0	0	444	410	0	0	0	0	0	0	**854**	8	0	0	**862**	MIDDLE
80	DANA	2014-15	0	0	0	0	0	0	416	406	0	0	0	0	0	0	**822**	3	0	0	**825**	MIDDLE
80	DANA	2015-16	0	0	0	0	0	0	440	377	0	0	0	0	0	0	**817**	5	0	0	**822**	MIDDLE
80	DANA	2016-17	0	0	0	0	0	0	398	405	0	0	0	0	0	0	**803**	1	0	0	**804**	MIDDLE
80	DANA	2017-18	0	0	0	0	0	0	366	418	0	0	0	0	0	0	**784**	2	0	0	**786**	MIDDLE
80	DANA	2018-19	0	0	0	0	0	0	396	356	0	0	0	0	0	0	**752**	5	0	0	**757**	MIDDLE
82	KING/CHAVEZ PREP.	2009-10	0	0	0	0	0	0	0	115	115	114	0	0	0	0	**344**	3	0	0	**347**	CHARTER
82	KING/CHAVEZ PREP.	2010-11	0	0	0	0	0	0	0	117	123	120	0	0	0	0	**360**	1	0	0	**361**	CHARTER
82	KING/CHAVEZ PREP.	2011-12	0	0	0	0	0	0	0	118	117	119	0	0	0	0	**354**	2	0	0	**356**	CHARTER
82	KING/CHAVEZ PREP.	2012-13	0	0	0	0	0	0	0	120	119	120	0	0	0	0	**359**	1	0	0	**360**	CHARTER
82	KING/CHAVEZ PREP.	2013-14	0	0	0	0	0	0	0	116	120	119	0	0	0	0	**355**	2	0	0	**357**	CHARTER
82	KING/CHAVEZ PREP.	2014-15	0	0	0	0	0	0	0	115	118	120	0	0	0	0	**353**	2	0	0	**355**	CHARTER
82	KING/CHAVEZ PREP.	2015-16	0	0	0	0	0	0	0	118	121	127	0	0	0	0	**366**	0	0	0	**366**	CHARTER
82	KING/CHAVEZ PREP.	2016-17	0	0	0	0	0	0	0	111	123	120	0	0	0	0	**354**	0	0	0	**354**	CHARTER
82	KING/CHAVEZ PREP.	2017-18	0	0	0	0	0	0	0	123	117	122	0	0	0	0	**362**	2	0	0	**364**	CHARTER
82	KING/CHAVEZ PREP.	2018-19	0	0	0	0	0	0	0	125	120	122	0	0	0	0	**367**	1	0	0	**368**	CHARTER
85	DEWEY	2009-10	0	106	97	98	84	46	0	0	0	0	0	0	0	0	**431**	3	0	0	**434**	ELEMENTARY
85	DEWEY	2010-11	0	106	83	86	83	71	0	0	0	0	0	0	0	0	**429**	4	0	0	**433**	ELEMENTARY
85	DEWEY	2011-12	0	96	96	76	70	76	0	0	0	0	0	0	0	0	**414**	14	0	0	**428**	ELEMENTARY
85	DEWEY	2012-13	0	85	95	88	58	68	0	0	0	0	0	0	0	0	**394**	4	0	0	**398**	ELEMENTARY
85	DEWEY	2013-14	0	75	80	74	76	46	0	0	0	0	0	0	0	0	**351**	10	0	0	**361**	ELEMENTARY
85	DEWEY	2014-15	23	74	73	63	56	56	0	0	0	0	0	0	0	0	**345**	10	0	0	**355**	ELEMENTARY
85	DEWEY	2015-16	20	61	77	52	55	43	0	0	0	0	0	0	0	0	**308**	8	0	0	**316**	ELEMENTARY
85	DEWEY	2016-17	25	95	52	62	55	46	0	0	0	0	0	0	0	0	**335**	7	0	0	**342**	ELEMENTARY
85	DEWEY	2017-18	18	80	100	57	61	50	0	0	0	0	0	0	0	0	**366**	21	0	0	**387**	ELEMENTARY
85	DEWEY	2018-19	14	82	80	82	49	55	0	0	0	0	0	0	0	0	**362**	18	0	0	**380**	ELEMENTARY
86	DINGEMAN	2009-10	0	119	130	132	154	135	112	0	0	0	0	0	0	0	**782**	10	0	0	**792**	ELEMENTARY
86	DINGEMAN	2010-11	0	130	118	141	126	150	130	0	0	0	0	0	0	0	**795**	15	0	0	**810**	ELEMENTARY
86	DINGEMAN	2011-12	0	137	145	114	157	134	147	0	0	0	0	0	0	0	**834**	15	0	0	**849**	ELEMENTARY
86	DINGEMAN	2012-13	0	152	132	142	130	156	139	0	0	0	0	0	0	0	**851**	14	0	0	**865**	ELEMENTARY
86	DINGEMAN	2013-14	0	121	150	130	147	132	165	0	0	0	0	0	0	0	**845**	13	0	0	**858**	ELEMENTARY
86	DINGEMAN	2014-15	27	102	134	152	136	144	131	0	0	0	0	0	0	0	**826**	17	0	0	**843**	ELEMENTARY
86	DINGEMAN	2015-16	21	136	105	143	161	144	147	0	0	0	0	0	0	0	**857**	14	0	0	**871**	ELEMENTARY
86	DINGEMAN	2016-17	21	115	126	107	153	151	139	0	0	0	0	0	0	0	**812**	31	0	0	**843**	ELEMENTARY
86	DINGEMAN	2017-18	21	110	118	129	112	153	148	0	0	0	0	0	0	0	**791**	30	0	0	**821**	ELEMENTARY
86	DINGEMAN	2018-19	20	116	116	118	128	104	143	0	0	0	0	0	0	0	**745**	25	0	0	**770**	ELEMENTARY
87	DOYLE	2009-10	0	150	146	121	109	112	90	0	0	0	0	0	0	0	**728**	2	0	0	**730**	ELEMENTARY
87	DOYLE	2010-11	0	171	150	124	110	99	112	0	0	0	0	0	0	0	**766**	1	0	0	**767**	ELEMENTARY
87	DOYLE	2011-12	0	160	157	149	123	106	94	0	0	0	0	0	0	0	**789**	1	0	0	**790**	ELEMENTARY
87	DOYLE	2012-13	0	177	169	137	121	113	98	0	0	0	0	0	0	0	**815**	14	0	0	**829**	ELEMENTARY
87	DOYLE	2013-14	0	167	184	164	125	108	118	0	0	0	0	0	0	0	**866**	4	0	0	**870**	ELEMENTARY
87	DOYLE	2014-15	53	152	154	165	132	120	113	0	0	0	0	0	0	0	**889**	11	0	0	**900**	ELEMENTARY
87	DOYLE	2015-16	48	172	139	145	148	116	117	0	0	0	0	0	0	0	**885**	5	0	0	**890**	ELEMENTARY
87	DOYLE	2016-17	26	126	141	113	108	125	97	0	0	0	0	0	0	0	**736**	3	0	0	**739**	ELEMENTARY
87	DOYLE	2017-18	27	131	117	122	98	93	120	0	0	0	0	0	0	0	**708**	0	0	0	**708**	ELEMENTARY
87	DOYLE	2018-19	36	124	132	104	107	83	85	0	0	0	0	0	0	0	**671**	1	0	0	**672**	ELEMENTARY
89	EDISON	2009-10	0	112	104	97	84	88	97	0	0	0	0	0	0	0	**582**	23	0	0	**605**	ELEMENTARY
89	EDISON	2010-11	0	116	115	91	95	84	80	0	0	0	0	0	0	0	**581**	21	0	0	**602**	ELEMENTARY
89	EDISON	2011-12	0	111	107	102	91	82	80	0	0	0	0	0	0	0	**573**	20	0	0	**593**	ELEMENTARY
89	EDISON	2012-13	0	97	110	96	99	90	90	0	0	0	0	0	0	0	**582**	17	0	0	**599**	ELEMENTARY
89	EDISON	2013-14	12	80	95	102	88	96	82	0	0	0	0	0	0	0	**555**	7	0	0	**562**	ELEMENTARY
89	EDISON	2014-15	17	89	71	96	108	92	100	0	0	0	0	0	0	0	**573**	4	0	0	**577**	ELEMENTARY
89	EDISON	2015-16	11	86	96	76	94	99	81	0	0	0	0	0	0	0	**543**	6	0	0	**549**	ELEMENTARY
89	EDISON	2016-17	12	71	76	90	73	92	98	0	0	0	0	0	0	0	**512**	7	0	0	**519**	ELEMENTARY
89	EDISON	2017-18	16	55	63	73	82	70	93	0	0	0	0	0	0	0	**452**	0	0	0	**452**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
89	EDISON	2018-19	16	59	49	57	71	85	69	0	0	0	0	0	0	0	**406**	1	0	0	**407**	ELEMENTARY
90	E. B. SCRIPPS	2009-10	0	124	123	93	97	98	83	0	0	0	0	0	0	0	**618**	6	0	0	**624**	ELEMENTARY
90	E. B. SCRIPPS	2010-11	0	134	118	127	85	97	98	0	0	0	0	0	0	0	**659**	13	0	0	**672**	ELEMENTARY
90	E. B. SCRIPPS	2011-12	0	130	120	114	122	87	93	0	0	0	0	0	0	0	**666**	12	0	0	**678**	ELEMENTARY
90	E. B. SCRIPPS	2012-13	0	137	115	123	111	132	92	0	0	0	0	0	0	0	**710**	10	0	0	**720**	ELEMENTARY
90	E. B. SCRIPPS	2013-14	30	133	114	116	122	114	136	0	0	0	0	0	0	0	**765**	6	0	0	**771**	ELEMENTARY
90	E. B. SCRIPPS	2014-15	12	123	136	121	116	128	112	0	0	0	0	0	0	0	**748**	1	0	0	**749**	ELEMENTARY
90	E. B. SCRIPPS	2015-16	39	103	113	137	119	120	120	0	0	0	0	0	0	0	**751**	0	0	0	**751**	ELEMENTARY
90	E. B. SCRIPPS	2016-17	26	124	110	111	135	114	116	0	0	0	0	0	0	0	**736**	0	0	0	**736**	ELEMENTARY
90	E. B. SCRIPPS	2017-18	21	135	124	111	103	137	122	0	0	0	0	0	0	0	**753**	0	0	0	**753**	ELEMENTARY
90	E. B. SCRIPPS	2018-19	25	117	133	118	108	110	129	0	0	0	0	0	0	0	**740**	0	0	0	**740**	ELEMENTARY
91	EMERSON/BANDINI	2009-10	0	92	100	112	94	99	85	95	0	0	0	0	0	0	**677**	32	0	0	**709**	ELEMENTARY
91	EMERSON/BANDINI	2010-11	0	104	82	87	97	92	88	78	0	0	0	0	0	0	**628**	16	0	0	**644**	ELEMENTARY
91	EMERSON/BANDINI	2011-12	0	111	93	81	90	98	90	75	0	0	0	0	0	0	**638**	16	0	0	**654**	ELEMENTARY
91	EMERSON/BANDINI	2012-13	0	102	100	83	75	82	74	76	0	0	0	0	0	0	**592**	8	0	0	**600**	ELEMENTARY
91	EMERSON/BANDINI	2013-14	0	81	99	83	87	78	82	59	0	0	0	0	0	0	**569**	9	0	0	**578**	ELEMENTARY
91	EMERSON/BANDINI	2014-15	21	93	83	82	81	74	78	68	0	0	0	0	0	0	**580**	6	0	0	**586**	ELEMENTARY
91	EMERSON/BANDINI	2015-16	12	85	91	77	87	70	67	63	0	0	0	0	0	0	**552**	11	0	0	**563**	ELEMENTARY
91	EMERSON/BANDINI	2016-17	14	88	88	87	79	79	68	62	0	0	0	0	0	0	**565**	14	0	0	**579**	ELEMENTARY
91	EMERSON/BANDINI	2017-18	16	64	82	68	72	65	70	0	0	0	0	0	0	0	**437**	12	0	0	**449**	ELEMENTARY
91	EMERSON/BANDINI	2018-19	10	63	56	82	65	79	56	0	0	0	0	0	0	0	**411**	14	0	0	**425**	ELEMENTARY
92	ALBERT EINSTEIN ELEM	2009-10	0	80	80	78	80	74	69	0	0	0	0	0	0	0	**461**	0	0	0	**461**	CHARTER
92	ALBERT EINSTEIN ELEM	2010-11	0	79	80	80	89	76	73	0	0	0	0	0	0	0	**477**	0	0	0	**477**	CHARTER
92	ALBERT EINSTEIN ELEM	2011-12	0	80	80	79	100	89	72	0	0	0	0	0	0	0	**500**	0	0	0	**500**	CHARTER
92	ALBERT EINSTEIN ELEM	2012-13	0	80	80	80	100	93	91	0	0	0	0	0	0	0	**524**	0	0	0	**524**	CHARTER
92	ALBERT EINSTEIN ELEM	2013-14	0	80	82	77	97	98	90	0	0	0	0	0	0	0	**524**	0	0	0	**524**	CHARTER
92	ALBERT EINSTEIN ELEM	2014-15	0	137	81	80	127	96	97	0	0	0	0	0	0	0	**618**	1	0	0	**619**	CHARTER
92	ALBERT EINSTEIN ELEM	2015-16	0	138	138	81	129	120	86	0	0	0	0	0	0	0	**692**	0	0	0	**692**	CHARTER
92	ALBERT EINSTEIN ELEM	2016-17	0	134	139	136	117	127	120	0	0	0	0	0	0	0	**773**	1	0	0	**774**	CHARTER
92	ALBERT EINSTEIN ELEM	2017-18	0	136	138	138	135	123	128	0	0	0	0	0	0	0	**798**	0	0	0	**798**	CHARTER
92	ALBERT EINSTEIN ELEM	2018-19	0	138	137	138	135	131	121	0	0	0	0	0	0	0	**800**	0	0	0	**800**	CHARTER
93	ENCANTO	2009-10	0	89	118	100	92	104	87	0	0	0	0	0	0	0	**590**	33	0	0	**623**	ELEMENTARY
93	ENCANTO	2010-11	0	109	87	113	100	95	97	0	0	0	0	0	0	0	**601**	39	0	0	**640**	ELEMENTARY
93	ENCANTO	2011-12	0	93	102	83	107	100	90	0	0	0	0	0	0	0	**575**	38	0	0	**613**	ELEMENTARY
93	ENCANTO	2012-13	0	92	83	93	71	99	86	0	0	0	0	0	0	0	**524**	31	0	0	**555**	ELEMENTARY
93	ENCANTO	2013-14	7	78	80	78	76	65	88	0	0	0	0	0	0	0	**472**	29	0	0	**501**	ELEMENTARY
93	ENCANTO	2014-15	24	76	86	79	86	70	70	0	0	0	0	0	0	0	**491**	14	0	0	**505**	ELEMENTARY
93	ENCANTO	2015-16	17	73	76	79	85	78	71	0	0	0	0	0	0	0	**479**	18	0	0	**497**	ELEMENTARY
93	ENCANTO	2016-17	18	66	71	67	74	74	77	0	0	0	0	0	0	0	**447**	18	0	0	**465**	ELEMENTARY
93	ENCANTO	2017-18	15	83	71	73	67	76	77	0	0	0	0	0	0	0	**462**	20	0	0	**482**	ELEMENTARY
93	ENCANTO	2018-19	18	78	81	68	81	69	76	0	0	0	0	0	0	0	**471**	17	0	0	**488**	ELEMENTARY
95	EUCLID	2009-10	0	119	129	103	94	109	98	0	0	0	0	0	0	0	**652**	8	0	0	**660**	ELEMENTARY
95	EUCLID	2010-11	0	112	116	126	102	89	104	0	0	0	0	0	0	0	**649**	11	0	0	**660**	ELEMENTARY
95	EUCLID	2011-12	0	125	113	102	115	84	97	0	0	0	0	0	0	0	**636**	10	0	0	**646**	ELEMENTARY
95	EUCLID	2012-13	0	101	120	102	102	103	85	0	0	0	0	0	0	0	**613**	10	0	0	**623**	ELEMENTARY
95	EUCLID	2013-14	20	83	101	111	94	91	98	0	0	0	0	0	0	0	**598**	0	0	0	**598**	ELEMENTARY
95	EUCLID	2014-15	17	81	82	91	93	84	81	0	0	0	0	0	0	0	**529**	8	0	0	**537**	ELEMENTARY
95	EUCLID	2015-16	17	72	74	77	87	92	82	0	0	0	0	0	0	0	**501**	6	0	0	**507**	ELEMENTARY
95	EUCLID	2016-17	12	78	62	71	74	90	86	0	0	0	0	0	0	0	**473**	6	0	0	**479**	ELEMENTARY
95	EUCLID	2017-18	15	77	78	67	74	74	95	0	0	0	0	0	0	0	**480**	24	0	0	**504**	ELEMENTARY
95	EUCLID	2018-19	21	78	72	81	71	80	72	0	0	0	0	0	0	0	**475**	20	0	0	**495**	ELEMENTARY
103	FIELD	2009-10	0	47	42	37	31	46	39	40	0	0	0	0	0	0	**282**	16	0	0	**298**	ELEMENTARY
103	FIELD	2010-11	0	46	42	44	31	27	46	31	0	0	0	0	0	0	**267**	24	0	0	**291**	ELEMENTARY
103	FIELD	2011-12	0	52	40	39	43	32	30	48	0	0	0	0	0	0	**284**	25	0	0	**309**	ELEMENTARY
103	FIELD	2012-13	3	44	39	40	33	41	31	24	0	0	0	0	0	0	**255**	28	0	0	**283**	ELEMENTARY
103	FIELD	2013-14	8	37	49	37	37	35	43	25	0	0	0	0	0	0	**271**	27	0	0	**298**	ELEMENTARY
103	FIELD	2014-15	8	33	41	43	34	35	33	37	0	0	0	0	0	0	**264**	24	0	0	**288**	ELEMENTARY
103	FIELD	2015-16	15	50	39	44	39	34	32	0	0	0	0	0	0	0	**253**	16	0	0	**269**	ELEMENTARY
103	FIELD	2016-17	9	60	57	42	42	41	36	0	0	0	0	0	0	0	**287**	19	0	0	**306**	ELEMENTARY
103	FIELD	2017-18	13	53	53	53	39	38	39	0	0	0	0	0	0	0	**288**	19	0	0	**307**	ELEMENTARY
103	FIELD	2018-19	16	52	49	56	51	37	39	0	0	0	0	0	0	0	**300**	23	0	0	**323**	ELEMENTARY
105	FLETCHER	2009-10	0	50	58	43	43	28	25	0	0	0	0	0	0	0	**247**	31	0	0	**278**	ELEMENTARY
105	FLETCHER	2010-11	0	36	42	52	39	44	26	0	0	0	0	0	0	0	**239**	30	0	0	**269**	ELEMENTARY
105	FLETCHER	2011-12	0	50	32	46	48	39	42	0	0	0	0	0	0	0	**257**	22	0	0	**279**	ELEMENTARY
105	FLETCHER	2012-13	0	35	51	38	42	44	35	0	0	0	0	0	0	0	**245**	12	0	0	**257**	ELEMENTARY
105	FLETCHER	2013-14	0	46	34	49	39	36	40	0	0	0	0	0	0	0	**244**	8	0	0	**252**	ELEMENTARY
105	FLETCHER	2014-15	0	45	42	29	43	44	36	0	0	0	0	0	0	0	**239**	6	0	0	**245**	ELEMENTARY
105	FLETCHER	2015-16	6	36	29	36	35	37	40	0	0	0	0	0	0	0	**219**	6	0	0	**225**	ELEMENTARY
105	FLETCHER	2016-17	9	25	33	26	32	37	33	0	0	0	0	0	0	0	**195**	5	0	0	**200**	ELEMENTARY
105	FLETCHER	2017-18	6	35	22	28	25	34	33	0	0	0	0	0	0	0	**183**	1	0	0	**184**	ELEMENTARY
105	FLETCHER	2018-19	11	19	33	23	24	29	26	0	0	0	0	0	0	0	**165**	0	0	0	**165**	ELEMENTARY
107	FLORENCE	2009-10	0	65	70	47	41	42	30	0	0	0	0	0	0	0	**295**	20	0	0	**315**	ELEMENTARY
107	FLORENCE	2010-11	0	54	65	52	37	41	43	0	0	0	0	0	0	0	**292**	26	0	0	**318**	ELEMENTARY
107	FLORENCE	2011-12	0	53	53	58	42	40	40	0	0	0	0	0	0	0	**286**	30	0	0	**316**	ELEMENTARY
107	FLORENCE	2012-13	0	53	57	43	56	40	36	0	0	0	0	0	0	0	**285**	20	0	0	**305**	ELEMENTARY
107	FLORENCE	2013-14	7	40	50	49	36	54	38	0	0	0	0	0	0	0	**274**	17	0	0	**291**	ELEMENTARY
107	FLORENCE	2014-15	11	33	49	43	37	33	44	0	0	0	0	0	0	0	**250**	11	0	0	**261**	ELEMENTARY
107	FLORENCE	2015-16	6	44	37	39	41	36	35	0	0	0	0	0	0	0	**238**	13	0	0	**251**	ELEMENTARY
107	FLORENCE	2016-17	11	37	46	27	40	40	32	0	0	0	0	0	0	0	**233**	14	0	0	**247**	ELEMENTARY
107	FLORENCE	2017-18	12	43	36	44	26	34	32	0	0	0	0	0	0	0	**227**	17	0	0	**244**	ELEMENTARY
107	FLORENCE	2018-19	14	40	38	32	38	24	31	0	0	0	0	0	0	0	**217**	19	0	0	**236**	ELEMENTARY
111	FOSTER	2009-10	0	78	67	67	73	63	64	0	0	0	0	0	0	0	**412**	0	0	0	**412**	ELEMENTARY
111	FOSTER	2010-11	0	82	70	68	71	72	64	0	0	0	0	0	0	0	**427**	3	0	0	**430**	ELEMENTARY
111	FOSTER	2011-12	0	63	81	69	57	72	68	0	0	0	0	0	0	0	**410**	1	0	0	**411**	ELEMENTARY
111	FOSTER	2012-13	0	68	57	71	64	50	69	0	0	0	0	0	0	0	**379**	0	0	0	**379**	ELEMENTARY
111	FOSTER	2013-14	0	68	64	46	69	68	55	0	0	0	0	0	0	0	**370**	3	0	0	**373**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
111	FOSTER	2014-15	0	63	56	71	44	60	65	0	0	0	0	0	0	0	**359**	12	0	0	**371**	ELEMENTARY
111	FOSTER	2015-16	17	51	61	55	74	39	64	0	0	0	0	0	0	0	**361**	18	0	0	**379**	ELEMENTARY
111	FOSTER	2016-17	21	56	51	58	56	74	44	0	0	0	0	0	0	0	**360**	19	0	0	**379**	ELEMENTARY
111	FOSTER	2017-18	24	58	56	50	55	57	70	0	0	0	0	0	0	0	**370**	10	0	0	**380**	ELEMENTARY
111	FOSTER	2018-19	18	74	57	55	55	76	61	0	0	0	0	0	0	0	**396**	16	0	0	**412**	ELEMENTARY
113	FRANKLIN	2009-10	0	45	47	39	38	28	41	0	0	0	0	0	0	0	**238**	21	0	0	**259**	ELEMENTARY
113	FRANKLIN	2010-11	0	43	44	47	35	34	32	0	0	0	0	0	0	0	**235**	11	0	0	**246**	ELEMENTARY
113	FRANKLIN	2011-12	0	37	44	48	45	50	40	0	0	0	0	0	0	0	**264**	3	0	0	**267**	ELEMENTARY
113	FRANKLIN	2012-13	0	40	38	35	44	40	45	0	0	0	0	0	0	0	**242**	3	0	0	**245**	ELEMENTARY
113	FRANKLIN	2013-14	10	37	50	30	34	46	38	0	0	0	0	0	0	0	**245**	5	0	0	**250**	ELEMENTARY
113	FRANKLIN	2014-15	13	48	36	54	41	37	51	0	0	0	0	0	0	0	**280**	7	0	0	**287**	ELEMENTARY
113	FRANKLIN	2015-16	15	72	51	40	51	43	34	0	0	0	0	0	0	0	**306**	4	0	0	**310**	ELEMENTARY
113	FRANKLIN	2016-17	12	74	65	39	42	53	39	0	0	0	0	0	0	0	**324**	2	0	0	**326**	ELEMENTARY
113	FRANKLIN	2017-18	18	58	75	54	43	43	48	0	0	0	0	0	0	0	**339**	10	0	0	**349**	ELEMENTARY
113	FRANKLIN	2018-19	12	70	58	70	59	50	48	0	0	0	0	0	0	0	**367**	13	0	0	**380**	ELEMENTARY
115	FREESE	2009-10	0	66	90	81	74	68	84	0	0	0	0	0	0	0	**463**	9	0	0	**472**	ELEMENTARY
115	FREESE	2010-11	0	75	64	79	73	76	73	0	0	0	0	0	0	0	**440**	3	0	0	**443**	ELEMENTARY
115	FREESE	2011-12	0	81	71	63	80	74	77	0	0	0	0	0	0	0	**446**	2	0	0	**448**	ELEMENTARY
115	FREESE	2012-13	0	58	71	63	53	65	64	0	0	0	0	0	0	0	**374**	2	0	0	**376**	ELEMENTARY
115	FREESE	2013-14	0	56	47	59	54	45	63	0	0	0	0	0	0	0	**324**	2	0	0	**326**	ELEMENTARY
115	FREESE	2014-15	11	42	54	45	50	48	44	0	0	0	0	0	0	0	**294**	3	0	0	**297**	ELEMENTARY
115	FREESE	2015-16	7	49	45	48	50	57	46	0	0	0	0	0	0	0	**302**	5	0	0	**307**	ELEMENTARY
115	FREESE	2016-17	9	50	50	44	54	48	55	0	0	0	0	0	0	0	**310**	5	0	0	**315**	ELEMENTARY
115	FREESE	2017-18	12	32	51	52	36	54	41	0	0	0	0	0	0	0	**278**	1	0	0	**279**	ELEMENTARY
115	FREESE	2018-19	11	47	33	48	58	37	60	0	0	0	0	0	0	0	**294**	1	0	0	**295**	ELEMENTARY
119	FULTON	2009-10	0	49	54	55	41	46	72	41	38	30	0	0	0	0	**426**	24	0	0	**450**	K-8
119	FULTON	2010-11	0	51	43	50	45	40	40	38	30	38	0	0	0	0	**375**	22	0	0	**397**	K-8
119	FULTON	2011-12	0	51	50	46	42	49	44	26	36	34	0	0	0	0	**378**	19	0	0	**397**	K-8
119	FULTON	2012-13	11	49	49	52	43	40	39	40	21	39	0	0	0	0	**383**	13	0	0	**396**	K-8
119	FULTON	2013-14	7	50	51	48	54	45	44	46	34	32	0	0	0	0	**411**	15	0	0	**426**	K-8
119	FULTON	2014-15	13	38	46	54	51	42	43	43	47	29	0	0	0	0	**406**	14	0	0	**420**	K-8
119	FULTON	2015-16	3	40	33	53	52	49	43	33	34	47	0	0	0	0	**387**	9	0	0	**396**	K-8
119	FULTON	2016-17	3	33	42	38	40	52	45	39	39	24	0	0	0	0	**355**	8	0	0	**363**	K-8
119	FULTON	2017-18	3	34	31	38	39	32	45	39	42	36	0	0	0	0	**339**	1	0	0	**340**	K-8
119	FULTON	2018-19	4	30	35	31	34	43	33	39	41	42	0	0	0	0	**332**	0	0	0	**332**	K-8
121	GAGE	2009-10	0	82	60	68	71	77	76	0	0	0	0	0	0	0	**434**	21	0	0	**455**	ELEMENTARY
121	GAGE	2010-11	0	70	82	50	57	67	85	0	0	0	0	0	0	0	**411**	21	0	0	**432**	ELEMENTARY
121	GAGE	2011-12	0	73	54	71	50	64	65	0	0	0	0	0	0	0	**377**	7	0	0	**384**	ELEMENTARY
121	GAGE	2012-13	8	60	62	55	71	45	55	0	0	0	0	0	0	0	**356**	5	0	0	**361**	ELEMENTARY
121	GAGE	2013-14	18	69	60	68	59	77	53	0	0	0	0	0	0	0	**404**	11	0	0	**415**	ELEMENTARY
121	GAGE	2014-15	18	81	81	64	66	63	81	0	0	0	0	0	0	0	**454**	6	0	0	**460**	ELEMENTARY
121	GAGE	2015-16	34	101	62	80	63	60	69	0	0	0	0	0	0	0	**469**	7	0	0	**476**	ELEMENTARY
121	GAGE	2016-17	45	98	94	56	69	63	62	0	0	0	0	0	0	0	**487**	6	0	0	**493**	ELEMENTARY
121	GAGE	2017-18	40	108	94	88	60	73	66	0	0	0	0	0	0	0	**529**	12	0	0	**541**	ELEMENTARY
121	GAGE	2018-19	35	110	114	82	84	61	78	0	0	0	0	0	0	0	**564**	12	0	0	**576**	ELEMENTARY
123	BETHUNE	2009-10	0	55	65	69	78	91	76	74	68	59	0	0	0	0	**635**	23	0	0	**658**	K-8
123	BETHUNE	2010-11	0	69	70	66	73	90	93	100	82	70	0	0	0	0	**713**	14	0	0	**727**	K-8
123	BETHUNE	2011-12	0	71	65	81	68	76	85	111	106	86	0	0	0	0	**749**	8	0	0	**757**	K-8
123	BETHUNE	2012-13	0	60	78	52	75	67	81	101	97	100	0	0	0	0	**711**	2	0	0	**713**	K-8
123	BETHUNE	2013-14	0	46	67	68	58	72	66	91	97	95	0	0	0	0	**660**	1	0	0	**661**	K-8
123	BETHUNE	2014-15	0	50	52	61	69	61	78	91	89	94	0	0	0	0	**645**	2	0	0	**647**	K-8
123	BETHUNE	2015-16	11	44	42	52	60	81	64	86	92	85	0	0	0	0	**617**	1	0	0	**618**	K-8
123	BETHUNE	2016-17	14	52	48	48	51	57	83	75	75	90	0	0	0	0	**593**	4	0	0	**597**	K-8
123	BETHUNE	2017-18	24	54	65	49	52	59	63	96	81	75	0	0	0	0	**618**	7	0	0	**625**	K-8
123	BETHUNE	2018-19	9	66	58	68	51	52	60	72	92	84	0	0	0	0	**612**	6	0	0	**618**	K-8
124	GARFIELD	2009-10	0	56	68	53	57	66	61	0	0	0	0	0	0	0	**361**	28	0	0	**389**	ELEMENTARY
124	GARFIELD	2010-11	0	54	60	65	58	53	66	0	0	0	0	0	0	0	**356**	18	0	0	**374**	ELEMENTARY
124	GARFIELD	2011-12	0	73	57	55	63	54	59	0	0	0	0	0	0	0	**361**	11	0	0	**372**	ELEMENTARY
124	GARFIELD	2012-13	0	57	69	50	58	58	54	0	0	0	0	0	0	0	**346**	3	0	0	**349**	ELEMENTARY
124	GARFIELD	2013-14	7	51	54	64	50	52	58	0	0	0	0	0	0	0	**336**	7	0	0	**343**	ELEMENTARY
124	GARFIELD	2014-15	10	48	54	51	61	43	49	0	0	0	0	0	0	0	**316**	3	0	0	**319**	ELEMENTARY
124	GARFIELD	2015-16	17	53	48	49	55	61	54	0	0	0	0	0	0	0	**337**	7	0	0	**344**	ELEMENTARY
124	GARFIELD	2016-17	8	49	52	42	40	52	61	0	0	0	0	0	0	0	**304**	6	0	0	**310**	ELEMENTARY
124	GARFIELD	2017-18	2	28	46	39	40	39	52	0	0	0	0	0	0	0	**246**	9	0	0	**255**	ELEMENTARY
124	GARFIELD	2018-19	10	34	26	42	37	38	35	0	0	0	0	0	0	0	**222**	5	0	0	**227**	ELEMENTARY
125	ZAMORANO	2009-10	0	211	209	221	228	211	218	0	0	0	0	0	0	0	**1298**	37	0	0	**1335**	ELEMENTARY
125	ZAMORANO	2010-11	0	225	225	215	220	233	214	0	0	0	0	0	0	0	**1332**	34	0	0	**1366**	ELEMENTARY
125	ZAMORANO	2011-12	0	194	231	225	223	213	226	0	0	0	0	0	0	0	**1312**	26	0	0	**1338**	ELEMENTARY
125	ZAMORANO	2012-13	18	200	194	204	229	217	202	0	0	0	0	0	0	0	**1264**	24	0	0	**1288**	ELEMENTARY
125	ZAMORANO	2013-14	50	205	194	189	205	230	209	0	0	0	0	0	0	0	**1282**	15	0	0	**1297**	ELEMENTARY
125	ZAMORANO	2014-15	47	182	211	196	197	184	237	0	0	0	0	0	0	0	**1254**	11	0	0	**1265**	ELEMENTARY
125	ZAMORANO	2015-16	54	177	188	200	195	195	181	0	0	0	0	0	0	0	**1190**	5	0	0	**1195**	ELEMENTARY
125	ZAMORANO	2016-17	42	210	182	193	202	188	180	0	0	0	0	0	0	0	**1197**	11	0	0	**1208**	ELEMENTARY
125	ZAMORANO	2017-18	44	143	193	175	182	195	169	0	0	0	0	0	0	0	**1101**	16	0	0	**1117**	ELEMENTARY
125	ZAMORANO	2018-19	50	146	137	193	165	172	194	0	0	0	0	0	0	0	**1057**	21	0	0	**1078**	ELEMENTARY
127	GRANT	2009-10	0	63	76	68	60	64	68	85	59	64	0	0	0	0	**607**	12	0	0	**619**	K-8
127	GRANT	2010-11	0	57	80	72	73	57	64	47	79	56	0	0	0	0	**585**	9	0	0	**594**	K-8
127	GRANT	2011-12	0	71	67	79	74	73	57	53	47	74	0	0	0	0	**595**	4	0	0	**599**	K-8
127	GRANT	2012-13	0	82	84	72	79	76	78	71	55	49	0	0	0	0	**646**	5	0	0	**651**	K-8
127	GRANT	2013-14	13	53	83	85	72	84	78	80	72	58	0	0	0	0	**678**	6	0	0	**684**	K-8
127	GRANT	2014-15	18	57	62	87	96	77	94	74	78	70	0	0	0	0	**713**	4	0	0	**717**	K-8
127	GRANT	2015-16	16	68	57	65	79	97	83	92	72	67	0	0	0	0	**696**	4	0	0	**700**	K-8
127	GRANT	2016-17	13	71	68	65	63	92	105	86	92	70	0	0	0	0	**725**	6	0	0	**731**	K-8
127	GRANT	2017-18	24	71	72	69	64	67	98	105	79	90	0	0	0	0	**739**	7	0	0	**746**	K-8
127	GRANT	2018-19	15	65	73	80	74	68	68	107	88	80	0	0	0	0	**718**	6	0	0	**724**	K-8
128	GOLDEN HILL	2009-10	0	52	63	58	60	54	67	59	41	47	0	0	0	0	**501**	23	0	0	**524**	K-8

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
128	GOLDEN HILL	2010-11	0	53	53	63	56	65	56	65	53	39	0	0	0	0	**503**	19	0	0	**522**	K-8
128	GOLDEN HILL	2011-12	0	50	55	46	59	51	61	54	59	52	0	0	0	0	**487**	12	0	0	**499**	K-8
128	GOLDEN HILL	2012-13	0	52	55	51	39	67	51	55	51	51	0	0	0	0	**472**	9	0	0	**481**	K-8
128	GOLDEN HILL	2013-14	0	46	47	50	46	48	62	50	49	49	0	0	0	0	**447**	6	0	0	**453**	K-8
128	GOLDEN HILL	2014-15	10	46	49	40	39	50	44	52	45	49	0	0	0	0	**424**	10	0	0	**434**	K-8
128	GOLDEN HILL	2015-16	15	64	41	48	40	35	44	41	40	36	0	0	0	0	**404**	5	0	0	**409**	K-8
128	GOLDEN HILL	2016-17	6	50	56	36	44	40	33	44	34	41	0	0	0	0	**384**	8	0	0	**392**	K-8
128	GOLDEN HILL	2017-18	19	48	48	59	29	42	32	40	32	38	0	0	0	0	**387**	8	0	0	**395**	K-8
128	GOLDEN HILL	2018-19	14	52	39	44	59	24	41	41	40	35	0	0	0	0	**389**	14	0	0	**403**	K-8
130	JOYNER	2009-10	0	121	112	124	86	99	97	0	0	0	0	0	0	0	**639**	5	0	0	**644**	ELEMENTARY
130	JOYNER	2010-11	0	116	123	113	117	91	89	0	0	0	0	0	0	0	**649**	2	0	0	**651**	ELEMENTARY
130	JOYNER	2011-12	0	98	120	117	109	113	90	0	0	0	0	0	0	0	**647**	2	0	0	**649**	ELEMENTARY
130	JOYNER	2012-13	0	108	102	129	125	116	117	0	0	0	0	0	0	0	**697**	1	0	0	**698**	ELEMENTARY
130	JOYNER	2013-14	20	103	111	102	131	118	113	0	0	0	0	0	0	0	**698**	3	0	0	**701**	ELEMENTARY
130	JOYNER	2014-15	28	107	123	109	106	131	116	0	0	0	0	0	0	0	**720**	3	0	0	**723**	ELEMENTARY
130	JOYNER	2015-16	22	101	107	123	106	93	129	0	0	0	0	0	0	0	**681**	6	0	0	**687**	ELEMENTARY
130	JOYNER	2016-17	23	107	97	100	122	110	89	0	0	0	0	0	0	0	**648**	6	0	0	**654**	ELEMENTARY
130	JOYNER	2017-18	17	85	100	94	102	117	104	0	0	0	0	0	0	0	**619**	0	0	0	**619**	ELEMENTARY
130	JOYNER	2018-19	19	75	88	89	92	92	111	0	0	0	0	0	0	0	**566**	0	0	0	**566**	ELEMENTARY
131	GREEN	2009-10	0	94	92	85	63	63	66	0	0	0	0	0	0	0	**463**	0	0	0	**463**	ELEMENTARY
131	GREEN	2010-11	0	103	97	94	88	57	68	0	0	0	0	0	0	0	**507**	0	0	0	**507**	ELEMENTARY
131	GREEN	2011-12	0	75	98	94	88	80	62	0	0	0	0	0	0	0	**497**	0	0	0	**497**	ELEMENTARY
131	GREEN	2012-13	0	75	71	97	95	88	80	0	0	0	0	0	0	0	**506**	1	0	0	**507**	ELEMENTARY
131	GREEN	2013-14	0	77	83	67	91	101	87	0	0	0	0	0	0	0	**506**	1	0	0	**507**	ELEMENTARY
131	GREEN	2014-15	17	80	83	79	71	93	93	0	0	0	0	0	0	0	**516**	2	0	0	**518**	ELEMENTARY
131	GREEN	2015-16	23	71	84	71	73	72	92	0	0	0	0	0	0	0	**486**	4	0	0	**490**	ELEMENTARY
131	GREEN	2016-17	25	77	58	78	75	72	68	0	0	0	0	0	0	0	**453**	3	0	0	**456**	ELEMENTARY
131	GREEN	2017-18	25	73	78	60	76	64	71	0	0	0	0	0	0	0	**447**	0	0	0	**447**	ELEMENTARY
131	GREEN	2018-19	17	64	83	83	62	78	64	0	0	0	0	0	0	0	**451**	0	0	0	**451**	ELEMENTARY
134	HAGE	2009-10	0	126	126	110	99	138	111	0	0	0	0	0	0	0	**710**	25	0	0	**735**	ELEMENTARY
134	HAGE	2010-11	0	134	122	120	117	98	131	0	0	0	0	0	0	0	**722**	13	0	0	**735**	ELEMENTARY
134	HAGE	2011-12	0	112	122	111	120	111	96	0	0	0	0	0	0	0	**672**	12	0	0	**684**	ELEMENTARY
134	HAGE	2012-13	0	116	108	109	100	110	112	0	0	0	0	0	0	0	**655**	12	0	0	**667**	ELEMENTARY
134	HAGE	2013-14	0	99	111	103	111	90	115	0	0	0	0	0	0	0	**629**	8	0	0	**637**	ELEMENTARY
134	HAGE	2014-15	28	105	102	94	98	108	79	0	0	0	0	0	0	0	**614**	13	0	0	**627**	ELEMENTARY
134	HAGE	2015-16	17	119	110	105	105	100	104	0	0	0	0	0	0	0	**660**	23	0	0	**683**	ELEMENTARY
134	HAGE	2016-17	23	121	124	103	105	102	95	0	0	0	0	0	0	0	**673**	26	0	0	**699**	ELEMENTARY
134	HAGE	2017-18	23	124	112	119	100	102	87	0	0	0	0	0	0	0	**667**	29	0	0	**696**	ELEMENTARY
134	HAGE	2018-19	29	125	101	106	108	103	89	0	0	0	0	0	0	0	**661**	32	0	0	**693**	ELEMENTARY
135	HAMILTON	2009-10	0	95	112	99	90	110	95	0	0	0	0	0	0	0	**601**	16	0	0	**617**	ELEMENTARY
135	HAMILTON	2010-11	0	76	99	100	95	97	103	0	0	0	0	0	0	0	**570**	15	0	0	**585**	ELEMENTARY
135	HAMILTON	2011-12	0	95	93	91	97	91	94	0	0	0	0	0	0	0	**561**	5	0	0	**566**	ELEMENTARY
135	HAMILTON	2012-13	0	109	99	82	92	97	92	0	0	0	0	0	0	0	**571**	0	0	0	**571**	ELEMENTARY
135	HAMILTON	2013-14	9	81	101	96	84	79	103	0	0	0	0	0	0	0	**553**	4	0	0	**557**	ELEMENTARY
135	HAMILTON	2014-15	17	80	72	88	92	83	82	0	0	0	0	0	0	0	**514**	13	0	0	**527**	ELEMENTARY
135	HAMILTON	2015-16	13	74	88	74	87	91	84	0	0	0	0	0	0	0	**511**	18	0	0	**529**	ELEMENTARY
135	HAMILTON	2016-17	16	75	82	82	73	84	89	0	0	0	0	0	0	0	**501**	14	0	0	**515**	ELEMENTARY
135	HAMILTON	2017-18	21	81	75	70	77	70	78	0	0	0	0	0	0	0	**472**	28	0	0	**500**	ELEMENTARY
135	HAMILTON	2018-19	19	91	76	71	73	75	68	0	0	0	0	0	0	0	**473**	28	0	0	**501**	ELEMENTARY
136	HANCOCK	2009-10	0	146	137	117	124	107	119	0	0	0	0	0	0	0	**750**	21	0	0	**771**	ELEMENTARY
136	HANCOCK	2010-11	0	144	141	137	114	98	121	0	0	0	0	0	0	0	**755**	12	0	0	**767**	ELEMENTARY
136	HANCOCK	2011-12	0	145	148	113	131	101	97	0	0	0	0	0	0	0	**735**	4	0	0	**739**	ELEMENTARY
136	HANCOCK	2012-13	0	138	115	119	95	94	93	0	0	0	0	0	0	0	**654**	4	0	0	**658**	ELEMENTARY
136	HANCOCK	2013-14	0	99	143	110	111	93	80	0	0	0	0	0	0	0	**636**	8	0	0	**644**	ELEMENTARY
136	HANCOCK	2014-15	28	112	99	130	96	105	82	0	0	0	0	0	0	0	**652**	8	0	0	**660**	ELEMENTARY
136	HANCOCK	2015-16	44	103	109	82	113	85	97	0	0	0	0	0	0	0	**633**	4	0	0	**637**	ELEMENTARY
136	HANCOCK	2016-17	24	137	102	95	86	103	71	0	0	0	0	0	0	0	**618**	6	0	0	**624**	ELEMENTARY
136	HANCOCK	2017-18	38	108	128	98	93	90	87	0	0	0	0	0	0	0	**642**	0	0	0	**642**	ELEMENTARY
136	HANCOCK	2018-19	30	109	95	116	90	90	79	0	0	0	0	0	0	0	**609**	1	0	0	**610**	ELEMENTARY
137	RODRIGUEZ	2009-10	0	92	88	81	88	87	60	0	0	0	0	0	0	0	**496**	16	0	0	**512**	ELEMENTARY
137	RODRIGUEZ	2010-11	0	105	99	93	83	93	84	0	0	0	0	0	0	0	**557**	12	0	0	**569**	ELEMENTARY
137	RODRIGUEZ	2011-12	0	110	106	96	97	85	78	0	0	0	0	0	0	0	**572**	7	0	0	**579**	ELEMENTARY
137	RODRIGUEZ	2012-13	0	104	103	110	99	99	81	0	0	0	0	0	0	0	**596**	6	0	0	**602**	ELEMENTARY
137	RODRIGUEZ	2013-14	0	108	110	99	102	95	91	0	0	0	0	0	0	0	**605**	9	0	0	**614**	ELEMENTARY
137	RODRIGUEZ	2014-15	19	90	104	105	96	97	82	0	0	0	0	0	0	0	**593**	8	0	0	**601**	ELEMENTARY
137	RODRIGUEZ	2015-16	19	68	99	101	98	91	98	0	0	0	0	0	0	0	**574**	6	0	0	**580**	ELEMENTARY
137	RODRIGUEZ	2016-17	12	82	70	93	96	92	76	0	0	0	0	0	0	0	**521**	5	0	0	**526**	ELEMENTARY
137	RODRIGUEZ	2017-18	18	71	74	60	79	94	75	0	0	0	0	0	0	0	**471**	8	0	0	**479**	ELEMENTARY
137	RODRIGUEZ	2018-19	16	61	87	72	53	77	79	0	0	0	0	0	0	0	**445**	9	0	0	**454**	ELEMENTARY
139	HARDY	2009-10	0	68	66	54	66	56	63	0	0	0	0	0	0	0	**373**	1	0	0	**374**	ELEMENTARY
139	HARDY	2010-11	0	72	63	69	50	61	58	0	0	0	0	0	0	0	**373**	1	0	0	**374**	ELEMENTARY
139	HARDY	2011-12	0	69	70	65	69	52	65	0	0	0	0	0	0	0	**390**	0	0	0	**390**	ELEMENTARY
139	HARDY	2012-13	0	67	80	79	72	66	56	0	0	0	0	0	0	0	**420**	1	0	0	**421**	ELEMENTARY
139	HARDY	2013-14	0	69	73	81	74	67	66	0	0	0	0	0	0	0	**430**	0	0	0	**430**	ELEMENTARY
139	HARDY	2014-15	8	50	73	69	77	63	68	0	0	0	0	0	0	0	**408**	0	0	0	**408**	ELEMENTARY
139	HARDY	2015-16	23	54	51	67	73	67	63	0	0	0	0	0	0	0	**398**	0	0	0	**398**	ELEMENTARY
139	HARDY	2016-17	25	50	52	57	61	66	67	0	0	0	0	0	0	0	**378**	0	0	0	**378**	ELEMENTARY
139	HARDY	2017-18	23	54	50	53	56	63	65	0	0	0	0	0	0	0	**364**	0	0	0	**364**	ELEMENTARY
139	HARDY	2018-19	17	52	54	52	52	54	65	0	0	0	0	0	0	0	**346**	0	0	0	**346**	ELEMENTARY
141	HAWTHORNE	2009-10	0	47	46	44	44	42	44	44	0	0	0	0	0	0	**311**	21	0	0	**332**	ELEMENTARY
141	HAWTHORNE	2010-11	0	58	45	47	61	51	50	45	0	0	0	0	0	0	**357**	29	0	0	**386**	ELEMENTARY
141	HAWTHORNE	2011-12	0	40	49	42	56	56	55	33	0	0	0	0	0	0	**331**	16	0	0	**347**	ELEMENTARY
141	HAWTHORNE	2012-13	0	41	35	44	58	49	54	49	0	0	0	0	0	0	**330**	18	0	0	**348**	ELEMENTARY
141	HAWTHORNE	2013-14	0	30	35	36	50	55	42	43	0	0	0	0	0	0	**291**	15	0	0	**306**	ELEMENTARY
141	HAWTHORNE	2014-15	6	35	23	38	43	54	58	35	0	0	0	0	0	0	**292**	14	0	0	**306**	ELEMENTARY
141	HAWTHORNE	2015-16	7	27	38	29	33	41	60	0	0	0	0	0	0	0	**235**	19	0	0	**254**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
141	HAWTHORNE	2016-17	7	36	32	37	32	38	41	0	0	0	0	0	0	0	**223**	17	0	0	**240**	ELEMENTARY
141	HAWTHORNE	2017-18	7	43	32	38	39	33	34	0	0	0	0	0	0	0	**226**	22	0	0	**248**	ELEMENTARY
141	HAWTHORNE	2018-19	12	21	44	40	41	46	34	0	0	0	0	0	0	0	**238**	26	0	0	**264**	ELEMENTARY
143	HEARST	2009-10	0	72	93	67	73	94	76	0	0	0	0	0	0	0	**475**	2	0	0	**477**	ELEMENTARY
143	HEARST	2010-11	0	73	86	98	82	76	97	0	0	0	0	0	0	0	**512**	0	0	0	**512**	ELEMENTARY
143	HEARST	2011-12	0	82	74	87	111	88	78	0	0	0	0	0	0	0	**520**	0	0	0	**520**	ELEMENTARY
143	HEARST	2012-13	0	79	78	74	92	111	87	0	0	0	0	0	0	0	**521**	0	0	0	**521**	ELEMENTARY
143	HEARST	2013-14	0	65	89	85	89	97	109	0	0	0	0	0	0	0	**534**	0	0	0	**534**	ELEMENTARY
143	HEARST	2014-15	16	60	67	81	96	86	91	0	0	0	0	0	0	0	**497**	1	0	0	**498**	ELEMENTARY
143	HEARST	2015-16	24	73	65	68	87	91	88	0	0	0	0	0	0	0	**496**	2	0	0	**498**	ELEMENTARY
143	HEARST	2016-17	22	71	76	69	74	85	96	0	0	0	0	0	0	0	**493**	2	0	0	**495**	ELEMENTARY
143	HEARST	2017-18	38	71	74	78	73	75	83	0	0	0	0	0	0	0	**492**	0	0	0	**492**	ELEMENTARY
143	HEARST	2018-19	22	109	72	72	79	77	81	0	0	0	0	0	0	0	**512**	0	0	0	**512**	ELEMENTARY
144	HOLLY DRIVE	2009-10	0	23	14	19	17	14	10	14	14	21	0	0	0	0	**146**	1	0	0	**147**	CHARTER
144	HOLLY DRIVE	2010-11	0	21	17	15	18	16	12	14	8	17	0	0	0	0	**138**	3	0	0	**141**	CHARTER
144	HOLLY DRIVE	2011-12	0	5	15	5	15	12	13	14	17	17	0	0	0	0	**113**	1	0	0	**114**	CHARTER
144	HOLLY DRIVE	2012-13	0	9	6	20	12	22	14	13	16	26	0	0	0	0	**138**	0	0	0	**138**	CHARTER
144	HOLLY DRIVE	2013-14	0	11	18	8	16	17	23	20	18	16	0	0	0	0	**147**	2	0	0	**149**	CHARTER
144	HOLLY DRIVE	2014-15	5	8	10	15	9	22	19	23	19	21	0	0	0	0	**151**	0	0	0	**151**	CHARTER
144	HOLLY DRIVE	2015-16	1	11	11	7	17	11	25	18	23	17	0	0	0	0	**141**	0	0	0	**141**	CHARTER
144	HOLLY DRIVE	2016-17	0	9	11	12	8	15	9	22	15	19	0	0	0	0	**120**	0	0	0	**120**	CHARTER
144	HOLLY DRIVE	2017-18	0	17	7	17	19	5	17	15	19	16	0	0	0	0	**132**	1	0	0	**133**	CHARTER
144	HOLLY DRIVE	2018-19	0	9	15	10	16	22	11	16	12	18	0	0	0	0	**129**	0	0	0	**129**	CHARTER
147	HOLMES	2009-10	0	83	94	61	77	59	71	34	0	0	0	0	0	0	**479**	13	0	0	**492**	ELEMENTARY
147	HOLMES	2010-11	0	89	91	103	56	83	58	37	0	0	0	0	0	0	**517**	8	0	0	**525**	ELEMENTARY
147	HOLMES	2011-12	0	95	88	85	97	47	85	19	0	0	0	0	0	0	**516**	9	0	0	**525**	ELEMENTARY
147	HOLMES	2012-13	0	83	100	76	83	95	48	37	0	0	0	0	0	0	**522**	9	0	0	**531**	ELEMENTARY
147	HOLMES	2013-14	0	86	76	96	71	80	89	22	0	0	0	0	0	0	**520**	8	0	0	**528**	ELEMENTARY
147	HOLMES	2014-15	13	93	92	83	89	75	76	0	0	0	0	0	0	0	**521**	2	0	0	**523**	ELEMENTARY
147	HOLMES	2015-16	17	84	96	94	83	94	80	0	0	0	0	0	0	0	**548**	1	0	0	**549**	ELEMENTARY
147	HOLMES	2016-17	15	91	86	96	96	87	91	0	0	0	0	0	0	0	**562**	1	0	0	**563**	ELEMENTARY
147	HOLMES	2017-18	26	90	97	94	93	100	86	0	0	0	0	0	0	0	**586**	0	0	0	**586**	ELEMENTARY
147	HOLMES	2018-19	22	83	94	93	89	83	96	0	0	0	0	0	0	0	**560**	0	0	0	**560**	ELEMENTARY
149	HORTON	2009-10	0	76	73	74	69	89	66	52	0	0	0	0	0	0	**499**	27	0	0	**526**	ELEMENTARY
149	HORTON	2010-11	0	88	82	67	75	67	83	56	0	0	0	0	0	0	**518**	26	0	0	**544**	ELEMENTARY
149	HORTON	2011-12	0	76	85	86	61	69	73	63	0	0	0	0	0	0	**513**	23	0	0	**536**	ELEMENTARY
149	HORTON	2012-13	0	70	69	69	82	64	71	0	0	0	0	0	0	0	**425**	16	0	0	**441**	ELEMENTARY
149	HORTON	2013-14	0	62	80	82	60	93	68	0	0	0	0	0	0	0	**445**	18	0	0	**463**	ELEMENTARY
149	HORTON	2014-15	20	66	68	82	78	58	90	0	0	0	0	0	0	0	**462**	17	0	0	**479**	ELEMENTARY
149	HORTON	2015-16	13	64	65	71	78	77	53	0	0	0	0	0	0	0	**421**	14	0	0	**435**	ELEMENTARY
149	HORTON	2016-17	14	66	71	70	73	81	83	0	0	0	0	0	0	0	**458**	16	0	0	**474**	ELEMENTARY
149	HORTON	2017-18	9	60	73	63	73	80	80	0	0	0	0	0	0	0	**438**	1	0	0	**439**	ELEMENTARY
149	HORTON	2018-19	17	55	64	74	61	67	70	0	0	0	0	0	0	0	**408**	0	0	0	**408**	ELEMENTARY
150	IBARRA	2009-10	0	72	88	77	98	107	72	0	0	0	0	0	0	0	**514**	23	0	0	**537**	ELEMENTARY
150	IBARRA	2010-11	0	92	83	87	83	110	99	0	0	0	0	0	0	0	**554**	22	0	0	**576**	ELEMENTARY
150	IBARRA	2011-12	0	104	93	73	77	80	97	0	0	0	0	0	0	0	**524**	9	0	0	**533**	ELEMENTARY
150	IBARRA	2012-13	23	77	98	82	76	77	73	0	0	0	0	0	0	0	**506**	9	0	0	**515**	ELEMENTARY
150	IBARRA	2013-14	28	71	88	89	88	82	77	0	0	0	0	0	0	0	**523**	9	0	0	**532**	ELEMENTARY
150	IBARRA	2014-15	10	79	84	83	98	89	68	0	0	0	0	0	0	0	**511**	13	0	0	**524**	ELEMENTARY
150	IBARRA	2015-16	25	66	89	78	88	89	91	0	0	0	0	0	0	0	**526**	12	0	0	**538**	ELEMENTARY
150	IBARRA	2016-17	12	75	71	84	80	78	89	0	0	0	0	0	0	0	**489**	7	0	0	**496**	ELEMENTARY
150	IBARRA	2017-18	14	76	75	68	76	68	82	0	0	0	0	0	0	0	**459**	9	0	0	**468**	ELEMENTARY
150	IBARRA	2018-19	12	65	76	75	73	74	74	0	0	0	0	0	0	0	**449**	9	0	0	**458**	ELEMENTARY
153	FAY	2009-10	0	110	123	114	109	100	104	0	0	0	0	0	0	0	**660**	15	0	0	**675**	ELEMENTARY
153	FAY	2010-11	0	123	115	117	110	104	111	0	0	0	0	0	0	0	**680**	17	0	0	**697**	ELEMENTARY
153	FAY	2011-12	0	125	129	113	116	106	105	0	0	0	0	0	0	0	**694**	12	0	0	**706**	ELEMENTARY
153	FAY	2012-13	0	101	131	133	115	120	102	0	0	0	0	0	0	0	**702**	15	0	0	**717**	ELEMENTARY
153	FAY	2013-14	0	106	106	129	116	107	115	0	0	0	0	0	0	0	**679**	15	0	0	**694**	ELEMENTARY
153	FAY	2014-15	30	99	111	105	136	115	108	0	0	0	0	0	0	0	**704**	20	0	0	**724**	ELEMENTARY
153	FAY	2015-16	22	110	113	111	104	126	109	0	0	0	0	0	0	0	**695**	14	0	0	**709**	ELEMENTARY
153	FAY	2016-17	21	109	105	111	114	105	118	0	0	0	0	0	0	0	**683**	15	0	0	**698**	ELEMENTARY
153	FAY	2017-18	19	95	111	99	97	118	107	0	0	0	0	0	0	0	**646**	0	0	0	**646**	ELEMENTARY
153	FAY	2018-19	17	93	87	101	98	87	111	0	0	0	0	0	0	0	**594**	0	0	0	**594**	ELEMENTARY
155	JEFFERSON	2009-10	0	65	59	60	55	52	53	0	0	0	0	0	0	0	**344**	19	0	0	**363**	ELEMENTARY
155	JEFFERSON	2010-11	0	61	63	54	54	54	55	0	0	0	0	0	0	0	**341**	11	0	0	**352**	ELEMENTARY
155	JEFFERSON	2011-12	0	48	65	61	49	51	52	0	0	0	0	0	0	0	**326**	6	0	0	**332**	ELEMENTARY
155	JEFFERSON	2012-13	0	62	48	59	49	58	54	0	0	0	0	0	0	0	**330**	4	0	0	**334**	ELEMENTARY
155	JEFFERSON	2013-14	13	61	71	47	53	49	55	0	0	0	0	0	0	0	**349**	6	0	0	**355**	ELEMENTARY
155	JEFFERSON	2014-15	20	63	63	61	45	58	51	0	0	0	0	0	0	0	**361**	6	0	0	**367**	ELEMENTARY
155	JEFFERSON	2015-16	22	70	65	46	58	48	60	0	0	0	0	0	0	0	**369**	1	0	0	**370**	ELEMENTARY
155	JEFFERSON	2016-17	19	77	71	56	49	54	43	0	0	0	0	0	0	0	**369**	0	0	0	**369**	ELEMENTARY
155	JEFFERSON	2017-18	23	77	74	69	65	47	51	0	0	0	0	0	0	0	**406**	0	0	0	**406**	ELEMENTARY
155	JEFFERSON	2018-19	21	78	69	67	70	67	48	0	0	0	0	0	0	0	**420**	0	0	0	**420**	ELEMENTARY
156	JERABEK	2009-10	0	123	145	108	129	119	110	0	0	0	0	0	0	0	**734**	15	0	0	**749**	ELEMENTARY
156	JERABEK	2010-11	0	103	111	143	99	126	106	0	0	0	0	0	0	0	**688**	7	0	0	**695**	ELEMENTARY
156	JERABEK	2011-12	0	95	98	104	137	97	115	0	0	0	0	0	0	0	**646**	1	0	0	**647**	ELEMENTARY
156	JERABEK	2012-13	32	107	98	103	107	129	88	0	0	0	0	0	0	0	**664**	4	0	0	**668**	ELEMENTARY
156	JERABEK	2013-14	35	114	98	101	97	97	133	0	0	0	0	0	0	0	**675**	6	0	0	**681**	ELEMENTARY
156	JERABEK	2014-15	24	113	113	104	94	103	92	0	0	0	0	0	0	0	**643**	3	0	0	**646**	ELEMENTARY
156	JERABEK	2015-16	35	91	110	110	104	90	100	0	0	0	0	0	0	0	**640**	7	0	0	**647**	ELEMENTARY
156	JERABEK	2016-17	24	103	95	116	106	107	87	0	0	0	0	0	0	0	**638**	5	0	0	**643**	ELEMENTARY
156	JERABEK	2017-18	29	111	102	96	114	104	108	0	0	0	0	0	0	0	**664**	0	0	0	**664**	ELEMENTARY
156	JERABEK	2018-19	24	94	112	106	97	117	107	0	0	0	0	0	0	0	**657**	0	0	0	**657**	ELEMENTARY
157	JOHNSON	2009-10	0	89	97	72	65	68	63	52	0	0	0	0	0	0	**506**	6	0	0	**512**	ELEMENTARY
157	JOHNSON	2010-11	0	96	100	103	83	75	72	0	0	0	0	0	0	0	**529**	3	0	0	**532**	ELEMENTARY
157	JOHNSON	2011-12	0	80	89	92	89	77	64	0	0	0	0	0	0	0	**491**	6	0	0	**497**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
157	JOHNSON	2012-13	11	66	71	79	79	78	68	0	0	0	0	0	0	0	**452**	7	0	0	**459**	ELEMENTARY
157	JOHNSON	2013-14	19	73	74	73	76	76	79	0	0	0	0	0	0	0	**470**	5	0	0	**475**	ELEMENTARY
157	JOHNSON	2014-15	16	56	72	66	67	65	69	0	0	0	0	0	0	0	**411**	3	0	0	**414**	ELEMENTARY
157	JOHNSON	2015-16	13	63	58	65	73	64	54	0	0	0	0	0	0	0	**390**	4	0	0	**394**	ELEMENTARY
157	JOHNSON	2016-17	12	54	53	60	63	63	61	0	0	0	0	0	0	0	**366**	16	0	0	**382**	ELEMENTARY
157	JOHNSON	2017-18	15	53	51	48	53	50	56	0	0	0	0	0	0	0	**326**	7	0	0	**333**	ELEMENTARY
157	JOHNSON	2018-19	14	50	55	46	49	47	45	0	0	0	0	0	0	0	**306**	8	0	0	**314**	ELEMENTARY
159	JONES	2009-10	0	63	64	53	62	58	46	0	0	0	0	0	0	0	**346**	25	0	0	**371**	ELEMENTARY
159	JONES	2010-11	0	61	52	57	56	54	50	0	0	0	0	0	0	0	**330**	28	0	0	**358**	ELEMENTARY
159	JONES	2011-12	0	63	68	48	56	53	52	0	0	0	0	0	0	0	**340**	33	0	0	**373**	ELEMENTARY
159	JONES	2012-13	17	63	62	62	46	50	45	0	0	0	0	0	0	0	**345**	28	0	0	**373**	ELEMENTARY
159	JONES	2013-14	25	60	62	58	61	44	45	0	0	0	0	0	0	0	**355**	21	0	0	**376**	ELEMENTARY
159	JONES	2014-15	14	65	66	68	45	58	42	0	0	0	0	0	0	0	**358**	20	0	0	**378**	ELEMENTARY
159	JONES	2015-16	13	54	55	60	61	41	53	0	0	0	0	0	0	0	**337**	23	0	0	**360**	ELEMENTARY
159	JONES	2016-17	14	48	50	43	55	52	32	0	0	0	0	0	0	0	**294**	18	0	0	**312**	ELEMENTARY
159	JONES	2017-18	20	38	47	50	47	44	54	0	0	0	0	0	0	0	**300**	22	0	0	**322**	ELEMENTARY
159	JONES	2018-19	11	53	43	41	48	49	36	0	0	0	0	0	0	0	**281**	17	0	0	**298**	ELEMENTARY
160	KING/CH. ACAD OF EX.	2009-10	0	25	22	20	20	26	22	50	57	57	0	0	0	0	**299**	3	0	0	**302**	CHARTER
160	KING/CH. ACAD OF EX.	2010-11	0	20	25	25	20	27	29	34	59	55	0	0	0	0	**294**	5	0	0	**299**	CHARTER
160	KING/CH. ACAD OF EX.	2011-12	0	19	20	21	23	28	29	60	51	57	0	0	0	0	**308**	1	0	0	**309**	CHARTER
160	KING/CH. ACAD OF EX.	2012-13	0	20	20	20	20	29	30	59	60	56	0	0	0	0	**314**	1	0	0	**315**	CHARTER
160	KING/CH. ACAD OF EX.	2013-14	0	19	21	23	20	30	30	60	58	61	0	0	0	0	**322**	1	0	0	**323**	CHARTER
160	KING/CH. ACAD OF EX.	2014-15	0	22	23	24	24	30	30	56	56	60	0	0	0	0	**325**	2	0	0	**327**	CHARTER
160	KING/CH. ACAD OF EX.	2015-16	0	23	25	22	24	29	26	57	58	59	0	0	0	0	**323**	2	0	0	**325**	CHARTER
160	KING/CH. ACAD OF EX.	2016-17	0	22	23	25	25	32	32	51	64	51	0	0	0	0	**325**	1	0	0	**326**	CHARTER
160	KING/CH. ACAD OF EX.	2017-18	0	30	29	24	25	32	31	32	49	54	0	0	0	0	**306**	4	0	0	**310**	CHARTER
160	KING/CH. ACAD OF EX.	2018-19	0	22	35	32	25	32	32	32	32	48	0	0	0	0	**290**	0	0	0	**290**	CHARTER
161	JUAREZ	2009-10	0	42	33	48	41	50	32	0	0	0	0	0	0	0	**246**	16	0	0	**262**	ELEMENTARY
161	JUAREZ	2010-11	0	36	42	40	46	37	49	0	0	0	0	0	0	0	**250**	8	0	0	**258**	ELEMENTARY
161	JUAREZ	2011-12	0	31	36	47	39	44	33	0	0	0	0	0	0	0	**230**	12	0	0	**242**	ELEMENTARY
161	JUAREZ	2012-13	0	33	26	39	43	34	34	0	0	0	0	0	0	0	**209**	12	0	0	**221**	ELEMENTARY
161	JUAREZ	2013-14	12	53	39	24	37	36	33	0	0	0	0	0	0	0	**234**	6	0	0	**240**	ELEMENTARY
161	JUAREZ	2014-15	7	36	41	36	21	34	33	0	0	0	0	0	0	0	**208**	13	0	0	**221**	ELEMENTARY
161	JUAREZ	2015-16	13	49	36	42	33	30	31	0	0	0	0	0	0	0	**234**	17	0	0	**251**	ELEMENTARY
161	JUAREZ	2016-17	12	45	46	36	38	34	27	0	0	0	0	0	0	0	**238**	11	0	0	**249**	ELEMENTARY
161	JUAREZ	2017-18	11	47	45	45	33	39	30	0	0	0	0	0	0	0	**250**	22	0	0	**272**	ELEMENTARY
161	JUAREZ	2018-19	15	41	48	41	38	26	33	0	0	0	0	0	0	0	**242**	32	0	0	**274**	ELEMENTARY
162	KIMBROUGH	2009-10	0	92	91	81	114	91	93	0	0	0	0	0	0	0	**562**	4	0	0	**566**	ELEMENTARY
162	KIMBROUGH	2010-11	0	90	93	74	81	111	93	0	0	0	0	0	0	0	**542**	5	0	0	**547**	ELEMENTARY
162	KIMBROUGH	2011-12	0	85	87	86	68	80	111	0	0	0	0	0	0	0	**517**	2	0	0	**519**	ELEMENTARY
162	KIMBROUGH	2012-13	21	69	76	83	79	66	74	0	0	0	0	0	0	0	**468**	20	0	0	**488**	ELEMENTARY
162	KIMBROUGH	2013-14	11	79	72	73	78	73	63	0	0	0	0	0	0	0	**449**	20	0	0	**469**	ELEMENTARY
162	KIMBROUGH	2014-15	13	65	80	69	69	73	74	0	0	0	0	0	0	0	**443**	18	0	0	**461**	ELEMENTARY
162	KIMBROUGH	2015-16	10	61	61	69	62	69	68	0	0	0	0	0	0	0	**400**	16	0	0	**416**	ELEMENTARY
162	KIMBROUGH	2016-17	9	61	61	59	62	63	65	0	0	0	0	0	0	0	**380**	28	0	0	**408**	ELEMENTARY
162	KIMBROUGH	2017-18	4	45	53	65	56	61	57	0	0	0	0	0	0	0	**341**	21	0	0	**362**	ELEMENTARY
162	KIMBROUGH	2018-19	10	50	47	53	63	61	65	0	0	0	0	0	0	0	**349**	30	0	0	**379**	ELEMENTARY
165	KNOX	2009-10	0	66	78	88	71	69	76	72	63	62	0	0	0	0	**645**	41	0	0	**686**	K-8
165	KNOX	2010-11	0	77	65	71	76	65	69	62	66	56	0	0	0	0	**607**	29	0	0	**636**	K-8
166	KUMEYAAY	2009-10	0	83	82	81	77	77	70	0	0	0	0	0	0	0	**470**	14	0	0	**484**	ELEMENTARY
166	KUMEYAAY	2010-11	0	96	76	83	84	78	77	0	0	0	0	0	0	0	**494**	23	0	0	**517**	ELEMENTARY
166	KUMEYAAY	2011-12	0	95	93	64	79	82	77	0	0	0	0	0	0	0	**490**	19	0	0	**509**	ELEMENTARY
166	KUMEYAAY	2012-13	0	115	93	91	68	87	82	0	0	0	0	0	0	0	**536**	18	0	0	**554**	ELEMENTARY
166	KUMEYAAY	2013-14	0	68	113	84	84	61	78	0	0	0	0	0	0	0	**488**	29	0	0	**517**	ELEMENTARY
166	KUMEYAAY	2014-15	0	84	67	99	77	79	60	0	0	0	0	0	0	0	**466**	32	0	0	**498**	ELEMENTARY
166	KUMEYAAY	2015-16	14	75	68	63	96	75	70	0	0	0	0	0	0	0	**461**	25	0	0	**486**	ELEMENTARY
166	KUMEYAAY	2016-17	14	73	79	64	55	87	75	0	0	0	0	0	0	0	**447**	33	0	0	**480**	ELEMENTARY
166	KUMEYAAY	2017-18	8	71	82	72	62	54	83	0	0	0	0	0	0	0	**432**	40	0	0	**472**	ELEMENTARY
166	KUMEYAAY	2018-19	19	68	70	81	69	62	45	0	0	0	0	0	0	0	**414**	51	0	0	**465**	ELEMENTARY
167	LAFAYETTE	2009-10	0	32	35	40	51	48	37	57	0	0	0	0	0	0	**300**	39	0	0	**339**	ELEMENTARY
167	LAFAYETTE	2010-11	0	37	35	31	39	51	51	31	0	0	0	0	0	0	**275**	73	0	0	**348**	ELEMENTARY
167	LAFAYETTE	2011-12	0	37	38	30	26	35	53	47	0	0	0	0	0	0	**266**	55	0	0	**321**	ELEMENTARY
167	LAFAYETTE	2012-13	0	44	29	40	31	25	37	48	0	0	0	0	0	0	**254**	55	0	0	**309**	ELEMENTARY
167	LAFAYETTE	2013-14	3	33	37	36	45	31	28	34	0	0	0	0	0	0	**247**	69	0	0	**316**	ELEMENTARY
167	LAFAYETTE	2014-15	10	26	31	38	37	36	28	27	0	0	0	0	0	0	**233**	64	0	0	**297**	ELEMENTARY
167	LAFAYETTE	2015-16	10	34	25	37	41	36	34	0	0	0	0	0	0	0	**217**	65	0	0	**282**	ELEMENTARY
167	LAFAYETTE	2016-17	14	34	30	24	35	40	37	0	0	0	0	0	0	0	**214**	65	0	0	**279**	ELEMENTARY
167	LAFAYETTE	2017-18	14	37	36	28	31	38	42	0	0	0	0	0	0	0	**226**	36	0	0	**262**	ELEMENTARY
167	LAFAYETTE	2018-19	19	50	49	45	32	34	41	0	0	0	0	0	0	0	**270**	56	0	0	**326**	ELEMENTARY
169	LA JOLLA	2009-10	0	93	92	93	105	110	107	0	0	0	0	0	0	0	**600**	0	0	0	**600**	ELEMENTARY
169	LA JOLLA	2010-11	0	97	95	100	100	110	120	0	0	0	0	0	0	0	**622**	1	0	0	**623**	ELEMENTARY
169	LA JOLLA	2011-12	0	94	98	109	115	103	117	0	0	0	0	0	0	0	**636**	1	0	0	**637**	ELEMENTARY
169	LA JOLLA	2012-13	0	86	98	98	121	126	103	0	0	0	0	0	0	0	**632**	3	0	0	**635**	ELEMENTARY
169	LA JOLLA	2013-14	0	72	76	106	109	125	122	0	0	0	0	0	0	0	**610**	5	0	0	**615**	ELEMENTARY
169	LA JOLLA	2014-15	10	67	73	83	117	112	129	0	0	0	0	0	0	0	**591**	5	0	0	**596**	ELEMENTARY
169	LA JOLLA	2015-16	10	69	76	72	93	123	113	0	0	0	0	0	0	0	**556**	6	0	0	**562**	ELEMENTARY
169	LA JOLLA	2016-17	16	75	77	85	92	92	127	0	0	0	0	0	0	0	**564**	3	0	0	**567**	ELEMENTARY
169	LA JOLLA	2017-18	22	70	72	86	95	85	98	0	0	0	0	0	0	0	**528**	6	0	0	**534**	ELEMENTARY
169	LA JOLLA	2018-19	6	87	87	78	97	107	100	0	0	0	0	0	0	0	**562**	6	0	0	**568**	ELEMENTARY
170	LANGUAGE ACADEMY	2009-10	0	129	124	109	105	99	86	80	67	67	0	0	0	0	**866**	0	0	0	**866**	ATYPICAL
170	LANGUAGE ACADEMY	2010-11	0	139	141	118	106	101	95	77	73	67	0	0	0	0	**917**	0	0	0	**917**	ATYPICAL
170	LANGUAGE ACADEMY	2011-12	0	143	141	136	116	97	101	87	73	62	0	0	0	0	**956**	0	0	0	**956**	ATYPICAL
170	LANGUAGE ACADEMY	2012-13	0	147	146	137	134	109	95	86	83	66	0	0	0	0	**1003**	0	0	0	**1003**	ATYPICAL
170	LANGUAGE ACADEMY	2013-14	0	150	129	138	131	128	106	82	81	78	0	0	0	0	**1023**	0	0	0	**1023**	ATYPICAL
170	LANGUAGE ACADEMY	2014-15	17	129	146	123	131	126	123	90	74	79	0	0	0	0	**1038**	0	0	0	**1038**	ATYPICAL
170	LANGUAGE ACADEMY	2015-16	14	109	120	132	116	120	115	108	87	70	0	0	0	0	**991**	0	0	0	**991**	ATYPICAL

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
170	LANGUAGE ACADEMY	2016-17	12	129	105	117	126	112	110	99	107	82	0	0	0	0	**999**	0	0	0	**999**	ATYPICAL
170	LANGUAGE ACADEMY	2017-18	12	130	134	96	110	118	108	100	94	103	0	0	0	0	**1005**	0	0	0	**1005**	ATYPICAL
170	LANGUAGE ACADEMY	2018-19	16	126	133	128	93	107	114	97	97	90	0	0	0	0	**1001**	0	0	0	**1001**	ATYPICAL
171	LEE	2009-10	0	63	75	74	67	66	51	0	0	0	0	0	0	0	**396**	36	0	0	**432**	ELEMENTARY
171	LEE	2010-11	0	74	59	69	74	67	67	0	0	0	0	0	0	0	**410**	27	0	0	**437**	ELEMENTARY
171	LEE	2011-12	0	54	78	67	67	77	65	0	0	0	0	0	0	0	**408**	12	0	0	**420**	ELEMENTARY
171	LEE	2012-13	0	67	53	79	63	67	73	0	0	0	0	0	0	0	**402**	11	0	0	**413**	ELEMENTARY
171	LEE	2013-14	0	44	62	49	74	61	62	0	0	0	0	0	0	0	**352**	9	0	0	**361**	ELEMENTARY
171	LEE	2014-15	9	50	45	60	53	70	53	0	0	0	0	0	0	0	**340**	19	0	0	**359**	ELEMENTARY
171	LEE	2015-16	7	35	45	39	62	52	60	0	0	0	0	0	0	0	**300**	22	0	0	**322**	ELEMENTARY
171	PACIFIC VIEW	2016-17	12	47	35	50	39	66	41	0	0	0	0	0	0	0	**290**	16	0	0	**306**	ELEMENTARY
171	PACIFIC VIEW	2017-18	9	52	49	41	48	37	65	0	0	0	0	0	0	0	**301**	11	0	0	**312**	ELEMENTARY
171	PACIFIC VIEW	2018-19	8	39	48	46	42	47	33	0	0	0	0	0	0	0	**263**	16	0	0	**279**	ELEMENTARY
172	AMERICA'S FINEST	2011-12	0	33	19	14	17	15	15	18	11	12	0	0	0	0	**154**	3	0	0	**157**	CHARTER
172	AMERICA'S FINEST	2012-13	0	28	39	25	19	18	18	18	26	14	0	0	0	0	**205**	2	0	0	**207**	CHARTER
172	AMERICA'S FINEST	2013-14	0	41	26	29	29	20	14	25	20	19	0	0	0	0	**223**	1	0	0	**224**	CHARTER
172	AMERICA'S FINEST	2014-15	4	30	37	24	35	37	20	18	21	22	0	0	0	0	**248**	0	0	0	**248**	CHARTER
172	AMERICA'S FINEST	2015-16	5	35	36	37	35	37	31	25	14	22	0	0	0	0	**277**	2	0	0	**279**	CHARTER
172	AMERICA'S FINEST	2016-17	0	42	56	43	46	41	40	56	37	23	0	0	0	0	**384**	2	0	0	**386**	CHARTER
172	AMERICA'S FINEST	2017-18	0	49	45	54	45	46	42	46	53	40	27	19	0	0	**466**	1	0	0	**467**	CHARTER
172	AMERICA'S FINEST	2018-19	0	46	35	43	45	44	41	41	45	51	26	17	11	0	**445**	0	0	0	**445**	CHARTER
173	LINDA VISTA	2009-10	0	91	94	81	69	73	70	0	0	0	0	0	0	0	**478**	40	0	0	**518**	ELEMENTARY
173	LINDA VISTA	2010-11	0	77	91	77	84	66	68	0	0	0	0	0	0	0	**463**	43	0	0	**506**	ELEMENTARY
173	LINDA VISTA	2011-12	0	89	77	80	75	73	68	0	0	0	0	0	0	0	**462**	42	0	0	**504**	ELEMENTARY
173	LINDA VISTA	2012-13	0	79	94	73	76	77	76	0	0	0	0	0	0	0	**475**	33	0	0	**508**	ELEMENTARY
173	LINDA VISTA	2013-14	0	67	72	85	69	72	80	0	0	0	0	0	0	0	**445**	36	0	0	**481**	ELEMENTARY
173	LINDA VISTA	2014-15	17	40	80	59	75	68	73	0	0	0	0	0	0	0	**412**	38	0	0	**450**	ELEMENTARY
173	LINDA VISTA	2015-16	11	73	43	67	62	78	72	0	0	0	0	0	0	0	**406**	34	0	0	**440**	ELEMENTARY
173	LINDA VISTA	2016-17	6	63	66	35	62	60	74	0	0	0	0	0	0	0	**366**	37	0	0	**403**	ELEMENTARY
173	LINDA VISTA	2017-18	16	46	60	56	34	55	59	0	0	0	0	0	0	0	**326**	46	0	0	**372**	ELEMENTARY
173	LINDA VISTA	2018-19	10	53	44	60	56	39	55	0	0	0	0	0	0	0	**317**	39	0	0	**356**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2009-10	0	95	75	82	81	84	86	60	0	0	0	0	0	0	**563**	69	0	0	**632**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2010-11	0	97	84	67	90	75	80	84	0	0	0	0	0	0	**577**	94	0	0	**671**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2011-12	0	101	73	76	64	78	72	72	0	0	0	0	0	0	**536**	85	0	0	**621**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2012-13	13	71	69	78	81	60	80	67	0	0	0	0	0	0	**519**	48	0	0	**567**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2013-14	24	74	83	75	74	83	61	66	0	0	0	0	0	0	**540**	57	0	0	**597**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2014-15	13	69	68	88	63	66	75	40	0	0	0	0	0	0	**482**	56	0	0	**538**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2015-16	20	61	55	75	78	54	59	0	0	0	0	0	0	0	**402**	55	0	0	**457**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2016-17	12	65	54	47	65	71	50	0	0	0	0	0	0	0	**364**	72	0	0	**436**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2017-18	18	56	64	56	44	61	65	0	0	0	0	0	0	0	**364**	80	0	0	**444**	ELEMENTARY
175	LINDBERGH/SCHWEITZER	2018-19	5	48	50	62	45	39	62	0	0	0	0	0	0	0	**311**	76	0	0	**387**	ELEMENTARY
177	LOGAN	2009-10	0	83	80	79	70	72	57	61	47	57	0	0	0	0	**606**	21	0	0	**627**	K-8
177	LOGAN	2010-11	0	103	82	61	79	57	61	59	52	43	0	0	0	0	**597**	24	0	0	**621**	K-8
177	LOGAN	2011-12	0	82	105	72	60	70	60	64	62	46	0	0	0	0	**621**	3	0	0	**624**	K-8
177	LOGAN	2012-13	0	104	101	96	74	61	74	62	65	58	0	0	0	0	**695**	4	0	0	**699**	K-8
177	LOGAN	2013-14	0	102	97	82	76	69	54	73	49	58	0	0	0	0	**660**	4	0	0	**664**	K-8
177	LOGAN	2014-15	15	74	82	79	78	73	63	49	67	49	0	0	0	0	**629**	4	0	0	**633**	K-8
177	LOGAN	2015-16	9	74	83	64	81	74	70	56	46	62	0	0	0	0	**619**	5	0	0	**624**	K-8
177	LOGAN	2016-17	14	51	74	74	60	70	69	71	47	44	0	0	0	0	**574**	8	0	0	**582**	K-8
177	LOGAN	2017-18	12	40	55	60	70	53	60	52	63	45	0	0	0	0	**510**	0	0	0	**510**	K-8
177	LOGAN	2018-19	5	39	45	38	53	66	43	53	47	48	0	0	0	0	**437**	0	0	0	**437**	K-8
179	LOMA PORTAL	2009-10	0	104	85	70	80	72	0	0	0	0	0	0	0	0	**411**	0	0	0	**411**	ELEMENTARY
179	LOMA PORTAL	2010-11	0	88	93	77	70	81	0	0	0	0	0	0	0	0	**409**	0	0	0	**409**	ELEMENTARY
179	LOMA PORTAL	2011-12	0	98	88	86	80	74	0	0	0	0	0	0	0	0	**426**	0	0	0	**426**	ELEMENTARY
179	LOMA PORTAL	2012-13	0	94	87	79	81	83	0	0	0	0	0	0	0	0	**424**	0	0	0	**424**	ELEMENTARY
179	LOMA PORTAL	2013-14	0	102	90	85	80	78	0	0	0	0	0	0	0	0	**435**	0	0	0	**435**	ELEMENTARY
179	LOMA PORTAL	2014-15	22	68	97	83	80	81	0	0	0	0	0	0	0	0	**431**	0	0	0	**431**	ELEMENTARY
179	LOMA PORTAL	2015-16	24	67	66	94	76	78	0	0	0	0	0	0	0	0	**405**	2	0	0	**407**	ELEMENTARY
179	LOMA PORTAL	2016-17	21	75	62	68	88	69	0	0	0	0	0	0	0	0	**383**	0	0	0	**383**	ELEMENTARY
179	LOMA PORTAL	2017-18	22	77	69	52	65	80	0	0	0	0	0	0	0	0	**365**	0	0	0	**365**	ELEMENTARY
179	LOMA PORTAL	2018-19	23	69	78	85	58	79	0	0	0	0	0	0	0	0	**392**	0	0	0	**392**	ELEMENTARY
181	LONGFELLOW	2009-10	0	117	107	111	82	76	86	42	36	34	0	0	0	0	**691**	0	0	0	**691**	ATYPICAL
181	LONGFELLOW	2010-11	0	146	125	92	101	78	64	64	39	32	0	0	0	0	**741**	0	0	0	**741**	ATYPICAL
181	LONGFELLOW	2011-12	0	145	140	95	82	95	71	37	56	33	0	0	0	0	**754**	0	0	0	**754**	ATYPICAL
181	LONGFELLOW	2012-13	0	142	142	125	81	78	87	49	32	52	0	0	0	0	**788**	0	0	0	**788**	ATYPICAL
181	LONGFELLOW	2013-14	0	149	137	121	118	78	75	69	43	28	0	0	0	0	**818**	0	0	0	**818**	ATYPICAL
181	LONGFELLOW	2014-15	21	104	145	115	118	106	70	58	55	39	0	0	0	0	**831**	0	0	0	**831**	ATYPICAL
181	LONGFELLOW	2015-16	24	96	107	132	111	111	102	51	51	47	0	0	0	0	**832**	0	0	0	**832**	ATYPICAL
181	LONGFELLOW	2016-17	22	97	93	93	131	99	103	74	45	47	0	0	0	0	**804**	0	0	0	**804**	ATYPICAL
181	LONGFELLOW	2017-18	22	93	92	84	87	122	92	60	52	46	0	0	0	0	**750**	0	0	0	**750**	ATYPICAL
181	LONGFELLOW	2018-19	24	95	94	77	75	79	108	63	53	46	0	0	0	0	**714**	0	0	0	**714**	ATYPICAL
185	PERKINS	2009-10	0	40	47	65	56	56	38	57	65	64	0	0	0	0	**488**	37	0	0	**525**	K-8
185	PERKINS	2010-11	0	56	46	44	58	50	49	43	57	58	0	0	0	0	**461**	43	0	0	**504**	K-8
185	PERKINS	2011-12	0	52	54	46	49	56	47	56	42	63	0	0	0	0	**465**	23	0	0	**488**	K-8
185	PERKINS	2012-13	0	47	51	55	41	51	51	57	58	50	0	0	0	0	**461**	3	0	0	**464**	K-8
185	PERKINS	2013-14	0	44	49	48	55	38	45	49	54	56	0	0	0	0	**438**	10	0	0	**448**	K-8
185	PERKINS	2014-15	10	42	52	56	54	59	38	48	53	55	0	0	0	0	**467**	22	0	0	**489**	K-8
185	PERKINS	2015-16	10	39	50	47	49	47	58	36	52	46	0	0	0	0	**434**	18	0	0	**452**	K-8
185	PERKINS	2016-17	9	47	43	54	47	60	43	59	28	56	0	0	0	0	**446**	29	0	0	**475**	K-8
185	PERKINS	2017-18	12	48	44	42	59	51	56	46	56	27	0	0	0	0	**441**	40	0	0	**481**	K-8
185	PERKINS	2018-19	11	32	52	46	45	54	50	55	40	57	0	0	0	0	**442**	40	0	0	**482**	K-8
195	MARSHALL	2009-10	0	80	85	94	81	85	87	0	0	0	0	0	0	0	**512**	20	0	0	**532**	ELEMENTARY
195	MARSHALL	2010-11	0	91	72	90	97	93	72	0	0	0	0	0	0	0	**515**	15	0	0	**530**	ELEMENTARY
195	MARSHALL	2011-12	0	93	92	90	80	100	90	0	0	0	0	0	0	0	**545**	5	0	0	**550**	ELEMENTARY
195	MARSHALL	2012-13	0	81	83	97	79	81	99	0	0	0	0	0	0	0	**520**	1	0	0	**521**	ELEMENTARY
195	MARSHALL	2013-14	0	93	81	78	91	83	82	0	0	0	0	0	0	0	**508**	9	0	0	**517**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
195	MARSHALL	2014-15	19	74	91	75	81	88	92	0	0	0	0	0	0	0	**520**	7	0	0	**527**	ELEMENTARY
195	MARSHALL	2015-16	17	92	76	89	79	81	80	0	0	0	0	0	0	0	**514**	7	0	0	**521**	ELEMENTARY
195	MARSHALL	2016-17	17	71	91	71	93	82	80	0	0	0	0	0	0	0	**505**	5	0	0	**510**	ELEMENTARY
195	MARSHALL	2017-18	14	79	82	85	74	90	90	0	0	0	0	0	0	0	**514**	11	0	0	**525**	ELEMENTARY
195	MARSHALL	2018-19	18	81	68	74	82	66	85	0	0	0	0	0	0	0	**474**	12	0	0	**486**	ELEMENTARY
197	MARVIN	2009-10	0	90	57	48	43	57	54	0	0	0	0	0	0	0	**349**	10	0	0	**359**	ELEMENTARY
197	MARVIN	2010-11	0	71	60	51	51	40	52	0	0	0	0	0	0	0	**325**	3	0	0	**328**	ELEMENTARY
197	MARVIN	2011-12	0	82	54	66	48	48	43	0	0	0	0	0	0	0	**341**	2	0	0	**343**	ELEMENTARY
197	MARVIN	2012-13	38	52	60	49	67	49	45	0	0	0	0	0	0	0	**360**	4	0	0	**364**	ELEMENTARY
197	MARVIN	2013-14	44	77	51	58	51	63	54	0	0	0	0	0	0	0	**398**	6	0	0	**404**	ELEMENTARY
197	MARVIN	2014-15	27	67	78	46	65	48	70	0	0	0	0	0	0	0	**401**	4	0	0	**405**	ELEMENTARY
197	MARVIN	2015-16	46	74	66	76	49	61	47	0	0	0	0	0	0	0	**419**	1	0	0	**420**	ELEMENTARY
197	MARVIN	2016-17	48	82	71	66	80	53	60	0	0	0	0	0	0	0	**460**	4	0	0	**464**	ELEMENTARY
197	MARVIN	2017-18	34	103	82	64	73	74	50	0	0	0	0	0	0	0	**480**	6	0	0	**486**	ELEMENTARY
197	MARVIN	2018-19	21	90	103	82	69	71	82	0	0	0	0	0	0	0	**518**	6	0	0	**524**	ELEMENTARY
199	MASON	2009-10	0	144	130	120	138	126	123	0	0	0	0	0	0	0	**781**	16	0	0	**797**	ELEMENTARY
199	MASON	2010-11	0	120	146	129	121	129	124	0	0	0	0	0	0	0	**769**	12	0	0	**781**	ELEMENTARY
199	MASON	2011-12	0	151	131	128	135	126	132	0	0	0	0	0	0	0	**803**	9	0	0	**812**	ELEMENTARY
199	MASON	2012-13	14	149	147	139	125	136	135	0	0	0	0	0	0	0	**845**	21	0	0	**866**	ELEMENTARY
199	MASON	2013-14	30	149	145	148	139	126	122	0	0	0	0	0	0	0	**859**	25	0	0	**884**	ELEMENTARY
199	MASON	2014-15	26	116	145	133	138	130	119	0	0	0	0	0	0	0	**807**	19	0	0	**826**	ELEMENTARY
199	MASON	2015-16	21	90	87	98	92	99	103	0	0	0	0	0	0	0	**590**	17	0	0	**607**	ELEMENTARY
199	MASON	2016-17	18	94	82	78	102	96	92	0	0	0	0	0	0	0	**562**	20	0	0	**582**	ELEMENTARY
199	MASON	2017-18	16	92	86	88	69	94	94	0	0	0	0	0	0	0	**539**	13	0	0	**552**	ELEMENTARY
199	MASON	2018-19	16	87	90	74	79	76	94	0	0	0	0	0	0	0	**516**	16	0	0	**532**	ELEMENTARY
200	JONAS SALK	2015-16	36	102	74	85	66	77	49	0	0	0	0	0	0	0	**489**	6	0	0	**495**	ELEMENTARY
200	JONAS SALK	2016-17	24	139	99	79	87	76	76	0	0	0	0	0	0	0	**580**	32	0	0	**612**	ELEMENTARY
200	JONAS SALK	2017-18	46	119	141	100	83	88	79	0	0	0	0	0	0	0	**656**	46	0	0	**702**	ELEMENTARY
200	JONAS SALK	2018-19	22	138	110	137	99	78	79	0	0	0	0	0	0	0	**663**	46	0	0	**709**	ELEMENTARY
201	HICKMAN	2009-10	0	129	115	97	103	103	110	0	0	0	0	0	0	0	**657**	2	0	0	**659**	ELEMENTARY
201	HICKMAN	2010-11	0	113	118	111	103	99	104	0	0	0	0	0	0	0	**648**	3	0	0	**651**	ELEMENTARY
201	HICKMAN	2011-12	0	119	104	114	113	111	91	0	0	0	0	0	0	0	**652**	1	0	0	**653**	ELEMENTARY
201	HICKMAN	2012-13	25	96	107	94	107	102	108	0	0	0	0	0	0	0	**639**	1	0	0	**640**	ELEMENTARY
201	HICKMAN	2013-14	48	97	87	104	85	100	104	0	0	0	0	0	0	0	**625**	7	0	0	**632**	ELEMENTARY
201	HICKMAN	2014-15	33	83	97	86	94	87	96	0	0	0	0	0	0	0	**576**	5	0	0	**581**	ELEMENTARY
201	HICKMAN	2015-16	8	86	65	76	61	72	73	0	0	0	0	0	0	0	**441**	8	0	0	**449**	ELEMENTARY
201	HICKMAN	2016-17	21	58	79	65	77	55	63	0	0	0	0	0	0	0	**418**	6	0	0	**424**	ELEMENTARY
201	HICKMAN	2017-18	28	77	53	72	68	69	55	0	0	0	0	0	0	0	**422**	2	0	0	**424**	ELEMENTARY
201	HICKMAN	2018-19	23	77	80	45	61	69	67	0	0	0	0	0	0	0	**422**	0	0	0	**422**	ELEMENTARY
203	MCKINLEY	2009-10	0	64	76	68	52	61	61	0	0	0	0	0	0	0	**382**	20	0	0	**402**	ELEMENTARY
203	MCKINLEY	2010-11	0	81	65	69	71	54	70	0	0	0	0	0	0	0	**410**	23	0	0	**433**	ELEMENTARY
203	MCKINLEY	2011-12	0	89	88	68	63	69	55	0	0	0	0	0	0	0	**432**	13	0	0	**445**	ELEMENTARY
203	MCKINLEY	2012-13	0	85	94	89	62	65	67	0	0	0	0	0	0	0	**462**	20	0	0	**482**	ELEMENTARY
203	MCKINLEY	2013-14	6	99	102	94	94	69	63	0	0	0	0	0	0	0	**527**	22	0	0	**549**	ELEMENTARY
203	MCKINLEY	2014-15	15	78	114	99	90	95	69	0	0	0	0	0	0	0	**560**	23	0	0	**583**	ELEMENTARY
203	MCKINLEY	2015-16	28	83	88	108	98	87	91	0	0	0	0	0	0	0	**583**	16	0	0	**599**	ELEMENTARY
203	MCKINLEY	2016-17	23	102	85	83	106	89	89	0	0	0	0	0	0	0	**577**	21	0	0	**598**	ELEMENTARY
203	MCKINLEY	2017-18	26	83	96	88	83	107	90	0	0	0	0	0	0	0	**573**	12	0	0	**585**	ELEMENTARY
203	MCKINLEY	2018-19	26	86	86	95	87	79	96	0	0	0	0	0	0	0	**555**	20	0	0	**575**	ELEMENTARY
206	MILLER	2009-10	0	137	135	131	131	100	117	0	0	0	0	0	0	0	**751**	40	0	0	**791**	ELEMENTARY
206	MILLER	2010-11	0	140	114	134	126	104	102	0	0	0	0	0	0	0	**720**	33	0	0	**753**	ELEMENTARY
206	MILLER	2011-12	0	140	131	104	106	129	111	0	0	0	0	0	0	0	**721**	31	0	0	**752**	ELEMENTARY
206	MILLER	2012-13	0	110	137	108	100	102	97	0	0	0	0	0	0	0	**654**	34	0	0	**688**	ELEMENTARY
206	MILLER	2013-14	0	154	113	128	103	104	104	0	0	0	0	0	0	0	**706**	36	0	0	**742**	ELEMENTARY
206	MILLER	2014-15	32	107	133	115	102	93	101	0	0	0	0	0	0	0	**683**	42	0	0	**725**	ELEMENTARY
206	MILLER	2015-16	27	118	112	113	97	110	90	0	0	0	0	0	0	0	**667**	40	0	0	**707**	ELEMENTARY
206	MILLER	2016-17	31	134	128	129	109	110	85	0	0	0	0	0	0	0	**726**	45	0	0	**771**	ELEMENTARY
206	MILLER	2017-18	36	135	118	129	113	93	93	0	0	0	0	0	0	0	**717**	49	0	0	**766**	ELEMENTARY
206	MILLER	2018-19	35	117	118	124	104	100	98	0	0	0	0	0	0	0	**696**	61	0	0	**757**	ELEMENTARY
210	MIRAMAR RANCH	2009-10	0	97	115	119	126	121	116	0	0	0	0	0	0	0	**694**	16	0	0	**710**	ELEMENTARY
210	MIRAMAR RANCH	2010-11	0	127	106	118	138	132	130	0	0	0	0	0	0	0	**751**	5	0	0	**756**	ELEMENTARY
210	MIRAMAR RANCH	2011-12	0	93	118	98	123	123	131	0	0	0	0	0	0	0	**686**	3	0	0	**689**	ELEMENTARY
210	MIRAMAR RANCH	2012-13	0	108	98	118	115	131	134	0	0	0	0	0	0	0	**704**	8	0	0	**712**	ELEMENTARY
210	MIRAMAR RANCH	2013-14	0	117	118	107	132	124	137	0	0	0	0	0	0	0	**735**	4	0	0	**739**	ELEMENTARY
210	MIRAMAR RANCH	2014-15	28	92	133	113	123	140	129	0	0	0	0	0	0	0	**758**	3	0	0	**761**	ELEMENTARY
210	MIRAMAR RANCH	2015-16	29	106	94	128	124	114	152	0	0	0	0	0	0	0	**747**	13	0	0	**760**	ELEMENTARY
210	MIRAMAR RANCH	2016-17	33	124	113	94	130	132	124	0	0	0	0	0	0	0	**750**	5	0	0	**755**	ELEMENTARY
210	MIRAMAR RANCH	2017-18	23	113	124	113	100	126	137	0	0	0	0	0	0	0	**736**	13	0	0	**749**	ELEMENTARY
210	MIRAMAR RANCH	2018-19	24	101	96	125	108	103	132	0	0	0	0	0	0	0	**689**	15	0	0	**704**	ELEMENTARY
212	NUBIA	2009-10	0	39	34	45	51	56	52	23	0	0	0	0	0	0	**300**	1	0	0	**301**	CHARTER
212	NUBIA	2010-11	0	40	40	30	40	32	42	34	0	0	0	0	0	0	**258**	1	0	0	**259**	CHARTER
212	NUBIA	2011-12	0	27	39	35	31	28	33	25	0	0	0	0	0	0	**218**	0	0	0	**218**	CHARTER
212	NUBIA	2012-13	0	21	27	34	29	24	23	13	0	0	0	0	0	0	**171**	1	0	0	**172**	CHARTER
214	TUBMAN VILLAGE	2009-10	0	22	28	36	25	28	18	36	35	25	0	0	0	0	**253**	1	0	0	**254**	CHARTER
214	TUBMAN VILLAGE	2010-11	0	33	22	28	30	30	29	34	38	32	0	0	0	0	**276**	0	0	0	**276**	CHARTER
214	TUBMAN VILLAGE	2011-12	0	29	34	28	29	34	30	35	39	40	0	0	0	0	**298**	1	0	0	**299**	CHARTER
214	TUBMAN VILLAGE	2012-13	0	27	35	38	29	27	41	42	38	32	0	0	0	0	**309**	3	0	0	**312**	CHARTER
214	TUBMAN VILLAGE	2013-14	0	42	35	41	49	42	29	63	51	41	0	0	0	0	**393**	1	0	0	**394**	CHARTER
214	TUBMAN VILLAGE	2014-15	0	40	41	41	35	44	36	32	54	40	0	0	0	0	**363**	0	0	0	**363**	CHARTER
214	TUBMAN VILLAGE	2015-16	0	37	47	44	45	43	50	50	32	49	0	0	0	0	**397**	1	0	0	**398**	CHARTER
214	TUBMAN VILLAGE	2016-17	0	39	27	52	46	49	40	47	45	32	0	0	0	0	**377**	2	0	0	**379**	CHARTER
214	TUBMAN VILLAGE	2017-18	0	33	41	26	46	41	50	51	48	49	0	0	0	0	**385**	1	0	0	**386**	CHARTER
214	TUBMAN VILLAGE	2018-19	0	44	36	34	35	51	40	64	50	51	0	0	0	0	**405**	0	0	0	**405**	CHARTER
215	NORMAL HEIGHTS	2009-10	0	51	54	53	50	52	46	0	0	0	0	0	0	0	**306**	6	0	0	**312**	ELEMENTARY
215	NORMAL HEIGHTS	2010-11	0	59	42	55	44	53	53	0	0	0	0	0	0	0	**306**	13	0	0	**319**	ELEMENTARY
215	NORMAL HEIGHTS	2011-12	0	53	56	47	50	39	46	0	0	0	0	0	0	0	**291**	6	0	0	**297**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
215	NORMAL HEIGHTS	2012-13	8	61	55	55	48	46	43	0	0	0	0	0	0	0	**316**	5	0	0	**321**	ELEMENTARY
215	NORMAL HEIGHTS	2013-14	18	55	64	50	51	45	46	0	0	0	0	0	0	0	**329**	5	0	0	**334**	ELEMENTARY
215	NORMAL HEIGHTS	2014-15	24	61	52	56	45	42	33	0	0	0	0	0	0	0	**313**	5	0	0	**318**	ELEMENTARY
215	NORMAL HEIGHTS	2015-16	21	52	62	54	52	47	43	0	0	0	0	0	0	0	**331**	11	0	0	**342**	ELEMENTARY
215	NORMAL HEIGHTS	2016-17	13	50	55	64	58	50	45	0	0	0	0	0	0	0	**335**	21	0	0	**356**	ELEMENTARY
215	NORMAL HEIGHTS	2017-18	12	43	58	54	65	55	50	0	0	0	0	0	0	0	**337**	26	0	0	**363**	ELEMENTARY
215	NORMAL HEIGHTS	2018-19	16	44	39	56	50	57	53	0	0	0	0	0	0	0	**315**	28	0	0	**343**	ELEMENTARY
217	ERICSON	2009-10	0	117	116	116	124	106	127	0	0	0	0	0	0	0	**706**	22	0	0	**728**	ELEMENTARY
217	ERICSON	2010-11	0	136	131	115	124	126	107	0	0	0	0	0	0	0	**739**	32	0	0	**771**	ELEMENTARY
217	ERICSON	2011-12	0	146	136	132	111	121	125	0	0	0	0	0	0	0	**771**	36	0	0	**807**	ELEMENTARY
217	ERICSON	2012-13	0	119	144	143	137	108	119	0	0	0	0	0	0	0	**770**	27	0	0	**797**	ELEMENTARY
217	ERICSON	2013-14	0	113	113	135	132	139	103	0	0	0	0	0	0	0	**735**	29	0	0	**764**	ELEMENTARY
217	ERICSON	2014-15	26	129	108	94	118	119	132	0	0	0	0	0	0	0	**726**	53	0	0	**779**	ELEMENTARY
217	ERICSON	2015-16	42	106	122	98	105	109	113	0	0	0	0	0	0	0	**695**	40	0	0	**735**	ELEMENTARY
217	ERICSON	2016-17	24	114	107	117	93	107	113	0	0	0	0	0	0	0	**675**	53	0	0	**728**	ELEMENTARY
217	ERICSON	2017-18	29	104	103	101	111	85	96	0	0	0	0	0	0	0	**629**	63	0	0	**692**	ELEMENTARY
217	ERICSON	2018-19	32	115	121	97	107	104	86	0	0	0	0	0	0	0	**662**	58	0	0	**720**	ELEMENTARY
218	NYE	2009-10	0	76	98	115	102	98	86	0	0	0	0	0	0	0	**575**	20	0	0	**595**	ELEMENTARY
218	NYE	2010-11	0	95	80	103	108	102	97	0	0	0	0	0	0	0	**585**	7	0	0	**592**	ELEMENTARY
218	NYE	2011-12	0	86	100	77	113	96	99	0	0	0	0	0	0	0	**571**	6	0	0	**577**	ELEMENTARY
218	NYE	2012-13	19	57	81	93	82	102	89	0	0	0	0	0	0	0	**523**	6	0	0	**529**	ELEMENTARY
218	NYE	2013-14	11	106	71	80	100	76	107	0	0	0	0	0	0	0	**551**	8	0	0	**559**	ELEMENTARY
218	NYE	2014-15	14	63	114	70	77	99	77	0	0	0	0	0	0	0	**514**	10	0	0	**524**	ELEMENTARY
218	NYE	2015-16	10	62	68	104	58	80	84	0	0	0	0	0	0	0	**466**	5	0	0	**471**	ELEMENTARY
218	NYE	2016-17	16	64	72	74	100	63	73	0	0	0	0	0	0	0	**462**	7	0	0	**469**	ELEMENTARY
218	NYE	2017-18	11	59	60	67	71	90	62	0	0	0	0	0	0	0	**420**	1	0	0	**421**	ELEMENTARY
218	NYE	2018-19	13	50	66	60	71	66	82	0	0	0	0	0	0	0	**408**	1	0	0	**409**	ELEMENTARY
219	SANDBURG	2009-10	0	141	107	118	104	119	112	0	0	0	0	0	0	0	**701**	2	0	0	**703**	ELEMENTARY
219	SANDBURG	2010-11	0	141	133	106	106	101	123	0	0	0	0	0	0	0	**710**	4	0	0	**714**	ELEMENTARY
219	SANDBURG	2011-12	0	139	138	128	102	112	111	0	0	0	0	0	0	0	**730**	5	0	0	**735**	ELEMENTARY
219	SANDBURG	2012-13	0	148	146	130	124	106	118	0	0	0	0	0	0	0	**772**	10	0	0	**782**	ELEMENTARY
219	SANDBURG	2013-14	0	106	142	135	124	116	102	0	0	0	0	0	0	0	**725**	10	0	0	**735**	ELEMENTARY
219	SANDBURG	2014-15	53	105	112	129	137	117	120	0	0	0	0	0	0	0	**773**	10	0	0	**783**	ELEMENTARY
219	SANDBURG	2015-16	21	102	114	98	115	125	110	0	0	0	0	0	0	0	**685**	15	0	0	**700**	ELEMENTARY
219	SANDBURG	2016-17	19	87	102	109	89	120	127	0	0	0	0	0	0	0	**653**	13	0	0	**666**	ELEMENTARY
219	SANDBURG	2017-18	22	88	77	98	89	87	110	0	0	0	0	0	0	0	**571**	15	0	0	**586**	ELEMENTARY
219	SANDBURG	2018-19	21	78	90	76	91	84	86	0	0	0	0	0	0	0	**526**	12	0	0	**538**	ELEMENTARY
220	MUSEUM SCHOOL	2009-10	0	24	24	23	19	25	25	20	0	0	0	0	0	0	**160**	1	0	0	**161**	CHARTER
220	MUSEUM SCHOOL	2010-11	0	24	24	24	22	27	26	23	0	0	0	0	0	0	**170**	0	0	0	**170**	CHARTER
220	MUSEUM SCHOOL	2011-12	0	26	28	27	28	28	27	29	22	0	0	0	0	0	**215**	0	0	0	**215**	CHARTER
220	MUSEUM SCHOOL	2012-13	0	26	27	25	27	27	27	28	27	21	0	0	0	0	**235**	1	0	0	**236**	CHARTER
220	MUSEUM SCHOOL	2013-14	0	24	24	27	25	26	28	23	27	26	0	0	0	0	**230**	0	0	0	**230**	CHARTER
220	MUSEUM SCHOOL	2014-15	0	23	25	24	27	26	28	27	23	28	0	0	0	0	**231**	0	0	0	**231**	CHARTER
220	MUSEUM SCHOOL	2015-16	0	24	25	25	26	27	25	26	25	22	0	0	0	0	**225**	1	0	0	**226**	CHARTER
220	MUSEUM SCHOOL	2016-17	0	24	24	24	26	26	28	26	26	26	0	0	0	0	**230**	0	0	0	**230**	CHARTER
220	MUSEUM SCHOOL	2017-18	0	25	25	24	26	28	28	27	27	21	0	0	0	0	**231**	0	0	0	**231**	CHARTER
220	MUSEUM SCHOOL	2018-19	0	24	25	26	26	28	28	25	28	28	0	0	0	0	**238**	0	0	0	**238**	CHARTER
221	HEALTH SCIENCES	2009-10	0	0	0	0	0	0	0	0	0	0	127	125	128	65	**445**	0	0	0	**445**	CHARTER
221	HEALTH SCIENCES	2010-11	0	0	0	0	0	0	0	0	0	0	131	136	128	107	**502**	0	0	0	**502**	CHARTER
221	HEALTH SCIENCES	2011-12	0	0	0	0	0	0	0	0	0	0	130	145	149	104	**528**	0	0	0	**528**	CHARTER
221	HEALTH SCIENCES	2012-13	0	0	0	0	0	0	0	0	0	0	137	142	144	126	**549**	1	0	0	**550**	CHARTER
221	HEALTH SCIENCES	2013-14	0	0	0	0	0	0	0	0	0	0	146	131	141	129	**547**	0	0	0	**547**	CHARTER
221	HEALTH SCIENCES	2014-15	0	0	0	0	0	0	0	0	0	0	143	147	146	131	**567**	0	0	0	**567**	CHARTER
221	HEALTH SCIENCES	2015-16	0	0	0	0	0	0	0	0	0	0	139	150	157	156	**602**	1	0	0	**603**	CHARTER
221	HEALTH SCIENCES	2016-17	0	0	0	0	0	0	0	0	0	0	156	146	147	156	**605**	0	0	0	**605**	CHARTER
221	HEALTH SCIENCES	2017-18	0	0	0	0	0	0	0	0	0	0	144	155	156	136	**591**	1	0	0	**592**	CHARTER
221	HEALTH SCIENCES	2018-19	0	0	0	0	0	0	0	0	40	59	154	143	138	154	**688**	1	0	0	**689**	CHARTER
222	ARROYO PASEO	2009-10	0	0	0	0	0	0	0	0	0	0	24	50	58	31	**163**	2	0	0	**165**	CHARTER
222	ARROYO PASEO	2010-11	0	0	0	0	0	0	0	0	0	0	23	47	36	43	**149**	0	0	0	**149**	CHARTER
222	ARROYO PASEO	2011-12	0	0	0	0	0	0	0	0	0	0	17	38	36	40	**131**	0	0	0	**131**	CHARTER
222	ARROYO PASEO	2012-13	0	0	0	0	0	0	0	0	0	0	24	29	31	45	**129**	1	0	0	**130**	CHARTER
222	ARROYO PASEO	2013-14	0	0	0	0	0	0	0	0	0	0	26	40	42	37	**145**	1	0	0	**146**	CHARTER
222	ARROYO PASEO	2014-15	0	0	0	0	0	0	0	0	0	0	28	37	46	30	**141**	0	0	0	**141**	CHARTER
222	ARROYO PASEO	2015-16	0	0	0	0	0	0	0	0	0	0	29	40	31	27	**127**	1	0	0	**128**	CHARTER
222	ARROYO PASEO	2016-17	0	0	0	0	0	0	0	0	0	0	12	32	36	31	**111**	0	0	0	**111**	CHARTER
223	OAK PARK	2009-10	0	100	109	102	125	128	132	0	0	0	0	0	0	0	**696**	31	0	0	**727**	ELEMENTARY
223	OAK PARK	2010-11	0	122	92	114	105	127	122	0	0	0	0	0	0	0	**682**	16	0	0	**698**	ELEMENTARY
223	OAK PARK	2011-12	0	99	106	92	108	102	112	0	0	0	0	0	0	0	**619**	4	0	0	**623**	ELEMENTARY
223	OAK PARK	2012-13	14	90	95	98	87	95	96	0	0	0	0	0	0	0	**575**	9	0	0	**584**	ELEMENTARY
223	OAK PARK	2013-14	23	85	95	79	94	85	91	0	0	0	0	0	0	0	**552**	15	0	0	**567**	ELEMENTARY
223	OAK PARK	2014-15	19	80	77	93	84	92	80	0	0	0	0	0	0	0	**525**	9	0	0	**534**	ELEMENTARY
223	OAK PARK	2015-16	18	93	83	75	86	78	96	0	0	0	0	0	0	0	**529**	10	0	0	**539**	ELEMENTARY
223	OAK PARK	2016-17	24	84	89	86	76	88	78	0	0	0	0	0	0	0	**525**	7	0	0	**532**	ELEMENTARY
223	OAK PARK	2017-18	17	91	89	89	83	82	82	0	0	0	0	0	0	0	**533**	5	0	0	**538**	ELEMENTARY
223	OAK PARK	2018-19	23	75	89	86	86	74	84	0	0	0	0	0	0	0	**517**	11	0	0	**528**	ELEMENTARY
225	OCEAN BEACH	2009-10	0	92	73	64	66	48	0	0	0	0	0	0	0	0	**343**	2	0	0	**345**	ELEMENTARY
225	OCEAN BEACH	2010-11	0	92	92	81	69	69	0	0	0	0	0	0	0	0	**403**	3	0	0	**406**	ELEMENTARY
225	OCEAN BEACH	2011-12	0	87	102	98	76	70	0	0	0	0	0	0	0	0	**433**	2	0	0	**435**	ELEMENTARY
225	OCEAN BEACH	2012-13	0	86	87	94	86	81	0	0	0	0	0	0	0	0	**434**	2	0	0	**436**	ELEMENTARY
225	OCEAN BEACH	2013-14	0	113	91	87	100	85	0	0	0	0	0	0	0	0	**476**	1	0	0	**477**	ELEMENTARY
225	OCEAN BEACH	2014-15	0	116	90	92	82	102	0	0	0	0	0	0	0	0	**482**	5	0	0	**487**	ELEMENTARY
225	OCEAN BEACH	2015-16	23	59	77	86	83	83	0	0	0	0	0	0	0	0	**411**	2	0	0	**413**	ELEMENTARY
225	OCEAN BEACH	2016-17	29	83	67	83	84	80	0	0	0	0	0	0	0	0	**426**	6	0	0	**432**	ELEMENTARY
225	OCEAN BEACH	2017-18	27	100	79	59	83	85	0	0	0	0	0	0	0	0	**433**	0	0	0	**433**	ELEMENTARY
225	OCEAN BEACH	2018-19	14	95	86	74	60	78	0	0	0	0	0	0	0	0	**407**	2	0	0	**409**	ELEMENTARY
227	PACIFIC BEACH	2009-10	0	71	68	67	47	49	44	0	0	0	0	0	0	0	**346**	1	0	0	**347**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
227	PACIFIC BEACH	2010-11	0	65	61	63	67	42	46	0	0	0	0	0	0	0	**344**	1	0	0	**345**	ELEMENTARY
227	PACIFIC BEACH	2011-12	0	76	66	57	76	65	44	0	0	0	0	0	0	0	**384**	0	0	0	**384**	ELEMENTARY
227	PACIFIC BEACH	2012-13	0	65	75	63	60	69	61	0	0	0	0	0	0	0	**393**	0	0	0	**393**	ELEMENTARY
227	PACIFIC BEACH	2013-14	0	67	60	71	65	63	75	0	0	0	0	0	0	0	**401**	0	0	0	**401**	ELEMENTARY
227	PACIFIC BEACH	2014-15	11	68	69	70	78	61	64	0	0	0	0	0	0	0	**421**	0	0	0	**421**	ELEMENTARY
227	PACIFIC BEACH	2015-16	6	60	62	64	69	73	65	0	0	0	0	0	0	0	**399**	0	0	0	**399**	ELEMENTARY
227	PACIFIC BEACH	2016-17	19	46	52	62	74	64	73	0	0	0	0	0	0	0	**390**	0	0	0	**390**	ELEMENTARY
227	PACIFIC BEACH	2017-18	13	71	46	46	60	75	61	0	0	0	0	0	0	0	**372**	0	0	0	**372**	ELEMENTARY
227	PACIFIC BEACH	2018-19	13	77	71	45	49	57	75	0	0	0	0	0	0	0	**387**	0	0	0	**387**	ELEMENTARY
229	PARADISE HILLS	2009-10	0	53	53	50	45	50	45	0	0	0	0	0	0	0	**296**	41	0	0	**337**	ELEMENTARY
229	PARADISE HILLS	2010-11	0	47	63	45	49	41	46	0	0	0	0	0	0	0	**291**	30	0	0	**321**	ELEMENTARY
229	PARADISE HILLS	2011-12	0	42	45	61	37	45	37	0	0	0	0	0	0	0	**267**	13	0	0	**280**	ELEMENTARY
229	PARADISE HILLS	2012-13	7	52	41	52	55	45	48	0	0	0	0	0	0	0	**300**	13	0	0	**313**	ELEMENTARY
229	PARADISE HILLS	2013-14	13	41	61	41	45	50	37	0	0	0	0	0	0	0	**288**	14	0	0	**302**	ELEMENTARY
229	PARADISE HILLS	2014-15	5	50	44	64	39	40	46	0	0	0	0	0	0	0	**288**	25	0	0	**313**	ELEMENTARY
229	PARADISE HILLS	2015-16	9	46	66	37	55	32	35	0	0	0	0	0	0	0	**280**	12	0	0	**292**	ELEMENTARY
229	PARADISE HILLS	2016-17	5	51	53	59	37	55	30	0	0	0	0	0	0	0	**290**	19	0	0	**309**	ELEMENTARY
229	PARADISE HILLS	2017-18	15	54	45	59	54	42	47	0	0	0	0	0	0	0	**316**	28	0	0	**344**	ELEMENTARY
229	PARADISE HILLS	2018-19	11	55	46	43	56	51	37	0	0	0	0	0	0	0	**299**	30	0	0	**329**	ELEMENTARY
230	ROSA PARKS	2009-10	0	152	144	119	152	138	151	0	0	0	0	0	0	0	**856**	27	0	0	**883**	ELEMENTARY
230	ROSA PARKS	2010-11	0	162	163	135	119	142	136	0	0	0	0	0	0	0	**857**	21	0	0	**878**	ELEMENTARY
230	ROSA PARKS	2011-12	0	145	177	140	146	130	146	0	0	0	0	0	0	0	**884**	12	0	0	**896**	ELEMENTARY
230	ROSA PARKS	2012-13	41	180	126	163	146	140	134	0	0	0	0	0	0	0	**930**	6	0	0	**936**	ELEMENTARY
230	ROSA PARKS	2013-14	40	150	174	119	162	147	140	0	0	0	0	0	0	0	**932**	8	0	0	**940**	ELEMENTARY
230	ROSA PARKS	2014-15	34	163	173	172	123	169	147	0	0	0	0	0	0	0	**981**	5	0	0	**986**	ELEMENTARY
230	ROSA PARKS	2015-16	28	141	150	177	170	128	165	0	0	0	0	0	0	0	**959**	2	0	0	**961**	ELEMENTARY
230	ROSA PARKS	2016-17	24	152	142	156	173	172	134	0	0	0	0	0	0	0	**953**	1	0	0	**954**	ELEMENTARY
230	ROSA PARKS	2017-18	28	154	145	142	163	172	168	0	0	0	0	0	0	0	**972**	1	0	0	**973**	ELEMENTARY
230	ROSA PARKS	2018-19	25	137	150	137	142	156	172	0	0	0	0	0	0	0	**919**	0	0	0	**919**	ELEMENTARY
235	PENN	2009-10	0	63	82	82	71	81	83	0	0	0	0	0	0	0	**462**	11	0	0	**473**	ELEMENTARY
235	PENN	2010-11	0	67	66	78	76	64	79	0	0	0	0	0	0	0	**430**	17	0	0	**447**	ELEMENTARY
235	PENN	2011-12	0	72	70	69	78	78	67	0	0	0	0	0	0	0	**434**	19	0	0	**453**	ELEMENTARY
235	PENN	2012-13	0	67	72	64	68	78	74	0	0	0	0	0	0	0	**423**	1	0	0	**424**	ELEMENTARY
235	PENN	2013-14	21	67	57	80	68	61	72	0	0	0	0	0	0	0	**426**	4	0	0	**430**	ELEMENTARY
235	PENN	2014-15	9	63	59	62	59	65	59	0	0	0	0	0	0	0	**376**	4	0	0	**380**	ELEMENTARY
235	PENN	2015-16	11	44	68	58	60	61	59	0	0	0	0	0	0	0	**361**	5	0	0	**366**	ELEMENTARY
235	PENN	2016-17	13	54	51	61	57	65	63	0	0	0	0	0	0	0	**364**	5	0	0	**369**	ELEMENTARY
235	PENN	2017-18	18	64	64	54	65	50	66	0	0	0	0	0	0	0	**381**	13	0	0	**394**	ELEMENTARY
235	PENN	2018-19	7	77	71	54	48	68	56	0	0	0	0	0	0	0	**381**	21	0	0	**402**	ELEMENTARY
236	PORTER	2009-10	0	105	109	99	124	103	106	77	0	0	0	0	0	0	**723**	38	0	0	**761**	ELEMENTARY
236	PORTER	2010-11	0	131	111	119	109	113	103	97	0	0	0	0	0	0	**783**	18	0	0	**801**	ELEMENTARY
236	PORTER	2011-12	0	184	208	171	175	176	120	0	0	0	0	0	0	0	**1034**	17	0	0	**1051**	ELEMENTARY
236	PORTER	2012-13	37	166	190	194	162	183	159	0	0	0	0	0	0	0	**1091**	14	0	0	**1105**	ELEMENTARY
236	PORTER	2013-14	21	177	175	189	191	154	188	0	0	0	0	0	0	0	**1095**	16	0	0	**1111**	ELEMENTARY
236	PORTER	2014-15	30	167	178	157	187	183	150	0	0	0	0	0	0	0	**1052**	18	0	0	**1070**	ELEMENTARY
236	PORTER	2015-16	27	136	154	165	138	175	181	0	0	0	0	0	0	0	**976**	18	0	0	**994**	ELEMENTARY
236	PORTER	2016-17	21	137	150	159	176	157	174	0	0	0	0	0	0	0	**974**	16	0	0	**990**	ELEMENTARY
236	PORTER	2017-18	26	124	133	138	160	163	141	0	0	0	0	0	0	0	**885**	14	0	0	**899**	ELEMENTARY
236	PORTER	2018-19	11	122	136	138	125	160	140	0	0	0	0	0	0	0	**832**	11	0	0	**843**	ELEMENTARY
237	PERRY	2009-10	0	60	74	47	53	56	55	0	0	0	0	0	0	0	**345**	20	0	0	**365**	ELEMENTARY
237	PERRY	2010-11	0	75	65	84	46	58	39	0	0	0	0	0	0	0	**367**	28	0	0	**395**	ELEMENTARY
237	PERRY	2011-12	0	74	68	58	78	52	48	0	0	0	0	0	0	0	**378**	19	0	0	**397**	ELEMENTARY
237	PERRY	2012-13	0	78	73	59	58	67	51	0	0	0	0	0	0	0	**386**	33	0	0	**419**	ELEMENTARY
237	PERRY	2013-14	0	78	92	72	69	65	59	0	0	0	0	0	0	0	**435**	13	0	0	**448**	ELEMENTARY
237	PERRY	2014-15	13	58	87	73	67	73	51	0	0	0	0	0	0	0	**422**	16	0	0	**438**	ELEMENTARY
237	PERRY	2015-16	22	98	58	69	68	58	52	0	0	0	0	0	0	0	**425**	9	0	0	**434**	ELEMENTARY
237	PERRY	2016-17	14	86	95	46	62	46	49	0	0	0	0	0	0	0	**398**	19	0	0	**417**	ELEMENTARY
237	PERRY	2017-18	14	68	68	79	42	47	37	0	0	0	0	0	0	0	**355**	11	0	0	**366**	ELEMENTARY
237	PERRY	2018-19	20	62	60	68	67	43	44	0	0	0	0	0	0	0	**364**	19	0	0	**383**	ELEMENTARY
238	PROMISE	2009-10	0	20	19	19	20	20	25	18	26	24	0	0	0	0	**191**	0	0	0	**191**	CHARTER
238	PROMISE	2010-11	0	36	25	20	22	24	25	26	29	27	0	0	0	0	**234**	1	0	0	**235**	CHARTER
243	ROLANDO PARK	2009-10	0	33	30	32	32	23	29	0	0	0	0	0	0	0	**179**	35	0	0	**214**	ELEMENTARY
243	ROLANDO PARK	2010-11	0	31	35	27	31	32	24	0	0	0	0	0	0	0	**180**	29	0	0	**209**	ELEMENTARY
243	ROLANDO PARK	2011-12	0	47	38	35	35	31	35	0	0	0	0	0	0	0	**221**	18	0	0	**239**	ELEMENTARY
243	ROLANDO PARK	2012-13	0	50	39	35	31	33	24	0	0	0	0	0	0	0	**212**	13	0	0	**225**	ELEMENTARY
243	ROLANDO PARK	2013-14	9	32	51	39	38	30	32	0	0	0	0	0	0	0	**231**	6	0	0	**237**	ELEMENTARY
243	ROLANDO PARK	2014-15	12	38	25	47	34	31	30	0	0	0	0	0	0	0	**217**	14	0	0	**231**	ELEMENTARY
243	ROLANDO PARK	2015-16	11	37	32	23	38	33	25	0	0	0	0	0	0	0	**199**	7	0	0	**206**	ELEMENTARY
243	ROLANDO PARK	2016-17	18	30	31	31	28	36	30	0	0	0	0	0	0	0	**204**	7	0	0	**211**	ELEMENTARY
243	ROLANDO PARK	2017-18	12	44	27	33	27	21	30	0	0	0	0	0	0	0	**194**	10	0	0	**204**	ELEMENTARY
243	ROLANDO PARK	2018-19	11	36	41	27	32	26	24	0	0	0	0	0	0	0	**197**	11	0	0	**208**	ELEMENTARY
247	ROSS	2009-10	0	75	85	58	60	50	53	0	0	0	0	0	0	0	**381**	1	0	0	**382**	ELEMENTARY
247	ROSS	2010-11	0	70	66	68	57	57	51	0	0	0	0	0	0	0	**369**	1	0	0	**370**	ELEMENTARY
247	ROSS	2011-12	0	58	55	60	63	56	54	0	0	0	0	0	0	0	**346**	3	0	0	**349**	ELEMENTARY
247	ROSS	2012-13	13	57	49	58	52	53	47	0	0	0	0	0	0	0	**329**	1	0	0	**330**	ELEMENTARY
247	ROSS	2013-14	18	60	50	44	53	52	57	0	0	0	0	0	0	0	**334**	1	0	0	**335**	ELEMENTARY
247	ROSS	2014-15	11	53	67	51	47	50	51	0	0	0	0	0	0	0	**330**	0	0	0	**330**	ELEMENTARY
247	ROSS	2015-16	9	32	37	58	41	41	43	0	0	0	0	0	0	0	**261**	0	0	0	**261**	ELEMENTARY
247	ROSS	2016-17	7	45	37	32	56	44	42	0	0	0	0	0	0	0	**263**	0	0	0	**263**	ELEMENTARY
247	ROSS	2017-18	10	36	39	32	29	49	46	0	0	0	0	0	0	0	**241**	0	0	0	**241**	ELEMENTARY
247	ROSS	2018-19	10	33	33	35	29	26	45	0	0	0	0	0	0	0	**211**	0	0	0	**211**	ELEMENTARY
249	ROWAN	2009-10	0	50	44	41	44	52	34	0	0	0	0	0	0	0	**265**	31	0	0	**296**	ELEMENTARY
249	ROWAN	2010-11	0	57	43	37	37	36	44	0	0	0	0	0	0	0	**254**	23	0	0	**277**	ELEMENTARY
249	ROWAN	2011-12	0	40	57	44	42	33	30	0	0	0	0	0	0	0	**246**	10	0	0	**256**	ELEMENTARY
249	ROWAN	2012-13	0	44	45	47	40	42	34	0	0	0	0	0	0	0	**252**	24	0	0	**276**	ELEMENTARY
249	ROWAN	2013-14	11	44	47	42	48	36	40	0	0	0	0	0	0	0	**268**	18	0	0	**286**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
249	ROWAN	2014-15	5	37	45	34	37	35	37	0	0	0	0	0	0	0	**230**	24	0	0	**254**	ELEMENTARY
249	ROWAN	2015-16	7	34	39	43	33	37	32	0	0	0	0	0	0	0	**225**	29	0	0	**254**	ELEMENTARY
249	ROWAN	2016-17	12	27	45	34	41	31	38	0	0	0	0	0	0	0	**228**	36	0	0	**264**	ELEMENTARY
249	ROWAN	2017-18	8	33	30	38	24	30	29	0	0	0	0	0	0	0	**192**	43	0	0	**235**	ELEMENTARY
249	ROWAN	2018-19	13	32	24	26	33	24	30	0	0	0	0	0	0	0	**182**	48	0	0	**230**	ELEMENTARY
253	SEQUOIA	2009-10	0	25	38	30	41	39	22	34	0	0	0	0	0	0	**229**	21	0	0	**250**	ELEMENTARY
253	SEQUOIA	2010-11	0	38	27	35	33	41	39	26	0	0	0	0	0	0	**239**	8	0	0	**247**	ELEMENTARY
253	SEQUOIA	2011-12	0	38	42	34	36	31	41	38	0	0	0	0	0	0	**260**	3	0	0	**263**	ELEMENTARY
253	SEQUOIA	2012-13	3	24	39	43	32	37	27	41	0	0	0	0	0	0	**246**	0	0	0	**246**	ELEMENTARY
253	SEQUOIA	2013-14	6	39	28	35	39	34	34	26	0	0	0	0	0	0	**241**	0	0	0	**241**	ELEMENTARY
253	SEQUOIA	2014-15	9	27	42	30	40	42	39	32	0	0	0	0	0	0	**261**	0	0	0	**261**	ELEMENTARY
253	SEQUOIA	2015-16	10	28	19	39	32	34	40	0	0	0	0	0	0	0	**202**	0	0	0	**202**	ELEMENTARY
253	SEQUOIA	2016-17	6	39	31	21	33	31	31	0	0	0	0	0	0	0	**192**	0	0	0	**192**	ELEMENTARY
253	SEQUOIA	2017-18	13	26	39	29	26	32	29	0	0	0	0	0	0	0	**194**	0	0	0	**194**	ELEMENTARY
253	SEQUOIA	2018-19	9	36	25	33	31	25	31	0	0	0	0	0	0	0	**190**	0	0	0	**190**	ELEMENTARY
254	MCGILL ACADEMY	2009-10	0	57	42	29	0	0	0	0	0	0	0	0	0	0	**128**	1	0	0	**129**	CHARTER
254	MCGILL ACADEMY	2010-11	0	57	51	27	20	0	0	0	0	0	0	0	0	0	**155**	0	0	0	**155**	CHARTER
254	MCGILL ACADEMY	2011-12	0	66	52	33	16	0	0	0	0	0	0	0	0	0	**167**	0	0	0	**167**	CHARTER
254	MCGILL ACADEMY	2012-13	0	36	56	36	25	0	0	0	0	0	0	0	0	0	**153**	1	0	0	**154**	CHARTER
254	MCGILL ACADEMY	2013-14	0	48	33	39	22	0	0	0	0	0	0	0	0	0	**142**	0	0	0	**142**	CHARTER
254	MCGILL ACADEMY	2014-15	5	45	29	28	27	0	0	0	0	0	0	0	0	0	**134**	0	0	0	**134**	CHARTER
254	MCGILL ACADEMY	2015-16	9	30	38	27	23	24	0	0	0	0	0	0	0	0	**151**	0	0	0	**151**	CHARTER
254	MCGILL ACADEMY	2016-17	0	41	30	36	24	21	22	0	0	0	0	0	0	0	**174**	0	0	0	**174**	CHARTER
254	MCGILL ACADEMY	2017-18	0	38	31	26	31	16	15	0	0	0	0	0	0	0	**157**	0	0	0	**157**	CHARTER
254	MCGILL ACADEMY	2018-19	0	33	26	28	28	33	15	0	0	0	0	0	0	0	**163**	0	0	0	**163**	CHARTER
255	SESSIONS	2009-10	0	74	71	83	53	64	56	0	0	0	0	0	0	0	**401**	7	0	0	**408**	ELEMENTARY
255	SESSIONS	2010-11	0	69	70	76	71	50	57	0	0	0	0	0	0	0	**393**	4	0	0	**397**	ELEMENTARY
255	SESSIONS	2011-12	0	80	67	67	71	71	55	0	0	0	0	0	0	0	**411**	6	0	0	**417**	ELEMENTARY
255	SESSIONS	2012-13	0	69	86	70	65	58	67	0	0	0	0	0	0	0	**415**	3	0	0	**418**	ELEMENTARY
255	SESSIONS	2013-14	31	96	70	85	75	60	55	0	0	0	0	0	0	0	**472**	6	0	0	**478**	ELEMENTARY
255	SESSIONS	2014-15	24	96	86	74	71	69	64	0	0	0	0	0	0	0	**484**	8	0	0	**492**	ELEMENTARY
255	SESSIONS	2015-16	20	80	89	88	66	62	62	0	0	0	0	0	0	0	**467**	5	0	0	**472**	ELEMENTARY
255	SESSIONS	2016-17	25	88	91	78	87	67	59	0	0	0	0	0	0	0	**495**	2	0	0	**497**	ELEMENTARY
255	SESSIONS	2017-18	20	98	87	88	82	88	64	0	0	0	0	0	0	0	**527**	9	0	0	**536**	ELEMENTARY
255	SESSIONS	2018-19	20	82	90	79	80	79	83	0	0	0	0	0	0	0	**513**	4	0	0	**517**	ELEMENTARY
256	S.D. COOPERATIVE	2009-10	0	40	42	38	41	42	42	46	51	40	0	0	0	0	**382**	0	0	0	**382**	CHARTER
256	S.D. COOPERATIVE	2010-11	0	44	46	46	44	50	52	44	53	50	0	0	0	0	**429**	1	0	0	**430**	CHARTER
256	S.D. COOPERATIVE	2011-12	0	48	48	48	48	54	57	52	52	49	0	0	0	0	**456**	1	0	0	**457**	CHARTER
256	S.D. COOPERATIVE	2012-13	0	48	49	48	49	50	50	55	55	48	0	0	0	0	**452**	0	0	0	**452**	CHARTER
256	S.D. COOPERATIVE	2013-14	0	48	48	48	47	54	50	57	57	52	0	0	0	0	**461**	1	0	0	**462**	CHARTER
256	S.D. COOPERATIVE	2014-15	5	43	48	50	47	55	54	50	56	54	0	0	0	0	**462**	0	0	0	**462**	CHARTER
256	S.D. COOPERATIVE	2015-16	5	44	48	49	47	54	53	57	50	49	0	0	0	0	**456**	1	0	0	**457**	CHARTER
256	S.D. COOPERATIVE	2016-17	0	46	48	47	48	49	56	56	54	47	0	0	0	0	**451**	5	0	0	**456**	CHARTER
256	S.D. COOPERATIVE	2017-18	0	57	42	50	52	50	54	54	52	50	0	0	0	0	**461**	5	0	0	**466**	CHARTER
256	S.D. COOPERATIVE	2018-19	0	85	104	74	93	82	71	75	78	69	0	0	0	0	**731**	1	0	0	**732**	CHARTER
259	SHERMAN	2009-10	0	97	97	85	74	61	52	0	0	0	0	0	0	0	**466**	2	0	0	**468**	ELEMENTARY
259	SHERMAN	2010-11	0	91	92	94	76	70	52	0	0	0	0	0	0	0	**475**	17	0	0	**492**	ELEMENTARY
259	SHERMAN	2011-12	0	127	102	96	87	80	69	0	0	0	0	0	0	0	**561**	12	0	0	**573**	ELEMENTARY
259	SHERMAN	2012-13	12	111	131	94	99	84	81	0	0	0	0	0	0	0	**612**	16	0	0	**628**	ELEMENTARY
259	SHERMAN	2013-14	19	104	127	120	95	99	82	0	0	0	0	0	0	0	**646**	18	0	0	**662**	ELEMENTARY
259	SHERMAN	2014-15	24	110	114	118	121	94	92	0	0	0	0	0	0	0	**673**	24	0	0	**697**	ELEMENTARY
259	SHERMAN	2015-16	19	112	118	97	118	111	87	0	0	0	0	0	0	0	**662**	27	0	0	**689**	ELEMENTARY
259	SHERMAN	2016-17	24	97	112	101	103	117	106	0	0	0	0	0	0	0	**660**	17	0	0	**677**	ELEMENTARY
259	SHERMAN	2017-18	17	137	97	109	101	97	105	0	0	0	0	0	0	0	**663**	31	0	0	**694**	ELEMENTARY
259	SHERMAN	2018-19	20	104	126	84	96	92	95	0	0	0	0	0	0	0	**617**	42	0	0	**659**	ELEMENTARY
261	SILVER GATE	2009-10	0	111	97	96	121	79	0	0	0	0	0	0	0	0	**504**	0	0	0	**504**	ELEMENTARY
261	SILVER GATE	2010-11	0	111	109	100	107	112	0	0	0	0	0	0	0	0	**539**	1	0	0	**540**	ELEMENTARY
261	SILVER GATE	2011-12	0	121	110	108	103	98	0	0	0	0	0	0	0	0	**540**	1	0	0	**541**	ELEMENTARY
261	SILVER GATE	2012-13	0	118	104	111	104	101	0	0	0	0	0	0	0	0	**538**	3	0	0	**541**	ELEMENTARY
261	SILVER GATE	2013-14	35	100	113	113	117	98	0	0	0	0	0	0	0	0	**576**	3	0	0	**579**	ELEMENTARY
261	SILVER GATE	2014-15	24	103	105	103	117	115	0	0	0	0	0	0	0	0	**567**	2	0	0	**569**	ELEMENTARY
261	SILVER GATE	2015-16	29	125	106	100	105	114	0	0	0	0	0	0	0	0	**579**	1	0	0	**580**	ELEMENTARY
261	SILVER GATE	2016-17	21	99	119	98	99	105	0	0	0	0	0	0	0	0	**541**	4	0	0	**545**	ELEMENTARY
261	SILVER GATE	2017-18	22	92	102	108	96	95	0	0	0	0	0	0	0	0	**515**	1	0	0	**516**	ELEMENTARY
261	SILVER GATE	2018-19	23	97	91	99	108	89	0	0	0	0	0	0	0	0	**507**	3	0	0	**510**	ELEMENTARY
263	SPRECKELS	2009-10	0	144	128	119	143	144	133	0	0	0	0	0	0	0	**811**	2	0	0	**813**	ELEMENTARY
263	SPRECKELS	2010-11	0	129	140	144	136	152	142	0	0	0	0	0	0	0	**843**	0	0	0	**843**	ELEMENTARY
263	SPRECKELS	2011-12	0	106	126	119	159	124	142	0	0	0	0	0	0	0	**776**	3	0	0	**779**	ELEMENTARY
263	SPRECKELS	2012-13	22	101	109	128	120	156	120	0	0	0	0	0	0	0	**756**	0	0	0	**756**	ELEMENTARY
263	SPRECKELS	2013-14	46	68	88	104	121	120	146	0	0	0	0	0	0	0	**693**	1	0	0	**694**	ELEMENTARY
263	SPRECKELS	2014-15	21	72	69	97	104	117	122	0	0	0	0	0	0	0	**602**	1	0	0	**603**	ELEMENTARY
263	SPRECKELS	2015-16	20	81	79	78	100	112	116	0	0	0	0	0	0	0	**586**	1	0	0	**587**	ELEMENTARY
263	SPRECKELS	2016-17	38	87	86	95	90	110	117	0	0	0	0	0	0	0	**623**	1	0	0	**624**	ELEMENTARY
263	SPRECKELS	2017-18	33	128	93	98	93	96	110	0	0	0	0	0	0	0	**651**	6	0	0	**657**	ELEMENTARY
263	SPRECKELS	2018-19	31	100	129	95	100	98	96	0	0	0	0	0	0	0	**649**	7	0	0	**656**	ELEMENTARY
269	SUNSET VIEW	2009-10	0	89	89	81	91	85	0	0	0	0	0	0	0	0	**435**	1	0	0	**436**	ELEMENTARY
269	SUNSET VIEW	2010-11	0	94	88	88	79	92	0	0	0	0	0	0	0	0	**441**	0	0	0	**441**	ELEMENTARY
269	SUNSET VIEW	2011-12	0	95	91	86	82	76	0	0	0	0	0	0	0	0	**430**	0	0	0	**430**	ELEMENTARY
269	SUNSET VIEW	2012-13	0	88	92	100	90	83	0	0	0	0	0	0	0	0	**453**	0	0	0	**453**	ELEMENTARY
269	SUNSET VIEW	2013-14	0	103	86	95	98	87	0	0	0	0	0	0	0	0	**469**	0	0	0	**469**	ELEMENTARY
269	SUNSET VIEW	2014-15	14	79	105	83	94	97	0	0	0	0	0	0	0	0	**472**	0	0	0	**472**	ELEMENTARY
269	SUNSET VIEW	2015-16	26	101	76	105	82	88	0	0	0	0	0	0	0	0	**478**	0	0	0	**478**	ELEMENTARY
269	SUNSET VIEW	2016-17	24	84	87	78	96	76	0	0	0	0	0	0	0	0	**445**	1	0	0	**446**	ELEMENTARY
269	SUNSET VIEW	2017-18	23	97	85	81	65	87	0	0	0	0	0	0	0	0	**438**	0	0	0	**438**	ELEMENTARY
269	SUNSET VIEW	2018-19	26	96	84	82	77	62	0	0	0	0	0	0	0	0	**427**	0	0	0	**427**	ELEMENTARY
274	TIERRASANTA	2009-10	0	83	83	79	91	85	97	0	0	0	0	0	0	0	**518**	26	0	0	**544**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
274	TIERRASANTA	2010-11	0	73	69	85	83	86	83	0	0	0	0	0	0	0	**479**	19	0	0	**498**	ELEMENTARY
274	TIERRASANTA	2011-12	0	90	69	69	97	77	87	0	0	0	0	0	0	0	**489**	7	0	0	**496**	ELEMENTARY
274	TIERRASANTA	2012-13	0	75	88	68	66	91	85	0	0	0	0	0	0	0	**473**	6	0	0	**479**	ELEMENTARY
274	TIERRASANTA	2013-14	0	114	78	79	73	73	90	0	0	0	0	0	0	0	**507**	4	0	0	**511**	ELEMENTARY
274	TIERRASANTA	2014-15	20	84	100	60	67	68	71	0	0	0	0	0	0	0	**470**	1	0	0	**471**	ELEMENTARY
274	TIERRASANTA	2015-16	22	87	76	93	63	64	66	0	0	0	0	0	0	0	**471**	2	0	0	**473**	ELEMENTARY
274	TIERRASANTA	2016-17	30	93	79	70	95	65	73	0	0	0	0	0	0	0	**505**	6	0	0	**511**	ELEMENTARY
274	TIERRASANTA	2017-18	15	95	92	76	59	87	78	0	0	0	0	0	0	0	**502**	8	0	0	**510**	ELEMENTARY
274	TIERRASANTA	2018-19	15	90	85	89	71	58	97	0	0	0	0	0	0	0	**505**	10	0	0	**515**	ELEMENTARY
277	TOLER	2009-10	0	43	48	56	41	52	40	0	0	0	0	0	0	0	**280**	7	0	0	**287**	ELEMENTARY
277	TOLER	2010-11	0	38	41	46	49	47	43	0	0	0	0	0	0	0	**264**	5	0	0	**269**	ELEMENTARY
277	TOLER	2011-12	0	38	44	40	46	43	44	0	0	0	0	0	0	0	**255**	4	0	0	**259**	ELEMENTARY
277	TOLER	2012-13	5	31	38	41	37	46	43	0	0	0	0	0	0	0	**241**	5	0	0	**246**	ELEMENTARY
277	TOLER	2013-14	12	54	35	28	40	40	51	0	0	0	0	0	0	0	**260**	3	0	0	**263**	ELEMENTARY
277	TOLER	2014-15	10	34	49	31	33	48	39	0	0	0	0	0	0	0	**244**	5	0	0	**249**	ELEMENTARY
277	TOLER	2015-16	13	40	29	47	36	25	45	0	0	0	0	0	0	0	**235**	4	0	0	**239**	ELEMENTARY
277	TOLER	2016-17	8	44	43	31	56	32	25	0	0	0	0	0	0	0	**239**	2	0	0	**241**	ELEMENTARY
277	TOLER	2017-18	10	35	48	37	27	43	35	0	0	0	0	0	0	0	**235**	9	0	0	**244**	ELEMENTARY
277	TOLER	2018-19	16	53	30	45	34	29	47	0	0	0	0	0	0	0	**254**	7	0	0	**261**	ELEMENTARY
279	TORREY PINES	2009-10	0	87	90	52	64	79	56	0	0	0	0	0	0	0	**428**	1	0	0	**429**	ELEMENTARY
279	TORREY PINES	2010-11	0	78	94	85	54	61	73	0	0	0	0	0	0	0	**445**	0	0	0	**445**	ELEMENTARY
279	TORREY PINES	2011-12	0	84	84	96	91	56	64	0	0	0	0	0	0	0	**475**	2	0	0	**477**	ELEMENTARY
279	TORREY PINES	2012-13	0	63	90	74	96	92	56	0	0	0	0	0	0	0	**471**	2	0	0	**473**	ELEMENTARY
279	TORREY PINES	2013-14	0	83	70	101	89	110	89	0	0	0	0	0	0	0	**542**	1	0	0	**543**	ELEMENTARY
279	TORREY PINES	2014-15	23	77	83	70	96	87	108	0	0	0	0	0	0	0	**544**	2	0	0	**546**	ELEMENTARY
279	TORREY PINES	2015-16	24	86	83	81	67	92	77	0	0	0	0	0	0	0	**510**	0	0	0	**510**	ELEMENTARY
279	TORREY PINES	2016-17	24	84	82	79	80	62	90	0	0	0	0	0	0	0	**501**	0	0	0	**501**	ELEMENTARY
279	TORREY PINES	2017-18	26	77	83	76	73	80	65	0	0	0	0	0	0	0	**480**	0	0	0	**480**	ELEMENTARY
279	TORREY PINES	2018-19	21	63	81	88	75	66	80	0	0	0	0	0	0	0	**474**	1	0	0	**475**	ELEMENTARY
280	KIPP ADELANTE	2009-10	0	0	0	0	0	0	94	98	91	87	0	0	0	0	**370**	3	0	0	**373**	CHARTER
280	KIPP ADELANTE	2010-11	0	0	0	0	0	0	97	96	98	74	0	0	0	0	**365**	6	0	0	**371**	CHARTER
280	KIPP ADELANTE	2011-12	0	0	0	0	0	0	94	95	95	80	0	0	0	0	**364**	1	0	0	**365**	CHARTER
280	KIPP ADELANTE	2012-13	0	0	0	0	0	0	83	103	89	88	0	0	0	0	**363**	3	0	0	**366**	CHARTER
280	KIPP ADELANTE	2013-14	0	0	0	0	0	0	75	90	93	86	0	0	0	0	**344**	2	0	0	**346**	CHARTER
280	KIPP ADELANTE	2014-15	0	0	0	0	0	0	82	94	86	91	0	0	0	0	**353**	1	0	0	**354**	CHARTER
280	KIPP ADELANTE	2015-16	0	0	0	0	0	0	81	98	91	86	0	0	0	0	**356**	1	0	0	**357**	CHARTER
280	KIPP ADELANTE	2016-17	0	0	0	0	0	0	55	86	89	77	0	0	0	0	**307**	1	0	0	**308**	CHARTER
280	KIPP ADELANTE	2017-18	0	0	0	0	0	0	55	87	87	79	0	0	0	0	**308**	1	0	0	**309**	CHARTER
280	KIPP ADELANTE	2018-19	0	0	0	0	0	0	49	95	89	91	0	0	0	0	**324**	2	0	0	**326**	CHARTER
283	VALENCIA PARK	2009-10	0	97	92	90	78	86	78	0	0	0	0	0	0	0	**521**	37	0	0	**558**	ELEMENTARY
283	VALENCIA PARK	2010-11	0	73	84	99	84	71	83	0	0	0	0	0	0	0	**494**	29	0	0	**523**	ELEMENTARY
283	VALENCIA PARK	2011-12	0	119	84	88	111	98	78	0	0	0	0	0	0	0	**578**	22	0	0	**600**	ELEMENTARY
283	VALENCIA PARK	2012-13	13	71	97	66	87	88	89	0	0	0	0	0	0	0	**511**	28	0	0	**539**	ELEMENTARY
283	VALENCIA PARK	2013-14	10	81	67	77	76	70	81	0	0	0	0	0	0	0	**462**	26	0	0	**488**	ELEMENTARY
283	VALENCIA PARK	2014-15	20	78	72	60	79	75	66	0	0	0	0	0	0	0	**450**	22	0	0	**472**	ELEMENTARY
283	VALENCIA PARK	2015-16	25	91	88	74	74	70	76	0	0	0	0	0	0	0	**498**	28	0	0	**526**	ELEMENTARY
283	VALENCIA PARK	2016-17	20	100	91	83	80	68	71	0	0	0	0	0	0	0	**513**	28	0	0	**541**	ELEMENTARY
283	VALENCIA PARK	2017-18	19	79	82	77	87	79	72	0	0	0	0	0	0	0	**495**	37	0	0	**532**	ELEMENTARY
283	VALENCIA PARK	2018-19	18	88	76	82	72	86	77	0	0	0	0	0	0	0	**499**	40	0	0	**539**	ELEMENTARY
284	VISTA GRANDE	2009-10	0	62	56	60	70	66	73	0	0	0	0	0	0	0	**387**	13	0	0	**400**	ELEMENTARY
284	VISTA GRANDE	2010-11	0	75	59	55	59	66	68	0	0	0	0	0	0	0	**382**	9	0	0	**391**	ELEMENTARY
284	VISTA GRANDE	2011-12	0	71	75	59	62	58	63	0	0	0	0	0	0	0	**388**	13	0	0	**401**	ELEMENTARY
284	VISTA GRANDE	2012-13	26	76	74	77	68	62	61	0	0	0	0	0	0	0	**444**	9	0	0	**453**	ELEMENTARY
284	VISTA GRANDE	2013-14	23	70	77	74	79	60	55	0	0	0	0	0	0	0	**438**	6	0	0	**444**	ELEMENTARY
284	VISTA GRANDE	2014-15	18	77	72	67	74	67	65	0	0	0	0	0	0	0	**440**	5	0	0	**445**	ELEMENTARY
284	VISTA GRANDE	2015-16	19	78	65	74	63	60	64	0	0	0	0	0	0	0	**423**	7	0	0	**430**	ELEMENTARY
284	VISTA GRANDE	2016-17	15	80	70	64	70	66	52	0	0	0	0	0	0	0	**417**	0	0	0	**417**	ELEMENTARY
284	VISTA GRANDE	2017-18	22	68	66	55	69	59	64	0	0	0	0	0	0	0	**403**	0	0	0	**403**	ELEMENTARY
284	VISTA GRANDE	2018-19	18	71	58	60	60	65	54	0	0	0	0	0	0	0	**386**	1	0	0	**387**	ELEMENTARY
285	WALKER	2009-10	0	132	101	80	85	68	78	0	0	0	0	0	0	0	**544**	23	0	0	**567**	ELEMENTARY
285	WALKER	2010-11	0	112	123	92	82	85	61	0	0	0	0	0	0	0	**555**	19	0	0	**574**	ELEMENTARY
285	WALKER	2011-12	0	101	101	110	75	78	83	0	0	0	0	0	0	0	**548**	13	0	0	**561**	ELEMENTARY
285	WALKER	2012-13	10	102	102	91	105	71	81	0	0	0	0	0	0	0	**562**	10	0	0	**572**	ELEMENTARY
285	WALKER	2013-14	27	75	99	94	87	98	71	0	0	0	0	0	0	0	**551**	9	0	0	**560**	ELEMENTARY
285	WALKER	2014-15	21	64	93	78	97	76	101	0	0	0	0	0	0	0	**530**	11	0	0	**541**	ELEMENTARY
285	WALKER	2015-16	16	61	46	75	66	91	65	0	0	0	0	0	0	0	**420**	8	0	0	**428**	ELEMENTARY
285	WALKER	2016-17	15	53	64	50	69	62	92	0	0	0	0	0	0	0	**405**	7	0	0	**412**	ELEMENTARY
285	WALKER	2017-18	23	64	62	62	48	68	61	0	0	0	0	0	0	0	**388**	1	0	0	**389**	ELEMENTARY
285	WALKER	2018-19	15	70	66	58	71	49	68	0	0	0	0	0	0	0	**397**	2	0	0	**399**	ELEMENTARY
287	WASHINGTON	2009-10	0	59	64	48	47	37	30	0	0	0	0	0	0	0	**285**	4	0	0	**289**	ELEMENTARY
287	WASHINGTON	2010-11	0	65	51	50	44	46	38	0	0	0	0	0	0	0	**294**	2	0	0	**296**	ELEMENTARY
287	WASHINGTON	2011-12	0	67	71	52	56	46	38	0	0	0	0	0	0	0	**330**	1	0	0	**331**	ELEMENTARY
287	WASHINGTON	2012-13	13	59	60	61	49	48	39	0	0	0	0	0	0	0	**329**	5	0	0	**334**	ELEMENTARY
287	WASHINGTON	2013-14	11	56	60	55	43	46	38	0	0	0	0	0	0	0	**309**	5	0	0	**314**	ELEMENTARY
287	WASHINGTON	2014-15	13	58	58	54	57	40	44	0	0	0	0	0	0	0	**324**	0	0	0	**324**	ELEMENTARY
287	WASHINGTON	2015-16	12	61	62	46	59	51	33	0	0	0	0	0	0	0	**324**	2	0	0	**326**	ELEMENTARY
287	WASHINGTON	2016-17	7	53	53	52	45	52	34	0	0	0	0	0	0	0	**296**	1	0	0	**297**	ELEMENTARY
287	WASHINGTON	2017-18	14	68	51	47	49	45	49	0	0	0	0	0	0	0	**323**	1	0	0	**324**	ELEMENTARY
287	WASHINGTON	2018-19	16	56	70	47	52	51	38	0	0	0	0	0	0	0	**330**	1	0	0	**331**	ELEMENTARY
289	WEBSTER	2009-10	0	58	66	55	71	64	65	59	0	0	0	0	0	0	**438**	25	0	0	**463**	ELEMENTARY
289	WEBSTER	2010-11	0	45	61	69	47	64	59	61	0	0	0	0	0	0	**406**	15	0	0	**421**	ELEMENTARY
289	WEBSTER	2011-12	0	48	47	50	62	43	56	44	0	0	0	0	0	0	**350**	1	0	0	**351**	ELEMENTARY
289	WEBSTER	2012-13	0	58	48	48	46	57	48	44	0	0	0	0	0	0	**349**	2	0	0	**351**	ELEMENTARY
289	WEBSTER	2013-14	0	52	51	46	42	37	54	37	0	0	0	0	0	0	**319**	0	0	0	**319**	ELEMENTARY
289	WEBSTER	2014-15	8	48	52	51	51	41	32	48	0	0	0	0	0	0	**331**	0	0	0	**331**	ELEMENTARY
289	WEBSTER	2015-16	14	44	45	51	50	51	40	28	0	0	0	0	0	0	**323**	0	0	0	**323**	ELEMENTARY

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
289	WEBSTER	2016-17	6	44	55	48	49	49	55	32	0	0	0	0	0	0	**338**	0	0	0	**338**	ELEMENTARY
289	WEBSTER	2017-18	15	32	41	58	44	49	44	39	0	0	0	0	0	0	**322**	3	0	0	**325**	ELEMENTARY
289	WEBSTER	2018-19	14	36	27	42	55	44	41	0	0	0	0	0	0	0	**259**	0	0	0	**259**	ELEMENTARY
291	WEGEFORTH	2009-10	0	50	48	42	47	38	35	0	0	0	0	0	0	0	**260**	5	0	0	**265**	ELEMENTARY
291	WEGEFORTH	2010-11	0	46	51	48	36	44	41	0	0	0	0	0	0	0	**266**	2	0	0	**268**	ELEMENTARY
291	WEGEFORTH	2011-12	0	41	38	42	45	38	37	0	0	0	0	0	0	0	**241**	1	0	0	**242**	ELEMENTARY
291	WEGEFORTH	2012-13	0	43	40	34	46	35	38	0	0	0	0	0	0	0	**236**	1	0	0	**237**	ELEMENTARY
291	WEGEFORTH	2013-14	0	40	35	34	25	45	37	0	0	0	0	0	0	0	**216**	3	0	0	**219**	ELEMENTARY
291	WEGEFORTH	2014-15	6	35	40	30	26	24	37	0	0	0	0	0	0	0	**198**	16	0	0	**214**	ELEMENTARY
291	WEGEFORTH	2015-16	5	28	37	42	25	27	27	0	0	0	0	0	0	0	**191**	14	0	0	**205**	ELEMENTARY
291	WEGEFORTH	2016-17	13	23	22	34	35	25	21	0	0	0	0	0	0	0	**173**	16	0	0	**189**	ELEMENTARY
291	WEGEFORTH	2017-18	13	36	19	26	28	35	19	0	0	0	0	0	0	0	**176**	23	0	0	**199**	ELEMENTARY
291	WEGEFORTH	2018-19	7	32	32	24	29	25	37	0	0	0	0	0	0	0	**186**	26	0	0	**212**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2009-10	0	93	101	83	88	85	76	0	0	0	0	0	0	0	**526**	4	0	0	**530**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2010-11	0	93	96	102	77	88	86	0	0	0	0	0	0	0	**542**	0	0	0	**542**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2011-12	0	83	83	92	96	74	87	0	0	0	0	0	0	0	**515**	0	0	0	**515**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2012-13	0	87	87	80	83	94	72	0	0	0	0	0	0	0	**503**	0	0	0	**503**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2013-14	0	106	94	89	81	82	92	0	0	0	0	0	0	0	**544**	0	0	0	**544**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2014-15	15	84	104	98	87	89	80	0	0	0	0	0	0	0	**557**	1	0	0	**558**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2015-16	11	82	88	101	92	88	94	0	0	0	0	0	0	0	**556**	0	0	0	**556**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2016-17	17	83	92	85	106	94	89	0	0	0	0	0	0	0	**566**	0	0	0	**566**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2017-18	13	95	94	91	82	100	89	0	0	0	0	0	0	0	**564**	0	0	0	**564**	ELEMENTARY
293	BENCHLEY/WEINBERGER	2018-19	12	84	99	97	90	80	100	0	0	0	0	0	0	0	**562**	0	0	0	**562**	ELEMENTARY
295	WHITMAN	2009-10	0	31	49	41	46	45	35	49	0	0	0	0	0	0	**296**	40	0	0	**336**	ELEMENTARY
295	WHITMAN	2010-11	0	37	28	45	45	40	47	28	0	0	0	0	0	0	**270**	45	0	0	**315**	ELEMENTARY
295	WHITMAN	2011-12	0	45	37	29	46	48	38	35	0	0	0	0	0	0	**278**	43	0	0	**321**	ELEMENTARY
295	WHITMAN	2012-13	10	30	30	48	30	46	47	36	0	0	0	0	0	0	**277**	42	0	0	**319**	ELEMENTARY
295	WHITMAN	2013-14	6	47	21	28	41	29	48	41	0	0	0	0	0	0	**261**	47	0	0	**308**	ELEMENTARY
295	WHITMAN	2014-15	7	19	35	28	30	36	28	44	0	0	0	0	0	0	**227**	54	0	0	**281**	ELEMENTARY
295	WHITMAN	2015-16	18	26	24	29	27	31	39	0	0	0	0	0	0	0	**194**	35	0	0	**229**	ELEMENTARY
295	WHITMAN	2016-17	9	37	25	27	35	30	26	0	0	0	0	0	0	0	**189**	57	0	0	**246**	ELEMENTARY
295	WHITMAN	2017-18	8	36	31	26	26	29	36	0	0	0	0	0	0	0	**192**	38	0	0	**230**	ELEMENTARY
295	WHITMAN	2018-19	4	16	21	20	15	17	21	0	0	0	0	0	0	0	**114**	34	0	0	**148**	ELEMENTARY
296	KNOX	2011-12	0	0	0	0	0	0	69	109	111	93	0	0	0	0	**382**	15	0	0	**397**	MIDDLE
296	KNOX	2012-13	0	0	0	0	0	0	0	205	163	120	0	0	0	0	**488**	7	0	0	**495**	MIDDLE
296	KNOX	2013-14	0	0	0	0	0	0	0	176	203	201	0	0	0	0	**580**	20	0	0	**600**	MIDDLE
296	KNOX	2014-15	0	0	0	0	0	0	0	187	176	208	0	0	0	0	**571**	13	0	0	**584**	MIDDLE
296	KNOX	2015-16	0	0	0	0	0	0	0	177	183	165	0	0	0	0	**525**	26	0	0	**551**	MIDDLE
296	KNOX	2016-17	0	0	0	0	0	0	0	190	200	192	0	0	0	0	**582**	29	0	0	**611**	MIDDLE
296	KNOX	2017-18	0	0	0	0	0	0	0	209	182	202	0	0	0	0	**593**	32	0	0	**625**	MIDDLE
296	KNOX	2018-19	0	0	0	0	0	0	0	196	210	199	0	0	0	0	**605**	36	0	0	**641**	MIDDLE
297	WHITTIER	2009-10	0	0	0	0	0	1	0	0	0	0	0	0	0	0	**1**	20	0	0	**21**	ATYPICAL
297	WHITTIER	2010-11	0	0	0	0	0	0	0	1	0	0	0	0	0	0	**1**	24	0	0	**25**	ATYPICAL
297	WHITTIER	2011-12	0	2	0	0	0	0	0	0	1	0	1	0	1	0	**5**	57	0	0	**62**	ATYPICAL
297	WHITTIER	2012-13	0	0	3	1	0	1	0	0	0	0	1	0	0	0	**6**	48	0	0	**54**	ATYPICAL
297	WHITTIER	2013-14	0	0	0	2	1	0	1	1	1	1	1	0	5	1	**14**	34	0	0	**48**	ATYPICAL
297	WHITTIER	2014-15	0	0	0	0	1	0	0	0	0	0	0	0	1	0	**2**	39	0	0	**41**	ATYPICAL
297	WHITTIER	2015-16	0	0	0	0	1	0	0	1	0	1	0	0	0	2	**5**	38	0	0	**43**	ATYPICAL
297	WHITTIER	2016-17	0	1	1	0	0	0	0	0	0	0	0	0	1	1	**4**	48	0	0	**52**	ATYPICAL
297	WHITTIER	2017-18	0	0	0	0	0	0	1	0	3	1	1	2	0	2	**10**	43	0	0	**53**	ATYPICAL
297	WHITTIER	2018-19	0	0	0	0	0	0	0	0	0	1	1	0	0	2	**4**	50	0	0	**54**	ATYPICAL
302	BELL	2009-10	0	0	0	0	0	0	0	313	347	364	0	0	0	0	**1024**	60	0	0	**1084**	MIDDLE
302	BELL	2010-11	0	0	0	0	0	0	0	291	328	382	0	0	0	0	**1001**	53	0	0	**1054**	MIDDLE
302	BELL	2011-12	0	0	0	0	0	0	0	275	312	362	0	0	0	0	**949**	53	0	0	**1002**	MIDDLE
302	BELL	2012-13	0	0	0	0	0	0	0	288	293	310	0	0	0	0	**891**	69	0	0	**960**	MIDDLE
302	BELL	2013-14	0	0	0	0	0	0	0	314	280	293	0	0	0	0	**887**	59	0	0	**946**	MIDDLE
302	BELL	2014-15	0	0	0	0	0	0	0	291	281	282	0	0	0	0	**854**	61	0	0	**915**	MIDDLE
302	BELL	2015-16	0	0	0	0	0	0	0	255	289	278	0	0	0	0	**822**	48	0	0	**870**	MIDDLE
302	BELL	2016-17	0	0	0	0	0	0	0	228	222	276	0	0	0	0	**726**	40	0	0	**766**	MIDDLE
302	BELL	2017-18	0	0	0	0	0	0	0	212	207	226	0	0	0	0	**645**	29	0	0	**674**	MIDDLE
302	BELL	2018-19	0	0	0	0	0	0	0	246	228	214	0	0	0	0	**688**	18	0	0	**706**	MIDDLE
303	CHALLENGER	2009-10	0	0	0	0	0	0	0	343	361	367	0	0	0	0	**1071**	19	0	0	**1090**	MIDDLE
303	CHALLENGER	2010-11	0	0	0	0	0	0	0	393	370	354	0	0	0	0	**1117**	19	0	0	**1136**	MIDDLE
303	CHALLENGER	2011-12	0	0	0	0	0	0	0	352	356	352	0	0	0	0	**1060**	13	0	0	**1073**	MIDDLE
303	CHALLENGER	2012-13	0	0	0	0	0	0	0	335	338	340	0	0	0	0	**1013**	25	0	0	**1038**	MIDDLE
303	CHALLENGER	2013-14	0	0	0	0	0	0	0	354	321	341	0	0	0	0	**1016**	26	0	0	**1042**	MIDDLE
303	CHALLENGER	2014-15	0	0	0	0	0	0	0	326	335	317	0	0	0	0	**978**	14	0	0	**992**	MIDDLE
303	CHALLENGER	2015-16	0	0	0	0	0	0	0	334	313	323	0	0	0	0	**970**	13	0	0	**983**	MIDDLE
303	CHALLENGER	2016-17	0	0	0	0	0	0	0	322	327	310	0	0	0	0	**959**	24	0	0	**983**	MIDDLE
303	CHALLENGER	2017-18	0	0	0	0	0	0	0	320	316	322	0	0	0	0	**958**	18	0	0	**976**	MIDDLE
303	CHALLENGER	2018-19	0	0	0	0	0	0	0	313	322	294	0	0	0	0	**929**	17	0	0	**946**	MIDDLE
304	CORREIA	2009-10	0	0	0	0	0	0	0	0	418	399	0	0	0	0	**817**	11	0	0	**828**	MIDDLE
304	CORREIA	2010-11	0	0	0	0	0	0	0	0	423	433	0	0	0	0	**856**	17	0	0	**873**	MIDDLE
304	CORREIA	2011-12	0	0	0	0	0	0	0	0	405	425	0	0	0	0	**830**	9	0	0	**839**	MIDDLE
304	CORREIA	2012-13	0	0	0	0	0	0	0	0	374	406	0	0	0	0	**780**	4	0	0	**784**	MIDDLE
304	CORREIA	2013-14	0	0	0	0	0	0	0	0	420	379	0	0	0	0	**799**	3	0	0	**802**	MIDDLE
304	CORREIA	2014-15	0	0	0	0	0	0	0	0	415	416	0	0	0	0	**831**	9	0	0	**840**	MIDDLE
304	CORREIA	2015-16	0	0	0	0	0	0	0	0	402	429	0	0	0	0	**831**	4	0	0	**835**	MIDDLE
304	CORREIA	2016-17	0	0	0	0	0	0	0	0	376	403	0	0	0	0	**779**	5	0	0	**784**	MIDDLE
304	CORREIA	2017-18	0	0	0	0	0	0	0	0	399	351	0	0	0	0	**750**	5	0	0	**755**	MIDDLE
304	CORREIA	2018-19	0	0	0	0	0	0	0	0	396	383	0	0	0	0	**779**	3	0	0	**782**	MIDDLE
305	ALBERT EINSTEIN MID.	2009-10	0	0	0	0	0	0	0	90	87	85	0	0	0	0	**262**	0	0	0	**262**	CHARTER
305	ALBERT EINSTEIN MID.	2010-11	0	0	0	0	0	0	0	95	95	94	0	0	0	0	**284**	0	0	0	**284**	CHARTER
305	ALBERT EINSTEIN MID.	2011-12	0	0	0	0	0	0	0	100	100	100	0	0	0	0	**300**	0	0	0	**300**	CHARTER
305	ALBERT EINSTEIN MID.	2012-13	0	0	0	0	0	0	0	114	109	97	0	0	0	0	**320**	0	0	0	**320**	CHARTER
305	ALBERT EINSTEIN MID.	2013-14	0	0	0	0	0	0	0	118	117	115	0	0	0	0	**350**	1	0	0	**351**	CHARTER

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
305	ALBERT EINSTEIN MID.	2014-15	0	0	0	0	0	0	0	201	152	123	0	0	0	0	**476**	1	0	0	**477**	CHARTER
305	ALBERT EINSTEIN MID.	2015-16	0	0	0	0	0	0	0	206	211	166	0	0	0	0	**583**	2	0	0	**585**	CHARTER
305	ALBERT EINSTEIN MID.	2016-17	0	0	0	0	0	0	0	190	207	209	0	0	0	0	**606**	2	0	0	**608**	CHARTER
305	ALBERT EINSTEIN MID.	2017-18	0	0	0	0	0	0	0	198	202	200	0	0	0	0	**600**	0	0	0	**600**	CHARTER
305	ALBERT EINSTEIN MID.	2018-19	0	0	0	0	0	0	0	197	201	201	0	0	0	0	**599**	0	0	0	**599**	CHARTER
306	HIGH TECH MIDDLE	2009-10	0	0	0	0	0	0	0	110	112	111	0	0	0	0	**333**	2	0	0	**335**	CHARTER
306	HIGH TECH MIDDLE	2010-11	0	0	0	0	0	0	0	110	113	111	0	0	0	0	**334**	0	0	0	**334**	CHARTER
306	HIGH TECH MIDDLE	2011-12	0	0	0	0	0	0	0	114	109	112	0	0	0	0	**335**	0	0	0	**335**	CHARTER
306	HIGH TECH MIDDLE	2012-13	0	0	0	0	0	0	0	114	115	115	0	0	0	0	**344**	0	0	0	**344**	CHARTER
306	HIGH TECH MIDDLE	2013-14	0	0	0	0	0	0	0	112	110	113	0	0	0	0	**335**	0	0	0	**335**	CHARTER
306	HIGH TECH MIDDLE	2014-15	0	0	0	0	0	0	0	104	110	108	0	0	0	0	**322**	0	0	0	**322**	CHARTER
306	HIGH TECH MIDDLE	2015-16	0	0	0	0	0	0	0	103	104	105	0	0	0	0	**312**	1	0	0	**313**	CHARTER
306	HIGH TECH MIDDLE	2016-17	0	0	0	0	0	0	0	102	103	103	0	0	0	0	**308**	1	0	0	**309**	CHARTER
306	HIGH TECH MIDDLE	2017-18	0	0	0	0	0	0	0	112	106	103	0	0	0	0	**321**	1	0	0	**322**	CHARTER
306	HIGH TECH MIDDLE	2018-19	0	0	0	0	0	0	0	111	109	102	0	0	0	0	**322**	0	0	0	**322**	CHARTER
308	MARSHALL	2009-10	0	0	0	0	0	0	0	509	521	498	0	0	0	0	**1528**	10	0	0	**1538**	MIDDLE
308	MARSHALL	2010-11	0	0	0	0	0	0	0	467	497	514	0	0	0	0	**1478**	9	0	0	**1487**	MIDDLE
308	MARSHALL	2011-12	0	0	0	0	0	0	0	503	478	494	0	0	0	0	**1475**	10	0	0	**1485**	MIDDLE
308	MARSHALL	2012-13	0	0	0	0	0	0	0	508	520	488	0	0	0	0	**1516**	12	0	0	**1528**	MIDDLE
308	MARSHALL	2013-14	0	0	0	0	0	0	0	470	512	513	0	0	0	0	**1495**	9	0	0	**1504**	MIDDLE
308	MARSHALL	2014-15	0	0	0	0	0	0	0	599	481	531	0	0	0	0	**1611**	5	0	0	**1616**	MIDDLE
308	MARSHALL	2015-16	0	0	0	0	0	0	0	521	602	484	0	0	0	0	**1607**	5	0	0	**1612**	MIDDLE
308	MARSHALL	2016-17	0	0	0	0	0	0	0	520	515	585	0	0	0	0	**1620**	3	0	0	**1623**	MIDDLE
308	MARSHALL	2017-18	0	0	0	0	0	0	0	485	518	508	0	0	0	0	**1511**	1	0	0	**1512**	MIDDLE
308	MARSHALL	2018-19	0	0	0	0	0	0	0	499	477	507	0	0	0	0	**1483**	7	0	0	**1490**	MIDDLE
310	CPMA	2009-10	0	0	0	0	0	0	0	331	347	243	0	0	0	0	**921**	67	0	0	**988**	ATYPICAL
310	CPMA	2010-11	0	0	0	0	0	0	0	343	325	324	0	0	0	0	**992**	59	0	0	**1051**	ATYPICAL
310	CPMA	2011-12	0	0	0	0	0	0	0	336	327	312	0	0	0	0	**975**	57	0	0	**1032**	ATYPICAL
310	CPMA	2012-13	0	0	0	0	0	0	0	276	337	300	0	0	0	0	**913**	53	0	0	**966**	ATYPICAL
310	CPMA	2013-14	0	0	0	0	0	0	0	283	298	318	0	0	0	0	**899**	43	0	0	**942**	ATYPICAL
310	CPMA	2014-15	0	0	0	0	0	0	0	284	311	276	0	0	0	0	**871**	50	0	0	**921**	ATYPICAL
310	CPMA	2015-16	0	0	0	0	0	0	0	327	322	289	0	0	0	0	**938**	79	0	0	**1017**	ATYPICAL
310	CPMA	2016-17	0	0	0	0	0	0	0	308	326	313	0	0	0	0	**947**	90	0	0	**1037**	ATYPICAL
310	CPMA	2017-18	0	0	0	0	0	0	0	364	310	310	0	0	0	0	**984**	57	0	0	**1041**	ATYPICAL
310	CPMA	2018-19	0	0	0	0	0	0	0	292	331	271	0	0	0	0	**894**	51	0	0	**945**	ATYPICAL
311	LEWIS	2009-10	0	0	0	0	0	0	0	348	383	360	0	0	0	0	**1091**	9	0	0	**1100**	MIDDLE
311	LEWIS	2010-11	0	0	0	0	0	0	0	329	374	371	0	0	0	0	**1074**	9	0	0	**1083**	MIDDLE
311	LEWIS	2011-12	0	0	0	0	0	0	0	363	363	379	0	0	0	0	**1105**	8	0	0	**1113**	MIDDLE
311	LEWIS	2012-13	0	0	0	0	0	0	0	348	358	350	0	0	0	0	**1056**	8	0	0	**1064**	MIDDLE
311	LEWIS	2013-14	0	0	0	0	0	0	0	327	352	344	0	0	0	0	**1023**	8	0	0	**1031**	MIDDLE
311	LEWIS	2014-15	0	0	0	0	0	0	0	371	321	342	0	0	0	0	**1034**	9	0	0	**1043**	MIDDLE
311	LEWIS	2015-16	0	0	0	0	0	0	0	400	372	315	0	0	0	0	**1087**	9	0	0	**1096**	MIDDLE
311	LEWIS	2016-17	0	0	0	0	0	0	0	359	402	386	0	0	0	0	**1147**	12	0	0	**1159**	MIDDLE
311	LEWIS	2017-18	0	0	0	0	0	0	0	350	364	392	0	0	0	0	**1106**	10	0	0	**1116**	MIDDLE
311	LEWIS	2018-19	0	0	0	0	0	0	0	350	350	352	0	0	0	0	**1052**	11	0	0	**1063**	MIDDLE
312	MANN	2009-10	0	0	0	0	0	0	0	203	262	321	0	0	0	0	**786**	65	0	0	**851**	MIDDLE
312	MANN	2010-11	0	0	0	0	0	0	0	229	244	282	0	0	0	0	**755**	71	0	0	**826**	MIDDLE
312	MANN	2011-12	0	0	0	0	0	0	0	290	329	302	0	0	0	0	**921**	58	0	0	**979**	MIDDLE
312	MANN	2012-13	0	0	0	0	0	0	0	248	318	311	0	0	0	0	**877**	51	0	0	**928**	MIDDLE
312	MANN	2013-14	0	0	0	0	0	0	0	248	233	315	0	0	0	0	**796**	48	0	0	**844**	MIDDLE
312	MANN	2014-15	0	0	0	0	0	0	0	233	243	259	0	0	0	0	**735**	27	0	0	**762**	MIDDLE
312	MANN	2015-16	0	0	0	0	0	0	0	203	226	242	0	0	0	0	**671**	23	0	0	**694**	MIDDLE
312	MANN	2016-17	0	0	0	0	0	0	0	238	212	242	0	0	0	0	**692**	26	0	0	**718**	MIDDLE
312	MANN	2017-18	0	0	0	0	0	0	0	256	247	226	0	0	0	0	**729**	24	0	0	**753**	MIDDLE
312	MANN	2018-19	0	0	0	0	0	0	0	258	244	247	0	0	0	0	**749**	24	0	0	**773**	MIDDLE
313	MARSTON	2009-10	0	0	0	0	0	0	0	246	281	321	0	0	0	0	**848**	43	0	0	**891**	MIDDLE
313	MARSTON	2010-11	0	0	0	0	0	0	0	225	305	257	0	0	0	0	**787**	34	0	0	**821**	MIDDLE
313	MARSTON	2011-12	0	0	0	0	0	0	0	228	271	294	0	0	0	0	**793**	25	0	0	**818**	MIDDLE
313	MARSTON	2012-13	0	0	0	0	0	0	0	237	269	255	0	0	0	0	**761**	15	0	0	**776**	MIDDLE
313	MARSTON	2013-14	0	0	0	0	0	0	0	221	259	272	0	0	0	0	**752**	10	0	0	**762**	MIDDLE
313	MARSTON	2014-15	0	0	0	0	0	0	0	252	233	247	0	0	0	0	**732**	9	0	0	**741**	MIDDLE
313	MARSTON	2015-16	0	0	0	0	0	0	0	223	262	222	0	0	0	0	**707**	7	0	0	**714**	MIDDLE
313	MARSTON	2016-17	0	0	0	0	0	0	0	206	226	247	0	0	0	0	**679**	10	0	0	**689**	MIDDLE
313	MARSTON	2017-18	0	0	0	0	0	0	0	226	201	231	0	0	0	0	**658**	5	0	0	**663**	MIDDLE
313	MARSTON	2018-19	0	0	0	0	0	0	0	233	228	202	0	0	0	0	**663**	7	0	0	**670**	MIDDLE
316	MONTGOMERY	2009-10	0	0	0	0	0	0	0	128	153	180	0	0	0	0	**461**	16	0	0	**477**	MIDDLE
316	MONTGOMERY	2010-11	0	0	0	0	0	0	0	117	153	165	0	0	0	0	**435**	13	0	0	**448**	MIDDLE
316	MONTGOMERY	2011-12	0	0	0	0	0	0	0	136	122	164	0	0	0	0	**422**	16	0	0	**438**	MIDDLE
316	MONTGOMERY	2012-13	0	0	0	0	0	0	0	164	136	136	0	0	0	0	**436**	17	0	0	**453**	MIDDLE
316	MONTGOMERY	2013-14	0	0	0	0	0	0	0	155	171	148	0	0	0	0	**474**	16	0	0	**490**	MIDDLE
316	MONTGOMERY	2014-15	0	0	0	0	0	0	0	161	141	159	0	0	0	0	**461**	15	0	0	**476**	MIDDLE
316	MONTGOMERY	2015-16	0	0	0	0	0	0	0	147	139	133	0	0	0	0	**419**	20	0	0	**439**	MIDDLE
316	MONTGOMERY	2016-17	0	0	0	0	0	0	0	150	147	142	0	0	0	0	**439**	11	0	0	**450**	MIDDLE
316	MONTGOMERY	2017-18	0	0	0	0	0	0	0	178	154	144	0	0	0	0	**476**	5	0	0	**481**	MIDDLE
316	MONTGOMERY	2018-19	0	0	0	0	0	0	0	130	181	146	0	0	0	0	**457**	8	0	0	**465**	MIDDLE
317	MUIRLANDS	2009-10	0	0	0	0	0	0	0	333	357	348	0	0	0	0	**1038**	10	0	0	**1048**	MIDDLE
317	MUIRLANDS	2010-11	0	0	0	0	0	0	0	336	351	364	0	0	0	0	**1051**	6	0	0	**1057**	MIDDLE
317	MUIRLANDS	2011-12	0	0	0	0	0	0	0	344	373	368	0	0	0	0	**1085**	7	0	0	**1092**	MIDDLE
317	MUIRLANDS	2012-13	0	0	0	0	0	0	0	309	345	371	0	0	0	0	**1025**	6	0	0	**1031**	MIDDLE
317	MUIRLANDS	2013-14	0	0	0	0	0	0	0	320	333	344	0	0	0	0	**997**	7	0	0	**1004**	MIDDLE
317	MUIRLANDS	2014-15	0	0	0	0	0	0	0	359	335	338	0	0	0	0	**1032**	4	0	0	**1036**	MIDDLE
317	MUIRLANDS	2015-16	0	0	0	0	0	0	0	355	373	342	0	0	0	0	**1070**	6	0	0	**1076**	MIDDLE
317	MUIRLANDS	2016-17	0	0	0	0	0	0	0	320	364	365	0	0	0	0	**1049**	7	0	0	**1056**	MIDDLE
317	MUIRLANDS	2017-18	0	0	0	0	0	0	0	345	304	348	0	0	0	0	**997**	6	0	0	**1003**	MIDDLE
317	MUIRLANDS	2018-19	0	0	0	0	0	0	0	274	338	307	0	0	0	0	**919**	8	0	0	**927**	MIDDLE
318	S.D. GLOBAL VIS MID	2012-13	0	0	0	0	0	0	0	43	0	0	0	0	0	0	**43**	0	0	0	**43**	CHARTER

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
318	S.D. GLOBAL VIS MID	2013-14	0	0	0	0	0	0	0	27	32	0	0	0	0	0	**59**	0	0	0	**59**	CHARTER
318	S.D. GLOBAL VIS MID	2014-15	0	0	0	0	0	0	0	29	26	30	0	0	0	0	**85**	0	0	0	**85**	CHARTER
318	S.D. GLOBAL VIS MID	2015-16	0	0	0	0	0	0	0	29	33	24	0	0	0	0	**86**	0	0	0	**86**	CHARTER
319	O'FARRELL	2009-10	0	0	0	0	0	0	0	249	304	279	0	0	0	0	**832**	15	0	0	**847**	CHARTER
319	O'FARRELL	2010-11	0	0	0	0	0	0	0	232	316	294	104	0	0	0	**946**	1	0	0	**947**	CHARTER
319	O'FARRELL	2011-12	0	0	0	0	0	0	0	249	280	277	109	0	0	0	**915**	2	0	0	**917**	CHARTER
319	O'FARRELL	2012-13	0	26	29	32	26	61	32	245	253	256	123	0	0	0	**1083**	5	0	0	**1088**	CHARTER
319	O'FARRELL	2013-14	0	50	45	52	51	49	63	248	257	252	115	106	0	0	**1288**	2	0	0	**1290**	CHARTER
319	O'FARRELL	2014-15	0	67	46	51	53	54	63	269	245	253	160	103	93	0	**1457**	3	0	0	**1460**	CHARTER
319	O'FARRELL	2015-16	0	69	46	53	49	59	65	238	285	250	149	139	87	90	**1579**	1	0	0	**1580**	CHARTER
319	O'FARRELL	2016-17	0	65	57	48	55	54	82	277	253	285	170	144	129	89	**1708**	6	0	0	**1714**	CHARTER
319	O'FARRELL	2017-18	0	81	86	78	72	83	79	273	268	217	151	143	130	109	**1770**	5	0	0	**1775**	CHARTER
319	O'FARRELL	2018-19	0	95	84	77	79	82	103	266	265	250	159	142	127	125	**1854**	0	0	0	**1854**	CHARTER
320	PACIFIC BEACH	2009-10	0	0	0	0	0	0	0	210	223	224	0	0	0	0	**657**	17	0	0	**674**	MIDDLE
320	PACIFIC BEACH	2010-11	0	0	0	0	0	0	0	223	235	223	0	0	0	0	**681**	13	0	0	**694**	MIDDLE
320	PACIFIC BEACH	2011-12	0	0	0	0	0	0	0	197	226	234	0	0	0	0	**657**	11	0	0	**668**	MIDDLE
320	PACIFIC BEACH	2012-13	0	0	0	0	0	0	0	192	202	233	0	0	0	0	**627**	6	0	0	**633**	MIDDLE
320	PACIFIC BEACH	2013-14	0	0	0	0	0	0	0	197	178	183	0	0	0	0	**558**	12	0	0	**570**	MIDDLE
320	PACIFIC BEACH	2014-15	0	0	0	0	0	0	0	173	211	187	0	0	0	0	**571**	10	0	0	**581**	MIDDLE
320	PACIFIC BEACH	2015-16	0	0	0	0	0	0	0	237	230	207	0	0	0	0	**674**	3	0	0	**677**	MIDDLE
320	PACIFIC BEACH	2016-17	0	0	0	0	0	0	0	269	235	232	0	0	0	0	**736**	6	0	0	**742**	MIDDLE
320	PACIFIC BEACH	2017-18	0	0	0	0	0	0	0	242	267	241	0	0	0	0	**750**	3	0	0	**753**	MIDDLE
320	PACIFIC BEACH	2018-19	0	0	0	0	0	0	0	245	235	264	0	0	0	0	**744**	2	0	0	**746**	MIDDLE
321	PERSHING	2009-10	0	0	0	0	0	0	0	271	296	302	0	0	0	0	**869**	27	0	0	**896**	MIDDLE
321	PERSHING	2010-11	0	0	0	0	0	0	0	269	290	299	0	0	0	0	**858**	26	0	0	**884**	MIDDLE
321	PERSHING	2011-12	0	0	0	0	0	0	0	246	271	262	0	0	0	0	**779**	20	0	0	**799**	MIDDLE
321	PERSHING	2012-13	0	0	0	0	0	0	0	230	254	265	0	0	0	0	**749**	16	0	0	**765**	MIDDLE
321	PERSHING	2013-14	0	0	0	0	0	0	0	243	244	255	0	0	0	0	**742**	15	0	0	**757**	MIDDLE
321	PERSHING	2014-15	0	0	0	0	0	0	0	229	235	229	0	0	0	0	**693**	12	0	0	**705**	MIDDLE
321	PERSHING	2015-16	0	0	0	0	0	0	0	243	226	233	0	0	0	0	**702**	4	0	0	**706**	MIDDLE
321	PERSHING	2016-17	0	0	0	0	0	0	0	225	235	228	0	0	0	0	**688**	7	0	0	**695**	MIDDLE
321	PERSHING	2017-18	0	0	0	0	0	0	0	224	221	218	0	0	0	0	**663**	10	0	0	**673**	MIDDLE
321	PERSHING	2018-19	0	0	0	0	0	0	0	232	229	227	0	0	0	0	**688**	5	0	0	**693**	MIDDLE
322	CLARK	2009-10	0	0	0	0	0	0	0	394	369	403	0	0	0	0	**1166**	39	0	0	**1205**	MIDDLE
322	CLARK	2010-11	0	0	0	0	0	0	0	337	381	373	0	0	0	0	**1091**	42	0	0	**1133**	MIDDLE
322	CLARK	2011-12	0	0	0	0	0	0	0	360	372	389	0	0	0	0	**1121**	15	0	0	**1136**	MIDDLE
322	CLARK	2012-13	0	0	0	0	0	0	0	360	372	354	0	0	0	0	**1086**	8	0	0	**1094**	MIDDLE
322	CLARK	2013-14	0	0	0	0	0	0	0	340	357	354	0	0	0	0	**1051**	14	0	0	**1065**	MIDDLE
322	CLARK	2014-15	0	0	0	0	0	0	0	346	338	346	0	0	0	0	**1030**	14	0	0	**1044**	MIDDLE
322	CLARK	2015-16	0	0	0	0	0	0	0	356	346	334	0	0	0	0	**1036**	12	0	0	**1048**	MIDDLE
322	CLARK	2016-17	0	0	0	0	0	0	0	376	353	354	0	0	0	0	**1083**	11	0	0	**1094**	MIDDLE
322	CLARK	2017-18	0	0	0	0	0	0	0	306	356	350	0	0	0	0	**1012**	10	0	0	**1022**	MIDDLE
322	CLARK	2018-19	0	0	0	0	0	0	0	319	287	341	0	0	0	0	**947**	12	0	0	**959**	MIDDLE
324	ROOSEVELT	2009-10	0	0	0	0	0	0	0	240	243	272	0	0	0	0	**755**	60	0	0	**815**	MIDDLE
324	ROOSEVELT	2010-11	0	0	0	0	0	0	0	250	256	246	0	0	0	0	**752**	48	0	0	**800**	MIDDLE
324	ROOSEVELT	2011-12	0	0	0	0	0	0	0	277	297	259	0	0	0	0	**833**	40	0	0	**873**	MIDDLE
324	ROOSEVELT	2012-13	0	0	0	0	0	0	0	311	289	307	0	0	0	0	**907**	26	0	0	**933**	MIDDLE
324	ROOSEVELT	2013-14	0	0	0	0	0	0	0	309	301	279	0	0	0	0	**889**	18	0	0	**907**	MIDDLE
324	ROOSEVELT	2014-15	0	0	0	0	0	0	0	328	330	292	0	0	0	0	**950**	13	0	0	**963**	MIDDLE
324	ROOSEVELT	2015-16	0	0	0	0	0	0	0	346	329	327	0	0	0	0	**1002**	13	0	0	**1015**	MIDDLE
324	ROOSEVELT	2016-17	0	0	0	0	0	0	0	334	342	329	0	0	0	0	**1005**	15	0	0	**1020**	MIDDLE
324	ROOSEVELT	2017-18	0	0	0	0	0	0	0	337	329	297	0	0	0	0	**963**	23	0	0	**986**	MIDDLE
324	ROOSEVELT	2018-19	0	0	0	0	0	0	0	334	335	311	0	0	0	0	**980**	22	0	0	**1002**	MIDDLE
325	STANDLEY	2009-10	0	0	0	0	0	0	0	390	400	445	0	0	0	0	**1235**	22	0	0	**1257**	MIDDLE
325	STANDLEY	2010-11	0	0	0	0	0	0	0	287	362	383	0	0	0	0	**1032**	19	0	0	**1051**	MIDDLE
325	STANDLEY	2011-12	0	0	0	0	0	0	0	382	314	347	0	0	0	0	**1043**	10	0	0	**1053**	MIDDLE
325	STANDLEY	2012-13	0	0	0	0	0	0	0	326	382	304	0	0	0	0	**1012**	7	0	0	**1019**	MIDDLE
325	STANDLEY	2013-14	0	0	0	0	0	0	0	316	356	372	0	0	0	0	**1044**	5	0	0	**1049**	MIDDLE
325	STANDLEY	2014-15	0	0	0	0	0	0	0	384	327	357	0	0	0	0	**1068**	4	0	0	**1072**	MIDDLE
325	STANDLEY	2015-16	0	0	0	0	0	0	0	340	385	344	0	0	0	0	**1069**	4	0	0	**1073**	MIDDLE
325	STANDLEY	2016-17	0	0	0	0	0	0	0	331	354	386	0	0	0	0	**1071**	9	0	0	**1080**	MIDDLE
325	STANDLEY	2017-18	0	0	0	0	0	0	0	327	339	369	0	0	0	0	**1035**	3	0	0	**1038**	MIDDLE
325	STANDLEY	2018-19	0	0	0	0	0	0	0	349	334	327	0	0	0	0	**1010**	5	0	0	**1015**	MIDDLE
326	TAFT	2009-10	0	0	0	0	0	0	0	176	204	186	0	0	0	0	**566**	40	0	0	**606**	MIDDLE
326	TAFT	2010-11	0	0	0	0	0	0	0	162	209	220	0	0	0	0	**591**	34	0	0	**625**	MIDDLE
326	TAFT	2011-12	0	0	0	0	0	0	0	162	156	196	0	0	0	0	**514**	33	0	0	**547**	MIDDLE
326	TAFT	2012-13	0	0	0	0	0	0	0	145	162	158	0	0	0	0	**465**	27	0	0	**492**	MIDDLE
326	TAFT	2013-14	0	0	0	0	0	0	0	164	154	174	0	0	0	0	**492**	24	0	0	**516**	MIDDLE
326	TAFT	2014-15	0	0	0	0	0	0	0	161	158	145	0	0	0	0	**464**	28	0	0	**492**	MIDDLE
326	TAFT	2015-16	0	0	0	0	0	0	0	149	165	164	0	0	0	0	**478**	23	0	0	**501**	MIDDLE
326	TAFT	2016-17	0	0	0	0	0	0	0	165	139	171	0	0	0	0	**475**	32	0	0	**507**	MIDDLE
326	TAFT	2017-18	0	0	0	0	0	0	0	121	148	128	0	0	0	0	**397**	25	0	0	**422**	MIDDLE
326	TAFT	2018-19	0	0	0	0	0	0	0	164	123	145	0	0	0	0	**432**	30	0	0	**462**	MIDDLE
327	DE PORTOLA	2009-10	0	0	0	0	0	0	0	343	320	319	0	0	0	0	**982**	40	0	0	**1022**	MIDDLE
327	DE PORTOLA	2010-11	0	0	0	0	0	0	0	312	334	315	0	0	0	0	**961**	38	0	0	**999**	MIDDLE
327	DE PORTOLA	2011-12	0	0	0	0	0	0	0	330	310	310	0	0	0	0	**950**	34	0	0	**984**	MIDDLE
327	DE PORTOLA	2012-13	0	0	0	0	0	0	0	347	311	297	0	0	0	0	**955**	17	0	0	**972**	MIDDLE
327	DE PORTOLA	2013-14	0	0	0	0	0	0	0	323	338	301	0	0	0	0	**962**	8	0	0	**970**	MIDDLE
327	DE PORTOLA	2014-15	0	0	0	0	0	0	0	320	317	319	0	0	0	0	**956**	13	0	0	**969**	MIDDLE
327	DE PORTOLA	2015-16	0	0	0	0	0	0	0	316	320	298	0	0	0	0	**934**	19	0	0	**953**	MIDDLE
327	DE PORTOLA	2016-17	0	0	0	0	0	0	0	315	310	295	0	0	0	0	**920**	12	0	0	**932**	MIDDLE
327	DE PORTOLA	2017-18	0	0	0	0	0	0	0	299	298	288	0	0	0	0	**885**	9	0	0	**894**	MIDDLE
327	DE PORTOLA	2018-19	0	0	0	0	0	0	0	310	312	279	0	0	0	0	**901**	3	0	0	**904**	MIDDLE
328	WANGENHEIM	2009-10	0	0	0	0	0	0	0	322	374	394	0	0	1	0	**1091**	64	0	0	**1155**	MIDDLE
328	WANGENHEIM	2010-11	0	0	0	0	0	0	0	336	339	365	0	0	0	0	**1040**	56	0	0	**1096**	MIDDLE
328	WANGENHEIM	2011-12	0	0	0	0	0	0	0	295	310	349	0	0	0	0	**954**	48	0	0	**1002**	MIDDLE

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
328	WANGENHEIM	2012-13	0	0	0	0	0	0	0	302	289	307	0	0	0	0	**898**	48	0	0	**946**	MIDDLE
328	WANGENHEIM	2013-14	0	0	0	0	0	0	0	298	306	296	0	0	0	0	**900**	47	0	0	**947**	MIDDLE
328	WANGENHEIM	2014-15	0	0	0	0	0	0	0	266	292	314	0	0	0	0	**872**	40	0	0	**912**	MIDDLE
328	WANGENHEIM	2015-16	0	0	0	0	0	0	0	305	265	304	0	0	0	0	**874**	28	0	0	**902**	MIDDLE
328	WANGENHEIM	2016-17	0	0	0	0	0	0	0	287	319	273	0	0	0	0	**879**	24	0	0	**903**	MIDDLE
328	WANGENHEIM	2017-18	0	0	0	0	0	0	0	302	300	312	0	0	0	0	**914**	27	0	0	**941**	MIDDLE
328	WANGENHEIM	2018-19	0	0	0	0	0	0	0	268	310	321	0	0	0	0	**899**	14	0	0	**913**	MIDDLE
329	WILSON	2009-10	0	0	0	0	0	0	0	158	210	227	0	0	0	0	**595**	28	0	0	**623**	MIDDLE
329	WILSON	2010-11	0	0	0	0	0	0	0	165	163	221	0	0	0	0	**549**	24	0	0	**573**	MIDDLE
329	WILSON	2011-12	0	0	0	0	0	0	0	197	181	167	0	0	0	0	**545**	24	0	0	**569**	MIDDLE
329	WILSON	2012-13	0	0	0	0	0	0	0	212	216	179	0	0	0	0	**607**	24	0	0	**631**	MIDDLE
329	WILSON	2013-14	0	0	0	0	0	0	0	203	211	208	0	0	0	0	**622**	15	0	0	**637**	MIDDLE
329	WILSON	2014-15	0	0	0	0	0	0	0	222	191	197	0	0	0	0	**610**	15	0	0	**625**	MIDDLE
329	WILSON	2015-16	0	0	0	0	0	0	0	214	210	182	0	0	0	0	**606**	16	0	0	**622**	MIDDLE
329	WILSON	2016-17	0	0	0	0	0	0	0	225	206	219	0	0	0	0	**650**	13	0	0	**663**	MIDDLE
329	WILSON	2017-18	0	0	0	0	0	0	0	231	240	205	0	0	0	0	**676**	17	0	0	**693**	MIDDLE
329	WILSON	2018-19	0	0	0	0	0	0	0	231	228	226	0	0	0	0	**685**	27	0	0	**712**	MIDDLE
330	MEMORIAL PREP	2009-10	0	0	0	0	0	0	0	112	216	260	0	0	0	0	**588**	35	0	0	**623**	MIDDLE
330	MEMORIAL PREP	2010-11	0	0	0	0	0	0	0	76	200	216	0	0	0	0	**492**	47	0	0	**539**	MIDDLE
330	MEMORIAL PREP	2011-12	0	0	0	0	0	0	0	110	167	224	0	0	0	0	**501**	38	0	0	**539**	MIDDLE
330	MEMORIAL PREP	2012-13	0	0	0	0	0	0	0	118	190	170	0	0	0	0	**478**	23	0	0	**501**	MIDDLE
330	MEMORIAL PREP	2013-14	0	0	0	0	0	0	0	121	138	177	0	0	0	0	**436**	29	0	0	**465**	MIDDLE
330	MEMORIAL PREP	2014-15	0	0	0	0	0	0	0	88	164	133	0	0	0	0	**385**	28	0	0	**413**	MIDDLE
330	MEMORIAL PREP	2015-16	0	0	0	0	0	0	0	98	124	146	0	0	0	0	**368**	17	0	0	**385**	MIDDLE
330	MEMORIAL PREP	2016-17	0	0	0	0	0	0	0	94	109	132	0	0	0	0	**335**	26	0	0	**361**	MIDDLE
330	MEMORIAL PREP	2017-18	0	0	0	0	0	0	0	130	129	126	0	0	0	0	**385**	15	0	0	**400**	MIDDLE
330	MEMORIAL PREP	2018-19	0	0	0	0	0	0	0	147	105	138	0	0	0	0	**390**	25	0	0	**415**	MIDDLE
331	A.L.B.A.	2009-10	0	0	0	0	0	0	0	0	2	7	20	2	2	1	**34**	1	0	0	**35**	ATYPICAL
331	A.L.B.A.	2010-11	0	0	0	0	0	0	0	0	8	7	6	7	5	0	**33**	0	0	0	**33**	ATYPICAL
331	A.L.B.A.	2011-12	0	0	0	0	0	0	0	2	2	12	13	3	3	0	**35**	3	0	0	**38**	ATYPICAL
331	A.L.B.A.	2012-13	0	0	0	0	0	0	0	0	3	6	7	6	2	1	**25**	0	0	0	**25**	ATYPICAL
331	A.L.B.A.	2013-14	0	0	0	0	0	0	0	3	4	4	13	6	3	1	**34**	1	0	0	**35**	ATYPICAL
331	A.L.B.A.	2014-15	0	0	0	0	0	0	0	0	2	7	3	5	5	0	**22**	0	0	0	**22**	ATYPICAL
331	A.L.B.A.	2015-16	0	0	0	0	0	0	0	0	5	8	7	3	1	0	**24**	3	0	0	**27**	ATYPICAL
331	A.L.B.A.	2016-17	0	0	0	0	0	0	0	0	3	11	14	4	3	1	**36**	0	0	0	**36**	ATYPICAL
331	A.L.B.A.	2017-18	0	0	0	0	0	0	0	1	8	6	11	4	4	1	**35**	0	0	0	**35**	ATYPICAL
331	A.L.B.A.	2018-19	0	0	0	0	0	0	0	0	4	8	17	6	4	0	**39**	0	0	0	**39**	ATYPICAL
332	CLAIREMONT	2009-10	0	0	0	0	0	0	0	0	0	0	412	381	307	267	**1367**	81	0	0	**1448**	HIGH
332	CLAIREMONT	2010-11	0	0	0	0	0	0	0	0	0	0	374	360	296	276	**1306**	86	0	0	**1392**	HIGH
332	CLAIREMONT	2011-12	0	0	0	0	0	0	0	0	0	0	349	299	294	238	**1180**	60	0	0	**1240**	HIGH
332	CLAIREMONT	2012-13	0	0	0	0	0	0	0	0	0	0	356	276	265	272	**1169**	49	0	0	**1218**	HIGH
332	CLAIREMONT	2013-14	0	0	0	0	0	0	0	0	0	0	292	304	220	258	**1074**	43	0	0	**1117**	HIGH
332	CLAIREMONT	2014-15	0	0	0	0	0	0	0	0	0	0	297	260	263	204	**1024**	47	0	0	**1071**	HIGH
332	CLAIREMONT	2015-16	0	0	0	0	0	0	0	0	0	0	288	254	214	224	**980**	29	0	0	**1009**	HIGH
332	CLAIREMONT	2016-17	0	0	0	0	0	0	0	0	0	0	279	227	228	208	**942**	18	0	0	**960**	HIGH
332	CLAIREMONT	2017-18	0	0	0	0	0	0	0	0	0	0	285	228	190	203	**906**	15	0	0	**921**	HIGH
332	CLAIREMONT	2018-19	0	0	0	0	0	0	0	0	0	0	267	250	192	192	**901**	19	0	0	**920**	HIGH
334	CRAWFORD	2009-10	0	0	0	0	0	0	0	0	0	0	383	359	297	288	**1327**	80	0	0	**1407**	HIGH
334	CRAWFORD	2010-11	0	0	0	0	0	0	0	0	0	0	392	345	291	228	**1256**	58	0	0	**1314**	HIGH
334	CRAWFORD	2011-12	0	0	0	0	0	0	0	0	0	0	340	360	278	243	**1221**	40	0	0	**1261**	HIGH
334	CRAWFORD	2012-13	0	0	0	0	0	0	0	0	0	0	269	317	332	265	**1183**	39	0	0	**1222**	HIGH
334	CRAWFORD	2013-14	0	0	0	0	0	0	0	0	0	0	361	273	234	266	**1134**	29	0	0	**1163**	HIGH
334	CRAWFORD	2014-15	0	0	0	0	0	0	0	0	0	0	415	276	233	208	**1132**	33	0	0	**1165**	HIGH
334	CRAWFORD	2015-16	0	0	0	0	0	0	0	0	0	0	313	287	248	200	**1048**	25	0	0	**1073**	HIGH
334	CRAWFORD	2016-17	0	0	0	0	0	0	0	0	0	0	351	241	250	238	**1080**	17	0	0	**1097**	HIGH
334	CRAWFORD	2017-18	0	0	0	0	0	0	0	0	0	0	375	277	199	244	**1095**	25	0	0	**1120**	HIGH
334	CRAWFORD	2018-19	0	0	0	0	0	0	0	0	0	0	392	301	227	177	**1097**	25	0	0	**1122**	HIGH
336	HENRY	2009-10	0	0	0	0	0	0	0	0	0	0	736	649	560	472	**2417**	51	0	0	**2468**	HIGH
336	HENRY	2010-11	0	0	0	0	0	0	0	0	0	0	755	671	539	525	**2490**	36	0	0	**2526**	HIGH
336	HENRY	2011-12	0	0	0	0	0	0	0	0	0	0	747	680	581	481	**2489**	31	0	0	**2520**	HIGH
336	HENRY	2012-13	0	0	0	0	0	0	0	0	0	0	759	644	589	516	**2508**	29	0	0	**2537**	HIGH
336	HENRY	2013-14	0	0	0	0	0	0	0	0	0	0	697	693	572	516	**2478**	28	0	0	**2506**	HIGH
336	HENRY	2014-15	0	0	0	0	0	0	0	0	0	0	742	610	579	489	**2420**	28	0	0	**2448**	HIGH
336	HENRY	2015-16	0	0	0	0	0	0	0	0	0	0	662	627	543	529	**2361**	35	0	0	**2396**	HIGH
336	HENRY	2016-17	0	0	0	0	0	0	0	0	0	0	712	597	545	502	**2356**	52	0	0	**2408**	HIGH
336	HENRY	2017-18	0	0	0	0	0	0	0	0	0	0	750	606	512	516	**2384**	38	0	0	**2422**	HIGH
336	HENRY	2018-19	0	0	0	0	0	0	0	0	0	0	715	652	549	479	**2395**	41	0	0	**2436**	HIGH
338	HOOVER	2009-10	0	0	0	0	0	0	0	0	0	0	708	593	474	363	**2138**	48	0	0	**2186**	HIGH
338	HOOVER	2010-11	0	0	0	0	0	0	0	0	0	0	699	547	450	379	**2075**	34	0	0	**2109**	HIGH
338	HOOVER	2011-12	0	0	0	0	0	0	0	0	0	0	787	483	412	339	**2021**	36	0	0	**2057**	HIGH
338	HOOVER	2012-13	0	0	0	0	0	0	0	0	0	0	703	565	376	342	**1986**	27	0	0	**2013**	HIGH
338	HOOVER	2013-14	0	0	0	0	0	0	0	0	0	0	713	504	431	337	**1985**	32	0	0	**2017**	HIGH
338	HOOVER	2014-15	0	0	0	0	0	0	0	0	0	0	766	511	378	350	**2005**	31	0	0	**2036**	HIGH
338	HOOVER	2015-16	0	0	0	0	0	0	0	0	0	0	726	583	383	314	**2006**	33	0	0	**2039**	HIGH
338	HOOVER	2016-17	0	0	0	0	0	0	0	0	0	0	666	569	481	366	**2082**	40	0	0	**2122**	HIGH
338	HOOVER	2017-18	0	0	0	0	0	0	0	0	0	0	739	536	461	419	**2155**	39	0	0	**2194**	HIGH
338	HOOVER	2018-19	0	0	0	0	0	0	0	0	0	0	710	542	447	434	**2133**	43	0	0	**2176**	HIGH
339	HIGH TECH HIGH	2009-10	0	0	0	0	0	0	0	0	0	0	155	138	123	130	**546**	2	0	0	**548**	CHARTER
339	HIGH TECH HIGH	2010-11	0	0	0	0	0	0	0	0	0	0	147	151	133	119	**550**	0	0	0	**550**	CHARTER
339	HIGH TECH HIGH	2011-12	0	0	0	0	0	0	0	0	0	0	132	147	135	126	**540**	2	0	0	**542**	CHARTER
339	HIGH TECH HIGH	2012-13	0	0	0	0	0	0	0	0	0	0	164	148	129	129	**570**	2	0	0	**572**	CHARTER
339	HIGH TECH HIGH	2013-14	0	0	0	0	0	0	0	0	0	0	159	152	144	125	**580**	1	0	0	**581**	CHARTER
339	HIGH TECH HIGH	2014-15	0	0	0	0	0	0	0	0	0	0	149	159	134	139	**581**	1	0	0	**582**	CHARTER
339	HIGH TECH HIGH	2015-16	0	0	0	0	0	0	0	0	0	0	148	152	151	130	**581**	1	0	0	**582**	CHARTER
339	HIGH TECH HIGH	2016-17	0	0	0	0	0	0	0	0	0	0	151	146	144	145	**586**	0	0	0	**586**	CHARTER
339	HIGH TECH HIGH	2017-18	0	0	0	0	0	0	0	0	0	0	128	144	138	140	**550**	0	0	0	**550**	CHARTER

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
339	HIGH TECH HIGH	2018-19	0	0	0	0	0	0	0	0	0	0	137	137	126	126	**526**	0	0	0	**526**	CHARTER
341	MILLENNIAL TECH	2009-10	0	0	0	0	0	0	0	179	178	74	0	0	0	0	**431**	1	0	0	**432**	MIDDLE
341	MILLENNIAL TECH	2010-11	0	0	0	0	0	0	0	174	184	156	0	0	0	0	**514**	2	0	0	**516**	MIDDLE
341	MILLENNIAL TECH	2011-12	0	0	0	0	0	0	0	193	193	174	0	0	0	0	**560**	1	0	0	**561**	MIDDLE
341	MILLENNIAL TECH	2012-13	0	0	0	0	0	0	0	189	217	192	0	0	0	0	**598**	9	0	0	**607**	MIDDLE
341	MILLENNIAL TECH	2013-14	0	0	0	0	0	0	0	148	183	205	0	0	0	0	**536**	16	0	0	**552**	MIDDLE
341	MILLENNIAL TECH	2014-15	0	0	0	0	0	0	0	138	144	176	0	0	0	0	**458**	17	0	0	**475**	MIDDLE
341	MILLENNIAL TECH	2015-16	0	0	0	0	0	0	0	119	151	141	0	0	0	0	**411**	11	0	0	**422**	MIDDLE
341	MILLENNIAL TECH	2016-17	0	0	0	0	0	0	0	131	165	142	0	0	0	0	**438**	12	0	0	**450**	MIDDLE
341	MILLENNIAL TECH	2017-18	0	0	0	0	0	0	0	136	144	155	0	0	0	0	**435**	13	0	0	**448**	MIDDLE
341	MILLENNIAL TECH	2018-19	0	0	0	0	0	0	0	124	164	144	0	0	0	0	**432**	18	0	0	**450**	MIDDLE
342	LA JOLLA	2009-10	0	0	0	0	0	0	0	0	0	0	450	424	362	350	**1586**	5	0	0	**1591**	HIGH
342	LA JOLLA	2010-11	0	0	0	0	0	0	0	0	0	0	453	419	385	359	**1616**	9	0	0	**1625**	HIGH
342	LA JOLLA	2011-12	0	0	0	0	0	0	0	0	0	0	454	399	369	370	**1592**	6	0	0	**1598**	HIGH
342	LA JOLLA	2012-13	0	0	0	0	0	0	0	0	0	0	449	408	334	343	**1534**	10	0	0	**1544**	HIGH
342	LA JOLLA	2013-14	0	0	0	0	0	0	0	0	0	0	462	401	348	336	**1547**	11	0	0	**1558**	HIGH
342	LA JOLLA	2014-15	0	0	0	0	0	0	0	0	0	0	469	414	351	345	**1579**	11	0	0	**1590**	HIGH
342	LA JOLLA	2015-16	0	0	0	0	0	0	0	0	0	0	409	414	400	361	**1584**	5	0	0	**1589**	HIGH
342	LA JOLLA	2016-17	0	0	0	0	0	0	0	0	0	0	404	371	379	379	**1533**	10	0	0	**1543**	HIGH
342	LA JOLLA	2017-18	0	0	0	0	0	0	0	0	0	0	440	358	346	358	**1502**	11	0	0	**1513**	HIGH
342	LA JOLLA	2018-19	0	0	0	0	0	0	0	0	0	0	379	379	330	319	**1407**	6	0	0	**1413**	HIGH
343	INNOVATION	2009-10	0	0	0	0	0	0	0	0	240	255	0	0	0	0	**495**	14	0	0	**509**	MIDDLE
343	INNOVATION	2010-11	0	0	0	0	0	0	0	0	275	247	0	0	0	0	**522**	8	0	0	**530**	MIDDLE
343	INNOVATION	2011-12	0	0	0	0	0	0	0	0	232	255	0	0	0	0	**487**	7	0	0	**494**	MIDDLE
343	INNOVATION	2012-13	0	0	0	0	0	0	0	0	255	228	0	0	0	0	**483**	11	0	0	**494**	MIDDLE
343	INNOVATION	2013-14	0	0	0	0	0	0	0	0	216	244	0	0	0	0	**460**	11	0	0	**471**	MIDDLE
343	INNOVATION	2014-15	0	0	0	0	0	0	0	0	214	210	0	0	0	0	**424**	11	0	0	**435**	MIDDLE
343	INNOVATION	2015-16	0	0	0	0	0	0	0	181	140	206	0	0	0	0	**527**	13	0	0	**540**	MIDDLE
343	INNOVATION	2016-17	0	0	0	0	0	0	0	192	177	137	0	0	0	0	**506**	5	0	0	**511**	MIDDLE
343	INNOVATION	2017-18	0	0	0	0	0	0	0	136	195	169	0	0	0	0	**500**	3	0	0	**503**	MIDDLE
343	INNOVATION	2018-19	0	0	0	0	0	0	0	158	144	183	0	0	0	0	**485**	2	0	0	**487**	MIDDLE
346	MADISON	2009-10	0	0	0	0	0	0	0	0	0	0	371	315	286	236	**1208**	46	0	0	**1254**	HIGH
346	MADISON	2010-11	0	0	0	0	0	0	0	0	0	0	404	303	261	259	**1227**	48	0	0	**1275**	HIGH
346	MADISON	2011-12	0	0	0	0	0	0	0	0	0	0	344	329	237	234	**1144**	38	0	0	**1182**	HIGH
346	MADISON	2012-13	0	0	0	0	0	0	0	0	0	0	365	307	273	218	**1163**	37	0	0	**1200**	HIGH
346	MADISON	2013-14	0	0	0	0	0	0	0	0	0	0	361	312	258	228	**1159**	41	0	0	**1200**	HIGH
346	MADISON	2014-15	0	0	0	0	0	0	0	0	0	0	314	316	271	221	**1122**	43	0	0	**1165**	HIGH
346	MADISON	2015-16	0	0	0	0	0	0	0	0	0	0	297	284	259	254	**1094**	37	0	0	**1131**	HIGH
346	MADISON	2016-17	0	0	0	0	0	0	0	0	0	0	311	253	231	255	**1050**	39	0	0	**1089**	HIGH
346	MADISON	2017-18	0	0	0	0	0	0	0	0	0	0	280	272	225	228	**1005**	21	0	0	**1026**	HIGH
346	MADISON	2018-19	0	0	0	0	0	0	0	0	0	0	309	216	225	210	**960**	16	0	0	**976**	HIGH
347	GOMPERS PREP. ACAD.	2009-10	0	0	0	0	0	0	0	0	0	0	145	87	0	0	**232**	11	0	0	**243**	CHARTER
347	GOMPERS PREP. ACAD.	2010-11	0	0	0	0	0	0	0	86	222	214	161	118	87	0	**888**	2	0	0	**890**	CHARTER
347	GOMPERS PREP. ACAD.	2011-12	0	0	0	0	0	0	0	121	184	191	143	126	97	74	**936**	3	0	0	**939**	CHARTER
347	GOMPERS PREP. ACAD.	2012-13	0	0	0	0	0	0	0	142	210	157	150	120	98	82	**959**	5	0	0	**964**	CHARTER
347	GOMPERS PREP. ACAD.	2013-14	0	0	0	0	0	0	0	194	194	192	136	142	103	91	**1052**	2	0	0	**1054**	CHARTER
347	GOMPERS PREP. ACAD.	2014-15	0	0	0	0	0	0	0	214	218	184	168	123	127	101	**1135**	6	0	0	**1141**	CHARTER
347	GOMPERS PREP. ACAD.	2015-16	0	0	0	0	0	0	0	212	204	209	162	152	116	123	**1178**	9	0	0	**1187**	CHARTER
347	GOMPERS PREP. ACAD.	2016-17	0	0	0	0	0	0	0	209	214	204	189	150	144	114	**1224**	11	0	0	**1235**	CHARTER
347	GOMPERS PREP. ACAD.	2017-18	0	0	0	0	0	0	0	221	221	216	176	181	139	139	**1293**	13	0	0	**1306**	CHARTER
347	GOMPERS PREP. ACAD.	2018-19	0	0	0	0	0	0	0	223	227	218	204	162	156	125	**1315**	2	0	0	**1317**	CHARTER
348	PREUSS	2009-10	0	0	0	0	0	0	0	174	115	115	112	102	101	100	**819**	0	0	0	**819**	CHARTER
348	PREUSS	2010-11	0	0	0	0	0	0	0	118	168	115	115	108	94	99	**817**	0	0	0	**817**	CHARTER
348	PREUSS	2011-12	0	0	0	0	0	0	0	121	121	157	118	107	102	90	**816**	0	0	0	**816**	CHARTER
348	PREUSS	2012-13	0	0	0	0	0	0	0	124	123	123	153	111	95	99	**828**	0	0	0	**828**	CHARTER
348	PREUSS	2013-14	0	0	0	0	0	0	0	121	124	123	126	149	109	89	**841**	0	0	0	**841**	CHARTER
348	PREUSS	2014-15	0	0	0	0	0	0	0	116	123	124	119	120	136	104	**842**	0	0	0	**842**	CHARTER
348	PREUSS	2015-16	0	0	0	0	0	0	0	118	120	123	119	116	114	133	**843**	0	0	0	**843**	CHARTER
348	PREUSS	2016-17	0	0	0	0	0	0	0	123	122	121	123	117	105	104	**815**	0	0	0	**815**	CHARTER
348	PREUSS	2017-18	0	0	0	0	0	0	0	116	125	124	125	119	112	100	**821**	0	0	0	**821**	CHARTER
348	PREUSS	2018-19	0	0	0	0	0	0	0	124	123	123	127	123	113	103	**836**	0	0	0	**836**	CHARTER
349	MIRA MESA	2009-10	0	0	0	0	0	0	0	0	0	0	703	662	627	604	**2596**	47	0	0	**2643**	HIGH
349	MIRA MESA	2010-11	0	0	0	0	0	0	0	0	0	0	721	638	619	586	**2564**	55	0	0	**2619**	HIGH
349	MIRA MESA	2011-12	0	0	0	0	0	0	0	0	0	0	727	691	573	566	**2557**	61	0	0	**2618**	HIGH
349	MIRA MESA	2012-13	0	0	0	0	0	0	0	0	0	0	683	672	627	553	**2535**	46	0	0	**2581**	HIGH
349	MIRA MESA	2013-14	0	0	0	0	0	0	0	0	0	0	653	663	610	614	**2540**	66	0	0	**2606**	HIGH
349	MIRA MESA	2014-15	0	0	0	0	0	0	0	0	0	0	633	602	568	586	**2389**	67	0	0	**2456**	HIGH
349	MIRA MESA	2015-16	0	0	0	0	0	0	0	0	0	0	705	564	550	554	**2373**	56	0	0	**2429**	HIGH
349	MIRA MESA	2016-17	0	0	0	0	0	0	0	0	0	0	673	670	526	522	**2391**	51	0	0	**2442**	HIGH
349	MIRA MESA	2017-18	0	0	0	0	0	0	0	0	0	0	597	598	599	509	**2303**	35	0	0	**2338**	HIGH
349	MIRA MESA	2018-19	0	0	0	0	0	0	0	0	0	0	694	570	539	580	**2383**	31	0	0	**2414**	HIGH
350	MISSION BAY	2009-10	0	0	0	0	0	0	0	0	0	0	453	455	379	304	**1591**	49	0	0	**1640**	HIGH
350	MISSION BAY	2010-11	0	0	0	0	0	0	0	0	0	0	455	393	392	317	**1557**	42	0	0	**1599**	HIGH
350	MISSION BAY	2011-12	0	0	0	0	0	0	0	0	0	0	367	376	316	333	**1392**	45	0	0	**1437**	HIGH
350	MISSION BAY	2012-13	0	0	0	0	0	0	0	0	0	0	312	317	310	287	**1226**	21	0	0	**1247**	HIGH
350	MISSION BAY	2013-14	0	0	0	0	0	0	0	0	0	0	348	270	265	293	**1176**	22	0	0	**1198**	HIGH
350	MISSION BAY	2014-15	0	0	0	0	0	0	0	0	0	0	395	233	237	217	**1082**	27	0	0	**1109**	HIGH
350	MISSION BAY	2015-16	0	0	0	0	0	0	0	0	0	0	288	257	270	222	**1037**	18	0	0	**1055**	HIGH
350	MISSION BAY	2016-17	0	0	0	0	0	0	0	0	0	0	320	247	232	234	**1033**	27	0	0	**1060**	HIGH
350	MISSION BAY	2017-18	0	0	0	0	0	0	0	0	0	0	340	280	231	215	**1066**	26	0	0	**1092**	HIGH
350	MISSION BAY	2018-19	0	0	0	0	0	0	0	0	0	0	327	293	258	208	**1086**	37	0	0	**1123**	HIGH
352	MORSE	2009-10	0	0	0	0	0	0	0	0	0	0	696	613	497	480	**2286**	81	0	0	**2367**	HIGH
352	MORSE	2010-11	0	0	0	0	0	0	0	0	0	0	636	569	476	404	**2085**	69	0	0	**2154**	HIGH
352	MORSE	2011-12	0	0	0	0	0	0	0	0	0	0	601	556	428	422	**2007**	55	0	0	**2062**	HIGH
352	MORSE	2012-13	0	0	0	0	0	0	0	0	0	0	629	537	391	363	**1920**	49	0	0	**1969**	HIGH
352	MORSE	2013-14	0	0	0	0	0	0	0	0	0	0	573	530	400	368	**1871**	43	0	0	**1914**	HIGH

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
352	MORSE	2014-15	0	0	0	0	0	0	0	0	0	0	623	447	387	328	**1785**	40	0	0	**1825**	HIGH
352	MORSE	2015-16	0	0	0	0	0	0	0	0	0	0	548	477	372	378	**1775**	26	0	0	**1801**	HIGH
352	MORSE	2016-17	0	0	0	0	0	0	0	0	0	0	583	443	375	333	**1734**	33	0	0	**1767**	HIGH
352	MORSE	2017-18	0	0	0	0	0	0	0	0	0	0	619	465	358	341	**1783**	33	0	0	**1816**	HIGH
352	MORSE	2018-19	0	0	0	0	0	0	0	0	0	0	513	477	361	337	**1688**	36	0	0	**1724**	HIGH
353	HIGH TECH MID MEDIA ARTS	2009-10	0	0	0	0	0	0	0	112	111	113	0	0	0	0	**336**	0	0	0	**336**	CHARTER
353	HIGH TECH MID MEDIA ARTS	2010-11	0	0	0	0	0	0	0	109	110	111	0	0	0	0	**330**	0	0	0	**330**	CHARTER
353	HIGH TECH MID MEDIA ARTS	2011-12	0	0	0	0	0	0	0	109	111	111	0	0	0	0	**331**	0	0	0	**331**	CHARTER
353	HIGH TECH MID MEDIA ARTS	2012-13	0	0	0	0	0	0	0	105	111	108	0	0	0	0	**324**	1	0	0	**325**	CHARTER
353	HIGH TECH MID MEDIA ARTS	2013-14	0	0	0	0	0	0	0	84	108	112	0	0	0	0	**304**	2	0	0	**306**	CHARTER
353	HIGH TECH MID MEDIA ARTS	2014-15	0	0	0	0	0	0	0	103	100	109	0	0	0	0	**312**	1	0	0	**313**	CHARTER
353	HIGH TECH MID MEDIA ARTS	2015-16	0	0	0	0	0	0	0	104	104	103	0	0	0	0	**311**	1	0	0	**312**	CHARTER
353	HIGH TECH MID MEDIA ARTS	2016-17	0	0	0	0	0	0	0	105	103	103	0	0	0	0	**311**	1	0	0	**312**	CHARTER
353	HIGH TECH MID MEDIA ARTS	2017-18	0	0	0	0	0	0	0	112	110	105	0	0	0	0	**327**	1	0	0	**328**	CHARTER
353	HIGH TECH MID MEDIA ARTS	2018-19	0	0	0	0	0	0	0	110	111	107	0	0	0	0	**328**	0	0	0	**328**	CHARTER
354	POINT LOMA	2009-10	0	0	0	0	0	0	0	0	0	0	599	583	505	412	**2099**	27	0	0	**2126**	HIGH
354	POINT LOMA	2010-11	0	0	0	0	0	0	0	0	0	0	550	567	477	441	**2035**	30	0	0	**2065**	HIGH
354	POINT LOMA	2011-12	0	0	0	0	0	0	0	0	0	0	560	527	477	412	**1976**	18	0	0	**1994**	HIGH
354	POINT LOMA	2012-13	0	0	0	0	0	0	0	0	0	0	552	532	427	432	**1943**	20	0	0	**1963**	HIGH
354	POINT LOMA	2013-14	0	0	0	0	0	0	0	0	0	0	525	523	467	408	**1923**	7	0	0	**1930**	HIGH
354	POINT LOMA	2014-15	0	0	0	0	0	0	0	0	0	0	554	456	428	448	**1886**	11	0	0	**1897**	HIGH
354	POINT LOMA	2015-16	0	0	0	0	0	0	0	0	0	0	587	478	429	416	**1910**	15	0	0	**1925**	HIGH
354	POINT LOMA	2016-17	0	0	0	0	0	0	0	0	0	0	570	520	437	404	**1931**	19	0	0	**1950**	HIGH
354	POINT LOMA	2017-18	0	0	0	0	0	0	0	0	0	0	560	500	462	410	**1932**	19	0	0	**1951**	HIGH
354	POINT LOMA	2018-19	0	0	0	0	0	0	0	0	0	0	550	457	451	426	**1884**	23	0	0	**1907**	HIGH
355	UNIVERSITY CITY	2009-10	0	0	0	0	0	0	0	0	0	0	516	465	437	411	**1829**	26	0	0	**1855**	HIGH
355	UNIVERSITY CITY	2010-11	0	0	0	0	0	0	0	0	0	0	495	513	423	431	**1862**	17	0	0	**1879**	HIGH
355	UNIVERSITY CITY	2011-12	0	0	0	0	0	0	0	0	0	0	493	491	440	393	**1817**	16	0	0	**1833**	HIGH
355	UNIVERSITY CITY	2012-13	0	0	0	0	0	0	0	0	0	0	490	478	436	427	**1831**	5	0	0	**1836**	HIGH
355	UNIVERSITY CITY	2013-14	0	0	0	0	0	0	0	0	0	0	407	469	434	402	**1712**	6	0	0	**1718**	HIGH
355	UNIVERSITY CITY	2014-15	0	0	0	0	0	0	0	0	0	0	522	394	429	413	**1758**	5	0	0	**1763**	HIGH
355	UNIVERSITY CITY	2015-16	0	0	0	0	0	0	0	0	0	0	537	488	380	405	**1810**	11	0	0	**1821**	HIGH
355	UNIVERSITY CITY	2016-17	0	0	0	0	0	0	0	0	0	0	480	495	461	356	**1792**	5	0	0	**1797**	HIGH
355	UNIVERSITY CITY	2017-18	0	0	0	0	0	0	0	0	0	0	522	451	457	439	**1869**	3	0	0	**1872**	HIGH
355	UNIVERSITY CITY	2018-19	0	0	0	0	0	0	0	0	0	0	501	478	423	440	**1842**	5	0	0	**1847**	HIGH
357	SERRA	2009-10	0	0	0	0	0	0	0	0	0	0	623	564	436	412	**2035**	51	0	0	**2086**	HIGH
357	SERRA	2010-11	0	0	0	0	0	0	0	0	0	2	614	532	478	372	**1998**	44	0	0	**2042**	HIGH
357	SERRA	2011-12	0	0	0	0	0	0	0	0	0	0	644	507	436	396	**1983**	31	0	0	**2014**	HIGH
357	SERRA	2012-13	0	0	0	0	0	0	0	0	0	0	570	502	440	389	**1901**	27	0	0	**1928**	HIGH
357	SERRA	2013-14	0	0	0	0	0	0	0	0	0	0	502	502	426	402	**1832**	28	0	0	**1860**	HIGH
357	SERRA	2014-15	0	0	0	0	0	0	0	0	0	0	566	426	400	383	**1775**	23	0	0	**1798**	HIGH
357	SERRA	2015-16	0	0	0	0	0	0	0	0	0	0	532	484	358	382	**1756**	25	0	0	**1781**	HIGH
357	SERRA	2016-17	0	0	0	0	0	0	0	0	0	0	448	477	396	302	**1623**	33	0	0	**1656**	HIGH
357	SERRA	2017-18	0	0	0	0	0	0	0	0	0	0	430	379	367	368	**1544**	48	0	0	**1592**	HIGH
357	SERRA	2018-19	0	0	0	0	0	0	0	0	0	0	425	332	335	330	**1422**	49	0	0	**1471**	HIGH
359	SCRIPPS RANCH	2009-10	0	0	0	0	0	0	0	0	0	0	678	650	557	498	**2383**	12	0	0	**2395**	HIGH
359	SCRIPPS RANCH	2010-11	0	0	0	0	0	0	0	0	0	0	652	632	610	553	**2447**	20	0	0	**2467**	HIGH
359	SCRIPPS RANCH	2011-12	0	0	0	0	0	0	0	0	0	0	611	589	570	589	**2359**	18	0	0	**2377**	HIGH
359	SCRIPPS RANCH	2012-13	0	0	0	0	0	0	0	0	0	0	626	545	535	552	**2258**	15	0	0	**2273**	HIGH
359	SCRIPPS RANCH	2013-14	0	0	0	0	0	0	0	0	0	0	583	560	537	510	**2190**	12	0	0	**2202**	HIGH
359	SCRIPPS RANCH	2014-15	0	0	0	0	0	0	0	0	0	0	658	530	517	521	**2226**	12	0	0	**2238**	HIGH
359	SCRIPPS RANCH	2015-16	0	0	0	0	0	0	0	0	0	0	622	565	507	521	**2215**	10	0	0	**2225**	HIGH
359	SCRIPPS RANCH	2016-17	0	0	0	0	0	0	0	0	0	0	591	563	528	493	**2175**	10	0	0	**2185**	HIGH
359	SCRIPPS RANCH	2017-18	0	0	0	0	0	0	0	0	0	0	642	537	552	502	**2233**	5	0	0	**2238**	HIGH
359	SCRIPPS RANCH	2018-19	0	0	0	0	0	0	0	0	0	0	538	597	505	535	**2175**	8	0	0	**2183**	HIGH
360	MAGNOLIA SCI 2	2010-11	0	0	0	0	0	0	0	0	0	0	8	0	0	0	**8**	0	0	0	**8**	CHARTER
361	GARFIELD HIGH	2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	316	**316**	ATYPICAL
361	GARFIELD HIGH	2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	291	**291**	ATYPICAL
361	GARFIELD HIGH	2011-12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	271	**271**	ATYPICAL
361	GARFIELD HIGH	2012-13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	213	**213**	ATYPICAL
361	GARFIELD HIGH	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	273	**273**	ATYPICAL
361	GARFIELD HIGH	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	207	**207**	ATYPICAL
361	GARFIELD HIGH	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	199	**199**	ATYPICAL
361	GARFIELD HIGH	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**	0	0	217	**218**	ATYPICAL
361	GARFIELD HIGH	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	271	**271**	ATYPICAL
361	GARFIELD HIGH	2018-19	0	0	0	0	0	0	0	0	0	0	1	2	0	0	**3**	0	0	284	**287**	ATYPICAL
362	TWAIN	2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	326	**326**	ATYPICAL
362	TWAIN	2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**	0	0	338	**339**	ATYPICAL
362	TWAIN	2011-12	0	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**	0	0	300	**301**	ATYPICAL
362	TWAIN	2012-13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	273	**273**	ATYPICAL
362	TWAIN	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	225	**225**	ATYPICAL
362	TWAIN	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	211	**211**	ATYPICAL
362	TWAIN	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	0	171	**171**	ATYPICAL
362	TWAIN	2016-17	0	0	0	0	0	0	0	0	0	0	2	0	3	1	**6**	0	0	189	**195**	ATYPICAL
362	TWAIN	2017-18	0	0	0	0	0	0	0	0	0	0	3	3	3	1	**10**	0	0	224	**234**	ATYPICAL
362	TWAIN	2018-19	0	0	0	0	0	0	0	0	0	0	15	44	30	15	**104**	0	0	249	**353**	ATYPICAL
364	RILEY	2009-10	0	0	0	1	1	1	2	0	1	0	0	0	0	0	**6**	54	0	0	**60**	ATYPICAL
364	RILEY	2010-11	0	0	0	0	0	0	0	1	0	2	0	0	0	0	**3**	41	0	0	**44**	ATYPICAL
364	RILEY	2011-12	0	0	0	0	0	0	0	1	1	1	2	2	2	1	**10**	178	0	0	**188**	ATYPICAL
364	RILEY	2012-13	0	0	0	0	3	0	0	0	2	2	2	5	0	0	**14**	154	0	0	**168**	ATYPICAL
364	RILEY	2013-14	0	0	0	0	0	0	1	0	0	2	2	11	2	5	**23**	134	0	0	**157**	ATYPICAL
364	RILEY	2014-15	0	0	0	1	0	1	0	0	1	1	4	2	3	1	**14**	158	0	0	**172**	ATYPICAL
364	RILEY	2015-16	0	0	0	4	0	0	1	1	0	2	4	2	1	1	**16**	177	0	0	**193**	ATYPICAL
364	RILEY	2016-17	0	0	0	1	2	1	1	0	1	1	6	1	3	4	**21**	156	0	0	**177**	ATYPICAL
364	RILEY	2017-18	0	0	0	0	0	1	1	1	1	0	2	5	4	3	**18**	150	0	0	**168**	ATYPICAL
364	RILEY	2018-19	0	0	0	1	0	0	0	0	0	1	2	3	2	2	**11**	179	0	0	**190**	ATYPICAL

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
365	KEILLER LEADER ACAD.	2009-10	0	0	0	0	0	0	0	127	143	169	0	0	0	0	**439**	30	0	0	**469**	CHARTER
365	KEILLER LEADER ACAD.	2010-11	0	0	0	0	0	0	20	89	143	131	0	0	0	0	**383**	22	0	0	**405**	CHARTER
365	KEILLER LEADER ACAD.	2011-12	0	0	0	0	0	0	24	100	107	151	0	0	0	0	**382**	16	0	0	**398**	CHARTER
365	KEILLER LEADER ACAD.	2012-13	0	37	20	28	18	27	31	91	121	105	0	0	0	0	**478**	11	0	0	**489**	CHARTER
365	KEILLER LEADER ACAD.	2013-14	0	46	37	23	47	29	31	96	102	109	0	0	0	0	**520**	3	0	0	**523**	CHARTER
365	KEILLER LEADER ACAD.	2014-15	0	57	44	36	29	45	29	74	100	100	0	0	0	0	**514**	3	0	0	**517**	CHARTER
365	KEILLER LEADER ACAD.	2015-16	0	59	47	47	34	40	47	96	93	92	0	0	0	0	**555**	2	0	0	**557**	CHARTER
365	KEILLER LEADER ACAD.	2016-17	0	60	56	58	49	50	42	97	93	91	0	0	0	0	**596**	4	0	0	**600**	CHARTER
365	KEILLER LEADER ACAD.	2017-18	0	59	50	51	59	51	49	84	104	86	0	0	0	0	**593**	5	0	0	**598**	CHARTER
365	KEILLER LEADER ACAD.	2018-19	0	59	59	50	52	71	50	79	99	99	0	0	0	0	**618**	3	0	0	**621**	CHARTER
366	CHARTER SCHOOL S.D.	2009-10	0	0	0	0	0	0	0	0	0	0	0	1	0	0	**1**	0	1745	0	**1746**	CHARTER
366	CHARTER SCHOOL S.D.	2010-11	0	0	0	0	0	0	0	0	3	4	7	7	5	1	**27**	0	1824	0	**1851**	CHARTER
366	CHARTER SCHOOL S.D.	2011-12	0	0	0	0	0	0	0	0	1	1	4	3	1	4	**14**	0	1848	0	**1862**	CHARTER
366	CHARTER SCHOOL S.D.	2012-13	0	0	0	0	0	0	0	0	1	1	0	1	4	2	**9**	0	1941	0	**1950**	CHARTER
366	CHARTER SCHOOL S.D.	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	1945	0	**1945**	CHARTER
366	CHARTER SCHOOL S.D.	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	2156	0	**2156**	CHARTER
366	CHARTER SCHOOL S.D.	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	2262	0	**2262**	CHARTER
366	CHARTER SCHOOL S.D.	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	2	**2**	0	1890	0	**1892**	CHARTER
366	CHARTER SCHOOL S.D.	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	1420	0	**1420**	CHARTER
366	CHARTER SCHOOL S.D.	2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	1477	0	**1477**	CHARTER
367	FARB	2009-10	0	0	0	0	0	0	0	218	250	243	0	0	0	0	**711**	18	0	0	**729**	MIDDLE
367	FARB	2010-11	0	0	0	0	0	0	0	213	221	258	0	0	0	0	**692**	13	0	0	**705**	MIDDLE
367	FARB	2011-12	0	0	0	0	0	0	0	195	202	188	0	0	0	0	**585**	11	0	0	**596**	MIDDLE
367	FARB	2012-13	0	0	0	0	0	0	0	176	189	183	0	0	0	0	**548**	7	0	0	**555**	MIDDLE
367	FARB	2013-14	0	0	0	0	0	0	0	137	161	172	0	0	0	0	**470**	7	0	0	**477**	MIDDLE
367	FARB	2014-15	0	0	0	0	0	0	0	153	120	156	0	0	0	0	**429**	8	0	0	**437**	MIDDLE
367	FARB	2015-16	0	0	0	0	0	0	0	128	145	113	0	0	0	0	**386**	15	0	0	**401**	MIDDLE
367	FARB	2016-17	0	0	0	0	0	0	0	153	116	132	0	0	0	0	**401**	13	0	0	**414**	MIDDLE
367	FARB	2017-18	0	0	0	0	0	0	0	155	136	122	0	0	0	0	**413**	5	0	0	**418**	MIDDLE
367	FARB	2018-19	0	0	0	0	0	0	0	179	155	137	0	0	0	0	**471**	7	0	0	**478**	MIDDLE
368	SCPA	2009-10	0	0	0	0	0	0	0	186	216	209	220	216	194	173	**1414**	18	0	0	**1432**	ATYPICAL
368	SCPA	2010-11	0	0	0	0	0	0	0	185	216	211	187	212	202	187	**1400**	18	0	0	**1418**	ATYPICAL
368	SCPA	2011-12	0	0	0	0	0	0	0	188	196	201	216	185	196	170	**1352**	16	0	0	**1368**	ATYPICAL
368	SCPA	2012-13	0	0	0	0	0	0	0	189	198	179	231	211	154	176	**1338**	14	0	0	**1352**	ATYPICAL
368	SCPA	2013-14	0	0	0	0	0	0	0	192	192	197	197	210	190	146	**1324**	13	0	0	**1337**	ATYPICAL
368	SCPA	2014-15	0	0	0	0	0	0	0	185	206	187	226	174	199	183	**1360**	20	0	0	**1380**	ATYPICAL
368	SCPA	2015-16	0	0	0	0	0	0	0	220	200	206	206	212	162	197	**1403**	23	0	0	**1426**	ATYPICAL
368	SCPA	2016-17	0	0	0	0	0	0	0	202	221	200	237	210	192	151	**1413**	18	0	0	**1431**	ATYPICAL
368	SCPA	2017-18	0	0	0	0	0	0	0	187	241	233	220	222	173	177	**1453**	9	0	0	**1462**	ATYPICAL
368	SCPA	2018-19	0	0	0	0	0	0	0	168	225	234	236	198	200	165	**1426**	7	0	0	**1433**	ATYPICAL
369	JOHN MUIR LANG ACAD.	2018-19	0	42	30	9	10	15	8	18	23	31	0	0	0	0	**186**	0	0	0	**186**	K-8
369	MUIR	2009-10	0	38	35	27	24	29	26	31	30	28	39	33	27	12	**379**	3	0	0	**382**	ATYPICAL
369	MUIR	2010-11	0	39	32	36	25	25	27	30	31	31	32	26	28	25	**387**	4	0	0	**391**	ATYPICAL
369	MUIR	2011-12	0	31	39	31	37	26	22	30	28	34	30	23	19	22	**372**	2	0	0	**374**	ATYPICAL
369	MUIR	2012-13	0	30	26	38	32	34	26	30	29	26	16	18	17	16	**338**	5	0	0	**343**	ATYPICAL
369	MUIR	2013-14	0	23	29	24	46	28	32	33	28	31	16	15	15	16	**336**	0	0	0	**336**	ATYPICAL
369	MUIR	2014-15	2	18	17	32	29	47	31	35	32	31	29	12	16	10	**341**	1	0	0	**342**	ATYPICAL
369	MUIR	2015-16	1	13	19	12	31	33	38	34	32	28	21	13	2	12	**289**	0	0	0	**289**	ATYPICAL
369	MUIR	2016-17	9	11	18	16	12	30	37	42	31	33	18	17	9	1	**284**	0	0	0	**284**	ATYPICAL
369	MUIR	2017-18	2	22	13	18	11	9	30	32	39	28	14	9	8	8	**243**	0	0	0	**243**	ATYPICAL
376	URBAN DISCOVERY	2009-10	0	40	40	20	19	22	23	16	16	0	0	0	0	0	**196**	0	0	0	**196**	ATYPICAL
376	URBAN DISCOVERY	2010-11	0	41	41	42	22	25	23	23	21	17	0	0	0	0	**255**	0	0	0	**255**	CHARTER
376	URBAN DISCOVERY	2011-12	0	40	42	41	38	23	25	24	19	10	0	0	0	0	**262**	1	0	0	**263**	CHARTER
376	URBAN DISCOVERY	2012-13	0	41	42	42	42	44	25	24	22	23	0	0	0	0	**305**	1	0	0	**306**	CHARTER
376	URBAN DISCOVERY	2013-14	0	40	41	42	43	48	48	21	23	23	0	0	0	0	**329**	1	0	0	**330**	CHARTER
376	URBAN DISCOVERY	2014-15	0	34	44	47	45	48	48	41	17	23	0	0	0	0	**347**	1	0	0	**348**	CHARTER
376	URBAN DISCOVERY	2015-16	0	47	47	48	48	56	55	53	49	28	0	0	0	0	**431**	1	0	0	**432**	CHARTER
376	URBAN DISCOVERY	2016-17	0	47	47	48	48	56	56	53	56	54	20	0	0	0	**485**	0	0	0	**485**	CHARTER
376	URBAN DISCOVERY	2017-18	0	33	52	51	55	57	56	57	58	59	29	23	0	0	**530**	1	0	0	**531**	CHARTER
376	URBAN DISCOVERY	2018-19	0	62	50	47	56	53	52	48	58	60	42	28	20	0	**576**	0	0	0	**576**	CHARTER
377	INNOVATIONS ACADEMY	2009-10	0	23	18	20	17	11	14	16	17	15	0	0	0	0	**151**	0	0	0	**151**	CHARTER
377	INNOVATIONS ACADEMY	2010-11	0	33	27	24	33	21	27	33	18	24	0	0	0	0	**240**	3	0	0	**243**	CHARTER
377	INNOVATIONS ACADEMY	2011-12	0	20	23	22	18	44	17	41	34	18	0	0	0	0	**237**	1	0	0	**238**	CHARTER
377	INNOVATIONS ACADEMY	2012-13	0	44	25	35	32	31	45	37	51	35	0	0	0	0	**335**	0	0	0	**335**	CHARTER
377	INNOVATIONS ACADEMY	2013-14	0	35	25	24	22	35	41	42	39	38	0	0	0	0	**301**	0	38	0	**339**	CHARTER
377	INNOVATIONS ACADEMY	2014-15	0	29	38	25	25	25	43	50	30	34	0	0	0	0	**299**	0	51	0	**350**	CHARTER
377	INNOVATIONS ACADEMY	2015-16	0	31	34	44	25	26	27	41	38	24	0	0	0	0	**290**	0	61	0	**351**	CHARTER
377	INNOVATIONS ACADEMY	2016-17	0	28	39	32	46	24	25	42	42	46	0	0	0	0	**324**	0	69	0	**393**	CHARTER
377	INNOVATIONS ACADEMY	2017-18	0	22	36	32	42	39	26	24	33	40	0	0	0	0	**294**	0	63	0	**357**	CHARTER
377	INNOVATIONS ACADEMY	2018-19	0	35	30	40	45	47	41	25	26	44	0	0	0	0	**333**	0	71	0	**404**	CHARTER
379	KING/CHAVEZ COMM. HS	2009-10	0	0	0	0	0	0	0	0	0	0	207	1	0	0	**208**	1	0	0	**209**	CHARTER
379	KING/CHAVEZ COMM. HS	2010-11	0	0	0	0	0	0	0	0	0	0	157	170	0	0	**327**	4	0	0	**331**	CHARTER
379	KING/CHAVEZ COMM. HS	2011-12	0	0	0	0	0	0	0	0	0	0	159	144	165	0	**468**	1	0	0	**469**	CHARTER
379	KING/CHAVEZ COMM. HS	2012-13	0	0	0	0	0	0	0	0	0	0	138	144	132	149	**563**	3	0	0	**566**	CHARTER
379	KING/CHAVEZ COMM. HS	2013-14	0	0	0	0	0	0	0	0	0	0	150	134	153	123	**560**	2	0	0	**562**	CHARTER
379	KING/CHAVEZ COMM. HS	2014-15	0	0	0	0	0	0	0	0	0	0	188	148	129	150	**615**	3	0	0	**618**	CHARTER
379	KING/CHAVEZ COMM. HS	2015-16	0	0	0	0	0	0	0	0	0	0	136	177	140	121	**574**	3	0	0	**577**	CHARTER
379	KING/CHAVEZ COMM. HS	2016-17	0	0	0	0	0	0	0	0	0	0	146	120	139	122	**527**	2	0	0	**529**	CHARTER
379	KING/CHAVEZ COMM. HS	2017-18	0	0	0	0	0	0	0	0	0	0	136	131	103	135	**505**	1	0	0	**506**	CHARTER
379	KING/CHAVEZ COMM. HS	2018-19	0	0	0	0	0	0	0	0	0	0	81	91	103	88	**363**	0	0	0	**363**	CHARTER
382	HOME HOSP INSTR	2009-10	0	7	6	7	3	5	3	2	3	5	10	4	0	6	**61**	5	0	0	**66**	ATYPICAL
382	HOME HOSP INSTR	2010-11	0	1	3	6	2	2	0	2	3	4	5	9	4	6	**47**	7	0	0	**54**	ATYPICAL
382	HOME HOSP INSTR	2011-12	0	4	5	5	7	2	3	3	5	2	5	6	7	4	**58**	5	0	0	**63**	ATYPICAL
382	HOME HOSP INSTR	2012-13	0	5	7	9	6	7	5	6	7	12	17	21	24	17	**143**	8	0	0	**151**	ATYPICAL
382	HOME HOSP INSTR	2013-14	0	16	12	15	4	7	8	6	8	18	40	27	25	22	**208**	10	0	0	**218**	ATYPICAL
382	HOME HOSP INSTR	2014-15	0	3	2	6	8	3	6	1	4	6	26	9	5	10	**89**	4	0	0	**93**	ATYPICAL

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
382	HOME HOSP INSTR	2015-16	0	5	7	5	7	2	4	7	8	12	24	15	13	9	**118**	8	0	0	**126**	ATYPICAL
382	HOME HOSP INSTR	2016-17	0	1	5	4	4	5	3	4	6	11	14	7	8	9	**81**	15	0	0	**96**	ATYPICAL
382	HOME HOSP INSTR	2017-18	0	3	6	7	7	2	5	3	4	11	17	8	2	13	**88**	17	0	0	**105**	ATYPICAL
382	HOME HOSP INSTR	2018-19	0	6	2	4	8	8	3	4	8	10	13	11	4	6	**87**	9	0	0	**96**	ATYPICAL
388	PACIFIC AMERICAN	2010-11	0	24	12	12	7	0	0	0	0	0	0	0	0	0	**55**	0	0	0	**55**	CHARTER
388	PACIFIC AMERICAN	2011-12	0	40	27	15	20	7	6	0	0	0	0	0	0	0	**115**	0	0	0	**115**	CHARTER
388	PACIFIC AMERICAN	2012-13	0	44	32	22	9	13	10	0	0	0	0	0	0	0	**130**	0	0	0	**130**	CHARTER
388	PACIFIC AMERICAN	2013-14	0	37	40	26	30	8	8	9	0	0	0	0	0	0	**158**	0	0	0	**158**	CHARTER
395	MT EVEREST	2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	187	0	**187**	ATYPICAL
395	MT EVEREST	2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	149	0	**149**	ATYPICAL
395	MT EVEREST	2011-12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	166	0	**166**	ATYPICAL
395	MT EVEREST	2012-13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	308	0	**308**	ATYPICAL
395	MT EVEREST	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	309	0	**309**	ATYPICAL
395	MT EVEREST	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	284	0	**284**	ATYPICAL
395	MT EVEREST	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	269	0	**269**	ATYPICAL
395	MT EVEREST	2016-17	0	0	0	0	0	0	0	1	0	0	0	0	1	0	**2**	0	269	0	**271**	ATYPICAL
395	MT EVEREST	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	235	0	**235**	ATYPICAL
395	MT EVEREST	2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	271	0	**271**	ATYPICAL
396	GARFIELD ORACLE	2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	92	0	**92**	ATYPICAL
396	GARFIELD ORACLE	2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**	0	63	0	**64**	ATYPICAL
396	GARFIELD ORACLE	2011-12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	53	0	**53**	ATYPICAL
396	GARFIELD ORACLE	2012-13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	62	0	**62**	ATYPICAL
438	NEW DAWN	2009-10	0	0	0	0	0	0	0	0	0	0	1	1	1	0	**3**	43	0	0	**46**	ATYPICAL
438	NEW DAWN	2010-11	0	0	0	0	0	0	0	0	0	0	0	1	1	0	**2**	45	0	0	**47**	ATYPICAL
439	DEL SOL	2009-10	0	0	0	0	1	0	1	0	0	0	0	0	0	1	**3**	37	0	0	**40**	ATYPICAL
439	DEL SOL	2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	35	0	0	**35**	ATYPICAL
479	TRACE	2009-10	0	0	0	0	0	0	0	0	0	0	2	19	41	512	**574**	97	0	0	**671**	ATYPICAL
479	TRACE	2010-11	0	0	0	0	0	0	0	0	0	0	1	15	38	494	**548**	113	0	0	**661**	ATYPICAL
479	TRACE	2011-12	0	0	0	0	0	0	0	0	0	0	0	21	53	484	**558**	114	0	0	**672**	ATYPICAL
479	TRACE	2012-13	0	0	0	0	0	0	0	0	0	0	5	33	69	483	**590**	68	0	0	**658**	ATYPICAL
479	TRACE	2013-14	0	0	0	0	0	0	0	0	0	0	18	23	31	415	**487**	70	0	0	**557**	ATYPICAL
479	TRACE	2014-15	0	0	0	0	0	0	0	0	0	0	5	11	22	391	**429**	49	0	0	**478**	ATYPICAL
479	TRACE	2015-16	0	0	0	0	0	0	0	0	0	0	3	12	20	355	**390**	62	0	0	**452**	ATYPICAL
479	TRACE	2016-17	0	0	0	0	0	0	0	0	0	0	2	13	31	356	**402**	55	0	0	**457**	ATYPICAL
479	TRACE	2017-18	0	0	0	0	0	0	0	0	0	0	3	15	34	373	**425**	46	0	0	**471**	ATYPICAL
479	TRACE	2018-19	0	0	0	0	0	0	0	0	0	0	6	5	24	404	**439**	46	0	0	**485**	ATYPICAL
500	SD MET	2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	198	0	**198**	ATYPICAL
500	SD MET	2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	205	0	**205**	ATYPICAL
500	SD MET	2011-12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	195	0	**195**	ATYPICAL
500	SD MET	2012-13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	183	0	**183**	ATYPICAL
500	SD MET	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	152	0	**152**	ATYPICAL
500	SD MET	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	120	0	**120**	ATYPICAL
500	SD MET	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	114	0	**114**	ATYPICAL
500	SD MET	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	123	0	**123**	ATYPICAL
500	SD MET	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	116	0	**116**	ATYPICAL
500	SD MET	2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	131	0	**131**	ATYPICAL
503	EARLY/MIDDLE COLLEGE	2009-10	0	0	0	0	0	0	0	0	0	0	34	37	9	8	**88**	0	0	0	**88**	HIGH
503	EARLY/MIDDLE COLLEGE	2010-11	0	0	0	0	0	0	0	0	0	0	33	34	35	13	**115**	0	0	0	**115**	HIGH
503	EARLY/MIDDLE COLLEGE	2011-12	0	0	0	0	0	0	0	0	0	0	34	41	41	36	**152**	0	0	0	**152**	HIGH
503	EARLY/MIDDLE COLLEGE	2012-13	0	0	0	0	0	0	0	0	0	0	24	44	38	34	**140**	0	0	0	**140**	HIGH
503	EARLY/MIDDLE COLLEGE	2013-14	0	0	0	0	0	0	0	0	0	0	36	34	41	35	**146**	0	0	0	**146**	HIGH
503	EARLY/MIDDLE COLLEGE	2014-15	0	0	0	0	0	0	0	0	0	0	38	22	26	24	**110**	0	0	0	**110**	HIGH
503	EARLY/MIDDLE COLLEGE	2015-16	0	0	0	0	0	0	0	0	0	0	23	41	25	17	**106**	0	0	0	**106**	HIGH
503	EAST VILLAGE	2016-17	0	0	0	0	0	0	0	0	0	0	36	22	23	18	**99**	0	0	0	**99**	HIGH
503	EAST VILLAGE	2017-18	0	0	0	0	0	0	0	0	0	0	30	22	18	23	**93**	0	0	0	**93**	HIGH
503	EAST VILLAGE	2018-19	0	0	0	0	0	0	0	0	0	0	41	30	24	13	**108**	0	0	0	**108**	HIGH
504	iHIGH	2009-10	0	0	0	0	0	0	0	0	0	0	6	15	15	4	**0**	0	40	0	**40**	ATYPICAL
504	iHIGH	2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	51	0	**51**	ATYPICAL
504	iHIGH	2011-12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	58	0	**58**	ATYPICAL
504	iHIGH	2012-13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	51	0	**51**	ATYPICAL
504	iHIGH	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	59	0	**59**	ATYPICAL
504	iHIGH	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	42	0	**42**	ATYPICAL
504	iHIGH	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	41	0	**41**	ATYPICAL
504	iHIGH	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	34	0	**34**	ATYPICAL
504	iHIGH	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	35	0	**35**	ATYPICAL
504	iHIGH	2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	40	0	**40**	ATYPICAL
681	MARCY	2009-10	0	0	0	0	0	0	0	0	1	0	2	0	0	1	**4**	44	0	0	**48**	ATYPICAL
681	MARCY	2010-11	0	0	0	0	0	0	0	0	0	1	2	0	3	1	**7**	64	0	0	**71**	ATYPICAL
708	NUA 1001 STEAM	2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	109	0	**109**	CHARTER
712	HIGH TECH EXPLORER	2009-10	0	65	44	66	44	72	49	0	0	0	0	0	0	0	**340**	1	0	0	**341**	CHARTER
712	HIGH TECH EXPLORER	2010-11	0	43	67	44	66	48	72	0	0	0	0	0	0	0	**340**	0	0	0	**340**	CHARTER
712	HIGH TECH EXPLORER	2011-12	0	65	43	68	44	72	48	0	0	0	0	0	0	0	**340**	0	0	0	**340**	CHARTER
712	HIGH TECH EXPLORER	2012-13	0	44	77	46	73	48	73	0	0	0	0	0	0	0	**361**	0	0	0	**361**	CHARTER
712	HIGH TECH EXPLORER	2013-14	0	69	44	74	47	73	50	0	0	0	0	0	0	0	**357**	0	0	0	**357**	CHARTER
712	HIGH TECH EXPLORER	2014-15	0	42	69	44	74	47	74	0	0	0	0	0	0	0	**350**	0	0	0	**350**	CHARTER
712	HIGH TECH EXPLORER	2015-16	0	61	45	72	46	74	49	0	0	0	0	0	0	0	**347**	1	0	0	**348**	CHARTER
712	HIGH TECH EXPLORER	2016-17	0	45	63	50	72	48	73	0	0	0	0	0	0	0	**351**	1	0	0	**352**	CHARTER
712	HIGH TECH EXPLORER	2017-18	0	71	44	70	50	72	47	0	0	0	0	0	0	0	**354**	1	0	0	**355**	CHARTER
712	HIGH TECH EXPLORER	2018-19	0	48	72	48	73	47	70	0	0	0	0	0	0	0	**358**	0	0	0	**358**	CHARTER
747	GOMPERS CHARTER MS	2009-10	0	0	0	0	0	0	0	53	221	258	0	0	0	0	**532**	22	0	0	**554**	CHARTER
755	UNIFIED DAY	2009-10	0	0	0	0	0	0	1	0	1	2	1	0	1	0	**6**	23	0	0	**29**	ATYPICAL
755	UNIFIED DAY	2010-11	0	0	0	0	0	0	0	1	0	1	0	0	0	0	**2**	33	0	0	**35**	ATYPICAL
783	HIGH TECH HIGH MEDIA ARTS	2009-10	0	0	0	0	0	0	0	0	0	0	108	100	105	90	**403**	0	0	0	**403**	CHARTER
783	HIGH TECH HIGH MEDIA ARTS	2010-11	0	0	0	0	0	0	0	0	0	0	102	104	104	98	**408**	0	0	0	**408**	CHARTER
783	HIGH TECH HIGH MEDIA ARTS	2011-12	0	0	0	0	0	0	0	0	0	0	106	105	103	99	**413**	0	0	0	**413**	CHARTER
783	HIGH TECH HIGH MEDIA ARTS	2012-13	0	0	0	0	0	0	0	0	0	0	110	104	108	99	**421**	0	0	0	**421**	CHARTER

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
783	HIGH TECH HIGH MEDIA ARTS	2013-14	0	0	0	0	0	0	0	0	0	0	105	106	103	96	**410**	0	0	0	**410**	CHARTER
783	HIGH TECH HIGH MEDIA ARTS	2014-15	0	0	0	0	0	0	0	0	0	0	103	103	99	95	**400**	0	0	0	**400**	CHARTER
783	HIGH TECH HIGH MEDIA ARTS	2015-16	0	0	0	0	0	0	0	0	0	0	104	98	102	95	**399**	0	0	0	**399**	CHARTER
783	HIGH TECH HIGH MEDIA ARTS	2016-17	0	0	0	0	0	0	0	0	0	0	93	101	96	100	**390**	1	0	0	**391**	CHARTER
783	HIGH TECH HIGH MEDIA ARTS	2017-18	0	0	0	0	0	0	0	0	0	0	105	102	98	88	**393**	0	0	0	**393**	CHARTER
783	HIGH TECH HIGH MEDIA ARTS	2018-19	0	0	0	0	0	0	0	0	0	0	103	100	97	90	**390**	0	0	0	**390**	CHARTER
785	HIGH TECH HIGH INTL.	2009-10	0	0	0	0	0	0	0	0	0	0	86	96	90	94	**366**	0	0	0	**366**	CHARTER
785	HIGH TECH HIGH INTL.	2010-11	0	0	0	0	0	0	0	0	0	0	104	97	97	94	**392**	0	0	0	**392**	CHARTER
785	HIGH TECH HIGH INTL.	2011-12	0	0	0	0	0	0	0	0	0	0	103	103	105	96	**407**	0	0	0	**407**	CHARTER
785	HIGH TECH HIGH INTL.	2012-13	0	0	0	0	0	0	0	0	0	0	101	103	99	103	**406**	1	0	0	**407**	CHARTER
785	HIGH TECH HIGH INTL.	2013-14	0	0	0	0	0	0	0	0	0	0	104	104	96	99	**403**	0	0	0	**403**	CHARTER
785	HIGH TECH HIGH INTL.	2014-15	0	0	0	0	0	0	0	0	0	0	104	98	99	100	**401**	0	0	0	**401**	CHARTER
785	HIGH TECH HIGH INTL.	2015-16	0	0	0	0	0	0	0	0	0	0	101	97	100	97	**395**	0	0	0	**395**	CHARTER
785	HIGH TECH HIGH INTL.	2016-17	0	0	0	0	0	0	0	0	0	0	100	105	93	99	**397**	0	0	0	**397**	CHARTER
785	HIGH TECH HIGH INTL.	2017-18	0	0	0	0	0	0	0	0	0	0	99	100	101	100	**400**	0	0	0	**400**	CHARTER
785	HIGH TECH HIGH INTL.	2018-19	0	0	0	0	0	0	0	0	0	0	98	99	98	98	**393**	0	0	0	**393**	CHARTER
786	IFTIN HIGH	2010-11	0	0	0	0	0	0	0	0	0	0	76	0	0	0	**76**	0	0	0	**76**	CHARTER
786	IFTIN HIGH	2011-12	0	0	0	0	0	0	0	0	0	0	37	48	0	0	**85**	1	0	0	**86**	CHARTER
786	IFTIN HIGH	2012-13	0	0	0	0	0	0	0	0	0	0	54	54	42	0	**150**	0	0	0	**150**	CHARTER
786	IFTIN HIGH	2013-14	0	0	0	0	0	0	0	0	0	0	17	35	27	1	**80**	0	0	0	**80**	CHARTER
788	EVANGELINE ROBERTS	2011-12	0	12	10	8	0	0	0	0	0	0	0	0	0	0	**30**	0	0	0	**30**	CHARTER
788	EVANGELINE ROBERTS	2012-13	0	41	24	21	16	11	3	5	0	0	0	0	0	0	**121**	0	0	0	**121**	CHARTER
788	EVANGELINE ROBERTS	2013-14	0	38	42	31	27	16	19	6	0	0	0	0	0	0	**179**	3	0	0	**182**	CHARTER
788	EVANGELINE ROBERTS	2014-15	0	26	28	28	28	23	15	14	0	0	0	0	0	0	**162**	0	0	0	**162**	CHARTER
788	EVANGELINE ROBERTS	2015-16	0	32	26	35	33	25	24	11	0	0	0	0	0	0	**186**	0	0	0	**186**	CHARTER
788	EVANGELINE ROBERTS	2016-17	0	17	18	21	28	19	11	15	0	0	0	0	0	0	**129**	0	0	0	**129**	CHARTER
789	S.D. GLOBAL VISION	2010-11	0	8	16	14	14	19	13	9	0	0	0	0	0	0	**93**	1	0	0	**94**	CHARTER
789	S.D. GLOBAL VISION	2011-12	0	47	21	21	18	20	33	19	0	0	0	0	0	0	**179**	0	0	0	**179**	CHARTER
789	S.D. GLOBAL VISION	2012-13	0	46	42	29	28	25	24	0	0	0	0	0	0	0	**194**	0	0	0	**194**	CHARTER
789	S.D. GLOBAL VISION	2013-14	0	43	41	38	34	21	26	0	0	0	0	0	0	0	**203**	0	0	0	**203**	CHARTER
789	S.D. GLOBAL VISION	2014-15	0	52	44	41	38	30	19	0	0	0	0	0	0	0	**224**	2	0	0	**226**	CHARTER
789	S.D. GLOBAL VISION	2015-16	0	47	40	48	44	38	25	0	0	0	0	0	0	0	**242**	1	0	0	**243**	CHARTER
789	S.D. GLOBAL VISION	2016-17	0	43	45	40	45	47	36	29	30	30	0	0	0	0	**345**	2	0	0	**347**	CHARTER
789	S.D. GLOBAL VISION	2017-18	0	43	45	42	47	49	42	31	30	31	0	0	0	0	**360**	3	0	0	**363**	CHARTER
789	S.D. GLOBAL VISION	2018-19	0	48	45	45	50	48	46	45	32	27	0	0	0	0	**386**	1	0	0	**387**	CHARTER
790	COLEMAN TECH	2010-11	0	0	0	0	0	0	0	0	0	0	21	6	0	0	**27**	0	0	0	**27**	CHARTER
790	COLEMAN TECH	2011-12	0	0	0	0	0	0	0	0	0	0	36	24	25	0	**85**	0	0	0	**85**	CHARTER
790	COLEMAN TECH	2012-13	0	0	0	0	0	0	0	0	0	0	30	44	38	23	**135**	0	0	0	**135**	CHARTER
790	COLEMAN TECH	2013-14	0	0	0	0	0	0	0	0	0	0	38	41	53	40	**172**	0	0	0	**172**	CHARTER
790	COLEMAN TECH	2014-15	0	0	0	0	0	0	0	0	0	0	72	54	50	45	**221**	0	0	0	**221**	CHARTER
790	COLEMAN TECH	2015-16	0	0	0	0	0	0	0	0	0	0	73	82	67	45	**267**	0	0	0	**267**	CHARTER
790	SET	2016-17	0	0	0	0	0	0	0	0	0	0	40	75	83	56	**254**	2	0	0	**256**	CHARTER
790	SET	2017-18	0	0	0	0	0	0	0	0	0	0	36	54	68	69	**227**	0	0	0	**227**	CHARTER
790	SET	2018-19	0	0	0	0	0	0	0	0	0	0	24	49	49	60	**182**	2	0	0	**184**	CHARTER
791	LCI INSTR	2009-10	0	2	0	4	7	3	4	2	3	10	11	18	12	10	**86**	12	0	0	**98**	ATYPICAL
791	LCI INSTR	2010-11	0	3	11	9	5	11	10	6	9	10	22	22	22	22	**162**	13	0	0	**175**	ATYPICAL
791	LCI INSTR	2011-12	0	3	5	8	3	5	5	5	5	10	18	13	12	13	**105**	7	0	0	**112**	ATYPICAL
792	CITY HEIGHTS PREP	2012-13	0	0	0	0	0	0	0	45	0	0	0	0	0	0	**45**	1	0	0	**46**	CHARTER
792	CITY HEIGHTS PREP	2013-14	0	0	0	0	0	0	1	35	28	0	0	0	0	0	**64**	0	0	0	**64**	CHARTER
792	CITY HEIGHTS PREP	2014-15	0	0	0	0	0	0	0	52	33	28	0	0	0	0	**113**	0	0	0	**113**	CHARTER
792	CITY HEIGHTS PREP	2015-16	0	0	0	0	0	0	0	55	53	32	22	0	0	0	**162**	0	0	0	**162**	CHARTER
792	CITY HEIGHTS PREP	2016-17	0	0	0	0	0	0	0	47	52	52	19	16	0	0	**186**	0	0	0	**186**	CHARTER
792	CITY HEIGHTS PREP	2017-18	0	0	0	0	0	0	0	34	45	25	27	9	6	0	**146**	2	0	0	**148**	CHARTER
792	CITY HEIGHTS PREP	2018-19	0	0	0	0	0	0	0	28	20	32	15	15	5	4	**119**	0	0	0	**119**	CHARTER
793	TRACE/SRS	2009-10	0	0	0	0	0	0	0	0	0	0	0	0	0	31	**31**	8	0	0	**39**	ATYPICAL
793	TRACE/SRS	2010-11	0	0	0	0	0	0	0	0	0	0	0	0	0	35	**35**	3	0	0	**38**	ATYPICAL
793	TRACE/SRS	2011-12	0	0	0	0	0	0	0	0	0	0	0	0	0	30	**30**	2	0	0	**32**	ATYPICAL
793	TRACE/SRS	2012-13	0	0	0	0	0	0	0	0	0	0	1	0	0	34	**35**	1	0	0	**36**	ATYPICAL
793	TRACE/SRS	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	34	**34**	0	0	0	**34**	ATYPICAL
793	TRACE/SRS	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	33	**33**	1	0	0	**34**	ATYPICAL
793	TRACE/SRS	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	1	18	**19**	1	0	0	**20**	ATYPICAL
793	TRACE/SRS	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	29	**29**	0	0	0	**29**	ATYPICAL
793	TRACE/SRS	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	6	**6**	0	0	0	**6**	ATYPICAL
793	TRACE/SRS	2018-19	0	0	0	0	0	0	0	0	0	0	0	0	0	1	**1**	0	0	0	**1**	ATYPICAL
794	EPIPHANY PREP	2013-14	0	34	34	22	23	26	25	34	20	0	0	0	0	0	**218**	1	0	0	**219**	CHARTER
794	EPIPHANY PREP	2014-15	0	22	42	28	30	29	29	24	32	22	0	0	0	0	**258**	0	0	0	**258**	CHARTER
794	EPIPHANY PREP	2015-16	0	15	25	46	32	27	29	29	20	30	0	0	0	0	**253**	0	0	0	**253**	CHARTER
794	EPIPHANY PREP	2016-17	0	21	17	17	34	27	21	31	27	19	0	0	0	0	**214**	0	0	0	**214**	CHARTER
794	EPIPHANY PREP	2017-18	0	32	35	33	27	46	38	33	24	27	0	0	0	0	**295**	0	0	0	**295**	CHARTER
795	S.D. COOPERATIVE 2	2013-14	0	43	18	0	0	0	0	0	0	0	0	0	0	0	**61**	1	0	0	**62**	CHARTER
795	S.D. COOPERATIVE 2	2014-15	0	59	45	26	14	12	0	0	0	0	0	0	0	0	**156**	0	0	0	**156**	CHARTER
795	S.D. COOPERATIVE 2	2015-16	0	71	42	42	30	13	12	8	0	0	0	0	0	0	**218**	1	0	0	**219**	CHARTER
795	S.D. COOPERATIVE 2	2016-17	0	47	46	45	39	26	15	12	8	0	0	0	0	0	**238**	2	0	0	**240**	CHARTER
795	S.D. COOPERATIVE 2	2017-18	0	58	34	55	46	31	31	22	19	9	0	0	0	0	**305**	1	0	0	**306**	CHARTER
796	KAVOD ELEM CHARTER	2013-14	0	23	17	11	0	0	0	0	0	0	0	0	0	0	**51**	0	0	0	**51**	CHARTER
796	KAVOD ELEM CHARTER	2014-15	0	32	26	20	14	0	0	0	0	0	0	0	0	0	**92**	0	0	0	**92**	CHARTER
796	KAVOD ELEM CHARTER	2015-16	0	28	29	26	18	12	0	0	0	0	0	0	0	0	**113**	0	0	0	**113**	CHARTER
796	KAVOD ELEM CHARTER	2016-17	0	44	30	27	31	14	12	0	0	0	0	0	0	0	**158**	0	0	0	**158**	CHARTER
796	KAVOD ELEM CHARTER	2017-18	0	37	47	31	24	29	11	0	0	0	0	0	0	0	**179**	0	0	0	**179**	CHARTER
796	KAVOD ELEM CHARTER	2018-19	0	46	49	49	25	22	26	1	0	0	0	0	0	0	**218**	0	0	0	**218**	CHARTER
797	HEALTH SCIENCES MID.	2013-14	0	0	0	0	0	0	0	57	34	33	1	0	0	0	**125**	2	0	0	**127**	CHARTER
797	HEALTH SCIENCES MID.	2014-15	0	0	0	0	0	0	0	32	65	39	0	0	0	0	**136**	0	0	0	**136**	CHARTER
797	HEALTH SCIENCES MID.	2015-16	0	0	0	0	0	0	0	34	41	79	0	0	0	0	**154**	0	0	0	**154**	CHARTER
797	HEALTH SCIENCES MID.	2016-17	0	0	0	0	0	0	0	47	37	45	0	0	0	0	**129**	0	0	0	**129**	CHARTER
797	HEALTH SCIENCES MID.	2017-18	0	0	0	0	0	0	0	39	46	42	0	0	0	0	**127**	1	0	0	**128**	CHARTER
798	EMPOWER	2014-15	10	16	9	12	6	6	9	0	0	0	0	0	0	0	**68**	0	0	0	**68**	CHARTER

Code	School Name	Year	TK	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	10TH	11TH	12TH	**GenEd Total**	SpEd/ECSE	Ind Study	Cont.	**Grand Total**	Type
798	EMPOWER	2015-16	8	28	20	10	13	12	11	7	0	0	0	0	0	0	**109**	0	0	0	**109**	CHARTER
798	EMPOWER	2016-17	0	25	26	16	9	17	14	9	0	0	0	0	0	0	**116**	0	0	0	**116**	CHARTER
798	EMPOWER	2017-18	0	36	22	23	12	9	13	12	0	0	0	0	0	0	**127**	0	0	0	**127**	CHARTER
798	EMPOWER	2018-19	0	38	31	17	18	13	9	17	0	0	0	0	0	0	**143**	0	0	0	**143**	CHARTER
799	LAUREL PREP.	2013-14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	142	0	**142**	CHARTER
799	LAUREL PREP.	2014-15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	137	0	**137**	CHARTER
799	LAUREL PREP.	2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	140	0	**140**	CHARTER
799	LAUREL PREP.	2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	289	0	**289**	CHARTER
799	LAUREL PREP.	2017-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**	0	142	0	**142**	CHARTER
3637	LINCOLN	2009-10	0	0	0	0	0	0	0	0	0	0	616	541	502	421	**2080**	90	0	0	**2170**	HIGH
3637	LINCOLN	2010-11	0	0	0	0	0	0	0	0	0	0	596	524	416	423	**1959**	97	0	0	**2056**	HIGH
3637	LINCOLN	2011-12	0	0	0	0	0	0	0	0	0	0	570	547	413	339	**1869**	86	0	0	**1955**	HIGH
3637	LINCOLN	2012-13	0	0	0	0	0	0	0	0	0	0	589	481	394	305	**1769**	57	0	0	**1826**	HIGH
3637	LINCOLN	2013-14	0	0	0	0	0	0	0	0	0	0	527	373	323	297	**1520**	49	0	0	**1569**	HIGH
3637	LINCOLN	2014-15	0	0	0	0	0	0	0	0	0	0	601	345	269	261	**1476**	54	0	0	**1530**	HIGH
3637	LINCOLN	2015-16	0	0	0	0	0	0	0	0	0	0	574	345	255	218	**1392**	71	0	0	**1463**	HIGH
3637	LINCOLN	2016-17	0	0	0	0	0	0	0	0	0	0	561	372	256	250	**1439**	65	0	0	**1504**	HIGH
3637	LINCOLN	2017-18	0	0	0	0	0	0	0	0	0	0	511	378	333	263	**1485**	21	0	0	**1506**	HIGH
3637	LINCOLN	2018-19	0	0	0	0	0	0	0	0	0	0	559	385	292	334	**1570**	13	0	0	**1583**	HIGH
3732	KEARNY HS COMPLEX	2009-10	0	0	0	0	0	0	0	0	0	0	522	546	426	373	**1867**	46	0	0	**1913**	HIGH
3732	KEARNY HS COMPLEX	2010-11	0	0	0	0	0	0	0	0	0	0	547	450	473	361	**1831**	44	0	0	**1875**	HIGH
3732	KEARNY HS COMPLEX	2011-12	0	0	0	0	0	0	0	0	0	0	506	453	366	407	**1732**	29	0	0	**1761**	HIGH
3732	KEARNY HS COMPLEX	2012-13	0	0	0	0	0	0	0	0	0	0	484	413	379	321	**1597**	22	0	0	**1619**	HIGH
3732	KEARNY HS COMPLEX	2013-14	0	0	0	0	0	0	0	0	0	0	412	416	346	348	**1522**	28	0	0	**1550**	HIGH
3732	KEARNY HS COMPLEX	2014-15	0	0	0	0	0	0	0	0	0	0	473	330	354	318	**1475**	29	0	0	**1504**	HIGH
3732	KEARNY HS COMPLEX	2015-16	0	0	0	0	0	0	0	0	0	0	413	410	295	337	**1455**	23	0	0	**1478**	HIGH
3732	KEARNY HS COMPLEX	2016-17	0	0	0	0	0	0	0	0	0	0	450	375	345	287	**1457**	23	0	0	**1480**	HIGH
3732	KEARNY HS COMPLEX	2017-18	0	0	0	0	0	0	0	0	0	0	460	384	343	330	**1517**	16	0	0	**1533**	HIGH
3732	KEARNY HS COMPLEX	2018-19	0	0	0	0	0	0	0	0	0	0	428	363	343	307	**1441**	15	0	0	**1456**	HIGH
3743	SAN DIEGO HS COMPLEX	2009-10	0	0	0	0	0	0	0	0	0	0	858	779	692	540	**2869**	85	0	0	**2954**	HIGH
3743	SAN DIEGO HS COMPLEX	2010-11	0	0	0	0	0	0	0	0	0	0	802	744	647	602	**2795**	60	0	0	**2855**	HIGH
3743	SAN DIEGO HS COMPLEX	2011-12	0	0	0	0	0	0	0	0	0	0	817	701	638	504	**2660**	44	0	0	**2704**	HIGH
3743	SAN DIEGO HS COMPLEX	2012-13	0	0	0	0	0	0	0	0	0	0	888	747	552	502	**2689**	41	0	0	**2731**	HIGH
3743	SAN DIEGO HS COMPLEX	2013-14	0	0	0	0	0	0	0	0	0	0	772	649	576	441	**2438**	29	0	0	**2467**	HIGH
3743	SAN DIEGO HS COMPLEX	2014-15	0	0	0	0	0	0	0	0	0	0	749	635	536	490	**2410**	18	0	0	**2428**	HIGH
3743	SAN DIEGO HS COMPLEX	2015-16	0	0	0	0	0	0	0	0	0	0	789	607	538	468	**2402**	33	0	0	**2435**	HIGH
3743	SAN DIEGO HS COMPLEX	2016-17	0	0	0	0	0	0	0	0	0	0	817	637	491	440	**2385**	29	0	0	**2414**	HIGH
3743	SAN DIEGO HS COMPLEX	2017-18	0	0	0	0	0	0	0	0	0	0	778	633	564	449	**2424**	34	0	0	**2458**	HIGH
3743	SAN DIEGO HS COMPLEX	2018-19	0	0	0	0	0	0	0	0	0	0	777	666	569	518	**2530**	34	0	0	**2564**	HIGH

Appendix B
Student Enrollment by Resident School Boundary Data

Clairemont Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending ALCOTT ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ALCOTT	124	*63.3%*
CADMAN	16	*8.2%*
HOLMES	7	*3.6%*
WHITMAN	7	*3.6%*
SEQUOIA	6	*3.1%*
HAWTHORNE	5	*2.6%*
FIELD	3	*1.5%*
LAFAYETTE	3	*1.5%*
TOLER	3	*1.5%*
BIRNEY	2	*1.0%*
CARVER	2	*1.0%*
CHAVEZ	2	*1.0%*
EMERSON/BANDINI	2	*1.0%*
ROSS	2	*1.0%*
SPRECKELS	2	*1.0%*
TORREY PINES	2	*1.0%*
BALBOA	1	*0.5%*
BAY PARK	1	*0.5%*
BIRD ROCK	1	*0.5%*
CURIE	1	*0.5%*
DOYLE	1	*0.5%*
ENCANTO	1	*0.5%*
LOMA PORTAL	1	*0.5%*
OUTSIDE SDUSD	1	*0.5%*
GRAND TOTAL:	**196**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending BAY PARK ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BAY PARK	283	*55.9%*
TOLER	60	*11.9%*
CARSON	23	*4.5%*
CADMAN	22	*4.3%*
HOLMES	9	*1.8%*
CROWN POINT	8	*1.6%*
LINDBERGH/SCHWEITZER	8	*1.6%*
ALCOTT	7	*1.4%*
HAWTHORNE	7	*1.4%*
WHITMAN	7	*1.4%*
OUTSIDE SDUSD	6	*1.2%*
ROSS	6	*1.2%*
SEQUOIA	6	*1.2%*
IBARRA	4	*0.8%*
JONES	4	*0.8%*
LAFAYETTE	4	*0.8%*
OCEAN BEACH	4	*0.8%*
EDISON	3	*0.6%*
MASON	3	*0.6%*
WALKER	3	*0.6%*
ADAMS	2	*0.4%*
CHAVEZ	2	*0.4%*
EMERSON/BANDINI	2	*0.4%*
GOLDEN HILL	2	*0.4%*
NORMAL HEIGHTS	2	*0.4%*
ROWAN	2	*0.4%*
SESSIONS	2	*0.4%*
VISTA GRANDE	2	*0.4%*
BIRNEY	1	*0.2%*
CABRILLO	1	*0.2%*
CARVER	1	*0.2%*
FIELD	1	*0.2%*
JONAS SALK	1	*0.2%*
LINDA VISTA	1	*0.2%*
PACIFIC BEACH	1	*0.2%*
PERKINS	1	*0.2%*
RODRIGUEZ	1	*0.2%*
ROLANDO PARK	1	*0.2%*
TIERRASANTA	1	*0.2%*
WASHINGTON	1	*0.2%*
ZAMORANO	1	*0.2%*
GRAND TOTAL:	**506**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending CADMAN ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CADMAN	118	*61.5%*
ALCOTT	15	*7.8%*
OUTSIDE SDUSD	9	*4.7%*
FIELD	8	*4.2%*
TOLER	8	*4.2%*
HOLMES	6	*3.1%*
HAWTHORNE	5	*2.6%*
LAFAYETTE	5	*2.6%*
ROSS	4	*2.1%*
SHERMAN	3	*1.6%*
BAY PARK	2	*1.0%*
CARSON	2	*1.0%*
WHITMAN	2	*1.0%*
CUBBERLEY	1	*0.5%*
DOYLE	1	*0.5%*
JONES	1	*0.5%*
ROSA PARKS	1	*0.5%*
SEQUOIA	1	*0.5%*
GRAND TOTAL:	**192**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending CLAIREMONT HIGH SCHOOL by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CLAIREMONT	510	*55.4%*
LINCOLN	97	*10.5%*
SAN DIEGO COMPLEX	88	*9.6%*
MADISON	80	*8.7%*
KEARNY COMPLEX	80	*8.7%*
HOOVER	17	*1.8%*
CRAWFORD	9	*1.0%*
MIRA MESA	7	*0.8%*
OUTSIDE SDUSD	7	*0.8%*
MORSE	5	*0.5%*
MISSION BAY	5	*0.5%*
POINT LOMA	4	*0.4%*
SERRA	3	*0.3%*
UNIVERSITY CITY	2	*0.2%*
SCRIPPS RANCH	2	*0.2%*
HENRY	2	*0.2%*
SAN DIEGO COMPLEX-PT LOMA	1	*0.1%*
INVALID ADDRESS	1	*0.1%*
GRAND TOTAL:	**920**	

Resident at Clairemont High School: 510 (55.4%)

Resident Elsewhere: 410 (44.5%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5 Students Attending HOLMES ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HOLMES	436	*77.9%*
LINDBERGH/SCHWEITZER	32	*5.7%*
FIELD	12	*2.1%*
LAFAYETTE	10	*1.8%*
ROSS	9	*1.6%*
CADMAN	8	*1.4%*
SEQUOIA	8	*1.4%*
ALCOTT	5	*0.9%*
LINDA VISTA	5	*0.9%*
HAWTHORNE	4	*0.7%*
TOLER	4	*0.7%*
WHITMAN	4	*0.7%*
CARSON	3	*0.5%*
JUAREZ	3	*0.5%*
WEGEFORTH	3	*0.5%*
ANGIER	2	*0.4%*
BAY PARK	2	*0.4%*
JONES	2	*0.4%*
OUTSIDE SDUSD	2	*0.4%*
TIERRASANTA	2	*0.4%*
CUBBERLEY	1	*0.2%*
CURIE	1	*0.2%*
MILLER	1	*0.2%*
SPRECKELS	1	*0.2%*
GRAND TOTAL:	**560**	

Resident in other Clairemont Cluster Elementary Schools: 19 (3.4%)

Resident Elsewhere: 105 (18.8%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending MARSTON MIDDLE by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MARSTON	441	*65.8%*
INNOVATION	57	*8.5%*
MONTGOMERY	55	*8.2%*
KNOX	47	*7.0%*
MEMORIAL PREP	23	*3.4%*
ROOSEVELT	11	*1.6%*
TAFT	7	*1.0%*
OUTSIDE SDUSD	6	*0.9%*
PACIFIC BEACH	5	*0.7%*
WILSON	5	*0.7%*
WANGENHEIM	3	*0.4%*
CORREIA	2	*0.3%*
MILLENNIAL TECH	2	*0.3%*
STANDLEY	1	*0.1%*
BELL	1	*0.1%*
MANN	1	*0.1%*
LEWIS	1	*0.1%*
DANA/CORREIA-ROOSEVELT	1	*0.1%*
CLARK	1	*0.1%*
GRAND TOTAL:	**670**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending TOLER ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
TOLER	174	*66.7%*
BAY PARK	13	*5.0%*
BALBOA	8	*3.1%*
CARSON	6	*2.3%*
LINDBERGH/SCHWEITZER	6	*2.3%*
OUTSIDE SDUSD	6	*2.3%*
LAFAYETTE	4	*1.5%*
LINDA VISTA	4	*1.5%*
SEQUOIA	4	*1.5%*
CADMAN	3	*1.1%*
EMERSON/BANDINI	3	*1.1%*
FLETCHER	3	*1.1%*
HAWTHORNE	3	*1.1%*
CROWN POINT	2	*0.8%*
EDISON	2	*0.8%*
FAY	2	*0.8%*
IBARRA	2	*0.8%*
OAK PARK	2	*0.8%*
OCEAN BEACH	2	*0.8%*
ALCOTT	1	*0.4%*
ANGIER	1	*0.4%*
DAILARD	1	*0.4%*
FLORENCE	1	*0.4%*
HOLMES	1	*0.4%*
HORTON	1	*0.4%*
JUAREZ-FOSTER	1	*0.4%*
PORTER	1	*0.4%*
RODRIGUEZ	1	*0.4%*
ROSS	1	*0.4%*
WEGEFORTH	1	*0.4%*
WHITMAN	1	*0.4%*
GRAND TOTAL:	**261**	

Crawford Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending CARVER ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CARVER	152	*79.6%*
OUTSIDE SDUSD	8	*4.2%*
MARSHALL	5	*2.6%*
FAY	4	*2.1%*
OAK PARK	4	*2.1%*
ROSA PARKS	4	*2.1%*
CLAY	3	*1.6%*
WEBSTER	3	*1.6%*
HORTON	2	*1.0%*
ENCANTO	1	*0.5%*
EUCLID	1	*0.5%*
HAMILTON	1	*0.5%*
HARDY	1	*0.5%*
PORTER	1	*0.5%*
ZAMORANO	1	*0.5%*
GRAND TOTAL:	**191**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending CLAY ELEMENTARY (including Clay-Hardy Optional Area) by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CLAY	166	*55.9%*
CLAY-HARDY	50	*16.8%*
OUTSIDE SDUSD	23	*7.7%*
FAY	22	*7.4%*
CARVER	8	*2.7%*
OAK PARK	4	*1.3%*
CHOLLAS/MEAD	3	*1.0%*
MARSHALL	3	*1.0%*
ROLANDO PARK	3	*1.0%*
EUCLID	2	*0.7%*
ROSA PARKS	2	*0.7%*
BURBANK	1	*0.3%*
CENTRAL	1	*0.3%*
ENCANTO	1	*0.3%*
GAGE	1	*0.3%*
GARFIELD	1	*0.3%*
HAMILTON	1	*0.3%*
HARDY	1	*0.3%*
HEARST	1	*0.3%*
JOYNER	1	*0.3%*
VALENCIA PARK	1	*0.3%*
WEBSTER	1	*0.3%*
GRAND TOTAL:	**297**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending CRAWFORD HIGH by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CRAWFORD	1001	*89.2%*
HOOVER	51	*4.5%*
LINCOLN	32	*2.9%*
OUTSIDE SDUSD	15	*1.3%*
SAN DIEGO COMPLEX	9	*0.8%*
HENRY	6	*0.5%*
INVALID ADDRESS	3	*0.3%*
MORSE	2	*0.2%*
HOOVER-HENRY	2	*0.2%*
KEARNY COMPLEX	1	*0.1%*
GRAND TOTAL:	**1122**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending EUCLID ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
EUCLID	341	68.9%
IBARRA	45	9.1%
FAY	27	5.5%
ROSA PARKS	19	3.8%
MARSHALL	16	3.2%
HAMILTON	12	2.4%
CENTRAL	6	1.2%
FRANKLIN	6	1.2%
OUTSIDE SDUSD	5	1.0%
CHEROKEE POINT	3	0.6%
CARVER	2	0.4%
HORTON	2	0.4%
JOYNER	2	0.4%
ADAMS	1	0.2%
BOONE	1	0.2%
CARSON	1	0.2%
EDISON	1	0.2%
ENCANTO	1	0.2%
FREESE	1	0.2%
PORTER	1	0.2%
RODRIGUEZ	1	0.2%
VALENCIA PARK	1	0.2%
GRAND TOTAL:	**495**	

Resident in other Crawford Cluster Schools: 90 (18.2%)

Resident Elsewhere: 64 (12.9%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending FAY ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FAY	552	*92.9%*
MARSHALL	14	*2.4%*
OAK PARK	7	*1.2%*
ROSA PARKS	4	*0.7%*
CARVER	3	*0.5%*
OUTSIDE SDUSD	3	*0.5%*
EDISON	2	*0.3%*
HAMILTON	2	*0.3%*
IBARRA	2	*0.3%*
NYE	2	*0.3%*
BOONE	1	*0.2%*
CLAY	1	*0.2%*
EUCLID	1	*0.2%*
GRAND TOTAL:	**594**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending IBARRA ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
IBARRA	350	*76.4%*
FAY	39	*8.5%*
MARSHALL	19	*4.1%*
ROSA PARKS	8	*1.7%*
OUTSIDE SDUSD	7	*1.5%*
CARVER	5	*1.1%*
EMERSON/BANDINI	5	*1.1%*
ENCANTO	3	*0.7%*
FRANKLIN	3	*0.7%*
HAMILTON	3	*0.7%*
OAK PARK	3	*0.7%*
BAKER	2	*0.4%*
BIRNEY	2	*0.4%*
EUCLID	2	*0.4%*
CENTRAL	1	*0.2%*
HORTON	1	*0.2%*
JOYNER	1	*0.2%*
NORMAL HEIGHTS	1	*0.2%*
PENN	1	*0.2%*
PERKINS	1	*0.2%*
WASHINGTON	1	*0.2%*
GRAND TOTAL:	**458**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending MANN MIDDLE by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MANN	724	*93.7%*
CLARK	14	*1.8%*
MILLENNIAL TECH	10	*1.3%*
OUTSIDE SDUSD	6	*0.8%*
MEMORIAL PREP	5	*0.6%*
WILSON	4	*0.5%*
LEWIS	4	*0.5%*
KNOX	4	*0.5%*
WILSON-LEWIS	1	*0.1%*
ROOSEVELT	1	*0.1%*
GRAND TOTAL:	**773**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending MARSHALL ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MARSHALL	421	*86.6%*
CARVER	13	*2.7%*
IBARRA	8	*1.6%*
ROSA PARKS	6	*1.2%*
EUCLID	5	*1.0%*
FAY	4	*0.8%*
CHOLLAS/MEAD	3	*0.6%*
CLAY	3	*0.6%*
HAMILTON	3	*0.6%*
PORTER	3	*0.6%*
WEBSTER	3	*0.6%*
ENCANTO	2	*0.4%*
GAGE	2	*0.4%*
OAK PARK	2	*0.4%*
OUTSIDE SDUSD	2	*0.4%*
FREESE	1	*0.2%*
HORTON	1	*0.2%*
JOYNER	1	*0.2%*
LINDA VISTA	1	*0.2%*
MARVIN	1	*0.2%*
RODRIGUEZ	1	*0.2%*
GRAND TOTAL:	**486**	

Resident in other Crawford Cluster Schools: 35 (7.2%)

Resident Elsewhere: 30 (6.2%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending OAK PARK ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OAK PARK	390	73.9%
OUTSIDE SDUSD	20	3.8%
WEBSTER	19	3.6%
CARVER	16	3.0%
FAY	11	2.1%
PORTER	10	1.9%
HAMILTON	8	1.5%
MARSHALL	7	1.3%
ENCANTO	4	0.8%
JOHNSON	4	0.8%
ROLANDO PARK	4	0.8%
ROSA PARKS	4	0.8%
AUDUBON	3	0.6%
CHOLLAS/MEAD	3	0.6%
HORTON	3	0.6%
BOONE	2	0.4%
IBARRA	2	0.4%
JOYNER	2	0.4%
MCKINLEY	2	0.4%
ROWAN	2	0.4%
SHERMAN	2	0.4%
BAKER	1	0.2%
BALBOA	1	0.2%
BURBANK	1	0.2%
CARSON	1	0.2%
EUCLID	1	0.2%
FREESE	1	0.2%
GOLDEN HILL	1	0.2%
PENN	1	0.2%
VALENCIA PARK	1	0.2%
ZAMORANO	1	0.2%
GRAND TOTAL:	**528**	

Resident in other Crawford Cluster Schools: 41 (7.8%)

Resident Elsewhere: 97 (18.4%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending ROLANDO PARK ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ROLANDO PARK	125	*60.1%*
OUTSIDE SDUSD	25	*12.0%*
CARVER	12	*5.8%*
CLAY	9	*4.3%*
OAK PARK	5	*2.4%*
ENCANTO	4	*1.9%*
HAMILTON	4	*1.9%*
CHOLLAS/MEAD	3	*1.4%*
FAY	3	*1.4%*
CENTRAL	2	*1.0%*
EUCLID	2	*1.0%*
HARDY	2	*1.0%*
IBARRA	2	*1.0%*
PORTER	2	*1.0%*
BOONE	1	*0.5%*
EMERSON/BANDINI	1	*0.5%*
GAGE	1	*0.5%*
GARFIELD	1	*0.5%*
JOHNSON	1	*0.5%*
MARSHALL	1	*0.5%*
VALENCIA PARK	1	*0.5%*
WEBSTER	1	*0.5%*
GRAND TOTAL:	**208**	

Henry Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5 Students Attending BENCHLEY/WEINBERGER ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BENCHLEY/WEINBERGER	233	*41.5%*
GAGE	100	*17.8%*
OUTSIDE SDUSD	54	*9.6%*
MARVIN	25	*4.4%*
DAILARD	21	*3.7%*
CLAY	19	*3.4%*
GREEN	18	*3.2%*
FRANKLIN	11	*2.0%*
FOSTER	10	*1.8%*
FAY	9	*1.6%*
AUDUBON	4	*0.7%*
CABRILLO	4	*0.7%*
PORTER	4	*0.7%*
CLAY-HARDY	3	*0.5%*
ROLANDO PARK	3	*0.5%*
WASHINGTON	3	*0.5%*
WEBSTER	3	*0.5%*
ADAMS	2	*0.4%*
CARVER	2	*0.4%*
CENTRAL	2	*0.4%*
ENCANTO	2	*0.4%*
FREESE	2	*0.4%*
GARFIELD	2	*0.4%*
HANCOCK	2	*0.4%*
HARDY	2	*0.4%*
HICKMAN	2	*0.4%*
JUAREZ	2	*0.4%*
OAK PARK	2	*0.4%*
RODRIGUEZ	2	*0.4%*
TIERRASANTA	2	*0.4%*
EMERSON/BANDINI	1	*0.2%*
EUCLID	1	*0.2%*
HAWTHORNE	1	*0.2%*
HEARST	1	*0.2%*
HORTON	1	*0.2%*
JUAREZ-FOSTER	1	*0.2%*
LAFAYETTE	1	*0.2%*
MARSHALL	1	*0.2%*
ROSA PARKS	1	*0.2%*
ROWAN	1	*0.2%*
WHITMAN	1	*0.2%*
ZAMORANO	1	*0.2%*
GRAND TOTAL:	**562**	

Resident in other Henry Cluster Schools: 181 (32.2%)

Resident Elsewhere: 148 (26.3%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending DAILARD ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
DAILARD	341	*64.2%*
GAGE	45	*8.5%*
FOSTER	41	*7.7%*
MARVIN	26	*4.9%*
OUTSIDE SDUSD	18	*3.4%*
FRANKLIN	8	*1.5%*
HARDY	8	*1.5%*
CLAY	7	*1.3%*
GREEN	5	*0.9%*
BENCHLEY/WEINBERGER	4	*0.8%*
CARVER	3	*0.6%*
CURIE	2	*0.4%*
EUCLID	2	*0.4%*
FAY	2	*0.4%*
HEARST	2	*0.4%*
JUAREZ	2	*0.4%*
PORTER	2	*0.4%*
CARSON	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
ENCANTO	1	*0.2%*
GOLDEN HILL	1	*0.2%*
JERABEK	1	*0.2%*
JUAREZ-FOSTER	1	*0.2%*
KUMEYAAY	1	*0.2%*
MASON	1	*0.2%*
MILLER	1	*0.2%*
MIRAMAR RANCH	1	*0.2%*
ROLANDO PARK	1	*0.2%*
VALENCIA PARK	1	*0.2%*
WEGEFORTH	1	*0.2%*
GRAND TOTAL:	**531**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending FOSTER ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FOSTER	248	*60.2%*
JUAREZ-FOSTER	78	*18.9%*
OUTSIDE SDUSD	14	*3.4%*
HEARST	6	*1.5%*
MARVIN	6	*1.5%*
FAY	5	*1.2%*
HARDY	4	*1.0%*
MARSHALL	4	*1.0%*
ROSA PARKS	4	*1.0%*
EUCLID	3	*0.7%*
FRANKLIN	3	*0.7%*
GAGE	3	*0.7%*
JOYNER	3	*0.7%*
WEBSTER	3	*0.7%*
AUDUBON	2	*0.5%*
CLAY-HARDY	2	*0.5%*
EDISON	2	*0.5%*
ENCANTO	2	*0.5%*
OAK PARK	2	*0.5%*
BOONE	1	*0.2%*
CHEROKEE POINT	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
CLAY	1	*0.2%*
CUBBERLEY	1	*0.2%*
DAILARD	1	*0.2%*
FLETCHER	1	*0.2%*
FREESE	1	*0.2%*
HAMILTON	1	*0.2%*
JUAREZ	1	*0.2%*
KUMEYAAY	1	*0.2%*
LOMA PORTAL	1	*0.2%*
PACIFIC VIEW	1	*0.2%*
RODRIGUEZ	1	*0.2%*
ROLANDO PARK	1	*0.2%*
SANDBURG	1	*0.2%*
UNASSIGNED	1	*0.2%*
ZAMORANO	1	*0.2%*
GRAND TOTAL:	**412**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5 Students Attending GAGE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
GAGE	429	*74.5%*
OUTSIDE SDUSD	67	*11.6%*
GREEN	12	*2.1%*
FOSTER	9	*1.6%*
CLAY	7	*1.2%*
ENCANTO	7	*1.2%*
MARVIN	7	*1.2%*
FAY	6	*1.0%*
BENCHLEY/WEINBERGER	4	*0.7%*
DAILARD	4	*0.7%*
OAK PARK	4	*0.7%*
CARSON	2	*0.3%*
CARVER	2	*0.3%*
FULTON	2	*0.3%*
LOMA PORTAL	2	*0.3%*
PERKINS	2	*0.3%*
PORTER	2	*0.3%*
AUDUBON	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
EUCLID	1	*0.2%*
FRANKLIN	1	*0.2%*
HEARST	1	*0.2%*
MARSHALL	1	*0.2%*
ROLANDO PARK	1	*0.2%*
ROSA PARKS	1	*0.2%*
GRAND TOTAL:	**576**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending GREEN ELEMENTARY by Resident School Boundary (Fall 2018)G

Resident School	Total	% of Grand Total
GREEN	253	*56.1%*
GAGE	25	*5.5%*
MARVIN	20	*4.4%*
OUTSIDE SDUSD	19	*4.2%*
CLAY	15	*3.3%*
FOSTER	15	*3.3%*
DAILARD	11	*2.4%*
FAY	8	*1.8%*
CARVER	6	*1.3%*
ROLANDO PARK	6	*1.3%*
FRANKLIN	5	*1.1%*
HAMILTON	5	*1.1%*
HARDY	5	*1.1%*
PENN	5	*1.1%*
EDISON	4	*0.9%*
MARSHALL	4	*0.9%*
PORTER	4	*0.9%*
AUDUBON	3	*0.7%*
GARFIELD	3	*0.7%*
HEARST	3	*0.7%*
BENCHLEY/WEINBERGER	2	*0.4%*
ENCANTO	2	*0.4%*
FREESE	2	*0.4%*
JONES	2	*0.4%*
JUAREZ	2	*0.4%*
PERKINS	2	*0.4%*
ROWAN	2	*0.4%*
ADAMS	1	*0.2%*
BOONE	1	*0.2%*
CARSON	1	*0.2%*
CHAVEZ	1	*0.2%*
CHEROKEE POINT	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
CLAY-HARDY	1	*0.2%*
EUCLID	1	*0.2%*
FULTON	1	*0.2%*
HAGE	1	*0.2%*
JOHNSON	1	*0.2%*
JUAREZ-FOSTER	1	*0.2%*
NORMAL HEIGHTS	1	*0.2%*
OAK PARK	1	*0.2%*
PERRY	1	*0.2%*
SHERMAN	1	*0.2%*
VALENCIA PARK	1	*0.2%*
WEBSTER	1	*0.2%*
GRAND TOTAL:	**451**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending HARDY ELEMENTARY (including CLAY-HARDY Optional Area) by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HARDY	69	*19.9%*
FAY	49	*14.2%*
CLAY-HARDY	47	*13.6%*
CLAY	29	*8.4%*
CARVER	28	*8.1%*
OAK PARK	23	*6.6%*
OUTSIDE SDUSD	21	*6.1%*
MARSHALL	13	*3.8%*
ENCANTO	9	*2.6%*
ROLANDO PARK	8	*2.3%*
ROSA PARKS	7	*2.0%*
EUCLID	4	*1.2%*
PORTER	4	*1.2%*
HAMILTON	3	*0.9%*
IBARRA	3	*0.9%*
JOHNSON	3	*0.9%*
CENTRAL	2	*0.6%*
CHEROKEE POINT	2	*0.6%*
CURIE	2	*0.6%*
FRANKLIN	2	*0.6%*
FREESE	2	*0.6%*
JUAREZ-FOSTER	2	*0.6%*
PENN	2	*0.6%*
WEBSTER	2	*0.6%*
CHOLLAS/MEAD	1	*0.3%*
DAILARD	1	*0.3%*
GAGE	1	*0.3%*
JERABEK	1	*0.3%*
JOYNER	1	*0.3%*
LOMA PORTAL	1	*0.3%*
VALENCIA PARK	1	*0.3%*
WASHINGTON	1	*0.3%*
WEGEFORTH	1	*0.3%*
ZAMORANO	1	*0.3%*
GRAND TOTAL:	**346**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5 Students Attending HEARST ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HEARST	376	73.4%
CLAY	17	3.3%
OAK PARK	15	2.9%
HARDY	13	2.5%
FOSTER	11	2.1%
GAGE	10	2.0%
MARVIN	9	1.8%
CARVER	8	1.6%
GREEN	8	1.6%
OUTSIDE SDUSD	7	1.4%
PORTER	5	1.0%
BENCHLEY/WEINBERGER	4	0.8%
CENTRAL	3	0.6%
CLAY-HARDY	3	0.6%
FAY	3	0.6%
ADAMS	2	0.4%
HORTON	2	0.4%
KIMBROUGH	2	0.4%
WEBSTER	2	0.4%
ZAMORANO	2	0.4%
AUDUBON	1	0.2%
CHEROKEE POINT	1	0.2%
CUBBERLEY	1	0.2%
ENCANTO	1	0.2%
FRANKLIN	1	0.2%
JOHNSON	1	0.2%
JUAREZ-FOSTER	1	0.2%
LAFAYETTE	1	0.2%
LINDBERGH/SCHWEITZER	1	0.2%
MARSHALL	1	0.2%
GRAND TOTAL:	**512**	

Resident in other Henry Cluster Schools: 59 (11.5%)

Resident Elsewhere: 77 (15.0%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending HENRY HIGH (including Optional Areas) by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HENRY	1577	*64.7%*
CRAWFORD	394	*16.2%*
LINCOLN	125	*5.1%*
HOOVER	91	*3.7%*
OUTSIDE SDUSD	84	*3.4%*
HOOVER-HENRY	44	*1.8%*
HENRY-KEARNY COMPLEX	41	*1.7%*
SAN DIEGO COMPLEX	35	*1.4%*
KEARNY COMPLEX	18	*0.7%*
MORSE	15	*0.6%*
SERRA	6	*0.2%*
INVALID ADDRESS	2	*0.1%*
UNIVERSITY CITY	1	*0.0%*
MIRA MESA	1	*0.0%*
UNASSIGNED	1	*0.0%*
MADISON	1	*0.0%*
GRAND TOTAL:	**2436**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending LEWIS MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LEWIS	538	*50.6%*
MANN	207	*19.5%*
PERSHING	62	*5.8%*
WILSON-LEWIS	44	*4.1%*
MILLENNIAL TECH	37	*3.5%*
OUTSIDE SDUSD	35	*3.3%*
LEWIS-TAFT	30	*2.8%*
CLARK	29	*2.7%*
WILSON	18	*1.7%*
KNOX	14	*1.3%*
BELL	13	*1.2%*
TAFT	11	*1.0%*
MEMORIAL PREP	7	*0.7%*
MONTGOMERY	4	*0.4%*
FARB-DEPORTOLA	4	*0.4%*
ROOSEVELT	3	*0.3%*
CHALLENGER	2	*0.2%*
MARSTON	2	*0.2%*
MARSHALL	1	*0.1%*
PACIFIC BEACH	1	*0.1%*
STANDLEY	1	*0.1%*
GRAND TOTAL:	**1063**	

Resident in Lewis, Wilson-Lewis, or Lewis-Taft: 612 (57.6%)

Resident in other Henry Cluster Middle School: 62 (5.8%)

Resident Elsewhere: 389 (36.6%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending MARVIN ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MARVIN	321	*61.3%*
FOSTER	97	*18.5%*
GAGE	19	*3.6%*
OUTSIDE SDUSD	10	*1.9%*
CLAY	9	*1.7%*
DAILARD	9	*1.7%*
HEARST	9	*1.7%*
CARVER	7	*1.3%*
GREEN	5	*1.0%*
CUBBERLEY	4	*0.8%*
OAK PARK	4	*0.8%*
FAY	3	*0.6%*
HAMILTON	3	*0.6%*
CARSON	2	*0.4%*
CHOLLAS/MEAD	2	*0.4%*
CLAY-HARDY	2	*0.4%*
JUAREZ	2	*0.4%*
JUAREZ-FOSTER	2	*0.4%*
MILLER	2	*0.4%*
ROSA PARKS	2	*0.4%*
ROWAN	2	*0.4%*
BALBOA	1	*0.2%*
EUCLID	1	*0.2%*
GARFIELD	1	*0.2%*
HARDY	1	*0.2%*
HORTON	1	*0.2%*
JONES	1	*0.2%*
RODRIGUEZ	1	*0.2%*
SHERMAN	1	*0.2%*
GRAND TOTAL:	**524**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending PERSHING MIDDLE by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PERSHING	529	*76.3%*
OUTSIDE SDUSD	41	*5.9%*
MANN	30	*4.3%*
LEWIS	28	*4.0%*
MILLENNIAL TECH	17	*2.5%*
BELL	15	*2.2%*
KNOX	8	*1.2%*
CLARK	8	*1.2%*
WILSON	7	*1.0%*
TAFT	3	*0.4%*
WILSON-LEWIS	2	*0.3%*
ROOSEVELT	2	*0.3%*
MONTGOMERY	1	*0.1%*
MEMORIAL PREP	1	*0.1%*
FARB-DEPORTOLA	1	*0.1%*
GRAND TOTAL:	**693**	

Hoover Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending ADAMS ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ADAMS	159	*57.2%*
NORMAL HEIGHTS	28	*10.1%*
GARFIELD	12	*4.3%*
FAY	8	*2.9%*
CENTRAL	7	*2.5%*
EDISON	7	*2.5%*
FRANKLIN	7	*2.5%*
JOYNER	6	*2.2%*
CHEROKEE POINT	5	*1.8%*
MARSHALL	5	*1.8%*
OUTSIDE SDUSD	5	*1.8%*
BIRNEY	3	*1.1%*
HAMILTON	3	*1.1%*
EMERSON/BANDINI	2	*0.7%*
IBARRA	2	*0.7%*
JEFFERSON	2	*0.7%*
PORTER	2	*0.7%*
ROSA PARKS	2	*0.7%*
CARSON	1	*0.4%*
CARVER	1	*0.4%*
CLAY	1	*0.4%*
DOYLE	1	*0.4%*
ENCANTO	1	*0.4%*
EUCLID	1	*0.4%*
GOLDEN HILL	1	*0.4%*
JOHNSON	1	*0.4%*
JUAREZ-FOSTER	1	*0.4%*
KIMBROUGH	1	*0.4%*
OAK PARK	1	*0.4%*
ROSS	1	*0.4%*
SUNSET VIEW	1	*0.4%*
GRAND TOTAL:	**278**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending CENTRAL ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CENTRAL	483	*74.3%*
CHEROKEE POINT	25	*3.8%*
EUCLID	21	*3.2%*
EDISON	18	*2.8%*
JOYNER	13	*2.0%*
MARSHALL	10	*1.5%*
FRANKLIN	9	*1.4%*
HAMILTON	9	*1.4%*
FAY	8	*1.2%*
CHOLLAS/MEAD	7	*1.1%*
ROSA PARKS	7	*1.1%*
HORTON	5	*0.8%*
NORMAL HEIGHTS	5	*0.8%*
OUTSIDE SDUSD	5	*0.8%*
IBARRA	4	*0.6%*
PORTER	3	*0.5%*
CARVER	2	*0.3%*
ADAMS	1	*0.2%*
BAKER	1	*0.2%*
CARSON	1	*0.2%*
ENCANTO	1	*0.2%*
FOSTER	1	*0.2%*
GARFIELD	1	*0.2%*
HEARST	1	*0.2%*
KIMBROUGH	1	*0.2%*
LOMA PORTAL	1	*0.2%*
OAK PARK	1	*0.2%*
PACIFIC BEACH	1	*0.2%*
RODRIGUEZ	1	*0.2%*
SHERMAN	1	*0.2%*
TIERRASANTA	1	*0.2%*
VALENCIA PARK	1	*0.2%*
WEBSTER	1	*0.2%*
GRAND TOTAL:	**650**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending CHEROKEE POINT ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CHEROKEE POINT	296	*77.9%*
CENTRAL	22	*5.8%*
JOYNER	10	*2.6%*
HAMILTON	7	*1.8%*
EDISON	6	*1.6%*
FAY	5	*1.3%*
EUCLID	3	*0.8%*
MARSHALL	3	*0.8%*
OUTSIDE SDUSD	3	*0.8%*
BAKER	2	*0.5%*
BALBOA	2	*0.5%*
FULTON	2	*0.5%*
IBARRA	2	*0.5%*
JOHNSON	2	*0.5%*
NORMAL HEIGHTS	2	*0.5%*
ROWAN	2	*0.5%*
CARVER	1	*0.3%*
CHOLLAS/MEAD	1	*0.3%*
EMERSON/BANDINI	1	*0.3%*
FRANKLIN	1	*0.3%*
HAGE	1	*0.3%*
HORTON	1	*0.3%*
OAK PARK	1	*0.3%*
RODRIGUEZ	1	*0.3%*
ROSA PARKS	1	*0.3%*
VALENCIA PARK	1	*0.3%*
WASHINGTON	1	*0.3%*
GRAND TOTAL:	**380**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending CLARK MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CLARK	841	*87.7%*
MANN	46	*4.8%*
WILSON	39	*4.1%*
MEMORIAL PREP	9	*0.9%*
MILLENNIAL TECH	7	*0.7%*
WILSON-LEWIS	5	*0.5%*
KNOX	4	*0.4%*
OUTSIDE SDUSD	3	*0.3%*
ROOSEVELT	2	*0.2%*
LEWIS-TAFT	1	*0.1%*
LEWIS	1	*0.1%*
BELL	1	*0.1%*
GRAND TOTAL:	**959**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending EDISON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
EDISON	299	*73.5%*
CHEROKEE POINT	37	*9.1%*
CENTRAL	12	*2.9%*
NORMAL HEIGHTS	8	*2.0%*
BIRNEY	4	*1.0%*
CARVER	4	*1.0%*
JOYNER	4	*1.0%*
OUTSIDE SDUSD	4	*1.0%*
WEBSTER	4	*1.0%*
KIMBROUGH	3	*0.7%*
ADAMS	2	*0.5%*
BURBANK	2	*0.5%*
EMERSON/BANDINI	2	*0.5%*
EUCLID	2	*0.5%*
GARFIELD	2	*0.5%*
HAMILTON	2	*0.5%*
LOGAN	2	*0.5%*
PERKINS	2	*0.5%*
PORTER	2	*0.5%*
BAKER	1	*0.2%*
CHAVEZ	1	*0.2%*
DAILARD	1	*0.2%*
JEFFERSON	1	*0.2%*
JUAREZ-FOSTER	1	*0.2%*
OAK PARK	1	*0.2%*
PENN	1	*0.2%*
ROLANDO PARK	1	*0.2%*
ROSA PARKS	1	*0.2%*
TIERRASANTA	1	*0.2%*
GRAND TOTAL:	**407**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending FRANKLIN ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FRANKLIN	179	47.1%
EUCLID	32	8.4%
FAY	24	6.3%
CENTRAL	20	5.3%
NORMAL HEIGHTS	16	4.2%
OUTSIDE SDUSD	13	3.4%
ADAMS	9	2.4%
JOYNER	9	2.4%
IBARRA	6	1.6%
HAMILTON	5	1.3%
FOSTER	4	1.1%
HORTON	4	1.1%
MILLER	4	1.1%
ROSA PARKS	4	1.1%
WEBSTER	4	1.1%
BALBOA	3	0.8%
CHEROKEE POINT	3	0.8%
GARFIELD	3	0.8%
OAK PARK	3	0.8%
BAKER	2	0.5%
BIRNEY	2	0.5%
BOONE	2	0.5%
CHAVEZ	2	0.5%
CHOLLAS/MEAD	2	0.5%
CLAY	2	0.5%
EDISON	2	0.5%
EMERSON/BANDINI	2	0.5%
GAGE	2	0.5%
MARSHALL	2	0.5%
ROWAN	2	0.5%
CARSON	1	0.3%
GREEN	1	0.3%
HANCOCK	1	0.3%
HARDY	1	0.3%
JONAS SALK	1	0.3%
JONES	1	0.3%
JUAREZ	1	0.3%
LOGAN	1	0.3%
PERRY	1	0.3%
PORTER	1	0.3%
VALENCIA PARK	1	0.3%
WEGEFORTH	1	0.3%
ZAMORANO	1	0.3%
GRAND TOTAL:	**380**	

Resident in other Hoover Cluster Elementary Schools: 65 (17.1%)

Resident Elsewhere: 136 (35.8%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending HAMILTON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HAMILTON	437	*88.5%*
JOYNER	15	*3.0%*
ROWAN	7	*1.4%*
ROSA PARKS	6	*1.2%*
FAY	4	*0.8%*
CARVER	3	*0.6%*
CENTRAL	3	*0.6%*
EUCLID	3	*0.6%*
OAK PARK	3	*0.6%*
OUTSIDE SDUSD	3	*0.6%*
HORTON	2	*0.4%*
MARSHALL	2	*0.4%*
AUDUBON	1	*0.2%*
BAKER	1	*0.2%*
ENCANTO	1	*0.2%*
PORTER	1	*0.2%*
RODRIGUEZ	1	*0.2%*
WEBSTER	1	*0.2%*
GRAND TOTAL:	**494**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending HOOVER HS by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HOOVER	1835	*84.3%*
CRAWFORD	167	*7.7%*
HOOVER-HENRY	80	*3.7%*
LINCOLN	37	*1.7%*
SAN DIEGO COMPLEX	29	*1.3%*
OUTSIDE SDUSD	14	*0.6%*
MORSE	5	*0.2%*
HENRY	3	*0.1%*
SERRA	1	*0.0%*
SAN DIEGO COMPLEX-PT LOMA	1	*0.0%*
POINT LOMA	1	*0.0%*
MADISON	1	*0.0%*
INVALID ADDRESS	1	*0.0%*
HENRY-KEARNY COMPLEX	1	*0.0%*
GRAND TOTAL:	**2176**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending JOYNER ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
JOYNER	448	*79.2%*
HAMILTON	42	*7.4%*
ROSA PARKS	17	*3.0%*
CHEROKEE POINT	13	*2.3%*
EUCLID	8	*1.4%*
CENTRAL	7	*1.2%*
ROWAN	4	*0.7%*
HORTON	3	*0.5%*
EMERSON/BANDINI	2	*0.4%*
FAY	2	*0.4%*
FOSTER	2	*0.4%*
IBARRA	2	*0.4%*
JEFFERSON	2	*0.4%*
OUTSIDE SDUSD	2	*0.4%*
PACIFIC VIEW	2	*0.4%*
CHAVEZ	1	*0.2%*
CLAY	1	*0.2%*
EDISON	1	*0.2%*
ENCANTO	1	*0.2%*
FRANKLIN	1	*0.2%*
GAGE	1	*0.2%*
GARFIELD	1	*0.2%*
PORTER	1	*0.2%*
ROSS	1	*0.2%*
WEBSTER	1	*0.2%*
GRAND TOTAL:	**566**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending NORMAL HEIGHTS ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
NORMAL HEIGHTS	170	*53.8%*
ADAMS	43	*13.6%*
CENTRAL	14	*4.4%*
EDISON	8	*2.5%*
GARFIELD	7	*2.2%*
PERKINS	7	*2.2%*
OUTSIDE SDUSD	6	*1.9%*
EUCLID	5	*1.6%*
FAY	5	*1.6%*
FRANKLIN	5	*1.6%*
HAMILTON	4	*1.3%*
BALBOA	3	*0.9%*
CHEROKEE POINT	3	*0.9%*
CHOLLAS/MEAD	3	*0.9%*
EMERSON/BANDINI	3	*0.9%*
JOYNER	3	*0.9%*
KIMBROUGH	3	*0.9%*
SHERMAN	3	*0.9%*
WEBSTER	3	*0.9%*
FOSTER	2	*0.6%*
GOLDEN HILL	2	*0.6%*
PORTER	2	*0.6%*
ROWAN	2	*0.6%*
CARVER	1	*0.3%*
CROWN POINT	1	*0.3%*
FULTON	1	*0.3%*
IBARRA	1	*0.3%*
JUAREZ	1	*0.3%*
JUAREZ-FOSTER	1	*0.3%*
MCKINLEY	1	*0.3%*
OAK PARK	1	*0.3%*
PACIFIC VIEW	1	*0.3%*
ROSA PARKS	1	*0.3%*
GRAND TOTAL:	**316**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5 Students Attending ROSA PARKS ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ROSA PARKS	533	58.0%
EUCLID	92	10.0%
HAMILTON	64	7.0%
JOYNER	50	5.4%
CENTRAL	33	3.6%
FAY	18	2.0%
CHEROKEE POINT	16	1.7%
MARSHALL	16	1.7%
OUTSIDE SDUSD	11	1.2%
FRANKLIN	9	1.0%
CARVER	7	0.8%
IBARRA	7	0.8%
ROWAN	7	0.8%
OAK PARK	6	0.7%
ENCANTO	5	0.5%
BAKER	4	0.4%
BALBOA	4	0.4%
EDISON	4	0.4%
JOHNSON	4	0.4%
PORTER	4	0.4%
ADAMS	3	0.3%
NYE	3	0.3%
WEBSTER	3	0.3%
EMERSON/BANDINI	2	0.2%
HORTON	2	0.2%
JUAREZ-FOSTER	2	0.2%
RODRIGUEZ	2	0.2%
ROLANDO PARK	2	0.2%
BIRNEY	1	0.1%
CLAY	1	0.1%
CLAY-HARDY	1	0.1%
LINDA VISTA	1	0.1%
MARVIN	1	0.1%
MCKINLEY	1	0.1%
GRAND TOTAL:	**919**	

- **Resident in other Hoover Cluster Elementary Schools: 186 (20.3%)**

Resident outside of Hoover Cluster: 200 (21.7%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending ROWAN ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ROWAN	111	*58.7%*
HAMILTON	25	*13.2%*
OUTSIDE SDUSD	11	*5.8%*
JOYNER	5	*2.6%*
CHEROKEE POINT	3	*1.6%*
EUCLID	3	*1.6%*
MARSHALL	3	*1.6%*
OAK PARK	3	*1.6%*
WEBSTER	3	*1.6%*
BALBOA	2	*1.1%*
CHOLLAS/MEAD	2	*1.1%*
FAY	2	*1.1%*
IBARRA	2	*1.1%*
PORTER	2	*1.1%*
ROSA PARKS	2	*1.1%*
SHERMAN	2	*1.1%*
CARVER	1	*0.5%*
CLAY	1	*0.5%*
EDISON	1	*0.5%*
EMERSON/BANDINI	1	*0.5%*
FULTON	1	*0.5%*
HORTON	1	*0.5%*
RODRIGUEZ	1	*0.5%*
SANDBURG	1	*0.5%*
GRAND TOTAL:	**189**	

Resident in other Hoover Cluster Elementary Schools: 36 (19.0%)

Resident Elsewhere: 42 (22.2%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending WILSON MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
WILSON	582	*81.7%*
CLARK	42	*5.9%*
WILSON-LEWIS	30	*4.2%*
MANN	24	*3.4%*
ROOSEVELT	8	*1.1%*
MEMORIAL PREP	7	*1.0%*
KNOX	6	*0.8%*
OUTSIDE SDUSD	4	*0.6%*
MONTGOMERY	3	*0.4%*
MILLENNIAL TECH	3	*0.4%*
LEWIS-TAFT	1	*0.1%*
CORREIA	1	*0.1%*
BELL	1	*0.1%*
GRAND TOTAL:	**712**	

Kearny Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending ANGIER ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ANGIER	420	*88.8%*
JONES	23	*4.9%*
CUBBERLEY	6	*1.3%*
OUTSIDE SDUSD	5	*1.1%*
CARSON	3	*0.6%*
HAMILTON	2	*0.4%*
JUAREZ	2	*0.4%*
MILLER	2	*0.4%*
ROSS	2	*0.4%*
WEGEFORTH	2	*0.4%*
CHESTERTON	1	*0.2%*
HAWTHORNE	1	*0.2%*
JEFFERSON	1	*0.2%*
JUAREZ-FOSTER	1	*0.2%*
LINDA VISTA	1	*0.2%*
MARSHALL	1	*0.2%*
GRAND TOTAL:	**473**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending CARSON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CARSON	341	*89.7%*
LINDA VISTA	21	*5.5%*
CARSON-FLETCHER	4	*1.1%*
JONES	3	*0.8%*
OUTSIDE SDUSD	2	*0.5%*
ROSS	2	*0.5%*
CENTRAL	1	*0.3%*
CHESTERTON	1	*0.3%*
EMERSON/BANDINI	1	*0.3%*
FLETCHER	1	*0.3%*
LOMA PORTAL	1	*0.3%*
TOLER	1	*0.3%*
WEGEFORTH	1	*0.3%*
GRAND TOTAL:	**380**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending CHESTERTON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CHESTERTON	220	*49.0%*
LINDA VISTA	93	*20.7%*
CARSON	60	*13.4%*
ROSS	22	*4.9%*
CARSON-FLETCHER	7	*1.6%*
JUAREZ-FOSTER	4	*0.9%*
TOLER	4	*0.9%*
WEGEFORTH	4	*0.9%*
CARVER	3	*0.7%*
FLETCHER	3	*0.7%*
HAGE	3	*0.7%*
LINDBERGH/SCHWEITZER	3	*0.7%*
OUTSIDE SDUSD	3	*0.7%*
CHAVEZ	2	*0.4%*
CHEROKEE POINT	2	*0.4%*
ENCANTO	2	*0.4%*
LAFAYETTE	2	*0.4%*
SHERMAN	2	*0.4%*
TIERRASANTA	2	*0.4%*
ADAMS	1	*0.2%*
BIRNEY	1	*0.2%*
CUBBERLEY	1	*0.2%*
FAY	1	*0.2%*
FIELD	1	*0.2%*
INVALID ADDRESS	1	*0.2%*
JEFFERSON	1	*0.2%*
OAK PARK	1	*0.2%*
GRAND TOTAL:	**449**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending CUBBERLY ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CUBBERLEY	118	*67.4%*
JUAREZ	18	*10.3%*
WEGEFORTH	8	*4.6%*
OUTSIDE SDUSD	6	*3.4%*
ANGIER	5	*2.9%*
JONES	5	*2.9%*
JUAREZ-FOSTER	4	*2.3%*
FAY	2	*1.1%*
FREESE	2	*1.1%*
AUDUBON	1	*0.6%*
JERABEK	1	*0.6%*
JOYNER	1	*0.6%*
MARVIN	1	*0.6%*
TIERRASANTA	1	*0.6%*
VISTA GRANDE	1	*0.6%*
WHITMAN	1	*0.6%*
GRAND TOTAL:	**175**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending FLETCHER ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FLETCHER	90	*54.5%*
LINDA VISTA	17	*10.3%*
CARSON-FLETCHER	16	*9.7%*
CARSON	8	*4.8%*
OUTSIDE SDUSD	8	*4.8%*
JUAREZ	6	*3.6%*
CUBBERLEY	3	*1.8%*
ANGIER	2	*1.2%*
ENCANTO	2	*1.2%*
ROSS	2	*1.2%*
WHITMAN	2	*1.2%*
EUCLID	1	*0.6%*
FAY	1	*0.6%*
FULTON	1	*0.6%*
HICKMAN	1	*0.6%*
JUAREZ-FOSTER	1	*0.6%*
LINDBERGH/SCHWEITZER	1	*0.6%*
MIRAMAR RANCH	1	*0.6%*
TOLER	1	*0.6%*
WEGEFORTH	1	*0.6%*
GRAND TOTAL:	**165**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending JONES ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
JONES	207	*73.7%*
WEGEFORTH	18	*6.4%*
ANGIER	13	*4.6%*
JUAREZ	10	*3.6%*
CUBBERLEY	6	*2.1%*
OUTSIDE SDUSD	6	*2.1%*
JUAREZ-FOSTER	4	*1.4%*
PORTER	4	*1.4%*
CARSON	3	*1.1%*
MARVIN	2	*0.7%*
AUDUBON	1	*0.4%*
EDISON	1	*0.4%*
FAY	1	*0.4%*
FOSTER	1	*0.4%*
FRANKLIN	1	*0.4%*
JEFFERSON	1	*0.4%*
LINDA VISTA	1	*0.4%*
TIERRASANTA	1	*0.4%*
GRAND TOTAL:	**281**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending JUAREZ ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
JUAREZ	125	*48.8%*
JUAREZ-FOSTER	45	*17.6%*
CUBBERLEY	12	*4.7%*
WEGEFORTH	12	*4.7%*
OUTSIDE SDUSD	10	*3.9%*
JONES	8	*3.1%*
HANCOCK	7	*2.7%*
FOSTER	5	*2.0%*
FAY	3	*1.2%*
MARSHALL	3	*1.2%*
CARSON	2	*0.8%*
CHEROKEE POINT	2	*0.8%*
FLETCHER	2	*0.8%*
FREESE	2	*0.8%*
HAWTHORNE	2	*0.8%*
KUMEYAAY	2	*0.8%*
LINDA VISTA	2	*0.8%*
ROSS	2	*0.8%*
VISTA GRANDE	2	*0.8%*
CLAY	1	*0.4%*
CLAY-HARDY	1	*0.4%*
DAILARD	1	*0.4%*
ERICSON	1	*0.4%*
HORTON	1	*0.4%*
LINDBERGH/SCHWEITZER	1	*0.4%*
OAK PARK	1	*0.4%*
ROWAN	1	*0.4%*
GRAND TOTAL:	**256**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending KEARNY HIGH COMPLEX by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
KEARNY COMPLEX	1122	*77.1%*
HOOVER	72	*4.9%*
SAN DIEGO COMPLEX	60	*4.1%*
LINCOLN	54	*3.7%*
CRAWFORD	39	*2.7%*
MADISON	27	*1.9%*
MORSE	23	*1.6%*
HENRY-KEARNY COMPLEX	17	*1.2%*
OUTSIDE SDUSD	13	*0.9%*
CLAIREMONT	11	*0.8%*
HOOVER-HENRY	5	*0.3%*
SERRA	4	*0.3%*
HENRY	3	*0.2%*
MIRA MESA	2	*0.1%*
MISSION BAY	1	*0.1%*
UNIVERSITY CITY	1	*0.1%*
SCRIPPS RANCH	1	*0.1%*
INVALID ADDRESS	1	*0.1%*
GRAND TOTAL:	**1456**	

Resident in Kearny High and Kearny High-Henry High Optional Area: 1139 (78.2%)

Resident Elsewhere: 317 (21.8%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending LINDA VISTA ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LINDA VISTA	300	*87.7%*
CARSON	18	*5.3%*
ROSS	4	*1.2%*
FAY	3	*0.9%*
WEGEFORTH	3	*0.9%*
BAY PARK	2	*0.6%*
CHESTERTON	2	*0.6%*
LOGAN	2	*0.6%*
MASON	2	*0.6%*
ANGIER	1	*0.3%*
CARSON-FLETCHER	1	*0.3%*
HAMILTON	1	*0.3%*
JONES	1	*0.3%*
OUTSIDE SDUSD	1	*0.3%*
ZAMORANO	1	*0.3%*
GRAND TOTAL:	**342**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending MONTGOMERY MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MONTGOMERY	438	*94.2%*
TAFT	9	*1.9%*
MANN	5	*1.1%*
INNOVATION	4	*0.9%*
OUTSIDE SDUSD	2	*0.4%*
KNOX	2	*0.4%*
WILSON	1	*0.2%*
PERSHING	1	*0.2%*
PACIFIC BEACH	1	*0.2%*
MEMORIAL PREP	1	*0.2%*
CORREIA	1	*0.2%*
GRAND TOTAL:	**465**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending ROSS ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ROSS	133	*63.0%*
LINDA VISTA	32	*15.2%*
CARSON	16	*7.6%*
LINDBERGH/SCHWEITZER	7	*3.3%*
OUTSIDE SDUSD	5	*2.4%*
LAFAYETTE	4	*1.9%*
CADMAN	2	*0.9%*
CENTRAL	2	*0.9%*
FOSTER	2	*0.9%*
ANGIER	1	*0.5%*
CHESTERTON	1	*0.5%*
FRANKLIN	1	*0.5%*
HOLMES	1	*0.5%*
JUAREZ	1	*0.5%*
SEQUOIA	1	*0.5%*
SHERMAN	1	*0.5%*
WEGEFORTH	1	*0.5%*
GRAND TOTAL:	**211**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending TAFT MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
TAFT	353	*76.4%*
MONTGOMERY	23	*5.0%*
LEWIS-TAFT	11	*2.4%*
MANN	10	*2.2%*
OUTSIDE SDUSD	10	*2.2%*
WILSON	9	*1.9%*
MEMORIAL PREP	6	*1.3%*
KNOX	5	*1.1%*
MILLENNIAL TECH	4	*0.9%*
CORREIA	4	*0.9%*
ROOSEVELT	4	*0.9%*
CLARK	3	*0.6%*
INNOVATION	3	*0.6%*
BELL	3	*0.6%*
MARSHALL	2	*0.4%*
FARB-DEPORTOLA	2	*0.4%*
DANA/CORREIA-ROOSEVELT	2	*0.4%*
PERSHING	2	*0.4%*
CHALLENGER	2	*0.4%*
WANGENHEIM	1	*0.2%*
PACIFIC BEACH	1	*0.2%*
WILSON-LEWIS	1	*0.2%*
LEWIS	1	*0.2%*
GRAND TOTAL:	**462**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending WEGEFORTH ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
WEGEFORTH	141	*66.5%*
CUBBERLEY	8	*3.8%*
OUTSIDE SDUSD	6	*2.8%*
FLETCHER	3	*1.4%*
JONES	3	*1.4%*
LINDBERGH/SCHWEITZER	3	*1.4%*
ANGIER	2	*0.9%*
BALBOA	2	*0.9%*
DEWEY	2	*0.9%*
HAWTHORNE	2	*0.9%*
KIMBROUGH	2	*0.9%*
LINDA VISTA	2	*0.9%*
NORMAL HEIGHTS	2	*0.9%*
PERKINS	2	*0.9%*
ROSS	2	*0.9%*
TORREY PINES	2	*0.9%*
WALKER	2	*0.9%*
BETHUNE	1	*0.5%*
CARSON	1	*0.5%*
CENTRAL	1	*0.5%*
CHEROKEE POINT	1	*0.5%*
CHOLLAS/MEAD	1	*0.5%*
ENCANTO	1	*0.5%*
FOSTER	1	*0.5%*
FRANKLIN	1	*0.5%*
GAGE	1	*0.5%*
GREEN	1	*0.5%*
HAGE	1	*0.5%*
HICKMAN	1	*0.5%*
HORTON	1	*0.5%*
JUAREZ-FOSTER	1	*0.5%*
MASON	1	*0.5%*
MCKINLEY	1	*0.5%*
MILLER	1	*0.5%*
MIRAMAR RANCH	1	*0.5%*
NYE	1	*0.5%*
OCEAN BEACH	1	*0.5%*
PENN	1	*0.5%*
PERRY	1	*0.5%*
TIERRASANTA	1	*0.5%*
TOLER	1	*0.5%*
VISTA GRANDE	1	*0.5%*
WEBSTER	1	*0.5%*
GRAND TOTAL:	**212**	

La Jolla Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending BIRD ROCK ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BIRD ROCK	394	*87.8%*
PACIFIC BEACH	12	*2.7%*
SESSIONS	11	*2.4%*
CROWN POINT	8	*1.8%*
BAY PARK	4	*0.9%*
LA JOLLA	4	*0.9%*
CADMAN	3	*0.7%*
LINDBERGH/SCHWEITZER	2	*0.4%*
OUTSIDE SDUSD	2	*0.4%*
SPRECKELS	2	*0.4%*
VISTA GRANDE	2	*0.4%*
FAY	1	*0.2%*
FRANKLIN	1	*0.2%*
HAMILTON	1	*0.2%*
HOLMES	1	*0.2%*
TOLER	1	*0.2%*
GRAND TOTAL:	**449**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending LA JOLLA ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LA JOLLA	519	*91.4%*
BIRD ROCK	20	*3.5%*
TORREY PINES	15	*2.6%*
OUTSIDE SDUSD	3	*0.5%*
PACIFIC BEACH	3	*0.5%*
CURIE	2	*0.4%*
SPRECKELS	2	*0.4%*
DOYLE	1	*0.2%*
MIRAMAR RANCH	1	*0.2%*
ROSS	1	*0.2%*
SESSIONS	1	*0.2%*
GRAND TOTAL:	**568**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending LA JOLLA HIGH SCHOOL by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LA JOLLA	901	*63.8%*
SAN DIEGO COMPLEX	108	*7.6%*
LA JOLLA-UNIV CITY	97	*6.9%*
CRAWFORD	63	*4.5%*
MISSION BAY	59	*4.2%*
CLAIREMONT	37	*2.6%*
LINCOLN	30	*2.1%*
HOOVER	29	*2.1%*
KEARNY COMPLEX	19	*1.3%*
MORSE	15	*1.1%*
MADISON	14	*1.0%*
UNIVERSITY CITY	11	*0.8%*
MIRA MESA	9	*0.6%*
POINT LOMA	6	*0.4%*
HOOVER-HENRY	5	*0.4%*
OUTSIDE SDUSD	3	*0.2%*
HENRY	3	*0.2%*
SERRA	2	*0.1%*
SAN DIEGO COMPLEX-PT LOMA	1	*0.1%*
SCRIPPS RANCH	1	*0.1%*
GRAND TOTAL:	**1413**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending MUIRLANDS MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MUIRLANDS	722	77.9%
PACIFIC BEACH	45	4.9%
MEMORIAL PREP	44	4.7%
MANN	21	2.3%
MARSTON	19	2.0%
CLARK	16	1.7%
ROOSEVELT	12	1.3%
STANDLEY	7	0.8%
INNOVATION	7	0.8%
MONTGOMERY	5	0.5%
TAFT	5	0.5%
BELL	5	0.5%
KNOX	4	0.4%
WILSON	3	0.3%
FARB-DEPORTOLA	3	0.3%
MILLENNIAL TECH	3	0.3%
OUTSIDE SDUSD	2	0.2%
WANGENHEIM	2	0.2%
CORREIA	1	0.1%
CHALLENGER	1	0.1%
GRAND TOTAL:	**927**	

Resident at Muirlands Middle: 722 (77.9%)

Resident Elsewhere: 205 (22.1%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5 Students Attending TORREY PINES ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
TORREY PINES	450	*94.7%*
BAY PARK	4	*0.8%*
SPRECKELS	3	*0.6%*
WHITMAN	3	*0.6%*
CADMAN	2	*0.4%*
CURIE	2	*0.4%*
FRANKLIN	2	*0.4%*
OUTSIDE SDUSD	2	*0.4%*
ALCOTT	1	*0.2%*
BIRD ROCK	1	*0.2%*
DOYLE	1	*0.2%*
HICKMAN	1	*0.2%*
OAK PARK	1	*0.2%*
PACIFIC BEACH	1	*0.2%*
WASHINGTON	1	*0.2%*
GRAND TOTAL:	**475**	

Resident in Other La Jolla Cluster Elementary: 1 (0.2%)

Resident Elsewhere: 24 (5.1%)

Lincoln Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending BAKER ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BAKER	326	75.6%
EMERSON/BANDINI	60	13.9%
PORTER	12	2.8%
CHOLLAS/MEAD	6	1.4%
CHAVEZ	5	1.2%
OUTSIDE SDUSD	5	1.2%
BALBOA	4	0.9%
HORTON	2	0.5%
LOGAN	2	0.5%
PERKINS	2	0.5%
RODRIGUEZ	2	0.5%
ENCANTO	1	0.2%
FULTON	1	0.2%
HAMILTON	1	0.2%
PARADISE HILLS	1	0.2%
VALENCIA PARK	1	0.2%
GRAND TOTAL:	**431**	

Resident in other Lincoln Cluster Schools: 31 (7.2%)

Resident Elsewhere: 74 (17.2%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending BALBOA ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BALBOA	440	*87.5%*
CHAVEZ	20	*4.0%*
OUTSIDE SDUSD	10	*2.0%*
EMERSON/BANDINI	7	*1.4%*
BAKER	6	*1.2%*
PORTER	4	*0.8%*
RODRIGUEZ	3	*0.6%*
BURBANK	2	*0.4%*
JOHNSON	2	*0.4%*
LOGAN	2	*0.4%*
ZAMORANO	2	*0.4%*
ENCANTO	1	*0.2%*
HORTON	1	*0.2%*
JOYNER	1	*0.2%*
PACIFIC VIEW	1	*0.2%*
SHERMAN	1	*0.2%*
GRAND TOTAL:	**503**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending CHAVEZ ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CHAVEZ	390	*77.8%*
BAKER	30	*6.0%*
EMERSON/BANDINI	23	*4.6%*
PORTER	23	*4.6%*
BALBOA	21	*4.2%*
OUTSIDE SDUSD	5	*1.0%*
BETHUNE	2	*0.4%*
BOONE	1	*0.2%*
BURBANK	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
HORTON	1	*0.2%*
LOGAN	1	*0.2%*
MCKINLEY	1	*0.2%*
RODRIGUEZ	1	*0.2%*
GRAND TOTAL:	**501**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending CHOLLAS/MEAD ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CHOLLAS/MEAD	480	*80.1%*
HORTON	31	*5.2%*
PORTER	13	*2.2%*
OUTSIDE SDUSD	12	*2.0%*
RODRIGUEZ	12	*2.0%*
ENCANTO	8	*1.3%*
VALENCIA PARK	8	*1.3%*
EMERSON/BANDINI	6	*1.0%*
CARVER	4	*0.7%*
FULTON	4	*0.7%*
BAKER	3	*0.5%*
MARSHALL	3	*0.5%*
SHERMAN	3	*0.5%*
ALCOTT	2	*0.3%*
LOGAN	2	*0.3%*
BALBOA	1	*0.2%*
BOONE	1	*0.2%*
FAY	1	*0.2%*
HAMILTON	1	*0.2%*
JOHNSON	1	*0.2%*
KIMBROUGH	1	*0.2%*
WASHINGTON	1	*0.2%*
WEBSTER	1	*0.2%*
GRAND TOTAL:	**599**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending ENCANTO ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ENCANTO	469	*96.1%*
PENN	4	*0.8%*
OUTSIDE SDUSD	3	*0.6%*
PACIFIC VIEW	3	*0.6%*
BOONE	2	*0.4%*
VALENCIA PARK	2	*0.4%*
AUDUBON	1	*0.2%*
FULTON	1	*0.2%*
HORTON	1	*0.2%*
NYE	1	*0.2%*
RODRIGUEZ	1	*0.2%*
GRAND TOTAL:	**488**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5 Students Attending HORTON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HORTON	370	*90.7%*
ENCANTO	10	*2.5%*
VALENCIA PARK	6	*1.5%*
PORTER	5	*1.2%*
CHOLLAS/MEAD	4	*1.0%*
OUTSIDE SDUSD	4	*1.0%*
BURBANK	3	*0.7%*
BOONE	1	*0.2%*
EMERSON/BANDINI	1	*0.2%*
FAY	1	*0.2%*
IBARRA	1	*0.2%*
NYE	1	*0.2%*
WEBSTER	1	*0.2%*
GRAND TOTAL:	**408**	

Resident in other Lincoln Cluster Schools: 27 (6.6%)

Resident Elsewhere: 11 (2.7%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending JOHNSON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
JOHNSON	192	*62.7%*
WEBSTER	22	*7.2%*
ENCANTO	21	*6.9%*
HORTON	14	*4.6%*
OUTSIDE SDUSD	11	*3.6%*
CHOLLAS/MEAD	8	*2.6%*
PORTER	8	*2.6%*
OAK PARK	5	*1.6%*
VALENCIA PARK	4	*1.3%*
BOONE	3	*1.0%*
FREESE	3	*1.0%*
MARSHALL	3	*1.0%*
ROSA PARKS	2	*0.7%*
AUDUBON	1	*0.3%*
BALBOA	1	*0.3%*
CARSON	1	*0.3%*
CHAVEZ	1	*0.3%*
DOYLE	1	*0.3%*
IBARRA	1	*0.3%*
INVALID ADDRESS	1	*0.3%*
PARADISE HILLS	1	*0.3%*
PENN	1	*0.3%*
PERKINS	1	*0.3%*
GRAND TOTAL:	**306**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending KNOX MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
KNOX	603	*94.1%*
MEMORIAL PREP	16	*2.5%*
OUTSIDE SDUSD	10	*1.6%*
MILLENNIAL TECH	6	*0.9%*
BELL	3	*0.5%*
WILSON	1	*0.2%*
ROOSEVELT	1	*0.2%*
INNOVATION	1	*0.2%*
GRAND TOTAL:	**641**	

Resident in other Lincoln Cluster Middle School: 6 (0.9%)

Resident Elsewhere: 32 (5.0%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending LINCOLN HS by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LINCOLN	1423	*89.9%*
SAN DIEGO COMPLEX	46	*2.9%*
MORSE	32	*2.0%*
OUTSIDE SDUSD	28	*1.8%*
CRAWFORD	28	*1.8%*
HOOVER	17	*1.1%*
KEARNY COMPLEX	4	*0.3%*
INVALID ADDRESS	2	*0.1%*
POINT LOMA	1	*0.1%*
HOOVER-HENRY	1	*0.1%*
HENRY	1	*0.1%*
GRAND TOTAL:	**1583**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending MILLENNIALTECH MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MILLENNIAL TECH	398	*88.4%*
KNOX	18	*4.0%*
OUTSIDE SDUSD	10	*2.2%*
MEMORIAL PREP	8	*1.8%*
MANN	6	*1.3%*
BELL	4	*0.9%*
CLARK	3	*0.7%*
ROOSEVELT	1	*0.2%*
MONTGOMERY	1	*0.2%*
INVALID ADDRESS	1	*0.2%*
GRAND TOTAL:	**450**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending NYE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
NYE	268	*65.5%*
VALENCIA PARK	37	*9.0%*
PORTER	20	*4.9%*
ENCANTO	15	*3.7%*
OUTSIDE SDUSD	15	*3.7%*
FULTON	14	*3.4%*
PENN	7	*1.7%*
FREESE	4	*1.0%*
PERRY	4	*1.0%*
AUDUBON	3	*0.7%*
HAMILTON	3	*0.7%*
BOONE	2	*0.5%*
HORTON	2	*0.5%*
PARADISE HILLS	2	*0.5%*
RODRIGUEZ	2	*0.5%*
WEBSTER	2	*0.5%*
BAKER	1	*0.2%*
CLAY	1	*0.2%*
CROWN POINT	1	*0.2%*
JOHNSON	1	*0.2%*
KIMBROUGH	1	*0.2%*
LOGAN	1	*0.2%*
PACIFIC VIEW	1	*0.2%*
ROWAN	1	*0.2%*
ZAMORANO	1	*0.2%*
GRAND TOTAL:	**409**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending PORTER ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PORTER	779	*92.4%*
HORTON	13	*1.5%*
OUTSIDE SDUSD	11	*1.3%*
VALENCIA PARK	8	*0.9%*
RODRIGUEZ	6	*0.7%*
CHAVEZ	5	*0.6%*
BALBOA	4	*0.5%*
CHOLLAS/MEAD	3	*0.4%*
WEBSTER	3	*0.4%*
BAKER	2	*0.2%*
ENCANTO	2	*0.2%*
MARSHALL	2	*0.2%*
OAK PARK	2	*0.2%*
BURBANK	1	*0.1%*
EMERSON/BANDINI	1	*0.1%*
PENN	1	*0.1%*
GRAND TOTAL:	**843**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending VALENCIA PARK ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
VALENCIA PARK	317	*60.8%*
ENCANTO	42	*8.1%*
NYE	28	*5.4%*
PORTER	24	*4.6%*
FULTON	22	*4.2%*
HORTON	14	*2.7%*
OUTSIDE SDUSD	11	*2.1%*
FREESE	7	*1.3%*
PENN	7	*1.3%*
CHAVEZ	6	*1.2%*
AUDUBON	5	*1.0%*
BAKER	3	*0.6%*
BURBANK	3	*0.6%*
EMERSON/BANDINI	3	*0.6%*
JOHNSON	3	*0.6%*
ZAMORANO	3	*0.6%*
BETHUNE	2	*0.4%*
BOONE	2	*0.4%*
JOYNER	2	*0.4%*
PERRY	2	*0.4%*
WEBSTER	2	*0.4%*
CARVER	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
CLAY	1	*0.2%*
EDISON	1	*0.2%*
FRANKLIN	1	*0.2%*
GARFIELD	1	*0.2%*
HAMILTON	1	*0.2%*
MARSHALL	1	*0.2%*
OAK PARK	1	*0.2%*
PACIFIC VIEW	1	*0.2%*
PARADISE HILLS	1	*0.2%*
PERKINS	1	*0.2%*
RODRIGUEZ	1	*0.2%*
GRAND TOTAL:	**521**	

Resident in other Lincoln Cluster Schools: 123 (23.6%)

Resident Elsewhere: 81 (15.5%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending WEBSTER ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
WEBSTER	198	*76.4%*
OUTSIDE SDUSD	12	*4.6%*
FAY	7	*2.7%*
HORTON	7	*2.7%*
PORTER	7	*2.7%*
HAMILTON	5	*1.9%*
OAK PARK	4	*1.5%*
CHOLLAS/MEAD	3	*1.2%*
EUCLID	3	*1.2%*
EMERSON/BANDINI	2	*0.8%*
MARSHALL	2	*0.8%*
NYE	2	*0.8%*
SHERMAN	2	*0.8%*
BAKER	1	*0.4%*
GAGE	1	*0.4%*
RODRIGUEZ	1	*0.4%*
ROLANDO PARK	1	*0.4%*
WASHINGTON	1	*0.4%*
GRAND TOTAL:	**259**	

Madison Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending FIELD ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FIELD	94	*30.4%*
CADMAN	41	*13.3%*
WHITMAN	24	*7.8%*
SEQUOIA	21	*6.8%*
OUTSIDE SDUSD	14	*4.5%*
TOLER	12	*3.9%*
HOLMES	10	*3.2%*
LINDA VISTA	7	*2.3%*
ALCOTT	6	*1.9%*
HAWTHORNE	6	*1.9%*
LINDBERGH/SCHWEITZER	6	*1.9%*
CARSON	5	*1.6%*
LAFAYETTE	5	*1.6%*
SESSIONS	5	*1.6%*
ROSS	4	*1.3%*
CHESTERTON	3	*1.0%*
ERICSON	3	*1.0%*
FLETCHER	3	*1.0%*
FULTON	3	*1.0%*
SPRECKELS	3	*1.0%*
BAY PARK	2	*0.6%*
CARSON-FLETCHER	2	*0.6%*
CENTRAL	2	*0.6%*
CLAY-HARDY	2	*0.6%*
CROWN POINT	2	*0.6%*
DOYLE	2	*0.6%*
FOSTER	2	*0.6%*
JONAS SALK	2	*0.6%*
MASON	2	*0.6%*
OCEAN BEACH	2	*0.6%*
PACIFIC BEACH	2	*0.6%*
ADAMS	1	*0.3%*
ANGIER	1	*0.3%*
BIRNEY	1	*0.3%*
CARVER	1	*0.3%*
EUCLID	1	*0.3%*
HAGE	1	*0.3%*
HORTON	1	*0.3%*
JOHNSON	1	*0.3%*
MARVIN	1	*0.3%*
SANDBURG	1	*0.3%*
WALKER	1	*0.3%*
WEGEFORTH	1	*0.3%*
GRAND TOTAL:	**309**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending HAWTHORNE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HAWTHORNE	140	*56.5%*
FIELD	21	*8.5%*
CURIE	13	*5.2%*
WHITMAN	12	*4.8%*
SEQUOIA	8	*3.2%*
ALCOTT	7	*2.8%*
CADMAN	5	*2.0%*
HOLMES	5	*2.0%*
ANGIER	4	*1.6%*
LAFAYETTE	4	*1.6%*
LINDBERGH/SCHWEITZER	4	*1.6%*
SPRECKELS	3	*1.2%*
BAY PARK	2	*0.8%*
LINDA VISTA	2	*0.8%*
TOLER	2	*0.8%*
TORREY PINES	2	*0.8%*
CARSON	1	*0.4%*
CROWN POINT	1	*0.4%*
DOYLE	1	*0.4%*
EDISON	1	*0.4%*
GARFIELD	1	*0.4%*
HANCOCK	1	*0.4%*
JONES	1	*0.4%*
OUTSIDE SDUSD	1	*0.4%*
PORTER	1	*0.4%*
RODRIGUEZ	1	*0.4%*
ROSS	1	*0.4%*
SHERMAN	1	*0.4%*
WEBSTER	1	*0.4%*
WEGEFORTH	1	*0.4%*
GRAND TOTAL:	**248**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending INNOVATION MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
INNOVATION	306	*62.8%*
MARSTON	43	*8.8%*
MONTGOMERY	42	*8.6%*
TAFT	18	*3.7%*
OUTSIDE SDUSD	14	*2.9%*
STANDLEY	12	*2.5%*
MEMORIAL PREP	10	*2.1%*
BELL	8	*1.6%*
MANN	6	*1.2%*
MILLENNIAL TECH	5	*1.0%*
WILSON	5	*1.0%*
ROOSEVELT	4	*0.8%*
CLARK	4	*0.8%*
KNOX	3	*0.6%*
FARB-DEPORTOLA	2	*0.4%*
PACIFIC BEACH	1	*0.2%*
LEWIS	1	*0.2%*
WANGENHEIM	1	*0.2%*
CORREIA	1	*0.2%*
CHALLENGER	1	*0.2%*
GRAND TOTAL:	**487**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending LAFAYETTE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LAFAYETTE	143	*53.0%*
LINDA VISTA	9	*3.3%*
SEQUOIA	9	*3.3%*
MILLER	8	*3.0%*
OUTSIDE SDUSD	8	*3.0%*
ROSS	7	*2.6%*
HAWTHORNE	6	*2.2%*
BETHUNE	3	*1.1%*
CLAY	3	*1.1%*
CUBBERLEY	3	*1.1%*
EMERSON/BANDINI	3	*1.1%*
FAY	3	*1.1%*
FIELD	3	*1.1%*
HOLMES	3	*1.1%*
ROLANDO PARK	3	*1.1%*
WEBSTER	3	*1.1%*
WHITMAN	3	*1.1%*
BAKER	2	*0.7%*
BURBANK	2	*0.7%*
CADMAN	2	*0.7%*
CARSON	2	*0.7%*
CHEROKEE POINT	2	*0.7%*
ERICSON	2	*0.7%*
FREESE	2	*0.7%*
IBARRA	2	*0.7%*
JONES	2	*0.7%*
LINDBERGH/SCHWEITZER	2	*0.7%*
OAK PARK	2	*0.7%*
RODRIGUEZ	2	*0.7%*
ROSA PARKS	2	*0.7%*
TOLER	2	*0.7%*
WASHINGTON	2	*0.7%*
AUDUBON	1	*0.4%*
BALBOA	1	*0.4%*
BOONE	1	*0.4%*
CARVER	1	*0.4%*
CHESTERTON	1	*0.4%*
CURIE	1	*0.4%*
DEWEY	1	*0.4%*
EUCLID	1	*0.4%*
FRANKLIN	1	*0.4%*
GOLDEN HILL	1	*0.4%*
INVALID ADDRESS	1	*0.4%*
JEFFERSON	1	*0.4%*
JOHNSON	1	*0.4%*
LOGAN	1	*0.4%*
PACIFIC VIEW	1	*0.4%*
PENN	1	*0.4%*
PORTER	1	*0.4%*

Resident School	Total	% of Grand Total
SPRECKELS	1	*0.4%*
VALENCIA PARK	1	*0.4%*
WALKER	1	*0.4%*
GRAND TOTAL:	**270**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending LINDBERGH/SCHWEITZER ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LINDBERGH/SCHWEITZER	203	*59.9%*
LAFAYETTE	31	*9.1%*
ROSS	24	*7.1%*
SEQUOIA	8	*2.4%*
LINDA VISTA	7	*2.1%*
OUTSIDE SDUSD	5	*1.5%*
WEGEFORTH	5	*1.5%*
HANCOCK	4	*1.2%*
HOLMES	4	*1.2%*
CARSON	3	*0.9%*
CARVER	3	*0.9%*
DOYLE	3	*0.9%*
HAMILTON	3	*0.9%*
HAWTHORNE	3	*0.9%*
WHITMAN	3	*0.9%*
FAY	2	*0.6%*
IBARRA	2	*0.6%*
JOHNSON	2	*0.6%*
RODRIGUEZ	2	*0.6%*
ADAMS	1	*0.3%*
ANGIER	1	*0.3%*
AUDUBON	1	*0.3%*
BIRNEY	1	*0.3%*
CADMAN	1	*0.3%*
CARSON-FLETCHER	1	*0.3%*
CENTRAL	1	*0.3%*
CHEROKEE POINT	1	*0.3%*
CHESTERTON	1	*0.3%*
EMERSON/BANDINI	1	*0.3%*
FLORENCE	1	*0.3%*
FOSTER	1	*0.3%*
FRANKLIN	1	*0.3%*
FULTON	1	*0.3%*
GAGE	1	*0.3%*
JONAS SALK	1	*0.3%*
JONES	1	*0.3%*
JUAREZ	1	*0.3%*
LA JOLLA	1	*0.3%*
MILLER	1	*0.3%*
PENN	1	*0.3%*
TIERRASANTA	1	*0.3%*
GRAND TOTAL:	**339**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending MADISON HIGH SCHOOL by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MADISON	491	*50.3%*
KEARNY COMPLEX	95	*9.7%*
CLAIREMONT	73	*7.5%*
LINCOLN	72	*7.4%*
SAN DIEGO COMPLEX	47	*4.8%*
CRAWFORD	46	*4.7%*
OUTSIDE SDUSD	42	*4.3%*
MORSE	41	*4.2%*
HOOVER	39	*4.0%*
MIRA MESA	10	*1.0%*
SERRA	6	*0.6%*
HENRY	5	*0.5%*
UNIVERSITY CITY	3	*0.3%*
HENRY-KEARNY COMPLEX	2	*0.2%*
POINT LOMA	1	*0.1%*
MISSION BAY	1	*0.1%*
SCRIPPS RANCH	1	*0.1%*
HOOVER-HENRY	1	*0.1%*
GRAND TOTAL:	**976**	

Resident Outside of the Madison Boundary: 485 (49.7%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending SEQUOIA ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SEQUOIA	108	*56.8%*
HAWTHORNE	20	*10.5%*
LAFAYETTE	12	*6.3%*
LINDBERGH/SCHWEITZER	10	*5.3%*
OUTSIDE SDUSD	6	*3.2%*
CADMAN	4	*2.1%*
LINDA VISTA	4	*2.1%*
ROSS	3	*1.6%*
WHITMAN	3	*1.6%*
ANGIER	2	*1.1%*
FIELD	2	*1.1%*
GOLDEN HILL	2	*1.1%*
TOLER	2	*1.1%*
VALENCIA PARK	2	*1.1%*
ALCOTT	1	*0.5%*
CARSON	1	*0.5%*
FAY	1	*0.5%*
HOLMES	1	*0.5%*
HORTON	1	*0.5%*
MARSHALL	1	*0.5%*
OCEAN BEACH	1	*0.5%*
PARADISE HILLS	1	*0.5%*
WALKER	1	*0.5%*
WEGEFORTH	1	*0.5%*
GRAND TOTAL:	**190**	

Resident in other Madison Cluster Schools: 46 (24.2%)

Resident Elsewhere: 36 (18.9%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending WHITMAN ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
WHITMAN	62	*54.4%*
FIELD	11	*9.6%*
CADMAN	5	*4.4%*
HAWTHORNE	5	*4.4%*
ALCOTT	4	*3.5%*
DOYLE	4	*3.5%*
LAFAYETTE	4	*3.5%*
TOLER	4	*3.5%*
SEQUOIA	3	*2.6%*
AUDUBON	2	*1.8%*
EUCLID	2	*1.8%*
ROSS	2	*1.8%*
CLAY	1	*0.9%*
CROWN POINT	1	*0.9%*
HOLMES	1	*0.9%*
LINDA VISTA	1	*0.9%*
LINDBERGH/SCHWEITZER	1	*0.9%*
NORMAL HEIGHTS	1	*0.9%*
GRAND TOTAL:	**114**	

Resident in other Madison Cluster Schools: 25 (21.9%)

Resident Elsewhere: 27 (23.7%)

Mira Mesa Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending CHALLENGER MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CHALLENGER	691	*73.0%*
WANGENHEIM	230	*24.3%*
OUTSIDE SDUSD	8	*0.8%*
WILSON	3	*0.3%*
TAFT	3	*0.3%*
MONTGOMERY	3	*0.3%*
MEMORIAL PREP	2	*0.2%*
MARSHALL	2	*0.2%*
UNASSIGNED	1	*0.1%*
ROOSEVELT	1	*0.1%*
MILLENNIAL TECH	1	*0.1%*
INNOVATION	1	*0.1%*
GRAND TOTAL:	**946**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending ERICSON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ERICSON	561	*82.7%*
MASON	32	*4.7%*
HAGE	26	*3.8%*
WALKER	19	*2.8%*
SANDBURG	13	*1.9%*
JONAS SALK	11	*1.6%*
HICKMAN	7	*1.0%*
OUTSIDE SDUSD	5	*0.7%*
MIRAMAR RANCH	3	*0.4%*
CARSON	1	*0.1%*
GRAND TOTAL:	**678**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending HAGE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HAGE	547	*78.9%*
WALKER	40	*5.8%*
MASON	24	*3.5%*
ERICSON	20	*2.9%*
OUTSIDE SDUSD	17	*2.5%*
JONAS SALK	9	*1.3%*
SANDBURG	9	*1.3%*
HICKMAN	8	*1.2%*
MIRAMAR RANCH	5	*0.7%*
PERKINS	3	*0.4%*
ANGIER	2	*0.3%*
HORTON	2	*0.3%*
BAY PARK	1	*0.1%*
DEWEY	1	*0.1%*
DINGEMAN	1	*0.1%*
E. B. SCRIPPS	1	*0.1%*
GAGE	1	*0.1%*
INVALID ADDRESS	1	*0.1%*
MARSHALL	1	*0.1%*
GRAND TOTAL:	**693**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending HICKMAN ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HICKMAN	342	*81.0%*
ERICSON	21	*5.0%*
JONAS SALK	17	*4.0%*
HAGE	11	*2.6%*
MASON	10	*2.4%*
WALKER	9	*2.1%*
OUTSIDE SDUSD	6	*1.4%*
SANDBURG	5	*1.2%*
AUDUBON	1	*0.2%*
GRAND TOTAL:	**422**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending JONAS SALK ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
JONAS SALK	572	*85.4%*
HICKMAN	31	*4.6%*
WALKER	12	*1.8%*
MASON	11	*1.6%*
SANDBURG	11	*1.6%*
ERICSON	10	*1.5%*
OUTSIDE SDUSD	9	*1.3%*
HAGE	5	*0.7%*
ANGIER	1	*0.1%*
DOYLE	1	*0.1%*
FIELD	1	*0.1%*
JONES	1	*0.1%*
MIRAMAR RANCH	1	*0.1%*
ROLANDO PARK	1	*0.1%*
UNASSIGNED	1	*0.1%*
WEGEFORTH	1	*0.1%*
ZAMORANO	1	*0.1%*
GRAND TOTAL:	**670**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending MASON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MASON	377	*73.1%*
WALKER	53	*10.3%*
JONAS SALK	25	*4.8%*
ERICSON	13	*2.5%*
OUTSIDE SDUSD	13	*2.5%*
HAGE	12	*2.3%*
HICKMAN	8	*1.6%*
ENCANTO	3	*0.6%*
CENTRAL	2	*0.4%*
MILLER	2	*0.4%*
CARVER	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
EDISON	1	*0.2%*
LINDA VISTA	1	*0.2%*
ROSA PARKS	1	*0.2%*
SANDBURG	1	*0.2%*
UNASSIGNED	1	*0.2%*
WEGEFORTH	1	*0.2%*
GRAND TOTAL:	**516**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending MIRA MESA HIGH SCHOOL by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MIRA MESA	2325	*96.3%*
OUTSIDE SDUSD	23	*1.0%*
KEARNY COMPLEX	11	*0.5%*
CRAWFORD	8	*0.3%*
SCRIPPS RANCH	7	*0.3%*
LINCOLN	7	*0.3%*
HOOVER	7	*0.3%*
HENRY	5	*0.2%*
SAN DIEGO COMPLEX	4	*0.2%*
MORSE	4	*0.2%*
MADISON	4	*0.2%*
SERRA	3	*0.1%*
HENRY-KEARNY COMPLEX	3	*0.1%*
CLAIREMONT	2	*0.1%*
HOOVER-HENRY	1	*0.0%*
GRAND TOTAL:	**2414**	

Resident Outside of Mira Mesa HS Boundary: 89 (3.7%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending SANDBURG ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SANDBURG	382	*71.0%*
ERICSON	50	*9.3%*
HICKMAN	38	*7.1%*
HAGE	21	*3.9%*
MASON	13	*2.4%*
JONAS SALK	12	*2.2%*
OUTSIDE SDUSD	9	*1.7%*
WALKER	9	*1.7%*
FOSTER	1	*0.2%*
JUAREZ	1	*0.2%*
PACIFIC VIEW	1	*0.2%*
VALENCIA PARK	1	*0.2%*
GRAND TOTAL:	**538**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending WALKER ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
WALKER	287	*71.9%*
MASON	36	*9.0%*
HAGE	15	*3.8%*
ERICSON	14	*3.5%*
OUTSIDE SDUSD	14	*3.5%*
JONAS SALK	11	*2.8%*
HICKMAN	5	*1.3%*
JOHNSON	3	*0.8%*
GARFIELD	2	*0.5%*
MIRAMAR RANCH	2	*0.5%*
ALCOTT	1	*0.3%*
EUCLID	1	*0.3%*
HAWTHORNE	1	*0.3%*
HORTON	1	*0.3%*
INVALID ADDRESS	1	*0.3%*
NORMAL HEIGHTS	1	*0.3%*
PORTER	1	*0.3%*
ROSA PARKS	1	*0.3%*
VALENCIA PARK	1	*0.3%*
WASHINGTON	1	*0.3%*
GRAND TOTAL:	**399**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending WANGENHEIM MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
WANGENHEIM	842	*92.2%*
CHALLENGER	32	*3.5%*
OUTSIDE SDUSD	17	*1.9%*
TAFT	4	*0.4%*
MARSHALL	3	*0.3%*
FARB-DEPORTOLA	2	*0.2%*
INVALID ADDRESS	2	*0.2%*
MARSTON	2	*0.2%*
WILSON	2	*0.2%*
MONTGOMERY	1	*0.1%*
MANN	1	*0.1%*
KNOX	1	*0.1%*
ROOSEVELT	1	*0.1%*
STANDLEY	1	*0.1%*
CLARK	1	*0.1%*
MEMORIAL PREP	1	*0.1%*
GRAND TOTAL:	**913**	

Mission Bay Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending CROWN POINT ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CROWN POINT	186	59.4%
PACIFIC BEACH	16	5.1%
SESSIONS	14	4.5%
OUTSIDE SDUSD	12	3.8%
CARSON	7	2.2%
PORTER	6	1.9%
TOLER	5	1.6%
CADMAN	4	1.3%
DEWEY	4	1.3%
BAY PARK	3	1.0%
CHOLLAS/MEAD	3	1.0%
HAMILTON	3	1.0%
LOMA PORTAL	3	1.0%
OCEAN BEACH	3	1.0%
BURBANK	2	0.6%
EMERSON/BANDINI	2	0.6%
ENCANTO	2	0.6%
FRANKLIN	2	0.6%
IBARRA	2	0.6%
JUAREZ-FOSTER	2	0.6%
LA JOLLA	2	0.6%
LINDBERGH/SCHWEITZER	2	0.6%
PENN	2	0.6%
RODRIGUEZ	2	0.6%
SEQUOIA	2	0.6%
SHERMAN	2	0.6%
WHITMAN	2	0.6%
ALCOTT	1	0.3%
CABRILLO	1	0.3%
CENTRAL	1	0.3%
CHEROKEE POINT	1	0.3%
CLAY	1	0.3%
FAY	1	0.3%
FLETCHER	1	0.3%
HOLMES	1	0.3%
JERABEK	1	0.3%
KUMEYAAY	1	0.3%
LINDA VISTA	1	0.3%
PARADISE HILLS	1	0.3%
PERKINS	1	0.3%
ROLANDO PARK	1	0.3%
ROWAN	1	0.3%
SILVER GATE	1	0.3%
VALENCIA PARK	1	0.3%
WEGEFORTH	1	0.3%
GRAND TOTAL:	**313**	

Resident in Mission Bay Cluster Schools: 30 (9.6%)

Resident Elsewhere: 97 (31.0%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending MISSION BAY HS by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MISSION BAY	400	*35.6%*
SAN DIEGO COMPLEX	203	*18.1%*
CLAIREMONT	123	*11.0%*
LINCOLN	99	*8.8%*
KEARNY COMPLEX	50	*4.5%*
HOOVER	47	*4.2%*
MADISON	39	*3.5%*
CRAWFORD	31	*2.8%*
OUTSIDE SDUSD	30	*2.7%*
POINT LOMA	23	*2.0%*
MORSE	19	*1.7%*
UNIVERSITY CITY	17	*1.5%*
LA JOLLA	11	*1.0%*
HENRY	8	*0.7%*
MIRA MESA	6	*0.5%*
SAN DIEGO COMPLEX-PT LOMA	5	*0.4%*
SERRA	5	*0.4%*
SCRIPPS RANCH	3	*0.3%*
HOOVER-HENRY	2	*0.2%*
HENRY-KEARNY COMPLEX	2	*0.2%*
GRAND TOTAL:	**1123**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending PACIFIC BEACH ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PACIFIC BEACH	251	*64.9%*
CROWN POINT	53	*13.7%*
SESSIONS	16	*4.1%*
CADMAN	6	*1.6%*
OUTSIDE SDUSD	6	*1.6%*
SHERMAN	6	*1.6%*
TOLER	4	*1.0%*
WEGEFORTH	4	*1.0%*
CARSON	3	*0.8%*
GARFIELD	3	*0.8%*
BAY PARK	2	*0.5%*
BIRD ROCK	2	*0.5%*
CENTRAL	2	*0.5%*
CHAVEZ	2	*0.5%*
EDISON	2	*0.5%*
FAY	2	*0.5%*
HOLMES	2	*0.5%*
KIMBROUGH	2	*0.5%*
LINDA VISTA	2	*0.5%*
LINDBERGH/SCHWEITZER	2	*0.5%*
LOMA PORTAL	2	*0.5%*
ALCOTT	1	*0.3%*
BIRNEY	1	*0.3%*
CARSON-FLETCHER	1	*0.3%*
ENCANTO	1	*0.3%*
FOSTER	1	*0.3%*
HAGE	1	*0.3%*
HAMILTON	1	*0.3%*
HICKMAN	1	*0.3%*
JOHNSON	1	*0.3%*
LAFAYETTE	1	*0.3%*
OCEAN BEACH	1	*0.3%*
PENN	1	*0.3%*
ROLANDO PARK	1	*0.3%*
GRAND TOTAL:	**387**	

Resident in other Mission Bay Cluster Schools: 69 (17.8%)

Resident Elsewhere: 67 (17.3%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending PACIFIC BEACH MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PACIFIC BEACH	411	*55.1%*
MARSTON	77	*10.3%*
INNOVATION	41	*5.5%*
MEMORIAL PREP	39	*5.2%*
MONTGOMERY	27	*3.6%*
CORREIA	23	*3.1%*
OUTSIDE SDUSD	21	*2.8%*
ROOSEVELT	18	*2.4%*
MANN	11	*1.5%*
WILSON	11	*1.5%*
MUIRLANDS	10	*1.3%*
MILLENNIAL TECH	8	*1.1%*
FARB-DEPORTOLA	8	*1.1%*
TAFT	7	*0.9%*
CLARK	6	*0.8%*
STANDLEY	6	*0.8%*
KNOX	6	*0.8%*
LEWIS	4	*0.5%*
BELL	4	*0.5%*
CHALLENGER	2	*0.3%*
MARSHALL	1	*0.1%*
WANGENHEIM	1	*0.1%*
DANA/CORREIA-ROOSEVELT	1	*0.1%*
WILSON-LEWIS	1	*0.1%*
PERSHING	1	*0.1%*
LEWIS-TAFT	1	*0.1%*
GRAND TOTAL:	**746**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending SESSIONS ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SESSIONS	383	*74.1%*
CROWN POINT	36	*7.0%*
PACIFIC BEACH	21	*4.1%*
BAY PARK	9	*1.7%*
CADMAN	9	*1.7%*
ALCOTT	8	*1.5%*
HOLMES	5	*1.0%*
TOLER	5	*1.0%*
CARSON	4	*0.8%*
ANGIER	3	*0.6%*
BALBOA	3	*0.6%*
LAFAYETTE	3	*0.6%*
LINDBERGH/SCHWEITZER	3	*0.6%*
LOMA PORTAL	3	*0.6%*
OUTSIDE SDUSD	3	*0.6%*
EUCLID	2	*0.4%*
GRANT	2	*0.4%*
JUAREZ	2	*0.4%*
LA JOLLA	2	*0.4%*
ROSS	2	*0.4%*
CHOLLAS/MEAD	1	*0.2%*
CURIE	1	*0.2%*
EDISON	1	*0.2%*
FIELD	1	*0.2%*
FLORENCE	1	*0.2%*
HAWTHORNE	1	*0.2%*
SEQUOIA	1	*0.2%*
TORREY PINES	1	*0.2%*
WEGEFORTH	1	*0.2%*
GRAND TOTAL:	**517**	

Resident in other Mission Bay Cluster Schools: 57 (11.0%)

Resident Elsewhere: 77 (14.9%)

Morse Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-8th Grade Students Attending AUDUBON K-8 by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
AUDUBON	423	*84.6%*
OUTSIDE SDUSD	27	*5.4%*
FREESE	18	*3.6%*
BOONE	17	*3.4%*
FULTON	6	*1.2%*
HORTON	3	*0.6%*
VALENCIA PARK	3	*0.6%*
CHAVEZ	2	*0.4%*
ENCANTO	1	*0.2%*
GRAND TOTAL:	**500**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending BELL MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BELL	654	*92.6%*
OUTSIDE SDUSD	28	*4.0%*
KNOX	10	*1.4%*
MILLENNIAL TECH	8	*1.1%*
MEMORIAL PREP	3	*0.4%*
MANN	2	*0.3%*
MARSTON	1	*0.1%*
GRAND TOTAL:	**706**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-8th Grade Students Attending BETHUNE K-8 by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BETHUNE	365	*59.1%*
PENN	38	*6.1%*
NYE	31	*5.0%*
BOONE	30	*4.9%*
OUTSIDE SDUSD	30	*4.9%*
ZAMORANO	24	*3.9%*
FULTON	21	*3.4%*
FREESE	13	*2.1%*
PERRY	12	*1.9%*
ENCANTO	9	*1.5%*
PORTER	9	*1.5%*
AUDUBON	8	*1.3%*
PARADISE HILLS	8	*1.3%*
PACIFIC VIEW	5	*0.8%*
VALENCIA PARK	4	*0.6%*
FAY	3	*0.5%*
BIRNEY	2	*0.3%*
CHOLLAS/MEAD	2	*0.3%*
INVALID ADDRESS	2	*0.3%*
BAKER	1	*0.2%*
HANCOCK	1	*0.2%*
GRAND TOTAL:	**618**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending BOONE ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BOONE	343	78.3%
OUTSIDE SDUSD	20	4.6%
ZAMORANO	14	3.2%
PENN	9	2.1%
FREESE	7	1.6%
PACIFIC VIEW	7	1.6%
AUDUBON	6	1.4%
FULTON	5	1.1%
PORTER	5	1.1%
ENCANTO	4	0.9%
BETHUNE	3	0.7%
LOGAN	2	0.5%
PARADISE HILLS	2	0.5%
WEBSTER	2	0.5%
CHEROKEE POINT	1	0.2%
CLAY	1	0.2%
FAY	1	0.2%
HAMILTON	1	0.2%
HANCOCK	1	0.2%
JEFFERSON	1	0.2%
RODRIGUEZ	1	0.2%
SHERMAN	1	0.2%
VALENCIA PARK	1	0.2%
GRAND TOTAL:	**438**	

Resident in other Morse Cluster Schools: 53 (12.1%)

Resident Elsewhere: 42 (9.6%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending FREESE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FREESE	247	*83.7%*
BOONE	15	*5.1%*
AUDUBON	12	*4.1%*
OUTSIDE SDUSD	6	*2.0%*
ENCANTO	4	*1.4%*
FULTON	4	*1.4%*
PENN	2	*0.7%*
CABRILLO	1	*0.3%*
CARSON	1	*0.3%*
CARVER	1	*0.3%*
PERRY	1	*0.3%*
VALENCIA PARK	1	*0.3%*
GRAND TOTAL:	**295**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-8 Students Attending FULTON K-8 SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FULTON	227	68.4%
BOONE	22	6.6%
FREESE	12	3.6%
OUTSIDE SDUSD	12	3.6%
VALENCIA PARK	12	3.6%
ZAMORANO	11	3.3%
AUDUBON	6	1.8%
ENCANTO	6	1.8%
PORTER	6	1.8%
NYE	5	1.5%
PENN	3	0.9%
BETHUNE	2	0.6%
MARSHALL	2	0.6%
PERRY	2	0.6%
BAKER	1	0.3%
INVALID ADDRESS	1	0.3%
OAK PARK	1	0.3%
ROSA PARKS	1	0.3%
GRAND TOTAL:	**332**	

Resident in other Morse Cluster Schools: 58 (17.5%)

Resident Elsewhere: 47 (14.2%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending MORSE HIGH SCHOOL by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MORSE	1498	*86.9%*
LINCOLN	155	*9.0%*
OUTSIDE SDUSD	62	*3.6%*
SAN DIEGO COMPLEX	4	*0.2%*
CRAWFORD	3	*0.2%*
KEARNY COMPLEX	1	*0.1%*
HOOVER	1	*0.1%*
GRAND TOTAL:	**1724**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending PACIFIC VIEW LEADERSHIP ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PACIFIC VIEW	224	85.2%
PARADISE HILLS	10	3.8%
OUTSIDE SDUSD	6	2.3%
PENN	5	1.9%
BOONE	3	1.1%
MARSHALL	3	1.1%
AUDUBON	2	0.8%
CHAVEZ	2	0.8%
PERRY	2	0.8%
ZAMORANO	2	0.8%
CHOLLAS/MEAD	1	0.4%
ENCANTO	1	0.4%
FREESE	1	0.4%
FULTON	1	0.4%
GRAND TOTAL:	**263**	

Resident in other Morse Cluster Schools: 25 (9.5%)

Resident Elsewhere: 14 (5.3%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending PARADISE HILLS ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PARADISE HILLS	235	*78.6%*
OUTSIDE SDUSD	15	*5.0%*
PACIFIC VIEW	15	*5.0%*
PERRY	12	*4.0%*
PENN	9	*3.0%*
NYE	3	*1.0%*
AUDUBON	2	*0.7%*
FREESE	2	*0.7%*
PORTER	2	*0.7%*
BETHUNE	1	*0.3%*
CHAVEZ	1	*0.3%*
ENCANTO	1	*0.3%*
FULTON	1	*0.3%*
GRAND TOTAL:	**299**	

Resident in other Morse Cluster Schools: 42 (14.0%)

Resident Elsewhere: 22 (7.4%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending PENN ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PENN	343	*85.3%*
PACIFIC VIEW	14	*3.5%*
OUTSIDE SDUSD	13	*3.2%*
FREESE	6	*1.5%*
PERRY	5	*1.2%*
PARADISE HILLS	4	*1.0%*
FULTON	3	*0.7%*
ZAMORANO	3	*0.7%*
BETHUNE	2	*0.5%*
ANGIER	1	*0.2%*
AUDUBON	1	*0.2%*
BOONE	1	*0.2%*
DEWEY	1	*0.2%*
FAY	1	*0.2%*
JOHNSON	1	*0.2%*
NYE	1	*0.2%*
OAK PARK	1	*0.2%*
PORTER	1	*0.2%*
GRAND TOTAL:	**402**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending PERRY ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PERRY	289	*75.5%*
OUTSIDE SDUSD	24	*6.3%*
PARADISE HILLS	24	*6.3%*
PENN	9	*2.3%*
FREESE	8	*2.1%*
BETHUNE	6	*1.6%*
PORTER	4	*1.0%*
ZAMORANO	4	*1.0%*
PACIFIC VIEW	3	*0.8%*
VALENCIA PARK	3	*0.8%*
CHAVEZ	2	*0.5%*
EMERSON/BANDINI	2	*0.5%*
JOHNSON	2	*0.5%*
BOONE	1	*0.3%*
HAMILTON	1	*0.3%*
LINDBERGH/SCHWEITZER	1	*0.3%*
GRAND TOTAL:	**383**	

Resident in other Morse Cluster Schools: 55 (14.4%)

Resident Elsewhere: 39 (10.2%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending ZAMORANO ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ZAMORANO	635	*58.9%*
PENN	113	*10.5%*
OUTSIDE SDUSD	100	*9.3%*
BOONE	50	*4.6%*
FREESE	36	*3.3%*
PACIFIC VIEW	23	*2.1%*
BETHUNE	17	*1.6%*
FULTON	16	*1.5%*
PERRY	16	*1.5%*
AUDUBON	14	*1.3%*
NYE	11	*1.0%*
PARADISE HILLS	11	*1.0%*
ENCANTO	7	*0.6%*
VALENCIA PARK	6	*0.6%*
PORTER	4	*0.4%*
BALBOA	2	*0.2%*
CHAVEZ	2	*0.2%*
EMERSON/BANDINI	2	*0.2%*
HORTON	2	*0.2%*
CHOLLAS/MEAD	1	*0.1%*
CLAY-HARDY	1	*0.1%*
FAY	1	*0.1%*
IBARRA	1	*0.1%*
JOHNSON	1	*0.1%*
OAK PARK	1	*0.1%*
RODRIGUEZ	1	*0.1%*
ROLANDO PARK	1	*0.1%*
ROSS	1	*0.1%*
WASHINGTON	1	*0.1%*
WEGEFORTH	1	*0.1%*
GRAND TOTAL:	**1078**	

Point Loma Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-4th Grade Students Attending CABRILLO ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CABRILLO	90	*58.8%*
DEWEY	15	*9.8%*
LOMA PORTAL	9	*5.9%*
OCEAN BEACH	7	*4.6%*
OUTSIDE SDUSD	6	*3.9%*
EMERSON/BANDINI	5	*3.3%*
SILVER GATE	4	*2.6%*
BALBOA	3	*2.0%*
PERKINS	3	*2.0%*
CARSON	2	*1.3%*
CHAVEZ	2	*1.3%*
ANGIER	1	*0.7%*
BURBANK	1	*0.7%*
HAGE	1	*0.7%*
HANCOCK	1	*0.7%*
OAK PARK	1	*0.7%*
PACIFIC VIEW	1	*0.7%*
PORTER	1	*0.7%*
GRAND TOTAL:	**153**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending CORREIA MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CORREIA	637	81.5%
MEMORIAL PREP	41	5.2%
KNOX	18	2.3%
MONTGOMERY	17	2.2%
DANA/CORREIA-ROOSEVELT	12	1.5%
MARSTON	10	1.3%
OUTSIDE SDUSD	9	1.2%
ROOSEVELT	8	1.0%
MILLENNIAL TECH	8	1.0%
BELL	6	0.8%
MANN	4	0.5%
TAFT	4	0.5%
PACIFIC BEACH	3	0.4%
WILSON-LEWIS	2	0.3%
LEWIS	1	0.1%
WILSON	1	0.1%
CHALLENGER	1	0.1%
GRAND TOTAL:	**782**	

Resident in other Correia Middle and Optional Areas: 649 (83.0%)

Resident Elsewhere: 133 (17.0%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

5th-6th Grade Students Attending DANA MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CORREIA	646	*85.3%*
MEMORIAL PREP	32	*4.2%*
KNOX	14	*1.8%*
ROOSEVELT	13	*1.7%*
MONTGOMERY	9	*1.2%*
MARSTON	8	*1.1%*
OUTSIDE SDUSD	8	*1.1%*
INNOVATION	5	*0.7%*
DANA/CORREIA-ROOSEVELT	3	*0.4%*
MILLENNIAL TECH	3	*0.4%*
PACIFIC BEACH	2	*0.3%*
STANDLEY	2	*0.3%*
WILSON-LEWIS	2	*0.3%*
TAFT	2	*0.3%*
BELL	2	*0.3%*
WILSON	2	*0.3%*
MANN	1	*0.1%*
LEWIS	1	*0.1%*
WANGENHEIM	1	*0.1%*
CLARK	1	*0.1%*
GRAND TOTAL:	**757**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-4th Grade Students Attending DEWEY ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
DEWEY	336	*88.4%*
GRANT	8	*2.1%*
LOMA PORTAL	5	*1.3%*
OCEAN BEACH	5	*1.3%*
OUTSIDE SDUSD	3	*0.8%*
BAY PARK	2	*0.5%*
CABRILLO	2	*0.5%*
DAILARD	2	*0.5%*
EDISON	2	*0.5%*
GARFIELD	2	*0.5%*
JUAREZ-FOSTER	2	*0.5%*
KIMBROUGH	2	*0.5%*
PORTER	2	*0.5%*
CARSON	1	*0.3%*
CHEROKEE POINT	1	*0.3%*
HAGE	1	*0.3%*
JOHNSON	1	*0.3%*
LAFAYETTE	1	*0.3%*
NORMAL HEIGHTS	1	*0.3%*
SHERMAN	1	*0.3%*
GRAND TOTAL:	**380**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-4th Grade Students Attending LOMA PORTAL ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LOMA PORTAL	338	*86.2%*
DEWEY	9	*2.3%*
OCEAN BEACH	9	*2.3%*
CABRILLO	5	*1.3%*
CARSON	4	*1.0%*
SILVER GATE	4	*1.0%*
MARVIN	3	*0.8%*
BALBOA	2	*0.5%*
NYE	2	*0.5%*
OUTSIDE SDUSD	2	*0.5%*
TIERRASANTA	2	*0.5%*
ANGIER	1	*0.3%*
BAKER	1	*0.3%*
CARVER	1	*0.3%*
ENCANTO	1	*0.3%*
FAY	1	*0.3%*
FRANKLIN	1	*0.3%*
GRANT	1	*0.3%*
JUAREZ	1	*0.3%*
KIMBROUGH	1	*0.3%*
ROSS	1	*0.3%*
SHERMAN	1	*0.3%*
WASHINGTON	1	*0.3%*
GRAND TOTAL:	**392**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-4th Grade Students Attending OCEAN BEACH ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OCEAN BEACH	347	*84.8%*
LOMA PORTAL	20	*4.9%*
DEWEY	8	*2.0%*
SILVER GATE	6	*1.5%*
CABRILLO	4	*1.0%*
OUTSIDE SDUSD	4	*1.0%*
SUNSET VIEW	4	*1.0%*
JUAREZ-FOSTER	3	*0.7%*
ENCANTO	2	*0.5%*
HOLMES	2	*0.5%*
JONES	2	*0.5%*
CARVER	1	*0.2%*
CROWN POINT	1	*0.2%*
FAY	1	*0.2%*
FIELD	1	*0.2%*
KIMBROUGH	1	*0.2%*
LINDA VISTA	1	*0.2%*
ROWAN	1	*0.2%*
GRAND TOTAL:	**409**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending POINT LOMA HS by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
POINT LOMA	1283	*67.3%*
SAN DIEGO COMPLEX-PT LOMA	193	*10.1%*
SAN DIEGO COMPLEX	192	*10.1%*
LINCOLN	82	*4.3%*
KEARNY COMPLEX	33	*1.7%*
HOOVER	21	*1.1%*
OUTSIDE SDUSD	19	*1.0%*
CLAIREMONT	19	*1.0%*
MORSE	14	*0.7%*
CRAWFORD	12	*0.6%*
HENRY	11	*0.6%*
MADISON	10	*0.5%*
HENRY-KEARNY COMPLEX	5	*0.3%*
MISSION BAY	4	*0.2%*
MIRA MESA	4	*0.2%*
HOOVER-HENRY	3	*0.2%*
SERRA	2	*0.1%*
GRAND TOTAL:	**1907**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-4th Grade Students Attending SILVER GATE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SILVER GATE	276	*54.1%*
OCEAN BEACH	64	*12.5%*
LOMA PORTAL	47	*9.2%*
CABRILLO	34	*6.7%*
DEWEY	10	*2.0%*
BAY PARK	7	*1.4%*
OUTSIDE SDUSD	7	*1.4%*
JONES	6	*1.2%*
SUNSET VIEW	6	*1.2%*
WASHINGTON	6	*1.2%*
EMERSON/BANDINI	4	*0.8%*
PERKINS	4	*0.8%*
CARSON	3	*0.6%*
RODRIGUEZ	3	*0.6%*
ALCOTT	2	*0.4%*
BURBANK	2	*0.4%*
CHEROKEE POINT	2	*0.4%*
GARFIELD	2	*0.4%*
HOLMES	2	*0.4%*
JUAREZ-FOSTER	2	*0.4%*
LOGAN	2	*0.4%*
ROWAN	2	*0.4%*
ANGIER	1	*0.2%*
BIRNEY	1	*0.2%*
CARVER	1	*0.2%*
CHAVEZ	1	*0.2%*
CLAY	1	*0.2%*
FRANKLIN	1	*0.2%*
HAGE	1	*0.2%*
HICKMAN	1	*0.2%*
JEFFERSON	1	*0.2%*
KIMBROUGH	1	*0.2%*
LAFAYETTE	1	*0.2%*
MARVIN	1	*0.2%*
NORMAL HEIGHTS	1	*0.2%*
PERRY	1	*0.2%*
PORTER	1	*0.2%*
SHERMAN	1	*0.2%*
TOLER	1	*0.2%*
GRAND TOTAL:	**510**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-4th Grade Students Attending SUNSET VIEW ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SUNSET VIEW	190	*44.5%*
LOMA PORTAL	72	*16.9%*
SILVER GATE	47	*11.0%*
CABRILLO	34	*8.0%*
OCEAN BEACH	34	*8.0%*
DEWEY	12	*2.8%*
JONES	5	*1.2%*
EMERSON/BANDINI	4	*0.9%*
BAY PARK	3	*0.7%*
WASHINGTON	3	*0.7%*
CARSON	2	*0.5%*
FLORENCE	2	*0.5%*
LOGAN	2	*0.5%*
RODRIGUEZ	2	*0.5%*
SHERMAN	2	*0.5%*
TOLER	2	*0.5%*
BALBOA	1	*0.2%*
CADMAN	1	*0.2%*
CHAVEZ	1	*0.2%*
CHESTERTON	1	*0.2%*
CROWN POINT	1	*0.2%*
CUBBERLEY	1	*0.2%*
ERICSON	1	*0.2%*
GOLDEN HILL	1	*0.2%*
OUTSIDE SDUSD	1	*0.2%*
PACIFIC BEACH	1	*0.2%*
PERKINS	1	*0.2%*
GRAND TOTAL:	**427**	

San Diego Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending BIRNEY ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BIRNEY	346	63.6%
ADAMS	20	3.7%
GARFIELD	19	3.5%
OUTSIDE SDUSD	14	2.6%
JEFFERSON	13	2.4%
HARDY	9	1.7%
FRANKLIN	8	1.5%
FAY	7	1.3%
FLORENCE	7	1.3%
ROWAN	7	1.3%
CENTRAL	6	1.1%
CLAY	6	1.1%
JUAREZ	6	1.1%
WASHINGTON	6	1.1%
CARVER	4	0.7%
EMERSON/BANDINI	4	0.7%
CARSON	3	0.6%
EDISON	3	0.6%
JONES	3	0.6%
MARSHALL	3	0.6%
NORMAL HEIGHTS	3	0.6%
RODRIGUEZ	3	0.6%
WALKER	3	0.6%
CHEROKEE POINT	2	0.4%
CHOLLAS/MEAD	2	0.4%
FOSTER	2	0.4%
GRANT	2	0.4%
HAMILTON	2	0.4%
JUAREZ-FOSTER	2	0.4%
OAK PARK	2	0.4%
PORTER	2	0.4%
ROSA PARKS	2	0.4%
SHERMAN	2	0.4%
WEBSTER	2	0.4%
WHITMAN	2	0.4%
BURBANK	1	0.2%
CABRILLO	1	0.2%
CLAY-HARDY	1	0.2%
ENCANTO	1	0.2%
EUCLID	1	0.2%
FLETCHER	1	0.2%
FREESE	1	0.2%
GOLDEN HILL	1	0.2%
HOLMES	1	0.2%
HORTON	1	0.2%
JOYNER	1	0.2%
LINDA VISTA	1	0.2%
MCKINLEY	1	0.2%
PERRY	1	0.2%

Resident in other San Diego Cluster Elementary Schools: 59 (7.3%)

Resident Elsewhere: 139 (25.5%)

Resident School	Total	% of Grand Total
ROLANDO PARK	1	*0.2%*
SEQUOIA	1	*0.2%*
WEGEFORTH	1	*0.2%*
GRAND TOTAL:	**544**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending BURBANK ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BURBANK	314	*76.6%*
LOGAN	29	*7.1%*
PERKINS	26	*6.3%*
RODRIGUEZ	7	*1.7%*
OUTSIDE SDUSD	6	*1.5%*
PORTER	6	*1.5%*
SHERMAN	5	*1.2%*
EMERSON/BANDINI	4	*1.0%*
KIMBROUGH	4	*1.0%*
BAKER	2	*0.5%*
BALBOA	1	*0.2%*
CENTRAL	1	*0.2%*
CHAVEZ	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
FAY	1	*0.2%*
FREESE	1	*0.2%*
GRANT	1	*0.2%*
GRAND TOTAL:	**410**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-8th Grade Students Attending EMERSON/BANDINI by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
EMERSON/BANDINI	409	*96.2%*
RODRIGUEZ	5	*1.2%*
WASHINGTON	4	*0.9%*
CHAVEZ	2	*0.5%*
OUTSIDE SDUSD	2	*0.5%*
PORTER	2	*0.5%*
PARADISE HILLS	1	*0.2%*
GRAND TOTAL:	**425**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending FLORENCE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FLORENCE	68	*28.8%*
OUTSIDE SDUSD	37	*15.7%*
JEFFERSON	15	*6.4%*
BIRNEY	8	*3.4%*
GRANT	8	*3.4%*
SHERMAN	7	*3.0%*
CARSON	6	*2.5%*
RODRIGUEZ	6	*2.5%*
GARFIELD	5	*2.1%*
WASHINGTON	5	*2.1%*
ENCANTO	4	*1.7%*
JONES	4	*1.7%*
MCKINLEY	4	*1.7%*
EMERSON/BANDINI	3	*1.3%*
HARDY	3	*1.3%*
JOYNER	3	*1.3%*
MARSHALL	3	*1.3%*
TOLER	3	*1.3%*
VALENCIA PARK	3	*1.3%*
ADAMS	2	*0.8%*
CHEROKEE POINT	2	*0.8%*
DEWEY	2	*0.8%*
EUCLID	2	*0.8%*
FAY	2	*0.8%*
FRANKLIN	2	*0.8%*
GOLDEN HILL	2	*0.8%*
HAMILTON	2	*0.8%*
HORTON	2	*0.8%*
LAFAYETTE	2	*0.8%*
PORTER	2	*0.8%*
BAKER	1	*0.4%*
BURBANK	1	*0.4%*
CARVER	1	*0.4%*
CHAVEZ	1	*0.4%*
CHOLLAS/MEAD	1	*0.4%*
CLAY	1	*0.4%*
CUBBERLEY	1	*0.4%*
EDISON	1	*0.4%*
FOSTER	1	*0.4%*
HOLMES	1	*0.4%*
IBARRA	1	*0.4%*
JOHNSON	1	*0.4%*
JUAREZ	1	*0.4%*
KIMBROUGH	1	*0.4%*
LINDA VISTA	1	*0.4%*
LOGAN	1	*0.4%*
PERKINS	1	*0.4%*
ROSA PARKS	1	*0.4%*
WEGEFORTH	1	*0.4%*

Resident School	Total	% of Grand Total
GRAND TOTAL:	**236**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending GARFIELD ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
GARFIELD	152	*67.0%*
BIRNEY	16	*7.0%*
HAMILTON	6	*2.6%*
OUTSIDE SDUSD	6	*2.6%*
EDISON	5	*2.2%*
ADAMS	4	*1.8%*
CENTRAL	4	*1.8%*
CHEROKEE POINT	4	*1.8%*
EUCLID	3	*1.3%*
JEFFERSON	3	*1.3%*
KIMBROUGH	3	*1.3%*
FAY	2	*0.9%*
JOYNER	2	*0.9%*
NORMAL HEIGHTS	2	*0.9%*
ROSA PARKS	2	*0.9%*
WASHINGTON	2	*0.9%*
WEBSTER	2	*0.9%*
CLAY	1	*0.4%*
HARDY	1	*0.4%*
HORTON	1	*0.4%*
IBARRA	1	*0.4%*
MARSHALL	1	*0.4%*
OAK PARK	1	*0.4%*
PENN	1	*0.4%*
SEQUOIA	1	*0.4%*
VALENCIA PARK	1	*0.4%*
GRAND TOTAL:	**227**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-8th Grade Students Attending GOLDEN HILL K-8 by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
GOLDEN HILL	214	*53.1%*
KIMBROUGH	23	*5.7%*
CHOLLAS/MEAD	19	*4.7%*
SHERMAN	18	*4.5%*
PORTER	13	*3.2%*
OUTSIDE SDUSD	12	*3.0%*
RODRIGUEZ	9	*2.2%*
EMERSON/BANDINI	7	*1.7%*
JOHNSON	7	*1.7%*
WEBSTER	6	*1.5%*
HAMILTON	5	*1.2%*
ROWAN	5	*1.2%*
WASHINGTON	4	*1.0%*
BAKER	3	*0.7%*
BIRNEY	3	*0.7%*
BOONE	3	*0.7%*
CARVER	3	*0.7%*
ENCANTO	3	*0.7%*
GRANT	3	*0.7%*
HORTON	3	*0.7%*
PERKINS	3	*0.7%*
ROSA PARKS	3	*0.7%*
WEGEFORTH	3	*0.7%*
ZAMORANO	3	*0.7%*
BALBOA	2	*0.5%*
BURBANK	2	*0.5%*
EDISON	2	*0.5%*
JOYNER	2	*0.5%*
LOGAN	2	*0.5%*
MCKINLEY	2	*0.5%*
NORMAL HEIGHTS	2	*0.5%*
ROLANDO PARK	2	*0.5%*
VALENCIA PARK	2	*0.5%*
ADAMS	1	*0.2%*
CARSON	1	*0.2%*
CENTRAL	1	*0.2%*
CLAY	1	*0.2%*
CUBBERLEY	1	*0.2%*
FRANKLIN	1	*0.2%*
FULTON	1	*0.2%*
IBARRA	1	*0.2%*
MARSHALL	1	*0.2%*
OAK PARK	1	*0.2%*
GRAND TOTAL:	**403**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-8th Grade Students Attending GRANT K-8 by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
GRANT	527	*72.8%*
FLORENCE	31	*4.3%*
BIRNEY	13	*1.8%*
JEFFERSON	13	*1.8%*
WASHINGTON	12	*1.7%*
GOLDEN HILL	7	*1.0%*
OUTSIDE SDUSD	7	*1.0%*
SHERMAN	7	*1.0%*
FRANKLIN	6	*0.8%*
JUAREZ	6	*0.8%*
PERKINS	6	*0.8%*
JONES	5	*0.7%*
ADAMS	4	*0.6%*
CARSON	4	*0.6%*
CENTRAL	4	*0.6%*
GARFIELD	4	*0.6%*
LOMA PORTAL	4	*0.6%*
MCKINLEY	4	*0.6%*
RODRIGUEZ	4	*0.6%*
SUNSET VIEW	4	*0.6%*
ZAMORANO	4	*0.6%*
BAKER	3	*0.4%*
FLETCHER	3	*0.4%*
HAMILTON	3	*0.4%*
KIMBROUGH	3	*0.4%*
PORTER	3	*0.4%*
BALBOA	2	*0.3%*
BAY PARK	2	*0.3%*
BETHUNE	2	*0.3%*
CARVER	2	*0.3%*
CHOLLAS/MEAD	2	*0.3%*
JOYNER	2	*0.3%*
TIERRASANTA	2	*0.3%*
ALCOTT	1	*0.1%*
BURBANK	1	*0.1%*
CABRILLO	1	*0.1%*
CHAVEZ	1	*0.1%*
CLAY	1	*0.1%*
EDISON	1	*0.1%*
EMERSON/BANDINI	1	*0.1%*
ENCANTO	1	*0.1%*
FAY	1	*0.1%*
HEARST	1	*0.1%*
HORTON	1	*0.1%*
JONAS SALK	1	*0.1%*
OCEAN BEACH	1	*0.1%*
PENN	1	*0.1%*
ROSA PARKS	1	*0.1%*
ROWAN	1	*0.1%*

Resident School	Total	% of Grand Total
SILVER GATE	1	*0.1%*
TOLER	1	*0.1%*
VALENCIA PARK	1	*0.1%*
GRAND TOTAL:	**724**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending JEFFERSON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
JEFFERSON	208	*49.5%*
GARFIELD	28	*6.7%*
EDISON	24	*5.7%*
BIRNEY	19	*4.5%*
CHEROKEE POINT	16	*3.8%*
OUTSIDE SDUSD	14	*3.3%*
ADAMS	8	*1.9%*
HAMILTON	8	*1.9%*
NORMAL HEIGHTS	8	*1.9%*
CENTRAL	5	*1.2%*
ENCANTO	5	*1.2%*
MCKINLEY	5	*1.2%*
CLAY	4	*1.0%*
FAY	4	*1.0%*
MARSHALL	4	*1.0%*
ROSA PARKS	4	*1.0%*
ROWAN	4	*1.0%*
WEBSTER	4	*1.0%*
CARVER	3	*0.7%*
CLAY-HARDY	3	*0.7%*
FOSTER	3	*0.7%*
GOLDEN HILL	3	*0.7%*
DEWEY	2	*0.5%*
HEARST	2	*0.5%*
JOYNER	2	*0.5%*
MARVIN	2	*0.5%*
RODRIGUEZ	2	*0.5%*
ROLANDO PARK	2	*0.5%*
VISTA GRANDE	2	*0.5%*
ALCOTT	1	*0.2%*
BOONE	1	*0.2%*
BURBANK	1	*0.2%*
CARSON	1	*0.2%*
CHAVEZ	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
CUBBERLEY	1	*0.2%*
FRANKLIN	1	*0.2%*
FREESE	1	*0.2%*
GAGE	1	*0.2%*
HANCOCK	1	*0.2%*
JONES	1	*0.2%*
JUAREZ-FOSTER	1	*0.2%*
KIMBROUGH	1	*0.2%*
LAFAYETTE	1	*0.2%*
NYE	1	*0.2%*
OAK PARK	1	*0.2%*
PACIFIC VIEW	1	*0.2%*
PORTER	1	*0.2%*
TIERRASANTA	1	*0.2%*

Resident School	Total	% of Grand Total
WASHINGTON	1	*0.2%*
WEGEFORTH	1	*0.2%*
GRAND TOTAL:	**420**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending KIMBROUGH ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
KIMBROUGH	240	*67.4%*
RODRIGUEZ	26	*7.3%*
SHERMAN	24	*6.7%*
LOGAN	10	*2.8%*
OUTSIDE SDUSD	8	*2.2%*
CHOLLAS/MEAD	7	*2.0%*
EMERSON/BANDINI	7	*2.0%*
BURBANK	6	*1.7%*
HORTON	5	*1.4%*
HAMILTON	4	*1.1%*
HARDY	2	*0.6%*
WASHINGTON	2	*0.6%*
ADAMS	1	*0.3%*
BAKER	1	*0.3%*
BALBOA	1	*0.3%*
BOONE	1	*0.3%*
CHAVEZ	1	*0.3%*
DEWEY	1	*0.3%*
EDISON	1	*0.3%*
INVALID ADDRESS	1	*0.3%*
NYE	1	*0.3%*
PERKINS	1	*0.3%*
PERRY	1	*0.3%*
PORTER	1	*0.3%*
ROLANDO PARK	1	*0.3%*
ROWAN	1	*0.3%*
ZAMORANO	1	*0.3%*
GRAND TOTAL:	**356**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-8th Grade Students Attending LOGAN K-8 by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LOGAN	294	*67.3%*
RODRIGUEZ	56	*12.8%*
BURBANK	33	*7.6%*
EMERSON/BANDINI	11	*2.5%*
CHOLLAS/MEAD	10	*2.3%*
KIMBROUGH	8	*1.8%*
BAKER	4	*0.9%*
PORTER	4	*0.9%*
PERKINS	3	*0.7%*
CHAVEZ	2	*0.5%*
HORTON	2	*0.5%*
VALENCIA PARK	2	*0.5%*
WEBSTER	2	*0.5%*
ENCANTO	1	*0.2%*
HAMILTON	1	*0.2%*
JOHNSON	1	*0.2%*
OUTSIDE SDUSD	1	*0.2%*
PARADISE HILLS	1	*0.2%*
SHERMAN	1	*0.2%*
GRAND TOTAL:	**437**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending MCKINLEY ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MCKINLEY	443	*79.8%*
GOLDEN HILL	18	*3.2%*
OUTSIDE SDUSD	10	*1.8%*
JEFFERSON	9	*1.6%*
GARFIELD	7	*1.3%*
CHOLLAS/MEAD	6	*1.1%*
KIMBROUGH	6	*1.1%*
ROWAN	6	*1.1%*
CHEROKEE POINT	5	*0.9%*
ADAMS	4	*0.7%*
BIRNEY	4	*0.7%*
RODRIGUEZ	4	*0.7%*
FRANKLIN	3	*0.5%*
HAMILTON	3	*0.5%*
MARVIN	3	*0.5%*
NORMAL HEIGHTS	3	*0.5%*
PORTER	3	*0.5%*
EDISON	2	*0.4%*
HORTON	2	*0.4%*
LOGAN	2	*0.4%*
ROSA PARKS	2	*0.4%*
WEGEFORTH	2	*0.4%*
AUDUBON	1	*0.2%*
CARSON	1	*0.2%*
CARVER	1	*0.2%*
FOSTER	1	*0.2%*
JUAREZ	1	*0.2%*
PACIFIC VIEW	1	*0.2%*
SEQUOIA	1	*0.2%*
WEBSTER	1	*0.2%*
GRAND TOTAL:	**555**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending MEMORIAL PREP MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MEMORIAL PREP	400	*96.4%*
KNOX	11	*2.7%*
LEWIS	2	*0.5%*
ROOSEVELT	1	*0.2%*
OUTSIDE SDUSD	1	*0.2%*
GRAND TOTAL:	**415**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending PERKINS K-8 by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MEMORIAL PREP	117	*73.6%*
MILLENNIAL TECH	11	*6.9%*
ROOSEVELT	10	*6.3%*
KNOX	8	*5.0%*
OUTSIDE SDUSD	7	*4.4%*
WILSON	3	*1.9%*
BELL	3	*1.9%*
GRAND TOTAL:	**159**	

Resident in other San Diego Cluster Elementary Schools: 127 (79.9%)

Resident Elsewhere: 32 (20.1%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5 plus ECSE Students Attending PERKINS K-8 by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PERKINS	203	62.8%
OUTSIDE SDUSD	17	5.3%
RODRIGUEZ	15	4.6%
BURBANK	11	3.4%
SHERMAN	10	3.1%
LOGAN	9	2.8%
BAKER	7	2.2%
EMERSON/BANDINI	7	2.2%
GRANT	5	1.5%
PORTER	5	1.5%
BALBOA	4	1.2%
HORTON	3	0.9%
NYE	3	0.9%
VALENCIA PARK	3	0.9%
WASHINGTON	3	0.9%
CHOLLAS/MEAD	2	0.6%
ENCANTO	2	0.6%
GOLDEN HILL	2	0.6%
HAMILTON	2	0.6%
JEFFERSON	2	0.6%
CENTRAL	1	0.3%
CHAVEZ	1	0.3%
CHEROKEE POINT	1	0.3%
FREESE	1	0.3%
GARFIELD	1	0.3%
PACIFIC VIEW	1	0.3%
ROLANDO PARK	1	0.3%
VISTA GRANDE	1	0.3%
GRAND TOTAL:	**323**	

Resident in other San Diego Cluster Elementary Schools: 65 (20.1%)

Resident Elsewhere: 55 (17.0%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-8th Grade Students Attending PERKINS K-8 by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
PERKINS	293	*64.0%*
OUTSIDE SDUSD	24	*5.2%*
BURBANK	21	*4.6%*
SHERMAN	15	*3.3%*
LOGAN	14	*3.1%*
RODRIGUEZ	12	*2.6%*
BALBOA	7	*1.5%*
CHOLLAS/MEAD	7	*1.5%*
EMERSON/BANDINI	7	*1.5%*
BAKER	6	*1.3%*
ENCANTO	6	*1.3%*
PORTER	6	*1.3%*
HORTON	5	*1.1%*
WASHINGTON	5	*1.1%*
CHAVEZ	4	*0.9%*
VALENCIA PARK	4	*0.9%*
CHEROKEE POINT	3	*0.7%*
GRANT	3	*0.7%*
NYE	3	*0.7%*
CENTRAL	2	*0.4%*
FREESE	2	*0.4%*
GOLDEN HILL	2	*0.4%*
HAMILTON	2	*0.4%*
FULTON	1	*0.2%*
JEFFERSON	1	*0.2%*
PACIFIC VIEW	1	*0.2%*
PENN	1	*0.2%*
ROLANDO PARK	1	*0.2%*
GRAND TOTAL:	**458**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending RODRIGUEZ by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
RODRIGUEZ	422	*93.0%*
EMERSON/BANDINI	9	*2.0%*
LOGAN	9	*2.0%*
PORTER	4	*0.9%*
CHAVEZ	3	*0.7%*
BAKER	2	*0.4%*
PARADISE HILLS	2	*0.4%*
BALBOA	1	*0.2%*
HORTON	1	*0.2%*
KIMBROUGH	1	*0.2%*
GRAND TOTAL:	**454**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending ROOSEVELT MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ROOSEVELT	668	66.7%
WILSON	61	6.1%
MEMORIAL PREP	47	4.7%
CLARK	40	4.0%
OUTSIDE SDUSD	37	3.7%
MANN	36	3.6%
KNOX	28	2.8%
MILLENNIAL TECH	20	2.0%
BELL	16	1.6%
TAFT	12	1.2%
DANA/CORREIA-ROOSEVELT	8	0.8%
LEWIS	7	0.7%
MONTGOMERY	7	0.7%
INNOVATION	4	0.4%
CORREIA	4	0.4%
WILSON-LEWIS	2	0.2%
FARB-DEPORTOLA	2	0.2%
INVALID ADDRESS	1	0.1%
STANDLEY	1	0.1%
MARSTON	1	0.1%
GRAND TOTAL:	**1002**	

Resident in other San Diego Cluster Middle Schools: 47 (4.7%)

Resident Elsewhere: 279 (28.0%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending SAN DIEGO HIGH COMPLEX by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SAN DIEGO COMPLEX	1840	71.8%
LINCOLN	167	6.5%
HOOVER	127	5.0%
OUTSIDE SDUSD	89	3.5%
CRAWFORD	87	3.4%
MORSE	48	1.9%
KEARNY COMPLEX	43	1.7%
SAN DIEGO COMPLEX-PT LOMA	31	1.2%
HENRY	28	1.1%
CLAIREMONT	27	1.1%
HOOVER-HENRY	20	0.8%
MADISON	14	0.5%
POINT LOMA	11	0.4%
MIRA MESA	10	0.4%
SERRA	9	0.4%
MISSION BAY	4	0.2%
HENRY-KEARNY COMPLEX	4	0.2%
UNIVERSITY CITY	2	0.1%
LA JOLLA	1	0.0%
INVALID ADDRESS	1	0.0%
SCRIPPS RANCH	1	0.0%
GRAND TOTAL:	**2564**	

Resident in Point Loma or Point Loma-San Diego Complex Optional Area: 1,871 (73.0%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending SHERMAN ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SHERMAN	430	*67.3%*
KIMBROUGH	28	*4.4%*
RODRIGUEZ	27	*4.2%*
BURBANK	26	*4.1%*
OUTSIDE SDUSD	22	*3.4%*
PERKINS	18	*2.8%*
EMERSON/BANDINI	13	*2.0%*
LOGAN	9	*1.4%*
CHOLLAS/MEAD	7	*1.1%*
PORTER	6	*0.9%*
ENCANTO	5	*0.8%*
GOLDEN HILL	5	*0.8%*
BALBOA	4	*0.6%*
HORTON	4	*0.6%*
JEFFERSON	4	*0.6%*
ROLANDO PARK	4	*0.6%*
WASHINGTON	4	*0.6%*
AUDUBON	3	*0.5%*
FAY	3	*0.5%*
SILVER GATE	3	*0.5%*
BAKER	2	*0.3%*
HAMILTON	2	*0.3%*
MARSHALL	2	*0.3%*
CENTRAL	1	*0.2%*
CHAVEZ	1	*0.2%*
HOLMES	1	*0.2%*
JOHNSON	1	*0.2%*
LOMA PORTAL	1	*0.2%*
ROWAN	1	*0.2%*
SEQUOIA	1	*0.2%*
WEBSTER	1	*0.2%*
GRAND TOTAL:	**639**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending WASHINGTON ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
WASHINGTON	146	*44.1%*
OUTSIDE SDUSD	34	*10.3%*
SHERMAN	19	*5.7%*
PORTER	12	*3.6%*
PERKINS	11	*3.3%*
GRANT	9	*2.7%*
HORTON	7	*2.1%*
RODRIGUEZ	7	*2.1%*
BAKER	5	*1.5%*
BALBOA	5	*1.5%*
BURBANK	5	*1.5%*
CHAVEZ	5	*1.5%*
EMERSON/BANDINI	5	*1.5%*
CHEROKEE POINT	4	*1.2%*
CHOLLAS/MEAD	4	*1.2%*
GOLDEN HILL	4	*1.2%*
KIMBROUGH	4	*1.2%*
LOGAN	4	*1.2%*
ROSS	4	*1.2%*
CLAY	3	*0.9%*
FLORENCE	3	*0.9%*
VISTA GRANDE	3	*0.9%*
BIRNEY	2	*0.6%*
JOHNSON	2	*0.6%*
JONES	2	*0.6%*
LAFAYETTE	2	*0.6%*
WEBSTER	2	*0.6%*
ADAMS	1	*0.3%*
ALCOTT	1	*0.3%*
AUDUBON	1	*0.3%*
CARSON	1	*0.3%*
CARVER	1	*0.3%*
CENTRAL	1	*0.3%*
FULTON	1	*0.3%*
GARFIELD	1	*0.3%*
HAWTHORNE	1	*0.3%*
JOYNER	1	*0.3%*
NORMAL HEIGHTS	1	*0.3%*
OCEAN BEACH	1	*0.3%*
PERRY	1	*0.3%*
ROLANDO PARK	1	*0.3%*
ROWAN	1	*0.3%*
SESSIONS	1	*0.3%*
VALENCIA PARK	1	*0.3%*
ZAMORANO	1	*0.3%*
GRAND TOTAL:	**331**	

Scripps Ranch Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending DINGEMAN ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
DINGEMAN	573	*76.2%*
MIRAMAR RANCH	49	*6.5%*
HAGE	33	*4.4%*
E. B. SCRIPPS	29	*3.9%*
ERICSON	16	*2.1%*
HICKMAN	11	*1.5%*
JERABEK	10	*1.3%*
OUTSIDE SDUSD	9	*1.2%*
MASON	8	*1.1%*
WALKER	4	*0.5%*
JONAS SALK	3	*0.4%*
SANDBURG	3	*0.4%*
HANCOCK	1	*0.1%*
HOLMES	1	*0.1%*
INVALID ADDRESS	1	*0.1%*
JEFFERSON	1	*0.1%*
GRAND TOTAL:	**752**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending E. B. SCRIPPS ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
E. B. SCRIPPS	388	*52.4%*
MIRAMAR RANCH	110	*14.9%*
HAGE	55	*7.4%*
JERABEK	47	*6.4%*
OUTSIDE SDUSD	30	*4.1%*
DINGEMAN	26	*3.5%*
ERICSON	17	*2.3%*
SANDBURG	12	*1.6%*
HICKMAN	11	*1.5%*
MASON	11	*1.5%*
WALKER	11	*1.5%*
CUBBERLEY	7	*0.9%*
JONAS SALK	4	*0.5%*
JUAREZ	3	*0.4%*
GAGE	2	*0.3%*
PORTER	2	*0.3%*
ADAMS	1	*0.1%*
LINDA VISTA	1	*0.1%*
SPRECKELS	1	*0.1%*
WEGEFORTH	1	*0.1%*
GRAND TOTAL:	**740**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending JERABEK ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
JERABEK	548	*83.4%*
MIRAMAR RANCH	44	*6.7%*
OUTSIDE SDUSD	18	*2.7%*
HAGE	12	*1.8%*
MASON	10	*1.5%*
ERICSON	6	*0.9%*
DINGEMAN	5	*0.8%*
WALKER	5	*0.8%*
E. B. SCRIPPS	4	*0.6%*
ANGIER	1	*0.2%*
CARVER	1	*0.2%*
JONAS SALK	1	*0.2%*
JOYNER	1	*0.2%*
TIERRASANTA	1	*0.2%*
GRAND TOTAL:	**657**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending MARSHALL MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MARSHALL	1278	*85.8%*
WANGENHEIM	106	*7.1%*
OUTSIDE SDUSD	30	*2.0%*
CHALLENGER	29	*1.9%*
MONTGOMERY	11	*0.7%*
WILSON	9	*0.6%*
FARB-DEPORTOLA	4	*0.3%*
MANN	4	*0.3%*
TAFT	4	*0.3%*
KNOX	3	*0.2%*
STANDLEY	2	*0.1%*
MARSTON	2	*0.1%*
MEMORIAL PREP	1	*0.1%*
PERSHING	1	*0.1%*
ROOSEVELT	1	*0.1%*
BELL	1	*0.1%*
LEWIS	1	*0.1%*
INNOVATION	1	*0.1%*
CORREIA	1	*0.1%*
CLARK	1	*0.1%*
GRAND TOTAL:	**1490**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending MIRAMAR RANCH ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MIRAMAR RANCH	513	*72.9%*
JERABEK	37	*5.3%*
MASON	33	*4.7%*
WALKER	28	*4.0%*
HAGE	23	*3.3%*
ERICSON	9	*1.3%*
HICKMAN	9	*1.3%*
OUTSIDE SDUSD	9	*1.3%*
SANDBURG	9	*1.3%*
E. B. SCRIPPS	6	*0.9%*
MILLER	6	*0.9%*
DINGEMAN	4	*0.6%*
JONAS SALK	3	*0.4%*
ADAMS	2	*0.3%*
CARVER	2	*0.3%*
CURIE	2	*0.3%*
JONES	2	*0.3%*
CUBBERLEY	1	*0.1%*
HOLMES	1	*0.1%*
JUAREZ	1	*0.1%*
LOMA PORTAL	1	*0.1%*
ROWAN	1	*0.1%*
TIERRASANTA	1	*0.1%*
WEGEFORTH	1	*0.1%*
GRAND TOTAL:	**704**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending SCRIPPS RANCH HS by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SCRIPPS RANCH	1694	*77.6%*
MIRA MESA	283	*13.0%*
HOOVER	48	*2.2%*
KEARNY COMPLEX	48	*2.2%*
CRAWFORD	29	*1.3%*
OUTSIDE SDUSD	28	*1.3%*
LINCOLN	16	*0.7%*
SERRA	11	*0.5%*
SAN DIEGO COMPLEX	9	*0.4%*
MORSE	7	*0.3%*
CLAIREMONT	2	*0.1%*
MISSION BAY	2	*0.1%*
MADISON	2	*0.1%*
HOOVER-HENRY	1	*0.0%*
UNIVERSITY CITY	1	*0.0%*
HENRY	1	*0.0%*
SAN DIEGO COMPLEX-PT LOMA	1	*0.0%*
GRAND TOTAL:	**2183**	

Serra Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending DEPORTOLA MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FARB-DEPORTOLA	647	*71.6%*
TAFT	56	*6.2%*
WILSON	48	*5.3%*
CLARK	39	*4.3%*
MANN	30	*3.3%*
OUTSIDE SDUSD	25	*2.8%*
MONTGOMERY	18	*2.0%*
BELL	6	*0.7%*
CHALLENGER	5	*0.6%*
LEWIS-TAFT	5	*0.6%*
ROOSEVELT	4	*0.4%*
MILLENNIAL TECH	4	*0.4%*
KNOX	4	*0.4%*
INNOVATION	3	*0.3%*
MEMORIAL PREP	2	*0.2%*
MARSHALL	2	*0.2%*
WILSON-LEWIS	2	*0.2%*
LEWIS	1	*0.1%*
PACIFIC BEACH	1	*0.1%*
PERSHING	1	*0.1%*
MARSTON	1	*0.1%*
GRAND TOTAL:	**904**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending FARB MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FARB-DEPORTOLA	345	*72.2%*
WILSON	52	*10.9%*
CLARK	30	*6.3%*
MANN	11	*2.3%*
TAFT	9	*1.9%*
OUTSIDE SDUSD	9	*1.9%*
MONTGOMERY	6	*1.3%*
WILSON-LEWIS	5	*1.0%*
PERSHING	4	*0.8%*
WANGENHEIM	2	*0.4%*
ROOSEVELT	2	*0.4%*
INNOVATION	2	*0.4%*
CORREIA	1	*0.2%*
GRAND TOTAL:	**478**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending HANCOCK ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HANCOCK	590	*96.7%*
MILLER	5	*0.8%*
OUTSIDE SDUSD	4	*0.7%*
ANGIER	1	*0.2%*
CLAY	1	*0.2%*
CUBBERLEY	1	*0.2%*
DEWEY	1	*0.2%*
FAY	1	*0.2%*
FRANKLIN	1	*0.2%*
GAGE	1	*0.2%*
JUAREZ-FOSTER	1	*0.2%*
MARSHALL	1	*0.2%*
TIERRASANTA	1	*0.2%*
WEGEFORTH	1	*0.2%*
GRAND TOTAL:	**610**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending KUMEYAAY ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
KUMEYAAY	296	*69.2%*
TIERRASANTA	51	*11.9%*
MILLER	13	*3.0%*
HANCOCK	12	*2.8%*
VISTA GRANDE	12	*2.8%*
OUTSIDE SDUSD	8	*1.9%*
WEGEFORTH	7	*1.6%*
CUBBERLEY	6	*1.4%*
DAILARD	2	*0.5%*
FRANKLIN	2	*0.5%*
GARFIELD	2	*0.5%*
JUAREZ	2	*0.5%*
ROSS	2	*0.5%*
CARSON	1	*0.2%*
CHESTERTON	1	*0.2%*
EDISON	1	*0.2%*
EUCLID	1	*0.2%*
FAY	1	*0.2%*
FOSTER	1	*0.2%*
JONAS SALK	1	*0.2%*
JUAREZ-FOSTER	1	*0.2%*
LINDA VISTA	1	*0.2%*
MASON	1	*0.2%*
OAK PARK	1	*0.2%*
ROWAN	1	*0.2%*
SANDBURG	1	*0.2%*
GRAND TOTAL:	**428**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending MILLER ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MILLER	677	*92.7%*
HANCOCK	18	*2.5%*
OUTSIDE SDUSD	7	*1.0%*
KUMEYAAY	4	*0.5%*
TIERRASANTA	4	*0.5%*
MASON	3	*0.4%*
PORTER	3	*0.4%*
CARSON	2	*0.3%*
CUBBERLEY	2	*0.3%*
FAY	2	*0.3%*
WEGEFORTH	2	*0.3%*
CARVER	1	*0.1%*
EUCLID	1	*0.1%*
FLETCHER	1	*0.1%*
FRANKLIN	1	*0.1%*
INVALID ADDRESS	1	*0.1%*
JUAREZ-FOSTER	1	*0.1%*
GRAND TOTAL:	**730**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending SERRA HIGH SCHOOL by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SERRA	875	59.5%
HOOVER	273	18.6%
KEARNY COMPLEX	96	6.5%
CRAWFORD	74	5.0%
OUTSIDE SDUSD	36	2.4%
LINCOLN	25	1.7%
MORSE	21	1.4%
MIRA MESA	18	1.2%
SAN DIEGO COMPLEX	15	1.0%
HOOVER-HENRY	13	0.9%
MADISON	9	0.6%
SCRIPPS RANCH	6	0.4%
HENRY	5	0.3%
HENRY-KEARNY COMPLEX	3	0.2%
MISSION BAY	1	0.1%
CLAIREMONT	1	0.1%
GRAND TOTAL:	**1471**	

Resident Outside of Serra HS Boundary: 596 (40.5%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending TIERRASANTA ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
TIERRASANTA	406	*78.8%*
VISTA GRANDE	12	*2.3%*
MILLER	11	*2.1%*
OUTSIDE SDUSD	9	*1.7%*
FAY	7	*1.4%*
HAMILTON	7	*1.4%*
EUCLID	6	*1.2%*
JOYNER	6	*1.2%*
KUMEYAAY	6	*1.2%*
WEGEFORTH	6	*1.2%*
HANCOCK	5	*1.0%*
IBARRA	5	*1.0%*
CHEROKEE POINT	3	*0.6%*
CUBBERLEY	3	*0.6%*
ENCANTO	3	*0.6%*
HORTON	3	*0.6%*
MASON	2	*0.4%*
ROLANDO PARK	2	*0.4%*
BETHUNE	1	*0.2%*
CARVER	1	*0.2%*
CENTRAL	1	*0.2%*
CLAY	1	*0.2%*
FOSTER	1	*0.2%*
GAGE	1	*0.2%*
GREEN	1	*0.2%*
JONES	1	*0.2%*
JUAREZ	1	*0.2%*
OAK PARK	1	*0.2%*
RODRIGUEZ	1	*0.2%*
ROSA PARKS	1	*0.2%*
ZAMORANO	1	*0.2%*
GRAND TOTAL:	**515**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending VISTA GRANDE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
VISTA GRANDE	147	*38.0%*
MILLER	46	*11.9%*
HANCOCK	39	*10.1%*
TIERRASANTA	35	*9.0%*
OUTSIDE SDUSD	24	*6.2%*
WEGEFORTH	16	*4.1%*
KUMEYAAY	10	*2.6%*
CUBBERLEY	7	*1.8%*
JOYNER	5	*1.3%*
JUAREZ	5	*1.3%*
JUAREZ-FOSTER	5	*1.3%*
JONES	4	*1.0%*
CLAY	3	*0.8%*
FOSTER	3	*0.8%*
HAMILTON	3	*0.8%*
IBARRA	3	*0.8%*
ANGIER	2	*0.5%*
CARSON	2	*0.5%*
CENTRAL	2	*0.5%*
CHEROKEE POINT	2	*0.5%*
ENCANTO	2	*0.5%*
FRANKLIN	2	*0.5%*
HAGE	2	*0.5%*
LINDA VISTA	2	*0.5%*
PORTER	2	*0.5%*
ROSA PARKS	2	*0.5%*
ADAMS	1	*0.3%*
CARVER	1	*0.3%*
EMERSON/BANDINI	1	*0.3%*
FAY	1	*0.3%*
GREEN	1	*0.3%*
JEFFERSON	1	*0.3%*
LINDBERGH/SCHWEITZER	1	*0.3%*
MARVIN	1	*0.3%*
NORMAL HEIGHTS	1	*0.3%*
OAK PARK	1	*0.3%*
WALKER	1	*0.3%*
ZAMORANO	1	*0.3%*
GRAND TOTAL:	**387**	

University City Cluster

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending CURIE ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CURIE	362	*62.0%*
SPRECKELS	84	*14.4%*
DOYLE	34	*5.8%*
HAWTHORNE	15	*2.6%*
WHITMAN	15	*2.6%*
ALCOTT	12	*2.1%*
FIELD	10	*1.7%*
CADMAN	8	*1.4%*
PORTER	6	*1.0%*
HICKMAN	4	*0.7%*
MIRAMAR RANCH	4	*0.7%*
ROSS	4	*0.7%*
SEQUOIA	4	*0.7%*
HAMILTON	3	*0.5%*
LINDBERGH/SCHWEITZER	3	*0.5%*
BIRD ROCK	2	*0.3%*
HOLMES	2	*0.3%*
SANDBURG	2	*0.3%*
TORREY PINES	2	*0.3%*
WEGEFORTH	2	*0.3%*
CARSON	1	*0.2%*
JEFFERSON	1	*0.2%*
JONAS SALK	1	*0.2%*
JONES	1	*0.2%*
RODRIGUEZ	1	*0.2%*
TOLER	1	*0.2%*
GRAND TOTAL:	**584**	

Resident in Other University City Cluster Elementary: 118 (20.2%)

Resident Elsewhere: 104 (17.8%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending DOYLE ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
DOYLE	576	*85.7%*
SPRECKELS	59	*8.8%*
CURIE	9	*1.3%*
HAWTHORNE	6	*0.9%*
OUTSIDE SDUSD	3	*0.4%*
WHITMAN	3	*0.4%*
ALCOTT	2	*0.3%*
FIELD	2	*0.3%*
MARVIN	2	*0.3%*
TORREY PINES	2	*0.3%*
CADMAN	1	*0.1%*
CHOLLAS/MEAD	1	*0.1%*
HOLMES	1	*0.1%*
JONES	1	*0.1%*
LAFAYETTE	1	*0.1%*
LINDBERGH/SCHWEITZER	1	*0.1%*
ROSA PARKS	1	*0.1%*
TOLER	1	*0.1%*
GRAND TOTAL:	**672**	

Resident in Other University City Cluster Elementary: 69 (10.1%)

Resident Elsewhere: 28 (4.2%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending SPRECKELS ELEMENTARY SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SPRECKELS	254	38.7%
WHITMAN	41	6.3%
ALCOTT	33	5.0%
CADMAN	22	3.4%
HAWTHORNE	22	3.4%
DOYLE	18	2.7%
LAFAYETTE	16	2.4%
CURIE	15	2.3%
MARSHALL	14	2.1%
OUTSIDE SDUSD	14	2.1%
SEQUOIA	14	2.1%
HOLMES	13	2.0%
CARSON	11	1.7%
FIELD	10	1.5%
IBARRA	10	1.5%
ROSS	10	1.5%
LINDA VISTA	8	1.2%
WEBSTER	7	1.1%
PORTER	6	0.9%
TOLER	6	0.9%
BAKER	5	0.8%
BALBOA	5	0.8%
JONES	5	0.8%
ROSA PARKS	5	0.8%
BAY PARK	4	0.6%
CHAVEZ	4	0.6%
CHOLLAS/MEAD	4	0.6%
EMERSON/BANDINI	4	0.6%
FAY	4	0.6%
FLETCHER	4	0.6%
LINDBERGH/SCHWEITZER	4	0.6%
RODRIGUEZ	4	0.6%
CARVER	3	0.5%
CENTRAL	3	0.5%
HORTON	3	0.5%
JOYNER	3	0.5%
LOGAN	3	0.5%
PACIFIC VIEW	3	0.5%
VISTA GRANDE	3	0.5%
AUDUBON	2	0.3%
CLAY	2	0.3%
FULTON	2	0.3%
JOHNSON	2	0.3%
PERKINS	2	0.3%
WALKER	2	0.3%
WEGEFORTH	2	0.3%
BIRNEY	1	0.2%
CARSON-FLETCHER	1	0.2%
CHEROKEE POINT	1	0.2%

Resident in Other University City Cluster Elementary: 33 (5.0%)

Resident Elsewhere: 406 (58.6%)

Resident School	Total	% of Grand Total
CUBBERLEY	1	*0.2%*
ENCANTO	1	*0.2%*
EUCLID	1	*0.2%*
FOSTER	1	*0.2%*
FREESE	1	*0.2%*
GARFIELD	1	*0.2%*
HAMILTON	1	*0.2%*
HARDY	1	*0.2%*
JERABEK	1	*0.2%*
LA JOLLA	1	*0.2%*
MASON	1	*0.2%*
MIRAMAR RANCH	1	*0.2%*
OAK PARK	1	*0.2%*
OCEAN BEACH	1	*0.2%*
PERRY	1	*0.2%*
ROWAN	1	*0.2%*
SANDBURG	1	*0.2%*
SESSIONS	1	*0.2%*
SHERMAN	1	*0.2%*
TORREY PINES	1	*0.2%*
VALENCIA PARK	1	*0.2%*
ZAMORANO	1	*0.2%*
GRAND TOTAL:	**656**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending STANDLEY MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
STANDLEY	544	*53.6%*
INNOVATION	104	*10.2%*
MARSTON	103	*10.1%*
KNOX	80	*7.9%*
MONTGOMERY	50	*4.9%*
MILLENNIAL TECH	27	*2.7%*
MANN	17	*1.7%*
TAFT	13	*1.3%*
BELL	12	*1.2%*
OUTSIDE SDUSD	11	*1.1%*
MEMORIAL PREP	10	*1.0%*
CHALLENGER	9	*0.9%*
ROOSEVELT	5	*0.5%*
MUIRLANDS	4	*0.4%*
WANGENHEIM	4	*0.4%*
CLARK	4	*0.4%*
WILSON-LEWIS	3	*0.3%*
PACIFIC BEACH	3	*0.3%*
WILSON	3	*0.3%*
LEWIS-TAFT	2	*0.2%*
FARB-DEPORTOLA	2	*0.2%*
CORREIA	2	*0.2%*
MARSHALL	2	*0.2%*
LEWIS	1	*0.1%*
GRAND TOTAL:	**1015**	

Resident at Standley Middle: 544 (53.6%)

Resident Elsewhere: 471 (46.4%)

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending UNIVERSITY CITY HIGH SCHOOL by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
UNIVERSITY CITY	757	*41.0%*
MADISON	229	*12.4%*
LINCOLN	215	*11.6%*
CLAIREMONT	204	*11.0%*
KEARNY COMPLEX	159	*8.6%*
MORSE	86	*4.7%*
CRAWFORD	53	*2.9%*
OUTSIDE SDUSD	30	*1.6%*
SAN DIEGO COMPLEX	29	*1.6%*
HOOVER	23	*1.2%*
MIRA MESA	19	*1.0%*
HENRY	10	*0.5%*
LA JOLLA-UNIV CITY	8	*0.4%*
SERRA	8	*0.4%*
MISSION BAY	6	*0.3%*
LA JOLLA	5	*0.3%*
POINT LOMA	4	*0.2%*
SAN DIEGO COMPLEX-PT LOMA	1	*0.1%*
HENRY-KEARNY COMPLEX	1	*0.1%*
GRAND TOTAL:	**1847**	

Resident at University City High School (including the LJHS-UCHS Optional Area): 765 (41.4%)

Resident Elsewhere: 1082 (58.6%)

Charter Schools

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending ALBERT EINSTEIN ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	112	*14.0%*
GOLDEN HILL	75	*9.4%*
MCKINLEY	59	*7.4%*
KIMBROUGH	39	*4.9%*
JEFFERSON	27	*3.4%*
RODRIGUEZ	27	*3.4%*
FRANKLIN	23	*2.9%*
PERKINS	19	*2.4%*
BURBANK	16	*2.0%*
FAY	16	*2.0%*
ADAMS	15	*1.9%*
BIRNEY	15	*1.9%*
CHOLLAS/MEAD	15	*1.9%*
EMERSON/BANDINI	15	*1.9%*
SHERMAN	14	*1.8%*
CLAY	13	*1.6%*
WASHINGTON	12	*1.5%*
PORTER	11	*1.4%*
BAKER	10	*1.3%*
LOMA PORTAL	9	*1.1%*
ENCANTO	8	*1.0%*
HARDY	8	*1.0%*
MARVIN	8	*1.0%*
WEBSTER	8	*1.0%*
FLORENCE	7	*0.9%*
FOSTER	7	*0.9%*
OCEAN BEACH	7	*0.9%*
ROLANDO PARK	7	*0.9%*
CARSON	6	*0.8%*
CHAVEZ	6	*0.8%*
CUBBERLEY	6	*0.8%*
JUAREZ	6	*0.8%*
PARADISE HILLS	6	*0.8%*
ROWAN	6	*0.8%*
ZAMORANO	6	*0.8%*
CENTRAL	5	*0.6%*
CLAY-HARDY	5	*0.6%*
FULTON	5	*0.6%*
GARFIELD	5	*0.6%*
GRANT	5	*0.6%*
HAMILTON	5	*0.6%*
OAK PARK	5	*0.6%*
SPRECKELS	5	*0.6%*
ANGIER	4	*0.5%*
AUDUBON	4	*0.5%*
BENCHLEY/WEINBERGER	4	*0.5%*
CARVER	4	*0.5%*
CHEROKEE POINT	4	*0.5%*
HOLMES	4	*0.5%*

Resident School	Total	% of Grand Total
HORTON	4	*0.5%*
JOHNSON	4	*0.5%*
LOGAN	4	*0.5%*
NORMAL HEIGHTS	4	*0.5%*
PACIFIC BEACH	4	*0.5%*
ROSA PARKS	4	*0.5%*
ROSS	4	*0.5%*
ALCOTT	3	*0.4%*
BALBOA	3	*0.4%*
BAY PARK	3	*0.4%*
DOYLE	3	*0.4%*
GREEN	3	*0.4%*
HEARST	3	*0.4%*
LINDBERGH/SCHWEITZER	3	*0.4%*
VALENCIA PARK	3	*0.4%*
BIRD ROCK	2	*0.3%*
CABRILLO	2	*0.3%*
CADMAN	2	*0.3%*
DAILARD	2	*0.3%*
EDISON	2	*0.3%*
HANCOCK	2	*0.3%*
JONES	2	*0.3%*
JOYNER	2	*0.3%*
JUAREZ-FOSTER	2	*0.3%*
SANDBURG	2	*0.3%*
SILVER GATE	2	*0.3%*
TOLER	2	*0.3%*
WEGEFORTH	2	*0.3%*
WHITMAN	2	*0.3%*
CROWN POINT	1	*0.1%*
FREESE	1	*0.1%*
HAGE	1	*0.1%*
IBARRA	1	*0.1%*
JONAS SALK	1	*0.1%*
KUMEYAAY	1	*0.1%*
LA JOLLA	1	*0.1%*
LAFAYETTE	1	*0.1%*
MARSHALL	1	*0.1%*
NYE	1	*0.1%*
PACIFIC VIEW	1	*0.1%*
TORREY PINES	1	*0.1%*
GRAND TOTAL:	**800**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending ALBERT EINSTEIN MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ROOSEVELT	182	*30.4%*
MEMORIAL PREP	151	*25.2%*
OUTSIDE SDUSD	70	*11.7%*
KNOX	29	*4.8%*
MANN	29	*4.8%*
MILLENNIAL TECH	27	*4.5%*
BELL	20	*3.3%*
WILSON-LEWIS	17	*2.8%*
CORREIA	10	*1.7%*
LEWIS	10	*1.7%*
WILSON	10	*1.7%*
CLARK	9	*1.5%*
MARSTON	6	*1.0%*
INNOVATION	6	*1.0%*
PACIFIC BEACH	5	*0.8%*
TAFT	4	*0.7%*
FARB-DEPORTOLA	4	*0.7%*
MONTGOMERY	3	*0.5%*
PERSHING	3	*0.5%*
INVALID ADDRESS	2	*0.3%*
WANGENHEIM	1	*0.2%*
DANA/CORREIA-ROOSEVELT	1	*0.2%*
GRAND TOTAL:	**599**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending AMERICA'S FINEST MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MILLENNIAL TECH	50	*36.5%*
MANN	24	*17.5%*
WILSON	14	*10.2%*
OUTSIDE SDUSD	14	*10.2%*
CLARK	11	*8.0%*
KNOX	10	*7.3%*
MEMORIAL PREP	6	*4.4%*
ROOSEVELT	4	*2.9%*
BELL	2	*1.5%*
WILSON-LEWIS	1	*0.7%*
LEWIS	1	*0.7%*
GRAND TOTAL:	**137**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending AMERICA'S FINEST ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CHOLLAS/MEAD	61	*24.0%*
PORTER	25	*9.8%*
OUTSIDE SDUSD	24	*9.4%*
HORTON	23	*9.1%*
CENTRAL	14	*5.5%*
MARSHALL	9	*3.5%*
WEBSTER	9	*3.5%*
OAK PARK	8	*3.1%*
ROSA PARKS	8	*3.1%*
CHEROKEE POINT	7	*2.8%*
IBARRA	7	*2.8%*
RODRIGUEZ	7	*2.8%*
VALENCIA PARK	7	*2.8%*
FAY	6	*2.4%*
CHAVEZ	5	*2.0%*
BAKER	4	*1.6%*
BALBOA	3	*1.2%*
EMERSON/BANDINI	3	*1.2%*
FRANKLIN	3	*1.2%*
ADAMS	2	*0.8%*
CARSON	2	*0.8%*
CARVER	2	*0.8%*
LOGAN	2	*0.8%*
PACIFIC VIEW	2	*0.8%*
BIRNEY	1	*0.4%*
BURBANK	1	*0.4%*
EUCLID	1	*0.4%*
FULTON	1	*0.4%*
HAMILTON	1	*0.4%*
JEFFERSON	1	*0.4%*
JOHNSON	1	*0.4%*
JONAS SALK	1	*0.4%*
KIMBROUGH	1	*0.4%*
NORMAL HEIGHTS	1	*0.4%*
SHERMAN	1	*0.4%*
GRAND TOTAL:	**254**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending AUDEO CHARTER MIDDLE SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	54	*64.3%*
MUIRLANDS	6	*7.1%*
MARSTON	5	*6.0%*
TAFT	4	*4.8%*
MONTGOMERY	3	*3.6%*
MANN	3	*3.6%*
KNOX	2	*2.4%*
STANDLEY	1	*1.2%*
ROOSEVELT	1	*1.2%*
MEMORIAL PREP	1	*1.2%*
LEWIS	1	*1.2%*
FARB-DEPORTOLA	1	*1.2%*
DANA/CORREIA-ROOSEVELT	1	*1.2%*
CORREIA	1	*1.2%*
GRAND TOTAL:	**84**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending LEARNING CHOICE CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	181	*47.9%*
KEARNY COMPLEX	65	*17.2%*
LA JOLLA	39	*10.3%*
MISSION BAY	17	*4.5%*
SAN DIEGO COMPLEX	14	*3.7%*
CLAIREMONT	13	*3.4%*
MADISON	8	*2.1%*
HENRY	8	*2.1%*
HOOVER	5	*1.3%*
LINCOLN	5	*1.3%*
UNIVERSITY CITY	5	*1.3%*
CRAWFORD	4	*1.1%*
MORSE	3	*0.8%*
SAN DIEGO COMPLEX-PT LOMA	3	*0.8%*
HENRY-KEARNY COMPLEX	2	*0.5%*
LA JOLLA-UNIV CITY	2	*0.5%*
MIRA MESA	1	*0.3%*
HOOVER-HENRY	1	*0.3%*
SCRIPPS RANCH	1	*0.3%*
SERRA	1	*0.3%*
GRAND TOTAL:	**378**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending AUDEO ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	7	*28.0%*
JONES	3	*12.0%*
CARVER	2	*8.0%*
HANCOCK	2	*8.0%*
ANGIER	1	*4.0%*
CUBBERLEY	1	*4.0%*
ENCANTO	1	*4.0%*
ERICSON	1	*4.0%*
FIELD	1	*4.0%*
HOLMES	1	*4.0%*
MILLER	1	*4.0%*
NYE	1	*4.0%*
PENN	1	*4.0%*
TIERRASANTA	1	*4.0%*
WALKER	1	*4.0%*
GRAND TOTAL:	**25**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

7th-8th GradeStudents Attending CHARTER SCHOOL OF SAN DIEGO by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	21	*17.5%*
MEMORIAL PREP	14	*11.7%*
BELL	12	*10.0%*
KNOX	10	*8.3%*
FARB-DEPORTOLA	7	*5.8%*
WILSON	6	*5.0%*
PERSHING	6	*5.0%*
MILLENNIAL TECH	5	*4.2%*
MANN	5	*4.2%*
ROOSEVELT	5	*4.2%*
CHALLENGER	5	*4.2%*
WANGENHEIM	5	*4.2%*
INNOVATION	4	*3.3%*
LEWIS	3	*2.5%*
CORREIA	2	*1.7%*
CLARK	2	*1.7%*
MARSHALL	2	*1.7%*
MONTGOMERY	2	*1.7%*
DANA/CORREIA-ROOSEVELT	1	*0.8%*
WILSON-LEWIS	1	*0.8%*
TAFT	1	*0.8%*
MARSTON	1	*0.8%*
GRAND TOTAL:	**120**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending CHARTER SCHOOL OF SAN DIEGO by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	232	*17.2%*
SAN DIEGO COMPLEX	209	*15.5%*
LINCOLN	179	*13.3%*
MORSE	114	*8.5%*
HOOVER	108	*8.0%*
CRAWFORD	88	*6.5%*
MIRA MESA	70	*5.2%*
SERRA	60	*4.5%*
POINT LOMA	58	*4.3%*
HENRY	57	*4.2%*
SCRIPPS RANCH	46	*3.4%*
CLAIREMONT	39	*2.9%*
MADISON	29	*2.2%*
KEARNY COMPLEX	22	*1.6%*
UNIVERSITY CITY	12	*0.9%*
HOOVER-HENRY	6	*0.4%*
SAN DIEGO COMPLEX-PT LOMA	6	*0.4%*
MISSION BAY	5	*0.4%*
HENRY-KEARNY COMPLEX	2	*0.1%*
UNASSIGNED	2	*0.1%*
LA JOLLA	1	*0.1%*
GRAND TOTAL:	**1345**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending CITY HEIGHTS PREP CHARTER by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MANN	65	*81.3%*
CLARK	7	*8.8%*
MILLENNIAL TECH	3	*3.8%*
WILSON	2	*2.5%*
MONTGOMERY	1	*1.3%*
MEMORIAL PREP	1	*1.3%*
CORREIA	1	*1.3%*
GRAND TOTAL:	**80**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending CITY HEIGHTS PREP CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CRAWFORD	29	*74.4%*
LINCOLN	4	*10.3%*
HOOVER	3	*7.7%*
HOOVER-HENRY	2	*5.1%*
MIRA MESA	1	*2.6%*
GRAND TOTAL:	**39**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending DARNALL CHARTER SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MANN	152	*73.1%*
OUTSIDE SDUSD	26	*12.5%*
WILSON	11	*5.3%*
CLARK	8	*3.8%*
MILLENNIAL TECH	5	*2.4%*
WILSON-LEWIS	2	*1.0%*
MEMORIAL PREP	2	*1.0%*
KNOX	1	*0.5%*
BELL	1	*0.5%*
GRAND TOTAL:	**208**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending DARNALL CHARTER by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CARVER	247	*55.0%*
OUTSIDE SDUSD	41	*9.1%*
FAY	33	*7.3%*
ROLANDO PARK	21	*4.7%*
CLAY	15	*3.3%*
MARSHALL	10	*2.2%*
OAK PARK	8	*1.8%*
WEBSTER	6	*1.3%*
EUCLID	5	*1.1%*
HAMILTON	5	*1.1%*
JOYNER	5	*1.1%*
ROSA PARKS	5	*1.1%*
HORTON	4	*0.9%*
IBARRA	4	*0.9%*
PORTER	4	*0.9%*
CENTRAL	3	*0.7%*
EDISON	3	*0.7%*
ENCANTO	3	*0.7%*
RODRIGUEZ	3	*0.7%*
ADAMS	2	*0.4%*
BAKER	2	*0.4%*
BURBANK	2	*0.4%*
CHAVEZ	2	*0.4%*
CHOLLAS/MEAD	2	*0.4%*
FULTON	2	*0.4%*
PERRY	2	*0.4%*
WASHINGTON	2	*0.4%*
BETHUNE	1	*0.2%*
CHEROKEE POINT	1	*0.2%*
EMERSON/BANDINI	1	*0.2%*
FRANKLIN	1	*0.2%*
FREESE	1	*0.2%*
JOHNSON	1	*0.2%*
VALENCIA PARK	1	*0.2%*
ZAMORANO	1	*0.2%*
GRAND TOTAL:	**449**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending E3 CIVIC HIGH CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SAN DIEGO COMPLEX	147	*39.1%*
LINCOLN	90	*23.9%*
OUTSIDE SDUSD	51	*13.6%*
HOOVER	23	*6.1%*
MORSE	21	*5.6%*
CRAWFORD	17	*4.5%*
SAN DIEGO COMPLEX-PT LOMA	5	*1.3%*
HENRY	5	*1.3%*
KEARNY COMPLEX	5	*1.3%*
POINT LOMA	4	*1.1%*
SERRA	2	*0.5%*
HOOVER-HENRY	1	*0.3%*
LA JOLLA	1	*0.3%*
CLAIREMONT	1	*0.3%*
MISSION BAY	1	*0.3%*
SCRIPPS RANCH	1	*0.3%*
MADISON	1	*0.3%*
GRAND TOTAL:	**376**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending ELEVATE CHARTER by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
JONES	43	*13.6%*
MILLER	36	*11.4%*
HANCOCK	23	*7.3%*
OUTSIDE SDUSD	23	*7.3%*
ANGIER	18	*5.7%*
TIERRASANTA	16	*5.0%*
CUBBERLEY	14	*4.4%*
VISTA GRANDE	12	*3.8%*
WEGEFORTH	10	*3.2%*
FOSTER	7	*2.2%*
JUAREZ	7	*2.2%*
KUMEYAAY	7	*2.2%*
ADAMS	5	*1.6%*
HOLMES	5	*1.6%*
SEQUOIA	5	*1.6%*
ALCOTT	4	*1.3%*
BIRNEY	4	*1.3%*
FLETCHER	4	*1.3%*
GAGE	4	*1.3%*
ROLANDO PARK	4	*1.3%*
CARSON	3	*0.9%*
CHESTERTON	3	*0.9%*
EDISON	3	*0.9%*
EMERSON/BANDINI	3	*0.9%*
FRANKLIN	3	*0.9%*
GARFIELD	3	*0.9%*
HEARST	3	*0.9%*
JUAREZ-FOSTER	3	*0.9%*
LINDBERGH/SCHWEITZER	3	*0.9%*
CLAY	2	*0.6%*
FIELD	2	*0.6%*
KIMBROUGH	2	*0.6%*
LINDA VISTA	2	*0.6%*
NORMAL HEIGHTS	2	*0.6%*
PACIFIC VIEW	2	*0.6%*
SANDBURG	2	*0.6%*
SPRECKELS	2	*0.6%*
CADMAN	1	*0.3%*
CARVER	1	*0.3%*
CENTRAL	1	*0.3%*
CLAY-HARDY	1	*0.3%*
DAILARD	1	*0.3%*
DOYLE	1	*0.3%*
EUCLID	1	*0.3%*
FAY	1	*0.3%*
FLORENCE	1	*0.3%*
FULTON	1	*0.3%*
GREEN	1	*0.3%*
HAGE	1	*0.3%*

Resident School	Total	% of Grand Total
HAWTHORNE	1	*0.3%*
JEFFERSON	1	*0.3%*
JOHNSON	1	*0.3%*
MARVIN	1	*0.3%*
MASON	1	*0.3%*
MCKINLEY	1	*0.3%*
MIRAMAR RANCH	1	*0.3%*
PACIFIC BEACH	1	*0.3%*
ROSS	1	*0.3%*
WASHINGTON	1	*0.3%*
WHITMAN	1	*0.3%*
GRAND TOTAL:	**317**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th GradeStudents Attending EMPOWER CHARTER by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MONTGOMERY	12	*70.6%*
OUTSIDE SDUSD	2	*11.8%*
TAFT	1	*5.9%*
MARSTON	1	*5.9%*
MANN	1	*5.9%*
GRAND TOTAL:	**17**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending EMPOWER CHARTER by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CARSON	34	*27.0%*
LINDA VISTA	34	*27.0%*
OUTSIDE SDUSD	16	*12.7%*
ALCOTT	2	*1.6%*
BIRNEY	2	*1.6%*
CABRILLO	2	*1.6%*
CENTRAL	2	*1.6%*
DOYLE	2	*1.6%*
FOSTER	2	*1.6%*
JEFFERSON	2	*1.6%*
JONES	2	*1.6%*
LAFAYETTE	2	*1.6%*
MARSHALL	2	*1.6%*
ROSS	2	*1.6%*
WEGEFORTH	2	*1.6%*
ZAMORANO	2	*1.6%*
ANGIER	1	*0.8%*
BAY PARK	1	*0.8%*
CHEROKEE POINT	1	*0.8%*
CHESTERTON	1	*0.8%*
CLAY	1	*0.8%*
CLAY-HARDY	1	*0.8%*
FREESE	1	*0.8%*
GRANT	1	*0.8%*
INVALID ADDRESS	1	*0.8%*
JUAREZ-FOSTER	1	*0.8%*
MARVIN	1	*0.8%*
MCKINLEY	1	*0.8%*
OCEAN BEACH	1	*0.8%*
PARADISE HILLS	1	*0.8%*
PERKINS	1	*0.8%*
ROLANDO PARK	1	*0.8%*
GRAND TOTAL:	**126**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending GOMPERS PREP ACADEMY CHARTER by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MILLENNIAL TECH	313	*46.7%*
KNOX	159	*23.7%*
CLARK	52	*7.8%*
MANN	49	*7.3%*
OUTSIDE SDUSD	37	*5.5%*
MEMORIAL PREP	34	*5.1%*
BELL	13	*1.9%*
WILSON	6	*0.9%*
ROOSEVELT	5	*0.7%*
WILSON-LEWIS	2	*0.3%*
GRAND TOTAL:	**670**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending GOMPERS PREP ACADEMY CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LINCOLN	459	*70.9%*
HOOVER	58	*9.0%*
OUTSIDE SDUSD	49	*7.6%*
SAN DIEGO COMPLEX	38	*5.9%*
CRAWFORD	35	*5.4%*
MORSE	8	*1.2%*
GRAND TOTAL:	**647**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending HEALTH SCIENCES HMC CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HOOVER	168	*28.5%*
OUTSIDE SDUSD	106	*18.0%*
LINCOLN	97	*16.4%*
CRAWFORD	80	*13.6%*
SAN DIEGO COMPLEX	66	*11.2%*
MORSE	34	*5.8%*
KEARNY COMPLEX	10	*1.7%*
HENRY	5	*0.8%*
POINT LOMA	5	*0.8%*
HOOVER-HENRY	4	*0.7%*
MADISON	3	*0.5%*
SERRA	3	*0.5%*
MISSION BAY	2	*0.3%*
SAN DIEGO COMPLEX-PT LOMA	2	*0.3%*
SCRIPPS RANCH	2	*0.3%*
MIRA MESA	2	*0.3%*
CLAIREMONT	1	*0.2%*
GRAND TOTAL:	**590**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending HEALTH SCIENCES MIDDLE CHARTER by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
WILSON	19	*19.2%*
OUTSIDE SDUSD	19	*19.2%*
CLARK	17	*17.2%*
MANN	11	*11.1%*
KNOX	10	*10.1%*
BELL	6	*6.1%*
MILLENNIAL TECH	4	*4.0%*
MEMORIAL PREP	4	*4.0%*
ROOSEVELT	3	*3.0%*
WILSON-LEWIS	2	*2.0%*
MONTGOMERY	2	*2.0%*
MARSTON	1	*1.0%*
LEWIS	1	*1.0%*
GRAND TOTAL:	**99**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending HIGH TECH ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	72	*17.9%*
DEWEY	19	*4.7%*
OCEAN BEACH	14	*3.5%*
CARSON	13	*3.2%*
LOMA PORTAL	13	*3.2%*
BIRNEY	11	*2.7%*
GOLDEN HILL	10	*2.5%*
RODRIGUEZ	10	*2.5%*
PERKINS	9	*2.2%*
CABRILLO	8	*2.0%*
GARFIELD	8	*2.0%*
SHERMAN	8	*2.0%*
ALCOTT	7	*1.7%*
FRANKLIN	7	*1.7%*
PORTER	7	*1.7%*
GRANT	6	*1.5%*
HOLMES	6	*1.5%*
JONES	6	*1.5%*
LINDA VISTA	6	*1.5%*
ROSS	6	*1.5%*
ROWAN	6	*1.5%*
SILVER GATE	6	*1.5%*
SUNSET VIEW	6	*1.5%*
WEGEFORTH	6	*1.5%*
BURBANK	5	*1.2%*
HARDY	5	*1.2%*
MCKINLEY	5	*1.2%*
TOLER	5	*1.2%*
BAKER	4	*1.0%*
CLAY	4	*1.0%*
EDISON	4	*1.0%*
ENCANTO	4	*1.0%*
FOSTER	4	*1.0%*
GAGE	4	*1.0%*
NYE	4	*1.0%*
WASHINGTON	4	*1.0%*
BALBOA	3	*0.7%*
BAY PARK	3	*0.7%*
EMERSON/BANDINI	3	*0.7%*
HORTON	3	*0.7%*
JOHNSON	3	*0.7%*
JOYNER	3	*0.7%*
JUAREZ	3	*0.7%*
KIMBROUGH	3	*0.7%*
SPRECKELS	3	*0.7%*
VALENCIA PARK	3	*0.7%*
ZAMORANO	3	*0.7%*
BIRD ROCK	2	*0.5%*
CARSON-FLETCHER	2	*0.5%*

Resident School	Total	% of Grand Total
DOYLE	2	*0.5%*
FAY	2	*0.5%*
HAGE	2	*0.5%*
HANCOCK	2	*0.5%*
HICKMAN	2	*0.5%*
LINDBERGH/SCHWEITZER	2	*0.5%*
OAK PARK	2	*0.5%*
ROSA PARKS	2	*0.5%*
SESSIONS	2	*0.5%*
TIERRASANTA	2	*0.5%*
ANGIER	1	*0.2%*
AUDUBON	1	*0.2%*
BETHUNE	1	*0.2%*
CADMAN	1	*0.2%*
CARVER	1	*0.2%*
CHAVEZ	1	*0.2%*
CLAY-HARDY	1	*0.2%*
CROWN POINT	1	*0.2%*
DAILARD	1	*0.2%*
E. B. SCRIPPS	1	*0.2%*
ERICSON	1	*0.2%*
FLETCHER	1	*0.2%*
FLORENCE	1	*0.2%*
HAMILTON	1	*0.2%*
HAWTHORNE	1	*0.2%*
JEFFERSON	1	*0.2%*
JERABEK	1	*0.2%*
MARVIN	1	*0.2%*
PACIFIC BEACH	1	*0.2%*
PENN	1	*0.2%*
ROLANDO PARK	1	*0.2%*
TORREY PINES	1	*0.2%*
WEBSTER	1	*0.2%*
WHITMAN	1	*0.2%*
GRAND TOTAL:	**403**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending HIGH TECH ELEMENTARY EXPLORER by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	45	*12.6%*
GOLDEN HILL	18	*5.0%*
CARSON	14	*3.9%*
DEWEY	14	*3.9%*
BIRNEY	12	*3.4%*
OCEAN BEACH	11	*3.1%*
GRANT	8	*2.2%*
JONES	8	*2.2%*
LINDBERGH/SCHWEITZER	8	*2.2%*
LOMA PORTAL	8	*2.2%*
SILVER GATE	8	*2.2%*
ADAMS	7	*2.0%*
MCKINLEY	7	*2.0%*
PERKINS	7	*2.0%*
BAY PARK	6	*1.7%*
BURBANK	6	*1.7%*
ERICSON	6	*1.7%*
CADMAN	5	*1.4%*
CURIE	5	*1.4%*
FOSTER	5	*1.4%*
SUNSET VIEW	5	*1.4%*
BOONE	4	*1.1%*
CABRILLO	4	*1.1%*
ENCANTO	4	*1.1%*
FRANKLIN	4	*1.1%*
HOLMES	4	*1.1%*
JEFFERSON	4	*1.1%*
KIMBROUGH	4	*1.1%*
PENN	4	*1.1%*
TOLER	4	*1.1%*
WEBSTER	4	*1.1%*
AUDUBON	3	*0.8%*
CHAVEZ	3	*0.8%*
CLAY	3	*0.8%*
CLAY-HARDY	3	*0.8%*
CROWN POINT	3	*0.8%*
CUBBERLEY	3	*0.8%*
EUCLID	3	*0.8%*
FIELD	3	*0.8%*
FLORENCE	3	*0.8%*
GAGE	3	*0.8%*
LINDA VISTA	3	*0.8%*
NYE	3	*0.8%*
PORTER	3	*0.8%*
RODRIGUEZ	3	*0.8%*
SESSIONS	3	*0.8%*
SPRECKELS	3	*0.8%*
WASHINGTON	3	*0.8%*
BAKER	2	*0.6%*

Resident School	Total	% of Grand Total
BALBOA	2	*0.6%*
CENTRAL	2	*0.6%*
CHEROKEE POINT	2	*0.6%*
CHOLLAS/MEAD	2	*0.6%*
DOYLE	2	*0.6%*
EMERSON/BANDINI	2	*0.6%*
FREESE	2	*0.6%*
FULTON	2	*0.6%*
GARFIELD	2	*0.6%*
LAFAYETTE	2	*0.6%*
PACIFIC BEACH	2	*0.6%*
PARADISE HILLS	2	*0.6%*
ROSA PARKS	2	*0.6%*
ROSS	2	*0.6%*
ROWAN	2	*0.6%*
SHERMAN	2	*0.6%*
TORREY PINES	2	*0.6%*
ANGIER	1	*0.3%*
DINGEMAN	1	*0.3%*
EDISON	1	*0.3%*
FAY	1	*0.3%*
HANCOCK	1	*0.3%*
HEARST	1	*0.3%*
HORTON	1	*0.3%*
INVALID ADDRESS	1	*0.3%*
JOYNER	1	*0.3%*
JUAREZ	1	*0.3%*
KUMEYAAY	1	*0.3%*
LOGAN	1	*0.3%*
MARSHALL	1	*0.3%*
MARVIN	1	*0.3%*
PACIFIC VIEW	1	*0.3%*
TIERRASANTA	1	*0.3%*
VALENCIA PARK	1	*0.3%*
WHITMAN	1	*0.3%*
GRAND TOTAL:	**358**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending HIGH TECH HIGH by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	102	*19.4%*
SAN DIEGO COMPLEX	93	*17.7%*
LINCOLN	50	*9.5%*
POINT LOMA	40	*7.6%*
HOOVER	33	*6.3%*
SCRIPPS RANCH	25	*4.8%*
KEARNY COMPLEX	25	*4.8%*
CLAIREMONT	23	*4.4%*
HENRY	22	*4.2%*
CRAWFORD	21	*4.0%*
MORSE	21	*4.0%*
UNIVERSITY CITY	12	*2.3%*
LA JOLLA	10	*1.9%*
MIRA MESA	10	*1.9%*
HOOVER-HENRY	8	*1.5%*
SAN DIEGO COMPLEX-PT LOMA	8	*1.5%*
SERRA	8	*1.5%*
MISSION BAY	7	*1.3%*
MADISON	6	*1.1%*
HENRY-KEARNY COMPLEX	2	*0.4%*
GRAND TOTAL:	**526**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending HIGH TECH HIGH INTERNATIONAL by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SAN DIEGO COMPLEX	80	*20.4%*
OUTSIDE SDUSD	57	*14.5%*
LINCOLN	38	*9.7%*
POINT LOMA	38	*9.7%*
KEARNY COMPLEX	27	*6.9%*
CLAIREMONT	25	*6.4%*
CRAWFORD	15	*3.8%*
HENRY	15	*3.8%*
MADISON	15	*3.8%*
HOOVER	13	*3.3%*
SCRIPPS RANCH	12	*3.1%*
MORSE	11	*2.8%*
UNIVERSITY CITY	10	*2.5%*
SAN DIEGO COMPLEX-PT LOMA	9	*2.3%*
SERRA	7	*1.8%*
MISSION BAY	6	*1.5%*
LA JOLLA	5	*1.3%*
MIRA MESA	5	*1.3%*
HOOVER-HENRY	4	*1.0%*
HENRY-KEARNY COMPLEX	1	*0.3%*
GRAND TOTAL:	**393**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending HIGH TECH HIGH MEDIA ARTS by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	75	*19.2%*
SAN DIEGO COMPLEX	70	*17.9%*
LINCOLN	42	*10.8%*
POINT LOMA	33	*8.5%*
CRAWFORD	27	*6.9%*
KEARNY COMPLEX	24	*6.2%*
HOOVER	22	*5.6%*
MORSE	19	*4.9%*
CLAIREMONT	18	*4.6%*
HENRY	11	*2.8%*
SERRA	10	*2.6%*
MIRA MESA	8	*2.1%*
SCRIPPS RANCH	8	*2.1%*
MADISON	7	*1.8%*
LA JOLLA	4	*1.0%*
MISSION BAY	4	*1.0%*
HOOVER-HENRY	3	*0.8%*
UNIVERSITY CITY	2	*0.5%*
SAN DIEGO COMPLEX-PT LOMA	2	*0.5%*
HENRY-KEARNY COMPLEX	1	*0.3%*
GRAND TOTAL:	**390**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending HIGH TECH MIDDLE by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	54	*16.8%*
CORREIA	40	*12.4%*
ROOSEVELT	37	*11.5%*
KNOX	24	*7.5%*
MEMORIAL PREP	20	*6.2%*
LEWIS	14	*4.3%*
MARSTON	14	*4.3%*
MANN	11	*3.4%*
MONTGOMERY	11	*3.4%*
BELL	11	*3.4%*
MILLENNIAL TECH	11	*3.4%*
MUIRLANDS	8	*2.5%*
WILSON-LEWIS	8	*2.5%*
STANDLEY	8	*2.5%*
CLARK	7	*2.2%*
INNOVATION	7	*2.2%*
DANA/CORREIA-ROOSEVELT	6	*1.9%*
TAFT	6	*1.9%*
PACIFIC BEACH	6	*1.9%*
FARB-DEPORTOLA	5	*1.6%*
WILSON	5	*1.6%*
MARSHALL	4	*1.2%*
PERSHING	2	*0.6%*
WANGENHEIM	2	*0.6%*
CHALLENGER	1	*0.3%*
GRAND TOTAL:	**322**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending HIGH TECH MIDDLE MEDIA ARTS by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	57	*17.4%*
CORREIA	37	*11.3%*
ROOSEVELT	37	*11.3%*
MONTGOMERY	18	*5.5%*
KNOX	17	*5.2%*
MEMORIAL PREP	16	*4.9%*
BELL	14	*4.3%*
LEWIS	12	*3.7%*
MARSTON	12	*3.7%*
TAFT	10	*3.0%*
MILLENNIAL TECH	10	*3.0%*
MANN	10	*3.0%*
INNOVATION	9	*2.7%*
STANDLEY	9	*2.7%*
FARB-DEPORTOLA	8	*2.4%*
CLARK	8	*2.4%*
MUIRLANDS	7	*2.1%*
WILSON-LEWIS	7	*2.1%*
WILSON	7	*2.1%*
MARSHALL	5	*1.5%*
WANGENHEIM	5	*1.5%*
DANA/CORREIA-ROOSEVELT	4	*1.2%*
PERSHING	3	*0.9%*
PACIFIC BEACH	3	*0.9%*
CHALLENGER	3	*0.9%*
GRAND TOTAL:	**328**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending HOLLY DRIVE by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MILLENNIAL TECH	14	*30.4%*
KNOX	13	*28.3%*
MEMORIAL PREP	4	*8.7%*
MANN	4	*8.7%*
BELL	4	*8.7%*
OUTSIDE SDUSD	3	*6.5%*
CLARK	3	*6.5%*
LEWIS	1	*2.2%*
GRAND TOTAL:	**46**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending HOLLY DRIVE ELEMENTARY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	15	*18.1%*
PORTER	10	*12.0%*
ENCANTO	9	*10.8%*
WEBSTER	9	*10.8%*
EMERSON/BANDINI	5	*6.0%*
JOHNSON	5	*6.0%*
VALENCIA PARK	4	*4.8%*
CHOLLAS/MEAD	3	*3.6%*
HAMILTON	3	*3.6%*
MARSHALL	3	*3.6%*
BURBANK	2	*2.4%*
HORTON	2	*2.4%*
OAK PARK	2	*2.4%*
PARADISE HILLS	2	*2.4%*
ROLANDO PARK	2	*2.4%*
BAKER	1	*1.2%*
BOONE	1	*1.2%*
CARVER	1	*1.2%*
EDISON	1	*1.2%*
PENN	1	*1.2%*
ROSA PARKS	1	*1.2%*
ZAMORANO	1	*1.2%*
GRAND TOTAL:	**83**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending IFTIN CHARTER by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MANN	79	*65.3%*
CLARK	12	*9.9%*
WILSON	9	*7.4%*
OUTSIDE SDUSD	5	*4.1%*
KNOX	5	*4.1%*
MONTGOMERY	3	*2.5%*
ROOSEVELT	2	*1.7%*
LEWIS	2	*1.7%*
INNOVATION	2	*1.7%*
TAFT	1	*0.8%*
MILLENNIAL TECH	1	*0.8%*
GRAND TOTAL:	**121**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending IFTIN CHARTER by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MARSHALL	42	*18.3%*
FAY	33	*14.3%*
OAK PARK	27	*11.7%*
EUCLID	18	*7.8%*
IBARRA	16	*7.0%*
ROSA PARKS	11	*4.8%*
OUTSIDE SDUSD	10	*4.3%*
CARVER	9	*3.9%*
CENTRAL	8	*3.5%*
VALENCIA PARK	8	*3.5%*
JOYNER	7	*3.0%*
PORTER	5	*2.2%*
ROLANDO PARK	5	*2.2%*
CLAY	4	*1.7%*
HAMILTON	4	*1.7%*
JOHNSON	4	*1.7%*
WEBSTER	4	*1.7%*
CLAY-HARDY	3	*1.3%*
NORMAL HEIGHTS	3	*1.3%*
WEGEFORTH	3	*1.3%*
HORTON	2	*0.9%*
GARFIELD	1	*0.4%*
HARDY	1	*0.4%*
LAFAYETTE	1	*0.4%*
LINDA VISTA	1	*0.4%*
GRAND TOTAL:	**230**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending INGENUITY CHARTER by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BELL	7	*31.8%*
OUTSIDE SDUSD	5	*22.7%*
KNOX	4	*18.2%*
MILLENNIAL TECH	2	*9.1%*
CLARK	2	*9.1%*
MEMORIAL PREP	1	*4.5%*
MANN	1	*4.5%*
GRAND TOTAL:	**22**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending INGENUITY CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LINCOLN	102	*52.6%*
OUTSIDE SDUSD	37	*19.1%*
MORSE	32	*16.5%*
SAN DIEGO COMPLEX	10	*5.2%*
CRAWFORD	6	*3.1%*
HOOVER	3	*1.5%*
INVALID ADDRESS	2	*1.0%*
HENRY-KEARNY COMPLEX	1	*0.5%*
HENRY	1	*0.5%*
GRAND TOTAL:	**194**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending INNOVATIONS ACADEMY by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	55	*50.0%*
MARSHALL	16	*14.5%*
WANGENHEIM	11	*10.0%*
CHALLENGER	9	*8.2%*
MARSTON	5	*4.5%*
FARB-DEPORTOLA	5	*4.5%*
MONTGOMERY	4	*3.6%*
INNOVATION	2	*1.8%*
PACIFIC BEACH	1	*0.9%*
MANN	1	*0.9%*
BELL	1	*0.9%*
GRAND TOTAL:	**110**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending INNOVATIONS ACADEMY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	146	*49.7%*
MIRAMAR RANCH	24	*8.2%*
SANDBURG	18	*6.1%*
MASON	14	*4.8%*
ERICSON	13	*4.4%*
HAGE	10	*3.4%*
JUAREZ-FOSTER	5	*1.7%*
ALCOTT	4	*1.4%*
DINGEMAN	4	*1.4%*
HICKMAN	4	*1.4%*
CADMAN	3	*1.0%*
E. B. SCRIPPS	3	*1.0%*
JERABEK	3	*1.0%*
KUMEYAAY	3	*1.0%*
WALKER	3	*1.0%*
WASHINGTON	3	*1.0%*
WHITMAN	3	*1.0%*
DOYLE	2	*0.7%*
FAY	2	*0.7%*
FLETCHER	2	*0.7%*
HANCOCK	2	*0.7%*
JONAS SALK	2	*0.7%*
MILLER	2	*0.7%*
SEQUOIA	2	*0.7%*
TIERRASANTA	2	*0.7%*
TOLER	2	*0.7%*
BAY PARK	1	*0.3%*
BIRNEY	1	*0.3%*
CARSON	1	*0.3%*
CLAY	1	*0.3%*
CROWN POINT	1	*0.3%*
CURIE	1	*0.3%*
GAGE	1	*0.3%*
GARFIELD	1	*0.3%*
HOLMES	1	*0.3%*
INVALID ADDRESS	1	*0.3%*
MARVIN	1	*0.3%*
SPRECKELS	1	*0.3%*
VISTA GRANDE	1	*0.3%*
GRAND TOTAL:	**294**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending KAVOD CHARTER by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	32	*14.7%*
DOYLE	17	*7.8%*
CUBBERLEY	12	*5.5%*
SPRECKELS	11	*5.1%*
CARSON	9	*4.1%*
MILLER	9	*4.1%*
CURIE	8	*3.7%*
KUMEYAAY	8	*3.7%*
JONES	7	*3.2%*
WEGEFORTH	7	*3.2%*
JUAREZ-FOSTER	6	*2.8%*
JEFFERSON	5	*2.3%*
MASON	5	*2.3%*
ANGIER	4	*1.8%*
GREEN	4	*1.8%*
HAMILTON	4	*1.8%*
MIRAMAR RANCH	4	*1.8%*
SEQUOIA	4	*1.8%*
FOSTER	3	*1.4%*
HANCOCK	3	*1.4%*
HAWTHORNE	3	*1.4%*
LINDBERGH/SCHWEITZER	3	*1.4%*
MCKINLEY	3	*1.4%*
TIERRASANTA	3	*1.4%*
TORREY PINES	3	*1.4%*
CARVER	2	*0.9%*
CLAY	2	*0.9%*
DAILARD	2	*0.9%*
ERICSON	2	*0.9%*
FLORENCE	2	*0.9%*
FRANKLIN	2	*0.9%*
HOLMES	2	*0.9%*
MARVIN	2	*0.9%*
PORTER	2	*0.9%*
SHERMAN	2	*0.9%*
TOLER	2	*0.9%*
ZAMORANO	2	*0.9%*
ADAMS	1	*0.5%*
BIRD ROCK	1	*0.5%*
CADMAN	1	*0.5%*
CHEROKEE POINT	1	*0.5%*
GARFIELD	1	*0.5%*
GOLDEN HILL	1	*0.5%*
INVALID ADDRESS	1	*0.5%*
JUAREZ	1	*0.5%*
LOMA PORTAL	1	*0.5%*
NORMAL HEIGHTS	1	*0.5%*
PACIFIC VIEW	1	*0.5%*
ROWAN	1	*0.5%*

Resident School	Total	% of Grand Total
SANDBURG	1	*0.5%*
SESSIONS	1	*0.5%*
WALKER	1	*0.5%*
WHITMAN	1	*0.5%*
GRAND TOTAL:	**217**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending KEILLER LEADERSHIP ACADEMY by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BELL	136	*48.6%*
MILLENNIAL TECH	82	*29.3%*
OUTSIDE SDUSD	41	*14.6%*
KNOX	11	*3.9%*
MANN	5	*1.8%*
ROOSEVELT	2	*0.7%*
WILSON	1	*0.4%*
LEWIS	1	*0.4%*
CLARK	1	*0.4%*
GRAND TOTAL:	**280**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending KEILLER LEADERSHIP ACADEMY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
AUDUBON	120	*35.2%*
OUTSIDE SDUSD	70	*20.5%*
ENCANTO	51	*15.0%*
FREESE	36	*10.6%*
FULTON	16	*4.7%*
BOONE	14	*4.1%*
HORTON	5	*1.5%*
JOHNSON	5	*1.5%*
ZAMORANO	5	*1.5%*
VALENCIA PARK	4	*1.2%*
HAMILTON	3	*0.9%*
PACIFIC VIEW	2	*0.6%*
PORTER	2	*0.6%*
CHOLLAS/MEAD	1	*0.3%*
CLAY	1	*0.3%*
KIMBROUGH	1	*0.3%*
LOGAN	1	*0.3%*
NORMAL HEIGHTS	1	*0.3%*
NYE	1	*0.3%*
OAK PARK	1	*0.3%*
PENN	1	*0.3%*
GRAND TOTAL:	**341**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending KING-CHAVEZ ACADEMY OF EXCELLENCE by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MEMORIAL PREP	96	*85.7%*
KNOX	7	*6.3%*
WILSON	2	*1.8%*
ROOSEVELT	2	*1.8%*
OUTSIDE SDUSD	2	*1.8%*
MILLENNIAL TECH	1	*0.9%*
MANN	1	*0.9%*
INVALID ADDRESS	1	*0.9%*
GRAND TOTAL:	**112**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending KING-CHAVEZ ACADEMY OF EXCELLENCE by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
RODRIGUEZ	46	*25.8%*
BURBANK	40	*22.5%*
LOGAN	31	*17.4%*
EMERSON/BANDINI	14	*7.9%*
PERKINS	14	*7.9%*
OUTSIDE SDUSD	7	*3.9%*
CHOLLAS/MEAD	6	*3.4%*
PORTER	3	*1.7%*
BAKER	2	*1.1%*
CHAVEZ	2	*1.1%*
GOLDEN HILL	2	*1.1%*
JOYNER	2	*1.1%*
ROLANDO PARK	2	*1.1%*
WASHINGTON	2	*1.1%*
BALBOA	1	*0.6%*
FREESE	1	*0.6%*
HORTON	1	*0.6%*
OAK PARK	1	*0.6%*
ZAMORANO	1	*0.6%*
GRAND TOTAL:	**178**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

3rd-5th Grade Students Attending KING-CHAVEZ ARTS by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
RODRIGUEZ	27	*40.9%*
CHOLLAS/MEAD	10	*15.2%*
EMERSON/BANDINI	6	*9.1%*
KIMBROUGH	6	*9.1%*
LOGAN	4	*6.1%*
OUTSIDE SDUSD	2	*3.0%*
SHERMAN	2	*3.0%*
BAKER	1	*1.5%*
BALBOA	1	*1.5%*
ENCANTO	1	*1.5%*
FRANKLIN	1	*1.5%*
GARFIELD	1	*1.5%*
IBARRA	1	*1.5%*
JOHNSON	1	*1.5%*
PORTER	1	*1.5%*
WASHINGTON	1	*1.5%*
GRAND TOTAL:	**66**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

3rd-5th Grade Students Attending KING-CHAVEZ ATHLETICS by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
RODRIGUEZ	37	*56.1%*
EMERSON/BANDINI	5	*7.6%*
KIMBROUGH	5	*7.6%*
CHOLLAS/MEAD	4	*6.1%*
OUTSIDE SDUSD	4	*6.1%*
PORTER	3	*4.5%*
BURBANK	2	*3.0%*
HORTON	2	*3.0%*
CHAVEZ	1	*1.5%*
EDISON	1	*1.5%*
FAY	1	*1.5%*
LOGAN	1	*1.5%*
GRAND TOTAL:	**66**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending KING-CHAVEZ COMMUNITY HIGH by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SAN DIEGO COMPLEX	253	*69.7%*
LINCOLN	78	*21.5%*
OUTSIDE SDUSD	18	*5.0%*
HOOVER	8	*2.2%*
CRAWFORD	4	*1.1%*
MORSE	2	*0.6%*
GRAND TOTAL:	**363**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending KING-CHAVEZ PREPARATORY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MEMORIAL PREP	247	*67.1%*
MILLENNIAL TECH	49	*13.3%*
KNOX	31	*8.4%*
OUTSIDE SDUSD	15	*4.1%*
ROOSEVELT	10	*2.7%*
BELL	6	*1.6%*
MANN	5	*1.4%*
WILSON	2	*0.5%*
WILSON-LEWIS	1	*0.3%*
MONTGOMERY	1	*0.3%*
CLARK	1	*0.3%*
GRAND TOTAL:	**368**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-2nd Grade Students Attending KING-CHAVEZ PRIMARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
RODRIGUEZ	154	*45.0%*
CHOLLAS/MEAD	29	*8.5%*
OUTSIDE SDUSD	23	*6.7%*
EMERSON/BANDINI	21	*6.1%*
KIMBROUGH	17	*5.0%*
PORTER	12	*3.5%*
SHERMAN	11	*3.2%*
BAKER	9	*2.6%*
PERKINS	7	*2.0%*
BALBOA	6	*1.8%*
BURBANK	6	*1.8%*
LOGAN	6	*1.8%*
WEBSTER	6	*1.8%*
ENCANTO	4	*1.2%*
HORTON	4	*1.2%*
CHAVEZ	3	*0.9%*
GOLDEN HILL	3	*0.9%*
HAMILTON	3	*0.9%*
VALENCIA PARK	3	*0.9%*
JEFFERSON	2	*0.6%*
JOHNSON	2	*0.6%*
ROSA PARKS	2	*0.6%*
ADAMS	1	*0.3%*
AUDUBON	1	*0.3%*
CENTRAL	1	*0.3%*
CLAY	1	*0.3%*
EUCLID	1	*0.3%*
FAY	1	*0.3%*
GARFIELD	1	*0.3%*
IBARRA	1	*0.3%*
MARSHALL	1	*0.3%*
GRAND TOTAL:	**342**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

5th Grade Students Attending KIPP-ADELANTE by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
CHAVEZ	8	*16.3%*
EMERSON/BANDINI	6	*12.2%*
PORTER	6	*12.2%*
RODRIGUEZ	6	*12.2%*
BAKER	5	*10.2%*
BURBANK	4	*8.2%*
BALBOA	3	*6.1%*
OUTSIDE SDUSD	2	*4.1%*
PERKINS	2	*4.1%*
CLAY	1	*2.0%*
EUCLID	1	*2.0%*
FAY	1	*2.0%*
GOLDEN HILL	1	*2.0%*
HAMILTON	1	*2.0%*
ROWAN	1	*2.0%*
WASHINGTON	1	*2.0%*
GRAND TOTAL:	**49**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending KIPP-ADELANTE by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
KNOX	114	*41.2%*
MEMORIAL PREP	93	*33.6%*
ROOSEVELT	26	*9.4%*
OUTSIDE SDUSD	10	*3.6%*
MILLENNIAL TECH	10	*3.6%*
MANN	9	*3.2%*
WILSON	4	*1.4%*
BELL	4	*1.4%*
MONTGOMERY	2	*0.7%*
CLARK	2	*0.7%*
PACIFIC BEACH	1	*0.4%*
MARSTON	1	*0.4%*
FARB-DEPORTOLA	1	*0.4%*
GRAND TOTAL:	**277**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending LEARNING CHOICE CHARTER by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	103	*68.2%*
MARSHALL	8	*5.3%*
CHALLENGER	6	*4.0%*
MANN	6	*4.0%*
MILLENNIAL TECH	6	*4.0%*
MEMORIAL PREP	3	*2.0%*
WANGENHEIM	3	*2.0%*
BELL	2	*1.3%*
TAFT	2	*1.3%*
KNOX	2	*1.3%*
FARB-DEPORTOLA	2	*1.3%*
MONTGOMERY	1	*0.7%*
PACIFIC BEACH	1	*0.7%*
WILSON	1	*0.7%*
ROOSEVELT	1	*0.7%*
LEWIS-TAFT	1	*0.7%*
INNOVATION	1	*0.7%*
CLARK	1	*0.7%*
MARSTON	1	*0.7%*
GRAND TOTAL:	**151**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending LEARNING CHOICE CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	164	*71.3%*
MIRA MESA	17	*7.4%*
MORSE	10	*4.3%*
SAN DIEGO COMPLEX	8	*3.5%*
SCRIPPS RANCH	5	*2.2%*
HENRY	5	*2.2%*
CRAWFORD	5	*2.2%*
LINCOLN	4	*1.7%*
KEARNY COMPLEX	3	*1.3%*
HOOVER	3	*1.3%*
UNIVERSITY CITY	2	*0.9%*
MADISON	2	*0.9%*
POINT LOMA	1	*0.4%*
CLAIREMONT	1	*0.4%*
GRAND TOTAL:	**230**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5 Students Attending LEARNING CHOICE CHARTER by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	118	*63.1%*
ERICSON	4	*2.2%*
JONAS SALK	4	*2.2%*
CHOLLAS/MEAD	3	*1.6%*
HICKMAN	3	*1.6%*
PENN	3	*1.6%*
PORTER	3	*1.6%*
AUDUBON	2	*1.1%*
BAY PARK	2	*1.1%*
BOONE	2	*1.1%*
GAGE	2	*1.1%*
HAGE	2	*1.1%*
HORTON	2	*1.1%*
MASON	2	*1.1%*
PACIFIC BEACH	2	*1.1%*
ROSS	2	*1.1%*
SANDBURG	2	*1.1%*
TIERRASANTA	2	*1.1%*
VALENCIA PARK	2	*1.1%*
WALKER	2	*1.1%*
BALBOA	1	*0.5%*
BIRNEY	1	*0.5%*
CARSON	1	*0.5%*
CARVER	1	*0.5%*
ENCANTO	1	*0.5%*
FAY	1	*0.5%*
FIELD	1	*0.5%*
FREESE	1	*0.5%*
HAMILTON	1	*0.5%*
JERABEK	1	*0.5%*
JOHNSON	1	*0.5%*
JUAREZ-FOSTER	1	*0.5%*
KIMBROUGH	1	*0.5%*
LOMA PORTAL	1	*0.5%*
MARSHALL	1	*0.5%*
MILLER	1	*0.5%*
PACIFIC VIEW	1	*0.5%*
ROLANDO PARK	1	*0.5%*
ROSA PARKS	1	*0.5%*
SILVER GATE	1	*0.5%*
SPRECKELS	1	*0.5%*
WEGEFORTH	1	*0.5%*
WHITMAN	1	*0.5%*
GRAND TOTAL:	**187**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending MAGNOLIA SCIENCE ACADEMY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	167	*40.2%*
PERSHING	63	*15.2%*
LEWIS	48	*11.6%*
MANN	27	*6.5%*
TAFT	25	*6.0%*
FARB-DEPORTOLA	22	*5.3%*
CLARK	8	*1.9%*
ROOSEVELT	8	*1.9%*
MILLENNIAL TECH	7	*1.7%*
BELL	6	*1.4%*
MONTGOMERY	6	*1.4%*
LEWIS-TAFT	5	*1.2%*
INNOVATION	5	*1.2%*
WILSON	5	*1.2%*
WILSON-LEWIS	4	*1.0%*
KNOX	3	*0.7%*
MEMORIAL PREP	3	*0.7%*
WANGENHEIM	2	*0.5%*
CORREIA	1	*0.2%*
GRAND TOTAL:	**415**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending MCGILL SCHOOL OF SUCCESS by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
GOLDEN HILL	41	*25.2%*
OUTSIDE SDUSD	22	*13.5%*
KIMBROUGH	13	*8.0%*
CHOLLAS/MEAD	9	*5.5%*
RODRIGUEZ	8	*4.9%*
MCKINLEY	6	*3.7%*
LOGAN	5	*3.1%*
PORTER	5	*3.1%*
BAKER	4	*2.5%*
CHEROKEE POINT	4	*2.5%*
EDISON	4	*2.5%*
JEFFERSON	4	*2.5%*
PERKINS	4	*2.5%*
FLORENCE	3	*1.8%*
GARFIELD	3	*1.8%*
ADAMS	2	*1.2%*
BALBOA	2	*1.2%*
BIRNEY	2	*1.2%*
EMERSON/BANDINI	2	*1.2%*
MARSHALL	2	*1.2%*
OAK PARK	2	*1.2%*
SHERMAN	2	*1.2%*
BOONE	1	*0.6%*
BURBANK	1	*0.6%*
CENTRAL	1	*0.6%*
ENCANTO	1	*0.6%*
FAY	1	*0.6%*
FULTON	1	*0.6%*
HORTON	1	*0.6%*
JOYNER	1	*0.6%*
LOMA PORTAL	1	*0.6%*
NORMAL HEIGHTS	1	*0.6%*
PENN	1	*0.6%*
ROSS	1	*0.6%*
ROWAN	1	*0.6%*
WASHINGTON	1	*0.6%*
GRAND TOTAL:	**163**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending MUSEUM SCHOOL by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ROOSEVELT	22	*27.2%*
OUTSIDE SDUSD	10	*12.3%*
DANA/CORREIA-ROOSEVELT	7	*8.6%*
LEWIS	6	*7.4%*
CORREIA	4	*4.9%*
MONTGOMERY	4	*4.9%*
WILSON-LEWIS	4	*4.9%*
MANN	4	*4.9%*
KNOX	3	*3.7%*
MILLENNIAL TECH	2	*2.5%*
CHALLENGER	2	*2.5%*
MEMORIAL PREP	2	*2.5%*
PERSHING	2	*2.5%*
TAFT	2	*2.5%*
WILSON	2	*2.5%*
MARSTON	2	*2.5%*
BELL	1	*1.2%*
PACIFIC BEACH	1	*1.2%*
INNOVATION	1	*1.2%*
GRAND TOTAL:	**81**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5 Students Attending MUSEUM SCHOOL by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
FLORENCE	32	*20.4%*
OUTSIDE SDUSD	14	*8.9%*
GRANT	11	*7.0%*
GOLDEN HILL	9	*5.7%*
JEFFERSON	9	*5.7%*
MCKINLEY	8	*5.1%*
BIRNEY	6	*3.8%*
GARFIELD	6	*3.8%*
FRANKLIN	5	*3.2%*
SHERMAN	5	*3.2%*
WASHINGTON	5	*3.2%*
CARSON	4	*2.5%*
BAY PARK	3	*1.9%*
CUBBERLEY	3	*1.9%*
CADMAN	2	*1.3%*
CLAY	2	*1.3%*
ENCANTO	2	*1.3%*
FAY	2	*1.3%*
HAMILTON	2	*1.3%*
KUMEYAAY	2	*1.3%*
ROSS	2	*1.3%*
SUNSET VIEW	2	*1.3%*
TOLER	2	*1.3%*
WEBSTER	2	*1.3%*
ADAMS	1	*0.6%*
ALCOTT	1	*0.6%*
BURBANK	1	*0.6%*
CARVER	1	*0.6%*
CURIE	1	*0.6%*
EDISON	1	*0.6%*
EMERSON/BANDINI	1	*0.6%*
HARDY	1	*0.6%*
HAWTHORNE	1	*0.6%*
JONES	1	*0.6%*
JUAREZ	1	*0.6%*
KIMBROUGH	1	*0.6%*
NORMAL HEIGHTS	1	*0.6%*
NYE	1	*0.6%*
PENN	1	*0.6%*
RODRIGUEZ	1	*0.6%*
SANDBURG	1	*0.6%*
GRAND TOTAL:	**157**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending NUA 1001 STEAM by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
TAFT	7	*17.5%*
MONTGOMERY	6	*15.0%*
OUTSIDE SDUSD	5	*12.5%*
MANN	4	*10.0%*
CLARK	4	*10.0%*
WANGENHEIM	3	*7.5%*
PERSHING	3	*7.5%*
INNOVATION	3	*7.5%*
BELL	3	*7.5%*
WILSON	1	*2.5%*
LEWIS	1	*2.5%*
GRAND TOTAL:	**40**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending NUA 1001 STEAM by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	17	*24.6%*
KEARNY COMPLEX	17	*24.6%*
MIRA MESA	10	*14.5%*
MADISON	8	*11.6%*
MORSE	3	*4.3%*
HOOVER	3	*4.3%*
CRAWFORD	3	*4.3%*
UNIVERSITY CITY	2	*2.9%*
SERRA	2	*2.9%*
HENRY	2	*2.9%*
SAN DIEGO COMPLEX	1	*1.4%*
LINCOLN	1	*1.4%*
GRAND TOTAL:	**69**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending O'FARRELL CHARTER by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
KNOX	278	*35.6%*
BELL	229	*29.3%*
MILLENNIAL TECH	166	*21.3%*
OUTSIDE SDUSD	69	*8.8%*
MEMORIAL PREP	23	*2.9%*
CLARK	9	*1.2%*
MANN	3	*0.4%*
INVALID ADDRESS	2	*0.3%*
ROOSEVELT	1	*0.1%*
LEWIS	1	*0.1%*
GRAND TOTAL:	**781**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9-12th Grade Students Attending O'FARRELL CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
LINCOLN	279	*50.5%*
MORSE	186	*33.6%*
OUTSIDE SDUSD	64	*11.6%*
HOOVER	8	*1.4%*
SAN DIEGO COMPLEX	7	*1.3%*
HENRY	4	*0.7%*
INVALID ADDRESS	3	*0.5%*
CRAWFORD	2	*0.4%*
GRAND TOTAL:	**553**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending O'FARRELL CHARTER by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ENCANTO	84	*16.2%*
OUTSIDE SDUSD	83	*16.0%*
VALENCIA PARK	58	*11.2%*
NYE	46	*8.8%*
FULTON	36	*6.9%*
PORTER	31	*6.0%*
BOONE	24	*4.6%*
FREESE	24	*4.6%*
AUDUBON	17	*3.3%*
ZAMORANO	17	*3.3%*
PERRY	12	*2.3%*
HORTON	11	*2.1%*
PENN	11	*2.1%*
PARADISE HILLS	9	*1.7%*
JOHNSON	7	*1.3%*
INVALID ADDRESS	6	*1.2%*
PACIFIC VIEW	5	*1.0%*
RODRIGUEZ	5	*1.0%*
BAKER	4	*0.8%*
WEBSTER	4	*0.8%*
BETHUNE	3	*0.6%*
CHOLLAS/MEAD	3	*0.6%*
EMERSON/BANDINI	3	*0.6%*
HAMILTON	3	*0.6%*
BALBOA	2	*0.4%*
FAY	2	*0.4%*
LOGAN	2	*0.4%*
NORMAL HEIGHTS	2	*0.4%*
BURBANK	1	*0.2%*
CARVER	1	*0.2%*
CHAVEZ	1	*0.2%*
EUCLID	1	*0.2%*
OAK PARK	1	*0.2%*
SHERMAN	1	*0.2%*
GRAND TOTAL:	**520**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending OLD TOWN ACADEMY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ROOSEVELT	15	*18.5%*
MARSTON	11	*13.6%*
OUTSIDE SDUSD	11	*13.6%*
CORREIA	10	*12.3%*
MONTGOMERY	7	*8.6%*
INNOVATION	5	*6.2%*
TAFT	4	*4.9%*
DANA/CORREIA-ROOSEVELT	4	*4.9%*
MUIRLANDS	3	*3.7%*
LEWIS	2	*2.5%*
BELL	2	*2.5%*
MANN	2	*2.5%*
PERSHING	2	*2.5%*
FARB-DEPORTOLA	1	*1.2%*
WILSON-LEWIS	1	*1.2%*
MEMORIAL PREP	1	*1.2%*
GRAND TOTAL:	**81**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending OLD TOWN ACADEMY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
GRANT	28	*16.6%*
OUTSIDE SDUSD	18	*10.7%*
CARSON	9	*5.3%*
LOMA PORTAL	8	*4.7%*
TOLER	7	*4.1%*
FLETCHER	5	*3.0%*
SILVER GATE	5	*3.0%*
BAY PARK	4	*2.4%*
BIRNEY	4	*2.4%*
CADMAN	4	*2.4%*
DEWEY	4	*2.4%*
FLORENCE	4	*2.4%*
GOLDEN HILL	4	*2.4%*
MCKINLEY	4	*2.4%*
ALCOTT	3	*1.8%*
HANCOCK	3	*1.8%*
JONES	3	*1.8%*
JUAREZ	3	*1.8%*
WASHINGTON	3	*1.8%*
ADAMS	2	*1.2%*
CABRILLO	2	*1.2%*
CUBBERLEY	2	*1.2%*
CURIE	2	*1.2%*
DAILARD	2	*1.2%*
FOSTER	2	*1.2%*
FRANKLIN	2	*1.2%*
GAGE	2	*1.2%*
HARDY	2	*1.2%*
HOLMES	2	*1.2%*
JEFFERSON	2	*1.2%*
JUAREZ-FOSTER	2	*1.2%*
LINDA VISTA	2	*1.2%*
LINDBERGH/SCHWEITZER	2	*1.2%*
ROSS	2	*1.2%*
BIRD ROCK	1	*0.6%*
CARSON-FLETCHER	1	*0.6%*
CLAY	1	*0.6%*
FAY	1	*0.6%*
FREESE	1	*0.6%*
GARFIELD	1	*0.6%*
GREEN	1	*0.6%*
LA JOLLA	1	*0.6%*
MARVIN	1	*0.6%*
OCEAN BEACH	1	*0.6%*
SHERMAN	1	*0.6%*
TIERRASANTA	1	*0.6%*
TORREY PINES	1	*0.6%*
WEGEFORTH	1	*0.6%*
WHITMAN	1	*0.6%*

Resident School	Total	% of Grand Total
ZAMORANO	1	*0.6%*
GRAND TOTAL:	**169**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending PREUSS CHARTER by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MANN	72	*19.5%*
MONTGOMERY	48	*13.0%*
WILSON	33	*8.9%*
OUTSIDE SDUSD	33	*8.9%*
MILLENNIAL TECH	30	*8.1%*
MEMORIAL PREP	27	*7.3%*
CLARK	26	*7.0%*
KNOX	26	*7.0%*
ROOSEVELT	21	*5.7%*
BELL	13	*3.5%*
INNOVATION	9	*2.4%*
WILSON-LEWIS	5	*1.4%*
TAFT	4	*1.1%*
CHALLENGER	4	*1.1%*
FARB-DEPORTOLA	4	*1.1%*
CORREIA	3	*0.8%*
MARSTON	3	*0.8%*
WANGENHEIM	3	*0.8%*
LEWIS	2	*0.5%*
STANDLEY	2	*0.5%*
LEWIS-TAFT	1	*0.3%*
MARSHALL	1	*0.3%*
GRAND TOTAL:	**370**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending PREUSS CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HOOVER	88	*18.9%*
CRAWFORD	78	*16.7%*
LINCOLN	71	*15.2%*
SAN DIEGO COMPLEX	67	*14.4%*
KEARNY COMPLEX	64	*13.7%*
OUTSIDE SDUSD	37	*7.9%*
MORSE	20	*4.3%*
CLAIREMONT	9	*1.9%*
MADISON	9	*1.9%*
HENRY-KEARNY COMPLEX	5	*1.1%*
UNIVERSITY CITY	4	*0.9%*
HOOVER-HENRY	4	*0.9%*
MISSION BAY	3	*0.6%*
MIRA MESA	3	*0.6%*
SERRA	2	*0.4%*
LA JOLLA	1	*0.2%*
SAN DIEGO COMPLEX-PT LOMA	1	*0.2%*
GRAND TOTAL:	**466**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending SAN DIEGO COOPERATIVE CHARTER by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MONTGOMERY	51	*23.0%*
MEMORIAL PREP	25	*11.3%*
OUTSIDE SDUSD	25	*11.3%*
MANN	15	*6.8%*
MARSTON	14	*6.3%*
ROOSEVELT	13	*5.9%*
TAFT	12	*5.4%*
LEWIS	11	*5.0%*
INNOVATION	9	*4.1%*
MILLENNIAL TECH	6	*2.7%*
KNOX	6	*2.7%*
PERSHING	5	*2.3%*
FARB-DEPORTOLA	5	*2.3%*
BELL	4	*1.8%*
CLARK	4	*1.8%*
WILSON	3	*1.4%*
WILSON-LEWIS	3	*1.4%*
PACIFIC BEACH	3	*1.4%*
STANDLEY	2	*0.9%*
CORREIA	2	*0.9%*
MARSHALL	1	*0.5%*
WANGENHEIM	1	*0.5%*
CHALLENGER	1	*0.5%*
LEWIS-TAFT	1	*0.5%*
GRAND TOTAL:	**222**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending SAN DIEGO COOPERATIVE CHARTER by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	69	*13.5%*
EMERSON/BANDINI	42	*8.2%*
LINDA VISTA	26	*5.1%*
HOLMES	21	*4.1%*
CARSON	20	*3.9%*
TIERRASANTA	15	*2.9%*
ROWAN	14	*2.7%*
CHESTERTON	11	*2.2%*
BIRNEY	10	*2.0%*
FAY	10	*2.0%*
FRANKLIN	10	*2.0%*
CADMAN	9	*1.8%*
CLAY	9	*1.8%*
LINDBERGH/SCHWEITZER	9	*1.8%*
JONES	8	*1.6%*
ADAMS	7	*1.4%*
FIELD	7	*1.4%*
FOSTER	7	*1.4%*
HANCOCK	7	*1.4%*
JUAREZ-FOSTER	7	*1.4%*
MCKINLEY	7	*1.4%*
SEQUOIA	7	*1.4%*
BALBOA	6	*1.2%*
PACIFIC BEACH	6	*1.2%*
BAKER	5	*1.0%*
CARSON-FLETCHER	5	*1.0%*
CARVER	5	*1.0%*
GARFIELD	5	*1.0%*
GOLDEN HILL	5	*1.0%*
PORTER	5	*1.0%*
RODRIGUEZ	5	*1.0%*
TOLER	5	*1.0%*
BURBANK	4	*0.8%*
CHAVEZ	4	*0.8%*
EDISON	4	*0.8%*
FLORENCE	4	*0.8%*
HAMILTON	4	*0.8%*
HAWTHORNE	4	*0.8%*
ROLANDO PARK	4	*0.8%*
ROSS	4	*0.8%*
SILVER GATE	4	*0.8%*
WHITMAN	4	*0.8%*
BAY PARK	3	*0.6%*
CLAY-HARDY	3	*0.6%*
CROWN POINT	3	*0.6%*
CURIE	3	*0.6%*
ENCANTO	3	*0.6%*
GRANT	3	*0.6%*
LAFAYETTE	3	*0.6%*

Resident School	Total	% of Grand Total
PACIFIC VIEW	3	*0.6%*
PERRY	3	*0.6%*
SPRECKELS	3	*0.6%*
CHEROKEE POINT	2	*0.4%*
CUBBERLEY	2	*0.4%*
DAILARD	2	*0.4%*
DEWEY	2	*0.4%*
GREEN	2	*0.4%*
HARDY	2	*0.4%*
HORTON	2	*0.4%*
JUAREZ	2	*0.4%*
KIMBROUGH	2	*0.4%*
LOMA PORTAL	2	*0.4%*
MARSHALL	2	*0.4%*
MILLER	2	*0.4%*
MIRAMAR RANCH	2	*0.4%*
NORMAL HEIGHTS	2	*0.4%*
OAK PARK	2	*0.4%*
OCEAN BEACH	2	*0.4%*
ROSA PARKS	2	*0.4%*
SHERMAN	2	*0.4%*
WALKER	2	*0.4%*
WEBSTER	2	*0.4%*
ALCOTT	1	*0.2%*
BOONE	1	*0.2%*
CENTRAL	1	*0.2%*
CHOLLAS/MEAD	1	*0.2%*
FREESE	1	*0.2%*
FULTON	1	*0.2%*
HEARST	1	*0.2%*
JEFFERSON	1	*0.2%*
JOYNER	1	*0.2%*
KUMEYAAY	1	*0.2%*
LOGAN	1	*0.2%*
NYE	1	*0.2%*
SANDBURG	1	*0.2%*
SUNSET VIEW	1	*0.2%*
TORREY PINES	1	*0.2%*
VALENCIA PARK	1	*0.2%*
GRAND TOTAL:	**510**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending SAN DIEGO GLOBAL VISION by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
WILSON	24	*23.1%*
OUTSIDE SDUSD	21	*20.2%*
CLARK	14	*13.5%*
ROOSEVELT	10	*9.6%*
MILLENNIAL TECH	8	*7.7%*
MANN	8	*7.7%*
TAFT	6	*5.8%*
KNOX	4	*3.8%*
PERSHING	3	*2.9%*
MEMORIAL PREP	2	*1.9%*
FARB-DEPORTOLA	2	*1.9%*
PACIFIC BEACH	1	*1.0%*
LEWIS-TAFT	1	*1.0%*
GRAND TOTAL:	**104**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending SAN DIEGO GLOBAL VISION ACADEMY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	38	*13.4%*
ADAMS	34	*12.0%*
NORMAL HEIGHTS	18	*6.4%*
CENTRAL	14	*4.9%*
HAMILTON	14	*4.9%*
ANGIER	11	*3.9%*
FRANKLIN	9	*3.2%*
FAY	8	*2.8%*
GARFIELD	8	*2.8%*
ROSA PARKS	7	*2.5%*
VALENCIA PARK	7	*2.5%*
ENCANTO	6	*2.1%*
JOYNER	6	*2.1%*
HANCOCK	5	*1.8%*
JUAREZ-FOSTER	5	*1.8%*
WEBSTER	5	*1.8%*
CARVER	4	*1.4%*
HARDY	4	*1.4%*
MILLER	4	*1.4%*
PORTER	4	*1.4%*
BIRNEY	3	*1.1%*
CLAY	3	*1.1%*
EDISON	3	*1.1%*
FOSTER	3	*1.1%*
FULTON	3	*1.1%*
JONES	3	*1.1%*
MARSHALL	3	*1.1%*
NYE	3	*1.1%*
ROWAN	3	*1.1%*
WHITMAN	3	*1.1%*
AUDUBON	2	*0.7%*
CHOLLAS/MEAD	2	*0.7%*
CUBBERLEY	2	*0.7%*
FIELD	2	*0.7%*
FREESE	2	*0.7%*
GREEN	2	*0.7%*
IBARRA	2	*0.7%*
JEFFERSON	2	*0.7%*
JOHNSON	2	*0.7%*
KIMBROUGH	2	*0.7%*
LOMA PORTAL	2	*0.7%*
RODRIGUEZ	2	*0.7%*
ROLANDO PARK	2	*0.7%*
SHERMAN	2	*0.7%*
BAKER	1	*0.4%*
BALBOA	1	*0.4%*
CHEROKEE POINT	1	*0.4%*
GOLDEN HILL	1	*0.4%*
JUAREZ	1	*0.4%*

Resident School	Total	% of Grand Total
MARVIN	1	*0.4%*
OAK PARK	1	*0.4%*
PARADISE HILLS	1	*0.4%*
PERRY	1	*0.4%*
ROSS	1	*0.4%*
SESSIONS	1	*0.4%*
WASHINGTON	1	*0.4%*
WEGEFORTH	1	*0.4%*
ZAMORANO	1	*0.4%*
GRAND TOTAL:	**283**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending SET CHARTER by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	34	*18.5%*
KEARNY COMPLEX	28	*15.2%*
SERRA	19	*10.3%*
MADISON	12	*6.5%*
CRAWFORD	12	*6.5%*
POINT LOMA	12	*6.5%*
SAN DIEGO COMPLEX	11	*6.0%*
CLAIREMONT	9	*4.9%*
HOOVER	8	*4.3%*
LINCOLN	8	*4.3%*
SCRIPPS RANCH	6	*3.3%*
HENRY	6	*3.3%*
MIRA MESA	5	*2.7%*
LA JOLLA	4	*2.2%*
UNIVERSITY CITY	3	*1.6%*
HENRY-KEARNY COMPLEX	2	*1.1%*
SAN DIEGO COMPLEX-PT LOMA	2	*1.1%*
MISSION BAY	2	*1.1%*
MORSE	1	*0.5%*
GRAND TOTAL:	**184**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending TUBMAN VILLAGE by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MANN	76	*46.1%*
OUTSIDE SDUSD	49	*29.7%*
KNOX	11	*6.7%*
CLARK	7	*4.2%*
BELL	7	*4.2%*
LEWIS	6	*3.6%*
MILLENNIAL TECH	2	*1.2%*
WILSON	1	*0.6%*
ROOSEVELT	1	*0.6%*
PERSHING	1	*0.6%*
PACIFIC BEACH	1	*0.6%*
MONTGOMERY	1	*0.6%*
MEMORIAL PREP	1	*0.6%*
FARB-DEPORTOLA	1	*0.6%*
GRAND TOTAL:	**165**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending TUBMAN VILLAGE by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	81	*33.8%*
CLAY	46	*19.2%*
FAY	16	*6.7%*
OAK PARK	15	*6.3%*
CARVER	13	*5.4%*
CLAY-HARDY	8	*3.3%*
HAMILTON	8	*3.3%*
MARSHALL	6	*2.5%*
ENCANTO	5	*2.1%*
PORTER	5	*2.1%*
FULTON	4	*1.7%*
ROLANDO PARK	4	*1.7%*
VALENCIA PARK	4	*1.7%*
IBARRA	3	*1.3%*
JOHNSON	3	*1.3%*
PACIFIC VIEW	3	*1.3%*
ROSA PARKS	3	*1.3%*
CENTRAL	2	*0.8%*
ADAMS	1	*0.4%*
BALBOA	1	*0.4%*
BETHUNE	1	*0.4%*
BOONE	1	*0.4%*
EUCLID	1	*0.4%*
FREESE	1	*0.4%*
GAGE	1	*0.4%*
GARFIELD	1	*0.4%*
NORMAL HEIGHTS	1	*0.4%*
NYE	1	*0.4%*
ROWAN	1	*0.4%*
GRAND TOTAL:	**240**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending URBAN DISCOVERY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
ROOSEVELT	55	*33.1%*
OUTSIDE SDUSD	26	*15.7%*
MANN	16	*9.6%*
MILLENNIAL TECH	15	*9.0%*
MEMORIAL PREP	10	*6.0%*
TAFT	8	*4.8%*
CLARK	5	*3.0%*
MARSTON	5	*3.0%*
BELL	4	*2.4%*
LEWIS	4	*2.4%*
KNOX	4	*2.4%*
DANA/CORREIA-ROOSEVELT	4	*2.4%*
FARB-DEPORTOLA	3	*1.8%*
CORREIA	2	*1.2%*
PACIFIC BEACH	1	*0.6%*
MONTGOMERY	1	*0.6%*
PERSHING	1	*0.6%*
WILSON	1	*0.6%*
INNOVATION	1	*0.6%*
GRAND TOTAL:	**166**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending URBAN DISCOVERY by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
SAN DIEGO COMPLEX	31	*34.4%*
LINCOLN	18	*20.0%*
OUTSIDE SDUSD	16	*17.8%*
SAN DIEGO COMPLEX-PT LOMA	4	*4.4%*
POINT LOMA	4	*4.4%*
KEARNY COMPLEX	3	*3.3%*
HOOVER	3	*3.3%*
CRAWFORD	3	*3.3%*
SERRA	2	*2.2%*
SCRIPPS RANCH	1	*1.1%*
MORSE	1	*1.1%*
MIRA MESA	1	*1.1%*
LA JOLLA	1	*1.1%*
HOOVER-HENRY	1	*1.1%*
CLAIREMONT	1	*1.1%*
GRAND TOTAL:	**90**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending URBAN DISCOVERY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	64	*20.0%*
SHERMAN	38	*11.9%*
WASHINGTON	30	*9.4%*
GOLDEN HILL	20	*6.3%*
MCKINLEY	12	*3.8%*
JEFFERSON	10	*3.1%*
GARFIELD	8	*2.5%*
CHOLLAS/MEAD	7	*2.2%*
ENCANTO	7	*2.2%*
PORTER	7	*2.2%*
BIRNEY	6	*1.9%*
BURBANK	6	*1.9%*
KIMBROUGH	6	*1.9%*
PERKINS	6	*1.9%*
FAY	5	*1.6%*
RODRIGUEZ	5	*1.6%*
BAY PARK	4	*1.3%*
CARVER	4	*1.3%*
CLAY	4	*1.3%*
FRANKLIN	4	*1.3%*
GRANT	4	*1.3%*
LOGAN	4	*1.3%*
ROWAN	4	*1.3%*
CARSON	3	*0.9%*
CHAVEZ	3	*0.9%*
FLORENCE	3	*0.9%*
JUAREZ	3	*0.9%*
SILVER GATE	3	*0.9%*
ADAMS	2	*0.6%*
BETHUNE	2	*0.6%*
CHEROKEE POINT	2	*0.6%*
HAMILTON	2	*0.6%*
HAWTHORNE	2	*0.6%*
JONES	2	*0.6%*
LOMA PORTAL	2	*0.6%*
MARVIN	2	*0.6%*
PARADISE HILLS	2	*0.6%*
SESSIONS	2	*0.6%*
VALENCIA PARK	2	*0.6%*
WEGEFORTH	2	*0.6%*
ALCOTT	1	*0.3%*
EMERSON/BANDINI	1	*0.3%*
FOSTER	1	*0.3%*
HARDY	1	*0.3%*
HORTON	1	*0.3%*
JOYNER	1	*0.3%*
JUAREZ-FOSTER	1	*0.3%*
MARSHALL	1	*0.3%*
MIRAMAR RANCH	1	*0.3%*

Resident School	Total	% of Grand Total
NORMAL HEIGHTS	1	*0.3%*
NYE	1	*0.3%*
PACIFIC BEACH	1	*0.3%*
ROLANDO PARK	1	*0.3%*
ROSS	1	*0.3%*
SPRECKELS	1	*0.3%*
WEBSTER	1	*0.3%*
GRAND TOTAL:	**320**	

Magnet Schools

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

K-5th Grade Students Attending BARNARD ELEMENTARY by Resident School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	78	*14.8%*
TOLER	22	*4.2%*
CROWN POINT	21	*4.0%*
SESSIONS	19	*3.6%*
HOLMES	15	*2.8%*
CADMAN	13	*2.5%*
JONES	11	*2.1%*
PACIFIC BEACH	11	*2.1%*
SPRECKELS	11	*2.1%*
WASHINGTON	11	*2.1%*
BAY PARK	10	*1.9%*
CABRILLO	10	*1.9%*
LA JOLLA	10	*1.9%*
BIRD ROCK	9	*1.7%*
CARSON	9	*1.7%*
TIERRASANTA	9	*1.7%*
SILVER GATE	8	*1.5%*
ALCOTT	7	*1.3%*
CURIE	7	*1.3%*
HAWTHORNE	7	*1.3%*
LOMA PORTAL	7	*1.3%*
PORTER	7	*1.3%*
DOYLE	6	*1.1%*
ERICSON	6	*1.1%*
GRANT	6	*1.1%*
MASON	6	*1.1%*
ROSS	6	*1.1%*
WALKER	6	*1.1%*
WEGEFORTH	6	*1.1%*
CENTRAL	5	*0.9%*
CUBBERLEY	5	*0.9%*
ENCANTO	5	*0.9%*
HEARST	5	*0.9%*
HICKMAN	5	*0.9%*
LAFAYETTE	5	*0.9%*
LINDBERGH/SCHWEITZER	5	*0.9%*
OCEAN BEACH	5	*0.9%*
SEQUOIA	5	*0.9%*
ADAMS	4	*0.8%*
FLORENCE	4	*0.8%*
FRANKLIN	4	*0.8%*
HAGE	4	*0.8%*
IBARRA	4	*0.8%*
LINDA VISTA	4	*0.8%*
RODRIGUEZ	4	*0.8%*
SANDBURG	4	*0.8%*
BAKER	3	*0.6%*
CHOLLAS/MEAD	3	*0.6%*
EDISON	3	*0.6%*

Resident School	Total	% of Grand Total
FAY	3	*0.6%*
FIELD	3	*0.6%*
JONAS SALK	3	*0.6%*
KUMEYAAY	3	*0.6%*
PENN	3	*0.6%*
TORREY PINES	3	*0.6%*
VALENCIA PARK	3	*0.6%*
VISTA GRANDE	3	*0.6%*
WEBSTER	3	*0.6%*
CARSON-FLETCHER	2	*0.4%*
CARVER	2	*0.4%*
E. B. SCRIPPS	2	*0.4%*
EMERSON/BANDINI	2	*0.4%*
FLETCHER	2	*0.4%*
GOLDEN HILL	2	*0.4%*
HARDY	2	*0.4%*
HORTON	2	*0.4%*
JUAREZ	2	*0.4%*
JUAREZ-FOSTER	2	*0.4%*
LOGAN	2	*0.4%*
MCKINLEY	2	*0.4%*
MILLER	2	*0.4%*
MIRAMAR RANCH	2	*0.4%*
PARADISE HILLS	2	*0.4%*
PERKINS	2	*0.4%*
ROLANDO PARK	2	*0.4%*
SHERMAN	2	*0.4%*
WHITMAN	2	*0.4%*
AUDUBON	1	*0.2%*
BALBOA	1	*0.2%*
BENCHLEY/WEINBERGER	1	*0.2%*
BIRNEY	1	*0.2%*
BURBANK	1	*0.2%*
CHESTERTON	1	*0.2%*
CLAY	1	*0.2%*
DAILARD	1	*0.2%*
DEWEY	1	*0.2%*
DINGEMAN	1	*0.2%*
EUCLID	1	*0.2%*
FOSTER	1	*0.2%*
FREESE	1	*0.2%*
GAGE	1	*0.2%*
GARFIELD	1	*0.2%*
GREEN	1	*0.2%*
JEFFERSON	1	*0.2%*
JOYNER	1	*0.2%*
MARSHALL	1	*0.2%*
MARVIN	1	*0.2%*
NYE	1	*0.2%*
PACIFIC VIEW	1	*0.2%*
SUNSET VIEW	1	*0.2%*
GRAND TOTAL:	**528**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th GradeStudents Attending CPMA by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
INNOVATION	151	*16.0%*
MANN	138	*14.6%*
CLARK	91	*9.6%*
KNOX	86	*9.1%*
MONTGOMERY	83	*8.8%*
MARSTON	56	*5.9%*
MEMORIAL PREP	52	*5.5%*
WILSON	49	*5.2%*
BELL	45	*4.8%*
MILLENNIAL TECH	44	*4.7%*
TAFT	34	*3.6%*
ROOSEVELT	21	*2.2%*
STANDLEY	20	*2.1%*
OUTSIDE SDUSD	19	*2.0%*
WANGENHEIM	12	*1.3%*
FARB-DEPORTOLA	8	*0.8%*
LEWIS	7	*0.7%*
PACIFIC BEACH	7	*0.7%*
LEWIS-TAFT	5	*0.5%*
CHALLENGER	4	*0.4%*
PERSHING	3	*0.3%*
CORREIA	3	*0.3%*
WILSON-LEWIS	2	*0.2%*
DANA/CORREIA-ROOSEVELT	2	*0.2%*
MUIRLANDS	2	*0.2%*
MARSHALL	1	*0.1%*
GRAND TOTAL:	**945**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students AttendingLANGUAGE ACADEMY by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MANN	59	*20.8%*
OUTSIDE SDUSD	54	*19.0%*
LEWIS	25	*8.8%*
CLARK	20	*7.0%*
BELL	18	*6.3%*
MILLENNIAL TECH	15	*5.3%*
KNOX	15	*5.3%*
PERSHING	14	*4.9%*
MEMORIAL PREP	10	*3.5%*
ROOSEVELT	10	*3.5%*
WILSON	8	*2.8%*
WILSON-LEWIS	6	*2.1%*
CHALLENGER	5	*1.8%*
TAFT	4	*1.4%*
INNOVATION	4	*1.4%*
MARSTON	4	*1.4%*
MONTGOMERY	3	*1.1%*
WANGENHEIM	3	*1.1%*
FARB-DEPORTOLA	2	*0.7%*
DANA/CORREIA-ROOSEVELT	2	*0.7%*
MUIRLANDS	1	*0.4%*
STANDLEY	1	*0.4%*
CORREIA	1	*0.4%*
GRAND TOTAL:	**284**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending LANGUAGE ACADEMY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
OUTSIDE SDUSD	118	*16.5%*
CLAY	70	*9.8%*
CLAY-HARDY	35	*4.9%*
CARVER	33	*4.6%*
HARDY	30	*4.2%*
FAY	27	*3.8%*
MARVIN	18	*2.5%*
ENCANTO	17	*2.4%*
FOSTER	17	*2.4%*
PORTER	16	*2.2%*
DAILARD	14	*2.0%*
HAMILTON	13	*1.8%*
ROLANDO PARK	13	*1.8%*
AUDUBON	12	*1.7%*
FRANKLIN	12	*1.7%*
HEARST	12	*1.7%*
MARSHALL	11	*1.5%*
OAK PARK	11	*1.5%*
ZAMORANO	10	*1.4%*
GAGE	9	*1.3%*
FULTON	8	*1.1%*
JOYNER	8	*1.1%*
CUBBERLEY	7	*1.0%*
GARFIELD	7	*1.0%*
HORTON	7	*1.0%*
NORMAL HEIGHTS	7	*1.0%*
RODRIGUEZ	7	*1.0%*
VALENCIA PARK	7	*1.0%*
CHAVEZ	6	*0.8%*
GOLDEN HILL	6	*0.8%*
HAWTHORNE	6	*0.8%*
JONES	6	*0.8%*
BAKER	5	*0.7%*
BIRNEY	5	*0.7%*
EMERSON/BANDINI	5	*0.7%*
EUCLID	5	*0.7%*
JUAREZ	5	*0.7%*
WASHINGTON	5	*0.7%*
WEBSTER	5	*0.7%*
BENCHLEY/WEINBERGER	4	*0.6%*
CHEROKEE POINT	4	*0.6%*
FLORENCE	4	*0.6%*
IBARRA	4	*0.6%*
ROSA PARKS	4	*0.6%*
SHERMAN	4	*0.6%*
WEGEFORTH	4	*0.6%*
ADAMS	3	*0.4%*
BOONE	3	*0.4%*
BURBANK	3	*0.4%*

Resident School	Total	% of Grand Total
CADMAN	3	*0.4%*
CARSON	3	*0.4%*
CURIE	3	*0.4%*
EDISON	3	*0.4%*
FREESE	3	*0.4%*
JEFFERSON	3	*0.4%*
KIMBROUGH	3	*0.4%*
MASON	3	*0.4%*
MCKINLEY	3	*0.4%*
PENN	3	*0.4%*
TIERRASANTA	3	*0.4%*
BALBOA	2	*0.3%*
CHESTERTON	2	*0.3%*
CHOLLAS/MEAD	2	*0.3%*
KUMEYAAY	2	*0.3%*
MILLER	2	*0.3%*
PACIFIC VIEW	2	*0.3%*
PARADISE HILLS	2	*0.3%*
ANGIER	1	*0.1%*
BETHUNE	1	*0.1%*
CABRILLO	1	*0.1%*
CENTRAL	1	*0.1%*
FIELD	1	*0.1%*
FLETCHER	1	*0.1%*
GRANT	1	*0.1%*
HAGE	1	*0.1%*
HOLMES	1	*0.1%*
JOHNSON	1	*0.1%*
LOGAN	1	*0.1%*
LOMA PORTAL	1	*0.1%*
MIRAMAR RANCH	1	*0.1%*
OCEAN BEACH	1	*0.1%*
ROWAN	1	*0.1%*
SANDBURG	1	*0.1%*
SPRECKELS	1	*0.1%*
WALKER	1	*0.1%*
GRAND TOTAL:	**717**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending LONGFELLOW by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MARSTON	34	*21.0%*
INNOVATION	27	*16.7%*
BELL	16	*9.9%*
OUTSIDE SDUSD	10	*6.2%*
MANN	9	*5.6%*
MONTGOMERY	9	*5.6%*
PACIFIC BEACH	7	*4.3%*
KNOX	7	*4.3%*
ROOSEVELT	6	*3.7%*
MILLENNIAL TECH	6	*3.7%*
CLARK	6	*3.7%*
MEMORIAL PREP	6	*3.7%*
TAFT	5	*3.1%*
WANGENHEIM	3	*1.9%*
DANA/CORREIA-ROOSEVELT	3	*1.9%*
FARB-DEPORTOLA	2	*1.2%*
CORREIA	2	*1.2%*
WILSON-LEWIS	1	*0.6%*
LEWIS	1	*0.6%*
WILSON	1	*0.6%*
CHALLENGER	1	*0.6%*
GRAND TOTAL:	**162**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending LONGFELLOW by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BAY PARK	48	*8.7%*
HOLMES	37	*6.7%*
CADMAN	20	*3.6%*
TOLER	19	*3.4%*
ALCOTT	16	*2.9%*
WHITMAN	14	*2.5%*
LINDBERGH/SCHWEITZER	13	*2.4%*
CARSON	12	*2.2%*
LAFAYETTE	12	*2.2%*
OUTSIDE SDUSD	11	*2.0%*
SEQUOIA	11	*2.0%*
JEFFERSON	10	*1.8%*
WEGEFORTH	10	*1.8%*
RODRIGUEZ	9	*1.6%*
AUDUBON	8	*1.4%*
JOHNSON	8	*1.4%*
PORTER	8	*1.4%*
CLAY	7	*1.3%*
EMERSON/BANDINI	7	*1.3%*
FAY	7	*1.3%*
FIELD	7	*1.3%*
GOLDEN HILL	7	*1.3%*
HAMILTON	7	*1.3%*
HAWTHORNE	7	*1.3%*
LINDA VISTA	7	*1.3%*
OCEAN BEACH	7	*1.3%*
ROSA PARKS	7	*1.3%*
ROSS	7	*1.3%*
VALENCIA PARK	7	*1.3%*
CROWN POINT	6	*1.1%*
DOYLE	6	*1.1%*
JONES	6	*1.1%*
SILVER GATE	6	*1.1%*
SPRECKELS	6	*1.1%*
WASHINGTON	6	*1.1%*
ZAMORANO	6	*1.1%*
CARVER	5	*0.9%*
ENCANTO	5	*0.9%*
PACIFIC VIEW	5	*0.9%*
ROWAN	5	*0.9%*
ANGIER	4	*0.7%*
BAKER	4	*0.7%*
BOONE	4	*0.7%*
CHOLLAS/MEAD	4	*0.7%*
CURIE	4	*0.7%*
ERICSON	4	*0.7%*
FREESE	4	*0.7%*
FULTON	4	*0.7%*
JERABEK	4	*0.7%*

Resident School	Total	% of Grand Total
JUAREZ-FOSTER	4	*0.7%*
LOMA PORTAL	4	*0.7%*
OAK PARK	4	*0.7%*
PACIFIC BEACH	4	*0.7%*
SESSIONS	4	*0.7%*
WEBSTER	4	*0.7%*
BIRNEY	3	*0.5%*
CHEROKEE POINT	3	*0.5%*
FOSTER	3	*0.5%*
FRANKLIN	3	*0.5%*
GARFIELD	3	*0.5%*
HICKMAN	3	*0.5%*
KUMEYAAY	3	*0.5%*
MCKINLEY	3	*0.5%*
NORMAL HEIGHTS	3	*0.5%*
PENN	3	*0.5%*
SUNSET VIEW	3	*0.5%*
ADAMS	2	*0.4%*
BALBOA	2	*0.4%*
BIRD ROCK	2	*0.4%*
EUCLID	2	*0.4%*
HAGE	2	*0.4%*
HARDY	2	*0.4%*
HEARST	2	*0.4%*
HORTON	2	*0.4%*
JOYNER	2	*0.4%*
KIMBROUGH	2	*0.4%*
SHERMAN	2	*0.4%*
TORREY PINES	2	*0.4%*
VISTA GRANDE	2	*0.4%*
CENTRAL	1	*0.2%*
CHAVEZ	1	*0.2%*
CUBBERLEY	1	*0.2%*
DAILARD	1	*0.2%*
DEWEY	1	*0.2%*
DINGEMAN	1	*0.2%*
FLETCHER	1	*0.2%*
GRANT	1	*0.2%*
IBARRA	1	*0.2%*
JONAS SALK	1	*0.2%*
JUAREZ	1	*0.2%*
LA JOLLA	1	*0.2%*
LOGAN	1	*0.2%*
MARSHALL	1	*0.2%*
MARVIN	1	*0.2%*
MASON	1	*0.2%*
MIRAMAR RANCH	1	*0.2%*
NYE	1	*0.2%*
PARADISE HILLS	1	*0.2%*
ROLANDO PARK	1	*0.2%*
TIERRASANTA	1	*0.2%*
GRAND TOTAL:	**552**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending MUIR LANGUAGE ACADEMY by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MONTGOMERY	16	*22.2%*
MARSTON	9	*12.5%*
INNOVATION	9	*12.5%*
WILSON	8	*11.1%*
MANN	7	*9.7%*
MILLENNIAL TECH	5	*6.9%*
ROOSEVELT	3	*4.2%*
KNOX	3	*4.2%*
CLARK	3	*4.2%*
WANGENHEIM	2	*2.8%*
MUIRLANDS	1	*1.4%*
OUTSIDE SDUSD	1	*1.4%*
BELL	1	*1.4%*
STANDLEY	1	*1.4%*
LEWIS-TAFT	1	*1.4%*
FARB-DEPORTOLA	1	*1.4%*
MEMORIAL PREP	1	*1.4%*
GRAND TOTAL:	**72**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

TK-5th Grade Students Attending MUIR LANGUAGE ACADEMY by Resident Elementary School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
HOLMES	15	*13.2%*
LINDA VISTA	6	*5.3%*
EUCLID	4	*3.5%*
LINDBERGH/SCHWEITZER	4	*3.5%*
OUTSIDE SDUSD	4	*3.5%*
PORTER	4	*3.5%*
ROSS	4	*3.5%*
SEQUOIA	4	*3.5%*
TOLER	4	*3.5%*
WEBSTER	4	*3.5%*
CARSON	3	*2.6%*
CLAY	3	*2.6%*
ENCANTO	3	*2.6%*
FAY	3	*2.6%*
JOHNSON	3	*2.6%*
RODRIGUEZ	3	*2.6%*
ROWAN	3	*2.6%*
SPRECKELS	3	*2.6%*
VALENCIA PARK	3	*2.6%*
ZAMORANO	3	*2.6%*
CENTRAL	2	*1.8%*
CHESTERTON	2	*1.8%*
DOYLE	2	*1.8%*
EMERSON/BANDINI	2	*1.8%*
HANCOCK	2	*1.8%*
HAWTHORNE	2	*1.8%*
LAFAYETTE	2	*1.8%*
ALCOTT	1	*0.9%*
CHAVEZ	1	*0.9%*
CHEROKEE POINT	1	*0.9%*
CUBBERLEY	1	*0.9%*
FLETCHER	1	*0.9%*
FLORENCE	1	*0.9%*
HAGE	1	*0.9%*
HAMILTON	1	*0.9%*
HARDY	1	*0.9%*
JONAS SALK	1	*0.9%*
JUAREZ-FOSTER	1	*0.9%*
LOMA PORTAL	1	*0.9%*
MARVIN	1	*0.9%*
PACIFIC BEACH	1	*0.9%*
ROLANDO PARK	1	*0.9%*
WASHINGTON	1	*0.9%*
WHITMAN	1	*0.9%*
GRAND TOTAL:	**114**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

6th-8th Grade Students Attending SCHOOL OF CREATIVE PERFORMING ARTS (SCPA) by Resident Middle School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
BELL	354	*56.1%*
OUTSIDE SDUSD	98	*15.5%*
KNOX	41	*6.5%*
MILLENNIAL TECH	26	*4.1%*
ROOSEVELT	16	*2.5%*
MANN	16	*2.5%*
LEWIS	11	*1.7%*
CLARK	10	*1.6%*
MEMORIAL PREP	8	*1.3%*
CORREIA	8	*1.3%*
WILSON	7	*1.1%*
PERSHING	6	*1.0%*
MARSHALL	5	*0.8%*
TAFT	5	*0.8%*
WILSON-LEWIS	3	*0.5%*
MONTGOMERY	3	*0.5%*
FARB-DEPORTOLA	3	*0.5%*
MARSTON	3	*0.5%*
PACIFIC BEACH	2	*0.3%*
WANGENHEIM	2	*0.3%*
CHALLENGER	2	*0.3%*
LEWIS-TAFT	1	*0.2%*
INNOVATION	1	*0.2%*
GRAND TOTAL:	**631**	

SAN DIEGO UNIFIED SCHOOL DISTRICT - INSTRUCTIONAL FACILITIES PLANNING DEPT.

9th-12th Grade Students Attending School of Creative Performing Arts by Resident High School Boundary (Fall 2018)

Resident School	Total	% of Grand Total
MORSE	330	*41.1%*
OUTSIDE SDUSD	177	*22.1%*
LINCOLN	62	*7.7%*
SAN DIEGO COMPLEX	41	*5.1%*
CRAWFORD	40	*5.0%*
HENRY	29	*3.6%*
HOOVER	22	*2.7%*
KEARNY COMPLEX	19	*2.4%*
POINT LOMA	14	*1.7%*
MIRA MESA	13	*1.6%*
SERRA	13	*1.6%*
MADISON	10	*1.2%*
CLAIREMONT	8	*1.0%*
UNIVERSITY CITY	5	*0.6%*
SAN DIEGO COMPLEX-PT LOMA	5	*0.6%*
HOOVER-HENRY	4	*0.5%*
SCRIPPS RANCH	4	*0.5%*
MISSION BAY	3	*0.4%*
LA JOLLA	2	*0.2%*
LA JOLLA-UNIV CITY	1	*0.1%*
GRAND TOTAL:	**802**	

Appendix C
Average Student Trip Length Network Analysis Output by School

ALCOTT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008501	1013	341	43	14666
008501	1012	676	164	110790
008501	1011	805	183	147256
008501	1007	930	109	101320
008501	1014	1023	99	101284
008501	1015	1233	74	91215
008501	1008	1315	74	97315
008501	1009	1444	137	197789
008501	1010	1479	33	48795
008501	2006	1756	48	84288
008501	2002	1956	1557	3044759
008501	1002	1966	88	173045
008501	4001	2116	77	162906
008501	1000	2127	106	225483
008501	4002	2147	203	435901
008501	1001	2308	122	281626
008501	4000	2408	53	127639
008502	5017	2557	69	176439
008501	2004	2604	39	101561
008502	5016	2633	51	134271
008501	2005	2756	57	157067
008501	1003	2770	42	116330
008501	1006	2860	57	163021
008502	5015	2982	122	363754
008501	3005	3092	94	290679
008501	1005	3158	55	173699
008501	3003	3222	278	895606
008501	1004	3382	92	311132
008502	5012	3472	73	253472
008502	5014	3655	123	449530
008502	5013	3665	72	263873
008502	5019	3763	97	365036
008502	5018	3827	91	348218
008501	3004	3934	30	118012
008501	3006	3937	110	433096
008502	5011	4106	65	266900
008502	5010	4328	57	246686
008501	3001	4493	18	80873
008502	5020	4762	27	128566
008502	5021	4857	35	169988
008502	5009	4949	82	405808
008501	2012	5355	47	251698
008502	5007	5367	37	198563
008502	5006	5939	47	279122

BAY PARK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009103	4019	42	24	1016
009103	4012	391	18	7047
009103	4011	392	11	4308
009103	4029	484	10	4836
009103	4010	740	11	8139
009103	4009	740	14	10363
009103	4021	746	16	11940
009103	4014	746	89	66438
009103	4013	747	98	73158
009103	4018	752	33	24805
009103	4017	753	26	19566
009103	4030	835	14	11695
009103	4031	837	17	14221
009103	4037	919	15	13781
009103	4036	919	18	16550
009103	4008	1089	17	18520
009103	4007	1090	12	13082
009103	4023	1096	14	15338
009103	4022	1096	18	19735
009103	4040	1187	18	21360
009103	4032	1194	10	11935
009103	4039	1269	18	22848
009103	4035	1270	15	19049
009103	4038	1270	15	19052
009103	4034	1270	18	22863
009103	4006	1436	19	27282
009103	4024	1444	20	28872
009103	4041	1537	26	39970
009103	4025	1609	102	164099
009103	4044	1618	15	24273
009103	4043	1620	17	27541
009103	4000	1649	67	110485
009104	1003	1726	36	62119
009103	4026	1864	20	37273
009103	4042	1882	28	52707
009103	4045	1976	21	41488
009104	1002	2047	15	30706
009103	3003	2165	3	6494
009104	1005	2210	37	81785
009103	4027	2222	14	31111
009103	3004	2228	19	42331
009103	4028	2228	34	75762
009104	1001	2390	15	35856
009103	3005	2460	49	120564
009104	1011	2479	14	34700
009104	1010	2480	83	205853

BAY PARK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009104	1020	2572	29	74585
009104	1004	2607	62	161639
009103	3002	2607	9	23467
009104	1009	2698	52	140298
009104	1019	2717	52	141300
009103	3001	2749	10	27486
009104	1012	2831	24	67939
009104	1033	2859	30	85760
009104	1030	2935	20	58705
009103	4046	2962	46	136234
009104	1000	3002	84	252182
009104	1014	3036	25	75894
009103	3012	3100	7	21702
009103	3010	3181	45	143123
009104	1017	3305	50	165270
009104	1032	3332	25	83295
009104	1018	3380	40	135181
009104	1013	3385	34	115084
009104	1016	3405	55	187273
009104	1031	3490	10	34905
009104	1027	3495	58	202727
009103	3011	3539	14	49553
009104	1015	3589	25	89729
009106	1004	3742	49	183361
009104	2012	3900	80	312010
009106	1048	3912	17	66510
009106	1021	3948	14	55273
009104	1021	3973	80	317806
009104	1025	3981	28	111468
009104	1026	4060	23	93373
009104	2016	4115	24	98758
009104	1022	4155	101	419641
009103	2000	4249	341	1449025
009106	1049	4252	37	157325
009106	1047	4343	25	108575
009103	3007	4375	53	231867
009106	1020	4378	18	78798
009106	1006	4387	141	618584
009106	1022	4404	51	224580
009103	3009	4413	193	851669
009103	3000	4451	152	676594
009103	2001	4495	59	265208
009106	1061	4576	35	160173
009103	3018	4622	40	184864
009103	3008	4691	30	140735
009103	3014	4704	58	272822

BAY PARK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009103	2006	4731	40	189222
009106	1050	4882	48	234322
009104	1024	4898	38	186117
009103	2002	4906	64	313961
009103	3006	4913	80	393007
009102	2011	4931	318	1568096
009106	1051	4948	93	460149
009106	1056	5033	19	95631
009103	2005	5045	47	237107
009106	1052	5077	35	177712
009103	3015	5190	58	301003
009104	2006	5214	59	307643
009104	1023	5278	53	279717
009103	3016	5279	30	158361
009103	2003	5287	75	396517
009103	1005	5307	86	456383
009106	1055	5315	22	116931
009106	1054	5316	32	170122
009103	2004	5357	51	273213
009106	1053	5452	34	185354
009106	1005	5520	3	16561
009106	1023	5534	6	33206
009103	3017	5577	26	145001
009103	3013	5578	312	1740238
009103	1004	5587	98	547551
009104	2001	5597	888	4970264
009106	1015	5608	5	28041
009106	1057	5610	17	95376
009106	1058	5613	27	151539
009106	1007	5674	11	62419
009103	1006	5678	45	255519
009106	2005	5703	142	809845
009106	1019	5718	6	34308
009106	1017	5798	1	5798
009106	1018	5814	13	75577
009106	1016	5879	15	88186
009106	1059	5906	44	259882
009103	1003	5999	60	359962
009104	2003	6168	72	444081
009106	1012	6215	41	254822
009103	2007	6278	65	408055
009104	2008	6354	63	400296
009104	2009	6406	34	217820
009103	1000	6447	121	780077
009104	2013	6448	40	257910
009104	2011	6497	15	97461

BAY PARK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009104	2007	6650	44	292591
009103	1007	6650	73	485471
009103	1001	6887	69	475211
009103	2008	6893	66	454941
009104	2002	6932	38	263426
009103	1008	6983	56	391031
009104	2015	7221	52	375472
009104	2010	7272	75	545408
009103	1002	7376	77	567931
009106	3016	7386	16	118183
009104	2014	7464	93	694194
009106	3010	7497	53	397333
009106	1026	7791	6	46746
009106	1010	8012	44	352547
009106	3019	8031	4	32122
009106	3003	8115	37	300249
009106	1025	8120	19	154276
009106	3008	8279	42	347702
009106	3020	8303	11	91336
009106	3002	8367	22	184083
009106	3007	8368	79	661073
009106	3012	8370	41	343152
009106	3014	8499	6	50995
009106	3001	8674	27	234202
009106	3011	8807	39	343481
009106	3000	8997	267	2402238
009106	3013	9141	35	319940
009106	3009	9177	40	367079
009106	3006	9185	27	247996
009106	3005	9389	39	366180
009106	3004	9504	25	237602
009106	3015	9520	22	209446
008902	1019	10599	7	74190
008902	1020	10667	24	256004

CADMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008501	4010	586	41	24008
008503	4000	862	205	176775
008501	4008	1013	76	76998
008503	4001	1093	50	54652
008501	4006	1153	120	138333
008501	4007	1267	86	108966
008501	4009	1329	30	39863
008503	4004	1445	111	160344
008503	4005	1591	124	197318
008503	1001	1637	17	27823
008503	1021	1874	23	43104
008501	4003	1874	106	198662
008503	4003	2050	172	352571
008503	4002	2099	18	37780
008501	3000	2168	491	1064255
008501	4005	2198	81	178053
008503	4007	2199	108	237517
008501	3002	2202	54	118901
008503	1022	2275	12	27299
008503	1004	2321	17	39463
008503	1020	2531	191	483400
008503	3001	2628	39	102482
008503	1006	2645	16	42325
008503	4008	2700	72	194417
008501	4004	2773	97	268985
008503	1019	2863	114	326353
008503	1005	3005	23	69112
008503	1000	3176	349	1108489
008503	2004	3189	179	570835
008503	2003	3193	127	405549
008503	1003	3276	21	68800
008503	4009	3297	39	128572
008503	2014	3365	74	249005
008503	4010	3381	36	121722
008503	2002	3409	122	415892
008503	1002	3437	26	89370
008503	2013	3492	86	300339
008503	1018	3638	23	83671
008503	1017	3881	517	2006526
008503	3007	3943	44	173481
008503	4011	3962	47	186212
008503	4006	4096	239	978887
008503	2006	4288	30	128625
008503	2001	4441	48	213184
008503	2017	4807	96	461485

CADMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008503	2005	4926	48	236458
008503	2016	4999	74	369951
008503	1023	5224	310	1619550
008503	1024	5319	79	420175
008503	2000	5521	235	1297356
008503	4013	5615	31	174062
008503	2007	5827	57	332142
008503	2015	5829	109	635355
008503	3000	5922	570	3375557
008503	4012	5924	100	592411
008503	3013	6067	79	479287
008503	2008	6084	99	602295
008503	2010	6471	32	207064
008503	2009	6747	77	519486
008503	2011	7258	30	217746
008503	2012	7493	36	269765
008504	3006	7826	96	751305
008503	3012	8050	11	88547
008503	3011	8993	97	872304
008503	3010	9192	69	634223
008503	3008	9349	99	925520
008503	3014	9620	24	230880
008503	3006	9772	51	498365
008503	3003	10585	54	571583
008503	3004	10736	4	42942
008503	3005	10758	41	441069
008503	3009	10838	51	552716
008503	3002	11221	716	8033925

HOLMES ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008512	2005	743	60	44602
008512	2007	1010	58	58556
008512	2008	1246	43	53583
008512	2004	1393	101	140736
008512	2006	1469	64	94042
008512	2003	1626	110	178821
008512	2002	1747	132	230558
008512	2009	1753	18	31548
008512	3011	1917	227	435063
008512	3001	1997	1196	2388050
008512	3005	2418	100	241785
008512	2010	2479	378	937044
008512	3004	2595	31	80445
008512	2001	2663	143	380746
008513	1000	2894	363	1050409
008512	2000	2959	89	263365
008512	2011	3022	109	329450
008512	3009	3138	51	160027
008513	2000	3350	120	402004
008512	3002	3457	69	238528
008512	3010	3871	54	209036
008512	1001	3879	355	1377124
008512	3000	4088	64	261658
008513	2001	4203	100	420312
008513	2002	4351	100	435117
008513	2004	4508	61	274971
008504	4010	4510	43	193926
008513	2005	4522	59	266798
008513	2003	4591	89	408556
008504	4011	4692	73	342483
008504	4009	4702	35	164573
008512	3003	4710	78	367396
008504	4008	4758	52	247434
008512	1000	4759	405	1927278
008513	2006	4842	96	464838
008504	4012	5516	78	430272
008504	4003	5604	55	308216
008504	4000	5790	75	434217
008513	1001	5817	31	180319
008504	4005	5863	88	515929
008504	4007	5956	74	440741
008504	4006	5972	45	268760
008504	4004	6053	77	466115
008512	3007	6096	85	518163
008504	4002	6123	67	410246

HOLMES ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008513	2007	6255	124	775580
008512	3006	6257	117	732109
008513	2009	6288	142	892882
008513	1005	6339	133	843111
008504	4013	6495	77	500093
008513	1002	6515	47	306200
008504	4001	6544	57	373031
008513	1006	6676	42	280377
008513	1004	6715	35	235018
008512	3008	6724	56	376526
008513	1003	7163	1042	7463805
008504	5008	7177	128	918648
008504	5007	7180	81	581546
008504	5006	7222	78	563312
008504	5005	7424	72	534500
008504	5004	7427	43	319346
008506	3011	7793	38	296123
008506	3006	7923	44	348594
008504	5001	7967	82	653258
008506	3010	8061	64	515902
008513	2008	8077	107	864220
008506	3009	8124	122	991165
008504	5002	8519	25	212977
008506	3008	8554	30	256609
008504	5010	8603	101	868943
008504	5000	9003	154	1386508
008506	3007	9016	85	766381
008504	5003	9100	80	728015
008504	5013	9424	112	1055436
008504	5016	9638	69	664988
008504	5011	9767	179	1748344
008504	5015	9811	73	716186
008504	5012	9927	85	843759
008504	5014	10485	542	5683074
008504	5017	10875	101	1098365

TOLER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009101	4017	984	120	118032
009101	4014	1027	60	61592
009101	4028	1179	66	77788
009101	4019	1514	22	33314
009101	4006	1541	52	80110
009101	4018	1700	129	219301
009101	4015	1830	70	128108
009101	4027	1843	33	60813
009101	4004	1894	35	66307
009101	4016	2167	65	140850
009101	4003	2175	51	110912
009101	4024	2220	52	115432
009101	4021	2462	195	480062
009101	4002	2478	59	146207
009101	1002	2537	22	55809
009101	4001	2813	55	154724
009101	4023	2966	21	62277
009101	4022	2997	245	734243
009101	1004	3025	56	169394
009101	4025	3109	50	155427
009101	4000	3144	66	207474
009101	1006	3224	47	151531
009101	4026	3240	24	77754
009101	3006	3464	64	221724
009101	4029	3533	58	204921
009101	3007	3584	22	78846
009101	1008	3658	230	841342
009101	4031	3795	44	166959
009101	4030	3829	57	218276
009101	4032	3847	32	123109
009101	3008	3973	263	1044802
009101	3005	3974	28	111283
009101	1005	4196	225	944079
009101	1007	4213	79	332864
009101	3004	4324	37	159982
009101	3003	4341	58	251788
009101	1001	4618	119	549592
009101	3002	4635	11	50988
009101	1009	4803	60	288198
009101	3001	4832	43	207770
009101	3009	4999	32	159971
009101	3011	5064	15	75955
009101	3010	5374	64	343921
009102	2006	5765	214	1233660
009101	1000	5867	48	281597

TOLER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009101	2004	5888	73	429807
009102	1001	6110	143	873676
009102	2004	6254	94	587914
009101	2003	6266	83	520064
009102	2005	6293	156	981709
009102	2007	6483	197	1277056
009101	2006	6680	128	855034
009101	3000	6720	175	1176044
009102	1000	6721	1175	7896728
009102	2001	6923	122	844651
009102	2003	6924	234	1620249
009101	2010	7061	58	409522
009102	2008	7086	144	1020365
009102	2002	7088	106	751367
009101	2008	7125	89	634127
009101	2007	7342	39	286356
009102	2010	7366	285	2099236
009101	2000	7817	1309	10232953
009102	2009	7999	317	2535761
009102	2012	8634	31	267669
009101	2002	8720	65	566814
009101	2009	8882	63	559558
009101	2005	9155	31	283801
009101	2001	9306	21	195427

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009101	1000	684	48	32851
009102	1001	927	143	132618
008503	3014	1570	24	37690
009101	1006	1958	47	92034
009102	2001	2421	122	295349
009102	2002	2547	106	270016
008503	3011	2554	97	247710
009101	1001	2712	119	322700
009102	2006	2749	214	588308
008503	3010	2781	69	191889
009101	2004	2872	73	209664
009101	1009	2897	60	173799
008503	3008	2976	99	294590
008503	3006	3002	51	153101
009102	2004	3239	94	304442
008503	3004	3239	4	12956
009101	2003	3250	83	269764
008503	3005	3261	41	133709
009101	4000	3264	66	215440
009102	2005	3277	156	511266
008503	3003	3280	54	177136
009101	4027	3339	33	110201
008503	3009	3341	51	170391
009101	1004	3379	56	189224
009101	1008	3440	230	791269
009102	1000	3449	1175	4052877
009102	2007	3467	197	682971
008503	3012	3497	11	38464
009101	4001	3595	55	197708
009102	2003	3653	234	854750
009101	2006	3664	128	469029
008504	3006	3720	96	357163
008503	3002	3724	716	2666371
009101	4002	3930	59	231856
009101	1005	3978	225	895095
009101	1007	3996	79	315665
009101	4028	4004	66	264239
009101	1002	4010	22	88229
009101	2010	4045	58	234614
008503	2012	4053	36	145911
009102	2008	4070	144	586109
009101	2008	4109	89	365733
009101	4024	4146	52	215594
008503	3013	4219	79	333268
009101	4003	4229	51	215687

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009101	4016	4245	65	275910
008503	2011	4325	30	129742
009101	2007	4327	39	168745
009102	2010	4350	285	1239772
009101	4015	4580	70	320574
009101	4004	4653	35	162845
009101	4014	4721	60	283281
008503	2009	4800	77	369598
009101	2000	4802	1309	6285450
009101	4006	4863	52	252892
009101	4023	4892	21	102727
009101	4022	4923	245	1206161
008503	1024	4967	79	392379
009102	2009	4984	317	1579796
009101	4025	5035	50	251737
008503	2010	5112	32	163589
009101	4026	5166	24	123983
009101	4017	5469	120	656278
009102	2011	5566	318	1770133
009102	2012	5619	31	174184
008503	2008	5674	99	561723
009101	2002	5705	65	370795
009101	4030	5756	57	328069
009101	2009	5866	63	369571
008503	4013	5877	31	182174
008503	2015	5996	109	653550
008503	2007	5998	57	341872
008504	4010	6081	43	261489
009101	2005	6139	31	190315
008503	1023	6163	310	1910623
008503	4012	6186	100	618579
009101	4031	6224	44	273862
008504	4011	6250	73	456257
009101	2001	6290	21	132098
008512	3010	6324	54	341473
008512	3000	6361	64	407111
009101	4032	6457	32	206632
008504	4012	6493	78	506426
008512	3003	6560	78	511679
009101	4019	6562	22	144358
008503	3000	6739	570	3841188
008503	2000	6741	235	1584138
008503	2016	6869	74	508298
009101	4018	6882	129	887807
009101	3005	6904	28	193315

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008503	3007	6910	44	304046
008504	4007	6932	74	512989
009103	2000	6935	341	2364756
008503	2005	6942	48	333216
008503	4006	7063	239	1688094
009103	2003	7065	75	529875
009103	1005	7085	86	609299
009101	4029	7125	58	413234
008503	2017	7174	96	688752
009101	3004	7226	37	267376
009101	3003	7244	58	420135
008504	4009	7254	35	253881
008504	4008	7301	52	379669
008512	1000	7310	405	2960690
009103	1004	7365	98	721805
009103	2002	7384	64	472591
009101	3008	7449	263	1959184
009101	3006	7467	64	477868
008504	4013	7471	77	575271
009101	4021	7509	195	1464313
008503	4011	7535	47	354158
009101	3002	7538	11	82916
008503	2006	7581	30	227421
009101	3007	7586	22	166895
008512	3004	7600	31	235588
009103	2001	7670	59	452533
008512	3006	7711	117	902234
009101	3001	7734	43	332580
008504	4006	7778	45	350004
008502	5021	7818	35	273642
008503	2001	7820	48	375376
008502	5006	7890	47	370826
009101	3011	7966	15	119493
009103	1006	8024	45	361087
009103	3007	8134	53	431119
008512	1001	8138	355	2888883
008504	4003	8147	55	448079
009103	3000	8211	152	1248035
009101	3009	8223	32	263136
009103	3002	8232	9	74090
009103	2004	8247	51	420617
009103	1003	8282	60	496931
008504	4000	8333	75	624941
009103	3003	8333	3	24999
008503	4007	8360	108	902863

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008503	4009	8386	39	327060
009101	3000	8391	175	1468501
008503	2013	8395	86	721942
008504	4005	8406	88	739712
009103	2005	8409	47	395214
009103	3008	8451	30	253519
009103	3001	8459	10	84585
009103	2006	8490	40	339601
008512	2003	8569	110	942587
009101	3010	8589	64	549724
008504	4004	8596	77	661925
009103	4027	8617	14	120644
008503	4010	8624	36	310454
008504	4002	8666	67	580626
009103	3006	8672	80	693766
008503	2003	8675	127	1101715
008503	2004	8679	179	1553576
009103	1000	8713	121	1054310
009103	4000	8716	67	583990
008503	4008	8719	72	627801
008502	5020	8731	27	235726
009103	4011	8733	11	96063
009103	4012	8733	18	157197
009103	4026	8765	20	175302
009103	2007	8768	65	569929
008512	2004	8814	101	890188
008503	2014	8816	74	652361
008502	5018	8849	91	805220
008503	2002	8853	122	1080033
008502	5009	8918	82	731258
008512	2001	8959	143	1281171
008503	3001	9011	39	351447
009103	3004	9051	19	171962
009103	4028	9051	34	307734
008503	1020	9057	191	1729962
008502	5019	9067	97	879496
009103	4013	9084	98	890255
009103	4014	9084	89	808498
009103	4009	9085	14	127184
009103	4010	9085	11	99934
008504	4001	9087	57	517980
008504	5008	9117	128	1166964
009103	1007	9125	73	666129
008502	5010	9139	57	520947
008512	2000	9167	89	815825

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009103	4019	9167	24	220007
009103	4006	9199	19	174785
008503	1019	9253	114	1054861
008504	5007	9254	81	749568
008502	5007	9274	37	343128
009103	3005	9283	49	454877
008503	4004	9284	111	1030563
008503	1018	9319	23	214344
009103	1001	9362	69	645970
008504	5006	9435	78	735892
009103	4007	9435	12	113224
009103	4008	9436	17	160414
008512	2006	9500	64	608021
009103	4021	9516	16	152263
008503	4005	9518	124	1180291
009103	4018	9519	33	314138
009103	4017	9520	26	247525
008502	5011	9532	65	619579
008503	4003	9538	172	1640614
008503	1017	9563	517	4943838
009103	4029	9608	10	96082
009103	4024	9633	20	192660
008504	5005	9636	72	693804
008504	5004	9639	43	414487
008503	1002	9738	26	253187
008504	5001	9769	82	801028
008512	2002	9778	132	1290639
008503	1022	9794	12	117531
009103	4025	9798	102	999415
009103	4023	9866	14	138120
009103	4022	9867	18	177598
008503	1003	9879	21	207464
009103	2008	9934	66	655619
008503	1005	9955	23	228965
009103	4040	9957	18	179224
009103	4030	9960	14	139441
009103	4031	9961	17	169340
009103	4032	9966	10	99658
009103	3013	9970	312	3110696
008506	3011	10005	38	380200
008512	2005	10014	60	600824
009103	4037	10043	15	150650
009103	4036	10044	18	180794
008502	5012	10051	73	733744
009103	4042	10072	28	282010

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008513	1000	10077	363	3658091
009103	1008	10089	56	565004
008501	4002	10134	203	2057280
008506	3006	10135	44	445947
009103	4046	10143	46	466582
008503	4000	10145	205	2079630
008501	4001	10166	77	782783
008502	5017	10178	69	702263
008502	5016	10197	51	520071
008501	4003	10218	106	1083084
008503	1006	10225	16	163603
008506	3010	10274	64	657506
008501	4007	10279	86	884037
008501	4004	10280	97	997129
008512	2007	10289	58	596744
008503	1021	10292	23	236721
008512	2009	10304	18	185468
009103	4041	10307	26	267995
008501	4000	10327	53	547306
008512	2011	10331	109	1126042
008506	3009	10337	122	1261098
009103	1002	10361	77	797786
009103	4039	10392	18	187051
009103	4038	10393	15	155888
009103	4035	10395	15	155918
009103	4034	10395	18	187107
008504	5010	10405	101	1050953
008512	3011	10444	227	2370707
008503	1004	10459	17	177795
008503	1001	10479	17	178148
008502	5015	10497	122	1280658
008512	2008	10501	43	451542
009103	4045	10510	21	220700
008512	2010	10510	378	3972730
008503	4002	10517	18	189307
008513	2000	10534	120	1264048
009103	3009	10546	193	2035311
008504	5002	10592	25	264795
008501	4006	10631	120	1275778
009104	2011	10663	15	159950
009103	4044	10741	15	161109
009103	4043	10742	17	182622
008502	5013	10765	72	775056
008506	3008	10766	30	322985
008504	5000	10805	154	1664028

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008512	3005	10845	100	1084507
009104	1003	10848	36	390524
008502	5014	10866	123	1336494
008501	4010	10871	41	445713
009104	1001	10942	15	164132
009104	1005	10983	37	406359
008504	5003	10995	80	879571
008503	4001	11023	50	551144
009104	1000	11053	84	928429
008501	4005	11082	81	897667
009103	3012	11151	7	78055
009104	1002	11169	15	167541
008504	5013	11226	112	1257269
009103	3017	11226	26	291877
008506	3007	11229	85	954449
008512	3008	11231	56	628931
009103	3010	11231	45	505397
008501	4008	11299	76	858696
009104	2007	11321	44	498109
009104	1012	11383	24	273181
008501	4009	11384	30	341511
008513	2001	11387	100	1138682
008501	1012	11406	164	1870517
008504	5016	11440	69	789332
008501	1011	11477	183	2100292
009104	2003	11517	72	829244
008501	1014	11529	99	1141419
008513	2002	11535	100	1153487
008512	3009	11565	51	589816
008504	5011	11569	179	2070916
009103	3011	11590	14	162261
009104	1011	11601	14	162413
009104	1010	11603	83	963010
009104	2002	11603	38	440919
009103	3016	11606	30	348191
008504	5015	11613	73	847738
008501	1015	11686	74	864797
008513	2004	11691	61	713176
009104	1020	11694	29	339133
009104	1030	11708	20	234150
008501	3000	11723	491	5755960
008504	5012	11729	85	996936
009104	1004	11729	62	727226
008513	2003	11774	89	1047906
009104	1009	11820	52	614661

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009104	2012	11824	80	945938
008513	2005	11830	59	697980
008512	3001	11839	1196	14159718
009104	1019	11840	52	615663
008512	3002	11884	69	820007
008501	1009	11887	137	1628587
009104	1013	11937	34	405843
009104	2010	11943	75	895723
009104	1033	11981	30	359431
009103	3015	11994	58	695623
008501	1010	12017	33	396573
009104	2006	12018	59	709067
009104	2016	12039	24	288937
009104	1032	12104	25	302602
008513	2006	12150	96	1166423
009104	1014	12158	25	303954
009104	1022	12205	101	1232747
008504	5014	12287	542	6659800
008501	1013	12300	43	528919
008503	1000	12317	349	4298618
008501	1008	12333	74	912624
008501	3002	12422	54	670810
008512	3007	12425	85	1056145
009104	1017	12428	50	621389
009104	2001	12443	888	11049753
009104	1031	12466	10	124660
009104	1027	12471	58	723308
009103	3018	12476	40	499029
008513	1003	12493	1042	13018066
009104	1018	12502	40	500075
009106	1004	12514	49	613203
009104	1021	12524	80	1001943
009104	1016	12527	55	689004
009103	3014	12558	58	728361
008513	2009	12563	142	1783975
009104	1025	12581	28	352279
008504	5017	12677	101	1280375
009104	1015	12712	25	317789
008501	1007	12746	109	1389260
008501	3005	12995	94	1221513
008513	2007	13001	124	1612177
009106	1048	13035	17	221590
009106	1021	13070	14	182986
008513	2008	13090	107	1400682
009104	1026	13105	23	301415

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008501	3003	13124	278	3648495
008513	1001	13125	31	406873
009106	1006	13159	141	1855476
009106	1022	13176	51	671966
009106	1049	13374	37	494853
008501	2006	13434	48	644849
009104	1024	13450	38	511082
009104	1023	13454	53	713060
008501	3001	13461	18	242299
009106	1047	13465	25	336634
009106	1020	13500	18	243000
008513	1005	13647	133	1815099
009106	1050	13699	48	657539
009106	1061	13699	35	479456
008501	2002	13771	1557	21442214
008501	1002	13782	88	1212850
008501	1000	13806	106	1463389
008513	1002	13823	47	649684
008501	3004	13836	30	415086
009106	1051	13839	93	1287025
008501	3006	13840	110	1522368
009106	1052	13895	35	486308
008513	1006	13984	42	587320
008513	1004	14023	35	490804
008501	1001	14089	122	1718828
009106	1056	14156	19	268956
009106	1005	14293	3	42878
008501	2004	14420	39	562384
008501	2005	14434	57	822734
009106	1055	14437	22	317623
009106	1054	14439	32	462038
009106	1015	14446	5	72232
009106	1007	14447	11	158914
009106	1019	14490	6	86942
009106	1023	14521	6	87128
009104	2008	14530	63	915402
009106	1017	14570	1	14570
009106	1053	14574	34	495515
009104	2009	14583	34	495813
008501	1003	14586	42	612601
009104	2013	14624	40	584961
008501	2012	14630	47	687608
009106	2005	14650	142	2080275
009106	1016	14651	15	219771
008501	1006	14676	57	836530

MARSTON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009106	1018	14722	13	191391
009106	1057	14733	17	250456
009106	1058	14735	27	397843
009106	1059	14853	44	653536
008501	1005	14974	55	823577
009106	1012	14987	41	614486
008501	1004	15198	92	1398200
009104	2015	15397	52	800639
009104	2014	15641	93	1454588
009106	3016	16337	16	261389
009106	3010	16447	53	871701
009106	1026	16741	6	100448
009106	1010	16785	44	738527
009106	1025	16892	19	320950
009106	3019	16981	4	67923
009106	3003	17065	37	631412
009106	3008	17229	42	723616
009106	3020	17254	11	189790
009106	3002	17318	22	380990
009106	3007	17318	79	1368150
009106	3012	17320	41	710116
009106	3014	17450	6	104697
009106	3001	17625	27	475862
009106	3011	17758	39	692544
009106	3000	17947	267	4791980
009106	3013	18091	35	633202
009106	3009	18127	40	725093
009106	3006	18135	27	489655
009106	3005	18340	39	715244
009106	3004	18454	25	461361
009106	3015	18471	22	406353
008902	1019	19549	7	136842
008902	1020	19617	24	470812

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009101	1000	920	48	44160
009102	1001	1163	143	166310
008503	3014	1806	24	43345
009101	1001	1994	119	237232
009101	1009	2178	60	130706
009101	4000	2546	66	168037
009102	2001	2657	122	324094
009101	1004	2661	56	149004
009101	1006	2676	47	125790
009102	2002	2783	106	294990
008503	3011	2789	97	270565
009101	4001	2876	55	158206
008503	3010	3017	69	208146
008503	3008	3211	99	317915
009101	4002	3212	59	189481
008503	3006	3238	51	165117
009101	1002	3292	22	72428
009102	2006	3467	214	742007
008503	3004	3475	4	13898
008503	3005	3497	41	143369
009101	4003	3511	51	179058
008503	3003	3516	54	189859
009101	4016	3527	65	229226
008503	3009	3577	51	182407
009101	2004	3590	73	262094
009102	2004	3682	94	346085
009102	1000	3685	1175	4329719
009102	2005	3720	156	580375
008503	3012	3732	11	41056
009101	4015	3861	70	270298
009102	2003	3888	234	909883
009101	4004	3934	35	137707
009101	1005	3936	225	885655
009101	1007	3954	79	312350
008504	3006	3956	96	379781
008503	3002	3960	716	2835068
009101	2003	3968	83	329376
009101	1008	4042	230	929741
009101	4027	4058	33	133902
008503	3013	4086	79	322802
009101	4006	4145	52	215545
009102	2007	4185	197	824460
008503	2012	4289	36	154393
009101	2006	4383	128	560962
008503	2011	4560	30	136810

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009102	2008	4567	144	657586
009101	4014	4670	60	280182
009101	4028	4722	66	311641
009101	2010	4763	58	276271
009101	2008	4828	89	429655
008503	1024	4834	79	381914
009101	4024	4864	52	252941
008503	2009	5036	77	387739
009101	2007	5045	39	196756
009102	2010	5068	285	1444465
008503	2010	5348	32	171129
009102	2009	5480	317	1737145
009101	2000	5520	1309	7225602
009101	4023	5610	21	117810
009101	4022	5641	245	1382126
008503	4013	5744	31	178067
009101	4025	5753	50	287648
009101	4026	5884	24	141220
008503	2008	5910	99	585048
009101	4017	5983	120	717960
008503	1023	6031	310	1869555
008503	4012	6053	100	605332
008503	2015	6231	109	679231
008503	2007	6233	57	355302
009102	2011	6285	318	1998527
008504	4010	6317	43	271620
009102	2012	6337	31	196448
009101	2002	6423	65	417480
009101	4030	6474	57	369008
008504	4011	6486	73	473456
008512	3010	6559	54	354196
009101	2009	6584	63	414819
008512	3000	6597	64	422190
008504	4012	6728	78	524804
008503	3007	6778	44	298217
008512	3003	6796	78	530057
009101	2005	6857	31	212580
009101	4018	6894	129	889382
008503	4006	6931	239	1656432
009101	4031	6942	44	305464
008503	3000	6975	570	3975486
008503	2000	6977	235	1639507
009101	2001	7009	21	147181
009101	4019	7076	22	155666
008503	2016	7104	74	525733

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008504	4007	7168	74	530424
009101	4032	7175	32	229615
008503	2005	7178	48	344526
008503	4011	7403	47	347932
008503	2017	7410	96	711370
008504	4009	7489	35	262127
008504	4008	7537	52	391921
008512	1000	7546	405	3056112
009101	3005	7622	28	213425
009103	2000	7653	341	2609669
008504	4013	7707	77	593413
009103	2003	7783	75	583741
009103	1005	7803	86	671066
008503	2006	7816	30	234490
008512	3004	7835	31	242892
009101	4029	7843	58	454891
009101	3004	7945	37	293950
008512	3006	7947	117	929800
009101	3003	7962	58	461792
008504	4006	8013	45	360606
009101	4021	8023	195	1564545
008502	5021	8054	35	281888
008503	2001	8056	48	386686
009103	1004	8084	98	792191
009103	2002	8102	64	518557
008502	5006	8126	47	381900
009101	3008	8168	263	2148076
009101	3006	8185	64	523834
008503	4007	8227	108	888555
008503	4009	8254	39	321894
009101	3002	8256	11	90816
009101	3007	8304	22	182696
008512	1001	8373	355	2972524
008504	4003	8383	55	461038
009103	2001	8388	59	494908
009101	3001	8453	43	363463
008503	4010	8491	36	305685
008504	4000	8568	75	642611
008503	4008	8587	72	618263
008503	2013	8630	86	742205
008504	4005	8641	88	760445
009101	3011	8684	15	130266
009103	1006	8742	45	393407
008512	2003	8805	110	968504
008504	4004	8832	77	680067

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009103	3007	8853	53	469185
008503	3001	8879	39	346280
008504	4002	8902	67	596412
008503	2003	8911	127	1131637
008503	2004	8915	179	1595751
008503	1020	8925	191	1704659
009103	3000	8929	152	1357205
009101	3009	8941	32	286119
009103	3002	8950	9	80554
009103	2004	8966	51	457247
008502	5020	8966	27	242087
009103	1003	9000	60	540025
008512	2004	9049	101	913985
009103	3003	9051	3	27153
008503	2014	9051	74	669797
008502	5018	9084	91	826660
008503	2002	9088	122	1108778
009101	3000	9110	175	1594190
008503	1019	9121	114	1039759
009103	2005	9127	47	428970
008503	4004	9152	111	1015858
008502	5009	9153	82	750578
009103	3008	9169	30	275066
009103	3001	9177	10	91767
008503	1018	9187	23	211297
008512	2001	9195	143	1314864
009103	2006	9208	40	368330
008502	5019	9303	97	902350
009101	3010	9308	64	595690
008504	4001	9323	57	531410
009103	4027	9336	14	130699
008504	5008	9353	128	1197122
008502	5010	9375	57	534377
008503	4005	9386	124	1163864
009103	3006	9390	80	751224
008512	2000	9402	89	836795
008503	4003	9406	172	1617828
008503	1017	9430	517	4875347
009103	1000	9432	121	1141215
009103	4000	9434	67	632111
009103	4011	9451	11	103963
009103	4012	9451	18	170125
009103	4026	9483	20	189667
009103	2007	9486	65	616613
008504	5007	9490	81	768652

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008502	5007	9509	37	351846
008503	1002	9605	26	249743
008503	1022	9662	12	115941
008504	5006	9670	78	754270
008512	2006	9736	64	623100
008503	1003	9747	21	204682
008502	5011	9768	65	634893
009103	3004	9769	19	185608
009103	4028	9769	34	332154
009103	4013	9802	98	960641
009103	4014	9802	89	872420
009103	4009	9803	14	137239
009103	4010	9803	11	107835
008503	1005	9823	23	225918
009103	1007	9843	73	718559
008504	5005	9872	72	710768
008504	5004	9875	43	424618
009103	4019	9885	24	237245
009103	4006	9917	19	188431
009103	3005	10001	49	490070
008504	5001	10004	82	820348
008503	4000	10012	205	2052473
008512	2002	10013	132	1321740
009103	1001	10080	69	695527
008503	1006	10093	16	161483
009103	4007	10154	12	121843
009103	4008	10154	17	172624
008503	1021	10160	23	233674
009103	4021	10235	16	163754
009103	4018	10238	33	337839
009103	4017	10238	26	266199
008506	3011	10241	38	389154
008512	2005	10249	60	614960
008502	5012	10287	73	750944
008513	1000	10313	363	3743618
008503	1004	10326	17	175543
009103	4029	10326	10	103264
008503	1001	10347	17	175896
009103	4024	10351	20	207024
008501	4002	10370	203	2105109
008506	3006	10371	44	456314
008503	4002	10385	18	186922
008501	4001	10402	77	800925
008502	5017	10413	69	718521
008502	5016	10433	51	532087

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008501	4003	10453	106	1108059
008506	3010	10509	64	672585
008501	4007	10515	86	904299
008501	4004	10515	97	1019983
009103	4025	10516	102	1072674
008512	2007	10524	58	610409
008512	2009	10539	18	189709
008501	4000	10562	53	559793
008512	2011	10566	109	1151723
008506	3009	10572	122	1289842
009103	4023	10584	14	148175
009103	4022	10585	18	190526
008504	5010	10641	101	1074749
009103	2008	10652	66	703021
009103	4040	10675	18	192152
009103	4030	10678	14	149496
008512	3011	10679	227	2424191
009103	4031	10679	17	181550
009103	4032	10684	10	106841
009103	3013	10688	312	3334781
008502	5015	10733	122	1309403
008512	2008	10737	43	461674
008501	4010	10739	41	440282
008512	2010	10745	378	4061791
009103	4037	10762	15	161424
009103	4036	10762	18	193722
008513	2000	10769	120	1292322
009103	4042	10790	28	302120
009103	1008	10808	56	605225
008504	5002	10827	25	270685
009103	4046	10861	46	499620
008501	4006	10867	120	1304051
008503	4001	10890	50	544520
008502	5013	11000	72	792020
008506	3008	11002	30	330054
009103	4041	11026	26	286669
008504	5000	11041	154	1700312
009103	1002	11079	77	853089
008512	3005	11081	100	1108068
008502	5014	11101	123	1365474
009103	4039	11110	18	199979
009103	4038	11111	15	166661
009103	4035	11113	15	166692
009103	4034	11113	18	200035
008501	4008	11166	76	848628

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009103	4045	11228	21	235783
008504	5003	11230	80	898420
009103	3009	11264	193	2173928
008501	4005	11318	81	916751
009104	2011	11382	15	170724
009103	4044	11459	15	171882
009103	4043	11461	17	194831
008504	5013	11461	112	1283657
008506	3007	11464	85	974475
008501	4009	11482	30	344454
009104	1003	11566	36	416380
008513	2001	11622	100	1162243
008501	1012	11641	164	1909157
009104	1001	11660	15	174905
008504	5016	11675	69	805589
009104	1005	11701	37	432933
008501	1011	11713	183	2143408
008501	1014	11765	99	1164745
008513	2002	11770	100	1177048
009104	1000	11771	84	988759
008512	3009	11801	51	601832
008504	5011	11805	179	2113090
008504	5015	11848	73	864937
009103	3012	11869	7	83083
009104	1002	11888	15	178315
008501	1015	11922	74	882233
008513	2004	11927	61	727549
009103	3017	11944	26	310550
008512	3008	11949	56	669151
009103	3010	11949	45	537717
008501	3000	11959	491	5871645
008504	5012	11964	85	1016963
008513	2003	12010	89	1068875
009104	2007	12039	44	529710
008513	2005	12066	59	711881
008512	3001	12075	1196	14441508
009104	1012	12101	24	290418
008512	3002	12120	69	836264
008501	1009	12123	137	1660866
008503	1000	12184	349	4252383
009104	2003	12236	72	880956
008501	1010	12253	33	404349
008501	3002	12290	54	663656
009103	3011	12308	14	172316
009104	1011	12319	14	172469

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009104	1010	12321	83	1022622
009104	2002	12321	38	468212
009103	3016	12325	30	369737
008513	2006	12386	96	1189042
009104	1020	12412	29	359962
009104	1030	12426	20	248515
009104	1004	12448	62	771756
008504	5014	12523	542	6787501
008501	1013	12536	43	539050
009104	1009	12539	52	652008
009104	2012	12542	80	1003396
009104	1019	12558	52	653011
008501	1008	12568	74	930059
009104	1013	12655	34	430262
009104	2010	12661	75	949589
009104	1033	12699	30	380978
009103	3015	12712	58	737280
009104	2006	12736	59	751442
009104	2016	12757	24	306174
009104	1032	12822	25	320558
009104	1014	12876	25	321909
008504	5017	12913	101	1304172
009104	1022	12924	101	1305287
008501	1007	12981	109	1414941
008512	3007	13143	85	1117194
009104	1017	13146	50	657300
009104	2001	13162	888	11687534
009104	1031	13184	10	131843
009104	1027	13189	58	764965
009103	3018	13194	40	527758
008513	1003	13212	1042	13766454
009104	1018	13220	40	528804
008501	3005	13230	94	1243660
009106	1004	13233	49	648396
009104	1021	13243	80	1059401
009104	1016	13246	55	728506
009103	3014	13276	58	770018
008513	2009	13281	142	1885962
009104	1025	13300	28	372389
008501	3001	13329	18	239915
008501	3003	13360	278	3713995
008513	1001	13361	31	414177
009104	1015	13430	25	335744
008501	2006	13670	48	656158
008513	2007	13720	124	1701236

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009106	1048	13753	17	233800
009106	1021	13789	14	193041
008513	2008	13809	107	1477532
009104	1026	13823	23	317934
009106	1006	13878	141	1956745
008513	1005	13883	133	1846435
009106	1022	13894	51	708596
008501	2002	14007	1557	21809059
008501	1002	14018	88	1233584
008501	1000	14041	106	1488364
008513	1002	14059	47	660758
008501	3004	14072	30	422155
008501	3006	14075	110	1548285
009106	1049	14093	37	521427
009104	1024	14168	38	538375
009104	1023	14172	53	751126
009106	1047	14184	25	354589
009106	1020	14218	18	255928
008513	1006	14219	42	597216
008513	1004	14259	35	499051
008501	1001	14324	122	1747573
009106	1050	14417	48	692013
009106	1061	14417	35	504593
008501	2012	14497	47	681382
009106	1051	14557	93	1353820
009106	1052	14613	35	511446
008501	2004	14656	39	571573
008501	2005	14670	57	836164
008501	1003	14821	42	622496
009106	1056	14874	19	282602
008501	1006	14912	57	849960
009106	1005	15011	3	45033
009106	1055	15156	22	333424
009106	1054	15157	32	485021
009106	1015	15165	5	75823
009106	1007	15165	11	166815
009106	1019	15209	6	91251
008501	1005	15210	55	836536
009106	1023	15240	6	91437
009104	2008	15248	63	960650
009106	1017	15288	1	15288
009106	1053	15292	34	519934
009104	2009	15301	34	520233
009104	2013	15342	40	613690
009106	2005	15368	142	2182262

CLAIREMONT HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009106	1016	15370	15	230544
008501	1004	15433	92	1419877
009106	1018	15441	13	200728
009106	1057	15451	17	262666
009106	1058	15453	27	417235
009106	1059	15571	44	685138
009106	1012	15706	41	643933
009104	2015	16115	52	837986
009104	2014	16359	93	1521383
009106	3016	17055	16	272880
009106	3010	17165	53	909767
009106	1026	17460	6	104758
009106	1010	17503	44	770129
009106	1025	17610	19	334596
009106	3019	17699	4	70796
009106	3003	17783	37	657986
009106	3008	17947	42	753782
009106	3020	17972	11	197691
009106	3002	18036	22	396791
009106	3007	18037	79	1424890
009106	3012	18038	41	739563
009106	3014	18168	6	109007
009106	3001	18343	27	495254
009106	3011	18476	39	720555
009106	3000	18666	267	4983746
009106	3013	18810	35	658340
009106	3009	18846	40	753822
009106	3006	18854	27	509047
009106	3005	19058	39	743254
009106	3004	19173	25	479316
009106	3015	19189	22	422154
008902	1019	20267	7	141870
008902	1020	20335	24	488050

CARVER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002711	1018	482	285	137232
002711	2001	889	40	35565
002711	2000	969	297	287768
002703	4029	1791	3	5373
002711	2003	1836	75	137692
002711	1019	2082	120	249895
002703	4011	2108	62	130680
002703	2004	2264	443	1002853
002703	4009	2294	51	116991
002711	2002	2311	262	605398
002703	4012	2359	45	106150
002703	3010	2377	110	261471
002711	2008	2652	106	281113
002703	4010	2718	93	252745
002703	4007	2798	138	386079
002703	4008	3017	318	959527
002703	3007	3172	131	415511
002703	3011	3173	101	320517
002711	2007	3461	112	387588
002703	4014	3477	71	246850
002703	3008	3558	59	209906
002703	3006	3727	110	409970
002711	2004	3734	94	350960
002703	3000	3770	806	3038938
002703	3003	3833	77	295161
002711	2005	4070	22	89530
002703	3009	4095	36	147414
002703	4015	4466	31	138453
002703	2003	4702	231	1086269
002703	4006	4819	241	1161365
002703	3002	4848	145	702987
002703	4005	4959	36	178535
002703	1002	5098	138	703566
002703	1007	5118	95	486238
002703	4003	5170	166	858164
002703	3001	5192	105	545209
002703	1006	5242	1180	6185132
002703	4004	5281	169	892511
002703	2000	5404	63	340483
002703	3005	5453	52	283541
002703	2007	5532	159	879549
002703	2002	5692	66	375670
002703	2001	5792	227	1314739
002702	3011	5990	692	4144854
002703	1005	6094	227	1383408
002703	3004	6095	76	463190
002703	2005	6185	50	309249
002703	2006	6230	44	274136
002703	1004	7269	42	305309
002703	1003	7519	34	255652

CLAY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002902	1006	460	96	44206
002902	1021	949	62	58834
002902	1022	1013	81	82074
002902	2001	1069	144	153976
002902	2002	1109	48	53235
002902	1023	1193	68	81130
002902	1020	1198	32	38339
002902	1007	1221	13	15879
002902	1013	1308	80	104634
002902	1014	1316	70	92148
002902	1024	1395	24	33490
002902	1009	1416	3	4247
002902	1041	1563	41	64083
002902	1008	1599	19	30388
002902	1015	1638	73	119560
002902	1025	1726	34	58690
002902	1028	1730	38	65721
002902	1027	1788	26	46493
002902	1026	1832	45	82443
002902	1003	1901	27	51320
002902	2013	1936	115	222586
002902	2004	1973	59	116407
002902	1011	2013	43	86579
002902	1012	2015	46	92705
002902	2005	2063	70	144400
002902	2008	2072	127	263109
002902	1019	2077	95	197301
002902	2003	2385	47	112074
002902	1018	2401	51	122448
002902	1001	2511	182	457045
002902	1002	2517	63	158593
002902	1029	2553	98	250182
002902	2009	2578	133	342862
002902	1016	2584	288	744328
002902	2010	2603	118	307144
002902	1010	2681	347	930302
002902	2019	2743	59	161856
002902	1017	2752	38	104581
002902	2012	2817	143	402792
002902	2011	2819	137	386211
002902	1038	2825	29	81936
002902	1031	3123	15	46843
014700	3018	3153	4	12614
002905	1017	3190	19	60613
002902	1037	3216	18	57885

CLAY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
014700	3019	3240	1	3240
002902	1033	3245	38	123296
002902	2028	3248	30	97426
002902	2025	3272	82	268264
002902	2016	3283	21	68952
002902	1034	3286	10	32860
002902	1032	3310	3	9930
002902	2015	3335	63	210082
002905	1010	3356	71	238288
002905	1009	3357	51	171226
002905	1015	3372	47	158466
002902	1000	3404	316	1075568
002902	1030	3442	52	178960
002902	2026	3500	22	77007
002902	2027	3598	26	93543
002902	1040	3652	15	54773
002905	1003	3766	69	259850
002905	1002	3768	95	357954
002902	2023	3793	65	246528
002902	2030	3862	3	11587
002902	2035	3871	18	69675
002702	1000	3885	19	73810
002902	2014	3887	71	275958
002902	2006	3900	17	66307
002905	1014	3962	58	229793
002902	2029	4014	26	104364
002905	1008	4040	9	36357
002902	2033	4046	31	125436
002902	2017	4066	33	134165
002902	2024	4070	108	439555
002902	2022	4141	42	173930
002902	2018	4147	98	406411
002902	2036	4201	53	222627
002902	2038	4281	45	192633
002702	1003	4303	75	322762
002905	1004	4429	52	230297
002902	2020	4468	44	196605
002702	1006	4477	117	523758
002902	2031	4501	23	103523
002702	1002	4540	23	104426
002902	2021	4544	68	308980
002902	2034	4545	60	272678
002905	3009	4597	65	298776
002905	1013	4642	57	264581
002905	3002	4647	769	3573706

CLAY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002702	1001	4752	705	3350312
002905	2023	4786	124	593512
002702	1007	4794	43	206162
002902	2037	4815	39	187773
002902	2032	4919	344	1692108
002905	1005	5106	28	142959
002905	1006	5108	37	189001
002905	2024	5156	62	319697
002702	1005	5291	32	169319
002905	2019	5322	48	255453
002905	2011	5394	6	32367
002905	3003	5429	100	542926
002702	2000	5472	56	306416
002905	1016	5492	403	2213082
002905	1000	5495	61	335176
002905	3006	5674	28	158864
002702	1009	5776	138	797120
002905	2010	5783	50	289148
002905	2004	5785	64	370240
002702	2004	5805	35	203172
002905	3007	5901	68	401267
002905	3008	5914	64	378490
002702	1004	5975	76	454098
002905	2020	6001	78	468065
002702	1008	6018	65	391148
002905	3004	6022	27	162601
002905	3005	6031	62	373940
002905	2012	6077	25	151920
002905	2003	6152	70	430653
002702	1010	6345	4	25382
002905	2009	6464	54	349042
002905	2005	6465	73	471935
002702	2003	6494	96	623400
002905	2021	6535	36	235256
002905	2016	6610	11	72707
002905	2013	6757	95	641893
002702	2002	6757	69	466241
002905	2022	6775	20	135493
002702	2001	6796	1088	7394524
002905	2002	6823	33	225150
002905	2008	7145	68	485879
002905	2006	7146	72	514517
002905	2007	7585	120	910234
002905	2014	7590	20	151793
002905	3010	7612	539	4102839

CLAY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002905	2001	8064	41	330631
002904	3000	1536	1087	1669564
002904	4005	1664	102	169771
002904	3005	2391	48	114747
002904	4006	2461	42	103369
002904	4003	2605	71	184956
002904	4004	2607	49	127752
002904	4000	2697	94	253561
002904	4002	3065	148	453571
002904	4001	3104	97	301050
002904	2009	3235	143	462652
002904	4007	3260	282	919200
002904	3004	3400	116	394395
002904	2012	3660	91	333102
002904	3003	3865	16	61845
002904	2011	4064	94	381979
002904	2010	4138	99	409705
002904	1010	4169	63	262677
002904	1008	4218	69	291033
002904	2013	4353	60	261164
002904	2008	4464	168	749922
002904	1012	4601	67	308248
002904	1014	4650	28	130195
002904	2006	4668	121	564870
002904	1017	4714	121	570386
002904	1006	4796	132	633062
002904	1016	4829	18	86917
002904	1015	4989	82	409106
002904	1013	5185	31	160724
002904	2007	5271	22	115965
002904	1007	5344	811	4334325
002904	1009	5778	39	225350
002904	1004	5811	261	1516636
002904	1011	6006	47	282268
002904	1005	6070	75	455270
002904	1003	7923	607	4809110

EUCLID ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002302	1002	544	204	110921
002302	2001	559	73	40788
002302	1001	559	179	100110
002302	2000	627	12	7521
002302	2002	692	189	130771
002302	1000	820	217	178044
002302	1004	843	299	251935
002302	1003	865	174	150442
002302	2003	1022	129	131876
002302	2004	1023	163	166701
002302	1005	1145	467	534482
002302	3000	1254	174	218242
002302	3003	1340	101	135364
002302	3004	1340	111	148769
002302	2005	1354	110	148958
002302	2006	1354	124	167952
002302	1006	1456	103	150001
002302	3002	1588	111	176310
002302	3001	1589	192	305082
002302	3006	1671	114	190506
002302	3005	1671	153	255699
002302	2008	1681	118	198412
002302	2007	1682	72	121072
002302	1008	1754	154	270171
002302	1007	1768	170	300533
002302	3008	2001	189	378220
002302	3007	2001	134	268186
002302	2009	2016	229	461612
002302	2010	2016	182	366881
002302	1010	2054	179	367745
002302	1009	2074	155	321483
002302	1013	2281	143	326176
002302	3009	2330	140	326183
002302	3010	2330	84	195712
002302	2012	2349	236	554294
002302	2011	2349	157	368774
002302	1011	2385	133	317256
002302	3011	2660	212	563854
002302	3012	2660	150	398966
002302	2013	2674	35	93601
002302	1012	2764	8	22115
002302	3013	2992	186	556527
002302	3014	2993	124	371149

FAY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002708	4006	518	17	8813
002708	2001	552	100	55184
002708	2000	824	85	70042
002708	3007	1050	479	503056
002708	4003	1106	1018	1125529
002708	2003	1204	94	113184
002708	2002	1359	190	258172
002708	3006	1371	201	275481
002708	1002	1376	598	822796
002708	4001	1699	212	360176
002708	3005	1701	262	445670
002708	3001	1805	173	312205
002707	3000	2022	76	153663
002708	4002	2039	265	540316
002707	2007	2039	202	411976
002708	3003	2100	258	541826
002708	3002	2113	197	416329
002708	3000	2144	217	465166
002708	4000	2389	353	843476
002803	1013	2401	30	72018
002708	3004	2407	156	375564
002708	1001	2575	358	921851
002803	1005	2634	61	160652
002803	1004	2657	99	263045
002803	1012	2659	87	231345
002707	2000	2700	184	496772
002702	3008	2720	95	258354
002702	3010	2800	100	280048
002803	1007	2932	109	319638
002803	1003	2933	57	167154
002803	1006	2956	91	269003
002803	1002	2968	52	154361
002702	3015	2975	37	110057
002708	1000	3027	419	1268318
002803	2020	3134	49	153554
002702	3014	3145	926	2912473
002803	2019	3184	138	439431
002803	1008	3258	76	247634
002803	1001	3298	217	715601
002803	2021	3330	48	159821
002702	3006	3429	48	164608
002803	1010	3442	90	309823
002803	1009	3463	246	851963
002803	2022	3466	9	31195
002702	3007	3499	91	318398

FAY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002803	2018	3537	121	428024
002803	2017	3544	127	450091
002301	1000	3749	159	596099
002803	1011	3762	129	485317
002803	2015	3867	138	533577
002803	2016	3868	87	336480
002702	3013	3910	145	566896
002803	2009	3939	49	193009
002803	1000	3991	311	1241174
002301	1010	3994	139	555108
002301	1011	4006	112	448659
002804	3009	4009	27	108247
002803	2010	4093	24	98229
002803	2013	4205	50	210232
002803	2014	4205	74	311160
002804	3010	4274	27	115391
002301	1008	4297	123	528484
002301	1009	4311	114	491416
002301	1001	4427	7	30989
002002	1025	4435	8	35481
002702	3012	4453	12	53435
002804	3006	4468	9	40212
002803	2011	4486	19	85232
002803	2006	4489	37	166089
002804	3005	4527	12	54325
002803	2012	4534	87	394471
002002	1023	4535	101	458078
002803	2007	4558	15	68364
002301	1006	4596	153	703207
002301	1007	4612	181	834838
002803	3004	4643	26	120717
002002	1020	4668	11	51351
002301	1002	4676	20	93513
002803	2008	4764	48	228650
002804	3018	4771	15	71562
002803	2004	4825	35	168865
002803	2005	4825	32	154395
002301	1005	4909	99	485994
002002	1021	4927	24	118250
002002	1022	4928	18	88707
002002	1019	4964	6	29782
002702	3005	4985	25	124630
002301	1003	5002	13	65020
002702	3004	5003	27	135077
002803	2000	5122	67	343189

FAY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002803	2003	5155	42	216493
002002	1024	5157	39	201110
002804	3019	5187	104	539430
002002	1018	5260	17	89426
002002	1012	5260	20	105210
002702	3000	5283	37	195462
002301	1004	5322	15	79835
002702	3001	5324	30	159721
002702	3003	5324	26	138434
002702	3002	5396	248	1338243
002803	2001	5412	28	151546
002803	3002	5413	438	2371101
002002	1011	5428	30	162830
002803	3006	5453	10	54526
002803	3003	5488	24	131706
002002	1010	5490	21	115284
002804	3012	5494	13	71418
002804	3011	5495	77	423115
002002	1016	5579	19	106009
002002	1013	5581	43	240001
002803	3008	5630	19	106979
002804	3013	5652	59	333473
002804	3014	5733	62	355449
002803	2002	5746	41	235578
002804	3004	5803	338	1961484
002804	3003	5825	36	209693
002002	1015	5852	16	93627
002002	1006	5890	51	300367
002002	1014	5903	26	153480
002002	1009	5919	31	183477
002002	1017	5925	27	159971
002804	3007	5930	23	136381
002803	3005	6021	23	138479
002002	1008	6099	26	158575
002002	2005	6115	29	177338
002804	3002	6138	19	116624
002804	3001	6138	35	214839
002002	1005	6214	44	273411
002002	1004	6217	70	435165
002804	3015	6291	64	402614
002803	3007	6393	19	121461
002804	3000	6454	30	193631
002804	3016	6564	32	210040
002804	3017	6644	8	53149
002002	1007	6855	85	582694

FAY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002002	1003	6899	19	131085
002804	2011	7059	63	444714
002804	2007	7150	56	400410
002804	2012	7151	59	421913
002804	2008	7232	60	433945
002002	1001	7236	47	340076
002002	2009	7399	10	73991
002803	3001	7410	15	111149
002002	1002	7430	49	364058
002804	2006	8004	31	248124
002804	2009	8021	66	529410
002804	2010	8201	34	278841
002804	2005	8539	100	853945
002002	1000	8763	130	1139184

IBARRA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002707	2004	354	221	78164
002707	1011	354	248	87791
002707	4000	629	129	81112
002707	1009	643	175	112531
002707	1010	647	140	90563
002707	3001	676	205	138504
002707	2006	685	185	126785
002707	2005	686	155	106352
002707	4002	956	238	227536
002707	4001	956	132	126242
002707	1000	970	125	121238
002707	1007	972	145	140878
002707	1008	972	169	164313
002707	2003	982	132	129665
002707	1002	1234	108	133267
002707	1001	1247	52	64856
002707	3007	1275	164	209152
002707	4007	1279	164	209754
002707	4003	1287	156	200800
002707	1006	1301	228	296563
002707	3005	1317	154	202823
002707	2002	1329	137	182034
002707	2001	1340	171	229105
002707	3006	1354	161	217941
002707	1004	1533	110	168607
002707	1003	1547	19	29396
002707	4005	1602	209	334735
002707	4006	1603	140	224434
002707	3008	1604	95	152394
002707	3004	1606	185	297074
002708	4004	1768	37	65400
002707	1005	1847	15	27712
002707	4004	1933	240	464039

MARSHALL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002710	2003	896	175	156739
002710	2005	1019	473	481935
002710	2004	1226	109	133648
002710	1009	2111	117	247040
002710	2009	2138	200	427549
002709	1003	2161	410	886194
002710	2002	2279	204	464900
002709	1002	2305	1034	2383453
002710	1005	2468	100	246822
002710	1010	2573	44	113221
002710	1006	2666	19	50653
002710	1004	2671	179	478165
002710	1001	2672	129	344727
002710	2001	2744	367	1006988
002710	1012	2770	60	166187
002710	2006	2933	41	120258
002710	1007	2977	85	253062
002710	1011	3125	367	1146786
002710	2000	3183	926	2947789
002710	1013	3185	147	468147
002710	2007	3187	82	261336
002710	1003	3311	99	327788
002710	1002	3314	160	530270
002710	1008	3632	145	526711
003401	1001	3721	112	416740
002709	1000	4179	713	2979490
003401	1000	4283	140	599593
003401	1005	4373	145	634131
002709	1001	4519	158	714054
003401	1007	5616	34	190952

OAK PARK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002705	1007	408	103	42032
002712	2002	663	107	70904
002705	1002	1089	673	732922
002705	1009	1152	51	58758
002705	2017	1464	55	80541
002712	2000	1592	79	125770
002705	2016	1682	61	102572
002712	2001	1751	104	182075
002712	2003	1988	50	99423
002705	1001	2093	71	148579
002705	2018	2102	84	176610
002711	2012	2138	262	560029
002705	1004	2190	99	216778
002712	2007	2225	81	180198
002705	1006	2293	124	284388
002705	1003	2295	112	257004
002705	2009	2318	233	540080
002712	2005	2340	34	79552
002712	2008	2351	28	65829
002705	1010	2395	158	378475
002705	2001	2480	133	329833
002705	1011	2553	57	145514
002712	1010	2583	29	74902
002712	2004	2620	137	358939
002712	2009	2651	30	79539
002705	2010	2657	43	114270
002711	2010	2703	54	145943
002705	2011	2811	93	261433
002705	2020	2915	28	81627
002711	2009	2974	31	92203
002712	2006	3053	53	161827
002705	1013	3088	51	157481
002705	1016	3129	71	222145
002705	2012	3136	50	156820
002712	2012	3142	36	113100
002712	2010	3210	42	134821
002705	2008	3236	83	268626
002712	2011	3241	34	110184
002705	2007	3252	217	705684
002705	2004	3319	85	282078
002705	1012	3390	329	1115353
002705	1017	3423	105	359401
002712	2013	3426	12	41109
002705	2003	3455	357	1233267
002705	1014	3472	33	114582

OAK PARK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002705	1018	3499	42	146976
002712	2016	3505	253	886870
002712	2019	3514	24	84338
002712	2018	3525	26	91638
002705	2005	3617	150	542589
002712	2015	3643	69	251350
002712	2014	3690	65	239866
002705	2002	3695	129	476699
002705	2000	3800	97	368626
002705	2013	3982	28	111498
002712	1006	4321	742	3206142
002705	2015	4371	78	340943
002705	1005	4608	68	313361
002705	2014	4766	149	710075
002712	1011	4910	29	142395
002712	3001	4953	10	49535
002712	1009	5127	64	328144
002712	1007	6175	148	913950

ROLANDO PARK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002903	3005	1077	43	46331
002903	1001	1095	26	28459
002903	3006	1165	93	108353
002703	4001	1528	15	22925
002903	1007	1961	211	413671
002903	1006	2084	60	125055
002903	3004	2161	78	168545
002903	3003	2440	56	136641
002903	3007	2670	85	226960
002903	3002	2702	66	178350
002903	1004	2805	21	58914
002703	4002	2818	17	47908
002903	3009	2892	41	118572
002903	1002	2896	50	144792
002703	4022	2919	90	262684
002903	2006	2924	61	178384
002903	3010	2931	67	196345
002903	3000	2937	58	170350
002903	1005	2958	320	946456
002903	2004	3012	121	364462
002903	3001	3044	80	243508
002903	3017	3045	46	140055
002703	4021	3052	46	140376
002903	3008	3102	52	161280
002903	3011	3149	30	94474
002903	3012	3358	41	137691
002903	3014	3570	10	35696
002903	3013	3637	23	83645
002903	2008	3668	106	388851
002903	2005	3669	274	1005177
002903	1000	3766	470	1769860
002903	2003	4002	185	740290
002903	2007	4067	44	178969
002903	1003	4152	492	2042661
002903	2001	4616	204	941766
002903	2002	4788	49	234589
002902	1035	5870	61	358078

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002702	3008	885	95	84110
002804	3009	1111	27	29999
002702	3006	1161	48	55750
002702	3007	1231	91	112021
002803	1001	1332	217	289070
002804	3010	1376	27	37143
002708	1001	1533	358	548929
002804	3006	1570	9	14130
002804	3005	1629	12	19549
002702	3010	1651	100	165115
002708	3000	1830	217	397103
002804	3018	1873	15	28091
002708	1000	1985	419	831854
002803	1003	2015	57	114873
002708	3007	2049	479	981628
002803	1002	2051	52	106667
002803	1000	2112	311	656931
002708	3001	2135	173	369355
002803	1013	2146	30	64378
002702	3012	2216	12	26588
002803	2022	2229	9	20060
002708	1002	2229	598	1332923
002804	3019	2289	104	238032
002803	3004	2377	26	61805
002702	3015	2377	37	87956
002803	1005	2379	61	145118
002708	3006	2381	201	478571
002702	3000	2385	37	88234
002803	1004	2402	99	237834
002803	2021	2412	48	115795
002708	3003	2437	258	628641
002708	3002	2450	197	482618
002803	1012	2478	87	215546
002708	2001	2548	100	254771
002702	3014	2548	926	2359355
002804	3012	2596	13	33743
002804	3011	2597	77	199964
002702	3001	2656	30	79679
002702	3003	2656	26	69065
002708	3005	2700	262	707301
002708	4001	2702	212	572762
002708	4000	2727	353	962580
002702	3002	2728	248	676562
002708	3004	2745	156	428199
002702	3005	2748	25	68700

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002803	1007	2751	109	299845
002804	3013	2754	59	162488
002702	3013	2760	145	400243
002702	3004	2766	27	74672
002803	1006	2774	91	252478
002803	2020	2817	49	138033
002804	3014	2835	62	175769
002803	2019	2868	138	395718
002708	2003	2869	94	269664
002804	3004	2905	338	981942
002804	3003	2927	36	105363
002708	2002	3023	190	574462
002804	3007	3032	23	69726
002702	1010	3033	4	12133
002707	2000	3037	184	558854
002707	2007	3038	202	613734
002708	4002	3039	265	805294
002803	1008	3136	76	238306
002803	3002	3148	438	1378673
002803	3006	3187	10	31868
002803	3003	3222	24	77327
002803	2018	3231	121	390920
002803	2017	3237	127	411147
002804	3002	3240	19	61561
002804	3001	3240	35	113407
002702	1009	3273	138	451743
002702	2002	3275	69	225943
002702	1008	3329	65	216410
002707	2002	3346	137	458359
002707	2001	3357	171	574008
002803	2009	3363	49	164806
002803	3008	3365	19	63929
002702	1004	3372	76	256278
002707	2005	3372	155	522692
002707	2006	3373	185	624009
002803	1010	3383	90	304432
002804	3015	3393	64	217139
002803	1009	3403	246	837227
002803	2010	3517	24	84416
002702	1001	3525	705	2484941
002702	2003	3531	96	338928
002703	3005	3551	52	184648
002804	3000	3556	30	106690
002803	2015	3560	138	491260
002803	2016	3561	87	309802

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002708	4006	3618	17	61506
002707	1000	3647	125	455873
002707	2003	3659	132	483040
002804	3016	3666	32	117302
002707	3000	3687	76	280179
002708	4003	3688	1018	3754699
002707	1011	3701	248	917943
002707	2004	3702	221	818075
002804	3017	3746	8	29965
002301	1000	3748	159	595868
002803	3005	3755	23	86366
002803	1011	3761	129	485130
002702	1005	3882	32	124217
002803	2013	3898	50	194908
002803	2014	3898	74	288480
002710	1003	3904	99	386486
002710	1002	3907	160	625137
002803	2011	3910	19	74296
002803	2006	3913	37	144793
002710	1001	3914	129	504862
002710	1004	3915	179	700723
002702	2004	3919	35	137158
002708	2000	3924	85	333503
002707	1002	3949	108	426493
002707	1001	3962	52	206039
002803	2007	3982	15	59730
002707	3001	4023	205	824731
002707	1010	4029	140	564005
002707	1009	4032	175	705679
002301	1010	4053	139	563306
002301	1011	4065	112	455265
002710	1008	4117	145	597028
002301	1001	4121	7	28844
002803	3007	4127	19	78411
002002	1025	4129	8	33029
002804	2011	4161	63	262137
002803	2008	4188	48	201023
002803	2012	4228	87	367807
002710	1007	4229	85	359442
002002	1023	4229	101	427123
002710	1005	4235	100	423471
002707	1004	4249	110	467383
002803	2004	4249	35	148720
002803	2005	4249	32	135977
002702	2001	4252	1088	4626316

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002804	2007	4252	56	238119
002804	2012	4253	59	250928
002707	1003	4263	19	81003
002710	1006	4298	19	81664
002804	2008	4334	60	260062
002707	1008	4358	169	736543
002707	1007	4359	145	632046
002002	1020	4362	11	47979
002301	1002	4369	20	87384
002702	2000	4379	56	245245
002301	1008	4413	123	542839
002710	1013	4424	147	650271
002301	1009	4427	114	504721
002703	3004	4464	76	339256
002302	1000	4487	217	973648
002702	1007	4501	43	193547
002710	1009	4502	117	526681
002803	2000	4547	67	304626
002707	1005	4565	15	68469
002702	1006	4573	117	535061
002803	2003	4579	42	192320
002002	1024	4581	39	178662
002002	1021	4621	24	110894
002002	1022	4622	18	83190
002710	1010	4642	44	204246
002002	1019	4657	6	27943
002707	3005	4664	154	718331
002707	4000	4678	129	603511
002707	1006	4687	228	1068619
002301	1003	4695	13	61036
002707	3006	4701	161	756880
002702	3011	4725	692	3269952
002301	1006	4771	153	730004
002301	1007	4788	181	866539
002702	1002	4788	23	110130
002710	2002	4833	204	986030
002803	2001	4837	28	135430
002710	1012	4839	60	290313
002002	1011	4852	30	145563
002710	1011	4885	367	1792843
002002	1010	4914	21	103197
002002	1018	4954	17	84216
002002	1012	4954	20	99080
002702	1003	4992	75	374406
002707	3008	5000	95	474974

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002707	3004	5001	185	925257
002707	4002	5006	238	1191341
002707	4001	5006	132	660789
002301	1004	5016	15	75238
002702	1000	5041	19	95784
002711	2005	5083	22	111831
002804	2006	5106	31	158284
002708	4004	5115	37	189256
002804	2009	5123	66	338138
002803	3001	5144	15	77162
002301	1005	5145	99	509362
002803	2002	5170	41	211980
002002	1016	5273	19	100186
002002	1013	5275	43	226822
002002	1015	5276	16	84417
002804	2010	5303	34	180307
002002	1006	5314	51	271013
002707	3007	5325	164	873286
002002	1014	5328	26	138515
002707	4007	5329	164	873889
002707	4003	5337	156	832537
002002	1009	5343	31	165634
002703	3009	5354	36	192748
002302	2000	5357	12	64280
002710	2007	5359	82	439427
002710	2001	5428	367	1992201
002710	2000	5462	926	5057644
002302	1001	5502	179	984858
002902	2014	5506	71	390893
002302	1002	5518	204	1125579
002902	2017	5521	33	182189
002002	1008	5523	26	143611
002002	2005	5540	29	160647
002902	2033	5540	31	171745
002705	2002	5540	129	714712
002902	2006	5545	17	94267
002002	1017	5618	27	151696
002002	1005	5638	44	248086
002002	1004	5641	70	394875
002804	2005	5641	100	564140
002707	4005	5651	209	1181101
002707	4006	5653	140	791378
002705	2004	5661	85	481201
002703	3008	5689	59	335663
002710	2003	5746	175	1005463

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002709	1002	5793	1034	5990315
002302	1003	5808	174	1010556
002902	2015	5818	63	366518
002302	1004	5830	299	1743113
002302	2001	5862	73	427953
002902	2016	5869	21	123248
002703	3002	5889	145	853900
002902	2003	5892	47	276943
002710	2004	5920	109	645294
002902	2024	5936	108	641066
002302	3000	5982	174	1040884
002707	4004	5983	240	1435943
002302	2002	5996	189	1133158
002705	2003	6032	357	2153317
002711	2004	6035	94	567312
002703	3011	6050	101	611000
002709	1000	6052	713	4314887
002710	2006	6073	41	248991
002703	3006	6091	110	670043
002711	2007	6093	112	682436
002705	2001	6126	133	814744
002703	3001	6233	105	654491
002902	2026	6248	22	137467
002703	3007	6276	131	822141
002002	1007	6280	85	533770
002302	3002	6316	111	701098
002302	3001	6317	192	1212824
002002	1003	6324	19	120149
002902	2032	6381	344	2194915
002709	1001	6392	158	1009977
002902	2009	6410	133	852531
002703	1002	6428	138	887001
002703	1007	6448	95	612516
002711	2008	6476	106	686484
002902	2008	6487	127	823850
002902	2005	6496	70	454712
002902	2011	6510	137	891840
002902	2012	6512	143	931232
002705	2011	6540	93	608186
002711	2010	6565	54	354490
002703	1006	6571	1180	7753635
002703	3010	6627	110	728929
002302	3003	6644	101	671031
002302	3004	6644	111	737472
002711	2009	6653	31	206252

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002002	1001	6660	47	313024
002902	2025	6667	82	546655
002705	2012	6683	50	334171
002703	3000	6688	806	5390375
002902	2010	6726	118	793659
002703	3003	6751	77	519802
002002	2009	6824	10	68236
002002	1002	6854	49	335855
002902	2037	7004	39	273145
002902	2013	7013	115	806476
002902	2004	7015	59	413880
002705	2000	7055	97	684338
002902	2035	7266	18	130785
002902	2034	7274	60	436427
002705	2010	7283	43	313161
002703	1004	7347	42	308573
002705	2016	7416	61	452400
002902	2002	7450	48	357585
002703	1003	7465	34	253814
002710	2005	7501	473	3548171
002902	2019	7540	59	444859
002902	2018	7542	98	739122
002902	2038	7594	45	341738
002703	2003	7620	231	1760192
002711	2003	7630	75	572223
002705	2017	7634	55	419887
002703	2004	7669	443	3397212
002705	2005	7675	150	1151219
002712	2000	7705	79	608701
002902	1012	7778	46	357777
002902	1011	7780	43	334524
002705	2009	7818	233	1821479
002902	2031	7862	23	180836
002711	2002	7863	262	2060032
002902	2020	7863	44	345985
002902	1010	7919	347	2748003
002902	2021	7939	68	539841
002705	1001	8028	71	570007
002705	2018	8038	84	675201
002705	2008	8075	83	670264
002902	2036	8107	53	429675
002902	2001	8119	144	1169131
002712	2002	8147	107	871720
002902	2022	8180	42	343549
002002	1000	8187	130	1064360

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002711	2001	8239	40	329566
002711	2012	8251	262	2161649
002902	2027	8277	26	215204
002902	1006	8421	96	808383
002902	1007	8440	13	109718
002902	2030	8501	3	25504
002902	2023	8515	65	553465
002705	2020	8577	28	240144
002711	2000	8618	297	2559469
002710	2009	8620	200	1724055
002705	1009	8636	51	440456
002709	1003	8644	410	3544032
002711	1018	8647	285	2464325
002712	2001	8707	104	905563
002902	1008	8721	19	165694
002902	1032	8856	3	26567
002902	1003	8859	27	239204
002705	2007	8913	217	1934186
002902	2028	8918	30	267552
002712	2007	8939	81	724053
002902	1009	8957	3	26871
002705	1007	9007	103	927716
002712	2008	9065	28	253828
002902	1001	9138	182	1663051
002902	1002	9144	63	576057
002902	2029	9150	26	237899
002902	1021	9226	62	572006
002712	2003	9252	50	462619
002902	1022	9290	81	752507
002712	1010	9297	29	269615
002703	4011	9302	62	576700
002712	2009	9366	30	280966
002902	1023	9470	68	643963
002902	1020	9475	32	303202
002703	2000	9483	63	597403
002703	4009	9488	51	483878
002902	1037	9508	18	171151
002711	1019	9544	120	1145236
002703	4029	9546	3	28639
002703	4012	9553	45	429874
002705	1002	9574	673	6443507
002902	1013	9585	80	766791
002902	1014	9593	70	671535
002705	2013	9643	28	270015
002902	1024	9672	24	232137

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002703	2002	9673	66	638397
002703	2006	9687	44	426245
002902	1040	9689	15	145338
002712	2005	9705	34	329963
002903	1005	9750	320	3119848
002705	2014	9778	149	1456903
002902	1018	9825	51	501065
002902	1041	9840	41	403438
002902	1015	9874	73	720770
002903	1004	9878	21	207437
002703	4010	9912	93	921775
002712	2006	9928	53	526180
002705	1003	9983	112	1118045
002905	1010	9983	71	708763
002705	1006	9984	124	1237988
002905	1009	9984	51	509173
002712	2004	9985	137	1367948
002703	4007	9992	138	1378833
002703	1005	9992	227	2268248
002902	1025	10003	34	340107
002705	1010	10006	158	1580931
002902	1028	10006	38	380246
002712	2012	10016	36	360585
002705	2015	10032	78	782524
002705	1004	10055	99	995407
002902	1027	10065	26	261694
002902	1026	10109	45	454906
002703	2001	10141	227	2301903
002905	1015	10165	47	477743
002902	1017	10176	38	386688
002902	1000	10197	316	3222196
003401	1001	10203	112	1142784
002703	4008	10211	318	3247179
002705	1005	10270	68	698329
002903	2003	10281	185	1901904
002712	2013	10300	12	123604
002902	1019	10354	95	983612
002903	1003	10359	492	5096423
002902	1029	10366	98	1015822
002905	1003	10392	69	717072
002905	1002	10394	95	987463
002902	1038	10413	29	301981
002902	1034	10507	10	105074
002703	2005	10541	50	527038
002703	2007	10542	159	1676100

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002902	1033	10549	38	400856
014700	3019	10554	1	10554
002712	2010	10575	42	444152
002902	1031	10583	15	158740
002703	4006	10587	241	2551365
002903	2004	10599	121	1282421
002712	2011	10606	34	360595
014700	3018	10613	4	42453
002705	1016	10629	71	754670
002905	1008	10666	9	95995
002703	4014	10671	71	757615
002903	1006	10709	60	642512
002902	1035	10735	61	654844
003401	1000	10765	140	1507147
002905	1017	10770	19	204634
002703	4003	10817	166	1795620
003401	1005	10856	145	1574098
002902	1016	10861	288	3128091
002905	1014	10867	58	630262
002902	1030	10901	52	566870
002705	1017	10923	105	1146938
002705	1014	10973	33	362093
002705	1018	11000	42	461991
002712	2016	11006	253	2784459
002903	1002	11006	50	550321
002703	4002	11010	17	187164
002712	2019	11014	24	264346
002712	2018	11025	26	286647
002703	4005	11027	36	396985
002712	1006	11035	742	8188116
002705	1011	11038	57	629174
002905	1004	11055	52	574870
002712	2014	11055	65	718593
002703	4022	11110	90	999922
002712	2015	11143	69	768875
002903	1000	11146	470	5238585
002703	4004	11182	169	1889744
002903	1007	11222	211	2367756
002905	3009	11223	65	729492
002703	4021	11243	46	517187
002905	3002	11274	769	8669414
002703	4015	11520	31	357133
002905	1013	11546	57	658144
002705	1013	11573	51	590230
002903	2006	11610	61	708225

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002905	1005	11732	28	328498
002905	1006	11735	37	434178
002903	2005	11829	274	3241172
002705	1012	11875	329	3907006
002703	4001	11882	15	178224
002903	3004	11964	78	933192
002905	2011	12021	6	72125
002905	3003	12056	100	1205567
003401	1007	12099	34	411358
002905	1000	12121	61	739387
002905	2023	12205	124	1513379
002905	2019	12227	48	586875
002712	1011	12275	29	355981
002903	3003	12284	56	687894
002903	3005	12295	43	528690
002905	3006	12300	28	344403
002903	1001	12312	26	320118
002712	3001	12319	10	123185
002903	3006	12383	93	1151594
002905	1016	12396	403	4995647
002905	2010	12409	50	620468
002905	2004	12411	64	794330
002712	1009	12492	64	799505
002905	3007	12527	68	851862
002905	3008	12540	64	802580
002903	3002	12556	66	828668
002903	2008	12606	106	1336192
002905	2024	12625	62	782764
002905	3004	12649	27	341514
002905	3005	12658	62	784777
002905	2012	12703	25	317580
002905	2003	12779	70	894502
002905	2020	12905	78	1006626
002903	2007	13005	44	572205
002905	2009	13090	54	706868
002905	2005	13091	73	955663
002903	3008	13159	52	684249
002903	3001	13213	80	1057025
002905	2016	13236	11	145598
002903	3000	13323	58	772740
002903	3007	13369	85	1136337
002905	2013	13383	95	1271401
002905	2021	13440	36	483823
002905	2002	13449	33	443821
002905	3010	13497	539	7275023

MANN MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002712	1007	13540	148	2003975
002903	2001	13554	204	2764952
002903	3009	13591	41	557213
002903	3010	13629	67	913148
002903	2002	13725	49	672511
002903	3017	13743	46	632188
002905	2008	13772	68	936474
002905	2006	13772	72	991618
002905	2022	13781	20	275621
002903	3011	13848	30	415430
002903	3014	13923	10	139228
002903	3012	14057	41	576331
002903	3013	14072	23	323653
002905	2007	14212	120	1705403
002905	2014	14216	20	284321
002905	2001	14691	41	602314

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002702	3010	486	100	48610
002702	3013	623	145	90342
002702	3007	1222	91	111233
002702	3008	1252	95	118928
002702	3006	1292	48	62010
002708	1002	1911	598	1142577
002702	3015	2041	37	75503
002702	3012	2172	12	26066
002702	3014	2211	926	2047701
002702	3005	2704	25	67612
002702	3004	2722	27	73497
002708	2001	2735	100	273473
002708	1001	2839	358	1016325
002708	3007	2902	479	1390027
002702	1010	2990	4	11959
002702	3001	3043	30	91300
002702	3003	3044	26	79135
002708	2003	3056	94	287245
002702	3002	3115	248	772623
002708	3000	3136	217	680413
002804	3018	3196	15	47944
002708	2002	3211	190	609997
002703	3005	3214	52	167147
002708	3006	3222	201	647676
002702	1009	3230	138	445739
002702	2002	3231	69	222941
002804	3009	3248	27	87705
002708	1000	3291	419	1378890
002702	3000	3364	37	124472
002708	3001	3441	173	595220
002803	1001	3469	217	752853
002702	2003	3487	96	334752
002804	3010	3513	27	94849
002708	4001	3551	212	752739
002708	3005	3553	262	930819
002710	1003	3567	99	353167
002710	1002	3571	160	571287
002804	3012	3575	13	46475
002804	3011	3576	77	275378
002710	1001	3577	129	461446
002710	1004	3578	179	640478
002804	3006	3707	9	33365
002702	1008	3717	65	241587
002804	3013	3733	59	220273
002708	3003	3742	258	965480

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002708	3002	3755	197	739817
002702	1004	3759	76	285716
002804	3005	3766	12	45196
002710	1008	3781	145	548227
002708	4006	3790	17	64431
002804	3014	3814	62	236492
002707	3000	3874	76	294393
002702	2004	3875	35	135635
002708	4003	3875	1018	3945094
002703	3002	3888	145	563812
002708	4002	3891	265	1031020
002707	2007	3891	202	786022
002710	1007	3892	85	330835
002710	1005	3898	100	389815
002803	1003	3920	57	223421
002803	1002	3956	52	205692
002710	1006	3962	19	75269
002804	3019	4006	104	416667
002702	3011	4016	692	2779280
002708	4000	4032	353	1423448
002803	1013	4037	30	121095
002708	3004	4050	156	631869
002710	1013	4087	147	600797
002708	2000	4111	85	349401
002703	3004	4127	76	313677
002710	1009	4165	117	487304
002702	2001	4209	1088	4578982
002707	3001	4210	205	863072
002804	3002	4219	19	80170
002804	3001	4220	35	147686
002707	2006	4220	185	780664
002707	2005	4221	155	654196
002703	3001	4233	105	444427
002803	1000	4250	311	1321614
002803	1005	4270	61	260444
002803	1004	4293	99	425002
002803	1012	4301	87	374205
002710	1010	4305	44	189438
002803	2021	4317	48	207203
002702	2000	4336	56	242809
002707	2000	4343	184	799080
002803	2022	4366	9	39295
002804	3015	4372	64	279820
002703	1002	4427	138	610917
002703	1007	4447	95	422459

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002710	1012	4502	60	270119
002702	1001	4504	705	3175416
002803	3004	4514	26	117374
002702	1006	4530	117	529971
002804	3000	4536	30	136072
002710	1011	4549	367	1669325
002707	2004	4554	221	1006494
002707	1011	4555	248	1129537
002702	1005	4556	32	145778
002703	1006	4570	1180	5392921
002804	3004	4574	338	1545912
002803	1007	4575	109	498624
002710	2002	4583	204	935033
002804	3003	4595	36	165431
002803	1006	4598	91	418432
002702	1007	4639	43	199486
002804	3016	4645	32	148643
002707	2002	4651	137	637223
002707	2001	4662	171	797261
002703	3000	4687	806	3777887
002804	3007	4700	23	108103
002803	2020	4721	49	231346
002804	3017	4725	8	37800
002711	2005	4747	22	104427
002703	3003	4750	77	365755
002803	2019	4772	138	658516
002707	3005	4852	154	747133
002707	4000	4865	129	627638
002707	1009	4880	175	853941
002707	1010	4884	140	683691
002707	3006	4888	161	786992
002803	1008	4901	76	372500
002702	1002	4926	23	113306
002707	1000	4953	125	619070
002707	2003	4965	132	655376
002703	3009	5018	36	180632
002710	2007	5022	82	411829
002803	1010	5085	90	457691
002803	1009	5106	246	1256136
002702	1003	5130	75	384764
002803	2018	5135	121	621345
002804	2011	5140	63	323839
002803	2017	5142	127	652998
002707	3008	5187	95	492742
002707	3004	5188	185	959857

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002707	4002	5193	238	1235854
002707	4001	5193	132	685477
002705	2002	5204	129	671296
002707	1007	5208	145	755190
002707	1008	5209	169	880303
002710	2000	5212	926	4826155
002804	2007	5232	56	292966
002804	2012	5232	59	308712
002707	1002	5255	108	567495
002707	1001	5268	52	273929
002803	3002	5285	438	2314787
002708	4004	5302	37	196176
002804	2008	5314	60	318826
002803	3006	5324	10	53241
002705	2004	5325	85	452593
002803	2009	5344	49	261866
002703	3008	5353	59	315806
002803	3003	5359	24	128621
002710	2001	5386	367	1976486
002301	1000	5392	159	857333
002803	1011	5405	129	697262
002710	2003	5409	175	946608
002902	2014	5462	71	387805
002803	2015	5464	138	754058
002803	2016	5465	87	475479
002902	2017	5477	33	180753
002902	2033	5497	31	170396
002803	2010	5498	24	131955
002803	3008	5502	19	104537
002707	3007	5512	164	903959
002707	4007	5516	164	904562
002707	4003	5524	156	861714
002707	1006	5537	228	1262515
002709	1002	5543	1034	5731827
002302	2000	5544	12	66524
002702	1000	5549	19	105429
002703	3007	5550	131	726989
002707	1004	5555	110	610996
002707	1003	5569	19	105809
002703	1003	5571	34	189404
002710	2004	5584	109	608635
002703	2003	5619	231	1298052
002301	1010	5637	139	783482
002301	1011	5649	112	632672
002705	2003	5695	357	2033165

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002711	2004	5699	94	535676
002703	3011	5713	101	577007
002710	2006	5736	41	235192
002302	1000	5737	217	1245019
002703	3006	5755	110	633022
002711	2007	5757	112	644741
002902	2015	5774	63	363777
002705	2001	5789	133	769982
002803	2013	5802	50	290124
002803	2014	5803	74	429401
002902	2016	5825	21	122334
002707	4005	5838	209	1220190
002707	4006	5840	140	817562
002707	1005	5870	15	88052
002803	2011	5891	19	111932
002803	3005	5892	23	135522
002902	2024	5892	108	636368
002803	2006	5894	37	218084
002301	1008	5940	123	730571
002301	1009	5954	114	678716
002803	2007	5963	15	89443
002709	1000	6009	713	4284358
002902	2006	6011	17	102189
002301	1001	6025	7	42174
002002	1025	6033	8	48264
002302	1002	6034	204	1231016
002302	2001	6049	73	441606
002302	1001	6050	179	1082939
002804	2006	6085	31	188645
002804	2009	6103	66	402778
002803	2012	6132	87	533484
002002	1023	6133	101	619461
002711	2008	6140	106	650809
002803	2008	6169	48	296102
002302	3000	6169	174	1073427
002707	4004	6170	240	1480830
002302	2002	6183	189	1168506
002705	2011	6203	93	576886
002902	2026	6205	22	136510
002711	2010	6228	54	336316
002803	2004	6230	35	218049
002803	2005	6230	32	199364
002301	1006	6239	153	954583
002301	1007	6255	181	1132217
002803	3007	6264	19	119019

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002002	1020	6266	11	68927
002301	1002	6274	20	125470
002804	2010	6283	34	213606
002703	3010	6290	110	691907
002703	2004	6297	443	2789703
002711	2009	6317	31	195819
002302	1004	6333	299	1893643
002902	2032	6337	344	2179949
002703	1004	6341	42	266335
002705	2012	6347	50	317343
002709	1001	6349	158	1003212
002302	1003	6355	174	1105818
002902	2011	6466	137	885880
002902	2012	6469	143	925011
002302	3002	6503	111	721858
002302	3001	6504	192	1248734
002002	1021	6525	24	156598
002002	1022	6526	18	117468
002803	2000	6527	67	437341
002301	1005	6552	99	648649
002902	2009	6559	133	872315
002803	2003	6560	42	275514
002002	1019	6562	6	39369
002002	1024	6562	39	255914
002301	1003	6599	13	85792
002804	2005	6621	100	662080
002902	2025	6623	82	543087
002902	2010	6682	118	788525
002705	2000	6718	97	651692
002803	2001	6818	28	190893
002302	3003	6831	101	689921
002302	3004	6831	111	758233
002002	1011	6833	30	204988
002902	2031	6857	23	157706
002002	1018	6858	17	116589
002002	1012	6858	20	137167
002902	2003	6872	47	322975
002002	1010	6895	21	144794
002301	1004	6920	15	103803
002902	2008	6934	127	880681
002902	2005	6943	70	486036
002705	2010	6946	43	298689
002902	2037	6960	39	271448
002705	2016	7080	61	431870
002803	2002	7151	41	293194

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002902	2004	7164	59	422657
002902	2038	7171	45	322697
002002	1016	7177	19	136368
002002	1013	7179	43	308709
002902	2013	7201	115	828131
002902	2035	7222	18	130002
002902	2034	7230	60	433817
002710	2005	7251	473	3429926
002002	1015	7257	16	116111
002803	3001	7281	15	109221
002711	2003	7293	75	546981
002002	1006	7295	51	372035
002705	2017	7298	55	401376
002002	1014	7308	26	190017
002002	1009	7324	31	227040
002705	2005	7338	150	1100735
002712	2000	7369	79	582113
002711	1018	7440	285	2120442
002705	2009	7481	233	1743061
002703	2000	7482	63	471365
002902	2030	7496	3	22487
002902	2019	7496	59	442293
002902	2018	7499	98	734858
002002	1008	7504	26	195112
002002	2005	7520	29	218091
002002	1017	7523	27	203113
002711	2002	7526	262	1971854
002002	1005	7619	44	335243
002002	1004	7622	70	533533
002703	2002	7672	66	506357
002705	1001	7692	71	546112
002705	2018	7702	84	646930
002705	2008	7739	83	642329
002712	2002	7810	107	835708
002902	2020	7820	44	344071
002711	2001	7848	40	313910
002902	2027	7854	26	204203
002902	2021	7895	68	536882
002902	2002	7897	48	379064
002711	2012	7914	262	2073471
002902	1012	7927	46	364620
002711	2000	7928	297	2354481
002902	1011	7928	43	340920
002703	4011	7930	62	491676
002703	1005	7992	227	1814111

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002902	2036	8064	53	427369
002902	1010	8068	347	2799619
002703	4009	8116	51	413939
002902	2022	8136	42	341722
002703	2001	8140	227	1847765
002902	2029	8144	26	211751
002711	1019	8172	120	980674
002703	4029	8175	3	24525
002703	4012	8181	45	368163
002705	2020	8240	28	230720
002002	1007	8260	85	702140
002705	1009	8300	51	423291
002002	1003	8304	19	157785
002902	1032	8339	3	25016
002710	2009	8370	200	1674058
002712	2001	8371	104	870561
002709	1003	8394	410	3441536
002902	2028	8401	30	252038
002902	2023	8471	65	550638
002703	2005	8540	50	427008
002703	4010	8540	93	794240
002703	2007	8541	159	1358004
002705	2007	8577	217	1861152
002712	2007	8602	81	696791
002703	4007	8620	138	1189587
002002	1001	8641	47	406123
002705	1007	8670	103	893051
002703	2006	8682	44	381995
002902	1040	8684	15	130253
002712	2008	8729	28	244405
002903	1005	8744	320	2798030
002002	2009	8804	10	88044
002002	1002	8835	49	432916
002703	4008	8840	318	2811089
002902	2001	8848	144	1274146
002903	1004	8872	21	186318
002712	2003	8916	50	445791
002712	1010	8961	29	259855
002902	1037	8991	18	161842
002712	2009	9029	30	270870
002703	4006	9215	241	2220869
002705	1002	9238	673	6217003
002903	2003	9275	185	1715853
002703	4014	9299	71	660249
002705	2013	9307	28	260591

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002902	1018	9308	51	474692
002902	1006	9328	96	895449
002903	1003	9353	492	4601627
002712	2005	9368	34	318520
002902	1007	9419	13	122450
002705	2014	9441	149	1406756
002902	1034	9502	10	95017
002902	1033	9543	38	362640
014700	3019	9548	1	9548
002703	4003	9590	166	1591865
002712	2006	9591	53	508343
002903	2004	9593	121	1160734
002705	1003	9646	112	1080351
002705	1006	9647	124	1196255
002712	2004	9648	137	1321839
002902	1017	9659	38	367037
002903	1006	9661	60	579683
002705	1010	9669	158	1527754
002712	2012	9680	36	348469
002705	2015	9696	78	756272
002902	1008	9700	19	184302
002705	1004	9718	99	962088
002902	1035	9729	61	593497
002703	4005	9800	36	352797
002902	1003	9839	27	265648
002902	1029	9848	98	965143
002902	1038	9896	29	286984
002705	1005	9933	68	675443
002902	1009	9936	3	29809
003401	1001	9953	112	1114785
002703	4004	9954	169	1682307
002902	1021	9955	62	617220
002703	4002	9963	17	169363
002712	2013	9964	12	119566
002902	1041	9966	41	408596
002903	1002	10001	50	500037
002902	1022	10019	81	811578
002703	4022	10063	90	905679
002902	1031	10066	15	150983
014700	3018	10096	4	40385
002902	1001	10117	182	1841302
002902	1002	10123	63	637759
002903	1000	10140	470	4765915
002002	1000	10168	130	1321867
002903	1007	10174	211	2146807

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002703	4021	10196	46	469018
002902	1023	10199	68	693554
002902	1020	10204	32	326538
002712	2010	10238	42	430017
002712	2011	10269	34	349152
002703	4015	10289	31	318951
002705	1016	10293	71	730774
002902	1013	10314	80	825133
002902	1014	10323	70	722584
002902	1019	10324	95	980819
002902	1030	10384	52	539979
002902	1024	10402	24	249639
003401	1000	10515	140	1472149
002705	1017	10587	105	1111599
002903	2006	10605	61	646879
003401	1005	10606	145	1537849
002705	1014	10636	33	350987
002902	1015	10644	73	777015
002705	1018	10663	42	447855
002712	2016	10669	253	2699310
002902	1028	10672	38	405527
002712	2019	10678	24	256269
002712	2018	10688	26	277897
002712	1006	10699	742	7938389
002705	1011	10702	57	609990
002712	2014	10719	65	696717
002902	1025	10732	34	364902
002902	1027	10794	26	280655
002712	2015	10807	69	745652
002903	2005	10823	274	2965615
002703	4001	10834	15	162516
002902	1026	10838	45	487723
002903	3004	10958	78	854749
002905	1010	10962	71	778300
002905	1009	10963	51	559122
002905	1015	11144	47	523775
002902	1000	11176	316	3531686
002705	1013	11237	51	573065
002903	3003	11278	56	631575
002903	3005	11289	43	485445
002903	1001	11307	26	293970
002905	1003	11372	69	784650
002905	1002	11374	95	1080505
002903	3006	11377	93	1058065
002705	1012	11539	329	3796278

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002903	3002	11550	66	762293
002902	1016	11591	288	3338122
002903	2008	11600	106	1229590
002905	1008	11646	9	104810
002905	1017	11750	19	223242
002905	1014	11846	58	687067
003401	1007	11849	34	402858
002712	1011	11939	29	346221
002712	3001	11982	10	119820
002903	2007	11999	44	527955
002905	1004	12035	52	625798
002903	3008	12153	52	631954
002712	1009	12156	64	777966
002905	3009	12202	65	793153
002903	3001	12207	80	976570
002905	3002	12253	769	9422571
002903	3000	12317	58	714410
002903	3007	12363	85	1050854
002905	1013	12526	57	713970
002903	2001	12548	204	2559793
002903	3009	12585	41	515980
002903	3010	12623	67	845767
002905	1005	12711	28	355921
002905	1006	12714	37	470416
002903	2002	12719	49	623233
002903	3017	12738	46	585927
002903	3011	12842	30	385260
002903	3014	12876	10	128757
002905	2011	13000	6	78002
002903	3013	13025	23	299568
002905	3003	13035	100	1303507
002903	3012	13051	41	535098
002905	1000	13100	61	799130
002905	2023	13184	124	1634825
002712	1007	13204	148	1954164
002905	2019	13206	48	633886
002905	3006	13280	28	371826
002905	1016	13376	403	5390344
002905	2010	13389	50	669438
002905	2004	13391	64	857012
002905	3007	13507	68	918461
002905	3008	13520	64	865262
002905	2024	13605	62	843487
002905	3004	13628	27	367958
002905	3005	13637	62	845500

CRAWFORD HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002905	2012	13683	25	342065
002905	2003	13758	70	963059
002905	2020	13885	78	1083019
002905	2009	14070	54	759756
002905	2005	14071	73	1027159
002905	2016	14216	11	156371
002905	2013	14363	95	1364444
002905	2021	14419	36	519081
002905	2002	14429	33	476141
002905	3010	14477	539	7802918
002905	2008	14751	68	1003073
002905	2006	14752	72	1062135
002905	2022	14760	20	295209
002905	2007	15191	120	1822930
002905	2014	15195	20	303909
002905	2001	15670	41	642469

DARNALL K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CARVER	1152	247	284591
ROLANDO PARK	7056	21	148166
CLAY	8699	15	130479
OAK PARK	9153	8	73224
MARSHALL ELEMENTARY	9758	10	97581
IBARRA	9821	4	39285
FAY	10136	33	334488
CLAY-HARDY	11337		
EUCLID	11776	5	58880
ROSA PARKS	11887	5	59433
WEBSTER	14644	6	87861
CENTRAL	14680	3	44041
JOHNSON	15931	1	15931
HARDY	16486		
HORTON	16695	4	66781
CHEROKEE POINT	17280	1	17280
JOYNER	17532	5	87662
HEARST	17662		
HAMILTON	17851	5	89257
EDISON	18342	3	55026
ENCANTO	18661	3	55984
NORMAL HEIGHTS	19486		
FRANKLIN	19545	1	19545
ROWAN	19988		
CHOLLAS/MEAD	22084	2	44168
AUDUBON	22092		
VALENCIA PARK	22934	1	22934
PORTER	23237	4	92949
FULTON	23944	2	47888
ADAMS	24084	2	48168
MCKINLEY	24253		
MARVIN	24800		
GARFIELD	25102		
FOSTER	25259		
JEFFERSON	26151		
NYE	26204		
JUAREZ-FOSTER	26664		
GREEN	26689		
BENCHLEY/WEINBERGER	26783		
BAKER	26885	2	53770
BIRNEY	27400		
KIMBROUGH	28313		
BETHUNE	29328	1	29328
CHAVEZ	29521	2	59043
EMERSON/BANDINI	29643	1	29643
DAILARD	29862		

Note: Charter school route distances originate from public school boundaries

DARNALL K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
RODRIGUEZ	30473	3	91420
GOLDEN HILL	30641		
FREESE	31098	1	31098
BOONE	31614		
JUAREZ	31767		
GAGE	31952		
FLORENCE	32513		
SHERMAN	32607		
BURBANK	32616	2	65231
BALBOA	33060		
LOGAN	33596		
PARADISE HILLS	33769		
PERRY	34249	2	68497
ZAMORANO	34641	1	34641
CUBBERLEY	35893		
PENN	36724		
PACIFIC VIEW	36767		
PERKINS	36822		
JONES	36864		
GRANT	38719		
HANCOCK	40212		
WASHINGTON	40502	2	81004
ANGIER	41263		
MILLER	41712		
WEGEFORTH	44269		
DEWEY	45442		
CARSON-FLETCHER	45676		
CHESTERTON	46564		
LINDA VISTA	47660		
ROSS	47827		
CARSON	48003		
VISTA GRANDE	48158		
FLETCHER	48453		
TIERRASANTA	49030		
LOMA PORTAL	52462		
LINDBERGH/SCHWEITZER	52732		
KUMEYAAY	52974		
LAFAYETTE	53094		
BAY PARK	54568		
SEQUOIA	56254		
HOLMES	58335		
OCEAN BEACH	58985		
SILVER GATE	59488		
CABRILLO	59527		
HAWTHORNE	61167		
CROWN POINT	64705		

Note: Charter school route distances originate from public school boundaries

DARNALL K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
TOLER	64944		
FIELD	65146		
WHITMAN	66173		
SUNSET VIEW	67705		
CADMAN	68649		
CURIE	69526		
SESSIONS	70196		
PACIFIC BEACH ELEMENTAR	70961		
SPRECKELS	73675		
WALKER	73872		
ALCOTT	75035		
MASON	77389		
MIRAMAR RANCH	78188		
DOYLE	79324		
BIRD ROCK	81212		
HAGE	81715		
JONAS SALK	81757		
JERABEK	82606		
ERICSON	85433		
LA JOLLA ELEMENTARY	87709		
TORREY PINES	88616		
SANDBURG	89116		
DINGEMAN	89800		
E. B. SCRIPPS	91453		
HICKMAN	92339		

Note: Charter school route distances originate from public school boundaries

IFTIN K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
FAY	1894	33	62488
IBARRA	4836	16	77377
EUCLID	6866	18	123583
CARVER	7308	9	65774
CLAY	7542	4	30167
MARSHALL ELEMENTARY	7737	42	324960
CLAY-HARDY	8410	3	25230
ROSA PARKS	9160	11	100762
HARDY	9938	1	9938
CENTRAL	10191	8	81526
ROLANDO PARK	10201	5	51004
OAK PARK	10492	27	283275
FRANKLIN	11702		
NORMAL HEIGHTS	12620	3	37859
EDISON	13425		
CHEROKEE POINT	14307		
JOYNER	14579	7	102050
HEARST	14735		
HAMILTON	14942	4	59768
WEBSTER	15852	4	63409
ADAMS	16251		
JOHNSON	17267	4	69068
HORTON	17904	2	35808
JUAREZ-FOSTER	18421		
GARFIELD	18623	1	18623
ROWAN	19740		
FOSTER	19933		
MCKINLEY	21258		
MARVIN	21874		
JEFFERSON	23156		
CHOLLAS/MEAD	23293		
JUAREZ	23525		
GREEN	23762		
BIRNEY	23943		
BENCHLEY/WEINBERGER	24045		
VALENCIA PARK	24142	8	193138
PORTER	24446	5	122230
ENCANTO	24865		
DAILARD	26935		
NYE	27540		
CUBBERLEY	27651		
GOLDEN HILL	28011		
BAKER	28094		
KIMBROUGH	28158		
AUDUBON	28295		
FLORENCE	28773		

Note: Charter school route distances originate from public school boundaries

IFTIN K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
GAGE	29214		
EMERSON/BANDINI	30090		
FULTON	30119		
RODRIGUEZ	30318		
JONES	30378		
CHAVEZ	30730		
HANCOCK	31970		
SHERMAN	32452		
BURBANK	32460		
BETHUNE	32983		
ANGIER	33021		
LOGAN	33441		
MILLER	33470		
GRANT	33974		
BALBOA	34268		
PARADISE HILLS	34978		
PERRY	35585		
WEGEFORTH	36027	3	108080
PERKINS	36666		
FREESE	37301		
WASHINGTON	37734		
BOONE	37758		
PACIFIC VIEW	37976		
CHESTERTON	39787		
ZAMORANO	39870		
VISTA GRANDE	39915		
PENN	40379		
CARSON-FLETCHER	40408		
TIERRASANTA	40788		
ROSS	41051		
DEWEY	41155		
FLETCHER	41676		
LINDA VISTA	42393	1	42393
CARSON	42735		
KUMEYAAY	44731		
LAFAYETTE	44851	1	44851
LINDBERGH/SCHWEITZER	45956		
LOMA PORTAL	48175		
SEQUOIA	49478		
BAY PARK	49823		
HOLMES	51558		
OCEAN BEACH	54240		
HAWTHORNE	54390		
SILVER GATE	55202		
CABRILLO	55241		
FIELD	58370		

Note: Charter school route distances originate from public school boundaries

IFTIN K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
TOLER	59389		
WHITMAN	59396		
CROWN POINT	59960		
CADMAN	61873		
CURIE	62749		
SUNSET VIEW	63418		
SESSIONS	65136		
WALKER	65629		
PACIFIC BEACH ELEMENTAR	66216		
SPRECKELS	66899		
ALCOTT	68259		
MASON	69147		
MIRAMAR RANCH	69945		
DOYLE	72547		
HAGE	73473		
JONAS SALK	73515		
JERABEK	74363		
BIRD ROCK	76467		
ERICSON	77191		
SANDBURG	80873		
DINGEMAN	81557		
TORREY PINES	81839		
LA JOLLA ELEMENTARY	82649		
E. B. SCRIPPS	83211		
HICKMAN	84096		

Note: Charter school route distances originate from public school boundaries

TUBMAN VILLAGE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CLAY	4698	46	216092
CLAY-HARDY	5367	8	42937
ROLANDO PARK	10058	4	40232
HEARST	10594		
FAY	12305	16	196886
HARDY	13332		
BENCHLEY/WEINBERGER	13664		
CARVER	14302	13	185927
IBARRA	15248	3	45744
EUCLID	17278	1	17278
MARSHALL ELEMENTARY	18149	6	108894
GAGE	18833	1	18833
GREEN	18918		
MARVIN	19394		
ROSA PARKS	19572	3	58716
OAK PARK	20432	15	306481
DAILARD	20456		
CENTRAL	20603	2	41205
FOSTER	21106		
FRANKLIN	22114		
NORMAL HEIGHTS	23032	1	23032
EDISON	23837		
ENCANTO	24484	5	122420
CHEROKEE POINT	24719		
JOHNSON	24973	3	74918
JOYNER	24990		
JUAREZ-FOSTER	25022		
HAMILTON	25354	8	202831
WEBSTER	25793		
AUDUBON	25889		
ADAMS	26663	1	26663
FULTON	27741	4	110965
HORTON	27844		
GARFIELD	29035	1	29035
JUAREZ	30125		
ROWAN	30152	1	30152
MCKINLEY	31670		
VALENCIA PARK	32023	4	128091
NYE	32246	1	32246
BETHUNE	33126	1	33126
CHOLLAS/MEAD	33233		
JEFFERSON	33568		
FREESE	34034	1	34034
CUBBERLEY	34251		
BIRNEY	34354		
PORTER	34386	5	171932

Note: Charter school route distances originate from public school boundaries

TUBMAN VILLAGE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
BOONE	35412	1	35412
JONES	37385		
BAKER	38034		
GOLDEN HILL	38422		
ZAMORANO	38438		
KIMBROUGH	38570		
HANCOCK	38570		
PERRY	39180		
FLORENCE	39185		
ANGIER	39621		
MILLER	40070		
EMERSON/BANDINI	40502		
PENN	40522		
CHAVEZ	40670		
RODRIGUEZ	40730		
PARADISE HILLS	41168		
WEGEFORTH	42627		
SHERMAN	42864		
BURBANK	42872		
LOGAN	43853		
PACIFIC VIEW	44166	3	132497
BALBOA	44209	1	44209
GRANT	44385		
VISTA GRANDE	46515		
PERKINS	47078		
CHESTERTON	47191		
TIERRASANTA	47388		
CARSON-FLETCHER	47510		
ROSS	47780		
WASHINGTON	48146		
FLETCHER	49081		
LINDA VISTA	49494		
CARSON	49837		
KUMEYAAY	51332		
LAFAYETTE	51451		
DEWEY	51567		
LINDBERGH/SCHWEITZER	52686		
SEQUOIA	56882		
LOMA PORTAL	58587		
HOLMES	58963		
BAY PARK	59215		
HAWTHORNE	61794		
OCEAN BEACH	64651		
SILVER GATE	65613		
CABRILLO	65652		
FIELD	65774		

Note: Charter school route distances originate from public school boundaries

TUBMAN VILLAGE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
TOLER	66793		
WHITMAN	66800		
CADMAN	69277		
CROWN POINT	69539		
CURIE	70153		
WALKER	72230		
SESSIONS	72540		
SUNSET VIEW	73830		
SPRECKELS	74303		
ALCOTT	75663		
MASON	75747		
PACIFIC BEACH ELEMENTAR	75795		
MIRAMAR RANCH	76545		
DOYLE	79952		
HAGE	80073		
JONAS SALK	80115		
JERABEK	80963		
ERICSON	83791		
BIRD ROCK	85740		
SANDBURG	87474		
DINGEMAN	88158		
TORREY PINES	89243		
E. B. SCRIPPS	89811		
LA JOLLA ELEMENTARY	90053		
HICKMAN	90697		

Note: Charter school route distances originate from public school boundaries

CITY HEIGHTS PREPARATORY 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MANN	5393	65	350516
CLARK	11464	7	80251
WILSON-LEWIS	13439		
MILLENNIAL TECH	14109	3	42326
WILSON	14185	2	28369
ROOSEVELT	20854		
KNOX	20933		
LEWIS-TAFT	21800		
LEWIS	22972		
MEMORIAL PREP	25317	1	25317
TAFT	32302		
DANA/CORREIA-ROOSEVELT	32613		
BELL	32637		
PERSHING	34988		
MONTGOMERY	39288	1	39288
FARB-DEPORTOLA	41621		
INNOVATION	50019		
CORREIA	50573	1	50573
MARSTON	57767		
PACIFIC BEACH MIDDLE	60949		
WANGENHEIM	72653		
STANDLEY	75808		
MARSHALL MIDDLE	78081		
MUIRLANDS	79465		
CHALLENGER	85039		

Note: Charter school route distances originate from public school boundaries

DARNALL 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MANN	3476	152	528283
MILLENNIAL TECH	16303	5	81513
CLARK	17570	8	140561
WILSON-LEWIS	19545	2	39090
LEWIS	19591		
WILSON	20290	11	223194
KNOX	24234	1	24234
LEWIS-TAFT	26664		
ROOSEVELT	26959		
BELL	31091	1	31091
PERSHING	31419		
MEMORIAL PREP	31780	2	63559
TAFT	37166		
DANA/CORREIA-ROOSEVELT	38719		
MONTGOMERY	45394		
FARB-DEPORTOLA	46485		
INNOVATION	56125		
CORREIA	56678		
MARSTON	63872		
PACIFIC BEACH MIDDLE	67055		
WANGENHEIM	77517		
STANDLEY	81914		
MARSHALL MIDDLE	82945		
MUIRLANDS	85570		
CHALLENGER	89903		

Note: Charter school route distances originate from public school boundaries

IFTIN 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MANN	5525	79	436488
WILSON-LEWIS	11702		
WILSON	13426	9	120835
CLARK	14639	12	175664
LEWIS	16665	2	33329
MILLENNIAL TECH	17511	1	17511
LEWIS-TAFT	18421		
ROOSEVELT	23964	2	47929
KNOX	25442	5	127212
PERSHING	28681		
TAFT	28924	1	28924
MEMORIAL PREP	31624		
DANA/CORREIA-ROOSEVELT	33974		
BELL	34746		
FARB-DEPORTOLA	38243		
MONTGOMERY	40126	3	120379
INNOVATION	49349	2	98697
CORREIA	52391		
MARSTON	57096		
PACIFIC BEACH MIDDLE	62309		
WANGENHEIM	69275		
MARSHALL MIDDLE	74703		
STANDLEY	75137		
MUIRLANDS	80509		
CHALLENGER	81661		

Note: Charter school route distances originate from public school boundaries

TUBMAN VILLAGE 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MANN	12513	76	951007
LEWIS	14185	6	85111
PERSHING	18301	1	18301
WILSON-LEWIS	22114		
WILSON	23838	1	23838
LEWIS-TAFT	25022		
CLARK	25050	7	175353
MILLENNIAL TECH	27298	2	54596
ROOSEVELT	34376	1	34376
BELL	34889	7	244220
KNOX	35383	11	389210
TAFT	35524		
MEMORIAL PREP	42036	1	42036
DANA/CORREIA-ROOSEVELT	44385		
FARB-DEPORTOLA	44843	1	44843
MONTGOMERY	47228	1	47228
INNOVATION	56753		
CORREIA	62803		
MARSTON	64500		
PACIFIC BEACH MIDDLE	71889	1	71889
WANGENHEIM	75875		
MARSHALL MIDDLE	81303		
STANDLEY	82541		
MUIRLANDS	87914		
CHALLENGER	88261		

Note: Charter school route distances originate from public school boundaries

CITY HEIGHTS PREPARATORY 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CRAWFORD	5393	29	156384
HOOVER	10623	3	31870
HOOVER-HENRY	13439	2	26878
LINCOLN	15919	4	63674
HENRY-KEARNY	21800		
SAN DIEGO	23294		
HENRY	26234		
KEARNY	31966		
SAN DIEGO-POINT LOMA	32614		
MORSE	32637		
SERRA	41621		
MADISON	50019		
POINT LOMA	50573		
CLAIREMONT	57767		
MISSION BAY	60949		
UNIVERSITY CITY	75808		
LA JOLLA-UNIVERSITY CITY	77480		
SCRIPPS RANCH	78081		
MIRA MESA	78823	1	78823
LA JOLLA HIGH	80856		

Note: Charter school route distances originate from public school boundaries

BENCHLEY/WEINBERGER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009801	2018	1063	53	56345
009801	2013	1080	43	46452
009801	2019	1145	100	114470
009801	2012	1218	80	97473
009801	2001	1315	82	107834
009801	2002	1322	136	179816
009801	2017	1374	58	79688
009801	2020	1378	90	123985
009801	2014	1395	61	85085
009801	2022	1477	8	11816
009801	3011	1614	96	154935
009801	2021	1619	37	59911
009801	2003	1677	59	98964
009801	2016	1689	54	91190
009801	2015	1693	57	96500
009801	2006	1810	31	56110
009801	3007	1855	79	146540
009801	3003	1914	28	53591
009801	2004	1991	60	119434
009801	3000	2032	912	1852828
009801	3008	2053	62	127282
009801	3010	2249	42	94474
009801	2011	2340	69	161457
009801	3009	2365	77	182111
009801	2005	2376	2	4752
009801	3004	2504	28	70113
009801	1009	2533	53	134274
009801	2010	2568	54	138654
009801	2000	2576	112	288491
009801	3002	2698	40	107910
009801	2009	2792	60	167547
009801	1008	2827	39	110250
009801	1010	2837	96	272348
009801	3001	2844	24	68256
009801	2008	2893	75	217010
009801	2024	3016	57	171903
009801	1007	3147	61	191967
009801	2023	3249	41	133207
009801	1006	3469	69	239384
009801	1011	3779	75	283457
009802	1010	4060	74	300437
009802	1009	4094	89	364367
009802	1013	4366	163	711723
009802	1008	4451	86	382758
009802	1014	4675	61	285184
009802	1007	4744	60	284668
009802	1006	5049	79	398846

DAILARD ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009704	5007	59	247	14585
009704	5008	654	40	26147
009704	5012	863	107	92300
009704	5011	1175	95	111625
009704	5010	1653	88	145451
009704	4001	1830	76	139110
009704	5000	1952	80	156126
009704	4004	2096	36	75451
009704	3001	2265	114	258190
009704	5009	2651	174	461353
009704	3002	2707	36	97460
009704	4000	2958	370	1094389
009704	5001	3052	67	204486
009704	5002	3234	101	326637
009704	5006	3493	73	254990
009704	5003	3846	6	23074
009704	3003	3857	44	169716
009704	5005	4054	168	681146
009704	5004	4222	25	105557
009805	3007	5501	59	324541
009805	3010	5786	113	653824
009805	3006	6159	260	1601397
009805	3005	6493	111	720758
009805	3009	7594	37	280973
009805	3004	7967	79	629400
009805	3003	8175	197	1610466
009805	2001	8561	62	530812
009805	4002	8575	320	2743886
009805	3008	8589	113	970521
009805	3001	8625	49	422613
009805	4003	9096	113	1027795
009805	4005	9131	343	3131784
009805	3002	9173	77	706290
009805	3000	9216	49	451577
009805	4004	9275	392	3635775
009704	2000	9529	48	457377
009704	2002	9819	109	1070217
009704	2004	9823	60	589396
009805	2002	10017	188	1883218
009805	4006	10067	117	1177801
009805	4001	10251	165	1691433
009805	4007	10564	148	1563524
009704	2003	11007	62	682457
009805	2003	11075	93	1029931
009704	3000	11383	1284	14616182
009805	4000	11491	47	540063

FOSTER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009604	1002	249	50	12459
009604	1001	840	31	26029
009602	3013	953	72	68648
009602	3012	1206	70	84392
009604	1003	1282	44	56416
009703	3015	1451	64	92894
009602	3003	1466	70	102631
009604	1006	1509	103	155415
009604	1007	1727	68	117425
009604	1005	1806	107	193243
009602	4005	1901	64	121660
009703	3008	1974	126	248669
009602	3002	1986	67	133050
009602	3001	2019	70	141360
009602	3000	2056	40	82241
009703	3018	2122	82	174013
009703	3017	2130	79	168268
009703	3010	2181	42	91610
009703	3009	2213	53	117265
009703	3013	2386	100	238616
009602	3010	2393	81	193872
009602	3011	2473	36	89026
009604	2005	2475	26	64362
009703	3011	2652	78	206882
009703	3012	2670	73	194876
009604	1008	2777	89	247176
009604	2006	2885	40	115390
009604	2000	2902	280	812555
009703	3014	2912	33	96096
009602	2000	2948	86	253556
009602	4004	2963	98	290365
009602	3004	3062	84	257243
009602	3005	3083	28	86322
009604	1004	3093	120	371207
009703	3007	3219	86	276872
009604	3000	3224	47	151550
009604	3001	3251	57	185294
009604	2007	3286	68	223428
009604	2004	3346	150	501969
009602	3006	3354	82	275011
009604	3002	3540	61	215929
009604	2001	3554	47	167056
009602	4003	3560	62	220722
009604	4000	3649	554	2021422
009602	3007	3694	65	240096

FOSTER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009604	3008	3755	56	210259
009604	3003	3848	55	211619
009604	2003	3871	82	317397
009602	2004	4053	48	194549
009602	2001	4120	90	370837
009602	2003	4134	57	235639
009604	3007	4226	55	232450
009604	2010	4342	29	125910
009602	4000	4362	109	475421
009602	3008	4403	79	347845
009602	2002	4491	742	3332323
009604	3006	4533	49	222103
009602	3009	4542	57	258921
009604	3009	4603	48	220927
009604	2009	4687	24	112498
009602	1009	4779	128	611655
009604	2008	4892	20	97843
009602	4002	5045	195	983807
009604	2002	5068	50	253393
009705	3009	5260	117	615368
009602	4001	5262	128	673500
009604	3010	5398	66	356286
009604	3005	5403	59	318803
009604	4003	5415	11	59565
009604	3013	5699	53	302060
009604	4002	5732	235	1347118
009604	3011	5769	98	565366
009604	3012	5770	71	409675
009509	1003	5869	7	41086
009604	3014	6109	112	684263
009509	1006	6175	2	12349
009509	1005	6185	39	241202
009604	4004	6328	64	405003
009602	1005	7293	23	167730
009705	3008	7386	106	782967
009602	1012	7432	25	185807
009602	1010	7507	16	120116
009602	1003	7965	70	557545
009602	1006	8036	34	273212
009602	1004	8212	58	476268
009602	1002	8311	32	265937
009602	1001	9002	551	4960075
009603	2003	7937	30	238123
009603	3000	8090	1111	8988253
009603	2001	8367	1030	8617652

FOSTER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009603	1000	8606	1336	11497356
009603	4017	9020	26	234521
009603	4018	9151	581	5316680
009603	4021	9330	57	531825
009603	4019	9348	187	1748133
009603	4020	9639	154	1484445
009603	4005	11290	4	45160
009603	4008	11678	16	186848
009509	1008	11891	682	8109820

GAGE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009804	1012	443	54	23944
009804	1015	615	80	49182
009804	1017	704	60	42239
009804	1010	940	55	51693
009804	1014	976	144	140526
009804	1008	1129	143	161515
009804	2008	1283	43	55190
009804	1020	1299	80	103958
009804	1011	1379	107	147593
009804	1016	1454	67	97439
009804	1005	1513	82	124092
009802	5003	1682	22	37009
009804	2002	1702	66	112313
009804	3007	1746	30	52375
009804	1019	1801	63	113459
009804	2009	1804	44	79367
009804	3006	1817	63	114453
009804	2003	1838	61	112096
009804	2004	1895	43	81479
009802	5002	1930	24	46331
009804	3010	2028	80	162277
009804	1013	2051	86	176411
009804	1009	2054	36	73952
009804	3005	2058	94	193448
009804	4008	2100	41	86090
009804	2001	2142	52	111378
009802	5001	2185	61	133297
009804	1004	2231	110	245426
009802	5007	2263	24	54302
009804	3009	2284	86	196458
009804	1006	2383	70	166781
009804	2005	2412	79	190565
009804	2000	2418	46	111234
009804	3002	2451	82	200979
009804	2010	2469	116	286362
009804	2006	2501	65	162570
009802	5004	2512	92	231087
009804	3004	2545	71	180694
009804	4010	2674	88	235346
009804	2011	2736	117	320104
009802	5005	2754	98	269858
009802	5011	2759	27	74504
009804	4005	2782	43	119643
009804	3008	2833	98	277629
009805	1006	2836	84	238263

GAGE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009802	5012	3034	57	172964
009804	1007	3066	167	512019
009802	5006	3080	82	252597
009805	1003	3125	62	193728
009804	2007	3184	111	353474
009804	4007	3187	145	462096
009802	5009	3250	38	123510
009802	5008	3329	36	119834
009804	3001	3368	54	181896
009804	4012	3372	42	141619
009804	4009	3425	69	236335
009802	1000	3548	93	329945
009804	4011	3560	47	167335
009804	3003	3580	97	347282
009802	1001	3612	53	191413
009804	3000	3616	57	206099
009805	1002	3635	67	243563
009804	4001	3740	417	1559485
009802	5010	3776	88	332321
009804	1003	3789	48	181850
009804	1001	3827	33	126295
009804	1000	3843	166	637966
009802	3006	3909	506	1978053
009804	1002	3946	59	232794
009802	1002	3946	69	272272
009805	1001	3977	168	668148
009802	1003	4134	72	297666
009802	2002	4293	1047	4495104
009802	1004	4366	61	266313
009802	4005	4442	71	315368
009802	1005	4605	46	211839
009801	1000	4607	148	681889
009802	4006	4634	71	328998
009804	4003	4660	186	866770
009804	4006	4665	141	657820
009805	1005	4722	305	1440270
009801	1002	4756	82	390032
009802	3004	4769	116	553189
009802	4007	4816	64	308245
009802	1012	4835	34	164378
009804	4004	4841	174	842267
009802	4008	5004	59	295253
009802	3002	5042	63	317635
009802	3005	5086	108	549247
009801	1003	5117	96	491241

GAGE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009801	1001	5162	30	154858
009802	4009	5195	72	374019
009802	4004	5309	54	286707
009805	1000	5332	22	117304
009801	1004	5339	93	496489
009802	4002	5372	40	214887
009804	4002	5389	15	80835
009802	4010	5412	49	265195
009802	3003	5430	138	749398
009802	2001	5433	289	1570132
009801	1005	5446	155	844117
009802	4003	5528	123	680000
009802	4011	5600	51	285584
009802	4017	5715	78	445780
009802	4001	5759	116	668022
009802	1011	5771	108	623274
009802	4018	5789	87	503648
009802	4019	5860	86	503959
009802	4020	5938	78	463193
009802	4012	5979	66	394646
009802	4000	6013	114	685496
009802	4021	6046	66	399023
009802	3000	6099	45	274433
009802	4013	6109	38	232145
009802	4022	6115	48	293515
009805	1004	6152	493	3033164
009802	4024	6188	104	643569
009802	4025	6332	66	417926
009802	4016	6380	86	548650
009802	3007	6532	50	326621
009802	3001	6620	177	1171656
009802	4014	6645	12	79745
009802	4015	6677	23	153565
009802	4023	6718	39	261989

GREEN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009706	4006	378	85	32118
009706	3009	962	53	51011
009706	3011	1003	49	49149
009706	3010	1091	21	22912
009706	4007	1384	147	203437
009706	3012	1428	65	92795
009706	4000	1447	134	193855
009706	3003	1483	70	103805
009706	3013	1541	32	49296
009706	3008	1606	96	154157
009706	4001	1644	131	215414
009706	4003	1704	45	76684
009706	3007	1730	56	96856
009706	4002	1774	63	111745
009706	3004	1843	85	156649
009706	3005	1888	88	166177
009706	4004	1981	49	97068
009706	3014	2000	70	140010
009706	4005	2004	42	84181
009706	3006	2031	60	121857
009706	3001	2086	60	125156
009706	5003	2212	32	70796
009706	1000	2389	172	410889
009706	3002	2391	546	1305685
009706	5004	2658	26	69116
009706	3000	2712	141	382412
009706	1001	2937	80	234986
009706	5007	3039	54	164115
009706	5008	3409	96	327243
009706	1003	3646	23	83859
009801	4000	3809	934	3557650
009706	1002	3880	34	131936
009706	5006	4213	147	619248
009801	3006	5546	27	149753
009801	3005	5654	69	390145

HARDY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002803	4001	929	57	52944
002804	1008	1406	25	35147
002804	1004	1633	477	779170
002804	1005	1879	34	63881
002803	4000	1984	696	1380586
002804	1009	2005	86	172452
002804	1006	2010	127	255228
002804	1007	2823	61	172233
002803	3000	3975	207	822848
002804	1002	4124	38	156694
002804	2004	4253	87	369988
002803	4005	4354	74	322198
002803	4004	4450	568	2527630
002804	2003	4524	31	140240
002803	4002	4551	94	427786
002803	4003	4640	79	366582
002804	2000	4656	1026	4777146
002804	1001	4960	352	1745977
002801	1002	5017	93	466624
002801	1001	5041	95	478880
002801	1000	5047	1191	6010747
002801	1004	5106	37	188922
002804	2002	5273	33	174015
002801	1009	5351	6	32109
002804	2001	5453	30	163595
002801	1007	5599	203	1136636
002801	1003	5661	30	169822
002904	2007	3149	22	69276
002904	2006	3731	121	451469
002904	2008	4159	168	698725
002904	2013	4295	60	257700
002904	2010	4396	99	435214
002904	2011	4471	94	420267
002904	2012	5032	91	457927
002904	1006	5177	132	683349
002904	4001	5296	97	513701
002904	1010	5526	63	348119
002904	4000	5713	94	537033
002904	2009	5738	143	820497
002904	4007	5850	282	1649810
002904	3005	6020	48	288938
002904	4002	6089	148	901239
002904	1014	6152	28	172242
002904	1004	6192	261	1616066
002904	1017	6216	121	752088

HARDY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002904	3003	6264	16	100229
002904	4004	6363	49	311808
002904	4003	6366	71	451958
002904	1005	6451	75	483842
002904	4006	6627	42	278327
002904	4005	6735	102	686977
002904	1008	6772	69	467276
002904	3004	7149	116	829250
002904	1012	7541	67	505255
002904	1015	7543	82	618554
002904	1013	7739	31	239906
002904	1016	7769	18	139844
002904	1007	7899	811	6405815
002904	3000	8135	1087	8842456
002904	1009	8719	39	340026
002904	1011	8946	47	420467
002904	1003	9184	607	5574654

HEARST ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009705	3005	331	82	27182
009705	3004	815	50	40734
009705	3002	1105	12	13260
009705	3001	1105	41	45321
009705	3000	1327	89	118138
009705	3003	1409	27	38043
009706	2003	1469	247	362759
009706	2008	1621	20	32414
009705	3010	1796	27	48490
009705	3007	1914	34	65065
009706	2002	1959	58	113648
009706	2011	2029	70	142008
009706	2010	2281	56	127724
009705	2003	2290	31	70977
009705	2007	2492	58	144522
009706	2000	2660	29	77136
009705	2006	2772	64	177396
009706	1008	2803	35	98099
009706	2004	2814	80	225143
009705	2002	2826	51	144104
009706	1025	3140	51	160156
009705	1007	3197	112	358058
009706	2005	3239	25	80980
009706	2006	3243	235	761991
009706	7008	3438	39	134089
009706	7005	3473	24	83347
009705	2000	3539	1236	4374663
009705	1008	3575	65	232370
009706	2007	3635	26	94522
009705	2008	3710	29	107597
009706	2014	3782	29	109669
009706	1009	3862	64	247196
009706	2009	3966	156	618638
009706	2015	3993	29	115796
009705	2004	4132	44	181798
009705	3006	4145	683	2830918
009706	7009	4481	15	67209
009705	1006	4504	62	279253
009706	1006	4540	20	90793
009705	2005	4559	28	127650
009705	1009	4743	89	422130
009705	1005	4903	61	299110
009705	1010	5409	26	140624
009705	1001	5471	64	350138
009706	7014	5518	92	507646

HEARST ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009705	1000	5623	100	562272
009705	1004	5936	100	593645
009706	7012	6086	31	188681
009706	7013	6154	23	141550
009706	1007	6248	269	1680754
009705	1003	6389	74	472774
009705	1002	6590	90	593121
009706	7007	6609	102	674147
009706	2013	6640	41	272242
014805	3018	6879	34	233898
009706	6008	7062	45	317802
014805	3017	7508	12	90095
009706	6007	7551	84	634310
009706	7006	7767	287	2229181
009706	6009	7778	58	451152
009706	7004	8289	61	505616
009706	1005	8421	58	488393
009706	1004	8897	260	2313292

MARVIN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009703	2009	996	79	78717
009703	1007	1089	57	62072
009703	1006	1100	266	292617
009703	2008	1183	68	80466
009703	3002	1198	67	80242
009703	1009	1205	65	78304
009703	2010	1222	65	79432
009703	3005	1389	55	76407
009703	2011	1490	83	123633
009703	3004	1522	57	86767
009703	3000	1729	122	210953
009703	2000	1840	105	193189
009703	3006	1846	41	75693
009703	2005	1956	48	93895
009703	2004	2001	48	96049
009703	2006	2035	48	97695
009703	2007	2069	80	165515
009703	3001	2082	43	89516
009703	2003	2088	45	93942
009703	1003	2256	242	545839
009703	3003	2281	262	597714
009703	2001	2342	52	121796
009706	7010	2463	30	73893
009703	2002	2495	90	224549
009706	7011	2593	20	51861
009706	7002	2650	26	68912
009706	7003	2835	32	90719
009703	1004	2923	210	613797
009706	7000	3083	25	77087
009703	1008	3257	39	127039
009706	6002	3733	43	160507
009706	6000	3850	71	273336
009706	6001	3909	41	160277
009706	6004	4250	19	80742
009704	4003	4712	209	984753
009703	1005	4883	34	166013
009706	5009	5249	35	183708
009704	1003	5263	36	189468
009703	1000	5362	148	793632
009706	5005	5460	30	163803
009602	1008	5676	30	170269
009706	6005	5775	48	277177
009706	5000	5938	403	2393163
009706	5001	5956	137	815925
009703	1002	5956	69	410972

MARVIN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009706	5002	6074	31	188304
009706	6003	6094	198	1206641
009703	1001	6228	42	261576
009706	6006	6366	131	833973
009704	4002	6793	122	828788
009602	1000	7219	228	1646020
009704	1001	7251	128	928070
009704	1002	7699	400	3079429
009704	1004	7701	107	824027
009704	1000	8998	723	6505510
009704	2001	9391	515	4836376
009507	3004	10285	61	627408
009507	3002	10326	292	3015296
009507	3003	10497	76	797741
009507	3001	10514	131	1377292

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009602	4005	815	64	52176
009602	4003	844	62	52319
009703	3014	1048	33	34586
009602	4004	1099	98	107699
009703	3017	1341	79	105909
009703	3007	1355	86	116573
009703	2006	1572	48	75467
009703	3013	1596	100	159619
009602	4000	1645	109	179358
009703	2007	1686	80	134893
009703	3012	1877	73	137047
009703	3011	1895	78	147776
009703	2005	2029	48	97409
009703	3001	2043	43	87866
009703	1004	2123	210	445843
009703	3000	2174	122	265264
009604	1001	2210	31	68507
009703	2002	2339	90	210493
009602	3002	2350	67	157482
009602	3001	2384	70	166886
009602	3000	2421	40	96827
009604	1002	2467	50	123350
009703	2004	2529	48	121400
009602	4001	2546	128	325829
009703	2008	2572	68	174881
009703	2009	2611	79	206279
009602	3013	2674	72	192528
009703	3009	2698	53	143012
009703	3010	2730	42	114647
009703	2003	2788	45	125462
009602	3012	2926	70	204831
009602	3003	2978	70	208455
009604	1003	3003	44	132120
009703	2001	3044	52	158285
009703	2010	3109	65	202078
009703	1005	3153	34	107195
009703	3008	3155	126	397545
009703	3005	3287	55	180777
009703	3015	3296	64	210927
009703	2011	3360	83	278913
009703	3004	3420	57	194933
009602	3004	3430	84	288091
009703	3002	3506	67	234874
009703	1009	3513	65	228320
009703	2000	3521	105	369662

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009704	1003	3533	36	127190
009602	3005	3574	28	100065
009602	3006	3721	82	305124
009703	3006	3744	41	153496
009602	3010	3808	81	308450
009703	1003	3892	242	941830
009602	1008	3946	30	118370
009703	3018	3966	82	325243
009602	4002	4010	195	782024
009703	3003	4179	262	1094897
009602	3007	4188	65	272197
009604	1006	4190	103	431595
009602	3011	4193	36	150966
009602	2000	4387	86	377280
009604	1007	4408	68	299758
009604	1005	4487	107	480149
009602	2001	4614	90	415286
009703	1007	4697	57	267702
009703	1006	4708	266	1252224
009604	1004	4814	120	577674
009602	3008	4897	79	386861
009604	3000	4945	47	232416
009604	3001	4971	57	283366
009602	3009	5036	57	287072
009602	1009	5146	128	658661
009604	2005	5157	26	134077
009604	3002	5260	61	320883
009604	1008	5459	89	485817
009604	3008	5475	56	306610
009602	1000	5489	228	1251594
009704	1001	5521	128	706638
009604	2006	5566	40	222645
009604	3003	5568	55	306250
009604	2000	5583	280	1563337
009705	1010	5655	26	147019
009706	7010	5658	30	169745
009705	1001	5717	64	365881
009602	2004	5774	48	277135
009706	7011	5788	20	115762
009706	7002	5846	26	151983
009602	2003	5855	57	333711
009705	1000	5869	100	586870
009604	3007	5947	55	327081
009604	2007	5967	68	405760
009704	1002	5969	400	2387454

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009704	1004	5971	107	638924
009703	1002	5973	69	412121
009604	2004	6028	150	904173
009706	7003	6030	32	192961
009602	2002	6212	742	4608975
009604	2001	6236	47	293080
009703	1001	6245	42	262275
009604	3006	6253	49	306410
009706	7000	6279	25	156964
009604	3009	6323	48	303514
009604	4000	6330	554	3506897
009509	1003	6363	7	44543
009706	7009	6431	15	96462
009703	1008	6452	39	251647
009705	1007	6460	112	723569
009705	1004	6509	100	650853
009604	2003	6552	82	537269
009509	1006	6669	2	13337
009509	1005	6679	39	260463
009705	1006	6689	62	414711
009704	4002	6735	122	821711
009705	1002	6889	90	619967
009706	6002	6928	43	297895
009706	7008	6948	39	270976
009706	7005	6954	24	166899
009705	1003	6961	74	515108
009604	2010	7023	29	203670
009706	6000	7045	71	500186
009705	3009	7104	117	831147
009706	6001	7104	41	291275
009604	3010	7119	66	469842
009604	3005	7124	59	420316
009703	1000	7130	148	1055273
009705	1009	7153	89	636592
009704	1000	7268	723	5254765
009704	4003	7312	209	1528182
009705	1005	7331	61	447221
009604	2009	7369	24	176851
009604	3013	7420	53	393249
009706	6004	7445	19	141448
009604	3011	7490	98	733980
009604	3012	7491	71	531834
009604	2008	7574	20	151470
009604	4002	7581	235	1781607
009604	2002	7749	50	387462

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009602	1005	7786	23	179089
009604	3014	7830	112	876966
009705	1008	7881	65	512290
009602	1012	7926	25	198154
009602	1010	8001	16	128018
009604	4003	8096	11	89060
009604	4004	8316	64	532193
009706	5009	8444	35	295535
009602	1003	8459	70	592116
009602	1006	8530	34	290004
009705	3002	8595	12	103141
009706	2002	8653	58	501848
009706	5005	8655	30	259655
009602	1004	8705	58	504913
009602	1002	8804	32	281741
009705	3003	8844	27	238778
009705	3000	8925	89	794346
009706	7004	8935	61	545059
009706	6005	8970	48	430540
009706	2003	9007	247	2224711
009507	3004	9073	61	553469
009507	3002	9114	292	2661362
009706	5000	9133	403	3680776
009706	5001	9151	137	1253649
009706	2008	9159	20	183179
009705	3008	9231	106	978460
009706	5002	9269	31	287351
009706	2000	9283	29	269213
009507	3003	9284	76	705621
009706	6003	9289	198	1839265
009507	3001	9302	131	1218507
009704	2001	9314	515	4796865
009705	3001	9409	41	385783
009706	6009	9421	58	546398
009602	1001	9496	551	5232199
009706	6006	9561	131	1252527
009706	2011	9567	70	669686
009706	6007	9648	84	810418
009706	7006	9708	287	2786070
009706	2010	9819	56	549867
009706	1008	9839	35	344370
009705	3004	9849	50	492465
009705	3005	9989	82	819087
009706	2004	10279	80	822332
009706	1025	10308	51	525723

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009706	6008	10385	45	467332
009705	3010	10491	27	283268
009705	3007	10501	34	357036
009706	2005	10777	25	269436
009706	2006	10781	235	2533483
009706	5007	10793	54	582797
009706	5004	10805	26	280923
009706	5003	10865	32	347679
009706	7007	10865	102	1108276
009705	2003	10985	31	340537
009706	5006	11159	147	1640337
009706	2007	11174	26	290517
009705	2007	11187	58	648860
009704	2004	11211	60	672649
009704	2000	11281	48	541501
009706	2014	11320	29	328278
009706	1009	11327	64	724946
009705	2006	11467	64	733907
009706	2009	11504	156	1794608
009705	2002	11521	51	587573
009706	2015	11531	29	334405
009706	5008	11620	96	1115512
009704	2003	11843	62	734255
009706	7014	11850	92	1090196
009706	1006	12078	20	241559
009705	2000	12235	1236	15122279
009704	2002	12288	109	1339377
009706	1005	12305	58	713686
009706	7012	12370	31	383481
009705	2008	12406	29	359766
009706	7013	12438	23	286080
009706	1007	12580	269	3384082
009706	1004	12782	260	3323230
009705	2004	12827	44	564399
009705	3006	12840	683	8769933
009704	3000	12853	1284	16503634
009705	2005	13254	28	371123
009706	2013	14178	41	581311
002904	2007	14381	22	316389
014805	3018	14418	34	490199
002904	2006	14964	121	1810586
014805	3017	15046	12	180554
002804	1002	15356	38	583524
002904	2008	15391	168	2585764
002904	1003	15473	607	9392203

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002904	1006	15484	132	2043850
002904	2013	15527	60	931642
002904	2010	15628	99	1547219
002904	2011	15703	94	1476110
002904	1010	15833	63	997449
002804	1006	15840	127	2011697
002804	1009	15845	86	1362631
002804	1007	16042	61	978556
002904	2009	16045	143	2294374
002904	2012	16265	91	1480073
002904	4000	16361	94	1537948
002904	3005	16410	48	787697
002904	1014	16458	28	460833
002904	1004	16499	261	4306149
002904	1017	16522	121	1999214
002904	4001	16528	97	1603241
002804	1008	16556	25	413908
002904	3003	16571	16	265138
002904	1005	16758	75	1256854
002804	1004	16783	477	8005438
002804	1005	17029	34	578996
002904	1008	17079	69	1178447
002904	4007	17083	282	4817339
002904	4005	17136	102	1747923
002804	2000	17142	1026	17588014
002904	4003	17209	71	1221838
002904	4004	17211	49	843346
002904	4002	17287	148	2558415
002904	4006	17353	42	728838
002804	1001	17446	352	6141129
002904	3004	17456	116	2024842
002803	4001	17692	57	1008461
002904	1012	17848	67	1195813
002904	1015	17850	82	1463714
002904	1013	18046	31	559418
002904	1016	18076	18	325367
002803	3000	18148	207	3756631
002904	1007	18205	811	14764655
002904	3000	18536	1087	20148811
002803	4000	18747	696	13047954
002904	1009	19025	39	741992
002904	1011	19253	47	904888
002801	1002	19432	93	1807149
002801	1001	19455	95	1848234
002801	1004	19520	37	722249

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002801	1007	20013	203	4062728
002801	1003	20075	30	602249
002801	1000	20250	1191	24118286
002801	1009	20555	6	123330
002804	2004	21016	87	1828409
002803	4005	21117	74	1562694
002803	4004	21214	568	12049275
002804	2003	21287	31	659907
002803	4002	21314	94	2003551
002803	4003	21404	79	1690895
002804	2001	21470	30	644107
002804	2002	22037	33	727210
002002	2001	15540	638	9914325
002002	2006	15836	2	31673
002001	2029	17032	24	408759
002001	2017	17197	39	670689
002001	2031	17424	41	714366
002001	2032	17954	28	502701
002001	2028	18002	18	324038
002002	2008	18975	24	455411
002301	2001	19132	361	6906653
002002	2014	19202	36	691278
002002	2004	19231	30	576916
002002	2018	19271	16	308332
002002	2003	19373	32	619944
002001	3004	19383	44	852843
002301	3000	19399	306	5935985
002002	2017	19473	17	331045
002301	2000	19512	157	3063457
002001	3007	19580	49	959428
002002	2011	19651	27	530585
002301	3003	19738	7	138168
002100	1007	19744	13	256676
002001	3003	19815	49	970940
002002	2007	19833	22	436324
002001	3001	19847	50	992373
002001	3008	19894	73	1452273
002301	2003	19962	140	2794716
002301	2002	19969	367	7328694
002001	2030	20043	34	681453
002100	1008	20059	29	581724
002001	3006	20128	44	885629
002002	2002	20183	85	1715542
002001	3009	20183	38	766961
002100	2010	20198	195	3938614

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	2011	20199	48	969551
002100	1000	20206	35	707207
002001	2027	20210	22	444615
002100	1010	20220	23	465059
002100	1016	20223	35	707798
002001	3002	20289	71	1440532
002100	1004	20301	25	507537
002100	1005	20302	17	345127
002002	2016	20347	80	1627735
002001	3000	20359	208	4234654
002001	3011	20397	62	1264640
002100	1013	20414	54	1102341
002100	1017	20418	45	918822
002002	2013	20443	458	9363100
002100	1001	20465	16	327443
002100	1026	20493	31	635286
002100	2001	20497	58	1188800
002100	2009	20530	60	1231782
002100	2008	20530	70	1437122
002301	3001	20547	12	246559
002100	1014	20578	69	1419899
002100	2012	20591	104	2141504
002100	1003	20621	35	721722
002100	1002	20621	14	288691
002100	1015	20736	41	850166
002001	2026	20761	55	1141839
002100	1027	20810	36	749150
002100	2003	20817	79	1644512
002100	2002	20817	34	707773
002002	2010	20849	75	1563670
002100	2007	20850	93	1939025
002100	2006	20850	87	1813933
002001	1022	20850	25	521246
002001	2016	20871	3	62614
002301	3002	20943	336	7036826
002001	1027	20986	20	419723
002001	1026	20992	30	629751
002001	2014	20999	6	125996
002100	1031	21042	43	904786
002100	1006	21047	25	526185
002100	1024	21052	27	568402
002100	1025	21052	42	884193
002001	3012	21093	39	822613
002100	2004	21150	76	1607363
002100	3000	21150	98	2072658

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002001	1025	21154	21	444227
002100	1032	21157	7	148101
002001	1024	21160	30	634795
002100	3013	21182	72	1525138
002100	2005	21184	48	1016828
002100	1030	21205	38	805772
002001	3010	21253	78	1657706
002100	1023	21367	45	961519
002100	1029	21367	37	790583
002100	1028	21368	27	576933
002100	1033	21397	38	813077
002001	1023	21448	46	986615
002100	3002	21475	76	1632100
002100	3001	21476	81	1739550
002001	2022	21478	59	1267213
002001	1018	21489	55	1181878
002100	3012	21509	54	1161502
002100	3011	21509	112	2409059
002100	1018	21579	38	819992
002001	2021	21637	32	692377
002001	1020	21642	35	757482
002100	1035	21656	23	498097
002100	1034	21657	38	822958
002001	1019	21672	14	303407
002100	3003	21799	79	1722146
002100	3010	21833	71	1550145
002001	1014	22056	33	727857
002001	1021	22189	49	1087265
002001	1016	22356	34	760088
002001	1017	22372	41	917262
002001	1012	22384	44	984914
002001	2024	22394	43	962944
002001	1015	22418	22	493205
002001	1013	22711	37	840292
002001	1006	23273	87	2024764
002001	1004	23342	19	443497
002001	1011	23348	53	1237457
002001	1003	23383	55	1286047
002001	1010	23450	70	1641474
002001	1005	23566	24	565584
002001	2012	23697	333	7891017
002001	2033	23853	12	286240
002001	1002	23921	51	1219995
002001	2025	24044	20	480878
002001	2023	24230	21	508820

LEWIS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002001	1007	24264	24	582331
002001	1008	24267	26	630953
002001	2013	24287	48	1165783
002001	1000	24289	22	534364
002001	1001	24387	32	780381
002001	2020	24419	689	16824797
002001	1009	24514	23	563828
009603	4005	8078	4	32311
009603	4008	8413	16	134611
009603	2003	11094	30	332830
009603	2001	11524	1030	11869272
009603	4019	12351	187	2309669
009509	1008	12693	682	8656876
009603	1000	13103	1336	17505138
009603	3000	13215	1111	14682117
009603	4017	14145	26	367770
009603	4018	14276	581	8294299
009603	4021	14455	57	823949
009603	4020	14764	154	2273694

PERSHING MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009801	1000	991	148	146700
009802	1001	1109	53	58783
009801	1002	1143	82	93732
009802	1000	1173	93	109078
009801	1003	1504	96	144352
009802	5006	1504	82	123364
009801	1001	1546	30	46373
009802	5009	1551	38	58941
009801	1004	1725	93	160441
009802	5005	1756	98	172089
009801	1005	1832	155	284036
009802	5004	1998	92	183788
009802	5008	2066	36	74375
009802	1009	2070	89	184242
009802	5010	2077	88	182793
009802	1002	2247	69	155029
009802	5007	2322	24	55736
009802	5001	2332	61	142240
009801	1011	2337	75	175248
009804	2009	2349	44	103362
009802	5011	2351	27	63471
009802	1008	2367	86	203598
009802	1003	2435	72	175326
009801	1006	2576	69	177771
009802	5002	2579	24	61901
009802	1007	2664	60	159852
009802	1004	2667	61	162664
009802	5012	2699	57	153819
009804	1019	2710	63	170736
009802	5003	2827	22	62200
009801	1007	2860	61	174484
009804	2008	2865	43	123188
009802	1005	2906	46	133677
009802	1006	2930	79	231472
009801	1009	2981	53	158005
009804	1015	3001	80	240109
009804	1016	3081	67	206443
009801	1008	3116	39	121535
009802	1012	3135	34	106606
009802	1010	3154	74	233379
009801	1010	3209	96	308041
009801	3010	3256	42	136738
009804	2002	3283	66	216682
009804	2011	3291	117	385100
009804	1017	3304	60	198211

PERSHING MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009801	3009	3375	77	259890
009802	4005	3402	71	241575
009804	2003	3410	61	208036
009804	2004	3468	43	149109
009801	2023	3468	41	142184
009804	2005	3475	79	274527
009802	4006	3477	71	246883
009804	2010	3531	116	409648
009802	4007	3556	64	227577
009804	1012	3564	54	192461
009802	3006	3573	506	1808103
009801	2000	3626	112	406114
009801	3001	3677	24	88254
009805	1005	3705	305	1129875
009802	4008	3729	59	219987
009801	2024	3759	57	214236
009801	3008	3792	62	235100
009802	4009	3806	72	274016
009804	2001	3890	52	202305
009801	3011	3891	96	373549
009804	2007	3898	111	432674
009804	2006	3903	65	253700
009802	4010	3906	49	191392
009802	2002	3957	1047	4143450
009804	1014	3993	144	575009
009804	3010	4023	80	321849
009804	1013	4049	86	348201
009801	3004	4052	28	113460
009801	2009	4083	60	244959
009802	4011	4094	51	208769
009804	1005	4142	82	339631
009804	1008	4147	143	592981
009801	3000	4149	912	3784078
009804	1010	4186	55	230227
009802	3005	4213	108	454971
009801	2001	4227	82	346612
009802	1011	4265	108	460606
009802	4004	4270	54	230583
009804	3009	4279	86	367998
009802	1014	4294	61	261930
009804	1020	4317	80	345337
009804	1004	4364	110	480093
009801	2012	4374	80	349887
009804	2000	4394	46	202119
009801	2010	4414	54	238372

PERSHING MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009802	3004	4433	116	514228
009801	2008	4455	75	334143
009802	4002	4469	40	178757
009802	4012	4473	66	295238
009802	4018	4529	87	393990
009801	3003	4532	28	126886
009802	4021	4540	66	299615
009802	4020	4549	78	354856
009802	4017	4559	78	355570
009802	4019	4584	86	394248
009802	1013	4585	163	747409
009802	4013	4603	38	174910
009802	4022	4609	48	221218
009802	4003	4625	123	568897
009804	1011	4625	107	494921
009801	2011	4669	69	322139
009802	3002	4706	63	296476
009801	3002	4815	40	192614
009804	3008	4828	98	473104
009805	1006	4831	84	405813
009801	2019	4970	100	497033
009804	3007	4992	30	149757
009804	3005	5050	94	474690
009804	3006	5063	63	318955
009804	1006	5065	70	354563
009802	3003	5095	138	703048
009802	2001	5097	289	1473066
009802	4016	5104	86	438939
009801	3007	5104	79	403228
009805	1004	5135	493	2531444
009802	4014	5139	12	61671
009802	4015	5171	23	118923
009801	2020	5251	90	472623
009804	1009	5257	36	189259
009804	4008	5346	41	219179
009802	4001	5423	116	629061
009801	2021	5440	37	201278
009804	3004	5519	71	391857
009804	3002	5547	82	454832
009802	4000	5677	114	647207
009804	4010	5692	88	500864
009804	1007	5749	167	960012
009802	3000	5763	45	259319
009804	4005	5800	43	249385
009802	4024	5852	104	608638

PERSHING MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009801	2013	5861	43	252007
009802	4025	5996	66	395759
009801	2002	5998	136	815787
009804	4012	6054	42	254288
009804	1003	6059	48	290814
009802	4023	6085	39	237319
009805	1003	6099	62	378123
009801	2014	6112	61	372839
009802	3007	6197	50	309828
009804	1002	6216	59	366729
009801	3006	6255	27	168891
009802	3001	6284	177	1112207
009801	2022	6350	8	50797
009801	3005	6363	69	439054
009801	2015	6369	57	363047
009804	4007	6433	145	932775
009804	4009	6442	69	444522
009801	2018	6482	53	343544
009804	4011	6578	47	309146
009804	3001	6615	54	357183
009804	3000	6641	57	378510
009805	1002	6660	67	446221
009801	2006	6683	31	207163
009801	2017	6793	58	393982
009804	3003	6826	97	662150
009804	1001	6844	33	225864
009804	1000	6847	166	1136611
009804	4001	6986	417	2913093
009805	1001	7002	168	1176304
009801	2003	7076	59	417508
009801	2016	7108	54	383808
009801	2005	7249	2	14497
009801	2004	7409	60	444565
009804	4003	7677	186	1427977
009804	4006	7683	141	1083252
009804	4004	7858	174	1367268
009805	1000	8357	22	183848
009804	4002	8414	15	126206
009805	2001	8421	62	522110
009805	3008	8448	113	954660
009805	3009	8500	37	314503
009706	1002	8582	34	291800
009801	4000	8768	934	8189560
009706	3006	9067	60	544015
009706	1001	9070	80	725629

PERSHING MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009706	3001	9207	60	552436
009706	1003	9304	23	213996
009706	3005	9454	88	831916
009805	3000	9471	49	464101
009706	3000	9576	141	1350271
009706	3004	9753	85	828973
009704	5005	9962	168	1673620
009805	3010	10037	113	1134188
009805	3001	10064	49	493152
009706	3003	10113	70	707884
009706	3010	10202	21	214245
009706	3007	10252	56	574121
009805	2002	10273	188	1931267
009706	3011	10290	49	504218
009706	1000	10358	172	1781651
009704	3003	10363	44	455990
009706	3002	10372	546	5662969
009704	5003	10375	6	62249
009805	3007	10682	59	630236
009706	3008	10716	96	1028702
009706	3009	10772	53	570913
009805	4007	10820	148	1601350
009805	3002	10820	77	833171
009706	4006	10915	85	927804
009805	4006	10922	117	1277928
009704	4004	10966	36	394791
009704	5004	11065	25	276636
009706	3014	11103	70	777190
009706	4000	11127	134	1490980
009704	5009	11154	174	1940715
009704	5001	11260	67	754430
009805	3006	11265	260	2928942
009706	4003	11291	45	508099
009704	5006	11307	73	825427
009805	2003	11330	93	1053700
009706	3012	11472	65	745678
009706	3013	11562	32	369995
009706	4004	11608	49	568811
009805	3005	11675	111	1295880
009805	4001	11691	165	1928962
009704	5002	11736	101	1185347
009805	3004	11761	79	929127
009706	4007	11842	147	1740825
009704	5010	11922	88	1049177
009706	4001	12103	131	1585468

PERSHING MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009706	4002	12232	63	770626
009805	4000	12271	47	576734
009704	5000	12361	80	988849
009706	4005	12463	42	523435
009704	3001	12527	114	1428082
009704	5011	12869	95	1222596
009704	5008	12893	40	515702
009805	3003	12992	197	2559424
009704	4001	13022	76	989691
009704	5012	13101	107	1401859
009704	5007	13121	247	3240969
009704	4000	14150	370	5235377
009704	3002	14203	36	511296
009805	4002	14728	320	4713019
009805	4003	14801	113	1672486
009805	4004	14980	392	5872129
009805	4005	15284	343	5242448

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009706	5003	1063	32	34031
009706	5004	1180	26	30670
009706	5007	1744	54	94195
009706	4004	2214	49	108491
009706	4005	2237	42	93972
009706	5008	2260	96	216945
009706	4001	2468	131	323265
009706	4003	2527	45	113732
009706	4002	2597	63	163612
009706	4007	2833	147	416482
009706	4000	2896	134	388060
009706	3009	2990	53	158458
009706	4006	3045	85	258791
009706	5009	3155	35	110418
009704	4004	3212	36	115643
009706	3003	3341	70	233869
009704	5009	3399	174	591499
009706	6005	3412	48	163761
009706	3012	3455	65	224570
009706	5006	3531	147	519080
009706	3013	3568	32	114170
009706	3008	3633	96	348778
009706	3011	3670	49	179819
009706	5005	3671	30	110141
009706	3002	3698	546	2018995
009706	3004	3701	85	314584
009706	3007	3757	56	210385
009706	3010	3758	21	78914
009706	6006	3778	131	494859
009706	3005	3916	88	344579
009704	5002	3982	101	402181
009704	5005	4011	168	673803
009706	3014	4027	70	281921
009706	3006	4058	60	243495
009706	6008	4120	45	185391
009706	5001	4167	137	570870
009704	5010	4168	88	366815
009704	5006	4241	73	309591
009706	3001	4246	60	254781
009706	5002	4286	31	132854
009706	1000	4416	172	759584
009706	5000	4425	403	1783403
009706	3000	4430	141	624585
009706	6007	4467	84	375234
009706	6003	4505	198	891963

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009704	5003	4594	6	27562
009704	3003	4605	44	202627
009704	5001	4650	67	311547
009706	6002	4671	43	200847
009706	6009	4694	58	272266
009706	6001	4779	41	195936
009706	6000	4821	71	342257
009706	1001	4965	80	397170
009704	5004	4970	25	124256
009706	7006	5064	287	1453400
009704	5011	5115	95	485955
009801	4000	5115	934	4777853
009704	5008	5138	40	205538
009704	4001	5268	76	400379
009704	5012	5347	107	572169
009704	5007	5367	247	1325702
009805	3007	5457	59	321962
009706	7000	5605	25	140115
009706	1003	5673	23	130487
009805	3010	5742	113	648886
009704	5000	5750	80	460033
009706	7004	5870	61	358097
009706	1002	5908	34	200864
009805	3006	6116	260	1590034
009706	7007	6222	102	634645
009704	3001	6352	114	724096
009706	1005	6363	58	369058
009704	4000	6396	370	2366355
009706	7012	6428	31	199283
009805	3005	6450	111	715906
009706	7003	6474	32	207180
009706	7013	6496	23	149416
009706	7011	6545	20	130904
009706	7014	6577	92	605044
009706	7002	6603	26	171668
009706	6004	6667	19	126678
009703	1008	6681	39	260557
009706	1004	6840	260	1778343
009706	7010	6865	30	205940
009706	7009	7187	15	107805
009705	1010	7350	26	191097
009801	3006	7410	27	200068
009705	1001	7412	64	474380
009706	7008	7514	39	293041
009801	3005	7518	69	518727

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009706	7005	7520	24	180477
009805	3009	7550	37	279356
009705	1000	7564	100	756399
009706	1007	7568	269	2035771
009704	3002	7592	36	273329
009805	3004	7923	79	625947
009703	1009	8086	65	525592
009703	3002	8093	67	542236
009704	4003	8135	209	1700272
009705	1007	8156	112	913441
009705	1004	8204	100	820382
009705	1006	8384	62	519819
009703	3005	8435	55	463939
009801	2003	8445	59	498249
009703	1007	8456	57	482013
009805	2001	8461	62	524556
009703	1006	8467	266	2252338
009805	3008	8488	113	959119
009706	2000	8522	29	247143
009805	3001	8581	49	420471
009705	1002	8584	90	772543
009706	1008	8624	35	301857
009705	1003	8656	74	640559
009801	3002	8699	40	347960
009703	3004	8716	57	496813
009703	1000	8786	148	1300315
009801	3007	8790	79	694378
009705	1009	8848	89	787473
009805	3003	8923	197	1757816
009703	3006	8928	41	366032
009801	3000	8958	912	8169258
009801	2001	8963	82	734995
009705	1005	9027	61	550634
009703	2008	9027	68	613827
009801	2004	9037	60	542214
009706	1025	9094	51	463775
009801	3003	9136	28	255810
009805	3000	9172	49	449436
009706	2002	9250	58	536515
009703	3003	9257	262	2425348
009801	3011	9262	96	889172
009801	2016	9319	54	503210
009805	4002	9323	320	2983235
009805	3002	9337	77	718959
009801	2015	9354	57	533189

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009703	1002	9380	69	647196
009703	2009	9399	79	742488
009801	2013	9494	43	408240
009706	1006	9500	20	189998
009801	2012	9528	80	762240
009705	1008	9540	65	620091
009703	3000	9548	122	1164834
009706	2008	9561	20	191228
009801	2005	9585	2	19169
009801	2017	9608	58	557284
009703	2010	9624	65	625572
009801	2014	9629	61	587384
009801	2002	9632	136	1309919
009703	1001	9652	42	405364
009706	2004	9656	80	772514
009801	3008	9701	62	601477
009706	2003	9713	247	2399209
009801	3009	9732	77	749328
009805	4003	9843	113	1112315
009801	3004	9870	28	276373
009801	2018	9874	53	523337
009805	4005	9879	343	3388336
009705	3002	9890	12	118677
009703	2011	9892	83	821013
009801	3010	9898	42	415702
009703	3001	9900	43	425720
009703	2007	9912	80	792999
009801	2006	9933	31	307917
009805	2002	9973	188	1875001
009805	4004	10023	392	3928977
009805	4006	10023	117	1172688
009705	3003	10138	27	273733
009801	1009	10182	53	539634
009706	2010	10194	56	570885
009805	4001	10207	165	1684222
009801	3001	10210	24	245051
009703	2005	10211	48	490124
009705	3000	10220	89	909570
009801	2000	10224	112	1145101
009801	2022	10241	8	81928
009703	2000	10242	105	1075416
009703	2004	10256	48	492278
009706	2014	10258	29	297479
009704	2000	10277	48	493279
009801	2019	10283	100	1028307

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009703	2006	10290	48	493923
009706	2011	10444	70	731090
009801	1008	10475	39	408533
009801	1010	10485	96	1006584
009703	2003	10490	45	472040
009801	2020	10516	90	946439
009805	4007	10521	148	1557056
009801	2011	10562	69	728799
009704	2002	10566	109	1151745
009704	2004	10571	60	634274
009706	2005	10585	25	264626
009706	2006	10588	235	2488263
009703	1003	10658	242	2579163
009705	3001	10704	41	438863
009706	1009	10705	64	685092
009704	4002	10712	122	1306900
009703	2001	10744	52	558709
009703	2002	10750	90	967478
009703	3007	10753	86	924755
009801	2021	10758	37	398031
009801	2010	10790	54	582661
009801	1007	10795	61	658513
009602	4004	10933	98	1071458
009706	2015	10955	29	317706
009706	2007	10981	26	285514
009801	2009	11015	60	660887
009805	2003	11031	93	1025867
009703	3014	11060	33	364994
009801	1006	11118	69	767116
009705	3004	11144	50	557197
009703	1004	11178	210	2347298
009801	2024	11238	57	640577
009801	2008	11266	75	844931
009705	3005	11284	82	925249
009706	2009	11367	156	1773185
009801	2023	11420	41	468235
009801	1011	11428	75	857079
009805	4000	11447	47	538009
009801	1004	11547	93	1073872
009801	1005	11551	155	1790359
009602	4003	11639	62	721631
009805	1005	11670	305	3559229
009802	1010	11708	74	866411
009802	1009	11742	89	1045066
009704	2003	11755	62	728831

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009801	1003	11769	96	1129777
009705	3010	11786	27	318223
009705	3007	11796	34	401054
009703	3017	11844	79	935655
009804	2007	11863	111	1316799
009602	4000	11907	109	1297906
009804	2011	11951	117	1398244
009801	1002	11987	82	982908
009703	3013	12011	100	1201129
009802	1008	12099	86	1040512
009704	3000	12131	1284	15576570
009705	2003	12280	31	380672
009703	3012	12292	73	897350
009703	3011	12310	78	960154
009602	4005	12365	64	791371
009802	1007	12393	60	743566
009705	2007	12482	58	723950
009802	1013	12538	163	2043661
009802	1014	12546	61	765293
009801	1000	12676	148	1876002
009802	1006	12697	79	1003061
009705	2006	12762	64	816765
009805	1004	12803	493	6311917
009602	4001	12807	128	1639354
009705	2002	12816	51	653600
009703	1005	12874	34	437711
009802	4013	12882	38	489503
009804	2009	12893	44	567298
009804	2000	12917	46	594166
009704	2001	12918	515	6652937
009804	2004	13068	43	561904
009703	3009	13113	53	695012
009802	1001	13132	53	695975
009802	1011	13142	108	1419301
009703	3010	13145	42	552081
009804	2006	13149	65	854700
009507	3003	13185	76	1002080
009802	1000	13195	93	1227170
009804	2001	13196	52	686186
009801	1001	13230	30	396908
009704	1003	13254	36	477148
009802	4012	13256	66	874876
009802	1012	13258	34	450760
009802	4011	13352	51	680969
009604	1001	13390	31	415087

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009804	2008	13408	43	576536
009802	4014	13418	12	161016
009804	2003	13424	61	818838
009802	4015	13449	23	309335
009804	2005	13488	79	1065565
009802	1004	13491	61	822966
009804	2010	13521	116	1568420
009705	2000	13530	1236	16722468
009804	3008	13555	98	1328402
009805	1006	13559	84	1138925
009703	3008	13570	126	1709848
009802	1005	13571	46	624288
009802	5001	13627	61	831259
009804	1019	13638	63	859200
009802	4010	13644	49	668557
009604	1002	13647	50	682349
009602	1008	13667	30	410002
009705	2008	13700	29	397311
009704	1002	13703	400	5481230
009507	3001	13752	131	1801501
009802	5004	13798	92	1269427
009804	2002	13803	66	911018
009602	3013	13854	72	997486
009802	1003	13863	72	998107
009802	4022	13868	48	665642
009704	1000	13873	723	10030403
009704	1001	13883	128	1776993
009704	1004	13896	107	1486905
009602	3002	13900	67	931327
009802	4009	13903	72	1001016
009804	1015	13929	80	1114350
009602	3001	13934	70	975381
009602	3000	13971	40	558824
009804	1016	14009	67	938620
009706	2013	14041	41	575681
009802	5005	14050	98	1376890
009804	3009	14096	86	1212288
009602	3012	14106	70	987429
009705	2004	14122	44	621364
009705	3006	14135	683	9654180
009802	5009	14137	38	537192
009802	1002	14153	69	976566
009604	1003	14183	44	624039
009802	4008	14191	59	837247
009507	3004	14204	61	866464

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009802	4021	14222	66	938653
009703	3015	14223	64	910252
009804	1017	14232	60	853892
009507	3002	14245	292	4159631
009602	4002	14270	195	2782691
014805	3018	14280	34	485530
009802	5006	14306	82	1173072
009802	4016	14328	86	1232206
009602	3003	14367	70	1005668
009804	3010	14367	80	1149395
009802	5003	14368	22	316090
009802	4007	14381	64	920352
009804	1013	14393	86	1237813
009802	5010	14469	88	1273288
009804	1012	14492	54	782574
009705	2005	14549	28	407374
009802	4020	14553	78	1135149
009703	3018	14608	82	1197897
009802	5002	14616	24	350783
009802	5008	14652	36	527455
009802	4006	14660	71	1040889
009804	3004	14798	71	1050638
009805	1003	14843	62	920254
009802	4019	14848	86	1276897
014805	3017	14909	12	178907
009804	1014	14921	144	2148642
009802	5011	14936	27	403281
009802	4005	14945	71	1061116
009802	5007	14948	24	358753
009602	3004	14980	84	1258285
009804	1005	15071	82	1235851
009804	1008	15075	143	2155687
009804	1010	15114	55	831267
009602	3005	15124	28	423463
009802	4018	15145	87	1317618
009602	1000	15210	228	3467992
009804	1020	15245	80	1219578
009802	5012	15266	57	870144
009602	3006	15271	82	1252218
009804	1004	15294	110	1682340
009602	3010	15294	81	1238814
009604	1006	15370	103	1583132
009602	3011	15373	36	553445
009804	3005	15394	94	1447056
009804	3000	15406	57	878116

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009805	1002	15425	67	1033477
009802	4017	15455	78	1205482
009802	4004	15523	54	838261
009802	3006	15548	506	7867450
009804	1011	15553	107	1664218
009604	1007	15588	68	1059996
009604	1005	15667	107	1676406
002904	2007	15676	22	344871
009804	3002	15701	82	1287487
009802	3005	15718	108	1697582
009602	3007	15738	65	1022942
009805	1001	15767	168	2648828
009602	2000	15849	86	1363002
009804	3007	15850	30	475501
009802	4023	15909	39	620461
009804	3006	15921	63	1003017
009802	4003	15941	123	1960795
009802	4002	15975	40	638983
009604	1004	15994	120	1919271
009804	1006	15995	70	1119629
009804	3001	16089	54	868783
009604	3000	16125	47	757875
009604	3001	16151	57	920624
009602	2001	16164	90	1454779
009804	1009	16185	36	582667
002904	2006	16258	121	1967239
009804	4008	16274	41	667227
009604	2005	16337	26	424756
009802	4001	16353	116	1897005
009604	3002	16440	61	1002862
009602	3008	16447	79	1299305
009602	3009	16586	57	945418
009802	4000	16614	114	1893974
009804	4010	16620	88	1462529
009804	3003	16627	97	1612857
009604	1008	16639	89	1480835
002804	1002	16651	38	632721
009604	3008	16655	56	932689
009804	1007	16678	167	2785242
002904	2008	16686	168	2803266
009602	1009	16696	128	2137051
009802	2002	16716	1047	17501419
009804	4005	16728	43	719289
009604	2006	16746	40	669844
009604	3003	16748	55	921149

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009604	2000	16763	280	4693729
002904	1003	16768	607	10178056
002904	1006	16778	132	2214744
002904	2013	16822	60	1009321
009802	4024	16867	104	1754192
002904	2010	16923	99	1675390
009602	2004	16954	48	813774
009804	4012	16984	42	713328
002904	2011	16998	94	1597807
009802	4025	17013	66	1122827
009602	2003	17035	57	970969
009805	1000	17122	22	376678
009604	3007	17127	55	941979
009804	1003	17127	48	822094
002904	1010	17127	63	1079012
002804	1006	17135	127	2176118
002804	1009	17139	86	1473971
009604	2007	17147	68	1165998
009804	4002	17179	15	257681
009802	3004	17191	116	1994194
009604	2004	17208	150	2581169
009804	1002	17284	59	1019760
002804	1007	17337	61	1057530
002904	2009	17339	143	2479509
009804	4007	17361	145	2517336
009804	4009	17370	69	1198558
009602	2002	17392	742	12904515
009604	2001	17416	47	818538
009604	3006	17433	49	854229
009802	3002	17464	63	1100250
009604	3009	17503	48	840153
009804	4011	17506	47	822762
009604	4000	17510	554	9700602
002904	2012	17559	91	1597886
002904	4000	17656	94	1659646
002904	3005	17705	48	849840
009604	2003	17732	82	1454026
002904	1014	17753	28	497084
009804	1001	17772	33	586488
009804	1000	17788	166	2952878
002904	1004	17793	261	4644053
002904	1017	17817	121	2155867
002904	4001	17823	97	1728823
009804	4001	17844	417	7440932
002804	1008	17851	25	446274

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009802	3003	17853	138	2463697
009802	2001	17855	289	5160223
002904	3003	17866	16	285852
009509	1003	17913	7	125392
009802	3007	18014	50	900717
002904	1005	18053	75	1353953
002804	1004	18078	477	8622987
009705	3009	18095	117	2117132
009604	2010	18203	29	527889
009509	1006	18219	2	36437
009509	1005	18228	39	710910
009604	3010	18299	66	1207721
009604	3005	18304	59	1079934
002804	1005	18324	34	623014
002904	1008	18374	69	1267778
002904	4007	18377	282	5182431
002904	4005	18431	102	1879977
002804	2000	18437	1026	18916326
002904	4003	18504	71	1313758
002904	4004	18506	49	906784
009802	3000	18521	45	833443
009604	2009	18549	24	445170
002904	4002	18581	148	2750023
009604	3013	18600	53	985788
009804	4003	18605	186	3460587
009804	4006	18611	141	2624101
002904	4006	18648	42	783213
009802	3001	18650	177	3301102
009604	3011	18670	98	1829618
009604	3012	18671	71	1325612
002804	1001	18741	352	6596846
002904	3004	18750	116	2175022
009604	2008	18753	20	375070
009604	4002	18761	235	4408901
009804	4004	18786	174	3268741
009604	2002	18929	50	946460
002803	4001	18987	57	1082256
009604	3014	19010	112	2129123
002904	1012	19143	67	1282555
002904	1015	19145	82	1569875
009604	4003	19276	11	212040
009602	1005	19336	23	444737
002904	1013	19340	31	599552
002904	1016	19371	18	348671
009602	1012	19476	25	486902

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009604	4004	19495	64	1247712
002904	1007	19500	811	15814617
009602	1010	19551	16	312817
002904	3000	19831	1087	21556097
009602	1003	20009	70	1400611
002803	4000	20042	696	13949032
009602	1006	20079	34	682702
009705	3008	20222	106	2143540
009602	1004	20255	58	1174809
002904	1009	20320	39	792484
009602	1002	20354	32	651338
002904	1011	20548	47	965737
002801	1002	20726	93	1927551
002801	1001	20750	95	1971226
002801	1004	20815	37	770151
009602	1001	21046	551	11596207
002801	1007	21308	203	4325543
002801	1003	21370	30	641089
002803	3000	22033	207	4560877
002804	2004	22311	87	1941043
002803	4005	22412	74	1658498
002803	4004	22508	568	12784637
002804	2003	22582	31	700041
002803	4002	22609	94	2125249
002803	4003	22698	79	1793172
002804	2001	22765	30	682946
002801	1000	23105	1191	27517958
002804	2002	23331	33	769933
002801	1009	23410	6	140457
009603	4005	19258	4	77031
009603	4008	19593	16	313490
009603	2003	22274	30	668230
009603	2001	22704	1030	23384643
009603	4019	23531	187	4400324
009509	1008	23873	682	16281617
009603	1000	24283	1336	32441581
009603	3000	24395	1111	27103066
009603	4017	25325	26	658450
009603	4018	25456	581	14789863
009603	4021	25635	57	1461208
009603	4020	25944	154	3995410
002002	2001	26242	638	16742198
002002	2006	26538	2	53077
002301	2003	27613	140	3865792
002001	2029	27690	24	664570

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002301	2000	27716	157	4351429
002002	2007	27746	22	610406
002002	2017	27811	17	472781
002001	2017	27856	39	1086381
002002	2008	27961	24	671057
002002	2011	28060	27	757609
002001	2031	28082	41	1151376
002002	2018	28098	16	449563
002002	2004	28138	30	844136
002002	2003	28359	32	907472
002301	3001	28473	12	341677
002301	2001	28512	361	10292839
002002	2014	28582	36	1028959
002001	2032	28612	28	801147
002001	2028	28661	18	515896
002301	3000	28779	306	8806270
002301	2002	28790	367	10566063
002002	2002	28808	85	2448683
002002	2010	29474	75	2210559
002002	2016	29727	80	2378136
002002	2013	29823	458	13659147
002301	3003	30054	7	210376
002301	3002	30070	336	10103530
002001	3004	30085	44	1323731
002001	3007	30282	49	1483826
002001	3003	30517	49	1495338
002001	3001	30549	50	1527473
002100	2012	30551	104	3177256
002001	3008	30596	73	2233519
002100	1007	30736	13	399564
002001	2030	30745	34	1045320
002001	3006	30830	44	1356517
002100	2011	30871	48	1481829
002100	2010	30872	195	6020118
002001	3009	30885	38	1173637
002100	1000	30908	35	1081777
002001	2027	30912	22	680059
002100	1010	30922	23	711205
002001	3002	30991	71	2200374
002100	1008	31051	29	900472
002001	3000	31061	208	6460669
002001	3011	31099	62	1928163
002100	1013	31116	54	1680248
002100	1001	31167	16	498675
002100	2001	31199	58	1809516

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	2008	31199	70	2183939
002100	2009	31200	60	1871985
002100	1016	31214	35	1092494
002100	1014	31280	69	2158337
002100	1004	31293	25	782320
002100	1005	31293	17	531980
002100	1017	31410	45	1413432
002001	2026	31463	55	1730449
002100	1003	31482	35	1101861
002100	1002	31482	14	440746
002100	1026	31484	31	976017
002100	2003	31519	79	2489969
002100	2002	31519	34	1071641
002100	2006	31520	87	2742219
002100	2007	31520	93	2931344
002100	1015	31597	41	1295471
002100	1027	31671	36	1140150
002001	1027	31688	20	633763
002001	1026	31694	30	950811
002100	1031	31744	43	1364972
002001	3012	31795	39	1239991
002001	1022	31841	25	796029
002100	2004	31852	76	2420714
002100	3000	31852	98	3121454
002100	2005	31854	48	1528980
002100	3013	31855	72	2293574
002100	1032	31859	7	223015
002001	2016	31863	3	95588
002100	1030	31907	38	1212448
002001	3010	31955	78	2492461
002001	2014	31991	6	191944
002001	1025	32016	21	672330
002001	1024	32022	30	960658
002100	1006	32039	25	800968
002100	1024	32043	27	865167
002100	1025	32044	42	1345828
002100	1033	32099	38	1219753
002100	3002	32177	76	2445451
002100	3001	32178	81	2606412
002100	3011	32179	112	3604079
002100	3012	32179	54	1737689
002001	2022	32180	59	1898631
002100	1029	32221	37	1192186
002100	1028	32222	27	869995
002001	2021	32339	32	1034841

HENRY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	1023	32358	45	1456128
002100	1034	32416	38	1231789
002001	1023	32439	46	1492216
002001	1018	32480	55	1786401
002100	3003	32501	79	2567604
002100	3010	32503	71	2307699
002100	1018	32570	38	1237662
002001	1020	32634	35	1142178
002100	1035	32648	23	750897
002001	1019	32663	14	457286
002001	1014	33048	33	1090571
002001	2024	33096	43	1423130
002001	1021	33180	49	1625839
002001	1016	33188	34	1128377
002001	1017	33204	41	1361375
002001	1012	33376	44	1468532
002001	1015	33410	22	735014
002001	1013	33702	37	1246971
002001	1006	34105	87	2967150
002001	1004	34174	19	649306
002001	1003	34215	55	1881809
002001	1010	34329	70	2403009
002001	1011	34340	53	1819997
002001	1005	34398	24	825552
002001	2033	34685	12	416224
002001	2012	34688	333	11551127
002001	2025	34876	20	697518
002001	1002	34913	51	1780552
002001	2023	35062	21	736293
002001	1007	35096	24	842299
002001	1008	35099	26	912586
002001	2013	35119	48	1685721
002001	1000	35121	22	772668
002001	1001	35219	32	1127006
002001	2020	35251	689	24288067
002001	1009	35346	23	812965

MAGNOLIA 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
LEWIS-TAFT	8044	5	40220
LEWIS	15016	48	720771
WILSON-LEWIS	18808	4	75232
TAFT	19604	25	490101
PERSHING	20283	63	1277833
WILSON	20484	5	102422
CLARK	24853	8	198824
MANN	24997	27	674925
FARB-DEPORTOLA	29281	22	644184
ROOSEVELT	31432	8	251456
MONTGOMERY	32872	6	197230
MILLENNIAL TECH	35300	7	247097
DANA/CORREIA-ROOSEVEL	40197		
KNOX	40457	3	121372
INNOVATION	41248	5	206238
MEMORIAL PREP	43841	3	131523
MARSTON	48995		
BELL	53527	6	321165
CORREIA	54818	1	54818
PACIFIC BEACH MIDDLE	59926		
WANGENHEIM	60313	2	120627
MARSHALL MIDDLE	65741		
STANDLEY	67144		
MUIRLANDS	72409		
CHALLENGER	72699		

Note: Charter school route distances originate from public school boundaries

ADAMS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001700	2000	448	122	54682
001800	2018	483	184	88822
001700	2001	495	139	68817
001700	2002	496	152	75353
001700	1003	515	127	65365
001800	3006	574	106	60872
001800	2012	666	83	55259
001700	1004	692	178	123148
001700	2003	855	59	50438
001800	3008	931	63	58623
001800	3007	932	175	163104
001700	3000	943	153	144263
001700	1009	967	31	29975
001700	2004	1112	43	47833
001800	2014	1113	93	103464
001700	1002	1118	137	153105
001700	2005	1160	94	109030
001800	2013	1171	196	229439
001800	3002	1261	35	44139
001800	5011	1267	4	5069
001800	3003	1269	7	8884
001800	2004	1269	8	10154
001800	3010	1275	120	152969
001800	3009	1276	67	85470
001700	3001	1282	152	194883
001700	3002	1283	143	183422
001800	5009	1299	200	259848
001700	2006	1427	86	122758
001800	2015	1438	104	149596
001700	2007	1444	62	89509
001800	2003	1572	84	132050
001800	5000	1574	113	177811
001800	2010	1597	22	35132
001800	2005	1597	10	15974
001800	4004	1615	196	316443
001800	3011	1616	113	182627
001800	3004	1618	21	33975
001700	3003	1624	115	186720
001700	3004	1624	92	149452
001800	5010	1641	71	116519
001800	5008	1658	87	144262
001800	5004	1682	39	65599
001800	5003	1683	28	47111
001700	3008	1757	75	131771
001800	5001	1897	91	172639
001800	2002	1903	115	218795
001800	2001	1904	146	277998
001800	4005	1942	136	264177
001800	4006	1944	141	274163
001700	3005	1951	112	218534
001700	4000	1951	154	300505
001800	3005	1959	5	9797
001800	6010	2000	71	141984

ADAMS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001800	5002	2024	66	133562
001800	5006	2040	54	110170
001800	5005	2041	37	75509
001700	3007	2085	102	212622
001900	3016	2107	22	46354
001700	2010	2117	49	103732
001700	2011	2117	78	165154
001700	2012	2132	65	138580
001800	2000	2175	36	78288
001900	3004	2179	48	104579
001900	3005	2179	30	65364
001900	3018	2196	30	65886
001900	3001	2197	50	109829
001800	4007	2268	121	274464
001700	4001	2275	95	216129
001700	4002	2282	82	187091
001800	6009	2294	8	18351
001800	4000	2294	36	82584
001800	5007	2383	48	114368
001700	3006	2419	77	186234
001700	2009	2445	64	156501
001700	3009	2446	26	63595
001900	3003	2520	46	115925
001900	3002	2520	33	83168
001900	3007	2536	34	86238
001900	3006	2538	39	98966
001700	4003	2542	87	221126
001800	6001	2598	100	259835
001800	6008	2619	14	36667
001800	4001	2620	14	36678
001700	4006	2639	151	398552
001900	3017	2689	19	51098
001800	6000	2724	37	100784
001900	2019	2725	17	46324
001900	3000	2749	31	85206
001700	3010	2777	54	149984
001700	3011	2778	76	211116
001700	4004	2825	54	152576
001900	1014	2836	49	138973
001900	2018	2836	36	102103
001900	2015	2854	33	94171
001900	3009	2877	45	129478
001900	3008	2878	46	132387
001800	6002	2924	79	231027
001800	6003	2925	123	359782
001900	2008	2965	69	204601
001800	6007	3027	49	148302
001700	3012	3068	77	236270
001900	2017	3177	33	104840
001900	2016	3178	31	98506
001900	1013	3196	24	76702
001900	1015	3206	31	99385
001900	3010	3221	32	103069

ADAMS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001900	3011	3221	55	177173
001800	6005	3248	113	366988
001800	6004	3249	61	198161
001900	1012	3268	33	107859
001700	3013	3284	70	229858
001900	2014	3418	23	78611
001800	4002	3526	242	853274
001900	1004	3531	39	137708
001900	3012	3545	30	106364
001900	3015	3552	92	326814
001900	3013	3631	32	116179
001900	2011	3669	50	183427
001900	1002	3678	19	69891
001900	2009	3697	17	62848
001900	2020	3699	34	125760
001800	6006	3774	107	403847
001900	2004	3829	21	80410
001900	1005	3840	39	149773
001900	2013	3911	85	332410
001900	2012	4009	46	184429
001900	1006	4104	32	131334
001900	2005	4125	24	98989
001900	1001	4233	58	245524
001900	1003	4235	12	50822
001900	2001	4374	415	1815320
001900	3014	4417	89	393085
001900	1007	4550	30	136488
001900	2007	4661	40	186423
001900	2010	4914	145	712503
001900	1000	5154	525	2705969
001900	1008	5221	27	140964

CENTRAL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002202	3008	345	223	76876
002202	3009	666	214	142520
002202	3010	681	170	115758
002202	2010	682	182	124036
002202	2007	1047	185	193627
002202	2011	1062	209	221863
002202	2012	1062	167	177397
002202	2008	1090	224	244099
002202	3001	1109	69	76534
002202	3000	1244	91	113159
002202	2005	1248	130	162260
002402	2002	1352	83	112220
002402	2001	1352	212	286721
002202	3007	1383	391	540811
002202	3002	1397	169	236135
002202	1004	1421	173	245876
002202	2006	1422	262	372439
002202	2013	1438	193	277475
002202	1011	1438	201	289024
002202	2004	1513	138	208813
002202	2003	1518	201	305065
002402	2004	1730	128	221458
002402	2003	1730	103	178225
002402	2000	1732	140	242514
002402	1004	1733	140	242616
002201	1004	1737	104	180634
002201	1000	1773	117	207497
002202	1005	1806	174	314278
002202	1006	1808	99	178949
002202	2002	1838	101	185688
002202	2001	1839	115	211465
002202	1008	1959	8	15670
002402	1001	2057	12	24683
002402	1003	2109	186	392189
002402	1002	2109	131	276285
002201	1002	2120	214	453728
002201	1003	2120	162	343502
002202	1007	2146	55	118023
002202	1003	2162	97	209689
002202	2000	2163	118	255288
002201	1005	2383	389	927142
002202	1009	2439	179	436589
002202	1002	2474	95	235016
002202	1001	2479	87	215713
002202	1010	2486	118	293394
002201	1008	2501	218	545132
002201	1006	2765	166	458934
002402	2005	2794	69	192811
002202	1000	2815	21	59106
002402	1009	3098	149	461634
002201	1007	3145	134	421390

CHEROKEE POINT ELEMENTARY

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002401	1004	516	92	47487
002401	1003	517	221	114307
002401	1002	544	83	45122
002401	1001	544	134	72914
002401	2000	899	176	158235
002401	1005	900	130	116942
002401	2011	900	98	88246
002401	1006	901	81	72976
002401	1008	916	112	102556
002401	1000	919	85	78083
002401	2010	1279	101	129163
002401	2009	1279	78	99752
002401	2001	1279	113	144519
002401	2002	1279	168	214916
002401	2012	1581	51	80638
002401	1009	1581	71	112269
002401	2003	1659	73	121072
002401	2008	1659	111	184135
002401	2007	1659	89	147642
002401	2004	1659	85	141024
002402	2011	1681	249	418690
002402	2012	1682	122	205185
002401	1007	1767	54	95420
002402	2010	1874	53	99337
002401	2013	1959	78	152828
002401	2014	1959	71	139118
002402	2021	1980	90	178176
002401	3013	2038	66	134534
002401	2006	2039	128	260943
002401	2005	2039	174	354823
002401	3000	2039	143	291640
002402	2013	2060	253	521203
002402	2014	2061	205	422477
002501	2007	2193	40	87740
002401	2015	2340	66	154449
002401	3017	2340	69	161475
002402	2020	2362	58	136998
002402	2019	2363	93	219744
002401	3002	2419	198	478890
002401	3001	2419	94	227352
002401	3012	2419	92	222515
002401	3011	2419	114	275727
002402	1005	2440	100	244039
002402	2015	2440	173	422194
002501	2011	2572	55	141471
002501	2010	2573	44	113195
002402	2018	2737	150	410598
002402	2017	2738	118	323091
002401	3003	2798	121	338597
002401	3004	2799	179	501032
002401	3010	2800	115	321997
002401	3006	2890	411	1187913
002501	2006	2929	327	957759
002501	2009	2952	37	109236
002501	2008	2953	50	147644
002401	3015	3052	37	112936
002402	2016	3116	220	685571
002401	3016	3201	22	70426
002501	2013	3301	43	141953
002401	3009	3326	41	136368
002401	3014	3455	79	272928
002401	3005	3859	69	266269

EDISON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001600	1010	302	109	32893
001600	1013	341	98	33404
001600	1009	373	142	53001
001600	1011	723	116	83852
001600	2007	723	118	85338
001600	2008	737	126	92856
001600	1012	737	69	50856
001600	1004	969	78	75585
001600	1003	973	141	137151
001600	2006	1101	112	123302
001600	2012	1101	147	161918
001600	2009	1119	120	134318
001600	1007	1284	116	148968
001600	1005	1294	106	137143
001600	2000	1295	55	71249
001600	1001	1315	138	181464
001600	1002	1315	108	142033
001600	1014	1382	181	250088
001600	3006	1386	172	238457
001600	2010	1457	83	120970
001600	2011	1484	170	252345
001600	3005	1488	122	181478
001600	1008	1610	126	202891
001600	2001	1621	129	209067
001600	2002	1622	101	163845
002201	2003	1639	84	137635
001600	1000	1642	148	243008
002201	2004	1684	177	298072
001600	1006	1685	236	397634
002201	2011	1764	171	301588
001600	1015	1764	83	146424
001600	3003	1775	67	118912
001600	3007	1825	143	260988
001600	3004	1866	141	263152
001600	2004	1941	130	252267
001600	2003	1945	63	122558
002201	2001	1966	62	121915
002201	2002	1968	135	265643
002201	2006	2062	201	414490
002201	2005	2065	161	332492
002201	2009	2144	130	278679
002201	2010	2144	172	368833
001600	3008	2264	168	380288
001600	2005	2284	81	185042
002201	2000	2289	134	306702
002201	1010	2443	236	576458
002201	2007	2446	162	396279
002201	1011	2523	154	388484
001600	3000	2617	168	439713
002201	1009	2819	174	490573
002201	1012	2901	137	397471

FRANKLIN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	2001	65	58	3797
002001	3012	531	39	20695
002100	1032	595	7	4167
002001	3010	691	78	53869
002100	2009	739	60	44319
002100	2008	739	70	51748
002100	1033	835	38	31720
002100	2002	893	34	30378
002100	2003	894	79	70604
002100	1031	956	43	41096
002100	2007	1059	93	98457
002100	2006	1059	87	92111
002100	2010	1069	195	208469
002100	2011	1070	48	51362
002001	3011	1082	62	67074
002100	1030	1124	38	42707
002100	1034	1152	38	43758
002001	3004	1179	44	51885
002100	3000	1228	98	120329
002100	2004	1228	76	93321
002100	3013	1391	72	100182
002100	2005	1393	48	66858
002100	1028	1438	27	38838
002100	1029	1439	37	53251
002100	1035	1470	23	33801
002100	3001	1555	81	125919
002100	3002	1555	76	118217
002100	1013	1587	54	85725
002001	3008	1634	73	119266
002100	3012	1718	54	92785
002100	3011	1718	112	192461
002100	1014	1750	69	120750
002100	1025	1756	42	73756
002100	1024	1756	27	47422
002001	3009	1822	38	69234
002100	3003	1877	79	148305
002001	3006	1883	44	82854
002001	3007	1887	49	92447
002301	3003	1911	7	13380
002100	1027	1992	36	71695
002100	3010	2042	71	144980
002100	1015	2066	41	84686
002100	1023	2095	45	94264
002100	2012	2095	104	217925
002001	3003	2196	49	107598
002100	1026	2309	31	71583
002100	1017	2384	45	107278
002100	1000	2410	35	84367
002001	2027	2414	22	53116
002100	1010	2424	23	55741
002001	2030	2551	34	86746
002001	3000	2630	208	547007
002100	1001	2669	16	42700
002001	3002	2710	71	192376
002100	1008	2740	29	79456
002100	1018	2834	38	107699
002100	1016	2899	35	101448

FRANKLIN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	1003	2983	35	104416
002100	1002	2983	14	41768
002001	3001	2990	50	149497
002002	2016	3038	80	243057
002100	1007	3055	13	39714
002002	2013	3135	458	1435817
002001	1027	3191	20	63814
002001	1026	3196	30	95888
002001	2026	3269	55	179814
002301	3002	3291	336	1105632
002100	1004	3300	25	82507
002100	1005	3300	17	56107
002301	3001	3465	12	41584
002001	1025	3518	21	73884
002001	1024	3524	30	105734
002001	1022	3847	25	96166
002001	2016	3868	3	11605
002002	2014	3892	36	140115
002001	2022	3987	59	235223
002001	2014	3996	6	23976
002100	1006	4044	25	101105
002301	2002	4100	367	1504545
002001	2021	4145	32	132654
002301	2003	4326	140	605583
002001	1023	4389	46	201909
002301	2001	4430	361	1599140
002001	1018	4430	55	243643
002001	1020	4584	35	160423
002001	1019	4613	14	64584
002301	3000	4670	306	1429059
002001	1016	4690	34	159465
002001	1017	4707	41	192981
002001	2024	4903	43	210816
002001	1015	4966	22	109244
002001	1014	4997	33	164916
002001	1012	5000	44	219984
002001	1021	5130	49	251382
002301	2000	5276	157	828296
002002	2001	5581	638	3560669
002001	1006	5608	87	487875
002001	1013	5652	37	209116
002001	1004	5677	19	107855
002001	1003	5717	55	314451
002001	1010	5831	70	408190
002002	2008	5871	24	140909
002002	2006	5878	2	11755
002001	1005	5901	24	141615
002002	2004	6126	30	183788
002002	2018	6166	16	98664
002001	2033	6188	12	74256
002002	2003	6269	32	200608
002001	1011	6289	53	333339
002001	2012	6317	333	2103650
002002	2017	6355	17	108030
002001	2025	6378	20	127570
002001	1002	6542	51	333641
002002	2011	6547	27	176770

FRANKLIN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002001	2023	6564	21	137847
002001	1007	6598	24	158362
002001	1008	6602	26	171653
002001	2013	6622	48	317845
002001	1000	6624	22	145725
002002	2007	6714	22	147717
002001	1001	6722	32	215089
002001	2020	6754	689	4653349
002001	1009	6849	23	157524
002002	2002	7079	85	601681
002002	2010	7745	75	580852
002001	2029	10455	24	250931
002001	2017	10621	39	414218
002001	2031	10847	41	444743
002001	2032	11377	28	318568
002001	2028	11426	18	205667

HAMILTON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002602	3004	443	211	93493
002602	3003	445	149	66303
002602	3001	601	179	107586
002502	2005	644	40	25747
002502	2004	808	133	107512
002602	3002	832	193	160648
002502	2012	917	13	11918
002502	2002	1093	57	62289
002502	2003	1229	35	43026
002502	2014	1494	100	149425
002602	3000	1535	958	1470958
002502	3022	1723	31	53403
002502	3021	1726	19	32790
002502	2013	1735	56	97135
002502	3015	1837	19	34905
002502	2000	1843	36	66365
002502	3006	1859	33	61343
002502	3023	1879	18	33816
002602	1004	2018	49	98870
002502	3013	2022	54	109182
002502	3010	2038	50	101875
002502	3020	2090	53	110791
002502	2001	2118	213	451029
002502	3005	2157	23	49608
002502	3001	2192	25	54796
002502	2010	2247	9	20225
002502	3007	2315	18	41661
002602	1002	2339	150	350915
002602	1003	2342	122	285739
002502	2007	2494	51	127206
002502	3024	2497	84	209738
002502	3014	2524	20	50483
002502	2006	2535	1722	4365715
002502	2018	2587	38	98311
002502	3012	2896	53	153508
002502	3011	2959	24	71017
002502	2015	3071	47	144340
002602	1000	3667	134	491318
002601	1016	4020	182	731704
002602	2004	4036	65	262337
002601	3007	4365	154	672164
002602	2002	4372	85	371641
002602	2003	4373	87	380433
002602	2001	4698	80	375868
003401	1002	4702	1155	5431008
002602	2000	5165	520	2685599
002602	2007	5226	85	444231
002602	1001	5435	893	4853824
002602	2006	5694	152	865441
002602	2005	5915	338	1999302

JOYNER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002501	3002	415	200	82949
002501	3003	415	219	90866
002501	3001	641	156	100034
002501	3012	799	110	87848
002501	3011	799	215	171761
002501	3004	799	190	151843
002501	3005	800	132	105565
002501	3014	937	134	125501
002501	3000	985	178	175361
002402	1012	1094	174	190425
002402	1013	1095	206	225618
002501	3010	1175	66	77546
002501	3006	1177	82	96504
002501	3007	1177	106	124784
002402	1015	1319	172	226828
002402	1011	1321	251	331525
002402	1014	1475	157	231523
002501	2018	1550	74	114684
002501	2000	1550	130	201536
002501	3009	1551	80	124060
002501	3008	1551	80	124077
002402	1016	1656	36	59619
002402	1007	1775	134	237845
002402	1006	1775	198	351462
002501	1000	1844	47	86678
002501	1006	1860	95	176737
002501	2001	1936	112	216868
002501	2002	1937	100	193689
002501	2016	1937	63	122030
002501	2017	1937	99	191777
002402	1008	2000	188	376016
002501	1010	2233	85	189785
002501	2003	2314	88	203642
002501	2019	2317	76	176108
002501	1024	2318	127	294382
002501	2004	2469	74	182727
002501	1012	2612	63	164550
002501	1011	2682	102	273548
002501	1004	2870	33	94724
002501	1005	2992	63	188468
002501	1007	2992	70	209411
002501	1002	3169	1091	3457134
002501	1022	3361	65	218439
002501	1023	3361	43	144512
002501	1003	3745	86	322041
002501	1009	4037	55	222055
002501	1008	4039	46	185781
002501	1013	4416	73	322348

NORMAL HEIGHTS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block	Weighted Distance
001800	1004	452	14	6322
001800	2017	553	109	60313
002100	5001	662	98	64846
001800	1010	700	64	44824
002100	5000	716	88	62986
001800	1002	828	87	72008
001800	1003	875	85	74400
002100	5007	956	52	49704
002100	5008	983	61	59933
001800	2016	984	83	81670
001700	1000	995	157	156166
002100	5002	995	122	121442
001800	2009	1228	46	56500
001800	1001	1248	63	78649
002100	5009	1263	36	45470
002100	4003	1270	36	45708
001700	1001	1321	108	142696
002100	5004	1352	118	159535
001800	1007	1352	28	37867
002100	5005	1359	101	137247
001800	1006	1360	71	96526
001800	1008	1366	10	13658
001800	2007	1384	3	4153
001800	1005	1514	53	80251
002100	5006	1514	114	172621
001900	2002	1537	49	75289
002100	4001	1649	69	113763
001700	1005	1682	103	173262
002100	5003	1683	66	111097
002100	5010	1706	54	92107
002100	4013	1706	101	172349
002100	4002	1716	39	66925
001900	2006	1735	33	57254
001800	2008	1740	5	8700
001800	1000	1774	276	489549
001800	1009	1774	43	76277
002100	4012	1968	79	155503
002100	4011	1969	56	110268
001700	1006	2008	70	140529
001700	1007	2008	73	146560
002100	5014	2100	86	180631
002100	5013	2102	65	136653
002100	5012	2112	111	234382
002100	5011	2112	92	194345
002100	4004	2287	119	272111
002100	4005	2287	94	214967
002100	5019	2288	86	196746
002100	4014	2288	91	208241

NORMAL HEIGHTS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block	Weighted Distance
002100	4000	2297	118	271003
001700	1014	2326	44	102339
001900	2003	2409	17	40951
002100	5015	2424	80	193882
001700	1008	2458	263	646384
001700	2008	2458	93	228633
002100	4015	2553	73	186357
002100	4010	2553	80	204265
002100	5016	2723	7	19064
001700	1010	2751	79	217314
002100	4009	2872	77	221151
002100	4008	2873	100	287257
002100	4016	2912	8	23295
001700	1013	2912	45	131041
001700	1011	3042	100	304160
001700	2014	3148	92	289609
002100	4017	3175	4	12701
002100	3006	3204	1	3204
002100	4007	3209	53	170082
002100	4006	3272	79	258475
001700	2013	3478	112	389577
002100	4018	3498	4	13991

ROSA PARKS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002601	1002	419	133	55735
002601	1001	420	140	58793
002601	2018	584	94	54933
002601	1000	615	61	37544
002601	1004	754	117	88167
002601	1003	754	107	80638
002601	3004	868	145	125867
002601	2020	915	98	89691
002601	2019	915	114	104341
002601	1006	1095	142	155529
002601	1005	1096	201	220215
002601	1013	1097	85	93206
002601	1014	1097	92	100908
002601	3003	1118	111	124139
002601	2021	1248	83	103603
002601	2022	1248	82	102371
002601	2007	1254	107	134217
002601	2008	1254	108	135481
002601	3006	1295	88	113934
002601	1015	1296	121	156763
002601	3002	1369	99	135485
002601	1007	1423	108	153722
002601	1011	1431	74	105865
002601	1012	1431	165	236067
002601	2024	1575	151	237868
002601	2023	1575	91	143355
002601	2009	1583	110	174154
002601	2010	1584	217	343684
002601	1010	1763	117	206247
002601	1009	1763	129	227429
002601	3000	1826	62	113234
002601	2025	1907	139	265056
002601	2003	1917	150	287545
002601	2011	1917	146	279899
002601	2004	1917	137	262653
002601	3001	1941	287	557069
002709	2005	2050	327	670417
002601	1008	2091	70	146336
002402	1000	2093	501	1048651
002601	2001	2245	197	442292
002601	2002	2246	169	379601
002601	3005	2249	487	1095058
002601	2005	2264	203	459664
002601	2006	2265	123	278594
002601	2000	2577	105	270554
002709	2003	3152	96	302617
002601	3008	3246	47	152560
002709	2001	3322	886	2943692
002709	2002	3411	50	170548
002709	2004	3865	80	309174
002709	2000	4586	191	875946

ROWAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002502	1028	447	17	7602
002502	1019	488	79	38556
002502	1021	743	95	70620
002502	1017	1144	40	45741
002502	1029	1237	12	14843
002502	1016	1674	404	676386
002502	1015	1715	73	125184
002502	1020	1807	127	229533
002502	1002	2005	34	68172
002502	1027	2038	126	256809
002502	1034	2088	63	131568
002502	1030	2159	101	218102
002502	1022	2191	50	109573
002502	1035	2252	31	69827
002502	1014	2409	66	158989
002502	1018	2508	136	341073
002502	1031	2512	130	326540
002502	1001	2729	44	120058
002502	1003	2947	78	229846
002502	1004	2979	75	223435
002502	1013	3051	90	274580
003401	2018	3207	152	487443
002502	1006	3300	85	280510
002502	1011	3498	94	328797
002502	1005	3540	60	212404
002502	1012	3610	83	299632
002502	3018	3689	20	73773
003401	2015	3795	436	1654572
002502	2020	3803	66	250972
002502	1009	3820	29	110769
002502	1010	3935	47	184929
003401	2007	4424	85	376041
002502	2016	4619	5	23094
002502	2011	4697	39	183189
002502	2009	4942	39	192751
002502	2008	4984	67	333936
002502	3008	5219	15	78287
002502	2017	5334	59	314679
002502	3002	5396	25	134896
002502	3000	5557	498	2767480
002502	3025	5569	10	55691
002502	3004	5663	3	16989
002502	3016	5733	31	177728
002502	3009	5978	17	101633
002502	3003	6057	27	163527

CLARK MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002602	1003	395	122	48235
002602	1002	398	150	59709
002602	1004	591	49	28959
002501	3014	642	134	86073
002501	1000	777	47	36501
002602	1000	1058	134	141743
002502	3023	1061	18	19107
002502	3010	1150	50	57514
002502	3013	1166	54	62958
002502	2000	1267	36	45601
002601	1008	1277	70	89385
002501	3000	1278	178	227410
002502	2003	1379	35	48281
002502	3022	1387	31	43011
002601	1016	1412	182	256908
002502	3001	1412	25	35291
002602	2004	1427	65	92768
002502	3005	1447	23	33272
002501	3001	1462	156	228108
002601	1009	1604	129	206971
002601	1010	1605	117	187744
002502	3021	1714	19	32566
002601	1014	1742	92	160292
002601	1013	1743	85	148120
002601	3007	1756	154	270414
002502	3006	1760	33	58091
002602	2002	1763	85	149896
002602	2003	1764	87	153470
002502	3015	1782	19	33859
002502	2004	1800	133	239454
002501	3002	1841	200	368145
002501	3003	1841	219	403155
002601	1012	1937	165	319561
002601	1011	1937	74	143326
002601	1007	1955	108	211146
002402	1016	1957	36	70442
002502	3007	2004	18	36076
002502	2002	2017	57	114989
002502	3020	2079	53	110167
002601	1015	2083	121	252031
002601	3006	2084	88	183372
002602	2001	2090	80	167167
002502	2001	2106	213	448521
002402	1015	2140	172	368037
002402	1011	2142	251	537593
002502	3014	2214	20	44277
002501	3012	2225	110	244705
002501	3011	2225	215	478346
002501	3004	2225	190	422778
002501	3005	2226	132	293794
002502	2005	2259	40	90365
002601	1005	2283	201	458829
002601	1006	2283	142	324194

CLARK MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002601	1001	2419	140	338686
002601	1002	2420	133	321870
002602	3002	2448	193	472429
002402	1012	2520	174	438545
002402	1013	2521	206	519369
002502	2012	2526	13	32832
002502	3024	2540	84	213357
002602	2000	2556	520	1329040
002501	3010	2601	66	171661
002501	3006	2603	82	213434
002501	3007	2603	106	275938
002601	1003	2615	107	279787
002601	1004	2615	117	305943
002601	1000	2751	61	167817
002502	3012	2789	53	147807
002402	1008	2821	188	530361
002602	1001	2827	893	2524195
002602	3004	2843	211	599802
002602	3003	2845	149	423839
002502	3011	2851	24	68435
002402	1014	2901	157	455401
002501	2018	2976	74	220207
002501	2000	2976	130	386913
002501	3009	2977	80	238138
002501	3008	2977	80	238155
002502	3025	2992	10	29915
002601	3004	3033	145	439722
002602	2006	3085	152	468909
002502	2014	3110	100	310969
002402	1007	3201	134	428925
002402	1006	3201	198	633805
002602	3001	3210	179	574555
002502	2017	3227	59	190395
002502	3003	3243	27	87561
002601	3003	3281	111	364230
002501	1006	3286	95	312204
002402	1000	3317	501	1662009
002502	3008	3341	15	50121
002502	2013	3350	56	187600
002501	2001	3362	112	376577
002501	2002	3363	100	336287
002501	2016	3363	63	211866
002501	2017	3363	99	332948
002601	3001	3408	287	978041
002601	2018	3424	94	321812
002502	2008	3513	67	235404
002601	3002	3531	99	349597
002502	3016	3538	31	109672
002502	2009	3555	39	138656
002602	2005	3621	338	1223837
002501	1010	3659	85	310993
002601	3005	3715	487	1809391
002501	2003	3740	88	329128

CLARK MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002501	2019	3743	76	284482
002501	1024	3744	127	475481
002601	2020	3754	98	367926
002601	2019	3754	114	428003
002502	2011	3809	39	148546
002502	3002	3843	25	96064
002502	2010	3863	9	34764
002502	3000	3869	498	1926963
002501	2004	3895	74	288249
002502	2016	3975	5	19877
002601	2011	3976	146	580530
002501	1012	4038	63	254387
002601	2021	4087	83	339251
002601	2022	4088	82	335180
002601	2007	4094	107	438005
002601	2008	4094	108	442107
002501	1011	4108	102	418997
002502	2007	4110	51	209594
002502	3004	4110	3	12329
002602	3000	4140	958	3965943
002502	2006	4151	1722	7147510
002502	2018	4203	38	159698
002501	1004	4296	33	141781
002601	2009	4310	110	474149
002601	2010	4311	217	935492
002302	3014	4314	124	534992
002302	3013	4316	186	802685
002601	2024	4414	151	666577
002601	2023	4414	91	401716
002501	1005	4418	63	278305
002501	1007	4418	70	309229
002601	2006	4424	123	544185
002601	2005	4425	203	898256
002502	3009	4425	17	75227
002602	2007	4558	85	387450
002501	1002	4595	1091	5012873
002302	2013	4636	35	162246
002709	2003	4644	96	445795
002302	3012	4648	150	697266
002302	3011	4649	212	985488
002601	3000	4665	62	289260
002502	2015	4687	47	220266
002502	2020	4703	66	310426
002601	3008	4737	47	222658
002601	2025	4746	139	659695
002302	3007	4765	134	638550
002302	3008	4766	189	900683
002501	1022	4787	65	311127
002501	1023	4787	43	205829
002502	3018	4809	20	96180
003401	1002	4834	1155	5582971
002709	2005	4889	327	1598814
002302	2011	4963	157	779197

CLARK MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002302	2012	4963	236	1171318
002302	3010	4982	84	418487
002302	3009	4982	140	697483
002601	2001	5084	197	1001602
002601	2002	5085	169	859415
002302	3005	5096	153	779759
002302	3006	5097	114	581012
002501	1003	5171	86	444675
002709	2001	5232	886	4635451
002302	2010	5295	182	963772
002302	2009	5296	229	1212672
002709	2002	5320	50	266020
002709	2004	5356	80	428489
002302	1012	5359	8	42873
002302	2006	5413	124	671239
002302	2005	5414	110	595485
002601	2000	5416	105	568663
002601	2004	5437	137	744897
002601	2003	5437	150	815613
002709	2000	5457	191	1042364
002501	1009	5463	55	300483
002501	1008	5465	46	251376
002302	1013	5526	143	790196
002302	2007	5626	72	405075
002302	2008	5626	118	663884
002302	1011	5630	133	748828
002302	2004	5744	163	936268
002302	2003	5744	129	741027
002501	1013	5842	73	426445
002302	1010	5965	179	1067816
002302	1009	5985	155	927689
002502	1003	6015	78	469178
002502	1004	6138	75	460381
002302	1006	6147	103	633173
002302	1008	6331	154	974998
002302	1007	6345	170	1078589
002502	1006	6380	85	542266
002502	1001	6491	44	285604
002302	1005	6499	467	3034840
002502	1005	6516	60	390959
002502	1013	6629	90	596594
002502	1002	6693	34	227555
002502	1014	6709	66	442769
002502	1015	6983	73	509758
002502	1030	7367	101	744061
002502	1011	7456	94	700891
002502	1010	7487	47	351879
002502	1012	7568	83	628183
002502	1031	7719	130	1003517
002502	1021	7754	95	736653
002502	1009	7778	29	225564
003401	2018	8014	152	1218151
002502	1028	8100	17	137708

CLARK MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002502	1027	8324	126	1048829
003401	2007	8503	85	722763
002502	1019	8587	79	678342
003401	2015	8602	436	3750551
002502	1017	9242	40	369683
002502	1029	9335	12	112026
002502	1016	9773	404	3948205
002502	1020	9906	127	1258050
002502	1034	10187	63	641777
002502	1022	10290	50	514501
002502	1035	10351	31	320882
002502	1018	10606	136	1442477

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002201	1008	431	218	94022
002201	1009	432	174	75249
002201	1002	582	214	124570
002201	1003	582	162	94326
002201	1010	806	236	190167
002201	2007	809	162	131113
002201	1004	965	104	100348
002201	1000	1001	117	117175
002201	2000	1032	134	138294
002201	1007	1077	134	144365
002201	1012	1078	137	147715
002201	2006	1181	201	237465
002201	2005	1184	161	190696
002100	4017	1211	4	4842
002100	4018	1216	4	4864
002201	1006	1229	166	203932
002202	3007	1322	391	517000
002202	3002	1336	169	225843
002201	2001	1358	62	84176
002201	2002	1359	135	183470
002201	1011	1452	154	223591
002100	4008	1506	100	150610
002100	4009	1507	77	116006
002100	4016	1538	8	12301
002201	2004	1563	177	276722
001600	1006	1564	236	369167
002201	1005	1611	389	626840
002202	3001	1665	69	114914
002201	2003	1682	84	141279
001600	1000	1685	148	249430
002202	3008	1725	223	384580
002401	1003	1747	221	386166
002401	1004	1748	92	160854
002201	2010	1829	172	314608
002201	2009	1830	130	237876
002100	4010	1832	80	146599
002100	4015	1833	73	133807
002100	5011	1845	92	169761
002100	5012	1846	111	204920
002100	5016	1872	7	13106
002401	1001	1898	134	254314
002401	1002	1898	83	157564
001600	1007	1976	116	229183
002202	3000	1990	91	181070
002202	2005	1994	130	259275
001600	1001	2006	138	276893
001600	1002	2007	108	216716
002100	4005	2092	94	196628
002100	4004	2092	119	248950
002202	3009	2104	214	450170
002401	1005	2121	130	275765
002401	2000	2122	176	373429

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	4014	2161	91	196657
002100	5019	2162	86	185905
002100	5013	2170	65	141051
002100	5014	2172	86	186793
001600	1015	2208	83	183292
002201	2011	2209	171	377708
001600	1009	2245	142	318730
001600	1010	2316	109	252450
002202	2004	2319	138	320055
002202	2003	2324	201	467091
002100	3006	2336	1	2336
002100	4007	2342	53	124100
001600	1004	2353	78	183507
001600	1003	2356	141	332241
001600	1008	2363	126	297761
002100	4006	2404	79	189936
002100	4011	2413	56	135109
002100	4012	2413	79	190653
002202	2008	2442	224	547004
002202	2007	2485	185	459739
002100	5015	2494	80	199515
002401	2002	2499	168	419776
002401	2001	2499	113	282387
002100	5006	2582	114	294297
001700	1014	2592	44	114029
001600	1014	2592	181	469103
002100	5005	2599	101	262478
002100	5004	2606	118	307471
002202	2002	2645	101	267104
002202	2001	2645	115	304167
001700	1013	2659	45	119634
001600	1005	2677	106	283807
001600	2000	2679	55	147348
001600	2007	2708	118	319505
001600	1011	2708	116	314129
002100	4013	2742	101	276942
002100	5010	2743	54	148108
002100	4002	2748	39	107173
002202	3010	2750	170	467541
002202	2010	2751	182	500651
002401	2011	2801	98	274536
002401	1006	2802	81	226951
002100	4001	2815	69	194255
001700	1010	2820	79	222761
002202	2006	2860	262	749395
002202	1004	2861	173	494877
002401	2004	2878	85	244626
002401	2003	2879	73	210133
002100	5003	2917	66	192528
001700	1005	2918	103	300578
002401	1008	2949	112	330324
002401	1000	2952	85	250942

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001600	1013	2959	98	289952
002202	1003	2968	97	287881
002202	2000	2970	118	350408
002100	4000	2989	118	352749
001600	2001	3004	129	387553
001600	2002	3006	101	303591
002402	2004	3038	128	388901
002402	2003	3038	103	312964
001700	2014	3048	92	280433
001600	2012	3085	147	453563
001600	2006	3086	112	345636
002100	4003	3109	36	111924
002100	5008	3113	61	189908
002100	5009	3116	36	112162
002202	2011	3131	209	654349
002202	2012	3132	167	522972
002100	5007	3140	52	163276
001700	1011	3155	100	315451
002401	2010	3179	101	321056
002401	2009	3179	78	247947
001700	1007	3241	73	236575
001700	1006	3241	70	226861
002100	5000	3242	88	285289
002401	3000	3260	143	466138
002401	2005	3260	174	567228
001800	1000	3265	276	901180
002202	1002	3281	95	311696
002202	1001	3287	87	285936
002100	5001	3296	98	323006
001600	2004	3324	130	432137
001600	2003	3329	63	209726
002402	2005	3334	69	230070
001600	2008	3352	126	422334
001600	1012	3352	69	231285
001700	2013	3380	112	378547
001700	2012	3381	65	219787
001800	1002	3396	87	295495
002402	2002	3416	83	283555
002402	2001	3417	212	724348
001600	3005	3467	122	422932
001600	2011	3470	170	589864
002401	2012	3482	51	177585
002401	1009	3482	71	247234
002202	2013	3507	193	676852
002202	1011	3507	201	704956
002401	2008	3558	111	394916
002401	2007	3558	89	316646
002202	1007	3584	55	197132
002100	5002	3607	122	440044
001700	1000	3608	157	566402
002202	1000	3622	21	76056
002401	3001	3630	94	341223

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002401	3002	3630	198	718746
001600	2005	3668	81	297115
001700	2011	3708	78	289221
001700	2010	3708	49	181709
002402	2011	3715	249	925067
002402	2012	3715	122	453289
001600	2009	3734	120	448106
001700	2008	3736	93	347415
001700	1008	3736	263	982657
002402	2000	3797	140	531513
002402	1004	3797	140	531615
002401	1007	3801	54	205237
001600	3004	3848	141	542560
002401	2013	3859	78	301023
002401	2014	3859	71	274013
002202	1005	3876	174	674338
002202	1006	3877	99	383811
001800	1004	3889	14	54442
002402	2010	3908	53	207120
001700	1001	3930	108	424452
001700	1002	3935	137	539163
002401	3013	3937	66	259863
002401	2006	3938	128	504006
001600	3003	3939	67	263944
001800	2017	3991	109	434965
001600	3000	4001	168	672161
001600	3006	4001	172	688221
002401	3004	4009	179	717566
002401	3003	4009	121	485147
002402	2021	4013	90	361204
002202	1008	4028	8	32225
001700	3009	4034	26	104894
001700	2009	4035	64	258241
001700	1009	4049	31	125509
001700	2007	4067	62	252128
001600	2010	4072	83	338008
002402	2013	4094	253	1035714
002501	2007	4094	40	163777
002402	2014	4095	205	839374
002402	1001	4121	12	49454
001800	1010	4138	64	264803
002402	1003	4173	186	776145
002402	1002	4173	131	546706
002401	2015	4239	66	279778
002401	3017	4239	69	292501
001800	2016	4304	83	357209
001800	2015	4304	104	447658
002401	3012	4309	92	396420
002401	3011	4309	114	491218
001800	1003	4312	85	366560
001700	1004	4324	178	769629
001700	2005	4333	94	407293

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001700	3011	4367	76	331863
001700	3010	4367	54	235817
002401	3005	4393	69	303121
002402	2020	4396	58	254950
001700	2006	4396	86	378045
002402	2019	4396	93	408873
001600	3007	4435	143	634208
002501	2011	4472	55	245967
002501	2010	4473	44	196792
002402	1005	4474	100	447403
002402	2015	4474	173	774014
001700	1003	4501	127	571617
002202	1009	4503	179	806095
001700	2000	4523	122	551772
002202	1010	4551	118	536979
001800	2018	4570	184	840939
001800	2014	4628	93	430359
001700	3012	4665	77	359218
001800	2009	4665	46	214610
001800	1001	4686	63	295191
001800	2013	4686	196	918379
002401	3010	4689	115	539264
001700	3008	4723	75	354256
001700	2004	4753	43	204389
002402	2018	4771	150	715644
002402	2017	4772	118	563061
002401	3006	4780	411	1964410
001800	1007	4790	28	134108
001800	1006	4797	71	340565
001800	1008	4803	10	48029
001800	2007	4821	3	14464
002501	2006	4829	327	1579038
002501	2009	4852	37	179534
002501	2008	4853	50	242640
001600	3008	4881	168	820084
001900	2002	4893	49	239755
001800	1005	4915	53	260511
002401	3015	4944	37	182913
001800	2005	4982	10	49819
001800	2010	4982	22	109614
001700	2002	5014	152	762055
001700	2001	5014	139	696971
001700	3007	5058	102	515909
002401	3016	5101	22	112224
002402	2016	5150	220	1132972
002402	1009	5160	149	768909
001800	2008	5168	5	25840
001900	2006	5172	33	170680
002501	2013	5201	43	223650
001800	1009	5211	43	224076
002401	3009	5217	41	213909
001800	2000	5232	36	188343

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001700	3000	5283	153	808363
001800	2012	5291	83	439136
001800	2004	5305	8	42440
002401	3014	5355	79	423023
001700	2003	5371	59	316914
001700	3006	5379	77	414178
001900	2003	5442	17	92506
001800	3006	5545	106	587791
001700	3013	5581	70	390693
001700	4006	5607	151	846687
001800	2002	5611	115	645222
001800	2001	5612	146	819375
001700	3002	5625	143	804338
001700	3001	5625	152	855043
001800	5011	5631	4	22525
001900	3016	5807	22	127752
001900	3017	5866	19	111450
001800	3008	5901	63	371792
001800	3007	5903	175	1033017
001800	2003	5936	84	498637
001800	5000	5938	113	670959
001700	3004	5964	92	548687
001700	3003	5965	115	685954
001800	3002	5966	35	208824
001800	5010	6005	71	426373
001900	2008	6142	69	423774
001800	3003	6240	7	43681
001800	3010	6246	120	749481
001800	3009	6247	67	418522
001800	5001	6261	91	569775
001800	5009	6270	200	1254034
001700	4000	6294	154	969317
001700	3005	6294	112	704973
001900	3018	6368	30	191033
001900	3001	6368	50	318408
001800	5002	6388	66	421595
001900	3000	6417	31	198930
001900	2019	6441	17	109493
001700	4004	6464	54	349074
001800	4004	6585	196	1290745
001800	3011	6587	113	744342
001800	3004	6589	21	138364
001700	4002	6610	82	542024
001700	4001	6617	95	628577
001800	5008	6629	87	576732
001800	5004	6653	39	259465
001800	5003	6653	28	186297
001900	2014	6667	23	153338
001900	3003	6693	46	307862
001900	3002	6693	33	220862
001700	4003	6869	87	597590
001800	4005	6913	136	940223

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001800	4006	6915	141	975064
001800	3005	6930	5	34652
001800	6010	6971	71	494920
001900	2015	6975	33	230168
001800	5006	7011	54	378600
001800	5005	7012	37	259433
001900	3004	7037	48	337786
001900	3005	7037	30	211118
001800	4007	7239	121	875946
001800	6009	7265	8	58119
001800	4000	7265	36	261538
001900	2017	7298	33	240837
001900	2016	7299	31	226261
001800	5007	7354	48	352973
001900	3007	7399	34	251563
001900	3006	7400	39	288604
001900	2011	7511	50	375564
001900	2009	7540	17	128175
001900	2020	7542	34	256413
001800	6001	7569	100	756928
001800	6000	7586	37	280697
001800	6008	7590	14	106260
001800	4001	7591	14	106271
001900	1014	7645	49	374617
001900	2018	7645	36	275229
001900	2004	7672	21	161107
001900	3009	7740	45	348291
001900	3008	7741	46	356063
001900	2013	7753	85	659044
001900	2012	7852	46	361196
001800	6002	7895	79	623731
001800	6003	7896	123	971206
001900	2005	7967	24	191215
001800	6007	7998	49	391878
001900	1013	8008	24	192193
001900	1015	8018	31	248560
001900	1004	8060	39	314327
001900	1012	8081	33	266659
001900	3010	8083	32	258669
001900	3011	8084	55	444611
001900	1002	8212	19	156033
001900	2001	8217	415	3410062
001800	6005	8219	113	928703
001800	6004	8219	61	501388
001900	1005	8374	39	326589
001900	3012	8408	30	252240
001900	3015	8416	92	774256
001900	3013	8493	32	271780
001800	4002	8497	242	2056239
001900	2007	8503	40	340133
001900	1006	8638	32	276414
001800	6006	8745	107	935736

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001900	2010	8757	145	1269702
001900	1003	8769	12	105227
001900	1001	9045	58	524628
001900	3014	9280	89	825937
001900	1007	9362	30	280853
001900	1000	9966	525	5232345
001900	1008	10033	27	270892
002100	3010	2046	71	145237
002100	3011	2368	112	265236
002100	3012	2368	54	127890
002100	2005	2693	48	129251
002100	3013	2694	72	193981
002100	3003	2718	79	214761
002100	2006	3027	87	263333
002100	2007	3027	93	281500
002100	3002	3041	76	231138
002100	3001	3042	81	246420
002100	1035	3126	23	71901
002100	2008	3348	70	234381
002100	2009	3349	60	200935
002100	2004	3367	76	255884
002100	3000	3367	98	329962
002100	1034	3444	38	130881
002100	1023	3575	45	160871
002100	2011	3675	48	176385
002100	2010	3676	195	716752
002100	2003	3700	79	292306
002100	2002	3700	34	125811
002100	1025	3730	42	156674
002100	1024	3731	27	100727
002100	1033	3760	38	142882
002100	2012	3990	104	414985
002100	2001	4020	58	233166
002100	1028	4049	27	109316
002100	1029	4050	37	149833
002100	1032	4170	7	29188
002100	1026	4289	31	132972
002100	1018	4348	38	165218
002100	1030	4363	38	165806
002100	1017	4364	45	196392
002001	3004	4485	44	197349
002301	3003	4508	7	31557
002100	1031	4530	43	194800
002001	3012	4585	39	178821
002100	1027	4607	36	165849
002100	1015	4681	41	191917
002001	3010	4745	78	370122
002100	1016	4879	35	170759
002100	1014	4995	69	344622
002100	1007	5038	13	65497
002100	1008	5042	29	146204
002001	3011	5075	62	314621

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	1013	5158	54	278537
002301	3002	5181	336	1740650
002100	1004	5284	25	132088
002100	1005	5284	17	89822
002301	3001	5355	12	64263
002100	1010	5356	23	123184
002001	3009	5393	38	204917
002100	1003	5601	35	196024
002100	1002	5601	14	78411
002001	3008	5718	73	417442
002001	1022	5832	25	145798
002001	2016	5853	3	17560
002001	3006	5888	44	259079
002001	3007	5892	49	288698
002100	1001	5913	16	94613
002100	1000	5981	35	209338
002001	2014	5981	6	35888
002001	2027	5985	22	131669
002301	2002	5990	367	2198151
002100	1006	6029	25	150737
002001	2030	6122	34	208146
002001	1025	6136	21	128849
002001	1024	6142	30	184255
002001	3003	6201	49	303849
002301	2003	6216	140	870173
002002	2016	6344	80	507537
002001	1023	6430	46	295790
002001	1027	6436	20	128725
002002	2013	6441	458	2949963
002001	1026	6442	30	193253
002001	1018	6471	55	355892
002301	3000	6560	306	2007379
002001	1020	6624	35	231854
002001	3000	6635	208	1380072
002001	1019	6654	14	93156
002001	3002	6715	71	476740
002301	2001	6770	361	2443905
002001	2026	6840	55	376197
002001	3001	6995	50	349753
002001	1014	7038	33	232266
002301	2000	7166	157	1125016
002001	1021	7171	49	351386
002002	2014	7198	36	259131
002001	1016	7338	34	249475
002001	1017	7354	41	301523
002001	1012	7366	44	324125
002001	1015	7400	22	162811
002001	2022	7557	59	445887
002001	1013	7693	37	284629
002001	2021	7716	32	246912
002002	2008	7761	24	186267
002002	2004	8016	30	240486

WILSON MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002002	2018	8056	16	128903
002002	2003	8159	32	261086
002002	2017	8245	17	140159
002001	1006	8255	87	718197
002001	1004	8324	19	158155
002001	1011	8330	53	441507
002001	1003	8365	55	460057
002001	1010	8432	70	590219
002002	2011	8437	27	227799
002001	2024	8473	43	364351
002001	1005	8548	24	205151
002002	2007	8604	22	189295
002001	2012	8679	333	2890047
002001	2033	8835	12	106024
002002	2001	8887	638	5669895
002001	1002	8904	51	454081
002002	2002	8969	85	762326
002001	2025	9026	20	180517
002002	2006	9184	2	18367
002001	2023	9212	21	193442
002001	1007	9246	24	221898
002001	1008	9249	26	240485
002001	2013	9269	48	444919
002001	1000	9271	22	203968
002001	1001	9369	32	299805
002001	2020	9401	689	6477389
002001	1009	9496	23	218414
002002	2010	9635	75	722597
002001	2017	13118	39	511606
002001	2029	13761	24	330274
002001	2031	14153	41	580289
002001	2032	14683	28	411136
002001	2028	14732	18	265175

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002302	1007	479	170	81394
002302	1008	492	154	75810
002302	1009	610	155	94611
002302	1010	630	179	112776
002302	1006	851	103	87674
002302	2008	1197	118	141281
002302	2007	1197	72	86212
002302	1012	1212	8	9694
002302	1005	1225	467	572089
002202	1000	1265	21	26564
002302	2009	1301	229	298007
002302	2010	1301	182	236855
002302	2005	1524	110	167653
002302	2006	1524	124	189026
002302	1013	1567	143	224012
002302	2012	1634	236	385687
002302	2011	1634	157	256608
002302	1011	1671	133	222236
002302	3009	1846	140	258401
002302	3010	1846	84	155043
002302	2003	1856	129	239466
002302	2004	1857	163	302648
002202	2000	1916	118	226096
002202	1003	1918	97	186026
002202	1007	1935	55	106409
002302	2013	1935	35	67736
002302	3011	1949	212	413177
002302	3012	1949	150	292356
002302	3008	2172	189	410527
002302	3007	2172	134	291091
002202	2001	2244	115	258019
002202	2002	2244	101	226642
002302	3013	2281	186	424330
002302	3014	2282	124	283017
002202	1002	2308	95	219221
002202	1001	2313	87	201248
002202	1008	2380	8	19036
002302	3006	2504	114	285469
002302	3005	2504	153	383151
002601	2010	2517	217	546128
002601	2009	2517	110	276903
002202	2003	2565	201	515512
002202	2004	2569	138	354568
002601	2011	2621	146	382702
002202	2006	2658	262	696397
002202	1004	2658	173	459883
002601	2008	2844	108	307156

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002601	2007	2844	107	304321
002202	2005	2894	130	376239
002202	3000	2899	91	263790
002202	1005	2911	174	506577
002202	1006	2913	99	288361
002202	2008	2990	224	669715
002202	2007	3033	185	561086
002202	3001	3223	69	222395
002402	1000	3254	501	1630030
002202	2013	3306	193	638009
002202	1011	3306	201	664502
002402	1001	3350	12	40198
002202	3009	3414	214	730500
002601	2004	3509	137	480666
002601	2003	3509	150	526308
002601	2018	3514	94	330325
002202	1009	3536	179	632941
002202	1010	3583	118	422833
002202	2011	3680	209	769055
002202	2012	3680	167	614628
002100	4018	3699	4	14797
002202	3008	3795	223	846201
002601	2002	3834	169	647900
002601	2001	3835	197	755445
002601	2019	3846	114	438483
002601	2020	3846	98	376947
002601	2006	3855	123	474140
002601	2005	3855	203	782653
002402	1003	3977	186	739647
002402	1002	3977	131	521000
002100	4017	4029	4	16116
002202	3010	4061	170	690406
002202	2010	4062	182	739247
002601	2000	4161	105	436946
002601	2022	4178	82	342617
002601	2021	4178	83	346811
002202	3007	4199	391	1641993
002402	1009	4205	149	626544
002601	1000	4206	61	256587
002202	3002	4214	169	712094
002100	4008	4325	100	432452
002100	4009	4325	77	333024
002402	2000	4350	140	609060
002402	1004	4351	140	609162
002100	4016	4356	8	34848
002601	3004	4459	145	646542
002100	3006	4478	1	4478

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	4007	4484	53	237640
002601	2023	4505	91	409915
002601	2024	4505	151	680195
002601	1002	4518	133	600833
002601	1001	4518	140	632581
002100	4006	4547	79	359175
002201	1004	4553	104	473532
002201	1000	4590	117	537007
002402	1016	4614	36	166112
002601	1007	4616	108	498515
002100	4010	4651	80	372073
002100	4015	4651	73	339551
002402	1006	4657	198	922144
002402	1007	4657	134	624090
002601	3003	4709	111	522725
002402	2002	4730	83	392617
002402	2001	4731	212	1002916
002601	2025	4831	139	671540
002601	1004	4852	117	567690
002601	1003	4852	107	519176
002601	3006	4886	88	429930
002601	1015	4886	121	591258
002100	4005	4908	94	461368
002100	4004	4908	119	584099
002201	1002	4937	214	1056421
002201	1003	4937	162	799746
002601	1006	4942	142	701801
002601	1005	4943	201	993460
002402	1008	4947	188	930038
002601	3002	4959	99	490977
002100	4014	4979	91	453133
002100	5019	4980	86	428289
002402	1005	5031	100	503099
002402	2015	5031	173	870367
002709	2000	5106	191	975268
002402	2004	5108	128	653878
002402	2003	5109	103	526187
002601	1013	5195	85	441577
002601	1014	5195	92	477969
002201	1005	5200	389	2022691
002201	2000	5205	134	697449
002100	4011	5229	56	292826
002100	4012	5230	79	413147
002501	3000	5293	178	942216
002601	1008	5294	70	370581
002100	5011	5310	92	488549
002100	5012	5311	111	589545

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002201	1008	5317	218	1159090
002201	1009	5318	174	925349
002402	1013	5331	206	1098111
002402	1012	5331	174	927676
002100	5016	5349	7	37441
002402	2013	5409	253	1368422
002402	2014	5410	205	1108959
002601	3000	5412	62	335568
002601	1011	5529	74	409153
002601	1012	5529	165	912317
002601	3001	5532	287	1587647
002201	2002	5539	135	747719
002201	2001	5540	62	343481
002100	4013	5558	101	561396
002100	5010	5559	54	300193
002601	1016	5561	182	1012037
002100	4002	5564	39	217011
002201	1006	5581	166	926443
002601	1010	5621	117	657619
002601	1009	5621	129	725095
002402	1015	5627	172	967827
002402	1011	5629	251	1412868
002100	4001	5632	69	388585
002709	2005	5636	327	1843048
002100	5013	5646	65	367016
002100	5014	5648	86	485762
002201	1010	5691	236	1343176
002201	2007	5695	162	922585
002402	2016	5709	220	1256051
002402	1014	5710	157	896525
002100	5006	5749	114	655333
002402	2011	5786	249	1440791
002402	2012	5787	122	705973
002100	4000	5806	118	685082
002601	3005	5839	487	2843810
001600	1000	5862	148	867645
002201	2003	5866	84	492736
002601	3007	5895	154	907873
002100	4003	5925	36	213313
002501	3014	5929	134	794433
002100	5009	5932	36	213552
002201	1007	5961	134	798777
002201	1012	5962	137	816778
002100	5015	5970	80	477626
002501	3003	6011	219	1316399
002501	3002	6011	200	1202225
002201	2006	6057	201	1217508

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	5005	6060	101	612040
002201	2005	6060	161	975705
002100	5004	6067	118	715870
001700	1014	6068	44	266990
001800	1000	6082	276	1678500
002402	2018	6089	150	913282
002402	2017	6089	118	718535
001700	1013	6136	45	276116
002402	2005	6172	69	425845
001600	1002	6192	108	668762
001600	1001	6192	138	854552
002602	2004	6243	65	405768
002401	1001	6247	134	837151
002401	1002	6248	83	518575
002100	5008	6277	61	382909
001700	1010	6297	79	497474
002100	5007	6304	52	327800
002501	3001	6315	156	985106
002201	1011	6338	154	975979
001800	1002	6367	87	553961
002501	3005	6389	132	843370
002501	3004	6390	190	1214048
002100	5003	6393	66	421969
001700	1005	6395	103	658644
002201	2004	6439	177	1139745
001600	1006	6440	236	1519865
002402	2020	6465	58	374995
002402	2019	6466	93	601360
001600	1003	6523	141	919728
001700	2014	6526	92	600353
001600	1004	6527	78	509072
002602	1000	6537	134	875908
002401	1008	6547	112	733238
002401	1000	6550	85	556725
002602	2002	6576	85	558946
002602	2003	6576	87	572145
002401	1003	6630	221	1465247
002401	1004	6631	92	610064
001700	1011	6632	100	663190
002602	1004	6651	49	325881
002100	5000	6699	88	589500
002201	2010	6705	172	1153253
002201	2009	6706	130	871735
001700	1007	6717	73	490350
001700	1006	6717	70	470207
002709	2003	6742	96	647251
002402	2010	6745	53	357497

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	5001	6753	98	661786
002501	3007	6767	106	717281
002501	3006	6767	82	554905
002601	3008	6836	47	321287
002501	1000	6836	47	321304
002402	2021	6851	90	616562
001600	1007	6852	116	794780
001600	2000	6856	55	377084
001700	2013	6857	112	768015
001600	1005	6858	106	726917
001700	2012	6859	65	445817
002602	2001	6902	80	552155
002709	2001	6912	886	6124374
002602	1003	6966	122	849890
002602	1002	6969	150	1045350
002709	2002	7001	50	350045
002401	1005	7007	130	910897
002401	2000	7007	176	1233300
002501	3012	7070	110	777652
002501	3011	7070	215	1520015
001900	2002	7071	49	346477
002100	5002	7081	122	863910
001700	1000	7082	157	1111869
001600	1015	7084	83	587987
002201	2011	7085	171	1211475
001800	1005	7093	53	375945
001600	1009	7120	142	1011099
002502	3023	7121	18	128180
001800	1004	7126	14	99765
002501	3008	7142	80	571370
002501	2000	7143	130	928566
001600	2002	7184	101	725622
001700	2011	7185	78	560458
001700	2010	7186	49	352101
001600	2001	7186	129	926986
001600	1010	7192	109	783916
002502	3010	7210	50	360495
001700	2008	7212	93	670718
001700	1008	7213	263	1896944
002502	3013	7226	54	390178
001800	2017	7228	109	787838
001600	1008	7239	126	912117
002502	2000	7326	36	263747
002602	2000	7371	520	3833045
002401	2002	7375	168	1238918
002401	2001	7375	113	833357
001800	1010	7375	64	471994

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002401	1007	7398	54	399499
001700	1001	7406	108	799898
001700	1002	7412	137	1015423
002502	2003	7439	35	260368
002501	3010	7446	66	491429
002502	3022	7447	31	230860
002709	2004	7455	80	596369
001600	1014	7468	181	1351629
002502	3001	7471	25	186782
001900	2006	7487	33	247064
002502	3005	7506	23	172644
001800	1001	7509	63	473080
001600	2003	7511	63	473211
001700	3009	7512	26	195306
001700	2009	7512	64	480794
001600	2004	7516	130	977098
001700	1009	7525	31	233275
002501	2002	7526	100	752637
002501	2001	7527	112	843017
001700	2007	7543	62	467664
001800	1003	7550	85	641736
001800	1006	7555	71	536413
001800	2016	7560	83	627521
001800	2015	7561	104	786363
001800	1007	7562	28	211742
001600	2007	7584	118	894853
001600	1011	7584	116	879726
001900	2003	7620	17	129532
002602	1001	7642	893	6824342
001800	1009	7683	43	330367
002401	2011	7687	98	753328
002401	1006	7687	81	622687
002401	2004	7754	85	659072
002401	2003	7754	73	566069
002502	3021	7774	19	147699
001700	1004	7800	178	1388420
001700	2005	7809	94	734070
002502	3006	7820	33	258058
002501	2018	7821	74	578735
002501	3009	7822	80	625736
001800	2018	7830	184	1440749
001600	1013	7835	98	767784
001600	2005	7840	81	635064
002502	3015	7842	19	148992
001700	3011	7844	76	596145
001700	3010	7844	54	423596
002502	2004	7860	133	1045384

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001700	2006	7872	86	677013
001800	2014	7887	93	733524
002602	2006	7900	152	1200849
001800	2009	7903	46	363529
002501	2003	7906	88	695754
001800	2013	7945	196	1557307
001600	2012	7961	147	1170311
001600	2006	7962	112	891729
001700	1003	7977	127	1013113
001700	2000	7999	122	975887
001800	1008	8040	10	80403
002401	2010	8055	101	813516
002401	2009	8055	78	628263
001800	2007	8059	3	24177
002502	3007	8064	18	145149
002502	2002	8077	57	460388
002501	1006	8131	95	772477
002401	3000	8136	143	1163382
002401	2005	8136	174	1415624
002502	3020	8138	53	431327
001700	3012	8143	77	626977
002502	2001	8165	213	1739222
001600	3000	8195	168	1376831
001700	3008	8201	75	615060
002501	2016	8208	63	517100
002501	2017	8208	99	812601
001600	2008	8228	126	1036689
001600	1012	8228	69	567717
001800	2005	8229	10	82286
001800	2010	8229	22	181040
001700	2004	8230	43	353873
002502	3014	8273	20	165470
002502	2005	8319	40	332750
001600	3005	8342	122	1017784
001600	2011	8346	170	1418756
002401	2012	8368	51	426752
002401	1009	8368	71	594114
001800	2008	8415	5	42073
002401	2008	8434	111	936133
002401	2007	8434	89	750596
002602	2005	8436	338	2851440
001800	2000	8478	36	305223
001700	2002	8490	152	1290460
001700	2001	8491	139	1180184
002501	1010	8504	85	722816
002401	3001	8506	94	799551
002401	3002	8506	198	1684161

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002602	3002	8507	193	1641938
001700	3007	8535	102	870603
001800	2004	8557	8	68454
002502	2012	8585	13	111607
002501	2019	8587	76	652623
002501	1024	8588	127	1090663
002502	3024	8600	84	722365
001600	2009	8610	120	1033207
001800	2012	8633	83	716518
001600	3004	8724	141	1230053
002401	2013	8735	78	681339
002401	2014	8735	71	620198
002501	2004	8739	74	646701
001700	3000	8760	153	1340245
002401	3013	8813	66	581669
002401	2006	8813	128	1128113
001600	3003	8815	67	590625
001700	2003	8848	59	522019
002502	3012	8848	53	468968
001700	3006	8856	77	681937
001800	2002	8862	115	1019175
001800	2001	8864	146	1294132
001600	3006	8877	172	1526864
002501	1012	8883	63	559620
001800	5011	8883	4	35532
002401	3004	8885	179	1590340
002401	3003	8885	121	1075123
001800	3006	8887	106	942038
002602	3004	8902	211	1878384
002602	3003	8904	149	1326724
002502	3011	8911	24	213866
001900	3016	8939	22	196659
001600	2010	8948	83	742702
002501	1011	8952	102	913080
002501	2007	8980	40	359202
001900	3017	8998	19	170960
002502	3025	9051	10	90511
001700	3013	9059	70	634110
001700	4006	9085	151	1371772
001700	3002	9102	143	1301604
001700	3001	9103	152	1383606
002401	2015	9115	66	601583
002401	3017	9115	69	628933
002501	1004	9140	33	301632
002502	2014	9169	100	916932
002401	3012	9185	92	844997
002401	3011	9185	114	1047063

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001800	2003	9188	84	771785
001800	5000	9189	113	1038408
001800	3002	9218	35	322636
001800	3008	9243	63	582335
001800	3007	9245	175	1617859
001800	5010	9257	71	657248
002501	1005	9263	63	583538
002501	1007	9263	70	648377
002401	3005	9269	69	639554
002602	3001	9269	179	1659229
001900	2008	9274	69	639890
002502	2017	9287	59	547913
002502	3003	9303	27	251171
001600	3007	9311	143	1331453
002501	2011	9348	55	514138
002501	2010	9348	44	411329
002602	2007	9374	85	796758
002502	3008	9401	15	141016
002502	2013	9410	56	526940
002501	1002	9440	1091	10298742
001700	3004	9441	92	868607
001700	3003	9442	115	1085853
001900	3018	9500	30	284997
001900	3001	9500	50	475014
001800	5001	9513	91	865686
001900	3000	9549	31	296026
002401	3010	9565	115	1099986
001800	3003	9572	7	67004
001900	2019	9573	17	162739
002502	2008	9573	67	641399
001800	3010	9588	120	1150515
001800	3009	9589	67	642433
002502	3016	9597	31	297521
001800	5009	9602	200	1920416
002502	2009	9615	39	374981
002501	1022	9631	65	625984
002501	1023	9631	43	414119
001800	5002	9640	66	636211
003401	1002	9649	1155	11144752
002401	3006	9655	411	3968378
002501	2006	9705	327	3173439
002501	2009	9728	37	359940
002501	2008	9729	50	486433
001600	3008	9757	168	1639224
001700	4000	9772	154	1504835
001700	3005	9772	112	1094440
001900	2014	9799	23	225377

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002401	3015	9819	37	363319
001900	3003	9825	46	451940
001900	3002	9825	33	324222
002502	2011	9868	39	384871
002502	3002	9902	25	247555
001800	3004	9922	21	208356
002502	2010	9922	9	89301
001800	4004	9927	196	1945768
002502	3000	9929	498	4944659
001800	3011	9929	113	1121983
001700	4004	9942	54	536853
001800	5008	9962	87	866697
002401	3016	9977	22	219493
001800	5004	9985	39	389409
001800	5003	9985	28	279590
002501	1003	10015	86	861255
002502	2016	10035	5	50175
002501	2013	10077	43	433312
001700	4002	10087	82	827170
002401	3009	10093	41	413819
001700	4001	10094	95	958929
001900	2015	10107	33	333528
002502	2007	10169	51	518635
001900	3004	10169	48	488128
002502	3004	10169	3	30508
001900	3005	10169	30	305082
002602	3000	10199	958	9771068
002502	2006	10210	1722	17582192
002401	3014	10231	79	808214
001800	4005	10255	136	1394729
001800	4006	10257	141	1446279
002502	2018	10262	38	389964
001800	3005	10263	5	51316
001800	6010	10304	71	731558
002501	1009	10307	55	566901
002501	1008	10309	46	474197
001800	5006	10344	54	558578
001800	5005	10345	37	382751
001700	4003	10346	87	900123
001900	2017	10430	33	344198
001900	2016	10431	31	323357
002502	3009	10485	17	178241
001900	3007	10531	34	358055
001900	3006	10532	39	410757
001800	4007	10581	121	1280323
001800	6009	10598	8	84782
001800	4000	10598	36	381523

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001900	2011	10643	50	532171
001900	2009	10672	17	181421
001900	2020	10674	34	362906
002501	1013	10686	73	780053
001800	5007	10687	48	512953
001800	6000	10719	37	396586
002502	2015	10746	47	505069
002502	2020	10763	66	710361
001900	1014	10777	49	528091
001900	2018	10777	36	387986
001900	2004	10804	21	226882
002502	3018	10869	20	217372
001900	3009	10872	45	489237
001900	3008	10873	46	500141
001900	2013	10886	85	925275
001800	6001	10902	100	1090221
001800	6008	10923	14	152921
001800	4001	10924	14	152932
001900	2012	10984	46	505273
001900	2005	11099	24	266386
001900	1013	11140	24	267364
001900	1015	11150	31	345656
001900	1004	11192	39	436480
001900	1012	11213	33	370019
001900	3010	11216	32	358898
001900	3011	11216	55	616878
001800	6002	11228	79	887032
001800	6003	11229	123	1381157
001800	6007	11330	49	555191
001900	1002	11344	19	215543
001900	2001	11349	415	4709894
001900	1005	11506	39	448742
001900	3012	11540	30	346204
001900	3015	11548	92	1062411
001800	6005	11552	113	1305324
001800	6004	11552	61	704697
001900	3013	11625	32	372008
001900	2007	11635	40	465418
001900	1006	11770	32	376642
001800	4002	11830	242	2862807
001900	2010	11889	145	1723860
001900	1003	11901	12	142812
002502	1003	12075	78	941829
001800	6006	12078	107	1292360
001900	1001	12177	58	706292
002502	1004	12198	75	914853
001900	3014	12412	89	1104696

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002502	1006	12439	85	1057335
001900	1007	12494	30	374817
002502	1001	12551	44	552228
002502	1005	12576	60	754537
002502	1013	12688	90	1141961
002502	1002	12752	34	433582
002502	1014	12768	66	842704
002502	1015	13043	73	952111
001900	1000	13098	525	6876711
001900	1008	13165	27	355460
002502	1030	13427	101	1356083
002502	1011	13516	94	1270496
002502	1010	13546	47	636681
002502	1012	13628	83	1131132
002502	1031	13779	130	1791269
002502	1021	13814	95	1312318
002502	1009	13838	29	401293
003401	2018	14074	152	2139215
002502	1028	14160	17	240722
002502	1027	14384	126	1812342
003401	2007	14563	85	1237831
002502	1019	14646	79	1157053
003401	2015	14662	436	6392550
002502	1017	15302	40	612068
002502	1029	15395	12	184741
002502	1016	15832	404	6396296
002502	1020	15966	127	2027623
002502	1034	16247	63	1023534
002502	1022	16350	50	817483
002502	1035	16411	31	508730
002502	1018	16666	136	2266587
002301	3001	482	12	5786
002301	3003	1098	7	7689
002301	3002	1115	336	374557
002301	2002	1116	367	409742
002301	2003	1342	140	187947
002100	2012	1595	104	165907
002301	3000	1687	306	516226
002001	3004	1831	44	80550
002301	2001	1897	361	684735
002100	2011	1916	48	91976
002100	2010	1917	195	373839
002100	2008	2244	70	157070
002100	2009	2244	60	134668
002301	2000	2293	157	359947
002002	2016	2311	80	184873
002002	2013	2408	458	1102711

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	2006	2564	87	223109
002100	2007	2565	93	238503
002002	2014	2744	36	98773
002002	2008	2888	24	69314
002100	2005	2898	48	139127
002100	3013	2900	72	208794
002100	2001	2918	58	169224
002002	2004	3143	30	94295
002002	2018	3183	16	50934
002100	3011	3224	112	361088
002100	3012	3224	54	174104
002100	2003	3238	79	255779
002100	2002	3238	34	110091
002002	2003	3286	32	105148
002001	3011	3316	62	205591
002002	2017	3372	17	57317
002001	3012	3514	39	137036
002100	3010	3548	71	251874
002002	2011	3564	27	96226
002100	2004	3571	76	271366
002100	3000	3571	98	349926
002100	1032	3578	7	25048
002001	3010	3674	78	286552
002002	2007	3731	22	82088
002100	1033	3818	38	145079
002100	3002	3896	76	296103
002100	3001	3897	81	315660
002100	1031	3939	43	169370
002002	2002	4095	85	348117
002100	1030	4107	38	156066
002001	3006	4130	44	181702
002001	3007	4133	49	202528
002100	1034	4135	38	157115
002100	3003	4220	79	333413
002001	3008	4348	73	317434
002100	1028	4422	27	119381
002100	1029	4422	37	163626
002001	3003	4442	49	217679
002100	1035	4452	23	102389
002100	1013	4571	54	246813
002001	3009	4692	38	178306
002100	1014	4733	69	326585
002100	1025	4738	42	199003
002100	1024	4738	27	127938
002002	2010	4762	75	357119
002001	3000	4876	208	1014291
002001	3002	4956	71	351882

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002100	1027	4975	36	179087
002100	1015	5049	41	206993
002100	1023	5077	45	228457
002001	3001	5236	50	261825
002100	1026	5292	31	164059
002100	1017	5367	45	241519
002100	1000	5394	35	188776
002001	2030	5395	34	183425
002001	2027	5397	22	118744
002100	1010	5407	23	124352
002100	1001	5652	16	90430
002100	1008	5723	29	165966
002100	1018	5817	38	221057
002100	1016	5882	35	205857
002100	1003	5966	35	208825
002100	1002	5967	14	83532
002100	1007	6038	13	78495
002001	2026	6113	55	336205
002001	1027	6174	20	123477
002001	1026	6179	30	185381
002100	1004	6283	25	157085
002100	1005	6284	17	106820
002002	2001	6492	638	4141897
002001	1025	6501	21	136529
002001	1024	6508	30	195228
002002	2006	6789	2	13577
002001	1022	6830	25	170743
002001	2022	6830	59	402988
002001	2016	6851	3	20554
002001	2014	6979	6	41875
002001	2021	6989	32	223645
002100	1006	7027	25	175682
002001	1023	7372	46	339132
002001	1018	7413	55	407714
002001	1020	7567	35	264832
002001	1019	7596	14	106347
002001	1016	7673	34	260890
002001	1017	7690	41	315289
002001	2024	7746	43	333085
002001	1015	7949	22	174872
002001	1014	7981	33	263359
002001	1012	7983	44	351241
002001	1021	8113	49	397555
002001	1006	8591	87	747406
002001	1013	8635	37	319491
002001	1004	8660	19	164534
002001	1003	8700	55	478522

HOOVER HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
002001	1010	8814	70	617008
002001	1005	8884	24	213209
002001	2033	9171	12	110053
002001	1011	9273	53	491444
002001	2012	9300	333	3097027
002001	2025	9362	20	187232
002001	1002	9525	51	485780
002001	2023	9547	21	200492
002001	1007	9582	24	229956
002001	1008	9585	26	249214
002001	2013	9605	48	461035
002001	1000	9607	22	211354
002001	1001	9705	32	310548
002001	2020	9737	689	6708714
002001	1009	9832	23	226136
002001	2029	11366	24	272795
002001	2017	11532	39	449747
002001	2031	11758	41	482095
002001	2032	12288	28	344076
002001	2028	12337	18	222065

S.D. GLOBAL VISIONS K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
ADAMS	2442	34	83029
NORMAL HEIGHTS	2804	18	50477
EDISON	4140	3	12419
GARFIELD	5611	8	44890
FRANKLIN	6780	9	61017
CENTRAL	7546	14	105649
CHEROKEE POINT	7878	1	7878
EUCLID	10450		
MCKINLEY	11410		
JOYNER	11684	6	70105
IBARRA	12409	2	24819
JEFFERSON	13117	2	26235
BIRNEY	13370	3	40111
FAY	13398	8	107184
ROSA PARKS	13669	7	95681
HAMILTON	16005	14	224076
JUAREZ-FOSTER	16306	5	81530
JONES	16926	3	50778
MARSHALL ELEMENTARY	17550	3	52651
GOLDEN HILL	17972	1	17972
FLORENCE	18201		
JUAREZ	18209	1	18209
HARDY	19214	4	76857
ROWAN	20134	3	60401
CARVER	21073	4	84294
FOSTER	21556	3	64669
CUBBERLEY	22271	2	44542
CLAY-HARDY	22297		
WEBSTER	22561	5	112804
KIMBROUGH	22724	2	45448
CLAY	22777	3	68330
GRANT	23401		
OAK PARK	23496	1	23496
CHOLLAS/MEAD	23540	2	47080
ANGIER	24043	11	264469
SHERMAN	24700	2	49399
ROLANDO PARK	25436	2	50871
HORTON	25755		
RODRIGUEZ	26053	2	52105
EMERSON/BANDINI	26237		
HANCOCK	26590	5	132949
BURBANK	26879		
CARSON-FLETCHER	26968		0
PORTER	27058	4	108233
WASHINGTON	27162	1	27162
CHESTERTON	27323		

Note: Charter school route distances originate from public school boundaries

S.D. GLOBAL VISIONS K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
HEARST	27413		
LOGAN	27859		
BAKER	27892	1	27892
MILLER	28090	4	112361
JOHNSON	28180	2	56359
ROSS	28586	1	28586
LINDA VISTA	28952		
FLETCHER	29212		
CARSON	29295		
PERKINS	29404		
MARVIN	30106	1	30106
DEWEY	30583		
WEGEFORTH	30647	1	30647
VALENCIA PARK	31392	7	219741
CHAVEZ	31455		
BALBOA	32047	1	32047
LINDBERGH/SCHWEITZER	33491		
LAFAYETTE	33985		
VISTA GRANDE	34535		
TIERRASANTA	35408		
NYE	35885	3	107656
ENCANTO	36062	6	216372
GREEN	36440	2	72880
SEQUOIA	37014		
LOMA PORTAL	37603	2	75206
DAILARD	38378		
BAY PARK	38657		
HOLMES	39094		
BENCHLEY/WEINBERGER	39280		
KUMEYAAY	39352		
FULTON	39509	3	118527
BETHUNE	41526		
PARADISE HILLS	41616	1	41616
HAWTHORNE	41926		
AUDUBON	42491	2	84981
PERRY	43613	1	43613
OCEAN BEACH	43668		
GAGE	44449		
PACIFIC VIEW	44614		
SILVER GATE	44630		
CABRILLO	44669		
FIELD	45906	2	91811
BOONE	46301		
TOLER	46924		
WHITMAN	46932	3	140796
ZAMORANO	48412	1	48412

Note: Charter school route distances originate from public school boundaries

S.D. GLOBAL VISIONS K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CROWN POINT	48530		
PENN	48922		
CADMAN	49409		
FREESE	49855	2	99709
CURIE	50285		
SESSIONS	52671	1	52671
SUNSET VIEW	52846		
SPRECKELS	54434		
PACIFIC BEACH ELEMENTAR	54786		
ALCOTT	55795		
DOYLE	60083		
WALKER	60249		
MASON	63767		
MIRAMAR RANCH	64565		
BIRD ROCK	65037		
HAGE	68093		
JONAS SALK	68135		
JERABEK	68983		
TORREY PINES	69375		
LA JOLLA ELEMENTARY	70184		
ERICSON	71811		
SANDBURG	75493		
HICKMAN	75719		
DINGEMAN	76178		
E. B. SCRIPPS	77831		

Note: Charter school route distances originate from public school boundaries

HEALTH SCIENCES 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
WILSON	5468	19	103889
WILSON-LEWIS	8292	2	16585
CLARK	8313	17	141322
MANN	11985	11	131834
ROOSEVELT	12039	3	36117
LEWIS-TAFT	17502		
MILLENNIAL TECH	20184	4	80737
MEMORIAL PREP	23162	4	92648
KNOX	23284	10	232839
DANA/CORREIA-ROOSEVELT	23799		
TAFT	24839		
LEWIS	28601	1	28601
MONTGOMERY	30474	2	60948
FARB-DEPORTOLA	34059		
BELL	38579	6	231472
PERSHING	40618		
INNOVATION	41205		
CORREIA	41758		
MARSTON	48952	1	48952
PACIFIC BEACH MIDDLE	52134		
WANGENHEIM	65091		
STANDLEY	66993		
MARSHALL MIDDLE	70519		
MUIRLANDS	70650		
CHALLENGER	77477		

Note: Charter school route distances originate from public school boundaries

S.D. GLOBAL VISIONS 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
WILSON	2150	24	51596
WILSON-LEWIS	6780		
ROOSEVELT	13926	10	139257
CLARK	15702	14	219829
LEWIS-TAFT	16306	1	16306
MANN	19290	8	154323
DANA/CORREIA-ROOSEVELT	23401		
TAFT	23643	6	141856
MILLENNIAL TECH	25493	8	203947
MEMORIAL PREP	26043	2	52086
MONTGOMERY	26686		
KNOX	27901	4	111604
LEWIS	29342		
FARB-DEPORTOLA	32863	2	65725
INNOVATION	36884		
PERSHING	40907	3	122720
CORREIA	41819		
BELL	43289		
MARSTON	44632		
PACIFIC BEACH MIDDLE	50879	1	50879
STANDLEY	62673		
WANGENHEIM	63895		
MUIRLANDS	68045		
MARSHALL MIDDLE	69323		
CHALLENGER	73334		

Note: Charter school route distances originate from public school boundaries

HEALTH SCIENCES 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
HOOVER	1809	168	303859
HOOVER-HENRY	8292	4	33170
CRAWFORD	11985	80	958794
SAN DIEGO	14479	66	955612
HENRY-KEARNY	17502		
LINCOLN	21860	97	2120467
KEARNY	23151	10	231509
SAN DIEGO-POINT LOMA	23799	2	47599
HENRY	31863	5	159316
SERRA	34059	3	102177
MORSE	38579	34	1311673
MADISON	41205	3	123615
POINT LOMA	41758	5	208792
CLAIREMONT	48952	1	48952
MISSION BAY	52134	2	104269
UNIVERSITY CITY	66993		
LA JOLLA-UNIVERSITY CITY	68665		
SCRIPPS RANCH	70519	2	141038
MIRA MESA	71261	2	142522
LA JOLLA HIGH	72042		

Note: Charter school route distances originate from public school boundaries

ANGIER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009201	2000	344	102	35126
009201	4008	838	41	34372
009201	2001	870	167	145241
009201	4007	915	43	39357
009201	4010	928	33	30612
009201	4011	941	7	6586
009201	4006	1007	34	34239
009201	1011	1099	437	480079
009201	1010	1198	46	55096
009201	4005	1248	88	109846
009201	4003	1295	145	187790
009201	1012	1340	85	113933
009201	4013	1344	44	59128
009201	2011	1399	17	23782
009201	4009	1429	39	55740
009201	4012	1451	99	143626
009201	1001	1463	50	73155
009201	4014	1490	83	123669
009201	4004	1537	10	15375
009201	4020	1637	74	121110
009201	4001	1649	49	80802
009201	4017	1659	21	34831
009201	4015	1659	28	46447
009201	4002	1702	59	100395
009201	2004	1736	30	52069
009201	2006	1743	100	174250
009201	1002	1815	121	219568
009201	4018	1823	124	226109
009201	4016	1892	67	126747
009201	2010	1897	20	37939
009202	2000	1933	75	144961
009201	2005	2104	40	84171
009201	2003	2178	283	616241
009201	2014	2213	162	358449
009201	4019	2237	37	82785
009202	2003	2243	140	314043
009201	2007	2310	147	339558
009201	2008	2623	33	86572
009201	1003	4267	311	1327161
008702	3012	7350	147	1080423
008702	1005	7883	82	646373
008702	3010	8020	233	1868679
008702	3014	8197	253	2073753
008702	3011	8289	265	2196549
008702	3013	8582	181	1553254
008702	3003	8710	230	2003374

CARSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008901	1005	174	53	9235
008901	1006	619	66	40845
008901	1009	997	34	33897
008901	1010	1010	100	101043
008901	1008	1031	43	44329
008901	1007	1129	108	121957
008901	1002	1173	76	89181
008901	2003	1181	48	56711
008901	1004	1236	48	59315
009000	1006	1508	121	182501
009000	1010	1513	105	158814
008901	2002	1545	97	149861
008901	3006	1635	128	209253
008901	2004	1667	131	218387
008901	3007	1703	37	63002
008901	1003	1868	107	199911
008901	1000	1947	360	701078
008901	2005	2019	100	201899
009000	1007	2095	81	169658
008901	2001	2199	206	453069
008901	1001	2264	55	124495
008800	2008	2335	69	161132
008800	2004	2376	106	251886
009000	1005	2433	1006	2447111
009000	1012	2479	69	171025
008800	2002	2512	417	1047512
009000	1001	2567	42	107802
009000	1008	2579	33	85109
009000	1002	2611	61	159299
009000	1015	2620	19	49782
009000	1016	2750	286	786424
008800	2006	2853	74	211094
008800	2001	2867	43	123271
009000	1004	2891	337	974278
008901	3004	2921	409	1194891
008901	2000	2939	196	576069
008800	2005	2964	208	616607
008800	2003	3009	126	379127
008800	4009	3218	277	891465
008800	2007	3297	42	138490
008800	4004	3409	117	398851
009000	1003	3437	229	787027
008800	3008	3520	117	411890
008800	3005	3584	35	125441
009000	1014	3624	52	188435

CARSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009000	1013	3810	61	232414
008800	4007	3815	129	492138
009000	1011	3820	90	343801
008800	3006	3826	115	439986
008800	3002	3848	33	126981
008901	3008	3863	134	517663
008901	3005	3866	18	69584
008800	3007	4129	189	780457
008800	4008	4266	90	383973
008800	4006	4286	35	150017
008800	4003	4306	125	538301
008800	4002	4367	100	436732
008800	4005	4381	714	3127858
008800	3001	4613	27	124548
008800	4001	4940	46	227263
008901	3000	5041	406	2046660
008800	1011	5188	117	607054
008901	3003	5317	70	372164
008800	1002	5389	321	1729844
008800	3004	5402	48	259318
008901	3002	5550	35	194252
008901	3001	5554	294	1632919
009107	2000	5811	432	2510154
009107	2005	5820	41	238617
009107	2006	5842	61	356349
009107	2007	5977	31	185286
009107	2002	6025	60	361520
009107	2001	6194	40	247740
009107	2010	6224	38	236515
009107	2003	6270	52	326049
009107	2008	6358	67	425974
009107	2009	6373	55	350521
009000	2003	6826	15	102388
009000	1009	6967	96	668797
009107	1001	7008	27	189219
009107	2012	7290	47	342627
009107	1002	7300	28	204398
009107	1003	7318	70	512236
008902	2004	7369	721	5312997
009000	2002	7425	172	1277149
009107	1015	7453	56	417365
009000	2000	7482	986	7377204
009107	1000	7504	194	1455831
009106	2008	7562	20	151236
009107	1004	7611	28	213101

CARSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009107	1005	7621	98	746892
009107	1006	7640	20	152805
009107	1016	7723	62	478815
009107	1008	7884	50	394189
009107	1007	7915	48	379943
009107	2011	7938	398	3159154
009107	1010	7959	53	421841
009107	1019	7990	45	359540
009107	1018	8027	45	361232
009107	1013	8119	61	495271
009107	1017	8154	72	587054
009107	1014	8197	8	65576
009107	1021	8233	155	1276156
009107	1009	8233	78	642209
009107	1011	8383	36	301785
009107	1012	8384	55	461135
009107	1020	8476	129	1093428
009107	1023	8652	60	519093
009107	1028	8683	81	703357
009107	1030	8777	51	447608
009107	1031	8786	18	158148
009107	1029	8843	48	424481
009107	1025	8846	29	256535
009107	1026	8847	64	566183
008902	1006	8896	293	2606470
009107	1022	8946	65	581481
008902	2003	9051	353	3194863
009107	1024	9114	54	492148
009107	1035	9307	79	735228
008901	4000	9454	1443	13642565
009107	1032	9606	21	201720
009107	1034	9630	72	693385
008902	1004	10293	18	185277
009107	1037	10319	306	3157696
008902	1011	14856	569	8453298
008800	3003	4801	73	350479
008800	3000	6065	855	5185504
008800	1009	6194	59	365464
008800	1008	6875	126	866290

CHESTERTON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008701	2008	595	163	97052
008701	2013	734	36	26420
008701	2009	977	45	43981
008701	1009	996	79	78655
008701	2012	997	148	147593
008701	1017	1040	95	98819
008701	2016	1106	105	116091
008701	1008	1338	108	144467
008701	1011	1379	65	89606
008701	1016	1549	52	80548
008701	1010	1671	89	148736
008701	2015	1685	43	72456
008701	1006	1908	96	183189
008701	1005	1936	35	67755
008701	2006	1953	81	158203
008701	1003	2062	52	107203
008701	1012	2071	112	232008
008701	2007	2281	50	114042
008701	2005	2414	296	714450
008701	1004	2801	47	131626
008701	1002	3137	31	97246
008701	1015	4085	37	151127
008701	1001	6352	623	3957185

CUBBERLEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009305	2000	735	31	22799
009306	3005	778	592	460377
009306	2002	853	62	52860
009306	2001	853	52	44339
009306	2003	872	51	44465
009305	2001	1142	59	67392
009305	2003	1307	91	118921
009306	2000	1338	64	85662
009306	3007	1370	71	97249
009306	3006	1496	40	59824
009305	2002	1529	95	145281
009306	2004	1679	69	115853
009305	2004	1679	88	147767
009305	2007	1724	52	89639
009306	3003	2064	15	30958
009306	1006	2232	44	98188
009306	3008	2353	60	141151
009306	3002	2373	46	109153
009306	3004	2494	83	206983
009305	2005	2513	91	228724
009306	3000	2514	28	70405
009306	3001	2763	104	287385
009306	1002	2827	645	1823207
009306	3010	3275	47	153939
009306	3009	3276	47	153956
009306	4012	8501	27	229529
009306	1003	9243	776	7172542
009306	4010	9326	9	83932
009306	4008	10082	87	877140
009306	4011	10420	96	1000344
009306	4009	10436	245	2556940
009306	4006	10688	475	5076667
009306	4007	10715	86	921497
009306	4004	11578	455	5268174
009306	4015	12166	82	997588

FLETCHER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008702	2003	452	488	220572
008702	2011	942	72	67838
008702	2007	1747	94	164184
008702	2012	1968	93	183065
008702	2010	2071	47	97321
008702	2004	2601	96	249717
008702	2005	2603	19	49455
008702	2000	2701	148	399771
008702	1011	3145	26	81778
008702	1008	3509	101	354362
008702	1002	3530	351	1238910
008702	1010	3674	97	356373
008702	1009	4033	291	1173653
008702	1007	4350	50	217477
008702	1001	4535	926	4199667
008702	1006	5206	36	187417
008702	2006	5221	723	3774980
008702	1015	5644	111	626432
008702	1013	6463	24	155124
008800	1008	6792	126	855853
008800	1009	7011	59	413658
008800	3003	9028	73	659076
008800	3000	10292	855	8799896

JONES ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009202	2025	418	57	23807
009202	2013	492	19	9357
009202	2015	522	30	15672
009202	2014	729	33	24060
009202	2012	735	16	11762
009202	2006	1167	50	58358
009201	3005	1238	56	69319
009202	2026	1239	50	61930
009202	2016	1317	45	59273
009202	2027	1372	56	76827
009202	2010	1392	39	54288
009202	2024	1488	114	169662
009202	2007	1571	97	152432
009201	3011	1619	62	100359
009201	3010	1623	75	121714
009202	2028	1631	67	109274
009202	2005	1732	13	22516
009202	1001	1749	15	26231
009202	2008	1785	100	178459
009202	2022	1791	30	53727
009201	3007	1846	34	62774
009202	2011	1924	13	25012
009201	3000	1941	98	190237
009201	3009	1967	60	118022
009201	3008	2000	53	106014
009202	2023	2060	21	43269
009202	2009	2138	259	553644
009201	4027	2198	42	92325
009201	3002	2211	466	1030528
009201	3004	2219	65	144226
009202	2004	2240	45	100796
009202	1002	2265	10	22650
009202	1000	2379	91	216446
009202	2002	2432	23	55928
009201	3003	2510	60	150588
009202	2017	2526	21	53040
009202	1003	2573	22	56606
009201	4021	2723	140	381262
009201	3006	2761	65	179444
009202	2019	2789	69	192412
009201	4024	2824	49	138385
009201	3001	2851	65	185319
009201	2009	2875	42	120764
009201	4023	3079	28	86215
009201	4025	3079	14	43110

JONES ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009202	1005	3224	86	277225
009202	1004	3334	77	256688
009202	2018	3629	280	1016209
009202	1006	3986	135	538146
009202	2031	4338	26	112784
009202	2030	4594	218	1001457
009202	1010	6237	29	180862
009202	1009	7837	59	462382
009202	1011	10272	422	4334916
009304	3002	11559	1111	12842244
009304	3001	11999	517	6203580
009304	3004	12122	128	1551662
009304	2007	12269	496	6085360
009304	3003	12565	1981	24891398
009304	2011	13232	184	2434631
009202	1008	13695	501	6861174
009304	2038	13932	72	1003082
009304	2010	14045	892	12528057

JUAREZ ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009305	3001	272	79	21494
009305	1000	770	645	496955
009305	3002	824	114	93906
009305	3005	986	39	38473
009305	2009	1033	35	36160
009305	2010	1184	49	58022
009305	3004	1203	121	145556
009305	3003	1297	131	169913
009306	2006	1307	50	65338
009305	3000	1326	45	59682
009306	2007	1361	26	35383
009305	3006	1574	66	103855
009305	2008	1574	27	42490
009306	2005	1848	36	66527
009305	3007	1931	76	146762
009306	2008	2054	38	78044
009305	2011	2112	117	247109
009306	2009	2328	46	107069
009306	2010	2590	52	134701
009305	2006	2594	135	350239
009305	2012	2742	75	205659
009306	2011	2800	66	184770
009306	1004	3246	722	2343675
009306	1005	3302	48	158480
009306	2012	3326	47	156328
009305	1018	7804	3	23411
009305	1017	7811	168	1312246
009305	1019	7889	76	599596
009305	1013	7966	4	31866
009305	1011	7996	3	23989
009305	1012	8040	3	24121
009305	1006	8261	33	272629
009305	1016	8312	2	16624
009305	1020	8403	42	352941
009305	1005	8497	48	407837
009305	1002	8578	201	1724184
009305	1008	8598	283	2433167
009305	1023	8606	127	1093008
009305	1003	8628	49	422772
009305	1024	8647	440	3804801
009305	1001	8699	388	3375286
009305	1015	8796	11	96761
009305	1004	8809	42	369982
009305	1014	8838	132	1166592
009305	1009	8868	76	673996

JUAREZ ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009202	2041	8963	66	591559
009202	2039	8980	3	26940
009304	1024	9084	178	1616863
009202	2037	9268	2	18537
009305	1022	9564	14	133890
009305	1021	9582	24	229977
009305	1010	9698	58	562511
009202	2035	9793	497	4867275
009304	1005	9814	507	4975454
009202	2038	9836	153	1504957
009202	2036	9879	131	1294173
009202	2042	9909	10	99088
009304	1010	9963	413	4114595
009202	2040	9996	111	1109510
009304	1002	10118	727	7355445
009304	1006	10132	693	7021518
009304	2006	15117	18	272112
009603	009603	7937	30	238123
009603	009603	8090	1111	8988253
009603	009603	8367	1030	8617652
009603	009603	8606	1336	11497356
009603	009603	9020	26	234521
009603	009603	9151	581	5316680
009603	009603	9330	57	531825
009603	009603	9348	187	1748133
009603	009603	9639	154	1484445
009603	009603	11290	4	45160
009603	009603	11678	16	186848
009509	009509	11891	682	8109820

LINDA VISTA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008600	2001	1165	718	836715
008600	2005	1181	72	85040
008600	2003	1186	77	91356
008600	1023	1206	130	156761
008701	1014	1321	77	101748
008600	1007	1333	88	117295
008600	1004	1547	136	210401
008600	2002	1597	436	696443
008600	4001	1653	246	406574
008600	2004	1664	72	119829
008701	1020	1736	72	124973
008600	4003	1765	246	434212
008600	1014	1846	82	151351
008600	4002	1898	140	265757
008600	1003	1962	61	119693
008600	3001	1996	8	15965
008600	1016	2003	19	38053
008600	1011	2094	126	263783
008600	3002	2116	39	82533
008600	4004	2225	67	149051
008600	1009	2234	16	35743
008600	1017	2248	63	141611
008600	1005	2263	81	183324
008600	4008	2317	112	259523
008600	1000	2380	1435	3415964
008701	1013	2391	80	191272
008600	1006	2404	97	233228
008600	1018	2454	49	120226
008600	4007	2531	246	622596
008600	3008	2632	239	629001
008600	4000	2683	230	617167
008600	1010	2749	85	233703
008600	1012	2775	78	216418
008600	3000	2791	115	320955
008600	4005	2815	239	672813
008600	1019	2906	41	119145
008600	1020	2933	86	252206
008600	3005	2983	74	220778
008600	4006	3162	28	88525
008600	3006	3238	89	288150
008600	3004	3394	192	651604
008800	1003	3442	40	137670
008600	1001	3507	49	171851
008600	3003	3543	311	1101850
008600	1008	3570	46	164238

LINDA VISTA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008800	1001	3655	115	420371
008600	1021	3716	28	104050
008800	1005	3872	273	1057081
008800	1004	3931	145	570055
008600	1013	3946	34	134179
008800	1010	3954	191	755158
008600	3007	4051	38	153944
008800	4000	4361	158	689107
008800	1000	4366	65	283794
008800	1006	4415	151	666650
008800	1007	4877	217	1058218

ROSS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008510	2018	1128	32	36083
008510	3011	1148	67	76913
008510	2013	1151	74	85207
008510	2014	1189	112	133124
008510	2012	1295	51	66043
008510	3002	1386	87	120615
008510	3003	1396	56	78158
008510	2017	1477	175	258554
008510	2011	1483	109	161669
008510	3007	1639	115	188510
008510	2006	1653	57	94245
008510	3004	1658	52	86238
008510	2005	1669	62	103454
008510	3008	1725	103	177624
008510	2003	1765	36	63526
008510	3001	1796	1032	1853300
008510	4003	1904	76	144717
008510	2010	2026	148	299810
008510	4001	2065	47	97049
008510	2007	2121	42	89102
008510	2002	2124	443	941086
008510	4000	2175	55	119638
008510	1003	2176	62	134895
008510	4002	2190	276	604571
008510	2016	2290	25	57249
008510	2009	2301	80	184065
008510	2004	2328	54	125732
008510	3005	2456	51	125281
008510	2015	2549	137	349275
008510	1002	2704	74	200081
008510	2001	2796	100	279606
008510	1001	2878	705	2029243
008510	2008	2947	61	179796
008510	2000	2969	131	388993
008510	4007	3154	97	305946
008510	3006	3224	224	722271
008510	1004	3243	139	450795
008510	4006	3358	24	80590
008510	4008	3426	262	897694
008510	1005	3484	75	261267
008510	4005	3664	386	1414271
008510	1006	3784	34	128655
008510	1010	4123	47	193792
008510	1007	4170	26	108422
008510	4004	4275	381	1628856

ROSS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008510	1011	4371	98	428402
008701	2003	4390	416	1826301
008510	1009	4879	38	185414
008701	2004	5639	228	1285786
008511	1123	8381	44	368767
008511	1122	8613	95	818200
008511	1117	9194	140	1287213
008511	1118	9503	84	798249
008511	1116	9670	43	415793

WEGEFORTH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009301	1001	482	55	26517
009301	1006	531	61	32400
009301	1005	660	44	29042
009301	1007	707	132	93332
009301	1012	794	76	60359
009301	3001	864	198	171055
009301	1004	904	43	38874
009301	1000	1031	73	75254
009301	1002	1147	45	51630
009301	1003	1247	53	66107
009301	4001	1309	126	164986
009301	1008	1430	25	35740
009301	1009	1737	87	151117
009301	1010	1917	74	141828
009301	4000	2355	815	1919113
009301	2009	2504	50	125200
009301	2008	2583	118	304847
009201	1000	2702	140	378222
009301	2005	2871	82	235452
009301	3002	3001	741	2224078
009301	2010	3106	137	425547
009301	3000	3432	272	933500
009301	2007	3506	93	326043
009301	2004	3767	49	184595
009301	2001	4462	495	2208877
009301	2002	4519	102	460966
009301	2003	4808	60	288510
009301	2006	5609	58	325350
008511	1044	14510	41	594916
008511	1037	14585	176	2566898
008511	1046	14965	36	538743
008511	1045	15052	845	12718659
008511	1038	15530	41	636750
008511	1048	15598	24	374362
008511	1036	15635	22	343980
008511	1047	15650	95	1486779
008511	1039	15768	73	1151076
008511	1035	15780	153	2414296

MONTGOMERY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008600	4003	477	246	117228
008600	4002	610	140	85360
008600	4008	658	112	73708
008600	4007	872	246	214467
008600	4004	936	67	62718
008600	3008	973	239	232485
008600	3001	1229	8	9835
008600	3002	1350	39	52647
008600	1009	1468	16	23482
008600	4005	1618	239	386789
008600	4001	1696	246	417101
008800	4007	1786	129	230346
008600	2003	1798	77	138471
008600	2004	1802	72	129733
008600	4000	1814	230	417191
008600	3003	1942	311	603831
008600	3000	2025	115	232826
008600	4006	2080	28	58232
008600	3004	2091	192	401421
008600	2002	2139	436	932421
008600	2001	2183	718	1567344
008600	3005	2217	74	164069
008800	4008	2237	90	201327
008800	4006	2257	35	78988
008600	2005	2285	72	164523
008800	4005	2426	714	1732095
008800	2001	2458	43	105692
008600	3006	2471	89	219946
008800	1003	2572	40	102892
008800	4009	2661	277	737205
008701	1014	2676	77	206017
008800	1001	2786	115	320383
008600	3007	2805	38	106596
008800	2002	2813	417	1172900
008600	1023	2845	130	369886
008800	2003	2871	126	361712
009000	1002	2951	61	180038
008600	1007	2967	88	261085
008800	2008	2989	69	206274
009000	1001	2996	42	125840
008800	1005	3003	273	819718
008800	1004	3062	145	443984
008800	1010	3084	191	589091
008701	1020	3090	72	222472
008701	1015	3092	37	114387

MONTGOMERY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009000	1003	3128	229	716266
008600	1013	3180	34	108123
008600	1004	3186	136	433363
008600	1003	3316	61	202296
008800	4003	3323	125	415356
008800	4004	3398	117	397528
008600	1014	3415	82	280048
008701	1016	3468	52	180360
008800	4000	3492	158	551732
008800	2004	3503	106	371359
008600	1016	3572	19	67873
008901	1003	3601	107	385281
008600	1017	3602	63	226923
008600	1005	3617	81	293011
008701	2015	3650	43	156950
008800	1009	3651	59	215407
008901	1001	3660	55	201301
008600	1011	3663	126	461538
008800	2006	3691	74	273149
008701	1013	3745	80	299605
008600	1006	3759	97	364581
008800	1006	3762	151	568126
008800	2005	3803	208	791030
008600	1018	3808	49	186579
008800	4001	3826	46	175977
008701	1017	3828	95	363623
008901	1004	3856	48	185095
009000	1004	3897	337	1313304
008901	1000	3907	360	1406636
008600	1000	3950	1435	5668175
008800	4002	3970	100	397021
008701	1012	3991	112	446988
009000	1007	3996	81	323702
008800	1007	4009	217	870040
008800	2007	4047	42	169982
009000	1010	4050	105	425290
008901	1002	4084	76	310374
008600	1010	4104	85	348806
008800	1000	4126	65	268180
008800	1011	4205	117	491978
008701	2016	4214	105	442427
008701	1011	4284	65	278491
008701	1004	4297	47	201954
008701	2013	4303	36	154899
008600	1012	4344	78	338838

MONTGOMERY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008800	1008	4384	126	552398
008800	3003	4404	73	321490
008800	1002	4405	321	1414122
008901	1007	4409	108	476186
008901	1006	4469	66	294976
008600	1019	4475	41	183494
008600	1020	4502	86	387182
008701	1010	4577	89	407363
008701	1009	4619	79	364902
008701	1002	4633	31	143632
008800	3005	4717	35	165098
008901	1008	4729	43	203335
008701	2009	4754	45	213936
008701	2012	4774	148	706556
008800	3008	4844	117	566709
008701	1008	4961	108	535792
008701	1003	4968	52	258311
008701	2008	5001	163	815232
009000	1006	5031	121	608770
008600	1001	5077	49	248756
008901	1005	5082	53	269325
008600	1008	5140	46	236434
008800	3006	5149	115	592159
008901	1009	5170	34	175771
008800	3002	5171	33	170648
008901	1010	5183	100	518319
008901	2000	5211	196	1021293
008600	1021	5286	28	147995
009000	1005	5289	1006	5320919
008701	1006	5334	96	512066
008701	1001	5359	623	3338565
008800	3007	5453	189	1030549
008901	3006	5460	128	698912
008701	1005	5559	35	194574
008800	3000	5668	855	4845978
008701	2006	5730	81	464121
008901	3007	5876	37	217394
008901	2003	5931	48	284706
008800	3001	5936	27	160275
008702	1002	5962	351	2092701
008701	2007	6058	50	302880
008701	2005	6190	296	1832375
008901	2005	6192	100	619175
008901	2002	6295	97	610602
009000	1012	6304	69	434982

MONTGOMERY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009000	1008	6405	33	211349
008702	2000	6411	148	948756
008901	2004	6417	131	840624
009000	1015	6446	19	122465
008701	2004	6493	228	1480294
009000	1016	6575	286	1880506
008800	3004	6726	48	322834
008702	1011	6855	26	178221
008901	2001	6949	206	1431550
008901	3004	7094	409	2901550
008702	1010	7178	97	696293
008702	1008	7218	101	729007
008702	1009	7237	291	2106100
008901	3000	7313	406	2968909
008702	1001	7333	926	6790595
009000	1014	7449	52	387359
008901	3003	7588	70	531172
009000	1013	7636	61	465767
009000	1011	7645	90	688093
008901	3008	7689	134	1030275
008901	3005	7691	18	138442
008510	1009	7764	38	295016
008510	1011	7811	98	765451
008901	3002	7822	35	273756
008901	3001	7826	294	2300755
008510	4004	7898	381	3009326
008510	4008	7974	262	2089113
008702	1007	8059	50	402945
008702	1015	8076	111	896434
008510	1010	8224	47	386517
008702	2011	8233	72	592745
008701	2003	8253	416	3433141
008702	2003	8274	488	4037565
008510	4005	8374	386	3232384
008510	1005	8425	75	631841
008510	1007	8484	26	220581
008510	1006	8557	34	290923
008510	4006	8674	24	208174
008702	1013	8896	24	213502
008702	1006	8915	36	320954
008702	2006	8931	723	6456842
008510	4007	8960	97	869096
008510	1002	9210	74	681573
008702	2007	9215	94	866206
008510	1003	9224	62	571907

MONTGOMERY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008510	4000	9225	55	507363
008702	2012	9437	93	877619
008702	2010	9539	47	448332
008510	1004	9555	139	1328128
009107	2000	9636	432	4162754
009107	2005	9645	41	395461
009107	2006	9667	61	589702
009107	2007	9802	31	303876
009107	2002	9851	60	591048
008510	3006	9918	224	2221681
008510	4001	9958	47	468047
009107	2001	10019	40	400759
009107	2010	10050	38	381883
009107	2003	10096	52	524973
008510	1001	10106	705	7124933
009107	2008	10183	67	682280
008510	2004	10195	54	550530
009107	2009	10199	55	560922
008510	3011	10252	67	686889
008510	3007	10262	115	1180099
008510	4002	10333	276	2851881
008702	2004	10423	96	1000601
008702	2005	10425	19	198067
009000	2003	10651	15	159770
008510	4003	10749	76	816961
009000	1009	10792	96	1036041
009107	1001	10834	27	292507
008510	2016	10900	25	272491
008510	3004	10990	52	571463
008510	2017	11010	175	1926834
008510	2015	11054	137	1514420
009107	2012	11115	47	522424
009107	1002	11125	28	311511
008510	3001	11127	1032	11483137
009107	1003	11143	70	780018
008510	2018	11158	32	357067
008902	2004	11194	721	8071155
008510	3002	11227	87	976789
008510	3003	11237	56	629258
009000	2002	11251	172	1935128
009107	1015	11278	56	631591
009000	2000	11307	986	11149110
008902	2003	11322	353	3996721
009107	1000	11330	194	2197970
008510	2014	11335	112	1269494

MONTGOMERY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009106	2008	11387	20	227746
009107	1004	11436	28	320214
009107	1005	11447	98	1121787
009107	1006	11466	20	229314
008510	2006	11518	57	656540
008510	2005	11533	62	715073
009107	1016	11548	62	715994
008510	2003	11629	36	418659
008510	2013	11684	74	864632
009107	1008	11709	50	585462
008901	4000	11726	1443	16920414
009107	1007	11741	48	563565
009107	2011	11763	398	4681688
009107	1010	11785	53	624591
008510	2002	11806	443	5229990
009107	1019	11815	45	531686
008510	2012	11828	51	603214
009107	1018	11853	45	533377
009107	1013	11945	61	728624
009107	1017	11979	72	862488
008510	2011	12016	109	1309742
009107	1014	12023	8	96180
009107	1021	12059	155	1869103
009107	1009	12059	78	940595
008510	3008	12101	103	1246381
009107	1011	12208	36	439501
009107	1012	12210	55	671536
009107	1020	12302	129	1586912
008510	2010	12402	148	1835500
009107	1023	12477	60	748621
009107	1028	12509	81	1013219
008902	1004	12565	18	226165
009107	1030	12602	51	642707
009107	1031	12611	18	227007
008510	2007	12654	42	531478
009107	1029	12669	48	608103
009107	1025	12671	29	367473
009107	1026	12672	64	811013
008510	2009	12677	80	1014167
008902	1006	12721	293	3727330
009107	1022	12771	65	830136
008510	3005	12833	51	654471
009107	1024	12939	54	698723
009107	1035	13132	79	1037439
008510	2001	13172	100	1317235

MONTGOMERY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009107	1032	13431	21	282055
008510	2008	13443	61	820030
009107	1034	13456	72	968818
008510	2000	13502	131	1768787
009107	1037	14145	306	4328287
008511	1123	14300	44	629201
008511	1122	14532	95	1380502
008511	1117	15113	140	2115868
008511	1118	15422	84	1295442
008511	1116	15589	43	670309
008902	1011	17128	569	9745811

TAFT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009305	2000	825	31	25584
009306	2003	1385	51	70619
009305	2001	1636	59	96502
009305	2003	1800	91	163818
009306	3004	1878	83	155864
009306	2002	1913	62	118613
009306	2001	1913	52	99487
009305	2002	2023	95	192152
009301	4000	2118	815	1726281
009306	2004	2195	69	151421
009305	2004	2195	88	193129
009305	2007	2217	52	115295
009301	3002	2306	741	1708640
009306	3003	2330	15	34950
009306	3005	2338	592	1384336
009306	2000	2399	64	153536
009306	3006	2440	40	97582
009306	3007	2565	71	182147
009301	4001	2594	126	326899
009306	3008	2619	60	157118
009306	3002	2639	46	121395
009301	1010	2652	74	196271
009301	3000	2736	272	744297
009306	3000	2781	28	77856
009305	2008	2829	27	76380
009305	2005	3007	91	273622
009301	1009	3022	87	262914
009306	3001	3029	104	315062
009306	1002	3093	645	1994857
009306	2005	3103	36	111705
009305	2006	3134	135	423149
009305	2010	3192	49	156428
009306	1006	3292	44	144852
009306	2006	3365	50	168273
009305	2009	3369	35	117931
009305	3000	3385	45	152323
009306	2007	3420	26	88908
009301	1008	3426	25	85640
009306	3010	3541	47	166447
009306	3009	3542	47	166464
009301	2009	3580	50	179008
009301	2005	3607	82	295780
009305	2012	3665	75	274840
009301	2008	3687	118	435063
009301	1006	3823	61	233207

TAFT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009301	2010	3842	137	526340
009202	2002	3910	23	89924
009301	1007	3999	132	527863
009301	1001	4011	55	220583
009305	2011	4089	117	478364
009305	3001	4104	79	324252
009306	2008	4109	38	156127
009301	1005	4189	44	184296
009301	2007	4242	93	394464
009202	2005	4256	13	55323
009301	1012	4323	76	328524
009202	2000	4355	75	326615
009306	2009	4382	46	201591
009301	3001	4392	198	869695
009301	1004	4433	43	190599
009202	2004	4464	45	200863
009201	4002	4496	59	265273
009301	2004	4503	49	220645
009201	4001	4549	49	222889
009301	1000	4559	73	332833
009306	2010	4645	52	241551
009301	1002	4676	45	210411
009202	2011	4688	13	60948
009301	1003	4765	53	252561
009202	2007	4770	97	462682
009202	2006	4820	50	241022
009201	1011	4880	437	2132397
009202	2003	4896	140	685397
009201	4019	4901	37	181353
009202	2008	4936	100	493635
009201	4020	5044	74	373225
009201	4004	5067	10	50673
009305	3007	5076	76	385791
009201	4016	5079	67	340260
009306	2011	5088	66	335813
009305	1000	5141	645	3315880
009201	4018	5147	124	638203
009201	4021	5169	140	723681
009305	3006	5191	66	342638
009301	2001	5198	495	2573055
009305	3002	5200	114	592830
009202	2010	5220	39	203594
009301	2002	5255	102	536009
009201	4005	5257	88	462609
009201	1010	5271	46	242458

TAFT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009201	4003	5304	145	769046
009201	4015	5311	28	148710
009201	4017	5311	21	111537
009201	4027	5313	42	223165
009201	4009	5348	39	208581
009305	3005	5363	39	209158
009201	4007	5405	43	232418
009202	2013	5495	19	104407
009201	4006	5497	34	186892
009201	4023	5525	28	154699
009201	4025	5525	14	77352
009306	1004	5535	722	3995994
009201	1001	5538	50	276921
009301	2003	5544	60	332653
009201	4014	5554	83	460962
009305	3004	5579	121	675116
009306	1005	5590	48	268329
009201	4012	5593	99	553704
009306	2012	5615	47	263889
009201	3000	5640	98	552692
009201	1012	5661	85	481195
009201	4024	5666	49	277645
009305	3003	5674	131	743239
009202	2014	5692	33	187834
009201	4010	5702	33	188172
009202	2012	5734	16	91748
009201	1002	5750	121	695707
009201	2011	5791	17	98449
009201	4008	5791	41	237451
009201	1000	5825	140	815464
009201	4013	5846	44	257234
009201	3011	5896	62	365549
009201	3010	5900	75	442508
009202	2016	5921	45	266450
009201	2006	5935	100	593524
009201	2004	5942	30	178264
009201	2000	5981	102	610112
009202	2015	5992	30	179761
009201	4011	6016	7	42115
009201	2014	6151	162	996421
009201	3001	6169	65	400987
009201	2009	6193	42	260119
009201	2007	6248	147	918458
009201	2010	6270	20	125400
009301	2006	6345	58	368021

TAFT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009202	2027	6388	56	357755
009202	2025	6405	57	365100
009201	2001	6507	167	1086640
009201	2008	6606	33	217996
009201	3005	6617	56	370544
009202	2026	6618	50	330881
009201	2005	6638	40	265537
009202	2028	6648	67	445385
009201	2003	6712	283	1899407
009202	2009	6742	259	1746061
009201	2002	7056	122	860796
009201	3007	7225	34	245661
009202	2024	7273	114	829101
009202	2022	7473	30	224176
009202	2017	7542	21	158388
009202	1001	7736	15	116045
009306	4012	7885	27	212900
009201	3009	7955	60	477278
009201	3008	7988	53	423356
009202	2023	8048	21	169008
009201	3002	8199	466	3820748
009201	3004	8206	65	533420
009202	1002	8253	10	82526
009202	1000	8366	91	761317
009201	3003	8497	60	509844
009202	1003	8561	22	188333
009306	1003	8627	776	6694615
009306	4010	8710	9	78389
009201	3006	8748	65	568637
009202	2019	8776	69	605556
009202	1005	9211	86	792158
009202	1004	9321	77	717733
009201	1003	9382	311	2917812
009306	4008	9466	87	823558
009202	2018	9617	280	2692736
009306	4011	9804	96	941219
009306	4009	9821	245	2406048
009202	1006	9974	135	1346471
009306	4006	10072	475	4784121
009306	4007	10099	86	868531
009305	1018	10103	3	30310
009305	1017	10111	168	1698620
009305	1019	10189	76	774384
009305	1013	10266	4	41065
009305	1011	10296	3	30888

TAFT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009202	2031	10325	26	268461
009305	1012	10340	3	31020
009305	1006	10561	33	348524
009202	2030	10581	218	2306753
009305	1016	10612	2	21224
009305	1020	10703	42	449534
009305	1005	10796	48	518229
009305	1002	10878	201	2186452
009305	1008	10898	283	3084022
009305	1023	10906	127	1385088
009305	1003	10928	49	535465
009305	1024	10947	440	4816732
009306	4004	10963	455	4987946
009305	1001	10999	388	4267625
009305	1015	11096	11	122060
009305	1004	11109	42	466575
009305	1014	11138	132	1470171
009305	1009	11168	76	848784
009202	2041	11263	66	743348
009202	2039	11280	3	33839
009304	1024	11383	178	2026236
009306	4015	11550	82	947085
009202	2037	11568	2	23136
009305	1022	11863	14	166088
009305	1021	11882	24	285173
009305	1010	11998	58	695902
009202	2035	12093	497	6010297
009304	1005	12113	507	6141475
009202	2038	12136	153	1856833
009202	2036	12179	131	1595452
009202	2042	12209	10	122086
009202	1010	12224	29	354502
009304	1010	12263	413	5064430
009202	2040	12295	111	1364792
009304	1002	12417	727	9027431
009304	1006	12432	693	8615309
008702	3012	12464	147	1832274
008702	1005	12997	82	1065773
008702	3010	13135	233	3060388
008702	3014	13311	253	3367755
008702	3011	13403	265	3551927
008702	3013	13696	181	2479003
009202	1009	13825	59	815650
008702	3003	13825	230	3179740
009304	3002	16033	1111	17812796

TAFT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009202	1011	16260	422	6861681
009304	3001	16473	517	8516609
009304	3004	16596	128	2124327
008511	1038	16632	41	681897
008511	1048	16700	24	400790
008511	1036	16737	22	368205
009304	2007	16743	496	8304436
008511	1047	16751	95	1591389
008511	1039	16869	73	1231461
008511	1035	17082	153	2613588
008511	1044	17369	41	712118
009304	2006	17417	18	313509
008511	1046	17463	36	628654
008511	1045	17549	845	14829078
008511	1037	17728	176	3120210
009304	3003	18553	1981	36752824
009202	1008	18973	501	9505436
009304	2011	19219	184	3536349
009304	2038	19919	72	1434189
009304	2010	20033	892	17868992
009603	2003	10237	30	307118
009603	3000	10390	1111	11543379
009603	2001	10666	1030	10986490
009603	1000	10906	1336	14569946
009603	4017	11320	26	294317
009603	4018	11451	581	6652889
009603	4021	11630	57	662916
009603	4019	11648	187	2178204
009603	4020	11939	154	1838621
009603	4005	13590	4	54359
009603	4008	13978	16	223646
009509	1008	14191	682	9678313

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008510	4004	1316	381	501409
008510	4008	1391	262	364509
008701	2004	1707	228	389193
008510	1009	1764	38	67043
008510	4005	1792	386	691555
008510	1011	1811	98	177521
008510	1010	2054	47	96515
008510	4006	2091	24	50195
008701	2003	2253	416	937435
008510	1005	2254	75	169071
008510	4007	2377	97	230597
008702	1005	2451	82	201004
008510	1007	2485	26	64599
008510	1006	2557	34	86947
008510	1003	2642	62	163794
008510	4000	2642	55	145328
008702	3014	2765	253	699628
008701	2009	2866	45	128950
008510	1004	2986	139	415107
008701	1005	3033	35	106163
008510	1002	3040	74	224973
008702	3012	3120	147	458707
008701	2006	3244	81	262745
008701	1008	3336	108	360275
008510	4001	3376	47	158672
008701	1006	3426	96	328861
008702	1013	3448	24	82757
008702	3013	3520	181	637135
008701	2012	3551	148	525538
008701	2007	3571	50	178574
008702	3003	3649	230	839245
008510	3011	3670	67	245864
008701	1009	3678	79	290554
008510	3007	3679	115	423116
008701	2005	3704	296	1096481
008702	3010	3765	233	877258
008701	2008	3805	163	620149
008510	3006	3919	224	877839
008510	1001	3936	705	2774894
008702	3011	4034	265	1068968
008701	1017	4076	95	387230
008510	4003	4167	76	316694
008701	1003	4260	52	221519
008510	2016	4317	25	107929
008701	1011	4414	65	286940

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008510	2017	4428	175	774904
008701	1010	4456	89	396549
008510	2015	4472	137	612623
008701	2013	4503	36	162118
008510	2018	4576	32	146428
008701	1016	4585	52	238415
008510	3002	4645	87	404115
008510	3003	4654	56	260640
008701	2016	4736	105	497300
008510	4002	4741	276	1308630
008701	2015	4776	43	205354
008510	3004	4819	52	250609
008510	2004	4879	54	263483
008510	2014	4883	112	546850
008510	3001	4957	1032	5115420
008510	2013	5102	74	377530
008701	1012	5107	112	572029
008510	2012	5245	51	267509
008510	2011	5434	109	592254
008510	3008	5518	103	568388
008510	2006	5604	57	319413
008510	2005	5619	62	348373
008510	2003	5715	36	205737
008510	2010	5820	148	861296
008701	1004	5836	47	274314
008600	4000	5933	230	1364618
008701	1020	5990	72	431275
008600	4006	6062	28	169739
008600	4005	6065	239	1449513
008510	2007	6072	42	255015
008510	2002	6075	443	2691077
008510	2009	6095	80	487571
008701	1002	6173	31	191359
008510	3005	6250	51	318766
008701	1013	6313	80	505045
008800	1003	6342	40	253691
008702	1015	6355	111	705414
008702	1002	6441	351	2260635
008600	4001	6442	246	1584792
008600	4004	6532	67	437611
008800	1001	6556	115	753929
008800	1000	6558	65	426293
008510	2001	6590	100	658989
008800	1006	6607	151	997686
008701	1014	6704	77	516241

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008800	1005	6773	273	1848919
008600	4007	6811	246	1675617
008800	1004	6832	145	990629
008800	1010	6854	191	1309155
008600	4002	6858	140	960104
008510	2008	6861	61	418500
008702	2000	6889	148	1019565
008510	2000	6920	131	906485
008600	2001	6930	718	4975484
008600	4003	6991	246	1719802
008600	4008	7025	112	786818
008800	1007	7069	217	1533945
008701	1015	7120	37	263456
008800	4000	7262	158	1147387
009201	1003	7329	311	2279433
008702	1011	7333	26	190660
008800	1009	7421	59	437835
008800	4001	7596	46	349395
008702	1010	7657	97	742702
008702	1008	7696	101	777330
008702	1009	7716	291	2245328
008800	1008	7723	126	973126
008702	1001	7812	926	7233635
008600	3008	7928	239	1894786
008800	1011	7988	117	934649
008800	4007	8017	129	1034232
008800	4003	8155	125	1019400
008800	4002	8169	100	816873
008800	1002	8189	321	2628631
008511	1123	8301	44	365233
008600	3001	8326	8	66611
008600	3002	8447	39	329433
008800	4008	8469	90	762178
008800	4006	8488	35	297097
008511	1122	8532	95	810569
008702	1007	8537	50	426867
008600	1009	8565	16	137035
008600	3003	8651	311	2690471
008800	4005	8658	714	6181512
008800	2001	8690	43	373654
008702	2011	8711	72	627193
008600	2005	8739	72	629229
008600	2003	8745	77	673336
008702	2003	8752	488	4271046
008600	1023	8764	130	1139325

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008600	3004	8800	192	1689636
008600	1007	8891	88	782415
008800	4009	8893	277	2463379
008600	2004	8899	72	640724
008800	2002	9044	417	3771509
008800	4004	9053	117	1059157
008800	2003	9102	126	1146904
008600	1004	9105	136	1238314
008511	1117	9114	140	1275967
008600	3000	9122	115	1048991
008600	2002	9156	436	3991811
009201	1000	9165	140	1283130
008600	1003	9215	61	562143
008800	2008	9221	69	636260
009201	1002	9293	121	1124425
008600	3007	9305	38	353571
008600	3005	9314	74	689254
009201	1012	9345	85	794287
008701	1001	9388	623	5848553
008702	1006	9394	36	338178
008800	3003	9398	73	686043
008600	1014	9404	82	771122
008702	2006	9409	723	6802758
008511	1118	9423	84	791502
009000	1002	9451	61	576498
009201	1001	9467	50	473363
009000	1001	9496	42	398812
008600	1017	9501	63	598567
008600	1005	9517	81	770840
008600	1016	9561	19	181659
008600	3006	9568	89	851587
008511	1116	9589	43	412339
009000	1003	9627	229	2204616
008600	1011	9652	126	1216114
008600	1006	9658	97	936795
008702	2007	9693	94	911180
008600	1018	9707	49	475636
009201	1010	9728	46	447485
008800	2004	9735	106	1031917
008901	1003	9853	107	1054236
009201	4008	9856	41	404082
009201	2000	9879	102	1007618
008901	1001	9912	55	545156
008702	2012	9915	93	922115
008800	2006	9923	74	734293

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008800	2007	9923	42	416774
009201	4007	9933	43	427102
008600	1000	9939	1435	14261956
009201	4010	9945	33	328184
009201	4011	9972	7	69804
008600	1010	10003	85	850231
008702	2010	10017	47	470819
009201	4006	10024	34	340828
008800	2005	10035	208	2087219
008901	1004	10088	48	484215
009201	1011	10116	437	4420652
008901	1000	10139	360	3650040
009000	1004	10190	337	3434075
009201	4005	10266	88	903371
008600	1013	10277	34	349425
009000	1007	10289	81	833442
009201	4003	10312	145	1495303
008600	1012	10333	78	805957
008901	1002	10336	76	785520
009000	1010	10343	105	1086065
009201	4013	10375	44	456497
009201	2001	10404	167	1737459
009301	1003	10417	53	552114
009201	2011	10430	17	177311
009201	4009	10447	39	407416
008600	1019	10464	41	429030
009201	4012	10468	99	1036342
008600	1020	10491	86	902210
009201	4014	10507	83	872107
009301	1002	10521	45	473456
009201	4004	10555	10	105548
008800	3005	10593	35	370757
008901	1007	10641	108	1149207
009201	4020	10654	74	788393
008800	3000	10662	855	9115741
009201	4001	10666	49	522651
009201	4017	10676	21	224195
009201	4015	10676	28	298932
008901	1006	10701	66	706267
009201	4002	10719	59	632418
009201	4024	10760	49	527241
009301	1004	10762	43	462745
009201	2004	10767	30	323003
009201	2006	10774	100	1077363
009201	4018	10841	124	1344258

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008702	2004	10901	96	1046532
008702	2005	10903	19	207158
009201	4016	10909	67	730908
009201	2010	10928	20	218562
009202	2000	10950	75	821261
009201	2002	10953	122	1336244
009201	4023	10954	28	306725
009201	4025	10955	14	153365
008901	1008	10981	43	472167
009301	1005	11004	44	484198
009201	4021	11005	140	1540675
008800	3002	11058	33	364930
008600	1001	11065	49	542202
008800	3008	11075	117	1295815
008600	1008	11129	46	511914
009201	2005	11135	40	445416
009301	1007	11160	132	1473086
009301	1001	11190	55	615475
009202	1006	11191	135	1510741
009201	2003	11209	283	3172052
009201	2014	11244	162	1821492
009201	4019	11255	37	416426
009202	2003	11260	140	1576469
008600	1021	11274	28	315679
008800	3006	11284	115	1297662
009000	1006	11324	121	1370234
008901	1005	11334	53	600676
009301	1006	11336	61	691474
009201	2007	11341	147	1667134
009301	3001	11397	198	2256615
008901	1009	11422	34	388336
008901	1010	11435	100	1143510
008901	2000	11442	196	2242702
009201	3001	11492	65	746949
009201	2009	11516	42	483664
009202	2004	11524	45	518563
009301	1000	11564	73	844172
009301	1008	11564	25	289109
009202	1004	11570	77	890901
009000	1005	11582	1006	11651768
009201	4027	11589	42	486726
009201	2008	11655	33	384599
008800	3007	11684	189	2208336
008901	3006	11712	128	1499158
009301	1012	11843	76	900093

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009202	1003	11867	22	261077
009201	3000	11893	98	1165467
009202	1005	11927	86	1025727
009202	2031	11930	26	310186
009202	2011	11968	13	155588
009202	2005	12032	13	156410
009301	1009	12127	87	1055047
008901	3007	12127	37	448715
008800	3001	12136	27	327674
009202	2010	12149	39	473826
009201	3010	12155	75	911618
009201	3011	12159	62	753862
008901	2003	12163	48	583826
009202	1002	12175	10	121752
009202	2030	12186	218	2656596
009202	2002	12273	23	282284
009301	1010	12338	74	912986
008901	2005	12444	100	1244367
008901	2002	12527	97	1215075
009202	1000	12548	91	1141835
009000	1012	12556	69	866365
009202	2006	12596	50	629819
009301	2009	12639	50	631937
008901	2004	12649	131	1656974
009000	1008	12656	33	417663
009202	1001	12691	15	190371
009000	1015	12697	19	241252
009301	2008	12718	118	1500746
009202	2007	12719	97	1233788
009202	2012	12806	16	204901
009000	1016	12827	286	3668555
009202	1010	12831	29	372101
009202	2008	12886	100	1288589
008800	3004	12926	48	620431
009301	4001	12930	126	1629169
009201	3006	12943	65	841300
009201	3009	12956	60	777349
009202	2019	13081	69	902622
009201	3003	13170	60	790183
008901	2001	13181	206	2715275
009202	2013	13207	19	250937
008901	3004	13346	409	5458585
009202	2014	13419	33	442839
008901	3000	13544	406	5498970
009306	3004	13557	83	1125200

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009202	2015	13575	30	407264
009301	2005	13580	82	1113520
009201	3005	13689	56	766580
009202	2026	13690	50	684484
009201	3008	13692	53	725655
009000	1014	13701	52	712459
009301	2010	13814	137	1892564
008901	3003	13820	70	967390
009202	2016	13871	45	624179
009000	1013	13887	61	847134
009000	1011	13897	90	1250766
009201	3002	13903	466	6478695
009201	3004	13910	65	904164
009202	2018	13922	280	3898223
008901	3008	13941	134	1868032
008901	3005	13943	18	250976
009202	2025	13959	57	795666
009301	4000	13985	815	11397744
008901	3002	14053	35	491865
008901	3001	14057	294	4132868
008511	1044	14225	41	583244
009201	3007	14297	34	486112
008511	1037	14300	176	2516794
009202	2027	14338	56	802929
009202	2024	14399	114	1641439
009202	1009	14431	59	851453
009306	3003	14445	15	216679
009306	3006	14555	40	582192
009202	2028	14597	67	978004
009301	3002	14632	741	10842072
008511	1046	14680	36	528495
009306	3007	14681	71	1042329
009202	2009	14691	259	3804992
009202	2022	14701	30	441036
009301	2007	14733	93	1370167
009306	3008	14734	60	884032
009306	3002	14754	46	678696
008511	1045	14767	845	12478102
009306	3000	14896	28	417083
009202	2023	14971	21	314385
009301	2004	14994	49	734725
009301	3000	15062	272	4096920
009306	3001	15145	104	1575047
009306	1002	15208	645	9809187
008511	1038	15246	41	625078

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009306	3005	15273	592	9041452
008511	1048	15314	24	367530
008511	1036	15351	22	337717
008511	1047	15366	95	1459734
009305	2000	15410	31	477701
008511	1039	15483	73	1130294
009202	2017	15492	21	325329
008511	1035	15495	153	2370739
009306	3010	15657	47	735863
009306	3009	15657	47	735880
009301	2001	15690	495	7766309
009301	2002	15740	102	1605459
009304	2011	15820	184	2910828
009107	2000	15888	432	6863582
009107	2005	15897	41	651790
009107	2006	15919	61	971069
009306	2003	15969	51	814424
009301	2003	16036	60	962138
009107	2007	16054	31	497685
009107	2002	16103	60	966163
009305	2001	16220	59	956983
009107	2001	16271	40	650835
009107	2010	16301	38	619456
009107	2003	16348	52	850073
009305	2003	16385	91	1491001
009107	2008	16435	67	1101159
009107	2009	16450	55	904777
009306	2002	16498	62	1022848
009306	2001	16498	52	857877
009304	2038	16520	72	1189419
009305	2002	16607	95	1577672
009306	2004	16779	69	1157747
009305	2004	16779	88	1476559
009305	2007	16802	52	873685
009301	2006	16837	58	976523
009000	2003	16903	15	253549
009306	4012	16949	27	457610
009306	2000	16983	64	1086940
009000	1009	17044	96	1636225
009107	1001	17085	27	461308
009107	2012	17367	47	816264
009107	1002	17377	28	486564
009107	1003	17395	70	1217652
009305	2008	17413	27	470159
008902	2004	17446	721	12578788

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009304	2010	17496	892	15606323
009000	2002	17503	172	3010458
009107	1015	17530	56	981698
008902	2003	17554	353	6196503
009000	2000	17559	986	17313501
009107	1000	17582	194	3410843
009305	2005	17591	91	1600804
009106	2008	17639	20	352784
009202	1011	17668	422	7456088
009306	2005	17687	36	636745
009107	1004	17688	28	495268
009306	1003	17690	776	13727780
009107	1005	17699	98	1734475
009107	1006	17718	20	354352
009305	2006	17719	135	2392047
009306	4010	17773	9	159959
009305	2010	17777	49	871065
009107	1016	17800	62	1103613
009306	1006	17877	44	786566
009304	3003	17932	1981	35523214
009306	2006	17950	50	897494
009305	2009	17954	35	628386
008901	4000	17958	1443	25912724
009107	1008	17961	50	898058
009305	3000	17969	45	808622
009107	1007	17993	48	863657
009306	2007	18004	26	468103
009107	2011	18015	398	7169951
009107	1010	18037	53	955943
009107	1019	18067	45	813022
009107	1018	18105	45	814714
009107	1013	18197	61	1109991
009107	1017	18231	72	1312626
009305	2012	18249	75	1368672
009107	1014	18274	8	146196
009107	1021	18311	155	2838150
009107	1009	18311	78	1428244
009107	1011	18460	36	664571
009107	1012	18462	55	1015391
009306	4008	18530	87	1612070
009107	1020	18554	129	2393410
009305	2011	18673	117	2184742
009305	3001	18689	79	1476421
009306	2008	18693	38	710335
009107	1023	18729	60	1123736

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009107	1028	18761	81	1519624
008902	1004	18796	18	338335
009107	1030	18854	51	961555
009107	1031	18863	18	339541
009306	4011	18868	96	1811302
009306	4009	18884	245	4626571
009107	1029	18921	48	908195
009107	1025	18923	29	548779
009107	1026	18924	64	1211136
009306	2009	18967	46	872475
008902	1006	18973	293	5559142
009107	1022	19023	65	1236510
009306	4006	19135	475	9089216
009304	1010	19145	413	7906995
009306	4007	19163	86	1647980
009107	1024	19191	54	1036327
009306	2010	19230	52	999942
009107	1035	19384	79	1531341
009305	3007	19661	76	1494208
009306	2011	19673	66	1298385
009107	1032	19683	21	413345
009107	1034	19708	72	1418956
009305	1000	19725	645	12722835
009305	3006	19776	66	1305210
009305	3002	19785	114	2255455
009305	3005	19947	39	777951
009306	4004	20026	455	9111774
009306	1004	20119	722	14525950
009305	3004	20164	121	2439832
009306	1005	20175	48	968382
009306	2012	20199	47	949357
009305	3003	20258	131	2653799
009202	2041	20373	66	1344595
009304	2007	20386	496	10111643
009107	1037	20397	306	6241374
009304	1024	20493	178	3647780
009304	1005	20560	507	10423883
009304	1006	20576	693	14258968
009306	4015	20613	82	1690280
009202	1008	20629	501	10335082
009305	1015	20739	11	228134
009305	1014	20781	132	2743067
009304	3004	20976	128	2684983
009305	1016	21157	2	42315
009305	1022	21231	14	297236

KEARNY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009304	3001	21242	517	10981879
009202	2038	21246	153	3250633
009202	2036	21289	131	2788837
009305	1010	21366	58	1239230
009202	2037	21384	2	42769
009305	1012	21429	3	64288
009202	2035	21459	497	10665236
009304	1002	21464	727	15604385
009305	1021	21495	24	515892
009202	2042	21576	10	215764
009202	2040	21663	111	2404610
009202	2039	21673	3	65018
009305	1013	21748	4	86992
009305	1011	21778	3	65334
009304	3002	21852	1111	24277665
009305	1018	21981	3	65942
009305	1017	21988	168	3693986
009305	1019	22066	76	1677049
009304	2006	22309	18	401555
009305	1006	22391	33	738912
009305	1020	22486	42	944414
009305	1003	22756	49	1115041
009305	1009	22798	76	1732682
009305	1005	22981	48	1103074
009305	1002	23062	201	4635488
009305	1008	23069	283	6528539
009305	1023	23090	127	2932489
009305	1024	23131	440	10177806
009305	1001	23183	388	8995118
009305	1004	23293	42	978314
008902	1011	23360	569	13291635
009603	2003	24822	30	744651
009603	3000	24975	1111	27746676
009603	2001	25251	1030	26008449
009603	1000	25490	1336	34054740
009603	4017	25904	26	673512
009603	4018	26035	581	15126441
009603	4021	26215	57	1494228
009603	4019	26233	187	4905491
009603	4020	26524	154	4084623
009603	4005	28174	4	112697
009603	4008	28562	16	456997
009509	1008	28776	682	19624892

ELEVATE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
ADAMS	15019	5	75093
NORMAL HEIGHTS	15126	2	30252
GARFIELD	15522	3	46567
EDISON	16003	3	48010
JUAREZ-FOSTER	18915	3	56746
CENTRAL	19557	1	19557
CHEROKEE POINT	19692		
FRANKLIN	19774	3	59322
JUAREZ	21071	7	147497
JONES	21609	43	929201
MCKINLEY	21756	1	21756
JEFFERSON	22293	1	22293
EUCLID	22460	1	22460
BIRNEY	22648	4	90591
JOYNER	23501		
FOSTER	23807	7	166646
CUBBERLEY	24266	14	339718
IBARRA	24420		
FLORENCE	24427	1	24427
ROSA PARKS	25617		
CARSON-FLETCHER	26197		
FAY	26392	1	26392
HARDY	27084		
GOLDEN HILL	27199		
HAMILTON	27952		
LINDA VISTA	28181	2	56363
CARSON	28524	3	85572
HANCOCK	28584	23	657437
MARSHALL ELEMENTARY	29561		
MILLER	30085	36	1083049
CLAY-HARDY	30166	1	30166
CHESTERTON	30307	3	90920
ROWAN	30475		
ANGIER	30602	18	550827
GRANT	30633		
HEARST	30788	3	92364
FLETCHER	31242	4	124967
KIMBROUGH	31970	2	63939
MARVIN	32042	1	32042
WEGEFORTH	32641	10	326413
WEBSTER	32902		
CARVER	33084	1	33084
CLAY	33611	2	67221
SHERMAN	33878		
CHOLLAS/MEAD	33881		
WASHINGTON	34008	1	34008

Note: Charter school route distances originate from public school boundaries

ELEVATE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
RODRIGUEZ	35454		
OAK PARK	35507		
ROSS	35636	1	35636
DEWEY	36020		
HORTON	36096		
BURBANK	36272		
VISTA GRANDE	36530	12	438357
EMERSON/BANDINI	36578	3	109734
LOGAN	37252		
PORTER	37399		
TIERRASANTA	37403	16	598441
ROLANDO PARK	37573	4	150291
BAY PARK	37695		
BAKER	38233		
LINDBERGH/SCHWEITZER	38384	3	115153
LOMA PORTAL	38464		
JOHNSON	38521	1	38521
PERKINS	38583		
GREEN	39310	1	39310
DAILARD	40628	1	40628
KUMEYAAY	41346	7	289422
VALENCIA PARK	41732		
CHAVEZ	41796		
HOLMES	42176	5	210881
BALBOA	42388		
LAFAYETTE	42432		
OCEAN BEACH	42970		
SEQUOIA	43999	5	219993
BENCHLEY/WEINBERGER	44483		
SILVER GATE	45490		
CABRILLO	45557		
NYE	46226		
ENCANTO	46403		
CROWN POINT	47567		
TOLER	48071		
GAGE	48136	4	192546
HAWTHORNE	49099	1	49099
FULTON	49850	1	49850
FIELD	49981	2	99963
WHITMAN	51459	1	51459
BETHUNE	51867		
PARADISE HILLS	51957		
SESSIONS	52384		
AUDUBON	52832		
CADMAN	53168	1	53168
SUNSET VIEW	53734		

Note: Charter school route distances originate from public school boundaries

ELEVATE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
PACIFIC BEACH ELEMENTAR	53823	1	53823
PERRY	53954		
PACIFIC VIEW	54955	2	109910
BOONE	56641		
ZAMORANO	58753		
SPRECKELS	59068	2	118137
PENN	59262		
CURIE	59718		
ALCOTT	59947	4	239789
FREESE	60196		
WALKER	62244		
BIRD ROCK	64074		
DOYLE	64717	1	64717
MASON	65761	1	65761
MIRAMAR RANCH	66560	1	66560
LA JOLLA ELEMENTARY	69897		
HAGE	70087	1	70087
JONAS SALK	70130		
JERABEK	70978		
ERICSON	73805		
TORREY PINES	74009		
SANDBURG	77488	2	154976
DINGEMAN	78172		
E. B. SCRIPPS	79825		
HICKMAN	80711		

Note: Charter school route distances originate from public school boundaries

EMPOWER K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
LINDA VISTA	3001	34	102027
CARSON-FLETCHER	4382		
CHESTERTON	5268	1	5268
CARSON	6442	34	219029
FLETCHER	8495		
ROSS	11770	2	23539
LINDBERGH/SCHWEITZER	12622		
JONES	14511	2	29023
HOLMES	16414		
ANGIER	17183	1	17183
SEQUOIA	18236		
FLORENCE	19082		
LAFAYETTE	19744	2	39489
BIRNEY	20054	2	40108
JUAREZ	20171		
BAY PARK	20290	1	20290
GARFIELD	21999		
GRANT	22147	1	22147
WEGEFORTH	22262	2	44524
HAWTHORNE	23336		
DEWEY	23577		
FIELD	24219		
CUBBERLEY	24260		
TOLER	24922		
JEFFERSON	25588	2	51177
WHITMAN	25697		
LOMA PORTAL	26021		
JUAREZ-FOSTER	26539	1	26539
ADAMS	27271		
NORMAL HEIGHTS	27378		
CADMAN	27406		
EDISON	28255		
WASHINGTON	28671		
HANCOCK	28736		
MILLER	30237		
SESSIONS	30669		
OCEAN BEACH	30771	1	30771
CHEROKEE POINT	31692	1	31692
CENTRAL	31809	2	63618
VISTA GRANDE	31882		
FRANKLIN	32026		
MCKINLEY	32614	1	32614
SHERMAN	32854		
SILVER GATE	33047		
CABRILLO	33114	2	66227
SPRECKELS	33306		

Note: Charter school route distances originate from public school boundaries

EMPOWER K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
FOSTER	33741	2	67482
CROWN POINT	34181		
ALCOTT	34185	2	68370
EUCLID	34712		
GOLDEN HILL	35348		
TIERRASANTA	35473		
JOYNER	35501		
CURIE	35651		
IBARRA	36672		
PERKINS	36986	1	36986
KIMBROUGH	37170		
BURBANK	37592		
ROSA PARKS	37617		
PACIFIC BEACH ELEMENTAR	37738		
FAY	38644		
DOYLE	38955	2	77910
KUMEYAAY	39416		
HARDY	39505		
HAMILTON	39952		
LOGAN	40307		
SUNSET VIEW	41291		
MARSHALL ELEMENTARY	41722	2	83445
MARVIN	41816	1	41816
RODRIGUEZ	42083		
CLAY-HARDY	42588	1	42588
ROWAN	42727		
HEARST	43209		
BIRD ROCK	43869		
WEBSTER	45154		
CARVER	45336		
CHOLLAS/MEAD	45694		
CLAY	46032	1	46032
EMERSON/BANDINI	46094		
OAK PARK	47759		
BAKER	48158		
LA JOLLA ELEMENTARY	48182		
TORREY PINES	48247		
HORTON	48348		
DAILARD	48883		
GREEN	49227		
PORTER	49651		
ROLANDO PARK	49825	1	49825
BALBOA	50331		
CHAVEZ	50555		
JOHNSON	50773		
WALKER	51516		

Note: Charter school route distances originate from public school boundaries

EMPOWER K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
VALENCIA PARK	53984		
BENCHLEY/WEINBERGER	54400		
MASON	55034		
MIRAMAR RANCH	57037		
GAGE	58053		
NYE	58478		
ENCANTO	58655		
JONAS SALK	59402		
HAGE	60429		
HICKMAN	60511		
JERABEK	60676		
FULTON	62102		
ERICSON	63078		
BETHUNE	64119		
PARADISE HILLS	64209	1	64209
AUDUBON	65084		
PERRY	66206		
SANDBURG	66760		
PACIFIC VIEW	67207		
DINGEMAN	68649		
BOONE	68893		
E. B. SCRIPPS	69523		
ZAMORANO	71005	2	142009
PENN	71514		
FREESE	72448	1	72448

Note: Charter school route distances originate from public school boundaries

KAVOD K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
LINDBERGH/SCHWEITZER	3270	3	9811
ROSS	6149		
SEQUOIA	6528	4	26113
LAFAYETTE	7120		
HOLMES	7885	2	15769
HAWTHORNE	12129	3	36388
CHESTERTON	12282		
WEGEFORTH	12393	7	86749
ANGIER	13874	4	55498
LINDA VISTA	14271		
FIELD	14696		
TOLER	15715	2	31429
WHITMAN	16174	1	16174
FLETCHER	16749		
CARSON-FLETCHER	17665		
CADMAN	18199	1	18199
CUBBERLEY	20951	12	251415
SESSIONS	21462	1	21462
CURIE	21727	8	173816
CARSON	22001	9	198005
VISTA GRANDE	22012		
MILLER	23720	9	213484
SPRECKELS	23783	11	261616
BAY PARK	24423		
ALCOTT	24662		
HANCOCK	24945	3	74835
TIERRASANTA	25603	3	76810
JUAREZ	27784	1	27784
JONES	28055	7	196382
CROWN POINT	28422		
JUAREZ-FOSTER	28527	6	171164
PACIFIC BEACH ELEMENTAR	28531		
DOYLE	29432	17	500345
KUMEYAAY	29547	8	236375
ADAMS	32116	1	32116
NORMAL HEIGHTS	32223	1	32223
GARFIELD	32619	1	32619
EDISON	33100		
FLORENCE	33506	2	67012
BIRNEY	33512		
BIRD ROCK	34662	1	34662
FOSTER	35729	3	107188
CENTRAL	36654		
CHEROKEE POINT	36789	1	36789
FRANKLIN	36871	2	73742
GRANT	37705		

Note: Charter school route distances originate from public school boundaries

KAVOD K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
TORREY PINES	38724	3	116171
MCKINLEY	38853	3	116559
LA JOLLA ELEMENTARY	38975		
JEFFERSON	39046	5	195231
DEWEY	39135		
EUCLID	39557		
JOYNER	40598		
IBARRA	41517		
LOMA PORTAL	41579	1	41579
WALKER	41914	1	41914
OCEAN BEACH	42706		
ROSA PARKS	42714		
WASHINGTON	43087		
FAY	43489		
HARDY	43591		
MARVIN	43804	2	87608
GOLDEN HILL	44296	1	44296
HAMILTON	45049	4	180195
MASON	45431	5	227155
SHERMAN	46312	2	92624
MARSHALL ELEMENTARY	46658		
CLAY-HARDY	46674		
HICKMAN	47161		
HEARST	47238		
MIRAMAR RANCH	47434	4	189738
ROWAN	47572	1	47572
JONAS SALK	47860		
SILVER GATE	48606		
CABRILLO	48672		
KIMBROUGH	49067		
WEBSTER	49999		
CLAY	50118	2	100236
CARVER	50181	2	100362
PERKINS	50444		
HAGE	50827		
DAILARD	50871	2	101742
CHOLLAS/MEAD	50978		
BURBANK	51049		
JERABEK	51073		
GREEN	51216	4	204862
RODRIGUEZ	52551		
OAK PARK	52604		
HORTON	53193		
ERICSON	53475	2	106950
EMERSON/BANDINI	53675		
LOGAN	53765		

Note: Charter school route distances originate from public school boundaries

KAVOD K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
PORTER	54496	2	108992
ROLANDO PARK	54670		
SANDBURG	54909	1	54909
BAKER	55330		
JOHNSON	55618		
BENCHLEY/WEINBERGER	56388		
SUNSET VIEW	56749		
VALENCIA PARK	58829		
CHAVEZ	58893		
DINGEMAN	59047		
BALBOA	59485		
E. B. SCRIPPS	59921		
GAGE	60042		
NYE	63323		
ENCANTO	63500		
FULTON	66947		
BETHUNE	68964		
PARADISE HILLS	69054		
AUDUBON	69929		
PERRY	71051		
PACIFIC VIEW	72052	1	72052
BOONE	73738		
ZAMORANO	75850	2	151699
PENN	76360		
FREESE	77293		

Note: Charter school route distances originate from public school boundaries

SAN DIEGO COOPERATIVE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CHESTERTON	2488	11	27372
LINDA VISTA	3423	26	88990
CARSON-FLETCHER	4045	5	20223
FLETCHER	5715		
CARSON	8754	20	175082
ROSS	8990	4	35959
LINDBERGH/SCHWEITZER	11076	9	99682
ANGIER	14403		
HOLMES	14868	21	312226
JONES	16554	8	132434
SEQUOIA	16690	7	116832
LAFAYETTE	16965	3	50894
WEGEFORTH	19482		
FLORENCE	21125	4	84498
CUBBERLEY	21480	2	42960
HAWTHORNE	21790	4	87161
BIRNEY	22097	10	220972
JUAREZ	22214	2	44427
BAY PARK	22602	3	67806
FIELD	22673	7	158711
TOLER	23376	5	116879
GARFIELD	24042	5	120208
WHITMAN	24151	4	96603
GRANT	24459	3	73377
CADMAN	25860	9	232740
DEWEY	25889	2	51778
HANCOCK	25956	7	181695
MILLER	27457	2	54914
JEFFERSON	27631	1	27631
LOMA PORTAL	28333	2	56665
JUAREZ-FOSTER	28582	7	200073
VISTA GRANDE	29102		
SESSIONS	29123		
ADAMS	29314	7	205195
NORMAL HEIGHTS	29421	2	58842
EDISON	30298	4	121194
WASHINGTON	30714		
SPRECKELS	31760	3	95280
ALCOTT	32639	1	32639
TIERRASANTA	32693	15	490398
OCEAN BEACH	33083	2	66166
CHEROKEE POINT	33735	2	67470
CENTRAL	33852	1	33852
FRANKLIN	34069	10	340691
CURIE	34105	3	102314
MCKINLEY	34657	7	242596

Note: Charter school route distances originate from public school boundaries

SAN DIEGO COOPERATIVE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
SHERMAN	34897	2	69794
SILVER GATE	35359	4	141437
CABRILLO	35426		
FOSTER	35784	7	250488
CROWN POINT	36083	3	108250
PACIFIC BEACH ELEMENTAR	36192	6	217154
KUMEYAAY	36637	1	36637
EUCLID	36755		
GOLDEN HILL	37391	5	186953
DOYLE	37409		
JOYNER	37544	1	37544
IBARRA	38715		
PERKINS	39029		
KIMBROUGH	39213	2	78427
BURBANK	39635	4	158538
ROSA PARKS	39660	2	79319
FAY	40687	10	406874
HARDY	41548	2	83097
HAMILTON	41995	4	167980
BIRD ROCK	42323		
LOGAN	42350	1	42350
SUNSET VIEW	43603	1	43603
MARSHALL ELEMENTARY	43765	2	87531
MARVIN	43859		
RODRIGUEZ	44126	5	220628
CLAY-HARDY	44631	3	133893
ROWAN	44770	14	626775
HEARST	45252	1	45252
LA JOLLA ELEMENTARY	46636		
TORREY PINES	46700	1	46700
WEBSTER	47197	2	94393
CARVER	47379	5	236895
CHOLLAS/MEAD	47737	1	47737
CLAY	48075	9	432677
EMERSON/BANDINI	48137	42	2021761
WALKER	48737	2	97473
OAK PARK	49802	2	99603
BAKER	50201	5	251007
HORTON	50391	2	100782
DAILARD	50926	2	101851
GREEN	51270	2	102540
PORTER	51694	5	258470
ROLANDO PARK	51868	4	207471
MASON	52254		
BALBOA	52374	6	314247
CHAVEZ	52598	4	210393

Note: Charter school route distances originate from public school boundaries

SAN DIEGO COOPERATIVE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
JOHNSON	52816		
MIRAMAR RANCH	54257	2	108515
VALENCIA PARK	56027	1	56027
BENCHLEY/WEINBERGER	56443		
JONAS SALK	56622		
HAGE	57650		
JERABEK	57896		
HICKMAN	58965		
GAGE	60096		
ERICSON	60298		
NYE	60521	1	60521
ENCANTO	60698	3	182093
SANDBURG	63981	1	63981
FULTON	64145	1	64145
DINGEMAN	65870		
BETHUNE	66162		
PARADISE HILLS	66252		
E. B. SCRIPPS	66744		
AUDUBON	67127		
PERRY	68249	3	204746
PACIFIC VIEW	69250	3	207750
BOONE	70936	1	70936
ZAMORANO	73048		
PENN	73557		
FREESE	74491	1	74491

Note: Charter school route distances originate from public school boundaries

EMPOWER 6 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MONTGOMERY	1325	12	15894
INNOVATION	19957		
TAFT	20426	1	20426
DANA/CORREIA-ROOSEVELT	22147		
MARSTON	22629	1	22629
ROOSEVELT	24405		
LEWIS-TAFT	26539		
WILSON	26723		
CORREIA	30264		
WILSON-LEWIS	32026		
FARB-DEPORTOLA	32928		
PACIFIC BEACH MIDDLE	34927		
CLARK	39649		
MEMORIAL PREP	39714		
STANDLEY	42472		
MANN	43553	1	43553
LEWIS	45139		
MUIRLANDS	46043		
MILLENNIAL TECH	48086		
KNOX	50494		
PERSHING	52759		
WANGENHEIM	55162		
CHALLENGER	59696		
MARSHALL MIDDLE	61015		
BELL	65882		

Note: Charter school route distances originate from public school boundaries

SAN DIEGO COOPERATIVE 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MONTGOMERY	2225	51	113469
TAFT	17646	12	211752
INNOVATION	18411	9	165700
MARSTON	21083	14	295163
DANA/CORREIA-ROOSEVELT	24459		
ROOSEVELT	26448	13	343820
LEWIS-TAFT	28582	1	28582
WILSON	28766	3	86299
FARB-DEPORTOLA	30148	5	150739
CORREIA	32576	2	65152
PACIFIC BEACH MIDDLE	33381	3	100143
WILSON-LEWIS	34069	3	102207
STANDLEY	40925	2	81851
CLARK	41692	4	166766
MEMORIAL PREP	41757	25	1043928
MUIRLANDS	44497		
MANN	45596	15	683938
LEWIS	47182	11	519000
MILLENNIAL TECH	50129	6	300775
WANGENHEIM	52382	1	52382
KNOX	52537	6	315221
PERSHING	54802	5	274011
CHALLENGER	57993	1	57993
MARSHALL MIDDLE	58236	1	58236
BELL	67925	4	271698

Note: Charter school route distances originate from public school boundaries

SET 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
KEARNY	8487	28	237649
MADISON	16469	12	197628
HENRY-KEARNY	19525	2	39050
SERRA	22174	19	421308
CLAIREMONT	24216	9	217946
HOOVER	29939	8	239515
HOOVER-HENRY	30830		
SAN DIEGO-POINT LOMA	34691	2	69383
MISSION BAY	36514	2	73029
SAN DIEGO	36823	11	405050
HENRY	38324	6	229946
CRAWFORD	41023	12	492281
UNIVERSITY CITY	42365	3	127096
POINT LOMA	43578	12	522939
LA JOLLA-UNIVERSITY CITY	44037		
LINCOLN	48411	8	387286
LA JOLLA HIGH	49022	4	196087
SCRIPPS RANCH	52024	6	312141
MIRA MESA	52340	5	261699
MORSE	64685	1	64685

Note: Charter school route distances originate from public school boundaries

BIRD ROCK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008006	2005	49	143	6986
008006	2004	592	22	13034
008006	2003	661	14	9255
008102	3039	734	33	24208
008006	2007	770	130	100135
008006	2015	850	56	47622
008102	3040	874	82	71688
008006	2002	1006	15	15088
008006	2014	1035	74	76606
008102	3037	1089	30	32669
008006	1014	1109	69	76555
008102	3043	1169	31	36227
008006	2001	1344	15	20161
008102	3034	1378	21	28935
008102	3028	1435	26	37319
008102	3041	1473	20	29462
008102	3038	1516	23	34857
008102	3036	1742	32	55756
008102	3026	1760	29	51052
008006	2000	1817	54	98113
008102	3035	1836	34	62431
008006	1000	1841	45	82856
008006	1010	1843	12	22113
008102	3027	1848	26	48049
008102	3032	1862	9	16760
008006	3004	1880	6	11280
008006	1013	1894	199	376885
008102	3033	1947	12	23366
008006	1012	1984	73	144862
008102	3024	2081	19	39539
008102	3029	2088	28	58475
008006	3003	2090	70	146310
008006	2017	2099	6	12594
008102	3031	2149	9	19345
008006	1008	2170	99	214794
008102	3025	2170	29	62943
008102	3030	2176	29	63091
008006	1001	2186	38	83057
008102	3010	2189	30	65682
008102	3009	2219	31	68790
008006	3010	2249	111	249672
008006	1007	2262	39	88209
008006	1006	2317	100	231670
008006	1002	2365	11	26019
008102	1027	2377	19	45170

BIRD ROCK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008102	3018	2430	30	72893
008102	3012	2444	26	63549
008102	3016	2448	11	26928
008102	3023	2466	34	83828
008102	3011	2480	25	61998
008006	3011	2484	42	104340
008102	3017	2511	29	72811
008102	3008	2524	22	55539
008003	3002	2534	46	116582
008102	1026	2558	12	30693
008006	1005	2562	49	125524
008006	1009	2672	27	72150
008102	1028	2712	10	27117
008102	3021	2739	30	82182
008102	3014	2742	28	76789
008006	1011	2750	37	101755
008006	2009	2761	25	69019
008102	3013	2777	32	88874
008003	3005	2784	68	189290
008310	3020	2804	33	92524
008102	3019	2817	31	87340
008102	1023	2831	21	59459
008102	3005	2863	79	226150
008003	3006	2888	33	95291
008102	3006	2915	45	131196
008102	1022	2920	14	40874
008006	1015	2929	29	84933
008006	4005	2958	175	517723
008102	3020	2965	4	11861
008006	2012	2992	54	161542
008006	2013	2992	47	140614
008102	1034	3014	13	39177
008102	1033	3033	25	75832
008102	3002	3051	28	85415
008102	3015	3081	28	86265
008006	4000	3094	68	210376
008006	2010	3095	17	52623
008006	2011	3096	26	80487
008102	3022	3120	33	102969
008102	3004	3148	74	232968
008102	3007	3205	5	16027
008102	1024	3239	55	178169
008102	1020	3290	13	42772
008102	1029	3292	6	19751
008310	3022	3298	56	184675

BIRD ROCK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008311	2007	3302	6	19813
008006	4004	3326	198	658593
008006	4003	3330	123	409639
008102	1019	3351	12	40215
008310	3019	3397	21	71336
008003	3010	3406	30	102191
008006	4002	3430	73	250400
008006	4001	3433	59	202551
008102	3003	3508	88	308724
008102	1042	3515	6	21091
008102	1030	3563	10	35632
008003	3009	3580	84	300703
008102	1031	3592	11	39514
008310	3021	3701	84	310868
008003	3011	3766	52	195849
008102	1032	3784	13	49188
008102	3001	3797	117	444264
008102	1025	3881	10	38814
008102	2011	3956	34	134489
008102	2010	3975	49	194762
008102	2019	4021	30	120627
008003	3008	4039	30	121168
008003	3013	4039	55	222143
008003	3014	4285	34	145683
008102	2018	4338	73	316670
008003	3007	4413	224	988413
008003	3015	4454	25	111341
008102	1013	4454	23	102442
008102	2017	4569	67	306104
008102	2016	4579	42	192298
008003	3012	4579	10	45793
008102	2012	4858	71	344884
008102	1040	4883	19	92778
008102	2014	5060	30	151788
008102	1041	5085	17	86444
008102	1012	5127	16	82028
008310	3014	5148	293	1508368
008102	2015	5160	24	123839
008102	3000	5213	6	31281
008102	2013	5222	30	156655
008310	3008	5259	82	431199
008102	1011	5279	5	26395
008311	2008	5312	338	1795425
008102	1015	5322	17	90466
008102	2007	5409	26	140624

BIRD ROCK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008102	2008	5440	46	250232
008102	2009	5572	16	89150
008102	1039	5580	21	117173
008102	2006	5589	41	229131
008102	1010	5590	19	106203
008310	3007	5694	31	176513
008310	3011	5717	36	205798
008311	2004	5745	237	1361549
008102	1045	5768	22	126889
008102	1044	5785	16	92557
008102	1038	5802	20	116036
008102	1043	5853	19	111214
008102	1014	6005	8	48043
008311	2006	6108	309	1887342
008102	2005	6200	18	111593
008102	1009	6203	64	396980
008102	1036	6307	12	75681
008102	1037	6393	17	108684
008102	1016	6436	31	199506
008102	1035	6613	11	72739
008311	2003	7159	31	221943
008311	2002	7234	70	506365
008310	3003	7355	38	279474
008311	2000	7398	73	540085
008311	2005	7438	50	371918
008310	3009	7500	20	149996
008311	1020	7511	36	270406
008310	3000	7687	930	7149355
008310	3005	7689	66	507493
008311	2001	7848	47	368838
008310	2022	7923	54	427858
008310	3004	7966	12	95586
008310	3023	8091	50	404570
008310	3012	8116	16	129853
008310	2021	8210	3	24629
008311	1017	8917	29	258603
008310	2012	9085	213	1935075
008310	3002	9151	140	1281208
008310	2016	9295	29	269562
008311	1018	9358	105	982545
008311	1019	9512	24	228294
008310	2015	9553	31	296144
008310	2014	9597	34	326299
008310	3006	9686	75	726427
008310	2013	9921	31	307539

BIRD ROCK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008310	3013	9984	36	359410
008310	2009	10248	42	430396
008310	2010	10263	33	338678
008310	2006	10304	33	340022
008310	3010	10313	56	577520
008310	2011	10625	42	446269
008311	1000	11245	6	67471
008310	2005	11282	24	270768
008310	2003	11695	427	4993818
008310	2001	11849	78	924220
008310	2007	12025	33	396813
008310	2002	12861	42	540160

LA JOLLA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008303	1003	241	67	16165
008303	1005	549	26	14266
008200	3041	767	89	68275
008200	3040	769	26	19996
008200	3042	1074	22	23622
008303	1002	1325	7	9278
008200	3038	1388	15	20817
008101	2000	1417	86	121868
008200	1006	1419	13	18453
008200	3028	1575	69	108664
008200	3035	1725	11	18979
008200	3039	1780	46	81872
008101	2001	1808	78	141033
008200	3030	1850	24	44391
008200	3034	1877	10	18766
008200	3029	1880	11	20680
008200	1019	1899	69	131065
008200	3033	1937	12	23249
008101	2002	1999	68	135937
008101	2003	2183	59	128818
008200	1016	2190	155	339470
008200	3020	2252	5	11258
008200	1020	2280	51	116273
008200	3019	2384	4	9535
008200	3025	2430	34	82633
008200	3026	2462	20	49240
008200	3027	2487	20	49735
008101	2004	2570	125	321251
008200	3031	2578	24	61862
008101	2005	2662	72	191658
008200	1013	2684	79	212028
008101	1000	2812	21	59056
008200	3017	2827	9	25447
008200	3021	2828	52	147066
008200	3024	2835	33	93569
008200	1017	2848	86	244897
008101	2008	2849	53	151016
008200	1010	2873	65	186756
008200	3016	2963	3	8889
008200	1000	2983	12	35801
008200	3005	3011	38	114428
008101	2007	3036	35	106257
008101	2010	3037	31	94140
008200	3004	3041	27	82107
008101	2006	3058	141	431157

LA JOLLA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008200	3003	3065	15	45978
008200	3008	3094	10	30937
008101	2011	3105	20	62103
008101	1003	3123	21	65589
008200	1011	3174	11	34909
008101	1001	3187	34	108374
008200	3023	3192	31	98958
008200	3006	3230	42	135643
008303	2020	3326	2	6652
008200	1003	3364	80	269121
008200	1018	3379	5	16893
008200	1014	3486	37	128964
008101	2012	3497	19	66444
008101	1002	3509	30	105280
008303	2026	3516	60	210980
008200	3000	3530	6	21179
008303	1001	3541	27	95596
008101	1005	3553	50	177642
008101	1004	3553	54	191885
008101	3001	3563	28	99762
008200	3001	3605	20	72107
008200	3002	3606	12	43271
008200	3009	3612	64	231136
008101	2013	3666	21	76992
008200	2015	3683	110	405081
008101	1006	3733	52	194111
008200	2012	3779	21	79358
008200	2004	3796	31	117684
008303	2021	3822	5	19108
008200	1012	3850	13	50044
008200	2001	3875	412	1596519
008101	3007	3898	33	128628
008200	2011	3898	25	97450
008200	2003	3911	181	707933
008101	3002	3914	29	113498
008101	1007	3921	57	223472
008200	2010	3936	12	47234
008200	3007	3967	39	154731
008200	1015	3975	196	779107
008200	3010	3998	21	83952
008101	2014	4089	28	114500
008101	3000	4093	77	315125
008101	3003	4140	9	37256
008200	2005	4220	15	63294
008200	2014	4236	8	33885

LA JOLLA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008200	2007	4256	26	110664
008303	2024	4288	50	214400
008312	4032	4311	12	51727
008101	1009	4316	58	250327
008101	1008	4322	64	276589
008200	2009	4347	144	626000
008101	3008	4375	7	30622
008101	3004	4390	15	65852
008101	3005	4404	10	44044
008200	2013	4427	17	75260
008101	3006	4432	18	79769
008200	2002	4432	147	651530
008101	2009	4464	22	98208
008101	3010	4465	46	205373
008303	1006	4475	80	358017
008101	3016	4574	23	105193
008200	2006	4584	96	440047
008101	5000	4614	47	216866
008101	3009	4617	4	18468
008101	1012	4628	49	226787
008101	3011	4715	28	132014
008101	1010	4718	71	335011
008303	2013	4845	88	426361
008303	2025	4859	36	174939
008101	3012	4942	21	103777
008101	1013	5037	51	256876
008303	2012	5100	21	107099
008101	5004	5202	46	239272
008101	1011	5291	9	47617
008311	1013	5313	34	180657
008303	1004	5332	48	255954
008101	3021	5418	42	227553
008101	5005	5432	30	162974
008311	1007	5461	36	196587
008303	2023	5551	18	99925
008101	3019	5571	27	150408
008101	5002	5617	2	11235
008303	2018	5629	24	135094
008101	3022	5656	89	503378
008101	3014	5690	16	91048
008101	5017	5728	17	97378
008303	2014	5737	27	154901
008303	1000	5818	1027	5974819
008101	5012	5838	71	414523
008101	3020	5860	32	187527

LA JOLLA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008303	2015	5926	10	59264
008101	3013	5961	86	512612
008101	3023	6062	84	509244
008101	4000	6070	94	570569
008101	5011	6089	78	474968
008101	5003	6133	55	337302
008101	3015	6192	7	43346
008200	2008	6200	35	216993
008101	5001	6208	66	409749
008101	5006	6238	13	81089
008101	5010	6341	68	431194
008303	2011	6374	45	286813
008101	4002	6380	79	504053
008101	3017	6506	11	71561
008101	4003	6531	212	1384661
008101	5018	6582	64	421259
008101	5015	6613	90	595125
008101	5009	6720	49	329298
008101	5008	6820	127	866077
008101	4001	6845	25	171116
008101	4005	6863	61	418667
008311	1009	6939	55	381671
008101	4009	6948	52	361294
008101	4004	6961	77	535968
008303	2008	6999	31	216956
008101	4006	7016	31	217491
008311	1011	7019	42	294782
008303	2017	7078	148	1047582
008101	5014	7090	29	205605
008101	5013	7178	16	114843
008101	4010	7188	53	380958
008101	4011	7208	43	309942
008102	2003	7265	61	443171
008311	1006	7389	618	4566222
008101	4007	7422	14	103905
008101	4013	7433	62	460875
008311	1004	7450	147	1095118
008101	4014	7455	39	290764
008101	4008	7609	3	22826
008102	1000	7640	11	84045
008101	4016	7692	61	469185
008101	4012	7703	12	92440
008102	2001	7734	26	201076
008102	2004	7781	302	2349830
008102	1001	8021	25	200525

LA JOLLA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008311	1003	8072	43	347089
008101	4015	8076	2	16153
008102	1005	8168	30	245053
008102	1002	8227	27	222127
008311	1001	8290	245	2031070
008102	2002	8326	15	124896
008311	1005	8420	17	143136
008303	2022	8457	11	93028
008102	1004	8522	17	144879
008102	1003	8529	32	272934
008102	2000	8533	160	1365330
008102	1006	8604	7	60229
008303	3003	8883	109	968202
008311	1002	8979	14	125710
008102	1008	8990	53	476446
008303	2010	9275	11	102027
008102	1007	9341	37	345604
008303	3002	9417	76	715689
008303	3000	9636	25	240909
008303	3004	9661	101	975724
008303	2009	9763	26	253835
008303	3001	10191	213	2170693
008303	2006	10200	199	2029703
008303	2003	10216	41	418849
008311	1010	10264	29	297657
008311	1016	10304	58	597618
008311	1015	10318	39	402411
008303	2002	10451	31	323969
008303	3005	10670	108	1152338
008311	1014	10888	22	239527
008303	2007	11048	262	2894548
008303	2001	11082	65	720322
008303	2000	11307	321	3629557
008311	1008	11504	47	540705
008311	1021	11736	41	481170
008311	1022	12156	34	413292
008310	1008	14267	52	741871
008310	1015	14759	18	265670
008310	1007	15056	3	45167
008310	1006	15470	198	3063098
008310	1012	15606	36	561811
008310	2004	16192	79	1279201
008310	1003	16737	13	217584
008310	1013	17309	223	3859968
008310	1011	17347	23	398985

LA JOLLA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008301	3000	17425	141	2456914
008310	1001	17448	234	4082880
008310	1002	17459	22	384095
008310	1014	17516	44	770698
008310	1010	17539	70	1227735
008301	3002	17754	54	958709
008310	2008	18120	53	960338
008310	1009	18187	269	4892215
008301	3013	18474	31	572707
008301	3003	18556	15	278333
008301	3001	18798	13	244375
008301	3004	18954	83	1573181
008301	3008	18979	27	512426
008301	3007	18981	5	94905
008301	3009	19004	39	741157
008301	3005	19167	23	440842
008301	3010	19169	20	383379
008310	1016	19313	88	1699549
008301	3012	19329	47	908480
008301	2000	19824	36	713647
008301	2008	19871	119	2364701
008301	3006	20080	237	4758980
008301	1001	20318	29	589210
008301	3011	20342	29	589931
008301	2003	20439	14	286145
008301	2007	20508	6	123047
008301	2001	20652	152	3139149
008301	2002	20750	20	415001

TORREY PINES ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008313	2013	1472	122	179537
008313	2009	1782	17	30294
008313	2008	2335	41	95726
008313	2011	2824	22	62136
008313	2010	3403	189	643240
008313	2002	3720	93	346005
008313	2012	4125	60	247477
008313	2007	4134	149	615945
008313	2005	4176	61	254734
008313	1004	4238	625	2648509
008313	2004	4241	46	195093
008313	2006	4267	38	162130
008312	3012	4651	48	223260
008313	2003	4766	44	209709
008312	3003	4837	30	145113
008313	2019	5296	17	90028
008312	3009	5857	38	222570
008313	1001	5939	29	172228
008313	1006	6053	270	1634313
008361	1004	6075	103	625763
008313	1002	6084	135	821350
008313	1003	6187	4	24748
008313	2014	6703	158	1059129
008313	2016	7786	54	420438
008312	3008	8099	39	315876
008361	2000	8497	699	5939528
008312	1003	8529	10	85286
008361	1002	8597	82	704926
008312	3000	8667	48	416039
008312	3001	8927	58	517778
008313	2015	9210	51	469732
008361	1003	9320	1758	16384316
008362	1001	9366	527	4935639
008362	1006	9768	125	1220983
008312	3004	10251	158	1619695
008312	2001	10347	69	713968
008362	1004	10426	90	938336
008312	1002	10540	90	948640
008362	3000	10637	676	7190458
008312	2000	10725	998	10703511
008312	1005	10922	53	578881
008362	1002	11233	464	5211882
008362	2003	11357	107	1215221
008362	2004	11719	42	492191
008312	4040	11756	53	623045

TORREY PINES ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008312	4004	11786	16	188580
008312	1004	11810	64	755845
008312	4041	11847	24	284338
008312	4036	11872	2	23745
008362	3003	11972	65	778202
008362	2002	11980	35	419305
008362	3002	11983	42	503303
008312	4005	12114	13	157488
008312	4037	12168	13	158189
008312	4038	12173	28	340847
008362	3001	12265	450	5519062
008312	4035	12273	61	748653
008312	4039	12304	45	553684
008312	4042	12319	31	381891
008312	3011	12364	28	346186
008312	3007	12524	184	2304348
008312	4022	12584	4	50334
008312	4033	12635	1	12635
008312	4023	12655	5	63273
008312	4019	12656	5	63279
008362	2001	12665	64	810574
008312	4043	12709	5	63543
008312	4020	12801	13	166407
008312	4027	12816	27	346031
008362	1003	12823	50	641128
008312	4021	12851	23	295563
008312	2004	12854	61	784076
008312	4002	12885	62	798883
008362	2000	12924	404	5221134
008312	4031	12932	31	400889
008312	4016	12936	37	478631
008312	4017	13006	34	442197
008312	3010	13032	125	1629053
008312	2002	13075	7	91526
008312	4044	13077	19	248456
008312	4003	13130	34	446425
008312	4029	13156	24	315744
008312	4028	13180	20	263608
008312	4007	13234	55	727866
008312	4045	13246	21	278172
008312	2003	13260	60	795601
008312	4030	13273	24	318547
008312	4009	13300	42	558609
008312	4000	13321	22	293053
008312	4008	13358	42	561016

TORREY PINES ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008312	4015	13362	41	547853
008312	4026	13397	33	442114
008312	4013	13466	51	686752
008312	4014	13583	49	665570
008312	4012	13594	43	584522
008312	4010	13828	11	152108
008312	4011	13985	12	167817

MUIRLANDS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008311	1007	353	36	12691
008311	1013	682	34	23195
008101	5000	1524	47	71633
008311	1009	1831	55	100719
008311	1011	1910	42	80237
008101	1013	2170	51	110687
008311	1006	2280	618	1409343
008101	5004	2335	46	107415
008101	2009	2416	22	53150
008101	5005	2566	30	76981
008101	1012	2580	49	126430
008101	2008	2645	53	140160
008101	1010	2670	71	189596
008101	5002	2762	2	5524
008311	1004	2782	147	408993
008101	2014	2825	28	79089
008101	2010	2828	31	87669
008101	2007	2829	35	99011
008101	1011	2847	9	25620
008101	5017	2862	17	48648
008101	2013	2903	21	60962
008101	5012	2972	71	211005
008303	1006	3007	80	240557
008101	1009	3051	58	176976
008101	1008	3057	64	195651
008101	3023	3207	84	269397
008101	4000	3215	94	302168
008101	5011	3223	78	251384
008101	3021	3242	42	136146
008101	5003	3277	55	180259
008101	2001	3300	78	257408
008101	5001	3353	66	221298
008101	5006	3371	13	43825
008101	2012	3407	19	64735
008101	2011	3455	20	69109
008101	1007	3472	57	197922
008101	5010	3475	68	236276
008101	2002	3491	68	237357
008101	4002	3525	79	278483
008101	3022	3555	89	316396
008101	1006	3643	52	189433
008101	3010	3673	46	168954
008101	4003	3676	212	779333
008101	2003	3681	59	217205
008101	3012	3703	21	77768

MUIRLANDS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008101	5018	3716	64	237806
008311	1003	3725	43	160190
008101	5015	3746	90	337145
008101	3020	3759	32	120298
008101	2000	3765	86	323819
008101	1003	3766	21	79081
008101	1005	3826	50	191305
008101	1004	3827	54	206641
008101	5009	3854	49	188841
008101	3011	3930	28	110046
008311	1001	3944	245	966179
008101	5008	3964	127	503452
008101	4005	4008	61	244492
008101	3008	4025	7	28173
008101	2004	4035	125	504355
008101	3019	4043	27	109171
008311	1005	4073	17	69246
008101	4009	4093	52	212817
008101	4004	4105	77	316108
008101	3017	4108	11	45185
008101	4001	4114	25	102839
008101	1000	4123	21	86584
008101	1002	4152	30	124555
008101	4006	4161	31	128976
008101	5014	4223	29	122478
008101	3007	4239	33	139871
008101	3009	4261	4	17045
008101	5013	4322	16	69158
008101	4010	4333	53	229626
008101	4011	4353	43	187163
008102	2003	4399	61	268317
008101	3015	4421	7	30947
008101	3014	4435	16	70952
008101	3013	4441	86	381887
008101	1001	4498	34	152943
008303	3003	4536	109	494435
008200	1019	4539	69	313211
008101	2005	4560	72	328300
008101	4007	4566	14	63931
008101	3001	4572	28	128029
008101	4013	4578	62	283845
008101	4014	4600	39	179406
008311	1002	4633	14	64860
008101	3006	4710	18	84772
008101	4008	4753	3	14260

MUIRLANDS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008102	1000	4785	11	52637
008101	3016	4800	23	110398
008101	3002	4823	29	139876
008200	1016	4830	155	748639
008101	4016	4836	61	295010
008200	1006	4843	13	62961
008101	4012	4848	12	58176
008303	1003	4867	67	326086
008102	2001	4878	26	126838
008200	1020	4907	51	250255
008200	3041	4912	89	437181
008200	3040	4914	26	127766
008102	2004	4926	302	1487523
008101	2006	5009	141	706229
008101	3003	5030	9	45272
008200	3035	5149	11	56639
008102	1001	5166	25	129142
008303	1005	5197	26	135114
008101	4015	5221	2	10442
008200	3042	5239	22	115267
008101	3005	5256	10	52564
008101	3004	5271	15	79061
008200	3039	5313	46	244391
008102	1005	5313	30	159394
008303	3004	5314	101	536729
008200	1013	5322	79	420470
008101	3000	5365	77	413139
008102	1002	5372	27	145034
008200	3034	5410	10	54096
008311	1017	5439	29	157742
008311	1019	5441	24	130594
008200	3033	5470	12	65646
008102	2002	5471	15	82066
008303	3002	5480	76	416470
008200	1017	5486	86	471809
008303	1002	5491	7	38437
008200	3038	5505	15	82580
008200	1010	5513	65	358343
008311	1010	5597	29	162299
008102	1004	5667	17	96339
008102	1003	5674	32	181564
008102	2000	5678	160	908479
008200	3028	5741	69	396096
008102	1006	5749	7	40242
008200	1011	5813	11	63946

MUIRLANDS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008200	3019	5917	4	23667
008311	1016	5957	58	345521
008200	1014	5966	37	220754
008200	3030	5967	24	143212
008311	1015	5972	39	232898
008200	1003	6008	80	480610
008200	1018	6017	5	30086
008200	3029	6024	11	66261
008311	1018	6112	105	641764
008200	3020	6122	5	30609
008102	1008	6134	53	325114
008311	2001	6270	47	294693
008102	1039	6278	21	131841
008102	2009	6286	16	100576
008303	3005	6323	108	682917
008200	2015	6326	110	695877
008200	2003	6388	181	1156248
008200	1000	6403	12	76839
008200	2004	6435	31	199478
008200	3031	6448	24	154748
008200	1015	6452	196	1264575
008102	1007	6485	37	239958
008102	1035	6486	11	71347
008200	1012	6492	13	84396
008200	3016	6496	3	19488
008200	2001	6514	412	2683582
008311	1014	6541	22	143905
008200	3025	6548	34	222630
008200	3026	6606	20	132115
008102	1037	6634	17	112774
008200	3027	6652	20	133048
008102	1016	6663	31	206555
008200	3017	6698	9	60279
008200	3021	6698	52	348318
008200	3024	6706	33	221287
008102	2008	6708	46	308546
008102	1036	6720	12	80643
008200	2007	6737	26	175165
008102	1038	6749	20	134983
008102	2007	6762	26	175808
008102	1045	6783	22	149232
008311	1008	6837	47	321331
008303	3001	6878	213	1465011
008311	2002	6884	70	481874
008200	2002	6913	147	1016211

MUIRLANDS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008102	2005	6926	18	124668
008200	3008	6964	10	69638
008102	1040	6975	19	132520
008102	1009	7051	64	451260
008311	2000	7055	73	515007
008200	3023	7062	31	218932
008311	2005	7063	50	353136
008311	1021	7068	41	289802
008303	2022	7082	11	77898
008200	3006	7101	42	298250
008200	3005	7129	38	270896
008102	1043	7174	19	136298
008200	2009	7179	144	1033831
008200	3004	7185	27	193989
008200	2010	7205	12	86457
008200	3003	7231	15	108463
008102	1012	7236	16	115775
008102	1044	7242	16	115874
008200	2013	7259	17	123407
008102	1041	7278	17	123722
008102	2012	7313	71	519220
008102	2006	7391	41	303037
008200	2006	7416	96	711934
008311	1000	7481	6	44888
008200	3009	7482	64	478826
008311	1022	7488	34	254596
008200	2005	7488	15	112323
008303	2020	7492	2	14983
008102	1014	7494	8	59953
008200	2014	7504	8	60034
008102	2013	7529	30	225869
008200	3000	7647	6	45884
008200	2012	7653	21	160722
008303	2026	7682	60	460921
008102	2014	7691	30	230736
008102	1015	7705	17	130992
008303	1001	7706	27	208069
008200	2011	7721	25	193018
008102	1011	7748	5	38740
008200	3001	7749	20	154982
008200	3002	7750	12	92996
008200	3010	7820	21	164230
008310	2001	7827	78	610530
008200	3007	7838	39	305670
008102	1013	7909	23	181900

MUIRLANDS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008102	1010	7910	19	150289
008311	1020	7914	36	284901
008102	2015	7945	24	190679
008102	2010	7948	49	389476
008102	2011	7968	34	270900
008102	1025	7976	10	79765
008303	2021	7987	5	39936
008310	2002	8015	42	336610
008102	2019	8150	30	244487
008312	4032	8185	12	98221
008102	3000	8197	6	49183
008303	3000	8261	25	206521
008102	2018	8413	73	614138
008303	2024	8454	50	422683
008102	2016	8526	42	358109
008102	2017	8536	67	571926
008102	1024	8618	55	474012
008102	3007	8652	5	43262
008303	2017	8751	148	1295102
008311	2003	8859	31	274640
008102	1032	8936	13	116174
008102	3006	8947	45	402600
008303	2012	8974	21	188464
008102	3005	8999	79	710959
008303	2013	9011	88	792940
008303	2025	9025	36	324904
008102	1030	9042	10	90424
008102	1031	9071	11	99786
008310	3000	9109	930	8471487
008310	2007	9201	33	303638
008102	3004	9221	74	682372
008102	1042	9280	6	55678
008102	1026	9329	12	111949
008102	3008	9362	22	205972
008102	1033	9371	25	234265
008102	1029	9427	6	56561
008102	3003	9443	88	831014
008200	2008	9468	35	331394
008303	1004	9498	48	455907
008102	1020	9505	13	123561
008312	4029	9532	24	228767
008102	1023	9573	21	201023
008102	1019	9598	12	115174
008102	3001	9616	117	1125038
008311	2006	9618	309	2971926

MUIRLANDS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008102	3009	9639	31	298802
008102	3010	9668	30	290053
008303	2023	9717	18	174907
008102	1034	9729	13	126476
008102	1027	9776	19	185749
008312	4045	9776	21	205303
008303	2018	9795	24	235070
008312	4028	9842	20	196846
008102	3011	9890	25	247238
008303	2014	9903	27	267374
008310	1008	9920	52	515853
008102	3012	9925	26	258057
008102	1022	9932	14	139046
008102	3033	9940	12	119277
008310	3011	9948	36	358129
008303	1000	9983	1027	10252965
008102	1028	10012	10	100120
008006	1000	10062	45	452806
008303	2015	10092	10	100920
008102	3013	10176	32	325642
008312	4044	10192	19	193649
008102	3014	10211	28	285912
008102	3032	10221	9	91993
008310	3007	10238	31	317365
008006	1001	10312	38	391845
008102	3015	10347	28	289712
008312	4026	10361	33	341918
008102	3002	10377	28	290563
008311	2004	10383	237	2460887
008102	3041	10385	20	207695
008312	4030	10388	24	249317
008310	1015	10413	18	187433
008102	3034	10480	21	220080
008102	3031	10483	9	94345
008310	2003	10502	427	4484331
008303	2011	10539	45	474269
008312	4031	10550	31	327058
008312	4043	10555	5	52776
008006	1002	10557	11	116129
008311	2008	10586	338	3578036
008102	3035	10650	34	362113
008303	2002	10704	31	331824
008310	1007	10709	3	32128
008102	3036	10744	32	343815
008102	3016	10775	11	118522

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008312	4027	10841	27	292706
008312	4042	10946	31	339329
008102	3040	10984	82	900654
008102	3030	10998	29	318939
008006	1008	11045	99	1093421
008303	2001	11077	65	719984
008102	3029	11085	28	310382
008310	1006	11124	198	2202492
008102	3039	11124	33	367100
008006	1007	11137	39	434335
008102	3020	11161	4	44645
008303	2008	11164	31	346092
008102	3017	11207	29	325016
008310	3013	11242	36	404718
008310	1012	11259	36	405337
008310	3022	11271	56	631161
008102	3018	11288	30	338653
008006	2004	11312	22	248861
008102	3043	11320	31	350932
008102	3037	11400	30	342000
008310	3008	11431	82	937327
008311	2007	11498	6	68989
008006	1009	11547	27	311775
008102	3019	11552	31	358106
008312	4035	11561	61	705228
008303	2003	11570	41	474355
008006	2003	11627	14	162775
008102	3021	11630	30	348896
008102	3038	11659	23	268164
008312	4041	11692	24	280597
008102	3023	11694	34	397604
008312	4036	11717	2	23433
008102	3028	11739	26	305227
008312	4040	11785	53	624621
008310	3014	11830	293	3466176
008310	2004	11846	79	935829
008102	3027	11870	26	308624
008006	1013	11875	199	2363058
008102	3022	11877	33	391925
008303	2010	11879	11	130674
008006	1005	11900	49	583087
008006	2002	11903	15	178542
008006	2005	11907	143	1702655
008102	3026	11958	29	346776
008102	3024	12002	19	228034

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008006	4000	12009	68	816590
008312	4037	12010	13	156125
008312	4038	12017	28	336482
008310	3021	12018	84	1009548
008102	3025	12091	29	350646
008006	2009	12103	25	302572
008310	3020	12146	33	400814
008006	2001	12170	15	182554
008006	1011	12200	37	451395
008310	3019	12285	21	257990
008006	2000	12384	54	668754
008303	2009	12388	26	322088
008310	1003	12391	13	161079
008312	4022	12425	4	49699
008312	4039	12427	45	559206
008006	2010	12438	17	211439
008006	2011	12438	26	323382
008312	4023	12499	5	62494
008312	4019	12500	5	62500
008006	1012	12589	73	919030
008006	1014	12603	69	869616
008312	2001	12609	69	870051
008006	1010	12619	12	151425
008006	2007	12628	130	1641652
008312	4020	12645	13	164380
008312	4033	12654	1	12654
008312	4021	12695	23	291978
008006	2015	12708	56	711661
008006	4002	12772	73	932374
008006	2012	12773	54	689768
008006	2013	12774	47	600366
008006	4001	12775	59	753736
008310	3006	12810	75	960731
008006	2014	12893	74	954086
008312	4016	12955	37	479352
008310	1013	12963	223	2890700
008312	2004	12976	61	791560
008310	1011	13001	23	299016
008312	4007	13075	55	719131
008301	3000	13078	141	1844058
008310	1001	13102	234	3065801
008006	4004	13108	198	2595422
008310	1002	13112	22	288472
008006	4003	13112	123	1612821
008312	4017	13128	34	446369

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008310	3023	13134	50	656719
008312	4009	13144	42	552062
008006	2017	13147	6	78885
008310	1014	13169	44	579453
008310	1010	13193	70	923481
008312	4008	13202	42	554469
008312	4015	13206	41	541462
008006	1006	13304	100	1330409
008006	3004	13374	6	80242
008006	3003	13382	70	936731
008312	2003	13383	60	802963
008310	2010	13387	33	441772
008310	2009	13399	42	562773
008301	3002	13407	54	723999
008310	2006	13428	33	443116
008310	3010	13437	56	752466
008006	4005	13485	175	2359957
008006	3010	13528	111	1501594
008310	2013	13563	31	420447
008310	2015	13661	31	423491
008312	4010	13672	11	150393
008303	2007	13673	262	3582321
008310	2014	13705	34	465970
008312	4014	13706	49	671583
008313	2015	13724	51	699913
008310	2016	13744	29	398584
008310	2011	13750	42	577479
008003	3002	13764	46	633155
008310	2008	13773	53	729974
008006	3011	13814	42	580203
008310	1009	13840	269	3723008
008006	1015	13916	29	403567
008312	4011	14003	12	168034
008312	4012	14031	43	603345
008003	3005	14057	68	955873
008303	2006	14074	199	2800733
008301	3013	14128	31	437966
008312	4013	14159	51	722114
008301	3003	14209	15	213136
008310	2022	14251	54	769542
008310	3004	14326	12	171907
008003	3006	14381	33	474581
008310	2005	14415	24	345961
008301	3001	14452	13	187871
008312	2002	14494	7	101461

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008310	2012	14503	213	3089040
008310	2021	14570	3	43710
008303	2000	14584	321	4681459
008312	4000	14596	22	321114
008301	3004	14607	83	1212422
008301	3008	14632	27	395071
008301	3007	14634	5	73172
008301	3009	14658	39	571644
008312	4003	14702	34	499862
008003	3010	14726	30	441767
008313	2016	14804	54	799439
008301	3005	14821	23	340873
008301	3010	14822	20	296449
008310	3003	14848	38	564227
008003	3011	14860	52	772745
008003	3009	14899	84	1251517
008310	3002	14900	140	2086069
008312	4002	14947	62	926699
008310	1016	14967	88	1317057
008301	3012	14983	47	704195
008310	3009	14993	20	299866
008310	3005	15183	66	1002064
008003	3008	15358	30	460745
008003	3013	15358	55	844700
008301	2000	15477	36	557173
008301	2008	15525	119	1847468
008313	2014	15557	158	2457992
008312	4005	15578	13	202514
008003	3015	15582	25	389560
008003	3014	15604	34	530537
008310	3012	15609	16	249749
008003	3007	15732	224	3523919
008301	3006	15734	237	3728861
008312	3011	15855	28	443954
008003	3012	15872	10	158723
008312	4004	15951	16	255214
008301	1001	15971	29	463162
008313	2019	15972	17	271531
008301	3011	15996	29	463883
008312	3010	16027	125	2003417
008301	2003	16092	14	225294
008301	2007	16161	6	96968
008301	2001	16306	152	2478482
008301	2002	16404	20	328071
008312	2000	16845	998	16810949

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008313	1006	17622	270	4757845
008312	3007	17913	184	3295976
008312	3008	19470	39	759338
008313	2011	20097	22	442138
008313	2010	20676	189	3907801
008313	2006	20842	38	792007
008312	3012	20863	48	1001424
008313	2003	20978	44	923026
008312	3004	21029	158	3322618
008312	3003	21049	30	631465
008313	2002	21179	93	1969628
008313	2007	21198	149	3158486
008313	2005	21240	61	1295640
008313	2012	21397	60	1283846
008313	2013	21549	122	2628985
008313	2004	21699	46	998176
008312	3009	21712	38	825075
008313	2009	21859	17	371611
008312	3001	22067	58	1279873
008312	1005	22344	53	1184251
008313	2008	22412	41	918901
008312	3000	22804	48	1094615
008313	1004	23106	625	14441543
008312	1003	23478	10	234780
008313	1001	24231	29	702709
008361	1004	24368	103	2509887
008313	1002	24377	135	3290833
008313	1003	24480	4	97918
008361	1002	25514	82	2092181
008312	1002	26154	90	2353871
008361	1003	26238	1758	46125704
008312	1004	26760	64	1712608
008361	2000	26790	699	18725959
008362	1001	27658	527	14575767
008362	1006	28060	125	3507541
008362	1004	28718	90	2584658
008362	3000	28929	676	19556162
008362	1002	29525	464	13699585
008362	2003	29650	107	3172514
008362	2004	30011	42	1260474
008362	3003	30265	65	1967212
008362	2002	30273	35	1059542
008362	3002	30276	42	1271587
008362	3001	30557	450	13750670
008362	2001	30958	64	1981292

MUIRLANDS MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008362	1003	31115	50	1555751
008362	2000	31216	404	12611288

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008101	5000	1019	47	47890
008101	2008	1132	53	59972
008101	2010	1315	31	40766
008101	2007	1316	35	46057
008101	2013	1390	21	29189
008101	1013	1665	51	84923
008311	1013	1718	34	58419
008303	1006	1777	80	142145
008101	2001	1787	78	139395
008101	5004	1830	46	84177
008311	1007	1866	36	67159
008101	2014	1909	28	53442
008101	2009	1911	22	42036
008101	2011	1942	20	38849
008101	2002	1978	68	134474
008101	5005	2061	30	61826
008101	2012	2072	19	39359
008101	1012	2075	49	101677
008101	1009	2135	58	123850
008101	1007	2137	57	121794
008101	1008	2141	64	137028
008101	1010	2165	71	153729
008101	2003	2168	59	127938
008101	2000	2252	86	193702
008101	5002	2257	2	4514
008101	1006	2307	52	119982
008101	3010	2339	46	107593
008101	1011	2342	9	21074
008101	5017	2357	17	40061
008101	1003	2424	21	50896
008101	5012	2467	71	175138
008101	1005	2484	50	124196
008101	1004	2485	54	134164
008101	3008	2690	7	18831
008101	2004	2693	125	336583
008101	3023	2702	84	226963
008101	4000	2709	94	254683
008101	5011	2718	78	211981
008101	3021	2736	42	114929
008101	5003	2772	55	152475
008101	1000	2781	21	58399
008101	3012	2788	21	58553
008101	1002	2810	30	84289
008101	5001	2848	66	187957
008101	5006	2866	13	37258

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008101	3007	2896	33	95580
008101	3009	2937	4	11747
008101	5010	2969	68	201924
008101	3011	3015	28	84426
008101	4002	3020	79	238575
008200	1019	3026	69	208815
008101	3022	3050	89	271436
008101	1001	3156	34	107310
008101	4003	3171	212	672237
008101	5018	3211	64	205476
008101	2005	3218	72	231663
008101	3001	3230	28	90448
008101	5015	3241	90	291680
008101	3020	3254	32	104132
008200	1016	3317	155	514126
008200	1006	3330	13	43292
008311	1009	3344	55	183934
008101	5009	3349	49	164088
008303	1003	3354	67	224716
008200	3041	3399	89	302525
008200	3040	3401	26	88429
008101	3006	3402	18	61229
008200	1020	3407	51	173740
008311	1011	3423	42	143783
008101	5008	3459	127	439295
008101	3019	3478	27	93895
008101	3016	3492	23	80315
008101	3002	3494	29	101319
008101	4005	3503	61	213677
008101	4009	3587	52	186548
008101	4004	3600	77	277210
008101	3017	3603	11	39628
008101	4001	3608	25	90210
008200	3035	3636	11	39996
008101	4006	3655	31	113316
008101	2006	3667	141	516983
008303	1005	3684	26	95776
008101	3003	3701	9	33306
008101	5014	3718	29	107828
008200	3042	3726	22	81981
008101	3014	3772	16	60344
008311	1006	3793	618	2344370
008200	3039	3800	46	174794
008200	1013	3811	79	301046
008101	5013	3817	16	61075

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008101	4010	3827	53	202852
008101	4011	3847	43	165441
008101	3013	3875	86	333232
008102	2003	3893	61	237502
008200	3034	3897	10	38967
008101	3015	3916	7	27411
008101	3005	3948	10	39476
008200	3033	3957	12	47490
008101	3004	3962	15	59429
008200	1017	3974	86	341804
008303	1002	3978	7	27846
008200	3038	3992	15	59885
008200	1010	4000	65	259999
008101	3000	4036	77	310764
008101	4007	4061	14	56859
008101	4013	4073	62	252525
008101	4014	4095	39	159705
008200	3028	4228	69	291700
008101	4008	4248	3	12745
008102	1000	4280	11	47080
008311	1004	4295	147	631402
008200	1011	4300	11	47304
008101	4016	4331	61	264195
008101	4012	4343	12	52114
008102	2001	4373	26	113704
008200	3019	4404	4	17615
008102	2004	4420	302	1334962
008200	3030	4454	24	106901
008200	1003	4495	80	359571
008200	1018	4506	5	22528
008200	3029	4511	11	49618
008200	3020	4609	5	23044
008200	1014	4612	37	170656
008102	1001	4661	25	116513
008101	4015	4716	2	9432
008102	1005	4808	30	144239
008200	2015	4813	110	529448
008102	1002	4866	27	131394
008200	1000	4890	12	58683
008200	2004	4923	31	152616
008200	3031	4935	24	118436
008102	2002	4966	15	74488
008200	1012	4979	13	64727
008200	3016	4983	3	14949
008200	2001	5002	412	2060767

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008200	3025	5035	34	171188
008200	2003	5038	181	911886
008200	3026	5093	20	101855
008200	1015	5102	196	999962
008200	3027	5139	20	102788
008102	1004	5162	17	87751
008102	1003	5169	32	165399
008102	2000	5173	160	827652
008200	3017	5185	9	46662
008200	3021	5185	52	269642
008200	3024	5193	33	171358
008311	1003	5238	43	225248
008102	1006	5244	7	36706
008200	2007	5383	26	139961
008200	3008	5451	10	54509
008311	1001	5457	245	1336861
008200	3023	5549	31	172030
008200	2002	5559	147	817172
008311	1005	5586	17	94967
008200	3006	5588	42	234704
008200	3005	5616	38	213402
008102	1008	5629	53	298340
008200	2009	5666	144	815961
008200	3004	5672	27	153138
008200	2010	5692	12	68302
008200	3003	5718	15	85768
008200	2013	5746	17	97686
008102	1039	5773	21	121232
008102	2009	5781	16	92493
008200	2006	5903	96	566688
008200	3009	5969	64	381995
008200	2005	5975	15	89628
008303	2020	5979	2	11957
008102	1007	5980	37	221266
008102	1035	5981	11	65790
008200	2014	5991	8	47931
008303	3003	6049	109	659350
008102	1037	6129	17	104186
008200	3000	6134	6	36806
008200	2012	6140	21	128950
008311	1002	6146	14	86041
008102	1016	6158	31	190895
008303	2026	6169	60	370142
008303	1001	6193	27	167218
008102	2008	6202	46	285308

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008200	2011	6208	25	155194
008102	1036	6215	12	74580
008200	3001	6236	20	124723
008200	3002	6237	12	74840
008102	1038	6244	20	124880
008102	2007	6257	26	162674
008102	1045	6278	22	138118
008200	3010	6307	21	132457
008200	3007	6325	39	246664
008102	2005	6421	18	115575
008102	1040	6470	19	122922
008303	2021	6474	5	32372
008102	1009	6546	64	418929
008102	1043	6668	19	126700
008312	4032	6672	12	80066
008102	1012	6731	16	107692
008102	1044	6737	16	107791
008102	1041	6773	17	115134
008102	2012	6808	71	483353
008303	3004	6827	101	689541
008102	2006	6886	41	282325
008303	2024	6941	50	347034
008311	1017	6952	29	201618
008311	1019	6954	24	166906
008102	1014	6989	8	55912
008303	3002	6993	76	531457
008102	2013	7024	30	210713
008311	1010	7110	29	206176
008102	2014	7186	30	215581
008102	1015	7200	17	122404
008102	1011	7243	5	36214
008102	1013	7404	23	170281
008102	1010	7405	19	140691
008102	2015	7440	24	178555
008102	2010	7443	49	364722
008303	2012	7461	21	156691
008102	2011	7462	34	253724
008311	1016	7470	58	433274
008102	1025	7471	10	74713
008311	1015	7485	39	291905
008303	2013	7498	88	659797
008303	2025	7512	36	270436
008311	1018	7625	105	800628
008102	2019	7644	30	229332
008102	3000	7692	6	46152

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008311	2001	7783	47	365804
008303	3005	7836	108	846319
008102	2018	7908	73	577261
008200	2008	7955	35	278440
008303	1004	7985	48	383283
008312	4029	8019	24	192455
008102	2016	8021	42	336891
008102	2017	8031	67	538080
008311	1014	8054	22	177190
008102	1024	8113	55	446227
008102	3007	8147	5	40736
008303	2023	8204	18	147673
008312	4045	8263	21	173531
008303	2018	8282	24	198758
008312	4028	8329	20	166586
008311	1008	8350	47	392442
008303	2014	8390	27	226524
008303	3001	8391	213	1787277
008311	2002	8397	70	587783
008102	1032	8431	13	109607
008102	3006	8441	45	379867
008303	1000	8470	1027	8699127
008102	3005	8494	79	671050
008102	1030	8537	10	85373
008102	1031	8566	11	94229
008311	2000	8568	73	625455
008311	2005	8576	50	428786
008303	2015	8579	10	85791
008311	1021	8581	41	351835
008303	2022	8595	11	94541
008312	4044	8679	19	164902
008102	3004	8716	74	644990
008102	1042	8775	6	52647
008102	1026	8824	12	105887
008312	4026	8848	33	291990
008102	3008	8857	22	194859
008102	1033	8865	25	221636
008312	4030	8875	24	213005
008102	1029	8922	6	53530
008102	3003	8938	88	786559
008311	1000	8994	6	53966
008102	1020	9000	13	116994
008311	1022	9001	34	306038
008303	2011	9026	45	406184
008312	4031	9037	31	280156

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008312	4043	9042	5	45211
008102	1023	9067	21	190414
008102	1019	9093	12	109112
008102	3001	9111	117	1065934
008102	3009	9134	31	283142
008102	3010	9163	30	274898
008102	1034	9224	13	119909
008102	1027	9271	19	176151
008312	4027	9328	27	251855
008310	2001	9340	78	728543
008102	3011	9384	25	234609
008102	3012	9420	26	244923
008102	1022	9427	14	131974
008311	1020	9427	36	339368
008312	4042	9433	31	292426
008102	3033	9435	12	113215
008102	1028	9507	10	95069
008310	2002	9528	42	400155
008006	1000	9557	45	430074
008303	2008	9651	31	299189
008102	3013	9671	32	309477
008102	3014	9706	28	271768
008102	3032	9716	9	87447
008303	2017	9731	148	1440179
008303	3000	9774	25	244346
008006	1001	9807	38	372649
008102	3015	9842	28	275567
008102	3002	9872	28	276418
008102	3041	9880	20	197591
008102	3034	9975	21	209471
008102	3031	9978	9	89799
008312	4035	10048	61	612936
008006	1002	10052	11	110572
008102	3035	10145	34	344938
008312	4041	10179	24	244285
008312	4036	10204	2	20407
008102	3036	10239	32	327650
008102	3016	10270	11	112966
008312	4040	10272	53	544432
008311	2003	10372	31	321542
008102	3040	10478	82	859230
008102	3030	10493	29	304289
008312	4037	10497	13	136456
008312	4038	10504	28	294119
008006	1008	10539	99	1043410

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008102	3029	10580	28	296237
008102	3039	10619	33	350430
008310	3000	10622	930	9878565
008006	1007	10632	39	414634
008102	3020	10656	4	42624
008102	3017	10702	29	310366
008310	2007	10714	33	353567
008102	3018	10783	30	323498
008006	2004	10807	22	237747
008102	3043	10815	31	335272
008102	3037	10895	30	326845
008312	4022	10912	4	43647
008312	4039	10914	45	491121
008312	4023	10986	5	54929
008312	4019	10987	5	54935
008311	2007	10993	6	65958
008006	1009	11042	27	298136
008102	3019	11047	31	342446
008312	2001	11096	69	765655
008006	2003	11122	14	155702
008102	3021	11125	30	333741
008311	2006	11131	309	3439439
008312	4020	11132	13	144711
008312	4033	11141	1	11141
008102	3038	11154	23	256545
008312	4021	11182	23	257179
008102	3028	11234	26	292092
008102	3027	11365	26	295489
008006	1013	11369	199	2262529
008102	3022	11371	33	375254
008006	1005	11395	49	558333
008006	2002	11398	15	170964
008006	2005	11402	143	1630416
008310	1008	11433	52	594528
008312	4016	11442	37	423372
008102	3026	11453	29	332126
008310	3011	11461	36	412597
008312	2004	11463	61	699268
008312	4007	11562	55	635917
008312	4017	11616	34	394927
008312	4009	11631	42	488516
008312	4008	11689	42	490924
008102	3025	11693	29	339091
008312	4015	11693	41	479430
008006	1011	11695	37	432704

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008006	2001	11732	15	175978
008310	3007	11751	31	364268
008102	3024	11782	19	223862
008312	2003	11870	60	712184
008311	2004	11896	237	2819465
008310	1015	11926	18	214667
008303	2010	11928	11	131207
008310	2003	12015	427	5130377
008102	3023	12026	34	408887
008006	2000	12083	54	652484
008006	1012	12084	73	882152
008006	1014	12098	69	834759
008311	2008	12099	338	4089426
008006	1010	12114	12	145363
008006	2007	12123	130	1575980
008312	4010	12159	11	133750
008312	4014	12193	49	597446
008006	2015	12203	56	683371
008313	2015	12211	51	622750
008303	2002	12217	31	378727
008310	1007	12222	3	36667
008006	2014	12388	74	916703
008303	2009	12416	26	322805
008312	4011	12490	12	149878
008312	4012	12518	43	538286
008303	2006	12561	199	2499648
008303	2001	12590	65	818328
008310	1006	12637	198	2502064
008312	4013	12646	51	644951
008310	3013	12755	36	459185
008310	1012	12772	36	459804
008310	3022	12784	56	715888
008006	1006	12799	100	1279893
008006	3004	12868	6	77210
008303	2003	12869	41	527610
008310	3008	12944	82	1061392
008312	2002	12981	7	90870
008006	2009	13027	25	325672
008310	3020	13070	33	431306
008006	3003	13079	70	915502
008312	4000	13083	22	287828
008006	2017	13087	6	78525
008312	4003	13189	34	448420
008006	3010	13238	111	1469391
008313	2016	13291	54	717738

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008310	3014	13343	293	3909481
008310	2004	13359	79	1055355
008006	4000	13360	68	908473
008006	2010	13362	17	227147
008006	2011	13362	26	347406
008006	1015	13411	29	388917
008312	4002	13434	62	832894
008006	3011	13473	42	565855
008003	3002	13523	46	622051
008310	3021	13531	84	1136639
008310	3019	13663	21	286925
008303	2000	13669	321	4387610
008006	4002	13696	73	999828
008006	2012	13697	54	739665
008006	2013	13698	47	643795
008006	4001	13699	59	808253
008303	2007	13701	262	3589552
008003	3005	13772	68	936506
008003	3006	13876	33	457910
008310	1003	13904	13	180748
008006	4005	13947	175	2440704
008006	4004	14032	198	2778377
008006	4003	14036	123	1726475
008313	2014	14044	158	2218940
008312	4005	14065	13	182845
008310	3006	14323	75	1074205
008312	3011	14343	28	401590
008003	3010	14395	30	431845
008312	4004	14438	16	231007
008313	2019	14459	17	245810
008310	1013	14476	223	3228097
008310	1011	14514	23	333815
008312	3010	14514	125	1814293
008003	3009	14568	84	1223733
008301	3000	14591	141	2057390
008310	1001	14615	234	3419840
008310	1002	14625	22	321758
008310	3023	14647	50	732369
008310	1014	14682	44	646024
008310	1010	14706	70	1029390
008003	3011	14755	52	767249
008310	2010	14900	33	491700
008310	2009	14912	42	626319
008301	3002	14920	54	805700
008310	2006	14941	33	493044

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008310	3010	14950	56	837194
008003	3008	15027	30	450822
008003	3013	15027	55	826509
008310	2013	15076	31	467350
008310	2015	15174	31	470393
008310	2014	15218	34	517411
008310	2016	15257	29	442461
008310	2011	15262	42	641025
008003	3014	15273	34	519291
008310	2008	15286	53	810163
008312	2000	15332	998	15300987
008310	1009	15353	269	4130002
008003	3007	15401	224	3449829
008003	3015	15442	25	386052
008003	3012	15568	10	155677
008301	3013	15641	31	484869
008301	3003	15722	15	235831
008310	2022	15764	54	851243
008310	3004	15839	12	190063
008310	2005	15928	24	382273
008301	3001	15965	13	207540
008310	2012	16016	213	3411307
008310	2021	16083	3	48249
008313	1006	16109	270	4349338
008301	3004	16120	83	1338000
008301	3008	16145	27	435921
008301	3007	16147	5	80737
008301	3009	16171	39	630650
008301	3005	16334	23	375671
008301	3010	16335	20	326709
008310	3003	16361	38	621721
008312	3007	16400	184	3017586
008310	3002	16413	140	2297887
008310	1016	16480	88	1450200
008301	3012	16496	47	775305
008310	3009	16506	20	330125
008310	3005	16696	66	1101921
008301	2000	16990	36	611641
008301	2008	17038	119	2027514
008310	3012	17122	16	273957
008301	3006	17247	237	4087439
008301	1001	17484	29	507039
008301	3011	17509	29	507759
008301	2003	17605	14	246476
008301	2007	17674	6	106046

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008301	2001	17819	152	2708456
008301	2002	17917	20	358331
008312	3008	17957	39	700331
008313	2011	18584	22	408852
008313	2010	19163	189	3621847
008313	2006	19329	38	734514
008312	3012	19350	48	928801
008313	2003	19465	44	856454
008312	3004	19516	158	3083566
008312	3003	19536	30	586075
008313	2002	19666	93	1828921
008313	2007	19685	149	2933051
008313	2005	19727	61	1203347
008313	2012	19884	60	1193067
008313	2013	20036	122	2444401
008313	2004	20186	46	928578
008312	3009	20200	38	767581
008313	2009	20346	17	345890
008312	3001	20554	58	1192120
008312	1005	20831	53	1104063
008313	2008	20899	41	856869
008312	3000	21291	48	1021991
008313	1004	21593	625	13495926
008312	1003	21965	10	219651
008313	1001	22718	29	658833
008313	1002	22864	135	3086579
008313	1003	22967	4	91866
008312	1002	24641	90	2217702
008312	1004	25247	64	1615777
008361	1004	22855	103	2354049
008361	1002	24001	82	1968116
008361	1003	24725	1758	43465872
008361	2000	25277	699	17668381
008362	1001	26145	527	13778422
008362	1006	26547	125	3318418
008362	1004	27205	90	2448489
008362	3000	27416	676	18533383
008362	1002	28012	464	12997559
008362	2003	28137	107	3010625
008362	2004	28498	42	1196929
008362	3003	28752	65	1868867
008362	2002	28760	35	1006587
008362	3002	28763	42	1208041
008362	3001	29044	450	13069825
008362	2001	29445	64	1884461

LA JOLLA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008362	1003	29602	50	1480102
008362	2000	29703	404	12000041

BAKER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003502	2008	560	141	78977
003301	1011	1196	42	50235
003301	2019	1399	95	132896
003502	2005	1529	170	259911
003301	2018	1531	19	29085
003301	2022	1614	68	109783
003602	1001	1711	107	183036
003502	2020	1711	205	350752
003502	2015	1753	23	40327
003301	2017	1755	44	77240
003502	2003	1789	92	164553
003301	2016	1862	40	74488
003501	1027	1866	72	134363
003502	2000	1868	181	338054
003502	2009	1880	295	554615
003502	2016	1889	49	92550
003301	2021	2009	60	120568
003301	1010	2041	375	765287
003602	1002	2089	95	198456
003602	1003	2089	103	215209
003502	2017	2108	23	48478
003301	1022	2216	140	310177
003501	1014	2217	104	230583
003502	2019	2219	27	59919
003502	2018	2221	25	55526
003602	2001	2381	117	278519
003602	2000	2447	171	418353
003602	1006	2453	85	208539
003301	1009	2477	103	255111
003501	1011	2610	143	373165
003501	1012	2689	67	180192
003602	2005	3047	155	472237
003301	2013	3748	211	790730
003301	2012	3769	435	1639344

BALBOA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003603	1009	481	143	68812
003603	3011	485	64	31011
003603	3009	485	63	30566
003603	3016	559	73	40772
003603	2002	585	70	40984
003603	1021	678	65	44058
003603	2012	684	48	32841
003603	2003	847	89	75362
003603	1003	862	91	78471
003603	1004	864	92	79479
003603	3003	864	95	82084
003603	3010	864	90	77775
003603	1011	963	26	25042
003603	1019	1014	50	50704
003603	1020	1016	32	32527
003603	2013	1132	15	16978
003603	2020	1132	92	104175
003603	1005	1139	68	77466
003603	3008	1143	49	56029
003603	3012	1144	75	85819
003603	2011	1184	43	50911
003603	3015	1220	65	79298
003603	2001	1220	91	111058
003603	1006	1227	71	87150
003603	1017	1332	61	81253
003603	1018	1339	44	58896
003603	2023	1348	26	35055
003603	2022	1363	40	54516
003603	2027	1364	24	32733
003603	1013	1401	105	147092
003603	2019	1409	63	88743
003603	1012	1441	20	28818
003603	2004	1462	80	116990
003603	2010	1465	62	90811
003603	3004	1524	125	190462
003603	3005	1524	102	155480
003603	1002	1574	113	177838
003603	1008	1630	84	136905
003603	1007	1630	74	120655
003603	2026	1670	7	11693
003603	3007	1692	36	60902
003603	2024	1702	44	74869
003603	2018	1702	35	59585
003603	3013	1715	31	53173
003603	3014	1812	43	77922

BALBOA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003603	2000	1831	70	128135
003603	1016	1843	7	12898
003603	2021	1853	59	109328
003603	1015	1859	187	347639
003603	2014	1869	66	123385
003603	2009	1878	6	11268
003603	2033	1899	9	17089
003603	2028	1938	126	244132
003603	2025	1967	25	49173
003603	1014	1976	94	185786
003603	2005	2010	51	102498
003603	3006	2063	85	175391
003603	2008	2095	37	77524
003603	2016	2124	32	67969
003603	2015	2126	53	112659
003603	2029	2174	40	86967
003601	1032	2261	120	271338
003601	1037	2265	101	228800
003603	2006	2344	25	58593
003603	3000	2443	30	73283
003603	2007	2561	46	117795
003603	2017	2665	26	69299
003601	1051	3031	68	206103
003601	1046	3032	26	78843
003601	1045	3036	10	30356
003601	1049	3422	24	82127
003601	1044	3452	23	79394
003303	1006	3575	1497	5352402
003303	1007	3913	93	363950
011802	1019	4229	18	76117

CHAVEZ ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003602	2011	81	27	2179
003602	2012	800	30	24003
003602	2006	1167	140	163318
003603	3002	1521	68	103433
003603	1000	1524	67	102115
003602	1005	1615	305	492453
003601	1053	1708	5	8539
003601	1034	1773	78	138329
003602	2014	1785	85	151716
003602	2008	1826	85	155195
003602	2007	1829	52	95114
003602	2010	1862	70	130329
003602	2009	1863	64	119226
003601	1029	1865	58	108158
003601	1052	1867	15	28011
003601	1036	2129	89	189458
003603	1001	2156	93	200535
003602	2015	2157	117	252421
003603	3001	2179	47	102412
003602	1010	2181	101	220306
003602	2004	2220	68	150935
003601	1013	2248	47	105635
003601	1012	2248	94	211310
003602	2013	2267	185	419372
003601	1030	2390	121	289173
003601	1035	2421	146	353403
003602	1008	2540	65	165079
003601	1028	2587	302	781373
003601	1010	2622	105	275311
003602	1009	2632	355	934230
003602	1004	2747	23	63184
003303	2014	2762	152	419871
003303	2015	2770	89	246486
003602	1007	2848	109	310394
003601	1031	3223	282	908838
003303	2013	3421	179	612358
003303	2011	3424	116	397209
003602	1000	3467	202	700406
003303	2012	3967	519	2058899

CHOLLAS/MEAD ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003404	2016	795	67	53268
003404	2017	907	110	99751
003404	2015	990	361	357381
003404	2009	1475	346	510499
003404	2018	1970	265	521975
003404	2014	2039	211	430247
003404	2019	2118	263	557067
003403	3003	2157	90	194109
003403	3002	2157	53	114332
003404	2011	2191	366	801807
003404	2012	2307	223	514484
003403	2002	2425	106	257077
003403	3004	2441	173	422293
003403	2001	2523	30	75688
003404	2005	2618	118	308876
003404	2013	2646	74	195832
003403	3005	2731	133	363188
003403	2024	2749	98	269397
003403	3010	2797	98	274072
003403	3001	2849	108	307645
003403	3012	3007	117	351775
003403	2023	3035	125	379433
003403	3009	3048	101	307828
003403	3011	3117	101	314789
003404	2006	3223	95	306227
003403	2003	3279	79	259038
003404	2008	3282	75	246135
003403	3006	3302	117	386290
003403	2022	3320	117	388384
003404	2004	3422	89	304596
003403	2004	3574	105	375286
003403	2020	3652	70	255647
003403	2021	3653	90	328746
003403	1023	3807	68	258856
003403	2006	3866	75	289942
003403	2005	3867	98	378998
003403	3013	3968	73	289651
003403	2018	3973	81	321843
003403	2019	3977	68	270460
003403	1006	4086	74	302382
003403	1005	4124	86	354692
003403	2007	4195	81	339776
003403	2008	4195	49	205555
003403	2016	4304	85	365869
003403	2017	4305	34	146382

CHOLLAS/MEAD ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003403	1024	4431	41	181665
003403	2009	4517	44	198761
003403	2010	4520	76	343499
003403	1004	4588	26	119289
003403	2015	4597	81	372365
003403	1030	4711	68	320370
003403	1003	4726	207	978252
003403	2012	4843	82	397117
003403	2011	4844	81	392325
003403	1025	4897	24	117536
003403	1029	5059	52	263063
003403	2013	5166	78	402969
003403	1028	5177	28	144945
003403	1026	5236	25	130900
003403	2014	5257	103	541506
003403	1007	5381	75	403601
003403	1027	5518	25	137941
003403	1020	5550	69	382961
003403	1019	5825	15	87378
003403	1021	5839	77	449575
003403	1008	5912	36	212834
003403	1018	6112	23	140578
003403	1011	6289	153	962184
003403	1015	6299	6	37795
003403	1014	6560	5	32802
003501	3001	6712	271	1819022
003501	3009	7123	132	940272
003501	3008	7124	312	2222825
003501	3012	7419	39	289324
003501	3006	7487	67	501602
003501	3007	7634	137	1045836
003501	3011	7894	44	347331
003501	3013	7942	75	595644
003501	3010	7943	43	341551

ENCANTO ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003004	2010	505	79	39870
003004	2016	1072	26	27861
003004	2003	1073	94	100850
003003	3006	1323	167	220930
003004	2014	1501	44	66051
003003	3004	1782	71	126507
003112	1004	1796	24	43108
003004	2009	1854	276	511707
003004	2019	1973	245	483449
003004	2008	2116	148	313135
003112	1003	2195	26	57077
003112	1005	2239	9	20147
003004	2015	2299	209	480500
003004	2018	2428	238	577835
003004	1014	2458	170	417835
003003	2010	2489	117	291253
003003	3007	2694	136	366404
003003	3010	2784	32	89088
003004	1013	2926	394	1152730
003004	2007	2935	149	437294
003004	2004	2991	213	637086
003103	2004	3002	94	282182
003004	1000	3076	238	732188
003003	2003	3084	35	107950
003004	1012	3137	336	1054125
003103	2003	3227	58	187148
003003	3005	3315	142	470679
003004	2005	3441	58	199589
003112	1006	3492	23	80319
003003	2008	3499	91	318366
003003	3008	3528	141	497490
003003	3003	3586	205	735054
003004	2006	3731	128	477573
003103	2019	3805	137	521278
003004	1017	3809	230	876165
003112	1010	3839	101	387741
003004	2002	3908	256	1000440
003004	1001	3945	94	370838
003004	1002	4005	81	324435
003112	1009	4048	74	299588
003003	3009	4066	139	565214
003004	1011	4222	350	1477867
003004	1009	4270	109	465419
003004	1010	4272	122	521153
003004	1003	4291	64	274624
003112	1011	4319	191	824977
003003	3002	4367	132	576487

ENCANTO ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003112	2003	4383	122	534714
003003	2002	4387	266	1167031
003112	2006	4493	180	808738
003112	2008	4495	115	516898
003112	2005	4497	92	413712
003003	3001	4602	88	404997
003004	1004	4609	62	285784
003003	2009	4611	115	530292
003112	2007	4613	108	498168
003004	2001	4631	147	680813
003112	2004	4691	42	197013
003003	2011	4745	64	303673
003004	1005	4801	40	192041
003001	1009	4818	49	236067
003112	2009	4915	39	191689
003004	1019	4934	144	710565
003112	2002	4950	832	4118541
003112	2010	5050	45	227255
003004	1008	5127	46	235828
003004	1007	5129	54	276979
003004	1018	5162	38	196148
003112	2011	5280	40	211215
003003	2004	5288	134	708605
003003	3000	5299	66	349740
003004	1006	5341	58	309773
003001	1008	5443	44	239493
003112	1008	5471	152	831542
003003	2001	5528	238	1315614
003003	1014	5560	246	1367834
003003	2005	5652	223	1260459
003112	2013	5681	89	505596
003112	1007	5714	291	1662753
003003	1019	5789	103	596253
003003	1020	5817	63	366477
003001	1007	6055	36	217994
003003	1012	6086	80	486886
003112	2012	6169	240	1480602
003003	2000	6178	112	691929
003003	1018	6744	119	802556
003003	1021	6759	135	912452
003001	1006	6773	19	128683
003003	2007	6989	113	789752
003003	1013	7337	57	418200
003003	1023	7443	41	305172
003001	1000	7491	55	412028
003003	2006	7674	189	1450316
003003	1022	7750	173	1340775

HORTON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003001	2014	703	87	61130
003404	1010	912	217	197809
003404	1014	1412	26	36699
003404	1015	1670	36	60126
003404	1003	1860	71	132046
003404	1011	1916	296	567265
003404	1012	1930	123	237354
003001	2013	1965	27	53056
003404	1016	1995	43	85781
003111	1004	2046	49	100262
003404	1013	2113	129	272556
003404	1005	2127	119	253121
003001	2012	2307	147	339125
003404	1007	2432	119	289423
003404	1006	2444	99	241910
003111	1010	2503	208	520591
003001	2015	2633	184	484389
003404	1009	2666	138	367880
003404	1008	2732	142	387957
003404	1004	2775	79	219205
003001	2004	2785	57	158767
003111	1002	2791	85	237231
003001	2016	2875	127	365155
003404	1002	2894	176	509424
003111	1005	2963	294	871133
003001	2007	3017	92	277570
003111	1011	3072	108	331783
003404	1017	3190	158	504037
003111	1008	3284	148	486025
003111	1009	3407	42	143080
003001	2011	3536	103	364256
003111	1006	3735	72	268889
003111	1012	3865	89	343973
003111	1013	3929	100	392864
003111	1007	4224	196	827896
003304	2010	4549	39	177414
003304	2013	4552	210	955947
003304	2014	4687	44	206226
003304	2001	4717	105	495325
003304	2009	4959	39	193399
003304	2005	5157	92	474456
003304	2003	5261	53	278813
003304	2008	5333	41	218654
003304	2002	5455	38	207288
003304	2012	5564	21	116840

JOHNSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003001	1005	911	69	62835
003001	1004	1101	121	133224
003001	3004	1681	69	116018
003001	3001	2204	75	165333
003001	2017	2472	121	299074
003001	2008	2574	39	100394
003001	3006	2783	92	256052
003001	3000	2859	337	963445
003001	2009	2986	58	173196
003001	3007	2992	75	224427
003001	3003	3008	120	360921
003001	2006	3042	117	355859
003001	2005	3108	422	1311718
003001	3002	3200	107	342395
003001	3005	3239	238	770897
003001	2010	3601	145	522107
003001	3008	4085	284	1160143
003001	3010	4929	120	591524
003001	1002	5096	142	723632
003001	1001	5777	448	2588316
003111	1001	6652	637	4237555

NYE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003113	2002	930	70	65111
003113	2005	1417	171	242294
003113	2004	1420	79	112154
003111	3000	1708	370	632075
003111	3003	1760	339	596750
003111	3005	1771	352	623292
003113	2013	1926	159	306224
003111	3004	2036	301	612886
003113	2012	2063	126	259893
003113	1010	2123	90	191088
003113	2011	2316	272	629853
003113	2016	2346	56	131354
003113	2007	2422	107	259158
003113	1011	2435	166	404157
003113	2019	2576	69	177774
003113	2015	2614	108	282287
003113	2009	2689	24	64533
003113	2006	2868	208	596560
003113	1004	2908	124	360644
003113	2021	3001	38	114023
003111	3008	3070	25	76753
003111	3007	3113	67	208552
003113	1013	3178	64	203419
003113	1009	3259	153	498603
003111	3006	3263	74	241449
003113	2008	3450	213	734819
003113	1005	3615	105	379524
003111	3009	3703	65	240666
003113	1012	3942	324	1277349
003113	1007	3999	81	323922
003111	3002	4297	467	2006583
003113	1006	4441	52	230957
003113	1003	4454	716	3189349
003113	1008	4551	68	309474
003109	3001	4825	68	328133
003113	1014	5615	209	1173563
003109	2000	5780	104	601084
003109	3000	5964	443	2641994
003113	1015	5998	212	1271488

PORTER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003305	2003	650	54	35092
003305	2004	763	24	18313
003305	2002	1417	143	202663
003305	2001	1420	115	163314
003305	1012	1664	48	79848
003305	1009	1863	162	301786
003301	1001	2077	39	80990
003303	2000	2087	492	1026626
003305	1002	2098	78	163673
003301	1017	2100	83	174310
003305	3001	2139	570	1219146
003305	3002	2193	100	219297
003305	1008	2199	288	633267
003305	3003	2309	33	76189
003301	2007	2407	232	558491
003301	1003	2409	58	139718
003301	1002	2409	53	127703
003301	1015	2433	63	153296
003301	1016	2435	99	241024
003301	1000	2535	104	263607
003304	1009	2602	30	78057
003303	2001	2657	93	247131
003301	1005	2736	125	342056
003301	1004	2740	48	131531
003301	1014	2769	47	130124
003301	1013	2770	127	351851
003301	2009	3093	177	547513
003301	1012	3100	45	139516
003305	2000	3101	2035	6311363
003305	3000	3104	578	1794195
003304	1003	3195	34	108633
003304	1006	3271	100	327132
003303	2009	3357	19	63778
003304	2011	3381	62	209633
003301	1018	3421	35	119741
003301	1021	3422	57	195050
003301	2004	3427	80	274156
003304	2007	3427	31	106247
003304	1000	3430	515	1766692
003304	1004	3478	46	159994
003305	3010	3489	87	303541
003305	3011	3491	76	265329
003301	2011	3588	32	114819
003303	2008	3611	66	238310
003303	2010	3618	19	68748

PORTER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003305	1000	3683	86	316725
003305	3019	3719	129	479794
003305	3013	3739	554	2071437
003301	1019	3744	48	179697
003303	2007	3871	55	212913
003301	2008	4073	148	602825
003305	3009	4123	97	399975
003303	2003	4141	71	294024
003304	2000	4226	1539	6503872
003303	2002	4240	603	2556989
003304	1008	4370	68	297166
003303	2006	4389	85	373089
003305	3012	4435	90	399143
003305	1007	4513	41	185031
003303	2004	4593	20	91851
003305	3016	4620	61	281809
003304	1007	4629	320	1481425
003305	3017	4658	1	4658
003101	3004	4717	168	792381
003101	3008	4734	128	606010
003305	3018	4779	2	9558
003305	1006	4811	176	846736
003101	3009	4835	52	251432
003304	1005	4894	136	665642
003101	3010	4899	49	240071
003101	3005	4900	220	1077948
003303	2005	4925	25	123113
003101	2015	5124	195	999181
003101	3002	5240	37	193892
003305	3014	5240	29	151971
003305	3015	5245	68	356675
003101	3011	5277	87	459103
003101	3003	5614	134	752216
003101	3007	5623	139	781623
003101	3012	6027	86	518323
003101	2014	6332	77	487573
003101	2013	6735	222	1495270
003301	2001	8633	5	43165

VALENCIA PARK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003111	3001	790	72	56892
003112	2019	870	23	20019
003101	1000	1026	89	91349
003101	2004	1183	38	44964
003101	2005	1299	39	50662
003101	1001	1424	48	68337
003113	2000	1435	97	139215
003112	2018	1582	68	107553
003101	2003	1613	64	103235
003101	1002	1650	77	127037
003111	2003	1741	37	64430
003101	2000	1757	57	100132
003113	2001	1769	199	351938
003101	2002	1786	62	110735
003101	2009	1850	47	86957
003101	2016	2045	40	81795
003112	2016	2068	89	184078
003111	2001	2083	1130	2354039
003101	2006	2086	80	166855
003101	2001	2171	54	117218
003112	2017	2227	200	445486
003101	2007	2348	132	309940
003113	2003	2391	110	263000
003101	1003	2449	119	291385
003101	3000	2541	160	406638
003111	2004	2747	50	137332
003101	3006	2812	78	219367
003101	3001	2927	72	210753
003101	2008	3035	50	151739
003101	1004	3142	84	263921
003101	2011	3206	72	230844
003101	2010	3208	64	205313
003101	2012	3208	28	89837
003112	2014	3418	443	1514104
003112	1016	3517	64	225117
003112	2020	3699	218	806345
003112	1023	3702	81	299822
003111	2010	3797	28	106326
003101	1008	3801	159	604340
003111	2000	3913	132	516486
003112	1017	4057	79	320491
003111	2009	4087	58	237023
003111	2006	4150	37	153564
003101	1005	4201	114	478950
003111	2007	4570	44	201082

VALENCIA PARK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003112	2021	4582	27	123714
003101	1007	4600	201	924657
003111	2008	4713	10	47130
003111	2005	4764	229	1090916
003111	2002	5016	268	1344384
003101	1006	5062	163	825161
003112	1014	5108	6	30649
003112	1018	5228	30	156827
003112	1015	5662	145	820979

WEBSTER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003401	4007	300	37	11109
003401	4011	571	53	30242
003401	4005	1231	47	57872
003401	4012	1551	86	133419
003401	4009	1582	109	172453
003401	4022	1724	23	39647
003401	3007	1823	64	116681
003401	3006	1832	71	130071
003401	4021	1968	61	120070
003401	3003	2329	107	249251
003401	4020	2637	216	569673
003401	3002	2660	144	383004
003401	4008	2783	54	150259
003401	4001	2930	49	143566
003401	3001	2956	425	1256195
003401	4018	3014	67	201936
003401	4017	3075	169	519665
003401	4025	3291	35	115185
003401	4026	3295	77	253745
003401	4024	3614	111	401125
003401	4003	3661	49	179396
003401	3004	3714	54	200563
002712	3002	4292	202	867021
003401	4000	4594	801	3679837
003401	2001	4999	33	164966
003401	4013	5139	20	102790
002712	3000	5245	1803	9457108
003401	4002	5377	42	225827
003401	4019	5484	2	10969
003401	1003	5489	45	247019
003401	4015	5521	26	143547
003401	4006	5558	21	116717
003401	4023	5563	16	89016
003401	1006	5671	250	1417852
003401	4010	5728	27	154660
003401	4004	5913	19	112338
003401	2000	6173	255	1574138
003401	1004	6695	89	595877
003401	1008	7020	52	365049

KNOX MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003305	3010	561	87	48794
003305	3011	563	76	42792
003305	3013	822	554	455341
003305	2000	1172	2035	2384227
003305	3000	1174	578	678773
003305	3009	1206	97	116942
003305	3012	1517	90	136535
003305	3001	1803	570	1027893
003305	3002	1857	100	185744
003101	3009	1917	52	99703
003305	3003	1973	33	65117
003101	3010	1982	49	97095
003101	3008	2193	128	280663
003305	2003	2278	54	123027
003101	3011	2359	87	205249
003101	3007	2741	139	381021
003305	3015	2780	68	189032
003305	3014	2785	29	80757
003101	3004	2785	168	467885
003303	2000	2799	492	1377162
003301	1017	2813	83	233445
003305	2004	2822	24	67721
003101	3005	2968	220	653012
003101	3012	3109	86	267386
003301	1015	3146	63	198181
003301	1016	3147	99	311559
003101	2015	3194	195	622870
003301	1000	3276	104	340729
003101	3002	3311	37	122490
003305	3017	3348	1	3348
003305	3018	3354	2	6707
003303	2001	3370	93	313391
003305	1007	3411	41	139864
003305	3019	3446	129	444596
003301	1001	3479	39	135672
003301	1014	3481	47	163610
003301	1013	3483	127	442335
003101	3003	3684	134	493623
003305	3016	3736	61	227916
003301	1002	3809	53	201880
003301	1003	3810	58	220957
003301	1012	3813	45	171577
003101	3001	3988	72	287116
003101	2010	4005	64	256348
003303	2009	4069	19	77315

KNOX MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003301	1018	4134	35	144678
003301	1021	4134	57	235661
003111	3009	4139	65	269029
003301	1004	4139	48	198694
003301	1005	4143	125	517905
003305	1002	4157	78	324247
003305	1006	4193	176	738017
003303	2008	4323	66	285333
003303	2010	4331	19	82285
003305	2002	4345	143	621384
003305	2001	4348	115	500048
003101	2014	4402	77	338979
003101	1007	4422	201	888745
003301	1019	4456	48	213896
003301	2007	4466	232	1036098
003101	3006	4470	78	348682
003101	2012	4552	28	127448
003303	2007	4584	55	252099
003305	1012	4592	48	220398
003101	2011	4598	72	331045
003101	1006	4645	163	757197
003304	1009	4661	30	139817
003101	1005	4693	114	535013
003101	3000	4741	160	758592
003101	2007	4784	132	631525
011802	1019	4789	18	86196
003305	1009	4791	162	776141
003101	2013	4806	222	1066855
003301	1022	4825	140	675560
003101	2006	4829	80	386333
003101	2008	4846	50	242283
003303	2003	4854	71	344609
003303	2012	4904	519	2545097
003303	2002	4953	603	2986609
003303	2011	4989	116	578696
003303	2013	4992	179	893564
003111	2008	4999	10	49987
003111	3006	5008	74	370567
003111	3008	5077	25	126933
003303	2006	5102	85	433649
003303	1007	5104	93	474669
003305	1008	5127	288	1476565
003305	1000	5148	86	442686
003301	2009	5152	177	911894
003111	3007	5190	67	347713

KNOX MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003304	1003	5254	34	178628
003602	1004	5262	23	121023
003101	2016	5267	40	210697
003303	2004	5305	20	106100
003101	1003	5312	119	632079
003111	2010	5313	28	148757
003111	2009	5324	58	308777
003304	1006	5330	100	532997
003304	2007	5403	31	167494
003301	2004	5486	80	438848
003304	1000	5489	515	2826898
003101	2002	5526	62	342628
003304	1004	5537	46	254692
003304	2011	5616	62	348173
003303	2005	5637	25	140925
003303	2015	5643	89	502269
003301	2011	5647	32	180695
003303	2014	5651	152	858902
003602	1000	5667	202	1144716
003101	2005	5719	39	223023
003101	1008	5723	159	909969
003101	2001	5724	54	309084
003101	2003	5734	64	366955
003111	2007	5748	44	252903
003111	3003	5775	339	1957626
003111	2006	5788	37	214159
003101	2000	5803	57	330745
003101	2009	5896	47	277111
003101	1004	5968	84	501327
003602	1001	5986	107	640550
003502	2020	5987	205	1227297
003101	2004	6011	38	228411
003111	3002	6042	467	2821418
003101	1002	6110	77	470499
003301	2008	6132	148	907505
003101	1001	6228	48	298946
003111	3005	6249	352	2199740
003602	1002	6365	95	604660
003602	1003	6365	103	655620
003111	2005	6402	229	1465953
003304	2000	6461	1539	9942795
003111	3001	6471	72	465924
003602	1005	6490	305	1979405
003304	1008	6605	68	449113
003301	2021	6627	60	397598

KNOX MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003301	1009	6676	103	687613
003502	2018	6693	25	167331
003502	2019	6695	27	180766
003602	2000	6722	171	1149520
003602	1006	6729	85	571985
003113	2016	6744	56	377682
003502	2017	6809	23	156598
003101	1000	6843	89	609008
003304	1007	6864	320	2196471
003602	2001	6899	117	807139
003603	3006	6954	85	591088
003301	2016	6963	40	278537
003301	1011	6989	42	293542
003111	2004	7005	50	350230
003113	2015	7012	108	757347
003502	2016	7030	49	344447
003113	2019	7054	69	486743
003301	2017	7070	44	311088
003304	1005	7074	136	962085
003111	2002	7102	268	1903203
003502	2015	7165	23	164787
003111	2003	7170	37	265295
003113	2013	7171	159	1140202
003603	2007	7199	46	331150
003603	3000	7200	30	215991
003301	2022	7211	68	490360
003301	1010	7257	375	2721353
003111	3004	7292	301	2194973
003603	3013	7309	31	226565
003111	2001	7331	1130	8284279
003603	3007	7332	36	263955
003301	2018	7334	19	139350
003303	1006	7362	1497	11020226
003602	2005	7386	155	1144795
003602	2006	7390	140	1034605
003603	2017	7390	26	192143
003113	2021	7399	38	281173
003603	2006	7473	25	186832
003603	3005	7493	102	764295
003603	3004	7494	125	936713
003301	2019	7536	95	715951
003502	2008	7601	141	1071755
003113	2012	7644	126	963162
003603	2016	7693	32	246175
003602	2004	7695	68	523239

KNOX MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003603	2008	7722	37	285704
003602	1010	7739	101	781605
003603	3001	7741	47	363824
003602	1007	7750	109	844714
003112	2019	7782	23	178981
003603	2000	7787	70	545057
003603	3014	7805	43	335610
003603	2005	7807	51	398168
003502	2005	7859	170	1336072
003603	3012	7877	75	590786
003603	3008	7878	49	386019
003603	2015	7930	53	420280
003603	2009	7939	6	47634
003602	2011	7967	27	215102
003501	1027	8004	72	576257
003502	2000	8005	181	1448927
003602	2008	8049	85	684191
003602	2007	8053	52	418735
003602	1008	8115	65	527498
003502	2003	8127	92	747728
003603	3010	8154	90	733881
003603	3003	8154	95	774664
003111	2000	8205	132	1083072
003603	2001	8253	91	751052
003603	3015	8254	65	536495
003603	2025	8270	25	206756
003502	2009	8315	295	2452885
003113	2000	8347	97	809620
003601	1010	8347	105	876436
003603	2010	8352	62	517842
003501	1014	8355	104	868874
003603	2004	8355	80	668369
003603	2014	8368	66	552269
003603	3002	8399	68	571121
003602	2009	8419	64	538834
003602	2010	8420	70	589424
003113	2002	8465	70	592563
003111	3000	8476	370	3136096
003112	2018	8493	68	577528
003603	3009	8532	63	537530
003603	3011	8533	64	546103
003603	2018	8555	35	299420
003603	2024	8556	44	376452
003301	2013	8650	211	1825086
003113	1010	8660	90	779364

KNOX MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003301	2012	8671	435	3771784
003113	2001	8680	199	1727304
003602	2012	8686	30	260584
003601	1013	8710	47	409347
003601	1012	8710	94	818734
003603	2027	8813	24	211509
003603	1003	8814	91	802059
003603	1004	8815	92	811019
003113	2011	8822	272	2399455
003501	1012	8827	67	591399
003603	2023	8828	26	229541
003603	2019	8829	63	556199
003602	1009	8850	355	3141651
003603	2002	8888	70	622177
003603	1000	8900	67	596299
003603	3016	8915	73	650811
003113	2005	8952	171	1530784
003113	2004	8955	79	707422
003113	2007	8958	107	958554
003603	2003	8970	89	798350
003113	1011	8971	166	1489200
003112	2016	8980	89	799192
003603	2011	9005	43	387236
003603	2013	9058	15	135864
003603	2022	9065	40	362611
003601	1029	9076	58	526423
003601	1052	9079	15	136183
003603	2033	9100	9	81896
003603	2026	9107	7	63747
003112	2017	9139	200	1827764
003501	1011	9178	143	1312383
003603	1009	9190	143	1314135
003113	2009	9225	24	221407
003113	1009	9252	153	1415542
003113	2003	9302	110	1023252
003603	1021	9369	65	608957
003113	2006	9374	208	1949785
003603	2029	9375	40	374998
003603	2012	9375	48	449998
003113	1004	9445	124	1171158
003603	1002	9527	113	1076588
003603	2021	9538	59	562767
003602	2015	9561	117	1118600
003603	1001	9562	93	889251
003601	1053	9594	5	47969

KNOX MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003113	1005	9608	105	1008797
003603	2028	9623	126	1212493
003603	2020	9647	92	887542
003601	1034	9660	78	753441
003602	2014	9671	85	822030
003603	1011	9672	26	251465
003113	1013	9715	64	621749
003603	1005	9848	68	669648
003603	1019	9911	50	495542
003603	1020	9913	32	317223
003603	1006	9936	71	705457
003113	2008	9986	213	2127073
003601	1036	10015	89	891316
003603	1013	10109	105	1061490
003603	1012	10149	20	202989
003602	2013	10153	185	1878291
003603	1017	10229	61	623955
003603	1018	10235	44	450353
003601	1030	10276	121	1243385
003601	1035	10307	146	1504767
003112	2014	10329	443	4575849
003603	1008	10338	84	868423
003603	1007	10339	74	765087
003603	1016	10357	7	72502
003112	1016	10429	64	667446
003113	1003	10447	716	7480387
003601	1032	10454	120	1254448
003601	1037	10458	101	1056251
003601	1028	10473	302	3162960
003113	1012	10479	324	3395144
003113	1007	10535	81	853371
003603	1015	10568	187	1976138
003603	1014	10586	94	995077
003112	2020	10610	218	2313028
003112	1023	10613	81	859644
003301	2001	10731	5	53653
003112	1017	10968	79	866491
003113	1006	10978	52	570850
003113	1008	11087	68	753950
003601	1031	11109	282	3132704
003601	1051	11223	68	763198
003601	1046	11225	26	291850
003601	1045	11228	10	112282
003109	3001	11362	68	772608
003112	2021	11493	27	310322

KNOX MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003601	1044	11517	23	264888
003601	1049	11615	24	278749
003112	1014	12020	6	72117
003112	1018	12139	30	364169
003113	1014	12152	209	2539672
003109	2000	12316	104	1280870
003109	3000	12500	443	5537621
003113	1015	12534	212	2657206
003112	1015	12573	145	1823130

MILLENNIAL TECH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003404	1002	545	176	95863
003404	1004	1735	79	137072
003404	1012	1899	123	233623
003404	1011	1912	296	565843
003404	1003	1968	71	139747
003404	1005	2162	119	257275
003404	1013	2176	129	280732
003404	1006	2483	99	245774
003404	1007	2494	119	296783
003404	1014	2704	26	70296
003001	2014	2736	87	238074
003404	1008	2789	142	396088
003404	1009	2856	138	394079
003404	2013	2882	74	213256
003404	1015	2896	36	104264
003404	1010	2918	217	633102
003404	1016	3221	43	138501
003404	2012	3225	223	719072
003001	2013	3379	27	91242
003404	2014	3502	211	739003
003404	2005	3535	118	417133
003404	2004	3700	89	329279
003001	2012	3721	147	547027
003404	2006	4133	95	392618
003001	2004	4200	57	239383
003001	2007	4431	92	407686
003111	1004	4465	49	218763
003404	2015	4692	361	1693987
003404	1017	4752	158	750820
003401	3004	4781	54	258171
003404	2018	4828	265	1279465
003111	1010	4921	208	1023618
003404	2019	4977	263	1308839
003001	2011	5038	103	518877
003001	2015	5051	184	929374
003401	3002	5066	144	729528
003404	2009	5116	346	1770216
003404	2016	5131	67	343772
003401	4022	5133	23	118068
003111	1002	5209	85	442795
003001	2006	5234	117	612341
003404	2017	5243	110	576699
003001	2016	5294	127	672291
003401	3003	5316	107	568775
003111	1005	5381	294	1582142

MILLENNIAL TECH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003404	2011	5482	366	2006380
003111	1011	5490	108	592970
003001	2010	5613	145	813900
003401	3001	5613	425	2385677
003001	2009	5670	58	328843
003404	2008	5674	75	425561
003001	2005	5683	422	2398392
003111	1008	5702	148	843948
003401	3007	5713	64	365656
003401	3006	5722	71	406278
003304	2010	5775	39	225229
003304	2013	5778	210	1213417
003001	3008	5817	284	1651970
003111	1009	5825	42	244653
003401	4021	5859	61	357374
003304	2014	5913	44	260172
003001	2008	5927	39	231134
003304	2001	5943	105	624060
003401	4005	6130	47	288090
003111	1006	6153	72	443013
003401	4020	6181	216	1335130
003001	2017	6184	121	748283
003304	2009	6185	39	241215
003403	1023	6224	68	423248
002712	3002	6229	202	1258169
003111	1012	6283	89	559211
003403	2003	6298	79	497515
003401	4018	6308	67	422628
003111	1013	6347	100	634704
003304	2005	6383	92	587252
003001	3010	6486	120	778276
003304	2003	6487	53	343793
003401	4024	6496	111	721072
003403	1006	6504	74	481280
003403	1005	6542	86	562601
003401	4008	6546	54	353471
003304	2008	6559	41	268922
003403	2001	6571	30	197139
003403	2004	6575	105	690335
003111	1007	6642	196	1301902
003304	2002	6681	38	253878
003401	4012	6760	86	581350
003403	2002	6771	106	717765
003304	2012	6790	21	142587
003401	4009	6791	109	740180

MILLENNIAL TECH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003401	4011	6805	53	360674
003403	1024	6848	41	280784
003403	2005	6864	98	672626
003403	2006	6865	75	514873
003403	2024	6949	98	681029
003401	4017	6983	169	1180065
003403	1004	7006	26	182145
003401	4007	7009	37	259327
003403	3003	7037	90	633297
003403	3002	7037	53	372965
003401	4026	7058	77	543474
003401	4025	7062	35	247187
003403	1030	7129	68	484763
003403	1003	7143	207	1478682
002712	3000	7182	1803	12948402
003403	2008	7186	49	352113
003403	2007	7186	81	582084
003403	2023	7231	125	903846
003403	1025	7315	24	175557
003403	3004	7321	173	1266510
003001	3004	7326	69	505483
003401	4001	7342	49	359742
003001	1005	7365	69	508155
003403	1029	7476	52	388775
003403	2010	7515	76	571111
003403	2009	7517	44	330750
003403	2022	7524	117	880282
003403	1028	7594	28	212636
003403	3005	7611	133	1012210
003403	1026	7654	25	191338
003403	3010	7677	98	752299
003403	3001	7728	108	834670
003403	1007	7799	75	584916
003403	2011	7838	81	634885
003403	2012	7839	82	642775
003403	2021	7847	90	706198
003403	2020	7847	70	549309
003403	3012	7886	117	922720
003403	3009	7928	101	800695
003401	2001	7931	33	261726
003403	1027	7935	25	198380
003403	1020	7968	69	549772
003001	3001	7978	75	598349
003403	3011	7997	101	807655
003401	4013	8072	20	161432

MILLENNIAL TECH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003401	4003	8073	49	395571
003004	1006	8159	58	473205
003403	2013	8162	78	636630
003001	1004	8167	121	988171
003403	2019	8172	68	555708
003403	2018	8176	81	662269
003403	3006	8181	117	957235
003403	1019	8243	15	123641
003403	1021	8256	77	635726
003004	1018	8304	38	315560
003401	4002	8309	42	348976
003403	1008	8330	36	299865
003401	4019	8416	2	16833
003401	1003	8421	45	378965
003001	3007	8423	75	631698
003001	3006	8428	92	775338
003403	2014	8442	103	869567
003401	4015	8453	26	219782
003004	1007	8488	54	458353
003401	4006	8490	21	178292
003004	1008	8491	46	390565
003401	4023	8496	16	135930
003403	2017	8497	34	288893
003403	2016	8498	85	722318
003403	1018	8530	23	196181
003401	1006	8604	250	2150884
003112	2013	8616	89	766856
003001	3000	8632	337	2909131
003001	3003	8652	120	1038251
003004	1019	8688	144	1251007
003004	1005	8699	40	347944
003403	1015	8717	6	52300
003401	4010	8834	27	238523
003001	3002	8844	107	946348
003401	4004	8845	19	168048
003403	3013	8848	73	645882
003001	3005	8883	238	2114268
003403	2015	8913	81	721976
003403	1014	8978	5	44889
003401	4000	9006	801	7213649
003004	1004	9030	62	559844
003112	2012	9105	240	2185124
003401	2000	9105	255	2321831
003004	1010	9376	122	1143814
003004	1009	9377	109	1022134

MILLENNIAL TECH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003004	1011	9395	350	3288171
003004	1003	9444	64	604400
003111	1001	9472	637	6033569
003401	1004	9627	89	856836
003004	1002	9729	81	788080
003401	1008	9952	52	517520
003004	1017	10019	230	2304353
003001	1009	10210	49	500298
003004	1001	10245	94	963060
003001	1008	10337	44	454810
003001	1007	10552	36	379858
003112	2011	10608	40	424311
003004	1013	10785	394	4249223
003403	1011	11169	153	1708804
003004	1014	11203	170	1904493
003004	1012	11230	336	3773334
003004	2018	11233	238	2673425
003003	2011	11263	64	720833
003001	1006	11269	19	214112
003004	1000	11291	238	2687263
003112	1003	11548	26	300237
003501	3001	11592	271	3141466
003004	2019	11634	245	2850227
003001	1002	11801	142	1675693
003112	1010	11856	101	1197496
003003	1022	11935	173	2064714
003003	1023	11939	41	489517
003001	1000	11988	55	659320
003004	2015	11989	209	2505678
003501	3009	12003	132	1584415
003501	3008	12004	312	3745344
003112	1009	12066	74	892874
003003	2007	12125	113	1370108
003501	3012	12298	39	479639
003112	1011	12337	191	2356296
003501	3006	12366	67	828553
003112	2003	12400	122	1512834
003001	1001	12482	448	5592000
003112	2006	12510	180	2251865
003112	2008	12512	115	1438896
003112	1004	12513	24	300313
003501	3007	12514	137	1714378
003112	2005	12514	92	1151311
003004	2014	12595	44	554173
003112	2007	12630	108	1364045

MILLENNIAL TECH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003003	2010	12702	117	1486149
003112	2004	12708	42	533743
003004	2004	12749	213	2715638
003004	2016	12750	26	331504
003501	3011	12774	44	562045
003003	2006	12810	189	2421001
003501	3013	12822	75	961634
003501	3010	12823	43	551386
003112	2009	12932	39	504367
003004	2009	12948	276	3573564
003112	1005	12955	9	116599
003112	2002	12968	832	10788997
003112	2010	13067	45	588037
003004	2008	13166	148	1948621
003003	2009	13527	115	1555598
003003	3005	13527	142	1920895
003003	1021	13622	135	1839020
003003	1018	13637	119	1622816
003103	2004	13719	94	1289567
003004	2007	13735	149	2046586
003004	2010	13852	79	1094346
003103	2003	13944	58	808726
003004	2003	13946	94	1310901
003003	2004	14007	134	1877001
003003	3006	14196	167	2370701
003112	1006	14209	23	326806
003003	1020	14284	63	899918
003003	1019	14313	103	1474202
003103	2019	14522	137	1989488
003004	2006	14532	128	1860052
003003	2005	14607	223	3257387
003112	1008	14627	152	2223311
003003	3004	14655	71	1040481
003003	1012	14702	80	1176190
003112	1007	14870	291	4327258
003004	2005	14975	58	868529
003003	2003	15054	35	526886
003003	1013	15198	57	866304
003003	2008	15369	91	1398536
003004	2002	15441	256	3953001
003004	2001	15509	147	2279814
003003	3007	15701	136	2135375
003003	3010	15791	32	505316
003003	2002	16058	266	4271355
003003	2001	16126	238	3838070

MILLENNIAL TECH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003003	1014	16159	246	3975079
003003	3001	16273	88	1431991
003003	3003	16330	205	3347579
003003	3008	16535	141	2331496
003003	3002	16687	132	2202737
003003	2000	16955	112	1898926
003003	3000	16969	66	1119986
003003	3009	17073	139	2373206

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003304	2011	306	62	18941
003304	2007	716	31	22203
003304	1008	942	68	64072
003305	1000	972	86	83570
003304	1007	1202	320	384514
003304	1005	1467	136	199455
003305	1008	1491	288	429537
003304	2000	1515	1539	2331481
003304	1009	1631	30	48928
003304	1003	1675	34	56966
003304	1006	1752	100	175167
003305	1002	1788	78	139435
003305	1009	1824	162	295455
003111	2008	1913	10	19132
003304	1004	1967	46	90474
003111	1012	2053	89	182711
003111	1011	2235	108	241423
003111	1010	2378	208	494532
003304	1000	2436	515	1254342
003101	1005	2444	114	278592
003301	2004	2456	80	196478
003305	1007	2510	41	102904
003111	2010	2547	28	71322
003111	2009	2558	58	148375
003111	2007	2662	44	117139
003111	1013	2729	100	272925
003101	1006	2735	163	445878
003305	1006	2808	176	494194
003111	1004	2834	49	138878
003305	2001	2882	115	331419
003305	2002	2885	143	412527
003111	1009	2931	42	123102
003305	1012	2999	48	143942
003111	2006	3004	37	111147
003111	1008	3054	148	451949
003301	2008	3102	148	459120
003305	2004	3123	24	74951
003101	1004	3203	84	269022
003111	1005	3228	294	949110
003304	2010	3259	39	127097
003304	2013	3262	210	685014
003111	1007	3360	196	658476
003304	2014	3397	44	149459
003304	2001	3427	105	359859
003111	2005	3617	229	828387

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003111	1006	3652	72	262965
003305	2003	3666	54	197984
003304	2009	3669	39	143083
003301	1001	3769	39	146998
003304	2005	3867	92	355761
003111	1002	3912	85	332553
003304	2003	3970	53	210434
003111	2002	4016	268	1076277
003101	2011	4023	72	289679
003101	2012	4026	28	112718
003304	2008	4043	41	165757
003301	2009	4081	177	722335
003101	1008	4095	159	651036
003301	2007	4100	232	951157
003404	2018	4101	265	1086709
003301	1003	4101	58	237885
003301	1002	4102	53	217407
003304	2002	4165	38	158262
003101	1003	4207	119	500580
003301	1000	4227	104	439630
003404	2019	4249	263	1117539
003304	2012	4274	21	89747
003301	2011	4394	32	140596
003101	1007	4415	201	887334
003301	1005	4429	125	553622
003301	1004	4433	48	212772
003301	1017	4435	83	368135
003111	2004	4455	50	222737
003101	2008	4556	50	227811
003001	2014	4562	87	396922
003101	2015	4614	195	899656
003101	2010	4616	64	295407
003404	1016	4741	43	203858
003305	3000	4747	578	2743676
003301	1016	4764	99	471638
003301	1015	4765	63	300216
003404	2015	4916	361	1774676
003101	1001	4921	48	236202
003111	2003	4926	37	182264
003404	1017	4976	158	786136
003101	1002	5005	77	385411
003404	1015	5066	36	182362
003101	3001	5071	72	365103
003111	2001	5087	1130	5748459
003301	1013	5088	127	646224

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003303	2000	5090	492	2504369
003001	2015	5090	184	936598
003301	1014	5090	47	239243
003101	3004	5104	168	857427
003111	2000	5120	132	675780
003101	3008	5122	128	655568
003404	1009	5126	138	707365
003305	3001	5155	570	2938569
003404	1008	5192	142	737282
003305	3002	5209	100	520950
003101	3009	5256	52	273302
003101	2014	5262	77	405168
003101	3005	5287	220	1163127
003101	3002	5311	37	196493
003101	3010	5320	49	260679
003404	1014	5324	26	138432
003305	3003	5325	33	175735
003001	2016	5333	127	677277
003305	3009	5374	97	521321
003301	1012	5432	45	244424
003404	1007	5507	119	655288
003404	1006	5518	99	546285
003301	2013	5620	211	1185834
003101	2003	5638	64	360839
003301	2012	5641	435	2453896
003303	2001	5642	93	524708
003101	2013	5665	222	1257686
003101	3011	5685	87	494571
003305	3012	5698	90	512864
003101	1000	5711	89	508241
003404	1003	5719	71	406082
003404	2013	5728	74	423897
003301	1021	5754	57	327988
003301	1018	5755	35	201422
003404	1011	5776	296	1709726
003101	2000	5782	57	329560
003404	1013	5786	129	746345
003404	1010	5792	217	1256855
003404	2014	5799	211	1223545
003404	1005	5800	119	690183
003101	2002	5811	62	360289
003001	2013	5825	27	157267
003101	2001	5841	54	315434
003101	2004	5848	38	222237
003001	3008	5856	284	1663120

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003101	3003	5863	134	785687
003101	2007	5867	132	774502
003101	2009	5875	47	276134
003404	2016	5898	67	395195
003101	2006	5912	80	472985
003301	2021	5970	60	358197
003001	2011	5994	103	617395
003001	2010	6003	145	870426
003404	2017	6010	110	661124
003101	3007	6010	139	835441
003301	1009	6019	103	619974
003305	3011	6046	76	459490
003305	3010	6048	87	526186
003101	2016	6070	40	242797
003404	2012	6071	223	1353841
003301	1019	6073	48	291526
003305	2000	6094	2035	12402266
003404	1012	6129	123	753821
003305	3015	6138	68	417401
003101	2005	6141	39	239485
003305	3014	6143	29	178150
003403	3003	6153	90	553748
003403	3002	6153	53	326119
003001	2012	6167	147	906496
003301	2016	6307	40	252270
003301	1011	6332	42	265961
003303	2009	6341	19	120487
003404	2005	6382	118	753020
003101	3006	6407	78	499713
003111	3001	6413	72	461742
003301	2017	6413	44	282193
003403	2002	6421	106	680652
003403	3004	6437	173	1113599
003001	2017	6443	121	779576
003101	3012	6468	86	556207
003112	2013	6493	89	577834
003403	2001	6519	30	195567
003001	3010	6525	120	782987
003404	2004	6546	89	582618
003301	2022	6554	68	445705
003111	1001	6578	637	4190290
003404	2009	6579	346	2276270
003303	2008	6595	66	435300
003301	1010	6600	375	2475094
003001	2007	6600	92	607237

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003303	2010	6603	19	125458
003404	1004	6634	79	524119
003001	2004	6645	57	378768
003101	3000	6677	160	1068399
003301	2018	6678	19	126873
003305	3017	6706	1	6706
003305	3018	6712	2	13424
003004	1006	6723	58	389928
003403	3005	6727	133	894654
003305	3019	6736	129	868927
003001	2009	6739	58	390863
003305	3013	6743	554	3735681
003403	2024	6745	98	661003
003404	1002	6754	176	1188725
003403	3010	6793	98	665679
003501	1012	6838	67	458125
003403	3001	6845	108	739211
003501	1014	6848	104	712168
003303	2007	6856	55	377072
003004	1018	6868	38	260998
003301	2019	6880	95	653565
003404	2006	6979	95	663036
003112	2012	6981	240	1675400
003001	2008	6983	39	272322
003403	3012	7003	117	819305
003403	2023	7031	125	878931
003403	3009	7044	101	711423
003004	1007	7052	54	380819
003004	1008	7055	46	324517
003001	2006	7058	117	825731
003301	1022	7093	140	992959
003305	3016	7095	61	432777
003403	3011	7113	101	718383
003303	2003	7126	71	505938
003303	2012	7176	519	3724384
003501	1027	7201	72	518463
003501	1011	7202	143	1029908
003502	2000	7202	181	1303640
003112	2019	7215	23	165944
003303	2002	7225	603	4356764
003401	3004	7226	54	390221
003004	1019	7252	144	1044249
003303	2011	7261	116	842275
003004	1005	7263	40	290511
003303	2013	7264	179	1300293

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003403	2003	7275	79	574721
003404	2011	7294	366	2669646
003403	3006	7298	117	853821
003403	2022	7316	117	855914
003303	2006	7374	85	626788
003111	3009	7464	65	485189
003001	2005	7519	422	3173028
003602	1004	7529	23	173167
003403	2004	7570	105	794864
003303	2004	7572	20	151443
003004	1004	7594	62	470823
003403	2020	7648	70	535366
003403	2021	7649	90	688385
003301	2001	7701	5	38505
003112	2014	7775	443	3444440
003113	2000	7780	97	754637
003403	1023	7803	68	530583
003403	2006	7862	75	589641
003403	2005	7863	98	770605
003004	1011	7889	350	2761012
003303	2005	7904	25	197603
003111	3000	7909	370	2926369
003401	3002	7913	144	1139424
003303	2015	7916	89	704497
003303	2014	7923	152	1204281
003112	2018	7926	68	538983
003602	1000	7934	202	1602677
003004	1010	7940	122	968644
003004	1009	7942	109	865629
003403	3013	7964	73	581358
003001	3004	7965	69	549591
003403	2018	7969	81	645518
003403	2019	7973	68	542187
003401	4022	7980	23	183538
003001	1005	8004	69	552263
003004	1003	8008	64	512508
003001	3007	8037	75	602785
003502	2008	8077	141	1138790
011802	1019	8078	18	145405
003403	1006	8082	74	598085
003113	2001	8113	199	1614505
003403	1005	8120	86	698347
003401	3003	8162	107	873350
003403	2007	8191	81	663451
003403	2008	8191	49	401358

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003004	1017	8253	230	1898299
003602	1001	8254	107	883133
003502	2020	8254	205	1692059
003502	2003	8263	92	760183
003004	1002	8294	81	671778
003403	2016	8300	85	705528
003403	2017	8301	34	282245
003111	3006	8333	74	616657
003502	2005	8335	170	1416893
003001	3006	8347	92	767914
003404	2008	8385	75	628889
003303	1007	8393	93	780581
003111	3008	8403	25	210072
003112	2016	8413	89	748744
003403	1024	8427	41	345500
003401	3001	8460	425	3595440
003113	2002	8504	70	595264
003403	2009	8513	44	374584
003111	3007	8515	67	570524
003403	2010	8516	76	647194
003401	3007	8560	64	547832
003401	3006	8569	71	608379
003112	2017	8572	200	1714398
003403	1004	8584	26	223185
003403	2015	8593	81	696040
003112	2011	8598	40	343932
003001	3001	8617	75	646292
003401	4020	8627	216	1863329
003602	1002	8632	95	820037
003602	1003	8632	103	889135
002712	3002	8674	202	1752133
003113	1009	8685	153	1328817
003401	4021	8705	61	531011
003403	1030	8707	68	592097
003403	1003	8722	207	1805421
003113	2003	8735	110	960901
003401	4018	8753	67	586467
003602	1005	8757	305	2670881
003001	1004	8806	121	1065520
003004	1001	8809	94	828093
003403	2012	8839	82	724787
003403	2011	8840	81	716000
003403	1025	8893	24	213440
003113	2005	8937	171	1528153
003001	3002	8937	107	956288

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003113	2004	8939	79	706206
003401	4024	8942	111	992507
003502	2018	8960	25	224009
003502	2019	8962	27	241979
003401	4005	8976	47	421876
003602	2000	8989	171	1537200
003401	4008	8991	54	485521
003602	1006	8996	85	764691
003004	1013	9019	394	3553635
003113	1005	9041	105	949280
003403	1029	9055	52	470854
003502	2017	9076	23	208742
003111	3003	9100	339	3084985
003403	2013	9162	78	714656
003602	2001	9166	117	1072394
003403	1028	9173	28	256833
003403	1026	9232	25	230799
003403	2014	9253	103	953093
003001	3003	9258	120	1111007
003502	2015	9268	23	213156
003001	3000	9272	337	3124557
003502	2016	9297	49	455537
003111	3002	9367	467	4374447
003403	1007	9377	75	703299
003502	2009	9394	295	2771329
003401	4017	9428	169	1593331
003004	1014	9437	170	1604367
003004	2018	9467	238	2253248
003603	3000	9491	30	284722
003401	4026	9503	77	731767
003401	4025	9508	35	332775
003403	1027	9514	25	237841
003001	3005	9523	238	2266409
003112	1003	9542	26	248096
003403	1020	9546	69	658684
003111	3005	9575	352	3370331
003401	4012	9606	86	826149
002712	3000	9627	1803	17357396
003303	1006	9629	1497	14414123
003401	4009	9637	109	1050448
003401	4011	9652	53	511539
003602	2005	9653	155	1496200
003602	2006	9657	140	1352004
003401	4001	9787	49	479565
003004	1012	9794	336	3290897

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003403	1019	9821	15	147318
003403	1021	9835	77	757266
003112	1010	9851	101	994947
003004	1000	9855	238	2345537
003401	4007	9855	37	364647
003603	3006	9859	85	838021
003112	1016	9862	64	631169
003004	2019	9868	245	2417691
003113	1003	9881	716	7074537
003403	1008	9908	36	356689
003113	1010	9962	90	896552
003602	2004	9962	68	677404
003602	1010	10030	101	1013001
003603	3001	10032	47	471503
003602	1007	10041	109	1094438
003112	2020	10043	218	2189459
003112	1023	10046	81	813731
003003	2011	10048	64	643058
003112	1009	10060	74	744472
003113	2016	10070	56	563912
003403	1018	10108	23	232485
003001	1009	10121	49	495909
003004	2015	10223	209	2136698
003603	3013	10224	31	316942
003602	2011	10234	27	276315
003603	3007	10247	36	368909
003403	1011	10285	153	1573570
003501	3012	10288	39	401240
003403	1015	10295	6	61771
003602	2008	10316	85	876897
003602	2007	10320	52	536626
003112	1011	10331	191	1973258
003113	2015	10338	108	1116505
003501	3006	10356	67	693868
003113	2019	10380	69	716206
003112	2003	10395	122	1268171
003603	3005	10398	102	1060615
003603	3004	10399	125	1299851
003112	1017	10401	79	821711
003602	1008	10406	65	676416
003603	2007	10488	46	482462
003113	2013	10497	159	1668964
003112	2006	10505	180	1890887
003112	2008	10507	115	1208271
003112	1004	10508	24	252182

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003112	2005	10509	92	966811
003401	4003	10518	49	515394
003403	1014	10556	5	52782
003601	1010	10614	105	1114485
003111	3004	10618	301	3195962
003112	2007	10625	108	1147458
003603	2017	10679	26	277667
003602	2009	10686	64	683930
003602	2010	10687	70	748123
003603	3002	10690	68	726913
003603	2000	10702	70	749133
003112	2004	10703	42	449514
003501	3009	10706	132	1413180
003501	3008	10707	312	3340607
003501	3001	10708	271	2901934
003603	3014	10720	43	460971
003113	2021	10725	38	407544
003001	1008	10746	44	472820
003603	2006	10763	25	269067
003501	3011	10764	44	473595
003401	2001	10778	33	355661
003603	3012	10782	75	808668
003603	3008	10783	49	528369
003501	3013	10812	75	810868
003501	3010	10813	43	464946
003004	2014	10829	44	476493
003501	3007	10873	137	1489611
003112	2021	10880	27	293773
003401	4013	10918	20	218362
003112	2009	10927	39	426155
003112	1005	10950	9	98550
003602	2012	10953	30	328598
003112	2002	10962	832	9120475
003113	2012	10970	126	1382181
003601	1013	10977	47	515902
003601	1012	10977	94	1031845
003603	2016	10982	32	351435
003004	2016	10985	26	285602
003603	2008	11011	37	407412
003603	3010	11059	90	995340
003603	3003	11059	95	1050648
003112	2010	11062	45	497792
003603	2005	11097	51	565927
003113	1004	11128	124	1379841
003602	1009	11141	355	3954972

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003004	2004	11145	213	2373917
003401	4002	11155	42	468530
003603	2001	11158	91	1015416
003603	3015	11159	65	725326
003603	1000	11167	67	748197
003004	2009	11182	276	3086299
003001	1007	11191	36	402871
003603	2015	11219	53	594617
003603	2009	11228	6	67370
003401	4019	11263	2	22526
003003	2010	11266	117	1318158
003401	1003	11268	45	507058
003401	4010	11280	27	304548
003401	4015	11300	26	293791
003113	2011	11326	272	3080724
003401	4006	11337	21	238068
003401	4023	11342	16	181474
003601	1029	11343	58	657917
003601	1052	11346	15	170190
003113	1013	11398	64	729457
003004	2008	11401	148	1687334
003113	2007	11433	107	1223288
003603	3009	11437	63	720551
003603	3011	11438	64	732029
003113	1011	11445	166	1899909
003401	1006	11450	250	2862509
003401	4000	11451	801	9172387
003112	1014	11453	6	68716
003603	2010	11479	62	711671
003603	2004	11481	80	918471
003603	1003	11543	91	1050395
003603	1004	11544	92	1062084
003603	2025	11560	25	288991
003112	1018	11572	30	347164
003603	2014	11657	66	769368
003401	4004	11691	19	222132
003113	2009	11699	24	280786
003103	2004	11713	94	1101057
003603	2002	11793	70	825534
003603	3016	11820	73	862883
003602	2015	11828	117	1383854
003603	1001	11829	93	1100095
003603	2018	11844	35	414549
003603	2024	11845	44	521185
003601	1053	11861	5	59305

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003113	2006	11879	208	2470756
003001	1006	11908	19	226257
003603	1009	11920	143	1704520
003601	1034	11927	78	930278
003602	2014	11938	85	1014737
003103	2003	11938	58	692411
003401	2000	11952	255	3047689
003004	2007	11970	149	1783533
003112	1015	12006	145	1740940
003004	2010	12087	79	954875
003603	2003	12088	89	1075872
003003	3005	12092	142	1717008
003603	2027	12102	24	290454
003603	2023	12118	26	315065
003603	2019	12118	63	763431
003603	2011	12124	43	521320
003113	1012	12162	324	3940413
003603	2013	12176	15	182638
003112	1006	12204	23	280681
003113	1007	12218	81	989688
003603	1002	12256	113	1384961
003601	1036	12282	89	1093091
003003	2007	12292	113	1388978
003113	1008	12314	68	837358
003603	2022	12355	40	494187
003603	2033	12389	9	111501
003603	2026	12396	7	86772
003603	1011	12402	26	322444
003602	2013	12420	185	2297711
003603	1021	12425	65	807636
003603	2012	12432	48	596715
003001	1002	12440	142	1766466
003113	2008	12460	213	2654067
003401	1004	12474	89	1110175
003112	1008	12503	152	1900486
003004	2003	12510	94	1175933
003103	2019	12516	137	1714744
003601	1030	12543	121	1517708
003601	1035	12574	146	1835768
003603	1005	12578	68	855285
003003	1023	12579	41	515726
003001	1000	12627	55	694478
003113	1006	12651	52	657828
003603	2029	12664	40	506573
003603	1006	12666	71	899284

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003601	1028	12741	302	3847634
003112	1007	12746	291	3709218
003003	3006	12760	167	2130918
003603	1019	12761	50	638073
003603	1020	12764	32	408443
003004	2006	12766	128	1634074
003603	2020	12778	92	1175589
003003	2009	12791	115	1470947
003401	1008	12799	52	665538
003603	2021	12828	59	756840
003603	1013	12839	105	1348136
003603	1012	12879	20	257589
003603	2028	12912	126	1626955
003003	2006	12977	189	2452563
003109	3001	13045	68	887047
003603	1008	13068	84	1097740
003603	1007	13069	74	967105
003603	1017	13079	61	797842
003603	1018	13086	44	575780
003001	1001	13121	448	5878382
003003	1022	13137	173	2272646
003601	1032	13183	120	1581923
003601	1037	13187	101	1331876
003004	2005	13209	58	766132
003003	3004	13219	71	938538
003003	2004	13271	134	1778365
003603	1015	13298	187	2486642
003601	1031	13376	282	3772036
003603	1014	13415	94	1261006
003603	1016	13488	7	94418
003113	1014	13545	209	2830997
003113	1015	13605	212	2884159
003004	2002	13676	256	3501045
003004	2001	13743	147	2020293
003003	2005	13871	223	3093239
003003	2008	13933	91	1267876
003003	3007	13945	136	1896460
003601	1051	13952	68	948768
003601	1046	13954	26	362803
003601	1045	13957	10	139572
003109	2000	13999	104	1455895
003003	3010	14034	32	449101
003109	3000	14183	443	6283159
003003	2003	14318	35	501123
003601	1049	14344	24	344244

LINCOLN HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003601	1044	14373	23	330589
003003	1018	14597	119	1736996
003003	1021	14611	135	1972531
003003	3008	14779	141	2083798
003003	3003	14836	205	3041388
003003	3009	15317	139	2129021
003003	2002	15322	266	4075555
003003	2001	15397	238	3664583
003003	1014	15430	246	3795760
003003	1019	15481	103	1594577
003003	1020	15510	63	977102
003003	3001	15537	88	1367215
003003	3002	15618	132	2061540
003003	1012	15956	80	1276455
003003	2000	16219	112	1816484
003003	3000	16233	66	1071404
003003	1013	17206	57	980768

AMERICA'S FINEST K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CHOLLAS/MEAD	3409	61	207971
HORTON	4580	23	105347
WEBSTER	5863	9	52763
PORTER	6927	25	173187
BAKER	9291	4	37163
JOHNSON	9378	1	9378
ROWAN	10158		
VALENCIA PARK	10661	7	74624
HAMILTON	11150	1	11150
EMERSON/BANDINI	11248	3	33743
CHAVEZ	11940	5	59698
OAK PARK	12106	8	96846
KIMBROUGH	12130	1	12130
RODRIGUEZ	12712	7	88981
MARSHALL ELEMENTARY	14251	9	128263
GOLDEN HILL	14323		
NYE	15154		
ENCANTO	15367		
BALBOA	15478	3	46434
JOYNER	15661		
ROSA PARKS	15752	8	126012
BURBANK	16044	1	16044
SHERMAN	16759	1	16759
LOGAN	16845	2	33690
EUCLID	18176	1	18176
CENTRAL	18306	14	256278
FULTON	18334	1	18334
CARVER	18591	2	37181
IBARRA	18706	7	130940
CHEROKEE POINT	19463	7	136240
MCKINLEY	20150		
EDISON	20230		
PERKINS	20250		
BETHUNE	20795		
FAY	21294	6	127764
AUDUBON	21316		
PARADISE HILLS	21485		
NORMAL HEIGHTS	22532	1	22532
PERRY	22882		
JEFFERSON	22977	1	22977
FRANKLIN	23463	3	70389
GARFIELD	23880		
ROLANDO PARK	24134		
WASHINGTON	24185		
PACIFIC VIEW	24483	2	48967
ADAMS	25470	2	50941

Note: Charter school route distances originate from public school boundaries

AMERICA'S FINEST K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
BOONE	25570		
BIRNEY	25879	1	25879
CLAY	26629		
ZAMORANO	27681		
PENN	28191		
FREESE	28787		
CLAY-HARDY	28890		
HARDY	29981		
FLORENCE	30992		
JUAREZ-FOSTER	33918		
HEARST	35215		
FOSTER	35430		
JONES	35641		
JUAREZ	36823		
GRANT	37197		
DEWEY	39439		
CUBBERLEY	40885		
ANGIER	41740		
MARVIN	42354		
CARSON-FLETCHER	44154		
GREEN	44242		
BENCHLEY/WEINBERGER	44525		
CHESTERTON	45021		
HANCOCK	45203		
LINDA VISTA	46139		
ROSS	46284		
LOMA PORTAL	46459		
CARSON	46481	2	92963
MILLER	46704		
FLETCHER	46910		
DAILARD	47415		
CABRILLO	48132		
WEGEFORTH	49260		
GAGE	49694		
SILVER GATE	50785		
LINDBERGH/SCHWEITZER	51189		
LAFAYETTE	51683		
BAY PARK	52297		
VISTA GRANDE	53149		
OCEAN BEACH	53249		
TIERRASANTA	54022		
SEQUOIA	54712		
SUNSET VIEW	56310		
HOLMES	56792		
KUMEYAAY	57965		
CROWN POINT	58970		

Note: Charter school route distances originate from public school boundaries

AMERICA'S FINEST K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
HAWTHORNE	59624		
TOLER	62673		
FIELD	63603		
WHITMAN	64630		
PACIFIC BEACH ELEMENTAR	65226		
SESSIONS	65617		
CADMAN	67106		
CURIE	67983		
SPRECKELS	72132		
ALCOTT	73492		
BIRD ROCK	75477		
DOYLE	77781		
WALKER	78863		
MASON	82380		
LA JOLLA ELEMENTARY	83130		
MIRAMAR RANCH	83179		
HAGE	86706		
JONAS SALK	86749	1	86749
TORREY PINES	87073		
JERABEK	87597		
ERICSON	90424		
HICKMAN	93417		
SANDBURG	94107		
DINGEMAN	94791		
E. B. SCRIPPS	96444		

Note: Charter school route distances originate from public school boundaries

AMERICA'S FINEST 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
KNOX	7770	10	77702
MILLENNIAL TECH	7872	50	393598
CLARK	11659	11	128254
MEMORIAL PREP	15208	6	91251
MANN	18567	24	445619
BELL	22558	2	45115
WILSON	23292	14	326088
WILSON-LEWIS	23463	1	23463
ROOSEVELT	24143	4	96571
LEWIS-TAFT	33918		
LEWIS	37145	1	37145
DANA/CORREIA-ROOSEVELT	37197		
TAFT	42209		
MONTGOMERY	43872		
CORREIA	46116		
PERSHING	49161		
FARB-DEPORTOLA	51476		
INNOVATION	54582		
PACIFIC BEACH MIDDLE	61319		
MARSTON	62329		
STANDLEY	80371		
MUIRLANDS	80991		
WANGENHEIM	82508		
MARSHALL MIDDLE	87936		
CHALLENGER	91032		

Note: Charter school route distances originate from public school boundaries

GOMPERS PREP 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MILLENNIAL TECH	5462	313	1709472
KNOX	7653	159	1216866
CLARK	9818	52	510515
MANN	16726	49	819555
MEMORIAL PREP	17619	34	599040
WILSON-LEWIS	21621	2	43242
BELL	21928	13	285060
WILSON	22072	6	132431
ROOSEVELT	26016	5	130078
LEWIS-TAFT	32076		
LEWIS	35303		
DANA/CORREIA-ROOSEVELT	38484		
TAFT	40992		
MONTGOMERY	45159		
PERSHING	47284		
CORREIA	48527		
FARB-DEPORTOLA	50212		
INNOVATION	55869		
MARSTON	63616		
PACIFIC BEACH MIDDLE	63730		
WANGENHEIM	81244		
STANDLEY	81658		
MUIRLANDS	83401		
MARSHALL MIDDLE	86672		
CHALLENGER	92319		

Note: Charter school route distances originate from public school boundaries

GOMPERS PREP 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
LINCOLN	5210	459	2391203
CRAWFORD	16726	35	585397
SAN DIEGO	17038	38	647442
HOOVER	17070	58	990039
HOOVER-HENRY	21621		
MORSE	21928	8	175422
HENRY-KEARNY	32076		
KEARNY	37815		
SAN DIEGO-POINT LOMA	38485		
HENRY	38565		
POINT LOMA	48527		
SERRA	50212		
MADISON	55869		
CLAIREMONT	63616		
MISSION BAY	63730		
UNIVERSITY CITY	81658		
LA JOLLA-UNIVERSITY CITY	83329		
LA JOLLA HIGH	84793		
SCRIPPS RANCH	86672		
MIRA MESA	87414		

Note: Charter school route distances originate from public school boundaries

HOLLY DRIVE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
WEBSTER	549	9	4939
HORTON	7004	2	14007
OAK PARK	7555	2	15111
HAMILTON	8663	3	25990
CHOLLAS/MEAD	8753	3	26258
JOHNSON	9297	5	46487
ROWAN	10800		
PORTER	10820	10	108203
MARSHALL ELEMENTARY	11493	3	34479
JOYNER	13175		
VALENCIA PARK	13242	4	52967
ROSA PARKS	13265	1	13265
BAKER	13553	1	13553
CARVER	14040	1	14040
EUCLID	15690		
CENTRAL	15819		
KIMBROUGH	15965		
CHAVEZ	16190		
IBARRA	16219		
EMERSON/BANDINI	16311	5	81556
CHEROKEE POINT	16976		
ENCANTO	17178	9	154600
FAY	17386		
NYE	17736		
RODRIGUEZ	18125		
GOLDEN HILL	18293		
EDISON	19393	1	19393
BALBOA	19728		
SHERMAN	20259		
ROLANDO PARK	20261	2	40523
BURBANK	20267	2	40535
NORMAL HEIGHTS	20623		
FULTON	20916		
FRANKLIN	20977		
LOGAN	21248		
CLAY	22079		
MCKINLEY	22873		
BETHUNE	23376		
AUDUBON	23897		
PARADISE HILLS	24077	2	48155
CLAY-HARDY	24339		
PERKINS	24473		
GARFIELD	24522		
JEFFERSON	24563		
ADAMS	25167		
HARDY	25430		

Note: Charter school route distances originate from public school boundaries

HOLLY DRIVE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
PERRY	25463		
BIRNEY	26521		
PACIFIC VIEW	27075		
BOONE	28151	1	28151
WASHINGTON	28154		
ZAMORANO	30262	1	30262
HEARST	30665		
PENN	30772	1	30772
FREESE	31369		
JUAREZ-FOSTER	31432		
FLORENCE	31634		
FOSTER	32944		
JUAREZ	34914		
JONES	36283		
MARVIN	37803		
GRANT	37839		
CUBBERLEY	38976		
GREEN	39692		
BENCHLEY/WEINBERGER	39974		
ANGIER	42383		
DEWEY	42861		
DAILARD	42865		
HANCOCK	43294		
MILLER	44795		
CARSON-FLETCHER	44797		
GAGE	45143		
CHESTERTON	45663		
LINDA VISTA	46781		
ROSS	46927		
CARSON	47124		
WEGEFORTH	47352		
FLETCHER	47552		
LOMA PORTAL	49881		
VISTA GRANDE	51240		
CABRILLO	51568		
LINDBERGH/SCHWEITZER	51832		
TIERRASANTA	52113		
LAFAYETTE	52325		
BAY PARK	53689		
SILVER GATE	54221		
SEQUOIA	55354		
KUMEYAAY	56056		
OCEAN BEACH	56671		
HOLMES	57434		
SUNSET VIEW	59746		
HAWTHORNE	60266		

Note: Charter school route distances originate from public school boundaries

HOLLY DRIVE K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CROWN POINT	62392		
TOLER	64065		
FIELD	64246		
WHITMAN	65272		
CADMAN	67749		
CURIE	68625		
PACIFIC BEACH ELEMENTAR	68647		
SESSIONS	69038		
SPRECKELS	72775		
ALCOTT	74135		
WALKER	76954		
DOYLE	78423		
BIRD ROCK	78898		
MASON	80471		
MIRAMAR RANCH	81270		
HAGE	84798		
JONAS SALK	84840		
JERABEK	85688		
LA JOLLA ELEMENTARY	86552		
TORREY PINES	87715		
ERICSON	88515		
SANDBURG	92198		
DINGEMAN	92882		
HICKMAN	94059		
E. B. SCRIPPS	94536		

Note: Charter school route distances originate from public school boundaries

HOLLY DRIVE 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MILLENNIAL TECH	6611	14	92553
CLARK	9173	3	27519
KNOX	11663	13	151620
MANN	14017	4	56068
MEMORIAL PREP	19432	4	77726
WILSON-LEWIS	20977		
WILSON	21427		
BELL	25139	4	100556
ROOSEVELT	25371		
LEWIS-TAFT	31432		
LEWIS	32594	1	32594
DANA/CORREIA-ROOSEVELT	37839		
TAFT	40347		
MONTGOMERY	44515		
PERSHING	44611		
CORREIA	49553		
FARB-DEPORTOLA	49567		
INNOVATION	55225		
MARSTON	62972		
PACIFIC BEACH MIDDLE	64741		
WANGENHEIM	80600		
STANDLEY	81013		
MUIRLANDS	84412		
MARSHALL MIDDLE	86027		
CHALLENGER	91674		

Note: Charter school route distances originate from public school boundaries

O'FARRELL K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
NYE	2946	46	135521
VALENCIA PARK	3027	58	175542
FULTON	5981	36	215332
BETHUNE	7500	3	22500
JOHNSON	8710	7	60967
ENCANTO	9107	84	764985
HORTON	9707	11	106780
PORTER	10501	31	325529
PERRY	10991	12	131887
PARADISE HILLS	11868	9	106812
BOONE	12275	24	294596
AUDUBON	13198	17	224368
ZAMORANO	14386	17	244564
BAKER	14801	4	59205
PACIFIC VIEW	14866	5	74330
PENN	14896	11	163855
CHAVEZ	14998	1	14998
CHOLLAS/MEAD	15283	3	45849
WEBSTER	15311	4	61246
OAK PARK	15757	1	15757
FREESE	15829	24	379896
EMERSON/BANDINI	17559	3	52677
BALBOA	17887	2	35773
RODRIGUEZ	20315	5	101574
HAMILTON	21746	3	65237
ROWAN	21889		
MARSHALL ELEMENTARY	21964		
LOGAN	22612	2	45223
ROLANDO PARK	22649		
CARVER	23192	1	23192
ROSA PARKS	23954		
KIMBROUGH	24004		
BURBANK	25011	1	25011
GOLDEN HILL	26197		
JOYNER	26257		
IBARRA	26281		
FAY	26665	2	53331
EUCLID	27146	1	27146
CLAY	27389		
PERKINS	28372		
SHERMAN	28632	1	28632
CENTRAL	28902		
CHEROKEE POINT	30059		
CLAY-HARDY	31945		
EDISON	31961		
MCKINLEY	32024		

Note: Charter school route distances originate from public school boundaries

O'FARRELL K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
NORMAL HEIGHTS	33705	2	67411
FRANKLIN	34059		
HARDY	34710		
JEFFERSON	34851		
GARFIELD	35611		
WASHINGTON	36059		
ADAMS	37202		
BIRNEY	37610		
HEARST	39283		
BENCHLEY/WEINBERGER	42686		
FLORENCE	42723		
JUAREZ-FOSTER	43193		
FOSTER	44705		
MARVIN	46421		
JONES	47372		
GAGE	47855		
GREEN	47940		
JUAREZ	47996		
GRANT	48928		
DAILARD	49478		
DEWEY	51313		
CUBBERLEY	52058		
ANGIER	53472		
CARSON-FLETCHER	55885		
HANCOCK	56377		
CHESTERTON	56752		
LINDA VISTA	57870		
MILLER	57877		
ROSS	58015		
CARSON	58212		
LOMA PORTAL	58333		
FLETCHER	58641		
CABRILLO	60006		
WEGEFORTH	60434		
SILVER GATE	62659		
LINDBERGH/SCHWEITZER	62920		
LAFAYETTE	63414		
BAY PARK	64170		
VISTA GRANDE	64322		
OCEAN BEACH	65123		
TIERRASANTA	65195		
SEQUOIA	66443		
SUNSET VIEW	68183		
HOLMES	68523		
KUMEYAAY	69138		
CROWN POINT	70844		

Note: Charter school route distances originate from public school boundaries

O'FARRELL K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
HAWTHORNE	71355		
TOLER	74546		
FIELD	75335		
WHITMAN	76361		
PACIFIC BEACH ELEMENTAR	77099		
SESSIONS	77490		
CADMAN	78837		
CURIE	79714		
SPRECKELS	83863		
ALCOTT	85224		
BIRD ROCK	87350		
DOYLE	89512		
WALKER	90036		
MASON	93554		
MIRAMAR RANCH	94352		
LA JOLLA ELEMENTARY	95004		
HAGE	97880		
JONAS SALK	97922		
JERABEK	98770		
TORREY PINES	98804		
ERICSON	101598		
HICKMAN	105148		
SANDBURG	105280		
DINGEMAN	105964		
E. B. SCRIPPS	107618		

Note: Charter school route distances originate from public school boundaries

O'FARRELL 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
BELL	9263	229	2121218
KNOX	9386	278	2609346
MILLENNIAL TECH	10049	166	1668207
CLARK	22255	9	200299
MEMORIAL PREP	22989	23	528757
MANN	23297	3	69890
WILSON-LEWIS	34059		
WILSON	34510		
ROOSEVELT	36016	1	36016
LEWIS	41212	1	41212
LEWIS-TAFT	43193		
PERSHING	47323		
DANA/CORREIA-ROOSEVEL	48928		
TAFT	53430		
MONTGOMERY	55604		
CORREIA	57990		
FARB-DEPORTOLA	62650		
INNOVATION	66313		
PACIFIC BEACH MIDDLE	73193		
MARSTON	74061		
STANDLEY	92102		
MUIRLANDS	92864		
WANGENHEIM	93682		
MARSHALL MIDDLE	99110		
CHALLENGER	102763		

Note: Charter school route distances originate from public school boundaries

O'FARRELL 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
LINCOLN	7718	279	2153362
MORSE	9263	186	1722911
CRAWFORD	23297	2	46594
SAN DIEGO	26501	7	185509
HOOVER	29507	8	236060
HOOVER-HENRY	34059		
HENRY-KEARNY	43193		
HENRY	44475	4	177899
KEARNY	48259		
SAN DIEGO-POINT LOMA	48929		
POINT LOMA	57990		
SERRA	62650		
MADISON	66313		
MISSION BAY	73193		
CLAIREMONT	74061		
UNIVERSITY CITY	92102		
LA JOLLA-UNIVERSITY CITY	93774		
LA JOLLA HIGH	94256		
SCRIPPS RANCH	99110		
MIRA MESA	99852		

Note: Charter school route distances originate from public school boundaries

FIELD ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008504	1002	196	77	15111
008504	1003	601	44	26466
008504	1004	812	126	102276
008504	1000	1102	54	59528
008504	1006	1129	95	107208
008504	1001	1143	106	121202
008504	1005	1456	251	365517
008506	2004	1726	37	63863
008506	2006	1742	107	186393
008506	2007	1987	101	200684
008506	2003	2033	100	203312
008506	2002	2257	71	160251
008504	3004	2316	30	69481
008506	2000	2415	488	1178530
008504	2000	2474	108	267236
008504	2001	2568	86	220806
008504	2002	2677	56	149909
008504	3005	2808	34	95486
008504	1007	3165	125	395581
008504	2003	3624	79	286315
008504	3001	3935	20	78691
008504	2007	4244	32	135792
008504	3003	4320	157	678278
008504	2004	4334	117	507058
008504	1008	4565	86	392565
008504	3000	4947	1187	5871523
008504	2006	4960	62	307545
008504	2005	5385	92	495400

HAWTHORNE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008507	1002	449.2249852	269	120841.521
008507	1016	712.2690575	58	41311.60534
008507	1007	738.1624226	310	228830.351
008507	1006	795.315809	42	33403.26398
008507	1008	968.9982742	73	70736.87402
008507	1010	1153.790341	89	102687.3404
008507	1013	1381.681034	58	80137.5
008507	1017	1760.876643	102	179609.4176
008507	1003	2053.386289	119	244352.9684
008507	1015	2309.743102	91	210186.6223
008507	3006	2363.548688	57	134722.2752
008507	5004	2368.347237	80	189467.7789
008507	2002	2496.088171	34	84866.9978
008507	2000	2509.081665	79	198217.4515
008507	3000	2515.86503	116	291840.3435
008507	1014	2566.27018	72	184771.4529
008507	2001	2603.707043	51	132789.0592
008507	3001	2611.669769	101	263778.6467
008507	3002	2729.854483	100	272985.4483
008507	3007	2822.332477	48	135471.9589
008507	5009	2842.959983	200	568591.9966
008507	5005	2843.391177	172	489063.2825
008507	1018	2850.10344	50	142505.172
008507	3003	2938.10882	108	317315.7526
008507	2003	2946.325607	329	969341.1247
008507	1005	2992.2759	45	134652.4155
008507	1004	3083.737278	53	163438.0757
008507	3004	3247.117259	92	298734.7878
008507	3005	3289.600978	55	180928.0538
008507	2004	3628.522542	429	1556636.171
008507	3009	3694.170778	552	2039182.27
008507	3008	4043.712012	378	1528523.14
008511	1095	10500.27285	280	2940076.399
008511	1102	10809.32544	40	432373.0176
008511	1103	11042.69752	7	77298.88267
008511	1096	11358.59062	15	170378.8593
008511	1088	11479.90441	44	505115.794
008511	1098	11566.32194	25	289158.0486
008511	1097	11772.18785	33	388482.199
008511	1089	11909.98075	12	142919.769
008511	1099	11968.50458	28	335118.1282
008511	1104	12163.73057	35	425730.5699
008511	1101	12365.17303	40	494606.9211
008511	1100	12564.95097	66	829286.7642

LAFAYETTE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008507	1002	449	269	120842
008507	1016	712	58	41312
008507	1007	738	310	228830
008507	1006	795	42	33403
008507	1008	969	73	70737
008507	1010	1154	89	102687
008507	1013	1382	58	80137
008507	1017	1761	102	179609
008507	1003	2053	119	244353
008507	1015	2310	91	210187
008507	3006	2364	57	134722
008507	5004	2368	80	189468
008507	2002	2496	34	84867
008507	2000	2509	79	198217
008507	3000	2516	116	291840
008507	1014	2566	72	184771
008507	2001	2604	51	132789
008507	3001	2612	101	263779
008507	3002	2730	100	272985
008507	3007	2822	48	135472
008507	5009	2843	200	568592
008507	5005	2843	172	489063
008507	1018	2850	50	142505
008507	3003	2938	108	317316
008507	2003	2946	329	969341
008507	1005	2992	45	134652
008507	1004	3084	53	163438
008507	3004	3247	92	298735
008507	3005	3290	55	180928
008507	2004	3629	429	1556636
008507	3009	3694	552	2039182
008507	3008	4044	378	1528523
008511	1095	10500	280	2940076
008511	1102	10809	40	432373
008511	1103	11043	7	77299
008511	1096	11359	15	170379
008511	1088	11480	44	505116
008511	1098	11566	25	289158
008511	1097	11772	33	388482
008511	1089	11910	12	142920
008511	1099	11969	28	335118
008511	1104	12164	35	425731
008511	1101	12365	40	494607
008511	1100	12565	66	829287

LINDBERGH/SCHWEITZER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008509	5005	631	297	187284
008509	5007	959	107	102627
008509	5006	961	55	52837
008509	5008	1262	89	112353
008509	4002	1466	23	33728
008509	4000	1528	108	164998
008509	5004	1619	107	173208
008509	1012	1751	82	143555
008509	5000	1765	93	164190
008509	1014	2154	68	146477
008509	2005	2157	138	297667
008509	4005	2303	79	181918
008509	1011	2546	37	94208
008509	1003	2649	50	132450
008509	2006	2742	62	170016
008509	4008	2856	68	194201
008509	1010	2889	45	129985
008509	4004	2925	76	222316
008509	4001	3020	2471	7461577
008509	1006	3068	88	269958
008509	1013	3213	95	305200
008509	1004	3221	98	315659
008509	1007	3304	129	426253
008509	1008	3309	86	284594
008509	4007	3339	106	353954
008509	1009	3340	170	567742
008509	2004	3441	56	192702
008509	2003	3481	162	563892
008509	2001	3592	54	193979
008509	2002	3792	91	345053
008509	3000	3837	55	211020
008509	2000	4163	410	1706979
008509	1005	4483	148	663429
008509	3002	4876	108	526655
008509	3007	4899	87	426242
008509	4003	4990	45	224572
008509	3003	5020	62	311229
008509	3004	5191	55	285525
008509	4006	5229	74	386955
008509	3006	5313	40	212516
008509	3001	5475	140	766525
008509	3005	5571	223	1242257
0	0			
0	0			

SEQUOIA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008507	6006	659	82	54035
008507	6008	670	44	29468
008507	6007	879	126	110756
008507	6005	914	75	68571
008506	3000	1154	662	763967
008507	6004	1159	92	106625
008507	6009	1324	44	58273
008507	6003	1329	64	85066
008507	5002	1457	64	93253
008506	3001	1651	99	163444
008506	3002	1698	105	178265
008507	5000	1803	137	246947
008507	6002	1832	107	196014
008507	5003	1915	84	160872
008507	5001	1949	106	206623
008507	5006	2010	79	158775
008507	5007	2048	93	190501
008507	6001	2139	83	177543
008507	5008	2372	99	234836
008507	6000	2399	402	964227
008506	1001	2504	184	460746
008507	4000	2509	1302	3266170
008506	1000	2951	113	333492
008506	3005	3353	100	335288
008506	1004	3354	149	499806
008506	3004	3618	49	177272
008507	1012	3646	128	466642
008506	2009	4968	56	278221
008506	2005	5138	19	97613
008506	3003	5251	75	393852
008506	2008	5267	276	1453723
008506	2001	5280	56	295702
008506	1003	5302	55	291614
008506	1002	5778	757	4373733

WHITMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008502	3008	205	89	18247
008502	3007	1110	68	75495
008502	2003	1219	33	40231
008502	3006	1248	82	102329
008502	2004	1263	89	112432
008502	1008	1340	397	531810
008502	3009	1423	126	179336
008502	2005	1527	41	62589
008502	3010	1549	82	127015
008502	3004	1585	61	96668
008502	2002	1588	87	138197
008502	2001	1596	113	180314
008502	5000	1638	136	222764
008502	3005	1845	75	138364
008502	4003	1847	100	184663
008502	1015	1893	36	68158
008502	1009	1897	41	77759
008502	3001	2012	57	114673
008502	3002	2090	66	137935
008502	3011	2098	69	144747
008502	5001	2106	115	242167
008502	1016	2224	76	169039
008502	1014	2250	44	99004
008502	3000	2284	53	121040
008502	5002	2354	111	261317
008502	2008	2440	434	1058759
008502	1003	2478	54	133831
008502	2006	2530	35	88560
008502	1013	2598	79	205248
008502	4004	2601	104	270535
008502	2000	2620	53	138868
008502	4005	2745	63	172925
008502	5008	2778	73	202811
008502	1011	2807	33	92642
008502	2007	2835	82	232443
008502	1002	2920	112	327015
008502	4002	2944	707	2081541
008502	3003	2949	142	418780
008502	1012	2967	30	89020
008502	1004	3194	73	233127
008502	1010	3209	32	102696
008502	4001	3497	88	307733
008502	4000	3654	276	1008618
008502	1000	4951	473	2341923

INNOVATION MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008505	3001	211	59	12427
008505	3008	449	64	28736
008505	3004	678	66	44778
008505	3000	950	74	70279
008505	3002	954	57	54357
008505	3005	955	62	59213
008505	1002	1152	121	139364
008505	3007	1233	69	85103
008505	1006	1269	80	101492
008505	1005	1304	98	127819
008505	3009	1511	84	126951
008505	3006	1548	124	191930
008505	3003	1701	57	96947
008505	3010	1761	73	128528
008505	1004	2502	55	137609
008505	1001	2604	836	2177246
008505	2005	2704	76	205491
008505	2004	2707	140	379026
008507	6000	2817	402	1132286
008505	1010	2886	193	556955
008506	1001	2922	184	537668
008505	2006	3004	252	756998
008507	6003	3370	64	215662
008507	6002	3409	107	364731
008507	6001	3601	83	298919
008505	2003	3952	284	1122247
008505	2002	4155	41	170335
008507	6004	4184	92	384937
008505	2007	4352	59	256766
008507	6005	4432	75	332381
008505	2001	4450	114	507268
008506	1000	4506	113	509139
008505	2008	4516	84	379352
008506	1004	4559	149	679332
008505	5008	4646	155	720149
008507	6006	4691	82	384647
008507	6008	4702	44	206869
008507	6007	4911	126	618770
008505	2000	5147	90	463253
008505	5009	5164	35	180756
008505	5010	5225	67	350060
008507	6009	5356	44	235675
008505	5007	5390	117	630582
008505	5011	5471	67	366551
008505	5012	5481	29	158955

INNOVATION MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008507	5002	5489	64	351292
008506	3000	5529	662	3660071
008506	2005	5556	19	105556
008505	5000	5651	71	401219
008506	2001	5698	56	319113
008506	1003	5720	55	314608
008507	5000	5834	137	799312
008507	5003	5947	84	499548
008507	5001	5981	106	634000
008506	3001	6026	99	596548
008507	5006	6042	79	477292
008506	3002	6073	105	637617
008507	5007	6080	93	565464
008507	1014	6085	72	438143
008506	1002	6196	757	4690201
008507	5004	6224	80	497940
008505	5001	6235	118	735687
008506	2009	6333	56	354647
008505	5006	6384	51	325587
008507	5008	6404	99	633989
008505	4005	6443	94	605681
008507	4000	6540	1302	8515649
008505	4003	6607	33	218016
008506	2008	6632	276	1830396
008505	5002	6673	100	667321
008505	5013	6701	80	536052
008506	2007	6702	101	676890
008505	4004	6763	68	459855
008505	5003	6856	94	644475
008506	3004	6884	49	337339
008506	2004	6976	37	258122
008507	1008	6989	73	510216
008505	5004	7034	91	640139
008506	3003	7059	75	529433
008507	1016	7138	58	414008
008506	3005	7149	100	714939
008505	5005	7254	94	681858
008507	1015	7317	91	665884
008502	2006	7357	35	257503
008505	4001	7376	41	302428
008506	2000	7383	488	3602899
008507	1013	7390	58	428645
008507	3000	7472	116	866761
008507	3001	7568	101	764356
008504	1000	7586	54	409669

INNOVATION MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008502	1013	7640	79	603561
008502	2007	7664	82	628474
008507	1002	7677	269	2065078
008507	5005	7677	172	1320436
008507	1012	7677	128	982720
008507	3002	7686	100	768606
008507	5009	7799	200	1559834
008505	4007	7828	89	696734
008505	4002	7831	73	571629
008502	1014	7834	44	344687
008507	1007	7839	310	2430000
008505	4006	7877	36	283582
008507	3003	7894	108	852586
008506	2006	7951	107	850752
008507	1006	8023	42	336964
008502	1015	8036	36	289309
008504	1004	8058	126	1015327
008506	2002	8080	71	573651
008506	2003	8091	100	809094
008504	1003	8101	44	356436
008507	3004	8152	92	750002
008502	2005	8361	41	342800
008507	1010	8381	89	745948
008507	3007	8404	48	403372
008507	1017	8546	102	871713
008507	3006	8552	57	487474
008507	3005	8596	55	472766
008502	1011	8599	33	283765
008504	1001	8666	106	918609
008502	2004	8666	89	771306
008505	4000	8677	690	5986819
008502	1002	8711	112	975675
008502	2008	8731	434	3789210
008502	1016	8734	76	663800
008502	1012	8759	30	262768
008507	2002	8798	34	299124
008507	2000	8811	79	696051
008504	1002	8885	77	684152
008504	3004	8899	30	266959
008507	2001	8905	51	454175
008507	1003	8974	119	1067945
008502	1010	9001	32	288027
008502	2002	9083	87	790236
008507	1018	9152	50	457590
008502	2003	9184	33	303067

INNOVATION MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008507	2003	9248	329	3042596
008507	1005	9294	45	418228
008511	1095	9377	280	2625650
008504	3005	9391	34	319295
008502	1003	9392	54	507141
008507	3009	9406	552	5192082
008507	1004	9449	53	500812
008502	2001	9491	113	1072504
008507	3008	9495	378	3589063
008502	3009	9597	126	1209218
008502	5000	9636	136	1310538
008509	5004	9660	107	1033591
008502	3008	9683	89	861744
008511	1102	9686	40	387455
008507	2004	9780	429	4195512
008504	1006	9817	95	932648
008502	2000	9857	53	522410
008511	1103	9920	7	69438
008509	5005	9928	297	2948656
008504	1005	10145	251	2546417
008509	5006	10153	55	558429
008509	5007	10155	107	1086563
008511	1096	10236	15	153535
008502	1009	10253	41	420366
008509	5008	10347	89	920866
008502	3006	10350	82	848716
008511	1088	10357	44	455706
008509	1011	10374	37	383823
008509	4005	10404	79	821886
008511	1098	10443	25	261084
008509	1003	10476	50	523822
008502	5002	10624	111	1179249
008502	3010	10626	82	871329
008511	1097	10649	33	351425
008509	1010	10716	45	482220
008502	3007	10775	68	732717
008511	1089	10787	12	129444
008511	1099	10846	28	303676
008502	5001	10883	115	1251570
008509	1006	10895	88	958771
008502	1004	10995	73	802628
008511	1104	11041	35	386427
008509	1004	11048	98	1082748
008509	4002	11098	23	255257
008502	1008	11103	397	4407744

INNOVATION MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008509	4001	11121	2471	27478783
008509	1007	11132	129	1435991
008509	1008	11137	86	957753
008502	3005	11152	75	836436
008502	4003	11154	100	1115425
008509	4000	11159	108	1205221
008504	2000	11163	108	1205632
008509	1009	11167	170	1898405
008509	5000	11213	93	1042836
008511	1101	11242	40	449689
008502	3004	11250	61	686235
008504	2001	11256	86	968047
008504	2002	11366	56	636484
008509	1012	11382	82	933353
008502	3011	11405	69	786973
008504	1007	11421	125	1427677
008511	1100	11442	66	755172
008509	4004	11538	76	876895
008502	5008	11556	73	843562
008502	3001	11677	57	665581
008509	1013	11679	95	1109541
008509	4003	11725	45	527618
008502	3002	11755	66	775827
008509	1014	11786	68	801431
008509	2005	11789	138	1626840
008502	4005	11822	63	744776
008502	3000	11949	53	633287
008509	4006	11963	74	885298
008504	3001	12191	20	243826
008504	2003	12194	79	963339
008502	4002	12253	707	8662743
008502	4004	12266	104	1275699
008509	2006	12374	62	767181
008509	4008	12488	68	849156
008509	1005	12519	148	1852742
008502	3003	12614	142	1791216
008509	2004	12687	56	710494
008502	1000	12721	473	6016971
008504	2007	12813	32	410030
008504	1008	12843	86	1104501
008504	3003	12890	157	2023756
008504	2004	12904	117	1509738
008509	2003	12923	162	2093550
008509	4007	12971	106	1374912
008502	4001	13162	88	1158256

INNOVATION MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008509	2001	13224	54	714090
008502	4000	13319	276	3676168
008509	2002	13423	91	1221537
008509	3000	13468	55	740763
008504	3000	13516	1187	16044019
008504	2006	13530	62	838880
008509	2000	13795	410	5655971
008504	2005	13955	92	1283833
008509	3002	14508	108	1566878
008509	3007	14531	87	1264199
008509	3003	14652	62	908393
008509	3004	14823	55	815268
008509	3006	14945	40	597784
008509	3001	15107	140	2114962
008509	3005	15202	223	3390123

MADISON HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008507	6004	569	92	52384
008507	6005	817	75	61271
008507	6001	925	83	76747
008507	6006	1072	82	87925
008507	6002	1130	107	120860
008507	6009	1425	44	62686
008507	6003	1525	64	97592
008505	1010	1683	193	324903
008507	6000	1753	402	704538
008507	6007	1870	126	235627
008507	6008	2055	44	90427
008507	5003	2209	84	185558
008507	5002	2240	64	143391
008507	5004	2486	80	198902
008506	1001	2655	184	488587
008505	2006	2737	252	689778
008507	5006	2793	79	220664
008507	5000	2799	137	383440
008505	3010	2843	73	207526
008506	3000	2882	662	1908138
008507	5001	2946	106	312230
008507	1014	3014	72	216998
008505	2005	3033	76	230535
008505	2004	3037	140	425160
008507	5007	3045	93	283157
008507	4000	3090	1302	4023117
008505	3009	3106	84	260886
008506	1000	3115	113	351962
008507	1015	3132	91	284984
008507	1013	3205	58	185873
008507	3000	3338	116	387187
008505	3007	3367	69	232289
008507	5008	3368	99	333469
008506	3001	3379	99	334552
008506	3002	3426	105	359742
008507	3001	3434	101	346796
008505	3006	3445	124	427182
008507	1012	3492	128	446948
008506	1004	3518	149	524160
008507	3002	3552	100	355181
008505	3005	3589	62	222526
008507	1016	3594	58	208443
008507	5009	3665	200	732982
008507	5005	3665	172	630439
008507	3003	3760	108	406087

MADISON HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008505	3004	3848	66	253944
008507	1008	3918	73	285999
008507	3004	4069	92	374354
008505	1002	4073	121	492836
008505	3002	4116	57	234637
008505	3008	4156	64	265958
008505	1006	4190	80	335193
008505	1005	4226	98	414102
008507	3007	4269	48	204927
008505	3003	4290	57	244544
008507	1007	4294	310	1331293
008507	1017	4360	102	444770
008507	1002	4372	269	1175980
008507	3006	4418	57	251822
008505	3000	4506	74	333411
008507	3005	4513	55	248194
008507	2002	4612	34	156810
008507	2000	4625	79	365379
008507	1006	4718	42	198146
008507	2001	4720	51	240704
008505	3001	4737	59	279466
008507	1003	4789	119	569845
008505	2003	4790	284	1360257
008507	1010	4929	89	438724
008507	1018	4966	50	248304
008506	3005	4977	100	497717
008505	2002	4993	41	204696
008507	2003	5062	329	1665496
008507	1005	5108	45	229871
008506	2009	5132	56	287374
008505	1004	5159	55	283763
008505	2007	5190	59	306211
008506	3004	5242	49	256863
008505	1001	5262	836	4398796
008507	1004	5264	53	278969
008505	2001	5288	114	602807
008506	2005	5289	19	100488
008507	3009	5323	552	2938194
008505	2008	5354	84	449749
008507	3008	5412	378	2045640
008506	2008	5431	276	1498835
008506	2001	5432	56	304176
008506	1003	5453	55	299937
008505	5008	5484	155	850048
008509	5004	5577	107	596696

MADISON HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008507	2004	5645	429	2421916
008506	3003	5668	75	425111
008509	5005	5845	297	1735966
008506	1002	5929	757	4488274
008505	2000	5985	90	538678
008505	5009	6003	35	210088
008505	5010	6063	67	406210
008509	5006	6070	55	333857
008509	5007	6072	107	649668
008509	1011	6188	37	228951
008505	5007	6228	117	728635
008509	5008	6264	89	557468
008509	1003	6291	50	314536
008505	5011	6309	67	422701
008505	5012	6319	29	183259
008509	4005	6320	79	499318
008505	5000	6489	71	460721
008509	1010	6530	45	293862
008505	5013	6561	80	524872
008506	2007	6562	101	662775
008509	1006	6709	88	590428
008506	2004	6837	37	252952
008509	1004	6863	98	672547
008505	5006	6878	51	350797
008509	1007	6946	129	896034
008509	1008	6951	86	597781
008509	4002	6964	23	160169
008509	1009	6981	170	1186833
008509	4000	7025	108	758721
008509	5000	7028	93	653564
008509	4001	7037	2471	17389364
008505	5001	7073	118	834579
008505	5002	7168	100	716752
008511	1095	7219	280	2021363
008506	2000	7243	488	3534703
008509	1012	7248	82	594344
008505	4005	7281	94	684459
008505	5003	7350	94	690940
008505	4003	7445	33	245672
008504	1000	7447	54	402123
008509	4004	7455	76	566577
008509	1013	7494	95	711898
008502	2007	7525	82	617015
008511	1102	7528	40	301128
008505	5004	7529	91	685120

MADISON HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008505	4004	7601	68	516843
008509	1014	7651	68	520302
008509	2005	7654	138	1056313
008505	5005	7748	94	728323
008511	1103	7762	7	54331
008506	2006	7811	107	835800
008502	2006	7836	35	274266
008504	1004	7918	126	997719
008506	2002	7940	71	563729
008506	2003	7951	100	795119
008504	1003	7961	44	350287
008505	4001	7975	41	326978
008511	1096	8077	15	121162
008502	1013	8119	79	641396
008511	1088	8199	44	360747
008509	2006	8240	62	510857
008511	1098	8285	25	207130
008502	1014	8313	44	365760
008509	1005	8333	148	1233256
008509	4003	8339	45	375270
008509	4008	8353	68	568026
008505	4007	8427	89	750025
008505	4002	8429	73	615340
008505	4006	8467	36	304805
008511	1097	8491	33	280205
008509	2004	8502	56	476094
008502	1015	8508	36	306290
008504	1001	8526	106	903795
008509	4006	8578	74	634769
008502	2008	8591	434	3728560
008511	1089	8629	12	103546
008511	1099	8687	28	243247
008509	2003	8737	162	1415463
008504	1002	8745	77	673391
008504	3004	8759	30	262766
008502	2005	8833	41	362140
008509	4007	8837	106	936681
008511	1104	8883	35	310891
008502	1011	9078	33	299569
008511	1101	9084	40	363362
008509	2001	9090	54	490840
008502	2004	9138	89	813288
008502	1002	9190	112	1029314
008502	1016	9206	76	699650
008502	1012	9238	30	277136

MADISON HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008504	3005	9251	34	314543
008511	1100	9284	66	612733
008509	2002	9289	91	845320
008505	4000	9320	690	6430584
008509	3000	9334	55	513379
008502	1010	9480	32	303353
008502	2002	9555	87	831275
008502	2003	9656	33	318634
008509	2000	9661	410	3960926
008504	1006	9678	95	919372
008502	1003	9870	54	533003
008502	2001	9963	113	1125808
008504	1005	10005	251	2511340
008502	3009	10069	126	1268653
008502	5000	10108	136	1374691
008502	3008	10154	89	903726
008502	2000	10336	53	547793
008509	3002	10374	108	1120378
008509	3007	10397	87	904519
008502	5002	10484	111	1163737
008509	3003	10517	62	652069
008509	3004	10689	55	587884
008502	1009	10725	41	439706
008509	3006	10810	40	432413
008502	3006	10822	82	887396
008502	5001	10884	115	1251689
008509	3001	10973	140	1536166
008504	2000	11024	108	1190539
008502	3010	11024	82	903941
008509	3005	11068	223	2468184
008504	2001	11117	86	956029
008504	2002	11226	56	628658
008502	3007	11247	68	764794
008504	1007	11282	125	1410209
008502	1004	11467	73	837062
008502	5008	11557	73	843638
008502	1008	11574	397	4595013
008502	3005	11624	75	871814
008502	4003	11626	100	1162596
008502	3004	11721	61	715009
008502	3011	11877	69	819521
008504	3001	12052	20	241031
008504	2003	12054	79	952299
008502	3001	12149	57	692468
008502	4005	12220	63	769832

MADISON HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008502	3002	12227	66	806960
008502	3000	12421	53	658288
008504	2007	12674	32	405558
008504	1008	12703	86	1092483
008502	4002	12725	707	8996242
008502	4004	12738	104	1324757
008504	3003	12750	157	2001816
008504	2004	12764	117	1493388
008502	3003	13086	142	1858199
008502	1000	13200	473	6243502
008504	3000	13377	1187	15878140
008504	2006	13391	62	830216
008502	4001	13634	88	1199767
008502	4000	13791	276	3806360
008504	2005	13815	92	1270976

ERICSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008352	1003	803	140	112456
008352	1000	923	151	139396
008352	2000	1218	90	109580
008352	1002	1236	116	143388
008352	1006	1244	201	250055
008352	1001	1286	62	79762
008352	1004	1361	130	176937
008352	1005	1533	177	271385
008355	1002	1788	168	300373
008353	1006	1860	119	221281
008356	2000	1959	227	444780
008352	2001	2061	93	191702
008355	1001	2065	177	365546
008353	1001	2096	57	119447
008356	2001	2121	94	199327
008353	1000	2169	315	683167
008356	2006	2204	229	504759
008353	3003	2287	81	185208
008353	3005	2307	200	461416
008355	1005	2483	128	317821
008352	2002	2660	48	127678
008356	2005	2678	172	460597
008355	1000	2688	215	577833
008352	2005	2727	590	1609161
008353	1002	2786	171	476469
008353	3004	2805	145	406662
008353	1007	2874	111	318963
008355	1004	2953	167	493169
008352	2004	3039	230	699082
008353	3002	3069	235	721198
008356	2003	3098	58	179690
008353	1003	3104	176	546343
008355	1003	3169	75	237647
008356	2007	3177	171	543192
008352	3006	3180	671	2133488
008356	2004	3198	156	498930
008357	1002	3200	181	579160
008356	2002	3255	534	1738190
008352	3001	3477	57	198199
008352	2003	3646	416	1516694
008353	3001	3656	132	482582
008353	1004	3697	138	510251
008356	2008	3712	100	371234
008356	2009	3749	52	194941
008353	1005	3889	119	462816

ERICSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008352	3002	3924	29	113793
008352	3004	3946	54	213068
008352	3003	3993	105	419269
008356	2010	4027	100	402701
008352	3000	4073	115	468342
008352	3005	4102	42	172293
008353	2011	4213	53	223281
008353	3000	4277	141	603019
008353	2010	4484	448	2008776
008356	1009	4494	60	269626
008356	1011	4596	33	151667
008356	1010	4755	70	332830
008353	2001	4763	247	1176553
008357	3000	5319	1992	10595961
008356	1001	5326	97	516661
008356	1006	5668	89	504459
008356	1004	6060	54	327238
008356	1007	6197	75	464748
008356	1012	6266	2	12532
008356	1000	6328	494	3125801
008356	1002	6332	285	1804637
008356	1008	6365	119	757442
008356	1003	6451	17	109661
008356	1005	6539	341	2229871

HAGE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008355	2001	1155	13	15020
008355	2002	1440	190	273597
008355	2011	1610	29	46693
008355	2010	1658	96	159135
008355	2000	1782	417	743283
008355	2014	1916	5	9579
008355	2015	1961	107	209815
008355	2016	2143	56	120003
008355	2013	2620	14	36679
008355	2012	2939	117	343808
008355	2004	3181	68	216301
008355	2005	3181	549	1746578
008357	1000	3195	238	760501
008355	2003	3281	82	269025
008355	2018	3299	52	171530
008354	2004	3553	71	252249
008355	2017	3838	40	153506
008354	1019	3876	186	720879
008354	1017	3904	742	2896881
008354	1018	3926	213	836167
008355	2009	4011	127	509431
008355	2008	4450	204	907755
008355	2006	4573	125	571636
008353	2009	4605	175	805845
008354	2002	4622	666	3078077
008357	1008	4684	220	1030383
008357	1001	4742	314	1488953
008354	2001	4799	1529	7337387
008357	1006	4801	45	216048
008355	2007	4841	144	697160
008353	2003	4958	70	347035
008357	1007	5100	55	280516
008357	1009	5102	58	295898
008354	2000	5146	277	1425531
008357	1005	5260	88	462881
008357	2006	5342	123	657095
008357	2000	5449	89	484940
008357	1004	5563	44	244774
008357	1003	5808	52	302026
008357	2001	5976	93	555722
008353	2006	6024	180	1084248
008357	2005	6183	72	445179
008357	2002	6207	107	664198
008354	2003	6228	167	1040033
008357	2007	6311	41	258770

HAGE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008353	2007	6314	195	1231177
008357	2009	6476	204	1321111
008357	2004	6550	94	615675
008357	2008	6639	81	537790
008353	2004	6672	48	320273
008357	2010	6684	34	227267
008357	2003	6858	120	822959
008353	2005	6864	109	748178
008353	2002	6889	1284	8844918
008353	2008	7428	99	735328
008354	1004	10154	252	2558752
008354	1002	12057	163	1965348
008354	1006	12830	411	5273036
008354	1003	13268	172	2282127
008354	1007	13530	625	8456322
008354	1000	14077	498	7010163

HICKMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008349	2014	780	57	44436
008349	2015	783	88	68901
008349	2006	922	167	153930
008349	2013	924	187	172821
008349	2003	1138	103	117175
008349	2007	1447	87	125911
008349	2012	1534	238	365099
008349	2008	1673	136	227526
008348	2005	1804	117	211096
008349	2009	1894	105	198821
008349	2010	1976	68	134363
008349	2011	2017	124	250105
008347	3003	2075	45	93397
008348	2000	2115	99	209391
008349	2002	2418	184	444882
008348	2001	2453	90	220783
008349	1006	2459	155	381121
008348	2006	2504	59	147720
008349	2004	2573	195	501671
008348	2002	2596	106	275169
008348	2004	2681	98	262759
008347	3002	2940	85	249889
008349	1005	3007	140	420986
008348	2003	3159	106	334815
008349	2001	3216	84	270104
008349	1007	3256	64	208401
008348	2007	3366	35	117801
008349	2000	3581	227	812878
008349	1004	3782	338	1278390
008348	2008	3936	201	791180
008348	3013	4427	348	1540486
008348	1001	4501	85	382565
008348	1000	4511	785	3541159
008348	2009	4532	56	253786
008348	3012	5114	414	2117131
008348	1004	5453	44	239938
008348	1005	5497	38	208879
008348	1002	5515	1125	6204877
008348	1003	5631	155	872734
008348	3011	6431	178	1144735
008348	3010	6433	59	379556
008348	3003	6695	42	281211
008348	3005	6743	78	525979
008348	3008	6900	56	386376
008348	3009	6997	72	503748

HICKMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008348	3001	7138	50	356916
008348	3002	7144	77	550110
008348	3007	7470	21	156872
008348	3004	7567	51	385899
008348	3000	8149	614	5003214
008346	1012	11818	191	2257196
008346	1005	13653	46	628044
008346	1010	15258	366	5584319
008346	1055	15350	36	552597
008346	1008	15441	74	1142623
008346	1004	16486	54	890218
008346	1054	16820	125	2102492
008346	1009	17982	30	539465
008346	1023	19243	5	96217
008346	1007	19416	38	737791
008346	1024	19654	92	1808214
008346	1022	20151	287	5783202
008346	1037	20375	560	11410127
008346	1006	21088	31	653722

JONAS SALK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008351	4002	655	83	54341
008351	2006	1024	132	135118
008351	2002	1027	76	78064
008351	4007	1099	32	35156
008350	3006	1118	246	274975
008351	4001	1303	215	280112
008351	4003	1359	232	315191
008351	4004	1371	59	80892
008351	4008	1400	182	254836
008351	4006	1517	71	107683
008351	3004	1617	48	77620
008351	2004	1693	170	287807
008351	4000	1746	340	593720
008351	2003	1836	142	260715
008350	1001	1910	214	408725
008351	2005	1939	68	131877
008350	3007	2061	104	214297
008351	3002	2147	63	135275
008351	4005	2151	166	357113
008350	3000	2168	36	78041
008350	3008	2180	70	152619
008350	3004	2246	56	125763
008350	3001	2278	52	118475
008350	3005	2301	159	365840
008351	4009	2347	40	93874
008351	3005	2458	68	167171
008351	3003	2459	129	317246
008351	2000	2522	212	534586
008350	3003	2555	80	204404
008351	1004	2603	140	364485
008350	1053	2697	59	159150
008351	1005	2779	225	625322
008351	1003	2783	109	303331
008350	3009	2784	48	133630
008350	3002	2797	185	517470
008351	1001	2833	91	257817
008351	3001	2913	50	145643
008351	1002	2939	81	238055
008351	3000	2990	513	1533889
008350	1002	3019	221	667117
008350	1054	3055	86	262707
008351	1000	3084	253	780340
008351	2001	3256	28	91178
008350	2001	3297	96	316503
008351	3006	3416	76	259607

JONAS SALK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008351	3007	3439	131	450494
008350	4004	3453	166	573143
008350	1006	3453	150	517937
008350	1055	3459	183	633054
008350	1005	3493	104	363224
008350	1007	3590	171	613897
008351	1006	3819	36	137485
008350	4000	3853	152	585709
008350	4005	3905	84	327993
008350	4003	4160	125	519957
008350	2002	4240	81	343426
008350	2003	4569	171	781348
008350	2000	4801	598	2870827
008350	2006	4858	138	670406
008350	2005	5167	36	185996
008350	4001	5366	878	4711604
008350	4002	5422	138	748201
008350	2004	5570	119	662840
008350	4006	5583	230	1284110
008350	4007	5681	438	2488176

MASON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008358	1015	268	53	14181
008360	3004	377	63	23736
008358	1017	692	148	102369
008358	1014	796	75	59671
008360	3005	1011	151	152599
008360	3006	1015	169	171508
008360	3003	1023	40	40915
008358	1009	1093	174	190146
008358	1019	1117	51	56980
008358	1018	1188	90	106926
008358	1010	1201	69	82837
008360	3007	1275	133	169583
008358	1013	1413	88	124373
008360	3010	1443	141	203505
008358	1003	1483	89	132001
008358	1016	1502	311	467125
008358	1012	1518	88	133588
008360	3008	1532	158	241996
008358	1007	1540	72	110897
008360	3009	1589	775	1231242
008360	3002	1594	60	95645
008360	3001	1643	110	180727
008360	3014	1688	173	291981
008358	1011	1787	513	916537
008358	1008	1822	90	164012
008360	3013	1930	128	247059
008360	3012	2358	51	120247
008360	3000	2384	130	309980
008358	1006	2609	121	315669
008358	1005	2661	126	335253
008360	2001	2814	52	146306
008358	1004	2857	104	297123
008358	1001	2908	41	119225
008360	2005	2924	214	625671
008360	3011	3134	101	316516
008360	2002	3257	56	182384
008360	3016	3363	71	238806
008360	2000	3389	1085	3677165
008358	1000	3397	71	241182
008360	3015	3425	70	239737
008360	2004	3630	188	682494
008360	2003	4186	82	343249

SANDBURG ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008347	2008	179	211	37775
008347	2009	1151	148	170418
008347	2012	1176	41	48216
008349	1000	1504	176	264660
008347	4004	1595	302	481651
008349	1002	1722	280	482176
008347	2003	1746	84	146629
008349	1001	1761	64	112706
008347	3004	1766	251	443322
008347	2002	1783	107	190737
008347	2001	1990	80	159213
008347	2005	2107	105	221192
008347	2006	2107	95	200158
008347	2011	2142	53	113551
008347	4002	2168	33	71538
008347	4003	2192	135	295939
008347	2007	2198	185	406669
008347	2004	2273	114	259142
008347	4005	2307	52	119975
008346	2001	2400	36	86406
008347	3000	2422	50	121122
008347	2000	2502	154	385344
008347	4001	2545	111	282489
008347	2010	2711	260	704916
008346	2007	2742	94	257743
008346	2006	2775	18	49959
008349	1003	2785	247	687876
008347	4006	2788	58	161695
008347	3001	2932	772	2263456
008347	4007	3142	113	355084
008346	2004	3378	47	158776
008346	2003	3591	36	129282
008347	1000	3622	67	242644
008346	2005	4064	117	475541
008347	1007	4451	231	1028151
008347	1008	4537	90	408345
008346	2000	4541	1183	5371619
008346	2002	4580	100	457959
008347	1001	4769	188	896659
008347	1013	4872	73	355676
008347	1002	4995	117	584457
008347	1009	4997	63	314788
008347	1010	5125	65	333140
008347	1012	5312	93	494044
008347	1003	5618	169	949436

SANDBURG ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008347	1006	6712	161	1080657
008347	1004	6740	1161	7825117
008347	1011	6746	146	984846
008346	2009	6905	15	103570
008347	1005	6936	57	395369
008346	2008	7236	43	311154
008346	1002	9502	26	247045
008346	1001	10201	53	540669
008346	1000	10609	532	5644086

WALKER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008358	2007	1275	161	205276
008358	3007	1437	63	90549
008359	1003	1452	12	17427
008358	2009	1532	130	199168
008358	2002	1533	6	9200
008358	2008	1608	61	98114
008358	2010	1612	55	88633
008359	1004	1711	17	29090
008358	2001	1711	36	61604
008359	1006	1860	19	35344
008358	2005	1914	24	45926
008358	2003	1917	31	59412
008359	1002	1994	123	245268
008359	1005	2015	23	46340
008358	2006	2174	56	121767
008358	2000	2202	148	325874
008358	2004	2230	22	49062
008358	4002	2699	165	445258
008358	4001	2753	56	154159
008358	4003	2878	483	1389848
008358	4000	2948	240	707422
008358	3004	3278	72	235980
008358	3005	3520	57	200618
008359	1000	3655	1685	6158567
008358	4004	3760	62	233111
008358	4006	3770	395	1489157
008358	3013	3773	63	237671
008358	3009	3945	81	319533
008358	3012	4012	95	381160
008358	3002	4016	74	297188
008358	3008	4086	54	220659
008358	3001	4090	123	503085
008358	3000	4199	736	3090412
008358	4005	4239	61	258608
008359	2000	4264	2096	8938164
008358	3010	4336	47	203808
008358	3003	4433	136	602924
008358	3006	4497	58	260823
008358	3011	4591	57	261692
008358	4008	4742	99	469470
008358	4007	5209	118	614720
008358	4009	5292	55	291076
008360	1001	5499	709	3898584
008360	1000	6485	765	4960940
008360	1002	7210	182	1312154

CHALLENGER MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008349	2010	465	68	31625
008349	2011	750	124	93006
008349	2012	940	238	223694
008349	2008	1025	136	139413
008348	2005	1675	117	196020
008351	2002	1718	76	130600
008349	2009	1765	105	185291
008348	2006	1789	59	105540
008351	2003	1818	142	258132
008348	2002	1912	106	202668
008348	2004	1966	98	192698
008350	3007	2042	104	212405
008350	3000	2150	36	77386
008350	3001	2260	52	117529
008348	2001	2265	90	203872
008349	2014	2424	57	138180
008349	2015	2428	88	213628
008348	2003	2444	106	259034
008350	3008	2484	70	173909
008349	2006	2566	167	428583
008349	2013	2569	187	480366
008351	2004	2614	170	444309
008351	2000	2620	212	555436
008348	2007	2651	35	92779
008348	2000	2778	99	274992
008349	2003	2782	103	286572
008351	2006	3012	132	397552
008350	3004	3053	56	170957
008349	2007	3092	87	268994
008350	3006	3106	246	764056
008350	3005	3108	159	494157
008348	3013	3210	348	1117216
008348	2008	3221	201	647483
008351	4002	3351	83	278137
008350	3003	3362	80	268966
008351	2005	3415	68	232252
008351	2001	3570	28	99952
008350	3009	3591	48	172368
008350	3002	3604	185	666770
008347	3003	3720	45	167405
008348	1001	3786	85	321798
008348	1000	3796	785	2979957
008348	2009	3817	56	213751
008351	4007	3839	32	122847
008351	1002	3851	81	311911

CHALLENGER MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008348	3012	3898	414	1613586
008351	1001	3957	91	360046
008351	1000	3983	253	1007787
008351	4001	3999	215	859827
008351	4003	4055	232	940744
008349	2002	4062	184	747494
008351	4004	4067	59	239977
008351	1004	4080	140	571139
008349	1006	4103	155	636038
008351	4008	4141	182	753580
008351	1003	4142	109	451428
008349	2004	4217	195	822373
008351	1005	4255	225	957444
008351	4006	4257	71	302247
008348	1002	4299	1125	4836548
008351	3004	4313	48	207044
008348	1003	4414	155	684209
008351	4000	4443	340	1510479
008350	4000	4573	152	695089
008347	3002	4584	85	389682
008350	4005	4624	84	388440
008349	1005	4652	140	651234
008350	2001	4653	96	446654
008350	1001	4656	214	996278
008348	1004	4738	44	208482
008348	1005	4782	38	181713
008350	4004	4808	166	798194
008350	4001	4838	878	4247819
008351	3002	4844	63	305145
008350	4003	4847	125	605900
008351	4005	4848	166	804707
008349	2001	4860	84	408253
008350	4002	4894	138	675306
008349	1007	4901	64	313657
008351	4009	5043	40	201728
008351	1006	5108	36	183893
008347	3004	5125	251	1286492
008351	3005	5155	68	350523
008351	3003	5156	129	665075
008348	3011	5215	178	928234
008348	3010	5217	59	307795
008349	2000	5226	227	1186208
008347	3001	5334	772	4117829
008350	2002	5368	81	434785
008349	1004	5427	338	1834274

CHALLENGER MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008350	1053	5443	59	321139
008348	3003	5479	42	230127
008348	3005	5527	78	431108
008351	3001	5609	50	280460
008348	3008	5683	56	318264
008351	3000	5686	513	2917116
008350	2003	5697	171	974217
008350	4007	5747	438	2517337
008350	1002	5764	221	1273888
008348	3009	5780	72	416175
008350	1054	5800	86	498826
008349	1003	5841	247	1442746
008350	4006	5845	230	1344356
008348	3001	5922	50	296102
008348	3002	5928	77	456455
008350	2000	5929	598	3545302
008350	2006	5986	138	826054
008351	3006	6112	76	464530
008351	3007	6135	131	803716
008350	1006	6193	150	928989
008350	1055	6205	183	1135493
008350	1005	6238	104	648763
008348	3007	6254	21	131330
008350	2005	6294	36	226600
008350	1007	6336	171	1083390
008348	3004	6350	51	323868
008347	4007	6429	113	726505
008347	1007	6575	231	1518795
008347	1008	6661	90	599505
008350	2004	6698	119	797059
008347	2012	6778	41	277899
008349	1002	6892	280	1929833
008348	3000	6932	614	4256410
008347	2008	7071	211	1491921
008349	1000	7106	176	1250618
008347	1009	7121	63	448600
008347	3000	7149	50	357457
008347	1000	7212	67	483210
008347	1010	7249	65	471200
008349	1001	7363	64	471237
008347	2006	7709	95	732351
008347	2011	7744	53	410458
008347	2007	7801	185	1443248
008347	2004	7875	114	897774
008347	2010	7905	260	2055404

CHALLENGER MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008347	1013	8033	73	586395
008347	2009	8043	148	1190388
008347	1001	8102	188	1523263
008347	2005	8214	105	862488
008347	1012	8473	93	787974
008347	4004	8487	302	2562941
008347	2000	8495	154	1308291
008347	1002	8586	117	1004550
008347	2001	8621	80	689641
008347	2003	8637	84	725531
008347	2002	8674	107	928148
008347	4002	9060	33	298964
008347	4003	9084	135	1226317
008346	2003	9086	36	327099
008347	4005	9199	52	478343
008347	1003	9209	169	1556237
008346	2001	9292	36	334507
008347	4001	9437	111	1047466
008347	1004	9528	1161	11062227
008347	1011	9534	146	1391925
008346	2007	9634	94	905561
008346	2006	9667	18	174009
008347	4006	9680	58	561413
008346	2004	10270	47	482686
008347	1006	10303	161	1658734
008346	2009	10495	15	157428
008347	1005	10527	57	600029
008346	1012	10601	191	2024884
008346	2008	10827	43	465547
008346	2005	10956	117	1281868
008346	2000	11432	1183	13524488
008346	2002	11471	100	1147128
008346	1005	12437	46	572094
008346	1002	13092	26	340399
008346	1001	13792	53	730967
008346	1010	14041	366	5139156
008346	1055	14134	36	508810
008346	1000	14200	532	7554252
008346	1008	14225	74	1052617
008346	1004	15269	54	824538
008346	1054	15604	125	1950455
008346	1009	16766	30	502976
008346	1023	18027	5	90135
008346	1007	18199	38	691571
008346	1024	18438	92	1696315

CHALLENGER MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008346	1022	18934	287	5434126
008346	1037	19159	560	10729003
008346	1006	19872	31	616017

WANGENHEIM MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008358	3001	627	123	77143
008358	3006	637	58	36923
008358	3002	693	74	51304
008358	3012	697	95	66228
008358	3013	951	63	59939
008358	3000	1011	736	744312
008358	3011	1150	57	65564
008358	3005	1198	57	68268
008360	2004	1207	188	226857
008358	3010	1410	47	66282
008358	3004	1443	72	103914
008358	3009	1522	81	123309
008358	3008	1664	54	89844
008358	3003	1740	136	236609
008360	2003	1824	82	149594
008359	2000	2752	2096	5767335
008358	4008	2809	99	278138
008358	4004	3011	62	186673
008358	4006	3021	395	1193306
008360	2000	3048	1085	3306865
008358	3007	3268	63	205913
008358	4007	3277	118	386668
008358	4009	3360	55	184780
008360	3000	3394	130	441265
008360	2001	3397	52	176629
008360	2005	3422	214	732237
008360	3012	3452	51	176042
008358	4005	3490	61	212920
008358	1008	3642	90	327752
008360	2002	3840	56	215039
008358	1019	3898	51	198781
008360	1001	3986	709	2826009
008358	4002	4044	165	667235
008358	4001	4098	56	229497
008360	3001	4101	110	451128
008358	1013	4114	88	362036
008360	3002	4165	60	249880
008358	1009	4213	174	732981
008358	4003	4223	483	2039635
008358	2007	4232	161	681422
008358	1005	4276	126	538813
008360	3016	4284	71	304189
008357	2009	4290	204	875157
008358	4000	4293	240	1030297
008358	1018	4306	90	387553

WANGENHEIM MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008358	1017	4323	148	639837
008358	1006	4328	121	523712
008360	3015	4346	70	304199
008358	1007	4380	72	315366
008357	2004	4468	94	419991
008358	2009	4489	130	583634
008358	1004	4496	104	467546
008357	2010	4498	34	152941
008358	2008	4566	61	278517
008358	2010	4569	55	251292
008360	3011	4631	101	467724
008357	2008	4674	81	378612
008357	2005	4675	72	336618
008358	1000	4683	71	332471
008358	1010	4742	69	327221
008360	3010	4796	141	676192
008358	1014	4873	75	365475
008360	3004	4886	63	307825
008357	2003	4957	120	594892
008360	1000	4972	765	3803648
008357	2007	4987	41	204464
008358	1015	5038	53	267001
008360	3014	5041	173	872009
008357	2002	5056	107	541031
008358	1003	5065	89	450788
008360	3003	5073	40	202931
008360	3013	5111	128	654269
008358	2006	5132	56	287383
008358	1001	5172	41	212040
008359	1003	5426	12	65113
008358	2002	5507	6	33043
008357	2006	5516	123	678474
008360	3005	5520	151	833511
008360	3006	5524	169	933588
008358	1012	5597	88	492559
008357	2001	5658	93	526157
008359	1004	5685	17	96645
008358	2001	5685	36	204662
008360	1002	5697	182	1036824
008358	1016	5723	311	1779973
008360	3007	5784	133	769326
008357	1009	5799	58	336338
008357	1007	5800	55	319018
008359	1006	5834	19	110847
008358	2005	5887	24	141298

WANGENHEIM MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008358	2003	5890	31	182601
008359	1002	5968	123	734051
008359	1005	5989	23	137739
008358	1011	5992	513	3074047
008357	1005	6004	88	528347
008360	3008	6041	158	954473
008360	3009	6098	775	4725986
008358	2000	6176	148	914003
008357	2000	6193	89	551151
008358	2004	6204	22	136486
008357	1004	6307	44	277507
008357	3000	6473	1992	12893987
008357	1006	6517	45	293287
008356	1009	6550	60	392973
008357	1003	6552	52	340711
008356	1011	6652	33	219507
008357	1002	6677	181	1208512
008356	1010	6810	70	476734
008357	1008	6913	220	1520941
008357	1001	6972	314	2189114
008355	2013	7226	14	101159
008356	1001	7382	97	716071
008355	2012	7544	117	882674
008359	1000	7629	1685	12854492
008357	1000	7686	238	1829345
008356	1006	7724	89	687422
008355	2009	7769	127	986666
008355	2008	7780	204	1587159
008355	1003	7881	75	591112
008355	2018	7904	52	411026
008355	1004	7919	167	1322444
008355	2017	8026	40	321044
008355	2002	8064	190	1532151
008356	1004	8116	54	438250
008355	1000	8123	215	1746482
008355	1005	8142	128	1042125
008355	2001	8349	13	108531
008356	1000	8383	494	4141352
008356	1002	8388	285	2390532
008356	1008	8421	119	1002079
008356	1007	8422	75	631683
008355	2014	8461	5	42303
008356	1012	8492	2	16984
008355	2015	8506	107	910109
008356	1003	8506	17	144610

WANGENHEIM MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008356	1005	8595	341	2930889
008355	2004	8647	68	587974
008355	2005	8647	549	4747292
008356	2007	8734	171	1493566
008355	2003	8747	82	717219
008355	2016	8807	56	493216
008355	2007	8953	144	1289171
008355	2011	8986	29	260593
008355	1002	9023	168	1515836
008355	2010	9034	96	867218
008356	2000	9041	227	2052354
008355	2000	9158	417	3819019
008355	2006	9179	125	1147348
008356	2001	9202	94	865019
008356	2005	9273	172	1594970
008356	2006	9286	229	2126497
008352	1006	9434	201	1896242
008354	2004	9466	71	672107
008355	1001	9511	177	1683461
008353	2006	9562	180	1721170
008352	1005	9723	177	1721013
008353	2003	9867	70	690694
008356	2008	9932	100	993157
008356	2009	9968	52	518341
008353	2009	10071	175	1762356
008352	1003	10149	140	1420842
008352	1004	10187	130	1324252
008356	2010	10247	100	1024653
008352	2005	10315	590	6085977
008352	1000	10503	151	1585945
008356	2003	10545	58	611637
008352	2004	10627	230	2444282
008356	2004	10646	156	1660718
008356	2002	10702	534	5715082
008352	1002	10746	116	1246590
008352	3006	10767	671	7224918
008352	2000	10797	90	971761
008353	2007	10822	195	2110343
008352	1001	10866	62	673709
008353	2004	11181	48	536683
008352	2003	11234	416	4673229
008353	2005	11373	109	1239608
008353	2002	11397	1284	14633883
008354	1019	11429	186	2125708
008353	1006	11439	119	1361276

WANGENHEIM MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008354	1017	11457	742	8501089
008354	1018	11479	213	2444922
008352	2001	11641	93	1082623
008353	3003	11661	81	944515
008353	1001	11675	57	665495
008353	3005	11681	200	2336247
008354	2002	11685	666	7782410
008353	1000	11749	315	3700802
008354	2001	11862	1529	18137573
008353	2008	11936	99	1181673
008352	2002	11951	48	573669
008352	3004	12048	54	650609
008352	3000	12175	115	1400143
008353	3004	12179	145	1765915
008353	1002	12366	171	2114614
008353	1007	12453	111	1382320
008352	3005	12488	42	524483
008353	3002	12528	235	2944008
008352	3003	12597	105	1322671
008353	1003	12684	176	2232386
008354	2000	12699	277	3517668
008352	3001	13057	57	744247
008353	3001	13115	132	1731139
008352	3002	13220	29	383382
008354	2003	13258	167	2214151
008353	1004	13277	138	1832262
008353	1005	13469	119	1602811
008353	2011	13793	53	731010
008353	3000	13857	141	1953770
008353	2010	14064	448	6300522
008353	2001	14138	247	3491970
008354	1004	15620	252	3936129
008354	1002	17523	163	2856271
008354	1006	18296	411	7519472
008354	1003	18734	172	3222241
008354	1007	18919	625	11824637
008354	1000	19466	498	9694036

MIRA MESA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008358	1011	1969	513	1010324
008349	2000	2049	227	465179
008351	1000	2094	253	529807
008358	1012	2115	88	186086
008351	1006	2173	36	78241
008351	1005	2299	225	517187
008349	2001	2422	84	203447
008351	1004	2509	140	351299
008358	1016	2650	311	824216
008351	1003	2690	109	293245
008349	2004	2809	195	547827
008358	1003	2844	89	253085
008358	1001	2856	41	117091
008351	1002	2894	81	234402
008351	2001	2961	28	82899
008351	1001	3000	91	272968
008358	1010	3096	69	213624
008356	1007	3118	75	233855
008351	3000	3166	513	1624113
008356	1012	3187	2	6375
008357	3000	3241	1992	6455642
008358	1004	3273	104	340428
008358	1007	3332	72	239888
008358	1000	3345	71	237486
008351	3002	3361	63	211750
008358	1015	3365	53	178350
008349	1007	3382	64	216479
008349	1004	3474	338	1174076
008349	2002	3476	184	639523
008351	3001	3508	50	175377
008358	1006	3519	121	425808
008351	2005	3561	68	242143
008358	1005	3571	126	449943
008358	4000	3584	240	860242
008357	2009	3587	204	731802
008351	3006	3592	76	272974
008351	3007	3615	131	473534
008351	3003	3616	129	466410
008360	3009	3628	775	2811538
008349	1005	3641	140	509797
008356	1003	3687	17	62682
008358	1014	3716	75	278725
008351	4000	3742	340	1272180
008351	2006	3750	132	494956
008357	2010	3781	34	128547

MIRA MESA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008356	1002	3806	285	1084642
008351	3004	3823	48	183503
008360	3004	4009	63	252594
008358	1009	4014	174	698353
008358	4001	4017	56	224946
008358	1008	4070	90	366315
008358	4002	4071	165	671749
008351	4004	4079	59	240660
008360	3008	4083	158	645099
008358	1017	4134	148	611822
008356	1004	4139	54	223509
008351	3005	4170	68	283580
008349	1006	4213	155	653088
008357	2003	4224	120	506891
008356	1011	4309	33	142199
008349	2007	4317	87	375543
008356	2008	4326	100	432587
008349	2003	4329	103	445921
008347	3003	4337	45	195180
008360	3007	4339	133	577025
008356	2010	4400	100	440012
008356	1000	4407	494	2176876
008358	1013	4424	88	389301
008356	1010	4431	70	310182
008356	1008	4444	119	528855
008357	2004	4456	94	418851
008351	4001	4510	215	969754
008351	4009	4543	40	181716
008358	4003	4544	483	2194879
008351	2002	4546	76	345497
008358	1019	4559	51	232534
008360	3005	4592	151	693430
008351	4003	4593	232	1065466
008360	3006	4597	169	776809
008356	1005	4618	341	1574844
008356	1009	4630	60	277800
008358	1018	4630	90	416728
008351	2004	4642	170	789093
008360	3003	4656	40	186221
008356	2009	4658	52	242226
008357	2008	4662	81	377630
008357	2005	4663	72	335744
008358	4004	4701	62	291462
008349	1003	4791	247	1183277
008356	1006	4818	89	428795

MIRA MESA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008351	4005	4844	166	804022
008351	2003	4862	142	690335
008357	2002	4875	107	521585
008349	2014	4897	57	279120
008349	2015	4900	88	431219
008349	2012	4943	238	1176372
008357	2007	4975	41	203967
008356	2002	4982	534	2660421
008356	2007	5005	171	855839
008349	2006	5039	167	841511
008349	2013	5041	187	942747
008351	4002	5043	83	418532
008358	4005	5047	61	307893
008360	3010	5076	141	715710
008357	2001	5078	93	472230
008349	2008	5082	136	691111
008358	3007	5095	63	320963
008350	3006	5134	246	1262875
008356	2003	5139	58	298061
008347	3002	5178	85	440154
008360	3002	5227	60	313604
008356	2004	5229	156	815703
008358	4007	5256	118	620217
008360	3001	5276	110	580319
008351	4006	5280	71	374891
008358	4009	5300	55	291489
008360	3014	5320	173	920431
008349	2010	5385	68	366156
008349	2011	5426	124	672786
008351	4007	5442	32	174140
008350	3007	5454	104	567246
008356	1001	5463	97	529876
008351	2000	5470	212	1159719
008348	2005	5483	117	641464
008356	2005	5493	172	944842
008357	2006	5504	123	676982
008352	3006	5528	671	3708976
008350	3000	5562	36	200215
008360	3013	5563	128	712039
008349	1001	5563	64	356049
008349	2009	5572	105	585049
008357	2000	5582	89	496774
008350	3001	5672	52	294950
008357	1003	5693	52	296014
008347	3004	5719	251	1435532

MIRA MESA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008358	4006	5764	395	2276739
008357	1009	5787	58	335634
008357	1007	5788	55	318351
008348	2000	5793	99	573548
008351	4008	5832	182	1061433
008349	1002	5857	280	1639899
008350	3008	5896	70	412745
008356	2001	5898	94	554451
008347	2006	5909	95	561369
008347	3001	5928	772	4576231
008358	4008	5932	99	587237
008357	1004	5939	44	261337
008347	2011	5945	53	315068
008347	2012	5954	41	244117
008356	2006	5967	229	1366435
008360	3012	5990	51	305513
008357	1005	5992	88	527280
008360	3000	6017	130	782226
008356	2000	6054	227	1374288
008358	2007	6059	161	975439
008348	2001	6132	90	551836
008348	2006	6182	59	364743
008350	3004	6262	56	350651
008348	2002	6274	106	665075
008350	1001	6276	214	1343145
008358	3004	6284	72	452421
008357	1002	6301	181	1140545
008358	2009	6316	130	821038
008350	3005	6317	159	1004360
008349	1000	6326	176	1113397
008358	2008	6336	61	386480
008358	2010	6339	55	348635
008348	2004	6360	98	623238
008358	2006	6424	56	359718
008360	2001	6446	52	335205
008357	1006	6505	45	292741
008347	2007	6517	185	1205700
008358	3005	6526	57	371967
008347	2004	6542	114	745761
008360	2005	6544	214	1400390
008352	2005	6554	590	3866694
008350	3003	6571	80	525672
008350	1006	6582	150	987320
008355	1004	6584	167	1099585
008348	3013	6622	348	2304570

MIRA MESA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008347	2008	6645	211	1402172
008360	3011	6766	101	683415
008358	3013	6779	63	427057
008347	2000	6791	154	1045792
008350	3009	6800	48	326391
008355	1003	6800	75	509990
008358	3008	6812	54	367839
008350	3002	6813	185	1260403
008348	2003	6837	106	724721
008352	2004	6866	230	1579138
008347	2005	6881	105	722475
008360	2002	6890	56	385813
008357	1008	6901	220	1518273
008358	3009	6951	81	563029
008357	1001	6960	314	2185305
008360	3016	6996	71	496725
008352	3004	7011	54	378583
008358	3012	7018	95	666742
008360	2000	7022	1085	7618600
008358	3002	7022	74	519641
008348	2007	7044	35	246544
008360	3015	7057	70	494023
008358	3010	7061	47	331886
008358	3001	7096	123	872838
008352	3000	7138	115	820828
008358	3000	7205	736	5302917
008350	1055	7229	183	1322931
008360	2004	7250	188	1363088
008347	2001	7287	80	582965
008348	3012	7309	414	3026127
008350	2001	7313	96	702025
008358	3011	7315	57	416967
008350	1007	7360	171	1258537
008358	3003	7439	136	1011756
008352	3005	7450	42	312907
008350	4004	7469	166	1239774
008350	1053	7471	59	440775
008352	2002	7471	48	358623
008352	2003	7472	416	3108446
008352	3003	7559	105	793732
008347	3000	7599	50	379957
008348	2008	7615	201	1530530
008347	2009	7618	148	1127436
008355	1005	7622	128	975676
008350	1005	7636	104	794099

MIRA MESA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008357	1000	7674	238	1826458
008348	1002	7711	1125	8674975
008347	4001	7752	111	860515
008355	1000	7753	215	1667001
008355	2009	7757	127	985126
008355	1002	7763	168	1304150
008355	2008	7768	204	1584684
008350	1002	7792	221	1722014
008360	2003	7806	82	640105
008347	2002	7812	107	835915
008352	1006	7821	201	1572037
008348	1003	7826	155	1213059
008350	1054	7828	86	673210
008358	3006	7844	58	454929
008350	4000	7869	152	1196119
008347	2010	7888	260	2050854
008352	3001	7888	57	449611
008350	4005	7921	84	665324
008359	1003	7984	12	95810
008347	4003	7985	135	1077988
008355	2017	8014	40	320559
008355	1001	8040	177	1423097
008347	4004	8061	302	2434486
008358	2002	8065	6	48392
008352	2001	8070	93	750506
008355	2013	8085	14	113187
008347	2003	8108	84	681086
008353	1004	8108	138	1118931
008352	1005	8110	177	1435519
008350	4003	8176	125	1021939
008348	1001	8179	85	695226
008352	3002	8183	29	237294
008348	1000	8189	785	6428672
008348	2009	8210	56	459774
008359	1004	8243	17	140133
008358	2001	8243	36	296754
008350	4001	8250	878	7243499
008350	2002	8256	81	668710
008353	1005	8300	119	987692
008355	2018	8304	52	431782
008350	4002	8305	138	1146153
008347	4007	8319	113	940050
008346	2006	8381	18	150852
008359	1006	8392	19	159451
008355	2012	8403	117	983196

MIRA MESA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008358	2005	8446	24	202692
008347	4002	8446	33	278730
008358	2003	8448	31	261902
008359	1002	8526	123	1048696
008359	1005	8547	23	196575
008352	1004	8574	130	1114567
008350	2003	8585	171	1468059
008347	1007	8609	231	1988588
008353	2011	8624	53	457050
008348	3011	8627	178	1535559
008348	3010	8629	59	509099
008346	2001	8660	36	311777
008347	1008	8695	90	782541
008358	2000	8734	148	1292600
008353	1007	8755	111	971803
008358	2004	8762	22	192764
008352	1003	8770	140	1227812
008347	4005	8774	52	456224
008350	2000	8817	598	5272306
008350	2006	8874	138	1224593
008352	1000	8890	151	1342388
008348	3003	8891	42	373428
008352	2000	8914	90	802234
008355	2002	8923	190	1695391
008348	3005	8939	78	697239
008355	2007	8940	144	1287424
008353	1003	8986	176	1581477
008348	3008	9095	56	509332
008348	1004	9131	44	401786
008347	1009	9154	63	576726
008350	4007	9159	438	4011765
008348	1005	9175	38	348657
008350	2005	9182	36	330567
008355	2006	9191	125	1148928
008348	3009	9192	72	661835
008352	1002	9203	116	1067541
008355	2001	9208	13	119700
008346	2007	9208	94	865579
008347	1000	9246	67	619470
008352	1001	9253	62	573706
008347	4006	9254	58	536743
008350	4006	9257	230	2129101
008353	1006	9272	119	1103388
008347	1010	9283	65	603393
008355	2014	9320	5	46599

MIRA MESA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008348	3001	9334	50	466699
008348	3002	9340	77	719175
008355	2015	9365	107	1002039
008359	2000	9455	2096	19818692
008355	2004	9506	68	646397
008355	2005	9506	549	5218970
008353	2006	9524	180	1714323
008350	2004	9586	119	1140727
008355	2003	9606	82	787670
008348	3007	9666	21	202981
008355	2016	9667	56	541329
008353	2010	9667	448	4330842
008353	1002	9714	171	1661045
008348	3004	9762	51	497876
008353	2003	9829	70	688032
008346	2004	9845	47	462694
008355	2011	9845	29	285509
008355	2010	9893	96	949697
008355	2000	10017	417	4177288
008346	2003	10058	36	362070
008353	1001	10062	57	573557
008347	1013	10067	73	734857
008353	1000	10136	315	3192719
008347	1001	10136	188	1905605
008359	1000	10187	1685	17164874
008353	3003	10253	81	830521
008353	3005	10274	200	2054782
008354	2004	10325	71	733107
008348	3000	10344	614	6351339
008347	1012	10507	93	977111
008346	2005	10531	117	1232102
008347	1002	10620	117	1242497
008360	1001	10690	709	7579068
008353	3004	10771	145	1561853
008353	2007	10784	195	2102925
008353	2009	10930	175	1912709
008346	2000	11007	1183	13021299
008353	3002	11036	235	2593403
008346	2002	11046	100	1104593
008353	2004	11143	48	534857
008347	1003	11242	169	1899938
008353	2005	11335	109	1235462
008353	2002	11359	1284	14585042
008347	1004	11562	1161	13423393
008347	1011	11567	146	1688850

MIRA MESA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008353	3001	11623	132	1534203
008360	1000	11676	765	8932125
008353	2008	11898	99	1177908
008353	3000	12160	141	1714607
008347	1006	12336	161	1986165
008354	1019	12378	186	2302246
008360	1002	12401	182	2256932
008354	1017	12406	742	9205345
008354	1018	12428	213	2647087
008346	2009	12529	15	187934
008354	2002	12544	666	8354609
008347	1005	12561	57	715952
008353	2001	12659	247	3126797
008354	2001	12722	1529	19451226
008346	2008	12860	43	552998
008354	2000	13648	277	3780578
008346	1012	14013	191	2676563
008354	2003	14118	167	2357630
008346	1002	15126	26	393276
008346	1001	15826	53	838755
008346	1005	15849	46	729043
008346	1000	16233	532	8636199
008354	1004	16479	252	4152637
008346	1010	17453	366	6387924
008346	1055	17546	36	631640
008346	1008	17636	74	1305100
008354	1002	18382	163	2996313
008346	1004	18681	54	1008783
008346	1054	19016	125	2376947
008354	1006	19155	411	7872586
008354	1003	19593	172	3370016
008354	1007	19869	625	12417844
008346	1009	20178	30	605334
008354	1000	20415	498	10166704
008346	1023	21439	5	107195
008346	1007	21611	38	821225
008346	1024	21850	92	2010213
008346	1022	22346	287	6413352
008346	1037	22571	560	12639687
008346	1006	23283	31	721787

CROWN POINT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007701	3000	105	83	8707
007907	2021	486	92	44710
007907	2018	504	221	111316
007701	3001	797	48	38256
007701	3002	800	47	37582
007907	2017	889	89	79112
007907	2020	892	60	53550
007907	2019	895	61	54603
007701	3003	1080	57	61535
007701	3004	1082	66	71429
007908	2028	1084	60	65045
007702	2005	1111	37	41089
007701	3009	1132	770	871550
007907	1023	1136	83	94275
007702	2003	1224	10	12241
007907	2015	1238	66	81732
007907	2014	1239	63	78029
007907	2016	1239	78	96652
007701	3008	1313	49	64344
007701	3007	1328	68	90289
007702	2006	1332	113	150568
007702	2004	1362	55	74909
007701	3005	1364	62	84563
007701	1000	1381	282	389480
007702	2009	1415	16	22639
007907	1019	1468	56	82188
007907	1020	1469	71	104296
007908	2027	1470	46	67640
007908	2020	1471	80	117647
007702	2001	1492	45	67127
007702	2002	1529	43	65741
007907	2009	1590	64	101783
007907	2013	1591	64	101825
007907	2011	1593	86	137018
007907	2012	1594	129	205670
007701	3006	1600	91	145588
007702	2008	1619	24	38859
007702	2007	1620	61	98802
007702	4001	1667	885	1475671
007907	1022	1707	82	139956
007702	2010	1707	11	18779
007702	2011	1707	15	25610
007908	2029	1737	43	74699
007907	1016	1814	81	146951
007908	2019	1818	85	154521

CROWN POINT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007907	1015	1820	64	116507
007908	2012	1821	52	94713
007702	2015	1911	41	78366
007702	2014	1914	31	59324
007702	2000	1920	17	32637
007702	3007	1920	45	86410
007907	2008	1964	39	76602
007907	2010	1968	43	84612
007702	3008	1986	18	35752
007702	2012	1986	19	37742
007701	3010	2001	106	212158
007702	2024	2006	117	234752
007907	1021	2032	56	113776
007907	1018	2032	46	93476
007908	2026	2048	56	114714
007908	2021	2050	56	114801
007701	1001	2083	163	339541
007702	1003	2126	82	174327
007701	2000	2130	60	127801
007907	1012	2167	65	140868
007907	1011	2168	71	153911
007908	2011	2173	56	121674
007908	2004	2174	59	128246
007702	3019	2189	39	85367
007702	2013	2190	42	91997
007702	3006	2240	70	156766
007701	3011	2274	81	184183
007910	1045	2281	131	298866
007702	3009	2285	19	43415
007702	2022	2296	56	128580
007702	2023	2296	92	211247
007908	2030	2327	57	132653
007702	3005	2340	77	180187
007907	1014	2379	65	154645
007907	1017	2382	33	78615
007908	2018	2392	75	179363
007908	2013	2392	58	138753
007702	1002	2413	94	226811
007702	1001	2414	66	159342
007701	2001	2417	62	149835
007701	2002	2420	67	162159
007702	3011	2490	79	196682
007702	3010	2492	75	186872
007907	1008	2541	104	264268
007908	2003	2545	39	99250

CROWN POINT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007702	2016	2579	50	128956
007702	2017	2585	55	142186
007910	1031	2603	52	135376
007908	2025	2635	55	144904
007908	2022	2637	73	192504
007702	3003	2682	62	166297
007702	3004	2686	49	131597
007702	2025	2693	65	175046
007702	1000	2702	60	162140
007701	2004	2704	47	127082
007702	3013	2707	37	100142
007701	2003	2713	79	214325
007907	1013	2728	81	220928
007907	1010	2728	37	100933
007908	2010	2747	76	208775
007908	2005	2748	84	230849
007702	3018	2769	39	108010
007702	3012	2793	64	178770
007702	2018	2848	55	156659
007910	1044	2857	114	325652
007702	1004	2878	59	169793
007908	2031	2909	64	186195
007702	3014	2917	38	110830
007910	2023	2952	76	224322
007910	1030	2955	63	186134
007702	3001	2956	59	174401
007702	2026	2957	65	192220
007702	3002	2964	78	231218
007908	2017	2973	47	139721
007908	2014	2974	61	181388
007600	1038	2978	163	485425
007701	2005	2989	73	218208
007702	3017	3015	41	123596
007701	1002	3033	114	345737
007701	2009	3082	56	172590
007702	3015	3088	13	40143
007907	1009	3098	75	232367
007908	2002	3117	61	190167
007702	2021	3132	23	72043
007702	1005	3159	64	202189
007910	1032	3178	67	212913
007702	3000	3197	70	223822
007908	2023	3213	69	221703
007702	3016	3215	46	147903
007908	2024	3216	108	347349

CROWN POINT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007910	2021	3296	76	250525
007910	2022	3296	80	263719
007701	2008	3301	47	155135
007908	2006	3326	73	242791
007908	2009	3326	75	249465
007702	1006	3428	59	202274
007910	1047	3439	17	58464
007800	3014	3488	136	474352
007910	2024	3525	68	239714
007910	1029	3526	86	303226
007701	2007	3532	49	173061
007600	7005	3546	14	49650
007908	2015	3554	142	504607
007908	2016	3556	74	263144
007701	2010	3581	36	128907
007702	1008	3600	54	194374
007910	2016	3677	83	305222
007908	2001	3695	51	188449
007701	2006	3714	41	152263
007910	1043	3756	24	90145
007910	1033	3756	28	105173
007800	3015	3794	61	231421
007701	2011	3798	44	167127
007702	1009	3857	72	277702
007600	7004	3860	7	27019
007910	2025	3873	74	286569
007910	2020	3875	75	290624
007908	2008	3901	79	308164
007908	2007	3901	57	222364
007910	1046	3931	16	62901
007701	2012	4028	45	181247
007910	1028	4105	22	90307
007910	2026	4107	7	28749
007702	1010	4109	57	234235
007800	3011	4132	65	268593
007800	3016	4133	77	318221
007910	2017	4244	62	263140
007701	2016	4247	29	123159
007910	1042	4248	15	63717
007910	1034	4248	15	63719
007701	2013	4251	57	242308
007908	2000	4273	93	397432
007600	7003	4305	10	43046
007702	1013	4450	12	53403
007910	2019	4452	45	200360

CROWN POINT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	7001	4465	18	80370
007910	1048	4474	8	35790
007910	1049	4474	15	67110
007800	3009	4481	89	398853
007800	3012	4482	65	291318
007800	3013	4505	67	301823
007702	1012	4573	45	205782
007910	1027	4597	12	55159
007800	3006	4650	37	172066
007701	2015	4657	52	242151
007910	1025	4691	80	375278
007910	1035	4806	12	57668
007910	1036	4806	15	72094
007701	2014	4810	33	158741
007910	2018	4821	47	226565
007800	3010	4854	76	368910
007702	1014	4959	27	133883
007800	3008	4959	40	198354
007702	1011	4988	33	164594
007910	1037	5012	24	120292
007701	2017	5023	18	90419
007910	1020	5035	93	468286
007910	1026	5035	100	503535
007800	3007	5076	81	411144
007910	1050	5123	19	97342
007800	3005	5129	73	374424
007910	1024	5143	36	185166
007910	1019	5404	28	151324
007910	1022	5439	29	157744
007910	1021	5491	50	274541
007600	1046	5567	1	5567
007800	3004	5621	256	1439067
007910	1023	5738	21	120507
007600	1057	5797	3	17391
007600	1059	5908	6	35446
007600	1056	5921	3	17764
007910	1015	6022	21	126458
007600	1044	6039	1	6039
007600	1047	6073	8	48581
007600	1054	6234	9	56105
007600	1058	6291	19	119523
007600	1049	6294	7	44059
007600	1061	6296	5	31481
007800	1008	7866	62	487682
007800	1025	8168	45	367541

CROWN POINT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007800	1024	8251	153	1262464
007800	1006	8472	43	364290
007800	1007	8474	20	169475
007800	1022	8519	44	374819
007800	1021	8519	50	425964
007800	1023	8707	42	365678
007800	1016	8755	27	236394
007800	1026	8787	178	1564046
007800	1027	8787	91	799649
007800	1017	8973	28	251251
007800	1018	8980	72	646546
007800	1015	9007	104	936772
007800	1020	9026	41	370073
007800	1014	9095	48	436574
007800	1005	9150	5	45750
007800	1034	9874	170	1678495
007800	1002	10184	104	1059157
007800	1000	10626	167	1774595
007600	1018	13631	28	381657
007600	1006	13749	36	494959
007600	1005	13823	39	539088
007600	1012	13988	18	251775
007600	1017	14023	23	322519
007600	1022	14043	22	308939
007600	1001	14110	9	126992
007600	1016	14174	2	28347
007600	1032	14343	2	28686
007600	1028	14398	15	215976
007600	1021	14418	56	807408
007600	1004	14474	10	144735
007600	1015	14478	19	275080
007600	1002	14534	27	392426
007600	1009	14541	13	189036
007600	1003	14605	26	379742
007600	1033	14614	4	58455
007600	1109	14793	1	14793
007600	1010	14862	6	89173
007600	1115	15064	6	90385
007600	1114	15147	22	333226
007600	1116	15499	39	604479
007600	1113	15499	15	232492
007600	1014	15546	15	233187
007600	1117	15727	35	550462
007600	1111	15795	34	537033
007600	1008	15830	47	744006

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008003	2000	25	27	674
008003	2001	557	26	14478
008002	1001	697	41	28562
008003	2004	883	23	20302
008003	2005	885	23	20349
008003	2007	885	53	46927
008003	2006	885	56	49588
008002	1002	1041	38	39563
008006	5009	1135	66	74929
008003	2002	1136	63	71569
008003	2010	1251	45	56298
008003	2011	1258	49	61641
008002	1005	1311	21	27528
008002	1000	1436	37	53146
008003	2008	1462	95	138917
008003	2003	1462	56	81891
008006	5011	1466	77	112885
008006	5010	1468	75	110116
008002	1003	1487	73	108528
008006	5004	1544	105	162131
008003	2013	1617	31	50114
008003	2012	1620	26	42132
008006	3007	1646	92	151474
008003	3000	1647	47	77390
008002	1007	1667	24	40001
008002	1006	1667	19	31675
008006	5008	1675	66	110565
008006	5007	1738	27	46937
008006	5005	1790	81	144984
008006	5006	1792	59	105708
008003	2009	1828	126	230349
008003	2016	1968	23	45270
008003	2019	1968	20	39366
008003	2018	1970	30	59113
008003	2017	1971	33	65036
008003	3003	1974	57	112533
008003	1000	1976	101	199582
008006	3001	1976	66	130442
008006	3006	1977	53	104777
008002	1013	2020	26	52527
008002	1014	2021	20	40420
008310	2019	2124	35	74333
008006	5002	2168	89	192930
008006	5003	2169	86	186540
008003	2014	2196	48	105388

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008003	3001	2227	57	126942
008006	3008	2227	75	167048
008002	2005	2255	43	96962
008002	1004	2261	58	131128
008006	5000	2282	116	264753
008006	3000	2293	14	32105
008003	2022	2317	24	55602
008003	2025	2317	19	44019
008003	2024	2318	23	53315
008003	2023	2319	23	53331
008002	1019	2368	31	73406
008002	1018	2369	19	45011
008003	1003	2400	101	242450
008002	1009	2451	37	90701
008006	5001	2505	30	75155
008003	2015	2545	72	183236
008003	2020	2545	74	188350
008003	3004	2552	74	188864
008003	1001	2554	72	183922
008006	3009	2557	94	240363
008006	3002	2557	84	214798
008002	1008	2572	46	118305
008002	1012	2593	28	72607
008002	2006	2661	73	194269
008003	2028	2665	22	58621
007905	2001	2665	22	58624
007905	2000	2666	26	69316
008003	2029	2667	25	66669
008002	2007	2683	93	249510
007903	3002	2720	24	65280
008002	1020	2721	24	65299
008003	1004	2760	35	96605
008003	2026	2895	49	141877
008003	2021	2896	46	133197
008003	1002	2917	77	224598
008002	1017	2941	30	88217
008002	1016	2941	26	76471
008003	1007	2983	53	158075
007905	2007	3018	22	66385
007905	2006	3020	27	81542
007905	2004	3020	27	81553
007905	2005	3021	26	78534
008310	3016	3028	116	351238
008310	2020	3044	102	310524
008002	1010	3049	17	51827

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007903	3008	3073	25	76829
007903	3003	3073	25	76830
008003	1009	3110	179	556625
008003	1010	3110	56	174146
008310	3017	3122	81	252860
007905	2002	3140	52	163295
008003	2027	3243	28	90814
008002	1021	3292	40	131700
007903	3001	3293	44	144912
008003	1006	3337	41	136828
008003	1005	3338	32	106829
007905	2014	3370	22	74148
007905	2013	3371	25	84264
007905	2011	3371	33	111237
007905	2012	3371	24	80900
008002	1011	3398	21	71364
008002	1015	3399	25	84970
008310	3018	3415	134	457546
007903	3009	3424	17	58203
007903	3013	3425	25	85614
008003	1014	3459	77	266344
008003	1013	3459	43	148745
008310	2017	3473	209	725840
008310	3015	3486	20	69728
007903	3007	3640	67	243883
007903	3004	3640	52	189286
007905	2008	3642	34	123819
007905	2003	3642	46	167542
008310	2018	3648	20	72953
008003	1008	3689	33	121723
008003	1011	3689	46	169681
007905	2017	3717	17	63182
007905	2015	3717	22	81769
007905	2016	3717	21	78058
007905	2018	3717	19	70627
008002	1022	3752	88	330215
007903	3000	3753	81	304007
007903	3015	3772	47	177283
007903	3014	3772	26	98074
007905	2010	3793	22	83445
008003	1017	3809	76	289468
007905	1000	3809	62	236151
007905	2009	3949	57	225079
007903	3010	3992	64	255491
008003	1015	4038	35	141325

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008003	1012	4038	44	177681
007905	2024	4068	37	150505
007905	2023	4069	66	268525
007905	2022	4069	90	366238
007905	2025	4069	62	252308
007903	3006	4099	61	250028
007903	3005	4100	75	307468
007903	3017	4121	33	136006
007903	3016	4122	17	70076
007905	1015	4161	47	195566
007905	1016	4162	43	178958
008310	2023	4206	16	67290
007905	2020	4292	51	218885
007905	2019	4293	54	231803
007905	1001	4388	75	329097
008003	1016	4390	49	215089
007905	2036	4419	14	61869
007905	2037	4421	3	13262
007903	3011	4453	89	396330
007903	3022	4465	4	17859
007905	1021	4510	46	207469
007905	1022	4511	80	360908
007903	4005	4552	67	304994
007905	2021	4643	59	273957
007905	2026	4644	85	394744
007903	3018	4693	92	431716
007905	1020	4736	36	170507
007905	1014	4737	78	369453
007910	2010	4760	86	409402
007910	2009	4761	38	180932
007910	2008	4769	82	391019
007910	2011	4769	79	376785
007907	1005	4822	84	405029
007907	1002	4824	65	313544
007905	1023	4857	52	252580
007905	2029	4858	68	330330
007903	2003	4890	176	860721
007905	1002	4892	35	171214
007903	2004	4919	95	467345
007910	2002	4993	11	54922
007907	1000	5042	11	55463
007905	1019	5088	72	366310
007905	1018	5088	69	351061
007910	2014	5139	83	426572
007910	2015	5143	72	370321

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007907	1006	5185	81	419997
007905	2028	5210	57	296958
007905	2027	5211	46	239685
007905	1012	5217	45	234783
007905	1013	5237	12	62845
007903	3019	5246	64	335764
007910	2007	5343	97	518229
007910	2012	5343	50	267155
007907	1003	5388	89	479512
007907	1004	5389	95	511933
007905	2030	5435	44	239127
007905	1017	5435	56	304366
007905	1010	5504	39	214651
007910	2003	5561	8	44489
007905	2034	5561	9	50053
007905	1011	5567	67	372988
007907	2001	5595	4	22380
007905	1003	5628	108	607872
007903	2002	5671	733	4156721
007910	2013	5717	55	314415
007907	1007	5761	86	495466
007905	2031	5785	67	387580
007905	2032	5786	54	312453
007905	1009	5851	10	58508
007910	2006	5910	33	195021
007910	1009	5910	16	94562
007907	2003	5944	6	35666
007907	2004	5948	88	523406
007907	2005	5948	54	321189
007907	2002	5948	94	559132
007905	1006	5979	28	167404
007905	1008	6028	12	72340
007905	1007	6141	101	620257
007907	2007	6316	29	183155
007907	2006	6320	34	214881
007908	1014	6521	57	371699
007908	1004	6523	51	332676
007910	1016	6849	3	20546
007910	1007	6870	3	20610
007910	1006	6870	5	34352
007908	1015	6900	69	476129
007910	1004	6974	59	411472
007908	1013	7102	75	532683
007908	1005	7103	77	546939
007910	1018	7238	8	57901

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007910	1003	7314	8	58513
007908	1016	7477	61	456083
007910	1002	7670	12	92036
007910	1012	8033	3	24099
007910	1039	8163	19	155094
007910	1038	8206	5	41030
007910	1011	8399	29	243570
007910	1040	8426	11	92691
007910	1041	8758	15	131376
007600	7018	8890	4	35562
007600	7017	9041	39	352604
007600	7019	9071	12	108854
007600	7015	9179	14	128513
007600	7016	9180	33	302933
007600	7014	9319	26	242289
007600	7013	9319	15	139784
007600	7024	9380	12	112559
007600	7023	9401	7	65805
007600	7012	9448	17	160610
007600	7011	9453	16	151256
007600	7002	9504	8	76035
007600	7020	9528	4	38111
007600	7010	9566	11	105226
007600	7009	9578	27	258593
007600	7022	9655	6	57931
007600	7008	9676	54	522486
007600	7025	9679	20	193578
007600	7028	9782	2	19564
007600	7026	9788	23	225123
007600	7033	9801	6	58809
007600	7032	9903	23	227761
007600	7036	9905	18	178299
007600	7035	9912	5	49559
007600	7027	9964	7	69748
007600	7037	10020	8	80159
007600	7031	10029	10	100294
007600	7007	10039	3	30118
007600	7034	10059	11	110650
007600	7040	10153	25	253830
007600	7029	10157	5	50787
007600	7038	10166	3	30499
007600	6009	10169	5	50847
007600	7030	10170	11	111871
007600	7039	10280	2	20561
007600	6010	10284	16	164542

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	6015	10306	13	133974
007600	6014	10312	4	41247
007600	6008	10365	6	62190
007600	6011	10402	2	20805
007600	6013	10409	21	218597
007600	6016	10439	13	135710
007600	6017	10491	9	94419
007600	6012	10524	5	52619
007600	6020	10546	21	221457
007600	6019	10567	23	243044
007600	6025	10588	13	137638
007600	6018	10617	5	53085
007600	6039	10675	12	128097
007600	6024	10684	9	96159
007600	6021	10688	2	21376
007600	6002	10746	14	150439
007600	6023	10775	12	129301
007600	6026	10824	30	324715
007600	6007	10876	5	54380
007600	6004	10948	3	32845
007600	6037	10962	3	32885
007600	6038	10963	14	153479
007600	6040	10981	6	65883
007600	6041	11030	9	99274
007600	6043	11099	24	266379
007600	6036	11101	20	222014
007600	6006	11140	11	122536
007600	6042	11163	8	89304
007600	6035	11231	20	224620
007600	6044	11273	26	293089
007600	6003	11274	9	101467
007600	6049	11347	23	260990
007600	6046	11349	12	136193
007600	6034	11364	25	284090
007600	6005	11404	9	102637
007600	6051	11479	8	91832
007600	6050	11481	12	137768
007600	6032	11503	15	172547
007600	6033	11504	36	414160
007600	6048	11542	10	115416
007600	6001	11585	7	81094
007600	6054	11603	11	127632
007600	6053	11605	9	104448
007600	6030	11633	19	221034
007600	6031	11634	14	162871

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	6029	11723	10	117235
007600	6058	11763	21	247028
007600	6057	11768	8	94140
007600	6056	11805	18	212490
007600	6045	11812	27	318921
007600	6028	11914	16	190616
007600	6061	11961	17	203329
007600	3052	11966	20	239316
007600	6060	11990	1	11990
007600	3051	12003	49	588141
007600	6055	12015	35	420511
007600	3045	12121	3	36364
007600	3053	12133	19	230536
007600	3054	12139	11	133529
007600	3036	12175	4	48700
007600	3049	12186	18	219351
007600	3050	12202	28	341649
007600	3044	12326	8	98605
007600	3055	12326	15	184893
007600	3056	12329	11	135621
007600	3047	12372	44	544368
007600	3048	12388	27	334481
007600	3057	12513	21	262774
007600	3058	12516	10	125155
007600	3043	12530	16	200475
007600	3028	12549	14	175689
007600	3059	12555	26	326426
007600	3046	12570	13	163415
007600	3061	12702	14	177825
007600	3062	12706	8	101646
007600	3042	12731	4	50923
007600	3063	12737	27	343907
007600	3026	12746	2	25492
007600	3060	12752	18	229540
007600	3065	12881	2	25762
007600	3067	12914	18	232449
007600	3066	12919	6	77517
007600	3064	12928	11	142205
007600	3034	13024	3	39073
007600	3041	13034	22	286755
007600	3069	13090	1	13090
007600	3068	13100	24	314406
007600	3070	13107	6	78640
007600	3032	13204	5	66020
007600	3040	13215	12	158586

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	3072	13283	11	146111
007600	3071	13287	16	212591
007600	3074	13298	5	66488
007600	3039	13384	11	147221
007600	3025	13385	6	80310
007600	3075	13479	19	256098
007600	3076	13480	12	161757
007600	3033	13484	7	94388
007600	3073	13567	12	162805
007600	3081	13660	10	136595
007600	3080	13667	13	177665
007600	3082	13668	10	136683
007600	3027	13670	2	27340
007600	3077	13738	6	82425
007600	3078	13755	8	110037
007600	3090	13817	22	303964
007600	3083	13847	10	138473
007600	3084	13860	16	221754
007600	3079	13917	7	97420
007600	3093	14027	10	140266
007600	3089	14036	5	70179
007600	3088	14047	16	224755
007600	3092	14067	10	140671
007600	3085	14109	7	98760
007600	3024	14196	2	28392
007600	3095	14235	23	327405
007600	3094	14247	14	199454
007600	3091	14248	13	185230
007600	3096	14276	16	228417
007600	3086	14311	8	114489
007600	3029	14425	11	158675
007600	3030	14425	12	173100
007600	3097	14453	3	43358
007600	2002	14456	23	332497
007600	3098	14471	9	130236
007600	3087	14508	5	72539
007600	2003	14617	6	87705
007600	2009	14661	23	337212
007600	2010	14673	19	278795
007600	2000	14707	14	205896
007600	2007	14884	45	669779
007600	2008	14896	21	312813
007600	2006	14918	11	164102
007600	2004	14920	6	89521
007600	2011	15002	14	210029

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	2012	15096	14	211348
007600	2014	15119	47	710572
007600	2016	15121	40	604840
007600	2015	15127	32	484060
007600	2005	15138	8	121105
007600	2017	15151	33	499975
007600	2018	15294	4	61176
007600	2020	15321	51	781386
007600	2021	15327	30	459797
007600	2022	15338	48	736214
007600	2023	15353	53	813722
007600	2024	15465	12	185580
007600	2013	15484	21	325163
007600	2029	15518	47	729345
007600	2026	15520	33	512154
007600	2027	15522	38	589833
007600	2028	15523	30	465681
007600	2019	15671	14	219397
007600	2025	15674	7	109718
007600	2033	15713	16	251416
007600	2032	15725	20	314503
007600	2030	15861	12	190332
007600	5002	17310	62	1073242
007600	5006	17453	42	733036
007600	5001	17492	63	1102024
007600	5005	17495	60	1049678
007600	5004	17545	1	17545
007600	5009	17610	20	352197
007600	5010	17634	20	352675
007600	5011	17646	30	529368
007600	5003	17653	1	17653
007600	5012	17654	19	335428
007600	5016	17785	30	533562
007600	5015	17807	22	391755
007600	5000	17811	22	391850
007600	5014	17816	30	534470
007600	5017	17826	18	320871
007600	5007	17854	7	124975
007600	5024	17935	5	89676
007600	5008	17967	16	287468
007600	5021	17994	9	161946
007600	5013	18019	2	36038
007600	5025	18066	15	270988
007600	5026	18066	12	216797
007600	5022	18071	11	198779

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	5019	18122	13	235588
007600	5027	18160	15	272400
007600	5029	18189	25	454721
007600	5030	18189	9	163700
007600	5028	18197	21	382147
007600	5018	18233	2	36466
007600	5031	18304	9	164739
007600	5020	18315	9	164831
007600	5035	18366	19	348955
007600	5034	18367	25	459170
007600	5039	18380	23	422747
007600	5036	18385	18	330931
007600	5032	18393	18	331073
007600	5033	18489	3	55467
007600	5037	18497	16	295951
007600	5042	18549	28	519367
007600	5041	18550	23	426645
007600	5040	18563	24	445518
007600	5043	18576	20	371522
007600	5047	18679	32	597741
007600	5038	18681	14	261529
007600	4023	18759	30	562778
007600	5046	18763	16	300204
007600	5045	18785	17	319352
007600	4024	18811	34	639564
007600	5044	18857	21	395995
007600	4021	18969	23	436288
007600	4022	18974	13	246661
007600	4025	19003	37	703125
007600	4026	19020	25	475509
007600	4012	19062	17	324047
007600	4017	19076	4	76305
007600	4003	19167	7	134172
007600	4019	19175	16	306797
007600	4020	19186	11	211046
007600	4027	19190	20	383794
007600	4002	19205	9	172848
007600	4028	19211	26	499485
007600	4029	19376	25	484391
007600	4031	19380	27	523249
007600	4018	19405	18	349291
007600	4030	19406	27	523959
007600	4011	19459	8	155670
007600	4008	19547	8	156376
007600	4033	19575	26	508952

PACIFIC BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	4032	19608	34	666673
007600	4007	19653	9	176881
007600	4034	19698	71	1398586
007600	4006	19769	7	138383
007600	4038	19817	15	297262
007600	4035	19837	56	1110871
007600	4001	19843	9	178588
007600	4005	19923	9	179311
007600	4037	19932	40	797271
007600	4036	20002	6	120013
007600	4016	20024	5	100120
007600	4039	20080	23	461850
007600	4010	20158	5	100789
007600	4014	20224	29	586500
007600	4004	20290	6	121739
007600	4040	20419	10	204187

SESSIONS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008002	3005	623	44	27431
007800	5002	652	31	20226
008002	3004	1096	83	91007
007800	5003	1098	23	25248
008002	3007	1313	105	137887
007800	5004	1494	36	53776
007800	5010	1585	30	47561
007800	5012	1586	26	41243
007800	2019	1630	22	35855
007800	5001	1643	105	172490
007903	1001	1690	206	348224
007800	2011	1849	83	153430
008002	3009	1899	63	119648
007800	5013	1932	21	40565
007800	5014	1932	31	59891
007903	1003	1933	90	173938
007800	5009	1972	124	244588
007800	5016	2001	36	72034
008002	3008	2030	31	62924
007800	5007	2037	36	73331
007800	5011	2051	56	114844
007800	5008	2085	91	189777
008002	3001	2209	54	119273
008002	3010	2209	46	101629
007800	4002	2281	29	66159
007800	5015	2282	26	59335
007903	1004	2282	57	130095
007903	2000	2285	67	153110
008002	3011	2360	59	139243
008002	2011	2457	46	113040
007800	5006	2482	147	364913
007903	1002	2515	66	165971
008002	3000	2590	195	505133
007800	2006	2595	97	251688
007800	2007	2597	17	44153
008002	2012	2609	50	130470
008002	2017	2611	39	101827
007800	4009	2627	75	197017
007800	4003	2628	59	155073
007903	2007	2631	63	165748
007903	2006	2631	69	181546
008301	1008	2657	31	82376
007800	4001	2658	35	93021
007800	2020	2700	8	21601
008301	1010	2752	247	679661

SESSIONS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008002	2010	2781	15	41708
008301	2012	2845	152	432461
007903	1005	2851	105	299397
007903	2001	2855	56	159853
007800	2018	2870	29	83224
007800	4000	2898	40	115915
007800	2014	2902	67	194412
007800	2009	2935	13	38156
008002	2018	2942	55	161790
007800	2017	2967	26	77154
007800	4013	2975	55	163646
007800	4008	2977	43	128008
007903	2010	2980	63	187724
007908	1000	2983	65	193889
007800	4006	2992	41	122664
007903	4000	3001	395	1185537
007800	2008	3004	62	186255
007800	4004	3010	74	222704
007800	4005	3010	97	291933
007800	2015	3028	51	154436
007903	1000	3046	451	1373881
008002	2013	3069	31	95147
007800	5017	3145	42	132073
007800	1011	3157	14	44204
008301	1011	3164	165	522026
007800	2021	3173	47	149143
008002	2015	3200	23	73601
008002	2016	3202	24	76836
007903	2005	3206	87	278933
007903	2008	3207	70	224506
007800	4010	3212	35	112417
007800	2013	3291	15	49362
007908	1007	3330	30	99912
007903	4004	3357	416	1396604
007800	4007	3358	39	130944
008002	2008	3416	22	75150
008002	2014	3433	36	123575
007800	4012	3435	107	367567
007908	1008	3459	38	131442
007800	3001	3469	59	204688
007800	2012	3498	32	111924
008002	2019	3532	67	236631
007903	4001	3533	77	272012
007903	2009	3558	10	35581
007800	2010	3681	32	117796

SESSIONS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008002	2009	3688	31	114320
007800	3002	3707	91	337366
007800	1009	3711	27	100204
008301	2011	3724	174	647899
008002	2002	3734	43	160573
007800	1010	3821	55	210176
008301	1003	3836	68	260842
007800	2022	3849	102	392642
007903	4002	3883	65	252383
007903	4003	3883	62	240768
008301	2009	3886	134	520687
008002	3003	3898	20	77965
007908	1012	3904	97	378662
007908	1006	3904	32	124944
007800	3000	3939	100	393915
008002	3002	3967	46	182495
008301	2006	4085	112	457558
008002	2001	4115	30	123449
008002	2003	4232	37	156571
008301	2005	4313	82	353695
007800	3003	4404	281	1237541
008002	2000	4443	31	137741
008301	1007	4457	160	713121
007800	2005	4576	64	292894
008002	2004	4636	198	917879
007800	2004	4695	104	488286
008301	1004	4711	107	504050
008301	2004	4767	21	100099
008301	1012	5138	70	359681
008301	1002	5328	234	1246655
008301	1006	5445	31	168803
008301	1005	5562	133	739750
007800	2024	5628	9	50648

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007903	3011	439	89	39057
007903	4005	446	67	29881
007903	2003	488	176	85970
007903	2004	517	95	49156
007903	3005	792	75	59376
007903	3006	792	61	48339
007903	4003	799	62	49559
007903	4002	800	65	51992
007903	3019	844	64	54036
007903	3010	1018	64	65124
007903	3000	1141	81	92381
008002	1022	1141	88	100429
007903	4001	1148	77	88412
008002	2019	1149	67	76985
007907	2001	1193	4	4772
007903	4004	1323	416	550382
007903	3004	1371	52	71315
007903	3007	1372	67	91891
007903	3018	1428	92	131375
008002	1015	1492	25	37312
008002	1011	1493	21	31352
008002	2016	1500	24	36011
008002	2015	1502	23	34544
007907	2003	1542	6	9254
007907	2004	1546	88	136031
007907	2005	1546	54	83481
007907	2002	1546	94	145344
007903	2002	1565	733	1146902
007903	3013	1598	25	39948
007903	3009	1599	17	27179
007903	4000	1680	395	663648
007903	3001	1718	44	75575
008002	1021	1719	40	68743
008002	2018	1739	55	95656
007907	1000	1771	11	19477
008002	1010	1834	17	31185
008002	2013	1862	31	57734
007907	2007	1914	29	55497
007907	2008	1914	39	74637
007907	2010	1917	43	82445
007907	2006	1918	34	65213
007903	3014	1947	26	50628
007903	3015	1947	47	91523
007903	3003	1950	25	48762
007903	3008	1951	25	48763

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008002	1009	1951	37	72173
007903	3016	2007	17	34126
007903	3017	2008	33	66268
008002	1016	2072	26	53880
008002	1017	2073	30	62188
008002	2017	2087	39	81379
008002	2012	2088	50	104410
007908	1014	2119	57	120786
007907	1004	2119	95	201312
007907	1003	2120	89	188686
007908	1004	2121	51	108174
007905	2012	2180	24	52309
007905	2013	2180	25	54496
007903	1002	2196	66	144911
007907	2009	2285	64	146254
007907	2013	2286	64	146296
007907	2011	2288	86	196777
007907	2012	2289	129	295308
008002	1020	2297	24	55118
007903	3002	2297	24	55137
008002	3011	2321	59	136926
007903	3022	2349	4	9398
008002	1012	2414	28	67595
008002	1008	2435	46	112028
008002	2011	2455	46	112922
007907	1007	2494	86	214526
007907	1008	2495	104	259477
007908	2003	2497	39	97387
007908	1015	2498	69	172391
008002	2007	2520	93	234363
007905	2016	2527	21	53077
007905	2017	2528	17	42975
007905	2005	2530	26	65789
007905	2006	2531	27	68332
007903	2001	2540	56	142217
007903	1005	2543	105	266985
007905	2023	2588	66	170786
007905	2024	2589	37	95775
008002	1004	2622	58	152090
007907	2015	2638	66	174076
007907	2014	2638	63	166176
007907	2016	2638	78	205786
008002	1018	2649	19	50328
008002	1019	2650	31	82148
008002	3008	2668	31	82702

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007907	1002	2693	65	175067
007907	1005	2695	84	226406
007908	1013	2700	75	202533
007908	1005	2701	77	207985
008002	2010	2738	15	41076
007905	2014	2757	22	60653
007905	2011	2757	33	90994
008002	2014	2769	36	99674
007903	1003	2778	90	249993
007907	1012	2866	65	186277
007907	1011	2866	71	203511
007908	2011	2867	56	160534
007908	2004	2868	59	169187
008003	2029	2878	25	71939
007905	2000	2878	26	74836
007903	1000	2883	451	1300044
007903	2008	2896	70	202689
007903	2005	2897	87	252010
007905	2037	2929	3	8788
007903	2009	2938	10	29382
007907	2017	2983	89	265499
007907	2020	2987	60	179204
007907	2019	2989	61	182351
007903	1001	2990	206	615909
008002	1014	2994	20	59884
008002	1013	2995	26	77869
008002	3009	3013	63	189821
007907	1009	3069	75	230169
007907	1006	3071	81	248735
007908	1016	3075	61	187562
007908	2002	3075	61	187597
007905	2015	3103	22	68275
007905	2018	3104	19	58973
007905	2007	3105	22	68311
007905	2004	3108	27	83917
007903	2000	3123	67	209218
007903	1004	3126	57	178154
008002	1003	3143	73	229437
007905	2022	3166	90	284958
007905	2025	3166	62	196315
007905	2010	3181	22	69993
007907	1016	3213	81	260227
007908	2019	3218	85	273514
007907	1015	3219	64	206009
008002	1006	3221	19	61195

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008002	1007	3221	24	77309
007908	2012	3221	52	167509
008003	2023	3229	23	74272
008003	2024	3230	23	74289
007910	2009	3276	38	124500
007910	2010	3277	86	281839
007908	1006	3279	32	104912
007908	1012	3279	97	318089
008002	3001	3309	54	178688
008002	3010	3310	46	152242
008002	1005	3319	21	69695
007905	2009	3337	57	190225
008002	2008	3343	22	73548
007800	5013	3355	21	70465
007800	5014	3356	31	104029
007907	2021	3374	92	310400
008002	3007	3384	105	355295
007907	2018	3392	221	749551
007701	3000	3393	83	281631
008002	1002	3413	38	129709
007907	1013	3440	81	278631
007907	1010	3440	37	127291
007908	2010	3447	76	261963
007908	2005	3448	84	289635
008003	2028	3455	22	76016
007905	2001	3455	22	76019
007903	2006	3471	69	239491
007903	2007	3471	63	218677
007905	2036	3509	14	49130
007908	1000	3516	65	228540
007903	2010	3519	63	221708
007908	2027	3565	46	163974
007908	2020	3565	80	285186
007907	1019	3565	56	199668
007907	1020	3567	71	253244
008003	2017	3575	33	117985
008003	2018	3576	30	107269
008002	2009	3615	31	112063
007910	2015	3646	72	262534
007908	2001	3647	51	186003
007910	2016	3648	83	302823
007800	5011	3649	56	204344
007905	2020	3680	51	187700
007905	2019	3681	54	198784
007701	3001	3685	48	176877

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007701	3002	3688	47	173315
007800	4002	3703	29	107393
007800	5015	3704	26	96304
008002	1001	3705	41	151920
007800	5010	3707	30	111216
007800	5012	3708	26	96411
008002	2006	3729	73	272182
007905	2008	3735	34	126983
007905	2003	3735	46	171823
007905	2021	3745	59	220973
007905	2026	3746	85	318412
007907	1014	3787	65	246177
007907	1017	3790	33	125085
007908	2018	3792	75	284418
007908	2013	3793	58	219996
008003	2012	3801	26	98838
008003	2022	3804	24	91296
008003	2025	3804	19	72276
008002	3004	3816	83	316707
008002	3003	3825	20	76509
007910	2008	3855	82	316091
007910	2011	3856	79	304598
007908	1007	3859	30	115779
008002	1000	3886	37	143785
008002	3002	3894	46	179146
008003	2011	3901	49	191130
007905	1021	3916	46	180131
007905	1022	3917	80	313365
007905	2002	3931	52	204437
007908	2028	3956	60	237364
007701	3003	3968	57	226148
007701	3004	3970	66	262033
007702	2005	3982	37	147352
007910	2021	4020	76	305485
007910	2022	4020	80	321572
007908	2006	4022	73	293602
007908	2009	4022	75	301668
007907	1023	4024	83	333974
008003	2027	4035	28	112967
007800	4009	4049	75	303658
007800	4003	4050	59	238964
007908	1008	4075	38	154832
008002	3005	4087	44	179824
007910	2002	4089	11	44977
007800	4013	4096	55	225257

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007702	2003	4096	10	40961
007800	4008	4097	43	176176
008003	2006	4098	56	229498
008003	2005	4099	23	94276
007907	1021	4140	56	231829
007907	1018	4140	46	190448
007908	2026	4143	56	231992
007908	2021	4144	56	232078
008003	2016	4153	23	95508
008003	2019	4153	20	83051
007910	2017	4225	62	261943
007908	2000	4226	93	392973
007910	2014	4226	83	350730
007702	2004	4234	55	232868
007701	3005	4252	62	263616
007905	1023	4261	52	221576
007905	2029	4262	68	289786
007905	1015	4266	47	200490
007905	1016	4267	43	183463
007800	5009	4267	124	529140
008002	3000	4284	195	835475
007800	4001	4285	35	149984
007905	2028	4326	57	246569
007905	2027	4327	46	199020
007702	2001	4364	45	196366
007910	2023	4367	76	331882
007910	1030	4370	63	275297
007908	2017	4374	47	205556
007908	2014	4374	61	266832
008003	2000	4377	27	118180
008003	2013	4381	31	135820
008003	2026	4383	49	214777
008003	2021	4383	46	201634
008310	2019	4388	35	153563
007702	2009	4396	16	70342
007702	2002	4401	43	189235
007701	3009	4420	770	3403500
007910	2007	4434	97	430097
007910	2012	4435	50	221727
007701	1000	4438	282	1251640
007907	1022	4456	82	365408
007908	2029	4468	43	192135
008003	2010	4476	45	201429
007905	1019	4497	72	323807
007905	1018	4498	69	310329

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008002	2005	4519	43	194302
007800	4012	4540	107	485823
007800	3001	4574	59	269895
007908	2008	4593	79	362837
007908	2007	4593	57	261812
007910	2025	4596	74	340083
007910	2020	4598	75	344861
007701	3008	4598	49	225324
008003	1017	4610	76	350384
007905	1000	4610	62	285846
007701	3007	4613	68	313689
007702	2006	4621	113	522140
007800	4005	4629	97	449025
007800	4004	4629	74	342562
007800	5001	4638	105	487039
007702	2000	4651	17	79065
007702	3007	4651	45	209308
007910	2003	4670	8	37359
007905	2034	4670	9	42031
008002	2003	4673	37	172891
007800	4007	4675	39	182326
008003	2004	4679	23	107628
008003	2007	4682	53	248155
007702	2011	4694	15	70414
007702	2010	4694	11	51639
007910	1031	4718	52	245360
007908	2025	4724	55	259796
007908	2022	4726	73	344998
008003	2015	4731	72	340608
008003	2020	4731	74	350093
007910	2018	4804	47	225795
007910	2013	4804	55	264245
007800	3002	4806	91	437322
007800	3010	4806	76	365269
007800	4010	4821	35	168724
007701	1001	4832	163	787695
007905	2030	4841	44	213024
007905	1017	4842	56	271145
007905	1020	4847	36	174489
007905	1014	4847	78	378081
007702	2008	4868	24	116837
007702	2007	4869	61	296997
007701	3006	4885	91	444550
007905	2031	4905	67	328633
007905	2032	4906	54	264944

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007905	1010	4914	39	191637
008006	5004	4942	105	518880
007910	2024	4944	68	336220
007910	1029	4945	86	425277
007908	2015	4949	142	702803
007908	2016	4952	74	366429
007702	3006	4955	70	346818
007702	4001	4956	885	4385770
008003	2001	4959	26	128930
008003	1014	4960	77	381884
008003	1013	4960	43	213267
008003	2014	4960	48	238095
007702	2012	4973	19	94478
007702	3008	4973	18	89510
007905	1011	4977	67	333452
007910	2006	5015	33	165499
007910	1009	5016	16	80249
007910	1045	5031	131	659039
007800	5002	5042	31	156298
007908	2030	5042	57	287410
008003	2009	5064	126	638044
007702	3005	5099	77	392617
007800	4000	5144	40	205751
007702	2015	5160	41	211579
007702	2014	5163	31	160046
007910	2019	5171	45	232699
007800	3009	5174	89	460447
007800	3012	5174	65	336303
007905	1001	5189	75	389212
008003	1016	5191	49	254365
007800	5004	5207	36	187466
007800	5007	5235	36	188470
007905	1009	5258	10	52575
008003	2008	5259	95	499609
008003	2003	5259	56	294509
007800	5016	5271	36	189767
008006	5007	5283	27	142648
007702	3009	5286	19	100429
007701	3010	5287	106	560399
007910	1032	5290	67	354407
007702	2024	5295	117	619477
007908	2023	5295	69	365354
007908	2024	5298	108	572193
008002	2002	5299	43	227837
008002	2001	5302	30	159052

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008310	2020	5308	102	541423
008003	1009	5309	179	950251
008003	1010	5309	56	297291
007905	1012	5328	45	239761
007800	4006	5346	41	219204
007905	1013	5348	12	64172
007910	1019	5388	28	150865
007905	1006	5389	28	150881
007702	3003	5397	62	334628
007702	3004	5401	49	264634
007702	1003	5414	82	443964
007701	2000	5418	60	325096
007905	1008	5435	12	65221
007702	3019	5438	39	212082
007702	2013	5439	42	228459
008301	2009	5450	134	730300
008002	2004	5466	198	1082309
007910	1028	5519	22	121425
007910	2026	5521	7	38650
007800	3011	5523	65	358980
007800	3016	5523	77	425295
008006	5009	5537	66	365460
008003	2002	5538	63	348895
008003	1015	5538	35	193843
008003	1012	5539	44	243704
008003	1004	5539	35	193864
007702	2022	5545	56	310530
007702	2023	5545	92	510164
007905	1007	5548	101	560339
007701	3011	5559	81	450292
007800	3004	5573	256	1426804
007800	5008	5580	91	507756
007910	1044	5606	114	639085
007908	2031	5615	64	359359
008002	2000	5630	31	174530
008003	1003	5636	101	569253
007702	3001	5662	59	334036
007702	3002	5670	78	442262
008310	3018	5678	134	760884
007800	3003	5679	281	1595671
008006	5000	5680	116	658876
007905	1002	5693	35	199240
007702	1002	5701	94	535906
007702	1001	5703	66	376367
007701	2001	5705	62	353707

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007701	2002	5709	67	382472
008310	2017	5737	209	1198957
007702	3011	5739	79	453361
007905	1003	5739	108	619818
007702	3010	5741	75	430554
007910	1020	5754	93	535121
007910	1026	5754	100	575401
008003	3003	5771	57	328948
008003	1000	5773	101	583055
007800	5003	5778	23	132894
007701	1002	5782	114	659169
008006	5005	5809	81	470531
008006	5006	5811	59	342835
007702	2016	5828	50	291411
007702	2017	5834	55	320887
007800	1011	5836	14	81698
007800	5017	5855	42	245916
008006	5011	5868	77	451838
008006	5010	5870	75	440265
007910	1043	5871	24	140904
007910	1033	5871	28	164392
007800	3015	5874	61	358316
008003	1008	5889	33	194323
008003	1011	5889	46	270881
007702	3000	5903	70	413220
008310	2018	5911	20	118227
007702	3013	5956	37	220358
007910	1016	5963	3	17888
007702	2025	5981	65	388782
007910	1007	5984	3	17952
007910	1006	5984	5	29922
007701	2004	5989	47	281491
007702	1000	5991	60	359434
007701	2003	5998	79	473864
007910	1015	6000	21	125999
007910	1027	6011	12	72132
007702	3018	6019	39	234725
007800	5006	6019	147	884752
007702	3012	6042	64	386713
008006	3007	6048	92	556458
008003	3000	6049	47	284283
008006	5008	6077	66	401097
007910	1004	6088	59	359192
007702	2018	6097	55	335359
007910	1025	6105	80	488434

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008003	1006	6119	41	250880
008003	1005	6120	32	195844
008003	1002	6153	77	473745
007702	3014	6158	38	234002
007910	1022	6158	29	178585
007702	1004	6166	59	363799
007800	3014	6186	136	841319
008006	5002	6187	89	550629
008006	5003	6188	86	532183
007910	1047	6188	17	105204
007910	1021	6209	50	310474
007702	2026	6211	65	403695
008003	1007	6218	53	329565
007600	1038	6219	163	1013769
007702	3017	6264	41	256809
007701	2005	6274	73	458035
007600	7005	6296	14	88142
007800	2019	6310	22	138820
008006	3000	6319	14	88465
007702	3015	6329	13	82281
007800	3008	6348	40	253938
008003	3004	6349	74	469824
008003	1001	6351	72	457289
007910	1018	6352	8	50812
007910	1042	6363	15	95441
007910	1034	6363	15	95443
007701	2009	6370	56	356731
008006	3001	6378	66	420973
008006	3006	6379	53	338082
007702	2021	6386	23	146873
008310	3016	6426	116	745361
007910	1003	6428	8	51424
007702	1005	6447	64	412637
007702	3016	6464	46	297362
007800	3007	6465	81	523702
008310	2023	6469	16	103509
007800	1010	6500	55	357477
008310	3017	6519	81	528067
008006	5001	6524	30	195728
007800	2011	6529	83	541892
007910	1024	6558	36	236086
007910	1036	6571	15	98568
007910	1035	6572	12	78862
007800	3013	6585	67	441199
007701	2008	6589	47	309683

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007800	2021	6603	47	310338
007600	7004	6609	7	46265
007800	3000	6617	100	661735
007800	3005	6628	73	483819
008003	3001	6629	57	377856
008006	3008	6629	75	497197
007800	1009	6660	27	179812
007910	1046	6681	16	106892
007702	1006	6717	59	396280
007800	3006	6731	37	249035
007910	1002	6784	12	81403
007910	1023	6802	21	142846
007701	2007	6817	49	334041
007800	2006	6852	97	664611
007701	2010	6869	36	247284
007702	1008	6888	54	371939
007910	1049	6906	15	103597
007910	1048	6907	8	55254
008006	3009	6959	94	654151
008006	3002	6959	84	584566
007701	2006	6999	41	286960
007800	1008	7010	62	434622
007600	7003	7054	10	70540
007701	2011	7087	44	311810
007910	1037	7127	24	171051
007702	1009	7145	72	514456
007910	1012	7147	3	21441
007600	7001	7214	18	129860
007910	1050	7238	19	137526
007910	1039	7273	19	138181
007800	2007	7278	17	123718
007800	2022	7279	102	742470
007910	1038	7316	5	36579
007701	2012	7316	45	329218
008301	1008	7338	31	227464
007800	2020	7380	8	59043
007702	1010	7398	57	421665
008301	1010	7432	247	1835684
008310	3015	7512	20	150243
007910	1011	7513	29	217873
008301	2012	7525	152	1143860
007701	2016	7535	29	218518
007910	1040	7536	11	82899
007701	2013	7536	57	429570
007800	2018	7550	29	218952

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007800	2014	7582	67	507989
007800	2009	7615	13	98999
007800	1006	7616	43	327491
007800	1007	7618	20	152360
007800	2017	7648	26	198841
007800	2008	7684	62	476431
007800	2015	7708	51	393129
007702	1013	7738	12	92862
008301	1011	7844	165	1294268
007702	1012	7861	45	353753
007910	1041	7868	15	118023
007800	1016	7900	27	213288
007701	2015	7945	52	413140
007800	2013	7971	15	119566
007600	7018	7992	4	31969
007800	2005	8006	64	512394
007701	2014	8099	33	267254
007800	1017	8117	28	227289
007800	1018	8124	72	584929
007800	2004	8125	104	844973
007600	7017	8143	39	317577
007800	1021	8165	50	408229
007800	1022	8165	44	359271
007800	2012	8178	32	261692
007600	7019	8185	12	98220
007800	1025	8220	45	369922
007702	1014	8247	27	222666
007600	1046	8262	1	8262
007702	1011	8276	33	273106
007600	7015	8281	14	115939
007600	7016	8282	33	273295
007800	1005	8294	5	41472
007800	1024	8304	153	1270559
007701	2017	8312	18	149608
007800	1015	8346	104	867940
007800	2010	8361	32	267564
008301	2011	8404	174	1462264
007600	7014	8421	26	218938
007600	7013	8421	15	126312
007800	1020	8426	41	345473
007800	1014	8433	48	404805
007600	1057	8492	3	25476
007600	7024	8494	12	101926
007600	7023	8515	7	59603
008301	1003	8516	68	579100

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	7012	8550	17	145343
007600	7011	8555	16	136886
008301	1012	8568	70	599758
007600	1059	8602	6	51615
007600	7002	8606	8	68850
007600	1056	8616	3	25848
007600	7020	8642	4	34566
007800	1023	8661	42	363754
007600	7010	8668	11	95347
007600	7009	8679	27	234344
007600	1044	8734	1	8734
007800	1026	8741	178	1555893
007800	1027	8742	91	795481
008301	2006	8766	112	981747
007600	1047	8767	8	70139
007600	7022	8769	6	52614
007600	7008	8778	54	473988
007600	7025	8781	20	175616
007800	2024	8822	9	79400
007600	7026	8890	23	204466
007600	7028	8896	2	17792
007600	7033	8903	6	53420
007600	1054	8929	9	80359
007600	1058	8986	19	170725
007600	1049	8989	7	62923
007600	1061	8991	5	44955
008301	2005	8994	82	737476
007600	7032	9005	23	207104
007600	7036	9007	18	162133
007600	7035	9014	5	45069
007600	7027	9066	7	63462
007600	7037	9122	8	72974
007600	7031	9131	10	91313
008301	1007	9137	160	1461962
007600	7007	9141	3	27423
007600	7034	9161	11	100770
007600	7040	9255	25	231377
007600	7029	9259	5	46297
007600	7038	9268	3	27804
007600	6009	9271	5	46356
007600	7030	9272	11	101991
007600	7039	9382	2	18765
007600	6010	9386	16	150172
008301	1004	9391	107	1004838
007600	6015	9408	13	122299

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	6014	9414	4	37654
008301	2004	9447	21	198385
007600	6008	9467	6	56802
007600	6011	9504	2	19009
007600	6013	9511	21	199737
007600	6016	9541	13	124035
007600	6017	9593	9	86336
007600	6012	9626	5	48128
007600	6020	9647	21	202597
007600	6019	9669	23	222387
007600	6025	9689	13	125962
007600	6018	9719	5	48595
007600	6039	9777	12	117320
007600	6024	9786	9	88076
007600	6021	9790	2	19580
007600	6002	9848	14	137866
007800	1000	9848	167	1644674
007600	6023	9877	12	118523
007600	6026	9926	30	297771
007800	1034	9926	170	1687490
007600	6007	9978	5	49889
008301	1002	10008	234	2341835
007600	6004	10050	3	30151
007600	6037	10064	3	30191
007600	6038	10065	14	140905
007600	6040	10082	6	60494
008301	1006	10126	31	313891
007600	6041	10132	9	91191
007800	1002	10154	104	1056020
007600	6043	10201	24	244824
007600	6036	10203	20	204052
007600	6006	10242	11	112657
008301	1005	10242	133	1362224
007600	6042	10265	8	82119
007600	6035	10333	20	206658
007600	6044	10375	26	269738
007600	6003	10376	9	93384
007600	6049	10449	23	240334
007600	6046	10451	12	125416
007600	6034	10465	25	261637
007600	6005	10506	9	94554
007600	6051	10581	8	84647
007600	6050	10583	12	126990
007600	6032	10605	15	159075
007600	6033	10606	36	381827

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	6048	10643	10	106435
007600	6001	10687	7	74807
007600	6054	10705	11	117753
007600	6053	10707	9	96365
007600	6030	10735	19	203970
007600	6031	10735	14	150297
007600	6029	10825	10	108254
007600	6058	10865	21	228167
007600	6057	10869	8	86955
007600	6056	10907	18	196324
007600	6045	10914	27	294672
007600	6028	11015	16	176246
007600	6061	11062	17	188061
007600	3052	11068	20	221354
007600	6060	11092	1	11092
007600	3051	11105	49	544134
007600	6055	11116	35	389077
007600	3045	11223	3	33670
007600	3053	11235	19	213472
007600	3054	11241	11	123650
007600	3036	11277	4	45108
007600	3049	11288	18	203185
007600	3050	11304	28	316502
007600	3044	11427	8	91420
007600	3055	11428	15	171422
007600	3056	11431	11	125741
007600	3047	11474	44	504851
007600	3048	11490	27	310232
007600	3057	11615	21	243914
007600	3058	11617	10	116174
007600	3043	11632	16	186106
007600	3028	11651	14	163116
007600	3059	11657	26	303075
007600	3046	11672	13	151740
007600	3061	11804	14	165252
007600	3062	11808	8	94461
007600	3042	11833	4	47331
007600	3063	11839	27	319658
007600	3026	11848	2	23696
007600	3060	11854	18	213374
007600	3065	11983	2	23966
007600	3067	12016	18	216283
007600	3066	12021	6	72128
007600	3064	12030	11	132326
007600	3034	12126	3	36379

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	3041	12136	22	266996
007600	3069	12192	1	12192
007600	3068	12202	24	292851
007600	3070	12209	6	73251
007600	3032	12306	5	61530
007600	3040	12317	12	147808
007600	3072	12385	11	136232
007600	3071	12389	16	198221
007600	3074	12399	5	61997
007600	3039	12486	11	137341
007600	3025	12487	6	74921
007600	3075	12581	19	239034
007600	3076	12582	12	150979
007600	3033	12586	7	88101
007600	3073	12669	12	152028
007600	3081	12761	10	127614
007600	3080	12768	13	165989
007600	3082	12770	10	127702
007600	3027	12772	2	25544
007600	3077	12839	6	77036
007600	3078	12857	8	102853
007600	3090	12918	22	284205
007600	3083	12949	10	129492
007600	3084	12962	16	207384
007600	3079	13019	7	91133
007600	3093	13128	10	131285
007600	3089	13138	5	65688
007600	3088	13149	16	210385
007600	3092	13169	10	131690
007600	3085	13211	7	92474
007600	3024	13298	2	26596
007600	3095	13337	23	306749
007600	3094	13349	14	186881
007600	3091	13350	13	173555
007600	3096	13378	16	214048
007600	3086	13413	8	107304
007600	3029	13527	11	148795
007600	3030	13527	12	162323
007600	3097	13555	3	40664
007600	2002	13558	23	311840
007600	3098	13573	9	122153
007600	3087	13610	5	68048
007600	1018	13684	28	383139
007600	2003	13719	6	82316
007600	2009	13763	23	316556

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	2010	13775	19	261731
007600	1006	13802	36	496864
007600	2000	13809	14	193322
007600	1005	13876	39	541152
007600	2007	13986	45	629364
007600	2008	13998	21	293953
007600	2006	14020	11	154222
007600	2004	14022	6	84133
007600	1012	14040	18	252728
007600	1017	14075	23	323736
007600	1022	14096	22	310103
007600	2011	14104	14	197456
007600	1001	14163	9	127469
007600	2012	14198	14	198775
007600	2014	14220	47	668360
007600	2016	14223	40	568915
007600	1016	14227	2	28453
007600	2015	14229	32	455321
007600	2005	14240	8	113920
007600	2017	14253	33	470337
007600	2018	14396	4	57583
007600	1032	14396	2	28792
007600	2020	14423	51	735582
007600	2021	14428	30	432853
007600	2022	14440	48	693105
007600	1028	14451	15	216770
007600	2023	14455	53	766122
007600	1021	14471	56	810370
007600	1004	14526	10	145265
007600	1015	14531	19	276085
007600	2024	14567	12	174802
007600	2013	14586	21	306303
007600	1002	14587	27	393855
007600	1009	14594	13	189724
007600	2029	14620	47	687133
007600	2026	14622	33	482516
007600	2027	14624	38	555704
007600	2028	14625	30	438738
007600	1003	14658	26	381117
007600	1033	14667	4	58667
007600	2019	14773	14	206823
007600	2025	14776	7	103431
007600	2033	14815	16	237046
007600	2032	14827	20	296541
007600	1109	14845	1	14845

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	1010	14915	6	89490
007600	2030	14963	12	179555
007600	1115	15117	6	90702
007600	1114	15200	22	334389
007600	1116	15552	39	606542
007600	1113	15552	15	233286
007600	1014	15599	15	233981
007600	1117	15780	35	552314
007600	1111	15848	34	538831
007600	1008	15883	47	746492
007600	5002	16412	62	1017558
007600	5006	16555	42	695315
007600	5001	16594	63	1045443
007600	5005	16597	60	995791
007600	5004	16647	1	16647
007600	5009	16712	20	334235
007600	5010	16736	20	334713
007600	5011	16747	30	502424
007600	5003	16754	1	16754
007600	5012	16756	19	318364
007600	5016	16887	30	506619
007600	5015	16909	22	371996
007600	5000	16913	22	372091
007600	5014	16918	30	507526
007600	5017	16928	18	304705
007600	5007	16955	7	118688
007600	5024	17037	5	85185
007600	5008	17069	16	273098
007600	5021	17096	9	153863
007600	5013	17121	2	34242
007600	5025	17168	15	257516
007600	5026	17168	12	206020
007600	5022	17173	11	188899
007600	5019	17224	13	223912
007600	5027	17262	15	258928
007600	5029	17291	25	432268
007600	5030	17291	9	155617
007600	5028	17299	21	363286
007600	5018	17335	2	34670
007600	5031	17406	9	156656
007600	5020	17416	9	156748
007600	5035	17468	19	331891
007600	5034	17469	25	436718
007600	5039	17482	23	402091
007600	5036	17487	18	314765

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	5032	17495	18	314907
007600	5033	17591	3	52773
007600	5037	17599	16	281581
007600	5042	17651	28	494220
007600	5041	17652	23	405989
007600	5040	17665	24	423963
007600	5043	17678	20	353560
007600	5047	17781	32	569001
007600	5038	17783	14	248956
007600	4023	17861	30	535835
007600	5046	17865	16	285834
007600	5045	17887	17	304084
007600	4024	17913	34	609028
007600	5044	17959	21	377135
007600	4021	18071	23	415631
007600	4022	18076	13	234986
007600	4025	18105	37	669895
007600	4026	18122	25	453056
007600	4012	18163	17	308779
007600	4017	18178	4	72712
007600	4003	18269	7	127885
007600	4019	18277	16	292427
007600	4020	18288	11	201167
007600	4027	18292	20	365832
007600	4002	18307	9	164765
007600	4028	18313	26	476134
007600	4029	18478	25	461938
007600	4031	18481	27	499000
007600	4018	18507	18	333125
007600	4030	18508	27	499710
007600	4011	18561	8	148486
007600	4008	18649	8	149191
007600	4033	18677	26	485601
007600	4032	18710	34	636137
007600	4007	18755	9	168798
007600	4034	18800	71	1334820
007600	4006	18871	7	132096
007600	4038	18919	15	283790
007600	4035	18939	56	1060576
007600	4001	18945	9	170505
007600	4005	19025	9	171228
007600	4037	19034	40	761346
007600	4036	19104	6	114624
007600	4016	19126	5	95629
007600	4039	19182	23	441194

PACIFIC BEACH MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	4010	19260	5	96298
007600	4014	19326	29	560454
007600	4004	19392	6	116350
007600	4040	19521	10	195206

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007800	3003	1241	281	348860
007800	1025	1300	45	58521
007800	3004	1347	256	344726
007800	1011	1355	14	18975
007800	1024	1384	153	211793
007800	3000	1613	100	161258
007800	1022	1651	44	72665
007800	1021	1652	50	82608
007800	3005	1738	73	126877
007800	3007	1830	81	148267
007800	1023	1839	42	77258
007800	1016	1917	27	51764
007800	1026	1920	178	341697
007800	1027	1920	91	174740
007800	3008	1951	40	78055
007800	1010	2007	55	110390
007800	3010	2114	76	160653
007800	3002	2114	91	192402
007800	1015	2140	104	222590
007800	4000	2149	40	85961
007800	1020	2159	41	88521
007800	1007	2199	20	43975
007800	1006	2201	43	94628
007800	3006	2217	37	82018
007800	1014	2228	48	106952
007800	4006	2243	41	91960
007800	1009	2251	27	60770
007800	1017	2351	28	65819
007800	1018	2357	72	169721
007800	3013	2362	67	158275
007800	4010	2370	35	82959
007800	5017	2396	42	100620
007800	5007	2476	36	89127
007800	3012	2488	65	161708
007800	3009	2488	89	221445
007800	3001	2494	59	147174
007800	5016	2512	36	90424
007800	4007	2516	39	98120
007800	4012	2529	107	270556
007800	4004	2664	74	197105
007800	4005	2664	97	258377
007908	2000	2695	93	250591
007800	3016	2774	77	213565
007800	3011	2774	65	180318
007800	1008	2807	62	174015

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007800	4008	2842	43	122194
007800	4013	2843	55	156380
007800	4001	2938	35	102832
007800	1005	2974	5	14868
007800	2021	2993	47	140654
007908	1008	2996	38	113858
007800	1034	3006	170	511083
007908	2007	3067	57	174808
007908	2008	3067	79	242303
007908	1007	3068	30	92026
007800	3015	3073	61	187474
007800	5008	3149	91	286603
007800	4003	3185	59	187939
007800	4009	3187	75	239015
007800	2006	3241	97	314411
007800	5006	3259	147	479102
007908	2001	3273	51	166919
007800	1002	3317	104	344975
007908	2016	3350	74	247924
007908	2015	3353	142	476090
007800	3014	3381	136	459836
007903	2010	3420	63	215440
007908	1000	3423	65	222485
007800	5015	3519	26	91502
007800	4002	3520	29	102083
007800	5011	3576	56	200255
007800	2022	3591	102	366264
007800	5009	3612	124	447862
007908	2009	3644	75	273282
007908	2006	3644	73	266017
007908	1012	3644	97	353507
007908	1006	3645	32	116645
007908	2024	3651	108	394300
007908	2023	3654	69	252128
007800	1000	3759	167	627784
007800	2024	3760	9	33838
007903	2007	3766	63	237233
007903	2006	3766	69	259840
007908	2002	3850	61	234880
007908	1016	3851	61	234915
007800	5002	3860	31	119669
007800	5014	3869	31	119945
007800	5013	3870	21	81260
007908	2014	3933	61	239898
007908	2017	3934	47	184876

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007908	2031	3960	64	253422
007903	2009	3997	10	39974
007800	5004	4026	36	144929
007903	1004	4098	57	233575
007903	2000	4101	67	274744
007800	5012	4175	26	108538
007800	5001	4175	105	438353
007800	5010	4175	30	125264
007800	2019	4206	22	92539
007908	1005	4219	77	324857
007908	1013	4220	75	316469
007908	2005	4224	84	354806
007908	2010	4225	76	321103
007908	2022	4230	73	308796
007908	2025	4233	55	232788
007702	3000	4250	70	297466
007800	2005	4318	64	276343
007903	2005	4346	87	378093
007903	2008	4347	70	304290
007908	1015	4429	69	305629
007908	2003	4431	39	172798
007800	2004	4436	104	461390
007903	1003	4447	90	400255
007908	2013	4514	58	261813
007908	2018	4515	75	338611
007908	2030	4542	57	258881
007702	3001	4583	59	270414
007702	3002	4592	78	358151
007903	1005	4681	105	491463
007903	2001	4684	56	262288
007600	1038	4703	163	766604
007800	5003	4738	23	108981
007800	2007	4757	17	80874
008002	3005	4782	44	210390
007908	1004	4799	51	244748
007908	2004	4800	59	283214
007908	1014	4801	57	273657
007908	2011	4801	56	268864
007702	3015	4813	13	62568
007908	2021	4817	56	269758
007908	2026	4819	56	269845
007800	2020	4860	8	38882
007702	3003	4868	62	301838
007702	3004	4872	49	238719
008301	1012	4880	70	341578

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	1046	4885	1	4885
007702	3014	4988	38	189561
007907	2008	5014	39	195549
007907	2007	5014	29	145410
007903	1002	5029	66	331937
007800	2018	5030	29	145866
007702	3006	5038	70	352648
007800	2014	5062	67	339136
007908	2012	5093	52	264851
007908	2019	5097	85	433229
007600	1057	5115	3	15345
007800	2017	5128	26	133316
007908	2029	5132	43	220669
007800	2008	5164	62	320179
007702	3005	5182	77	399030
007600	1059	5225	6	31353
007600	1056	5239	3	15717
008301	1011	5324	165	878435
007702	2000	5355	17	91036
007702	3007	5355	45	240996
007600	1044	5357	1	5357
007702	3013	5359	37	198266
007907	2013	5383	64	344505
007907	2004	5384	88	473752
007907	2009	5384	64	344547
007702	3009	5384	19	102289
007907	2003	5387	6	32322
007600	1047	5390	8	43123
007908	2020	5397	80	431723
007908	2027	5397	46	248248
007800	2015	5439	51	277391
007702	3012	5445	64	348498
007800	2013	5451	15	81763
007600	1054	5552	9	49966
007907	2010	5607	43	241114
007907	2006	5608	34	190672
007600	1058	5609	19	106562
008002	3004	5609	83	465564
007600	1049	5612	7	39284
007600	1061	5614	5	28070
007702	2001	5631	45	253411
007800	2012	5658	32	181046
007903	2002	5659	733	4147787
007702	2002	5668	43	243745
007907	2014	5677	63	357645

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007702	2012	5691	19	108136
007702	3008	5692	18	102449
007800	2009	5732	13	74512
007702	3016	5742	46	264145
007908	2028	5785	60	347096
007702	3011	5795	79	457808
007702	3010	5797	75	434776
008002	3007	5826	105	611725
007800	2010	5841	32	186918
007903	4004	5900	416	2454516
007702	2011	5968	15	89516
007702	2010	5968	11	65647
007702	3017	5972	41	244863
007907	2005	5974	54	322573
007907	2011	5974	86	513743
007907	2002	5974	94	561542
007907	2012	5975	129	770757
007800	2011	5977	83	496110
007702	2003	5977	10	59774
007907	2017	5978	89	532062
007702	3019	6092	39	237584
007702	2013	6093	42	255923
007702	2004	6115	55	336338
007907	1007	6191	86	532463
007907	1008	6192	104	643959
007903	1001	6203	206	1277849
007903	4000	6251	395	2469250
007907	2015	6265	66	413473
007907	2016	6266	78	488709
007702	2009	6268	16	100287
007903	1000	6296	451	2839589
008002	3011	6310	59	372265
007907	2001	6320	4	25279
007702	3018	6325	39	246687
007907	2018	6365	221	1406740
007702	2015	6371	41	261221
007702	2014	6374	31	197580
007702	2005	6376	37	235896
007903	2004	6403	95	608248
007702	2018	6404	55	352229
008002	3009	6412	63	403951
007903	2003	6432	176	1131957
008301	1003	6493	68	441491
008002	3008	6543	31	202819
007907	1004	6554	95	622624

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007907	1003	6555	89	583388
007907	1012	6558	65	426292
007907	1011	6559	71	465682
007907	2020	6566	60	393937
007907	2019	6568	61	400663
007903	3019	6663	64	426425
007702	2008	6663	24	159912
007702	2007	6664	61	406480
008301	1008	6664	31	206578
007702	2016	6700	50	334979
007702	2017	6706	55	368811
008002	3001	6721	54	362961
008002	3010	6722	46	309215
008301	1010	6758	247	1669273
007600	1018	6763	28	189378
007907	1009	6769	75	507686
007907	1006	6771	81	548453
007903	4005	6775	67	453938
007907	1016	6847	81	554606
007907	1015	6853	64	438604
007702	2021	6863	23	157852
007600	1006	6882	36	247742
008002	2018	6891	55	379014
007907	1000	6903	11	75933
007702	4001	6943	885	6144293
007907	2021	6953	92	639658
007702	2006	6955	113	785868
007600	1005	6956	39	271270
008002	2011	6970	46	320626
007701	3000	6972	83	578679
008301	2012	6974	152	1060019
007702	2022	6985	56	391136
007702	2023	6985	92	642588
008002	3000	7103	195	1385118
007702	2026	7105	65	461801
008301	1007	7114	160	1138175
007600	1012	7120	18	128167
008002	2012	7122	50	356107
008002	2017	7124	39	277824
007903	4002	7129	65	463372
007903	4003	7129	62	442019
007907	1002	7133	65	463671
007907	1005	7135	84	599372
007907	1013	7138	81	578212
007907	1010	7139	37	264137

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007907	1019	7151	56	400433
007907	1020	7152	71	507786
007600	1017	7155	23	164575
007600	1022	7176	22	157862
008301	1002	7185	234	1681212
007600	1001	7243	9	65188
007903	3018	7247	92	666684
007701	3001	7264	48	348663
007701	3002	7266	47	341523
007702	2024	7277	117	851383
008002	2010	7293	15	109399
007600	1016	7306	2	14613
007910	2015	7350	72	529236
007910	2016	7353	83	610271
007903	3011	7359	89	654940
008301	1004	7367	107	788306
007907	1014	7429	65	482895
007907	1017	7432	33	245265
007600	1032	7476	2	14952
008002	2019	7477	67	500939
007903	4001	7478	77	575769
007903	3022	7479	4	29917
007600	1028	7531	15	112969
007701	3003	7546	57	430144
007701	3004	7549	66	498240
007600	1021	7551	56	422848
008002	2013	7582	31	235042
007907	1023	7603	83	631021
007600	1004	7606	10	76064
007600	1015	7611	19	144604
007702	2025	7627	65	495740
007702	1000	7636	60	458165
007600	1002	7667	27	207014
007600	1009	7674	13	99763
007903	3005	7712	75	578379
007903	3006	7712	61	470461
008002	2015	7713	23	177394
008002	2016	7714	24	185142
007910	2009	7715	38	293185
007910	2010	7716	86	663600
007910	2021	7720	76	586702
007910	2022	7720	80	617590
007907	1021	7732	56	432984
007907	1018	7732	46	355683
007600	1003	7738	26	201197

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	1033	7747	4	30987
007903	3016	7826	17	133042
007903	3017	7827	33	258281
007701	3005	7831	62	485507
008301	2011	7852	174	1366287
007701	3009	7920	770	6098498
007702	1002	7920	94	744527
007702	1001	7922	66	522845
007600	1109	7925	1	7925
008002	2008	7929	22	174430
007910	2017	7930	62	491648
007910	2014	7931	83	658238
007903	3010	7938	64	508007
008002	2014	7945	36	286033
007600	1010	7995	6	47970
007910	2023	8009	76	608660
007910	1030	8012	63	504731
007701	1000	8017	282	2260885
007907	1022	8048	82	659957
007905	2037	8059	3	24178
007903	3000	8061	81	652904
008002	1022	8061	88	709393
007701	3008	8101	49	396968
007701	3007	8116	68	551889
008002	1010	8171	17	138906
007903	3014	8177	26	212596
007903	3015	8177	47	384311
008002	2007	8194	93	762047
007600	1115	8197	6	49182
008002	2009	8200	31	254215
007702	1006	8210	59	484383
007702	1003	8213	82	673444
008301	2006	8214	112	919968
007701	2000	8217	60	493009
008002	2002	8247	43	354621
007600	1114	8279	22	182149
008002	1009	8287	37	306623
007903	3004	8291	52	431157
007903	3007	8292	67	555534
007910	2008	8294	82	680096
007910	2011	8295	79	655286
007910	2025	8296	74	613899
007910	2020	8298	75	622378
008002	1015	8303	25	207580
008002	1011	8304	21	174377

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007910	1031	8311	52	432147
007701	3006	8388	91	763318
008301	2009	8398	134	1125395
007905	2023	8402	66	554547
007905	2024	8403	37	310914
008002	3003	8411	20	168220
007702	1005	8414	64	538475
007701	1001	8425	163	1373201
008301	2005	8442	82	692246
008002	3002	8480	46	390081
007701	2001	8503	62	527216
007701	2002	8507	67	569974
007910	2018	8509	47	399926
007910	2013	8509	55	468015
007903	3013	8518	25	212949
007903	3009	8519	17	144820
007910	2024	8586	68	583863
007910	1029	8587	86	738473
007910	1045	8623	131	1129599
008002	2001	8628	30	258832
007600	1116	8632	39	336661
007600	1113	8632	15	129485
007905	2036	8636	14	120905
007903	3001	8638	44	380057
008002	1021	8639	40	345545
007702	1004	8642	59	509886
007600	1014	8679	15	130180
008002	2003	8744	37	323543
008002	1012	8751	28	245017
007905	2016	8753	21	183803
007905	2017	8753	17	148800
007701	3010	8762	106	928741
008002	1008	8772	46	403506
007701	2004	8792	47	413218
007701	2003	8801	79	695277
007701	2009	8846	56	495390
007600	1117	8860	35	310112
007903	3003	8871	25	221763
007903	3008	8871	25	221764
007910	2007	8873	97	860689
007910	2012	8874	50	443681
007910	2019	8876	45	399412
008002	1016	8883	26	230959
008002	1017	8884	30	266510
007910	1032	8885	67	595291

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008301	2004	8895	21	186801
007600	1111	8928	34	303550
008002	2000	8956	31	277636
008002	1004	8959	58	519606
007600	1008	8963	47	421251
007905	2022	8981	90	808268
007905	2025	8981	62	556817
007702	1010	9025	57	514420
007701	3011	9044	81	732590
007701	2008	9065	47	426057
007701	2005	9085	73	663200
007910	1019	9093	28	254603
007905	2012	9100	24	218390
007905	2013	9100	25	227497
008301	1006	9148	31	283598
008002	2004	9148	198	1811402
007910	1028	9166	22	201649
007910	2026	9168	7	64176
007702	1009	9188	72	661544
007910	1044	9198	114	1048580
007910	2002	9216	11	101372
008002	1020	9217	24	221199
007903	3002	9217	24	221218
008301	1005	9265	133	1232260
007701	2007	9298	49	455602
007905	2015	9330	22	205257
007905	2018	9330	19	177276
008002	1014	9331	20	186614
008002	1013	9331	26	242618
007701	2010	9345	36	336421
007702	1008	9364	54	505645
007701	1002	9374	114	1068664
007905	2005	9450	26	245710
007905	2006	9451	27	255173
007910	2006	9454	33	311989
007910	1009	9455	16	151274
007910	1020	9459	93	879661
007910	1026	9459	100	945874
008002	1018	9463	19	179805
008002	1019	9465	31	293400
007910	1043	9466	24	227191
007910	1033	9466	28	265060
008002	1003	9479	73	692001
007701	2006	9505	41	389724
008002	1006	9557	19	181588

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008002	1007	9558	24	229385
007905	2021	9560	59	564032
007905	2026	9561	85	812649
007701	2011	9563	44	420756
008002	2006	9602	73	700948
007702	1011	9625	33	317617
008002	1005	9655	21	202761
007910	1027	9658	12	115891
007910	1016	9673	3	29019
007905	2014	9676	22	212875
007905	2011	9677	33	319327
007910	1015	9710	21	203917
008002	1002	9750	38	370495
007910	1025	9752	80	780159
007910	1047	9781	17	166269
007701	2012	9792	45	440640
007910	2003	9797	8	78374
007905	2034	9797	9	88172
008003	2029	9798	25	244940
007905	2000	9798	26	254757
007702	1013	9832	12	117984
007910	1022	9863	29	286022
007600	7005	9888	14	138431
007905	2020	9910	51	505388
007905	2019	9910	54	535159
008003	2017	9912	33	327089
008003	2018	9912	30	297364
007910	1021	9914	50	495711
007702	1012	9955	45	447960
007910	1042	9958	15	149371
007910	1034	9958	15	149372
007701	2016	10011	29	290323
007701	2013	10017	57	570978
007905	2007	10024	22	220533
007905	2004	10027	27	270734
008002	1001	10042	41	411716
008003	2023	10044	23	231019
008003	2024	10045	23	231036
007910	1018	10065	8	80521
007905	2010	10099	22	222177
008003	2012	10138	26	263587
007905	2028	10140	57	577999
007905	2027	10141	46	466490
007702	1014	10182	27	274917
007600	7004	10201	7	71409

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007910	1024	10205	36	367362
007910	1036	10218	15	153267
007910	1035	10218	12	122621
008002	1000	10223	37	378235
008003	2011	10237	49	501618
007905	2009	10255	57	584522
007910	1046	10273	16	164365
008003	2028	10375	22	228256
007905	2001	10375	22	228260
007701	2015	10421	52	541894
007910	1007	10425	3	31274
007910	1006	10425	5	52125
008003	2006	10435	56	584341
008003	2005	10435	23	240015
007905	1023	10490	52	545492
007905	2029	10491	68	713369
008003	2016	10491	23	241287
008003	2019	10491	20	209816
007910	1003	10491	8	83927
007910	1002	10497	12	125966
007910	1049	10502	15	157526
007910	1048	10502	8	84016
007910	1023	10510	21	220708
007701	2017	10550	18	189901
007701	2014	10575	33	348963
008003	2022	10623	24	254945
008003	2025	10623	19	201832
007600	7003	10646	10	106460
007905	2008	10654	34	362235
007905	2003	10654	46	490105
008002	2005	10660	43	458394
008003	2000	10714	27	289265
008003	2013	10718	31	332252
007905	2031	10720	67	718208
007905	2032	10721	54	578929
007910	1037	10722	24	257338
008310	2019	10724	35	375340
007600	7001	10806	18	194517
008003	2010	10813	45	486571
007905	1021	10833	46	498335
007910	1050	10834	19	205837
007905	1022	10835	80	866763
007910	1004	10843	59	639757
007905	2002	10851	52	564234
007910	1012	10861	3	32582

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007910	1039	10919	19	207465
008003	2027	10954	28	306704
007910	1038	10962	5	54812
008003	2004	11016	23	253367
008003	2007	11019	53	583989
008003	2015	11069	72	796961
008003	2020	11069	74	819123
007905	2030	11071	44	487108
007905	1017	11071	56	619978
007910	1040	11183	11	123011
007905	1015	11185	47	525691
007905	1016	11186	43	480987
008003	2026	11202	49	548904
008003	2021	11202	46	515304
007910	1011	11202	29	324872
008006	5004	11278	105	1184211
008003	2001	11295	26	293679
008003	2014	11297	48	542246
007905	1008	11307	12	135686
008003	2009	11400	126	1436442
007905	1019	11415	72	821866
007905	1018	11415	69	787635
007905	1007	11420	101	1153426
007905	1009	11485	10	114847
007910	1041	11515	15	172721
008003	1017	11529	76	876242
007905	1000	11530	62	714835
007600	7018	11584	4	46337
008003	2008	11596	95	1101576
008003	2003	11596	56	649353
008006	5007	11620	27	313734
008310	2020	11645	102	1187745
008003	1009	11648	179	2085024
008003	1010	11648	56	652304
007600	7017	11735	39	457668
007905	1020	11766	36	423579
007905	1014	11766	78	917776
008003	1014	11781	77	907174
008003	1013	11782	43	506611
007905	1010	11831	39	461419
007600	7019	11849	12	142183
007600	7015	11873	14	166228
007600	7016	11874	33	391833
008006	5009	11874	66	783669
008003	2002	11875	63	748094

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008003	1004	11875	35	415642
007905	1011	11894	67	796923
007905	1006	11931	28	334064
008003	1003	11973	101	1209239
007600	7014	12013	26	312332
007600	7013	12013	15	180193
008310	3018	12015	134	1609974
008006	5000	12016	116	1393909
008310	2017	12073	209	2523283
008003	3003	12108	57	690128
007905	1001	12109	75	908150
007600	7024	12109	12	145306
008003	1000	12109	101	1223040
008003	1016	12110	49	593404
007600	7012	12142	17	206408
008006	5005	12146	81	983787
008006	5006	12147	59	716688
007600	7011	12147	16	194359
007600	7023	12178	7	85248
007600	7002	12198	8	97586
008006	5011	12205	77	939748
008006	5010	12207	75	915502
008003	1008	12228	33	403527
008003	1011	12228	46	562498
007905	1012	12246	45	551091
008310	2018	12248	20	244957
007600	7010	12260	11	134859
007905	1013	12266	12	147193
007600	7009	12271	27	331330
007600	7020	12305	4	49221
008003	1015	12360	35	432611
008003	1012	12361	44	543870
007600	7008	12370	54	667959
007600	7025	12373	20	247457
008006	3007	12385	92	1139415
008003	3000	12385	47	582098
008006	5008	12414	66	819305
007600	7022	12433	6	74596
008003	1006	12456	41	510676
008003	1005	12457	32	398612
007600	7026	12482	23	287084
008003	1002	12489	77	961654
007600	7033	12495	6	74972
008006	5002	12523	89	1114577
008006	5003	12525	86	1077121

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008003	1007	12555	53	665399
007600	7028	12559	2	25119
007600	7032	12597	23	289721
007600	7036	12599	18	226790
007600	7035	12606	5	63029
007905	1002	12611	35	441386
008006	3000	12655	14	177176
007905	1003	12658	108	1367010
007600	7027	12658	7	88606
008003	3004	12685	74	938724
008003	1001	12688	72	913516
007600	7037	12714	8	101711
008006	3001	12715	66	839182
008006	3006	12715	53	673916
007600	7031	12723	10	127234
007600	7007	12733	3	38200
007600	7034	12753	11	140283
008310	3016	12762	116	1480393
008310	2023	12806	16	204893
007600	7040	12847	25	321178
007600	7029	12851	5	64257
008310	3017	12856	81	1041322
007600	7038	12860	3	38580
008006	5001	12861	30	385823
007600	6009	12863	5	64316
007600	7030	12864	11	141504
008003	3001	12966	57	739036
008006	3008	12966	75	972434
007600	7039	12974	2	25949
007600	6010	12978	16	207645
007600	6015	13000	13	168995
007600	6014	13006	4	52023
007600	6008	13059	6	78354
007600	6011	13096	2	26193
007600	6013	13103	21	275170
007600	6016	13133	13	170732
007600	6017	13185	9	118665
007600	6012	13218	5	66089
007600	6020	13240	21	278030
007600	6019	13261	23	305005
007600	6025	13281	13	172659
008006	3009	13296	94	1249781
008006	3002	13296	84	1116831
007600	6018	13311	5	66555
007600	6039	13369	12	160424

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	6024	13378	9	120405
007600	6021	13382	2	26764
007600	6002	13440	14	188155
007600	6023	13469	12	161628
007600	6026	13518	30	405533
007600	6007	13570	5	67850
007600	6004	13642	3	40927
007600	6037	13656	3	40967
007600	6038	13657	14	191194
007600	6040	13674	6	82047
007600	6041	13724	9	123519
007600	6043	13793	24	331034
007600	6036	13795	20	275893
007600	6006	13834	11	152170
008310	3015	13849	20	276973
007600	6042	13857	8	110855
007600	6035	13925	20	278499
007600	6044	13967	26	363132
007600	6003	13968	9	125712
007600	6049	14041	23	322951
007600	6046	14043	12	168521
007600	6034	14058	25	351438
007600	6005	14098	9	126883
007600	6051	14173	8	113383
007600	6050	14175	12	170095
007600	6032	14197	15	212956
007600	6033	14198	36	511141
007600	6048	14236	10	142355
007600	6001	14279	7	99951
007600	6054	14297	11	157265
007600	6053	14299	9	128694
007600	6030	14327	19	272219
007600	6031	14328	14	200586
007600	6029	14417	10	144174
007600	6058	14457	21	303601
007600	6057	14461	8	115692
007600	6056	14499	18	260981
007600	6045	14506	27	391658
007600	6028	14607	16	233719
007600	6061	14654	17	249126
007600	3052	14660	20	293195
007600	6060	14684	1	14684
007600	3051	14697	49	720145
007600	6055	14709	35	514800
007600	3045	14815	3	44446

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	3053	14827	19	281721
007600	3054	14833	11	163163
007600	3036	14869	4	59476
007600	3049	14880	18	267842
007600	3050	14896	28	417079
007600	3044	15020	8	120156
007600	3055	15020	15	225303
007600	3056	15023	11	165254
007600	3047	15066	44	662902
007600	3048	15082	27	407218
007600	3057	15207	21	319347
007600	3058	15209	10	152095
007600	3043	15224	16	243578
007600	3028	15243	14	213405
007600	3059	15249	26	396468
007600	3046	15264	13	198436
007600	3061	15396	14	215541
007600	3062	15400	8	123197
007600	3042	15425	4	61699
007600	3063	15431	27	416644
007600	3026	15440	2	30880
007600	3060	15446	18	278031
007600	3065	15575	2	31150
007600	3067	15608	18	280940
007600	3066	15613	6	93681
007600	3064	15622	11	171838
007600	3034	15718	3	47155
007600	3041	15728	22	346021
007600	3069	15784	1	15784
007600	3068	15794	24	379060
007600	3070	15801	6	94804
007600	3032	15898	5	79490
007600	3040	15909	12	190913
007600	3072	15977	11	175745
007600	3071	15981	16	255694
007600	3074	15992	5	79958
007600	3039	16078	11	176854
007600	3025	16079	6	96474
007600	3075	16173	19	307283
007600	3076	16174	12	194084
007600	3033	16178	7	113246
007600	3073	16261	12	195133
007600	3081	16353	10	163534
007600	3080	16360	13	212686
007600	3082	16362	10	163623

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	3027	16364	2	32728
007600	3077	16431	6	98589
007600	3078	16449	8	131589
007600	3090	16510	22	363230
007600	3083	16541	10	165412
007600	3084	16554	16	264857
007600	3079	16611	7	116277
007600	3093	16721	10	167205
007600	3089	16730	5	83649
007600	3088	16741	16	267858
007600	3092	16761	10	167611
007600	3085	16803	7	117618
007600	3024	16890	2	33780
007600	3095	16929	23	389366
007600	3094	16941	14	237169
007600	3091	16942	13	220252
007600	3096	16970	16	271520
007600	3086	17005	8	136041
007600	3029	17119	11	188308
007600	3030	17119	12	205427
007600	3097	17147	3	51440
007600	2002	17150	23	394457
007600	3098	17165	9	154481
007600	3087	17202	5	86009
007600	2003	17311	6	103868
007600	2009	17355	23	399173
007600	2010	17367	19	329980
007600	2000	17401	14	243611
007600	2007	17578	45	791007
007600	2008	17590	21	369386
007600	2006	17612	11	193735
007600	2004	17614	6	105685
007600	2011	17696	14	247745
007600	2012	17790	14	249064
007600	2014	17812	47	837187
007600	2016	17815	40	712597
007600	2015	17821	32	570266
007600	2005	17832	8	142657
007600	2017	17845	33	588875
007600	2018	17988	4	71951
007600	2020	18015	51	918777
007600	2021	18020	30	540615
007600	2022	18032	48	865524
007600	2023	18047	53	956501
007600	2024	18159	12	217907

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	2013	18178	21	381736
007600	2029	18212	47	855960
007600	2026	18214	33	601054
007600	2027	18216	38	692203
007600	2028	18217	30	546500
007600	2019	18365	14	257112
007600	2025	18368	7	128576
007600	2033	18407	16	294519
007600	2032	18419	20	368382
007600	2030	18555	12	222660
007600	5002	20004	62	1240266
007600	5006	20147	42	846182
007600	5001	20186	63	1271743
007600	5005	20189	60	1211314
007600	5004	20239	1	20239
007600	5009	20304	20	406076
007600	5010	20328	20	406554
007600	5011	20340	30	610186
007600	5003	20347	1	20347
007600	5012	20348	19	386613
007600	5016	20479	30	614381
007600	5015	20501	22	451021
007600	5000	20505	22	451117
007600	5014	20510	30	615288
007600	5017	20520	18	369362
007600	5007	20548	7	143833
007600	5024	20629	5	103146
007600	5008	20661	16	330571
007600	5021	20688	9	186192
007600	5013	20713	2	41426
007600	5025	20760	15	311397
007600	5026	20760	12	249124
007600	5022	20765	11	228412
007600	5019	20816	13	270609
007600	5027	20854	15	312809
007600	5029	20883	25	522070
007600	5030	20883	9	187945
007600	5028	20891	21	438719
007600	5018	20927	2	41854
007600	5031	20998	9	188985
007600	5020	21008	9	189076
007600	5035	21060	19	400140
007600	5034	21061	25	526519
007600	5039	21074	23	484708
007600	5036	21079	18	379422

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	5032	21087	18	379564
007600	5033	21183	3	63549
007600	5037	21191	16	339054
007600	5042	21243	28	594797
007600	5041	21244	23	488606
007600	5040	21257	24	510173
007600	5043	21270	20	425401
007600	5047	21373	32	683947
007600	5038	21375	14	299245
007600	4023	21453	30	643596
007600	5046	21457	16	343307
007600	5045	21479	17	365149
007600	4024	21505	34	731158
007600	5044	21551	21	452568
007600	4021	21663	23	498249
007600	4022	21668	13	281682
007600	4025	21697	37	802801
007600	4026	21714	25	542857
007600	4012	21756	17	369844
007600	4017	21770	4	87081
007600	4003	21861	7	153030
007600	4019	21869	16	349900
007600	4020	21880	11	240680
007600	4027	21884	20	437673
007600	4002	21899	9	197093
007600	4028	21905	26	569527
007600	4029	22070	25	551740
007600	4031	22074	27	595986
007600	4018	22099	18	397782
007600	4030	22100	27	596695
007600	4011	22153	8	177222
007600	4008	22241	8	177927
007600	4033	22269	26	578995
007600	4032	22302	34	758267
007600	4007	22347	9	201127
007600	4034	22392	71	1589856
007600	4006	22463	7	157241
007600	4038	22511	15	337671
007600	4035	22531	56	1261732
007600	4001	22537	9	202834
007600	4005	22617	9	203557
007600	4037	22626	40	905029
007600	4036	22696	6	136176
007600	4016	22718	5	113589
007600	4039	22774	23	523811

MISSION BAY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007600	4010	22852	5	114259
007600	4014	22918	29	664624
007600	4004	22984	6	137902
007600	4040	23113	10	231127

AUDOBON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003105	1006	536	61	32693
003105	1005	587	147	86302
003105	1003	587	145	85140
003105	1007	663	85	56324
003105	1009	859	52	44687
003105	1004	885	85	75203
003105	1008	931	377	351014
003105	1010	1149	206	236741
003105	1000	1230	773	950413
003105	1001	1447	38	54967
003105	1012	1745	185	322815
003105	2002	1787	150	268056
003105	1002	1852	147	272247
003105	1013	1900	46	87412
003105	2001	2039	135	275321
003105	2000	2332	142	331182
003107	1012	2602	122	317438
003107	1011	2623	130	340947
003107	1013	2634	60	158029
003107	1010	2659	105	279243
003103	1007	2796	92	257260
003105	1011	2958	137	405227
003103	1005	2980	99	294982
003103	1001	3075	65	199906
014102	1028	3297	59	194544
003103	1000	3426	209	715996
014102	1027	3781	82	310052
014102	2007	4034	140	564694
014102	1030	4229	81	342584
003103	1002	4357	43	187340
003103	1003	4632	70	324256
014102	1019	4729	242	1144375
014102	2006	4876	49	238945
003103	3000	4896	63	308473
014102	1018	4952	113	559564
014102	2008	5008	207	1036689
014102	2002	5037	142	715210
014102	2005	5119	84	430002
003103	3001	5151	71	365732
014102	2004	5393	292	1574879
003107	1002	5408	72	389383
003107	1001	5531	95	525440
003103	3002	5613	204	1144985
003103	3003	6568	116	761861
014102	1017	6701	223	1494312

AUDOBON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
014102	1026	6772	14	94803
003103	3004	6824	61	416263
014102	1023	6843	65	444785
014102	1016	6968	80	557427
014102	1025	7276	13	94582
003103	3005	7330	31	227236

BETHUNE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003109	1002	812	424	344404
003109	1004	1098	162	177808
003109	1000	1722	285	490690
003115	4009	2084	157	327177
003115	4006	2098	97	203461
003109	1001	2357	134	315835
003115	4005	2583	280	723107
003109	2005	2692	176	473706
003109	2006	2771	106	293728
003109	1003	2913	83	241803
003109	2004	3024	173	523189
003115	4008	3064	125	383005
003109	2003	3269	81	264814
003115	4007	3282	278	912312
003115	4002	3667	419	1536469
003114	2005	3844	108	415183
003115	4004	3847	199	765512
003114	2008	3848	89	342442
003115	4000	3896	141	549382
003115	4003	4104	52	213428
003109	2001	4440	93	412902
003115	4001	4567	116	529764
003109	3004	4784	209	999780
003109	2002	5022	362	1817822
003109	3003	5560	237	1317701
003109	3005	5727	9	51541
003109	3002	5828	209	1218019

BOONE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003115	2004	686	53	36334
003115	2005	953	131	124895
003115	2008	963	49	47210
003115	2003	977	83	81126
003115	3002	1095	632	691983
003115	2002	1140	134	152796
003115	2006	1187	78	92624
003115	2001	1217	84	102265
003115	2009	1342	74	99296
003115	2007	1345	107	143891
003115	2011	1413	79	111652
003115	2010	1481	46	68132
003115	2000	1499	217	325255
003115	4010	1611	120	193285
003213	2000	1878	94	176554
003115	3003	1963	76	149157
003213	2002	2820	67	188939
003115	1005	3036	103	312743
003115	1004	3198	66	211075
003213	1000	3395	78	264782
003115	1001	3669	110	403643
003115	3001	3753	491	1842527
003114	1003	4164	193	803748
003115	1002	4693	1485	6969341
003114	1002	5643	229	1292344
003114	1004	6219	209	1299854
003114	1000	6402	233	1491719
003114	1005	6571	146	959397
003114	2003	6694	115	769838
003114	1006	7431	78	579639
003114	1007	7886	184	1450974
003114	2002	8245	1080	8904917

FREESE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003107	2005	658	161	106013
003107	2004	836	121	101129
003107	1030	878	138	121217
003107	2006	949	196	186080
003107	2007	1123	66	74134
003105	2008	1304	55	71693
003105	2007	1536	456	700310
003107	2003	1622	169	274145
003107	2001	1642	109	179012
003105	2010	1805	107	193139
003107	1031	1864	28	52202
003107	2008	1974	144	284211
003115	1000	2013	68	136892
003103	1011	2082	138	287284
003105	2009	2120	118	250148
003103	1010	2124	128	271920
003115	3000	2153	239	514448
003105	2006	2267	106	240302
003107	3004	2298	26	59750
003103	1012	2347	128	300441
003115	1003	2387	65	155185
003107	1032	2440	13	31719
003105	2003	2515	103	259083
003107	1029	2548	85	216562
003103	1013	2596	140	363502
003105	2004	2762	164	452942
003103	1009	2862	61	174596
003107	2010	3003	18	54054
003107	3003	3005	81	243422
003105	2005	3011	147	442606
003107	1022	3097	204	631851
003107	1023	3217	118	379623
003107	1024	3285	34	111691
003107	2011	3365	7	23552
003107	3011	3638	14	50926
003107	2009	3652	180	657305
003214	1000	3863	203	784243
003107	2012	4381	72	315425
003107	3010	4388	215	943332
003107	2002	4573	116	530488
003107	3009	4678	74	346142
003107	3013	4780	38	181621
003107	3012	5007	151	756132
003107	2000	5025	793	3984953
003214	2005	5422	5	27108

FREESE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003107	3014	5494	21	115371
003214	1012	5746	32	183879
003214	2006	5833	352	2053371
003214	1011	5976	604	3609475
003214	1013	5991	48	287584

FULTON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003103	2020	1115	90	100321
003103	2014	1270	33	41894
003103	2021	1349	75	101161
003103	3008	1468	17	24952
003114	2001	1590	107	170096
003114	2000	1742	63	109720
003114	2004	1797	44	79051
003103	2011	2090	77	160929
003103	2013	2192	85	186345
003114	1001	2304	41	94452
003103	2022	2325	211	490552
003103	2006	2408	134	322621
003103	2007	2428	182	441864
003103	1008	2432	130	316106
003103	2012	2494	190	473789
003103	2015	2630	130	341882
003103	2010	2638	74	195189
003103	2023	2696	85	229129
003114	2007	2777	88	244388
003114	2006	2787	334	930825
003103	2008	2841	93	264214
003103	2016	2901	457	1325749
003112	1021	3166	7	22162
003103	3007	3359	563	1890850
003112	1013	3386	39	132057
003103	2005	3467	94	325860
003103	1006	3576	63	225316
003112	1020	3580	46	164700
003112	1019	3698	30	110951
003103	3006	3755	325	1220473
003103	2009	3877	93	360577
003113	1002	4096	51	208921
003103	1004	4134	975	4030186
003113	1001	4214	74	311804
003112	1012	4322	144	622314
003103	2001	4670	22	102747
003103	2018	4913	5	24565
003103	2017	4915	45	221195
003113	1000	4997	312	1559003

PACIFIC VIEW ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003212	2016	179	80	14294
003212	2022	874	85	74317
003212	2013	992	101	100210
003212	2012	1005	106	106479
003212	2017	1007	137	137952
003211	1019	1040	67	69681
003212	2015	1234	30	37016
003212	2014	1244	107	133106
003211	1020	1303	81	105574
003211	1018	1414	78	110302
003212	2018	1667	320	533475
003211	1013	1902	88	167338
003211	1017	2027	110	223009
003211	1014	2121	90	190864
003211	1012	2121	66	140014
003212	2019	2136	113	241402
003212	2021	2187	57	124652
003212	2023	2406	147	353726
003202	2010	2687	52	139742
003211	1008	2737	182	498125
003212	1004	2738	162	443535
003211	1015	2840	50	142008
003202	2012	2841	59	167622
003211	1006	2856	140	399886
003212	1010	2949	21	61929
003212	2020	3007	205	616520
003202	2009	3018	59	178043
003211	1007	3090	152	469636
003212	1001	3170	443	1404310
003211	1016	3358	69	231723
003202	2024	3371	54	182053
003212	1002	3477	573	1992248
003212	2002	3520	292	1027814
003202	2015	3573	49	175053
003202	2011	3582	41	146853
003202	2013	3592	123	441784
003202	2008	4038	154	621893
003202	2005	4140	91	376769
003202	2021	4307	72	310092
003202	2023	4372	38	166143
003202	2007	4485	93	417061
003202	2026	4650	71	330121
003202	2025	4844	81	392359
003202	2017	5035	39	196367
003202	1020	5062	77	389789

PACIFIC VIEW ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003202	2014	5261	926	4871660
003202	1019	5267	97	510917
003202	2016	5292	22	116433
003202	2027	5427	126	683825
003202	2022	5442	40	217670
003202	2020	5541	19	105281
003202	2019	5594	36	201392

PARADISE HILLS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003201	1006	47	82	3813
003201	2018	184	66	12159
003201	2019	744	50	37201
003202	1002	760	70	53192
003202	1008	813	130	105699
003201	2020	920	53	48773
003201	2017	1040	87	90438
003201	2023	1115	69	76952
003201	1000	1141	102	116396
003202	1009	1152	115	132468
003202	1003	1237	94	116239
003202	1001	1389	49	68056
003201	1009	1475	102	150495
003202	1010	1479	62	91715
003201	1005	1480	114	168757
003202	1007	1527	42	64141
003201	1010	1529	230	351707
003201	2021	1535	102	156557
003201	2022	1538	107	164593
003201	1008	1574	7	11017
003202	1006	1620	101	163577
003201	1007	1644	55	90396
003201	1002	1660	53	87982
003201	2016	1776	118	209531
003201	3015	1788	39	69720
003202	1011	1802	115	207243
003201	1001	1829	178	325527
003201	1004	1867	63	117648
003202	1022	1913	92	176036
003202	1000	1962	105	206059
003202	1014	2145	45	96503
003202	2003	2194	75	164571
012003	1005	2195	100	219541
003202	1012	2201	133	292734
003202	2002	2204	60	132247
003202	1004	2232	123	274540
003201	1003	2306	46	106076
003202	1005	2433	64	155741
003202	1013	2475	104	257376
003202	2004	2482	72	178694
003201	2015	2688	46	123668
003202	1017	2761	89	245718
003202	1021	2865	110	315145
003202	2001	2921	48	140190
003201	3013	2958	104	307665

PARADISE HILLS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003211	1005	2958	143	423059
003202	1018	3002	71	213169
003201	2014	3067	219	671576
003202	2006	3092	79	244277
003211	1004	3182	74	235491
003201	3014	3313	215	712388
003202	2000	3560	84	299014
003211	1003	3597	11	39563

PENN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003212	2009	1269	94	119321
003212	1000	1434	59	84624
003212	2010	2093	34	71150
003208	5013	2169	7	15180
003212	2008	2177	50	108853
003212	2007	2302	70	161153
003212	2011	2493	90	224359
003208	5006	2503	39	97623
003212	2000	2605	207	539303
003208	5012	2965	253	750204
003212	2004	3003	32	96105
003208	5004	3238	581	1881493
003212	2003	3330	130	432917
003212	2001	3381	182	615268
003212	2006	3668	49	179738
003212	2005	3971	77	305756
003208	5002	3992	226	902100
003208	5003	4020	109	438133
003211	1011	4223	137	578600
003208	5001	4339	378	1640251
003208	4004	4612	101	465781
003211	1009	4770	263	1254456
003208	5000	5081	457	2321808
003208	4000	5216	452	2357707
003208	4005	5551	85	471861
003208	4001	5615	86	482854
003208	4003	5675	55	312117
003208	4002	5809	138	801701
003208	3003	6648	114	757866
003208	3000	7062	261	1843126
003208	2001	7417	53	393075
003208	1000	7533	1544	11630793
003208	3001	7612	608	4627943
003208	3002	7620	258	1965923
003208	2002	7862	574	4512895
003208	2000	8252	113	932521
003208	2003	8312	127	1055645

PERRY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003201	3000	700	185	129547
003201	3006	1100	497	546583
003201	2009	1211	5	6057
003201	3008	1283	67	85978
003201	3005	1370	157	215150
003201	3009	1513	163	246689
003201	3011	1712	92	157533
003201	2010	1796	187	335934
003201	2011	1891	273	516257
003201	3001	1979	196	387819
003201	3012	2219	146	323965
003201	2000	2263	105	237665
003201	3002	2954	384	1134259
003201	2012	3313	46	152389
003201	2013	3408	38	129515
003201	2024	3560	77	274105
003211	1000	4109	80	328707
003201	2006	4262	7	29834
003211	1001	4304	65	279780
003211	1002	4461	88	392529
003211	2002	4765	117	557464
003211	2001	4899	35	171460
003211	1010	5251	31	162769
003211	2000	5367	948	5088174

ZAMORANO ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003209	3000	453	187	84650
003209	3001	453	200	90535
003209	3002	506	59	29878
003209	2002	1248	49	61148
003209	2003	1419	253	358920
003209	3003	1476	404	596307
003209	3004	1630	302	492398
003209	2000	1645	259	426009
003209	2004	1657	34	56322
003209	2001	1762	60	105706
003209	2007	2179	53	115464
003209	2006	2249	308	692816
003209	2008	2404	78	187498
003209	2005	2527	144	363904
003213	2010	2643	49	129502
003213	2016	2648	47	124434
003209	2010	2787	368	1025743
003213	2011	2853	52	148373
003213	2015	3039	196	595649
003213	2012	3121	67	209106
003213	2014	3322	222	737384
003209	1004	3568	61	217641
003209	1003	3846	132	507718
003209	1005	3851	524	2017720
003213	2013	3903	145	565914
003213	2009	3922	82	321572
003213	2008	3928	85	333838
003213	2007	3986	33	131531
003213	2006	4067	201	817512
003209	1001	4088	1748	7144976
003213	2003	4172	150	625800
003213	2004	4203	143	601056
003213	1008	4231	189	799708
003209	1002	4410	60	264597
003213	2005	4744	102	483882
003213	1011	4949	106	524646
003213	1010	5283	111	586413
003213	1001	5321	187	994977
003209	1000	5637	102	574953
003213	1004	5669	281	1592992
003213	1005	5867	12	70405
003213	1009	5886	129	759334
003213	1002	6052	667	4037003
003214	1003	6188	23	142320
003213	1003	6306	173	1090989

ZAMORANO ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003214	3001	6616	71	469732
003213	2001	6627	525	3479026
003214	1004	6668	5	33338
003214	3002	7368	87	641041
003214	3000	7693	1136	8739616
003214	1002	8188	15	122819
003214	1001	9257	852	7887040

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003213	2005	1092	102	111385
003213	2009	1312	82	107556
003209	1000	1407	102	143464
003213	2010	1587	49	77781
003213	2004	1633	143	233486
003213	2011	1804	52	93802
003213	2012	2086	67	139784
003213	2000	2118	94	199048
003213	2008	2165	85	184020
003213	2007	2223	33	73366
003213	2016	2276	47	106982
003213	2006	2305	201	463238
003213	2001	2396	525	1258128
003115	2007	2466	107	263886
003115	2003	2467	83	204725
003115	2011	2535	79	200247
003115	4007	2588	278	719398
003213	2003	2591	150	388587
003213	2015	2668	196	522872
003115	2002	2693	134	360825
003115	2010	2698	46	124116
003213	2002	2724	67	182487
003115	2004	2758	53	146197
003209	1002	2772	60	166302
003213	2014	2950	222	654953
003213	2013	3021	145	437995
003209	2007	3052	53	161746
003115	2008	3091	49	151468
003209	2006	3123	308	961774
003209	2008	3277	78	255611
003209	2000	3303	259	855469
003213	1000	3400	78	265177
003209	2005	3400	144	489651
003209	2001	3420	60	205195
003115	2009	3460	74	256029
003209	1004	3515	61	214433
003115	2005	3533	131	462828
003209	1003	3615	132	477184
003213	1001	3632	187	679216
003115	2006	3644	78	284222
003115	2001	3674	84	308602
003115	2000	3674	217	797237
003115	3002	3675	632	2322313
003115	4010	3729	120	447445
003209	2002	3793	49	185856

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003213	1008	3860	189	729529
003115	3003	4090	76	310863
003115	4008	4124	125	515483
003115	4003	4131	52	214829
003115	4004	4211	199	837904
003209	1005	4312	524	2259324
003209	1001	4549	1748	7950936
003213	1011	4578	106	485287
003209	2003	4664	253	1180113
003209	3000	4683	187	875712
003209	3001	4683	200	936591
003209	3002	4737	59	279464
003109	1004	4783	162	774865
003214	1002	4886	15	73287
003209	2004	4902	34	166680
003213	1010	4912	111	545197
003115	4009	5255	157	825090
003213	1004	5298	281	1488653
003208	3001	5379	608	3270168
003208	3003	5436	114	619736
003115	4006	5481	97	531664
003115	1005	5493	103	565751
003208	2003	5493	127	697622
003213	1005	5496	12	65949
003213	1009	5515	129	711434
003208	1000	5530	1544	8537838
003115	4000	5582	141	787082
003214	3001	5592	71	396997
003208	3000	5603	261	1462329
003208	3002	5637	258	1454275
003208	2001	5645	53	299183
003115	1004	5655	66	373197
003213	1002	5681	667	3789337
003209	3003	5706	404	2305340
003209	3004	5721	302	1727597
003115	4001	5803	116	673169
003214	1003	5817	23	133780
003208	2000	5840	113	659897
003115	1003	5865	65	381221
003208	4000	5925	452	2678045
003213	1003	5935	173	1026752
003208	2002	5979	574	3432104
003214	3000	5995	1136	6810140
003209	2010	5999	368	2207682
003208	4005	6077	85	516552

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003208	4002	6094	138	840940
003115	1001	6126	110	673847
003115	1000	6151	68	418280
003115	4005	6162	280	1725449
003115	3001	6209	491	3048615
003208	4003	6211	55	341578
003214	1004	6296	5	31482
003214	1001	6317	852	5381863
003208	4001	6385	86	549090
003214	1000	6435	203	1306282
003107	2008	6610	144	951909
003114	1003	6621	193	1277832
003107	2007	6677	66	440664
003109	1002	6682	424	2833056
003107	2006	6783	196	1329557
003115	4002	6907	419	2894135
003107	2012	6953	72	500581
003214	3002	6997	87	608737
003208	4004	6998	101	706750
003107	2002	7145	116	828796
003115	1002	7150	1485	10617084
003107	2005	7154	161	1151739
003201	2000	7159	105	751683
003107	3009	7249	74	536442
003107	2004	7313	121	884875
003201	2024	7326	77	564081
003107	3013	7351	38	279343
003109	2005	7397	176	1301858
003109	2006	7476	106	792501
003201	2006	7529	7	52705
003107	3012	7579	151	1144447
003105	2010	7588	107	811919
003109	1000	7591	285	2163487
003109	1003	7619	83	632352
003208	5000	7637	457	3489889
003107	2003	7643	169	1291697
003107	2001	7656	109	834548
003109	2004	7730	173	1337225
003107	2000	7789	793	6176835
003103	1011	7813	138	1078185
003208	5004	7817	581	4541848
003105	2009	7851	118	926425
003103	1010	7856	128	1005510
003115	3000	7884	239	1884197
003109	2003	7975	81	645952

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003214	2005	7993	5	39966
003109	1001	8008	134	1073069
003114	2005	8026	108	866807
003114	2008	8029	89	714613
003208	5003	8036	109	875934
003201	2010	8041	187	1503641
003208	5002	8064	226	1822479
003107	3014	8065	21	169375
003103	1012	8078	128	1034030
003114	1002	8100	229	1854858
003107	3010	8136	215	1749297
003103	1009	8310	61	506908
003214	1012	8318	32	266171
003107	1030	8321	138	1148338
003103	1013	8328	140	1165865
003107	2011	8386	7	58705
003107	3011	8390	14	117458
003214	2006	8405	352	2958582
003208	5001	8452	378	3195040
003107	1031	8522	28	238624
003214	1011	8548	604	5162734
003208	5006	8552	39	333547
003103	1006	8558	63	539131
003214	1013	8563	48	411022
003103	1008	8578	130	1115108
003105	2008	8614	55	473745
003114	1004	8676	209	1813240
003201	3008	8744	67	585823
003107	3003	8746	81	708410
003107	2010	8748	18	157465
003114	2006	8807	334	2941639
003211	1000	8811	80	704861
003208	5012	8820	253	2231348
003105	2007	8846	456	4033684
003114	1000	8859	233	2064058
003208	5013	8887	7	62210
003201	2009	8938	5	44690
003107	3004	8956	26	232856
003107	2009	9013	180	1622299
003114	1005	9028	146	1318030
003201	2012	9053	46	416431
003103	1005	9069	99	897825
003107	1032	9098	13	118272
003103	1004	9115	975	8886839
003109	2001	9145	93	850505

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003114	2003	9151	115	1052324
003201	2013	9187	38	349110
003107	1029	9206	85	782486
003212	2000	9222	207	1908970
003105	1011	9228	137	1264202
003103	1007	9252	92	851208
003114	2007	9268	88	815612
003211	1001	9328	65	606315
003211	1003	9335	11	102688
003113	1000	9452	312	2948950
003211	2002	9467	117	1107590
003114	1001	9468	41	388171
003211	1002	9484	88	834607
003109	3004	9489	209	1983210
003103	3008	9542	17	162207
003105	2006	9577	106	1015166
003211	2001	9601	35	336027
003211	1011	9613	137	1316971
003211	1009	9619	263	2529819
003114	2004	9662	44	425107
003109	2002	9727	362	3521180
003114	2000	9749	63	614205
003212	1000	9787	59	577422
003105	2003	9825	103	1012017
003114	1006	9888	78	771238
003107	1024	9943	34	338061
003211	1010	9953	31	308529
003211	2000	10069	948	9545601
003105	2004	10072	164	1651787
003201	3000	10123	185	1872686
003212	2009	10156	94	954645
003105	1013	10165	46	467610
003103	2022	10190	211	2150048
003201	2014	10206	219	2235048
003211	1007	10217	152	1552974
003211	1004	10249	74	758406
003109	3003	10265	237	2432883
003105	2005	10321	147	1517180
003114	1007	10342	184	1902951
003107	1022	10407	204	2123097
003112	1021	10428	7	72996
003109	3005	10432	9	93890
003112	1020	10442	46	480355
003212	2010	10445	34	355136
003201	3006	10503	497	5220165

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003107	1023	10527	118	1242206
003212	2008	10530	50	526479
003109	3002	10533	209	2201449
003114	2001	10549	107	1128742
003211	1005	10557	143	1509644
003201	2015	10560	46	485775
003112	1019	10560	30	316813
003103	2023	10561	85	897646
003211	1008	10570	182	1923685
003103	3007	10590	563	5962142
003202	1000	10612	105	1114286
003212	2007	10670	70	746922
003103	2014	10689	33	352748
003114	2002	10702	1080	11557821
003211	1006	10709	140	1499296
003105	1010	10722	206	2208745
003103	2021	10769	75	807649
003112	1013	10771	39	420075
003201	3005	10774	157	1691513
003201	2016	10799	118	1274285
003113	1001	10827	74	801188
003212	2004	10827	32	346467
003212	2011	10845	90	976086
003105	1009	10861	52	564777
003103	1001	10861	65	705996
003202	2000	10868	84	912893
003201	3015	10899	39	425044
003202	1004	10909	123	1341764
003201	3009	10917	163	1779474
003113	1002	10944	51	558141
003103	2011	10972	77	844855
003103	2020	11002	90	990212
003105	2002	11091	150	1663654
003201	3011	11116	92	1022663
003202	1005	11125	64	712028
003212	2002	11139	292	3252648
003212	2003	11154	130	1450013
003212	2001	11204	182	2039204
003103	1000	11212	209	2343270
003211	1012	11266	66	743552
003201	3014	11278	215	2424667
003201	2011	11295	273	3083437
003105	2001	11321	135	1528305
003212	2006	11337	49	555500
003201	3001	11401	196	2234603

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003202	2001	11461	48	550108
003103	2010	11520	74	852469
003105	2000	11527	142	1636796
003202	2002	11530	60	691790
003201	2017	11535	87	1003562
003212	1004	11552	162	1871365
003105	1006	11569	61	705691
003103	2013	11612	85	987031
003201	3012	11623	146	1696889
003212	1001	11625	443	5150041
003105	1007	11695	85	994109
003211	1020	11703	81	947918
003112	1012	11707	144	1685765
003212	2014	11708	107	1252750
003212	2005	11716	77	902135
003211	1013	11717	88	1031115
003201	3013	11752	104	1222168
003202	1001	11754	49	575960
003107	1013	11770	60	706177
003105	1001	11781	38	447689
003211	1015	11793	50	589662
003202	2012	11794	59	695853
003202	2011	11795	41	483581
003107	1012	11801	122	1439780
003103	2006	11827	134	1584879
003103	2007	11848	182	2156274
003103	2012	11882	190	2257640
003202	1003	11907	94	1119221
003202	1022	11926	92	1097232
003202	1006	11939	101	1205871
003105	1008	11948	377	4504466
003211	1019	11966	67	801726
003211	1014	12013	90	1081126
003202	1002	12017	70	841208
003105	1004	12039	85	1023317
003201	2018	12040	66	794610
003103	2015	12050	130	1566460
003212	2023	12074	147	1774945
003202	2003	12091	75	906848
003105	1002	12187	147	1791459
003202	1007	12207	42	512685
014102	1030	12220	81	989831
003103	2008	12223	93	1136722
003105	1005	12228	147	1797566
003105	1003	12228	145	1773121

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003211	1016	12234	69	844160
003201	1006	12270	82	1006163
003105	1012	12280	185	2271869
014102	1027	12285	82	1007398
003103	2018	12298	5	61490
003103	2017	12301	45	553523
003103	2016	12321	457	5630614
003212	2012	12325	106	1306457
003103	1002	12347	43	530940
003212	2013	12360	101	1248311
003201	3002	12376	384	4752449
003202	1008	12425	130	1615286
003201	1000	12444	102	1269256
003103	1003	12448	70	871377
003202	2004	12496	72	899689
003103	3006	12637	325	4107176
003105	1000	12678	773	9799944
003103	3000	12706	63	800508
014102	1028	12709	59	749813
014102	1019	12720	242	3078124
003211	1018	12756	78	994944
003103	2009	12759	93	1186618
003201	2019	12809	50	640458
003202	1014	12844	45	577969
003211	1017	12844	110	1412875
003107	1011	12848	130	1670193
003201	1008	12876	7	90135
003107	1010	12884	105	1352864
003103	2005	12886	94	1211324
003202	1021	12899	110	1418931
003201	2023	12924	69	891786
014102	1018	12943	113	1462513
003201	1007	12946	55	712036
003103	3001	12957	71	919952
003202	1009	12961	115	1490524
003201	1002	12963	53	687017
003202	2009	13000	59	766978
003212	1002	13064	573	7485844
003202	2006	13127	79	1036996
003212	2016	13131	80	1050448
003201	2020	13144	53	696633
003202	2005	13161	91	1197695
003212	2022	13173	85	1119696
003202	1013	13180	104	1370681
003202	1010	13288	62	823885

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003202	2010	13367	52	695089
003103	3005	13484	31	417992
003202	2008	13487	154	2077022
003202	2007	13497	93	1255262
003202	1017	13578	89	1208481
003202	2013	13596	123	1672316
003103	3002	13603	204	2775088
003202	1011	13611	115	1565298
003202	1019	13642	97	1323287
003201	1009	13699	102	1397320
003201	1005	13704	114	1562267
003201	1010	13753	230	3163174
003201	2021	13759	102	1403381
003201	2022	13762	107	1472537
003212	2021	13872	57	790683
003201	1001	13928	178	2479157
003212	2017	13959	137	1912365
003202	1020	13967	77	1075482
003103	3004	13971	61	852221
003202	1018	14006	71	994444
003202	1012	14010	133	1863355
014102	1026	14020	14	196282
003202	2024	14021	54	757117
003103	2001	14090	22	309983
003201	1004	14091	63	887746
003212	2015	14186	30	425574
014102	1025	14186	13	184419
003103	3003	14218	116	1649297
003202	2015	14222	49	696870
003212	2020	14247	205	2920602
014102	2007	14258	140	1996189
003202	2025	14293	81	1157719
003201	1003	14317	46	658586
003212	2018	14344	320	4589925
003212	1010	14378	21	301935
014102	1023	14407	65	936482
012003	1005	14419	100	1441918
014102	2008	14420	207	2984837
014102	2002	14448	142	2051621
014102	2005	14530	84	1220555
003202	2026	14647	71	1039921
014102	1017	14692	223	3276237
014102	2004	14805	292	4322992
003212	2019	14813	113	1673835
003202	2021	14956	72	1076845

BELL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
014102	1016	14959	80	1196682
003107	1002	14981	72	1078608
003202	2023	15022	38	570818
014102	2006	15101	49	739968
003107	1001	15104	95	1434834
003202	2016	15290	22	336371
003202	2027	15424	126	1943470
003202	2020	15538	19	295227
003202	2017	15684	39	611691
003202	2014	15910	926	14732946
003202	2022	16091	40	643643
003202	2019	17023	36	612829

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003103	2020	1394	90	125465
003103	2014	1549	33	51113
003103	2021	1628	75	122115
003114	2004	2076	44	91344
003103	3008	2465	17	41898
003103	2013	2472	85	210092
003114	2001	2587	107	276757
003103	2022	2604	211	549501
003103	2006	2687	134	360058
003103	2007	2707	182	492711
003114	2000	2738	63	172520
003103	2012	2773	190	526871
003103	2015	2909	130	378201
003103	2023	2975	85	252877
003114	2007	3057	88	268973
003114	2006	3066	334	1024138
003103	2011	3087	77	237685
003103	2008	3120	93	290196
003103	2016	3180	457	1453426
003114	1001	3301	41	135322
003103	1008	3428	130	445694
003112	1021	3445	7	24118
003103	2010	3578	74	264749
003112	1013	3665	39	142953
003103	2005	3746	94	352121
003112	1020	3860	46	177552
003114	1000	3909	233	910910
003112	1019	3978	30	119333
003114	2008	4093	89	364247
003114	2005	4096	108	442372
003103	2009	4240	93	394334
003103	1009	4326	61	263862
003103	3005	4343	31	134638
003103	3007	4355	563	2452066
003113	1002	4376	51	223169
003113	1001	4493	74	332478
003103	1006	4573	63	288117
003112	1012	4601	144	662545
003103	3006	4752	325	1544443
003103	3004	4830	61	294653
014102	1026	4880	14	68316
003114	1002	4910	229	1124287
003103	2001	4950	22	108893
003115	3000	5035	239	1203446
014102	1025	5046	13	65593

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003103	3003	5078	116	589004
003103	1004	5130	975	5002096
003103	2018	5192	5	25962
003103	2017	5195	45	233767
003114	1005	5259	146	767789
014102	1023	5267	65	342352
003113	1000	5276	312	1646169
003114	2003	5382	115	618914
003103	1010	5450	128	697601
003114	1004	5486	209	1146475
003103	1011	5493	138	757982
003103	1012	5661	128	724568
003115	4002	5754	419	2410996
003109	1000	5815	285	1657237
003109	1001	5862	134	785559
003103	1013	5944	140	832117
003115	4005	6030	280	1688327
003103	3002	6033	204	1230674
003103	1003	6039	70	422697
003115	4006	6128	97	594395
003103	3000	6297	63	396696
003103	1002	6305	43	271094
003114	1003	6431	193	1241101
003105	2010	6443	107	689417
003103	1000	6495	209	1357377
003103	3001	6501	71	461541
003114	1006	6562	78	511818
003105	2009	6578	118	776232
003103	1001	6604	65	429267
003115	4001	6654	116	771876
003109	1002	6724	424	2851109
003115	1000	6768	68	460212
003109	1004	6852	162	1109973
003115	1003	6862	65	445999
003114	2002	6959	1080	7515793
003109	2003	7008	81	567661
014102	1030	7035	81	569868
003115	1001	7060	110	776588
003114	1007	7114	184	1308978
003115	4000	7290	141	1027879
003115	3001	7324	491	3596274
003109	1003	7366	83	611386
003115	4009	7416	157	1164250
014102	1018	7417	113	838165
003115	4004	7473	199	1487220

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003105	2008	7544	55	414938
003115	1004	7669	66	506181
003103	1005	7678	99	760111
003115	1005	7693	103	792383
014102	1027	7703	82	631633
003109	2001	7728	93	718672
003115	4003	7731	52	402015
014102	1019	7754	242	1876559
003105	2007	7777	456	3546120
003107	2007	7823	66	516349
003105	1011	7837	137	1073627
003107	2006	7841	196	1536874
003107	2005	7846	161	1263256
003103	1007	7861	92	723230
003107	2004	8024	121	970858
003107	1030	8066	138	1113139
003107	2008	8082	144	1163856
003105	1013	8125	46	373730
003109	2004	8136	173	1407487
014102	1017	8169	223	1821726
003115	1002	8296	1485	12319986
003109	2002	8309	362	3008022
003115	2001	8332	84	699916
003115	4008	8396	125	1049465
014102	1016	8436	80	674884
014102	1028	8448	59	498450
003109	2005	8480	176	1492434
003115	4010	8499	120	1019912
003105	2006	8508	106	901828
003208	1000	8532	1544	13173651
003109	2006	8559	106	907279
003115	3003	8583	76	652288
003115	4007	8713	278	2422227
003115	2000	8754	217	1899539
003105	2003	8756	103	901887
003107	2003	8790	169	1485495
003107	2001	8803	109	959542
003105	1009	8820	52	458651
003115	2009	8847	74	654647
003115	2006	8852	78	690487
003115	2008	8956	49	438844
003115	2010	8986	46	413350
003105	2004	9003	164	1476435
003213	1000	9020	78	703597
003107	1031	9052	28	253462

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003214	1002	9101	15	136510
003209	1001	9112	1748	15928402
003109	3002	9116	209	1905178
003109	3003	9132	237	2164215
003105	1012	9139	185	1690805
003115	2007	9218	107	986306
003201	2006	9225	7	64577
003105	2005	9252	147	1360005
003115	2011	9296	79	734350
003115	2002	9313	134	1248001
003107	1022	9338	204	1904976
003109	3005	9350	9	84152
003115	2004	9371	53	496662
003208	2003	9392	127	1192825
003107	1023	9458	118	1116039
003107	3004	9486	26	246634
003214	1000	9507	203	1929859
003105	1006	9528	61	581198
003208	2001	9544	53	505842
003109	3004	9558	209	1997616
003107	1032	9628	13	125161
003115	2005	9639	131	1262686
003105	1010	9645	206	1986938
003105	1007	9655	85	820635
003115	2003	9663	83	802016
003107	1029	9736	85	827529
003208	2000	9739	113	1100511
003115	3002	9780	632	6181169
003208	2002	9879	574	5670265
003105	1008	9907	377	3735057
003105	2002	10022	150	1503271
003107	2012	10024	72	721752
003209	1005	10107	524	5296265
014102	2008	10159	207	2102937
003201	2000	10161	105	1066943
003105	1005	10187	147	1497558
003105	1003	10188	145	1477195
014102	2002	10188	142	1446646
003107	2010	10191	18	183435
003107	3003	10193	81	825637
003213	2000	10198	94	958630
003214	3000	10210	1136	11598245
003107	2002	10217	116	1185126
003209	1000	10246	102	1045128
003105	2001	10252	135	1383961

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
014102	2005	10270	84	862682
003107	3009	10321	74	763756
003201	2024	10328	77	795271
003107	3013	10423	38	396072
003105	2000	10458	142	1484967
003107	1024	10473	34	356078
003214	1001	10532	852	8972941
014102	2004	10544	292	3078958
003107	2011	10552	7	73867
003105	1004	10564	85	897967
003107	3012	10651	151	1608290
003107	1013	10700	60	642024
003105	1001	10712	38	407058
003107	1012	10732	122	1309335
003213	2002	10749	67	720175
003213	2001	10785	525	5662360
003209	1004	10793	61	658403
003107	3011	10825	14	151556
003107	2009	10840	180	1951117
003107	2000	10861	793	8612781
003105	1000	10909	773	8432726
003209	2003	10924	253	2763666
014102	2006	11029	49	540418
014102	2007	11036	140	1544975
003201	2010	11043	187	2065103
003214	2005	11065	5	55325
003209	1003	11072	132	1461499
003208	3001	11093	608	6744405
003105	1002	11118	147	1634284
003107	3014	11137	21	233883
003208	3003	11150	114	1271156
003209	2004	11161	34	379489
003107	3010	11208	215	2409736
003208	3000	11317	261	2953737
003213	1001	11348	187	2122099
003208	3002	11351	258	2928540
003214	1012	11390	32	364469
003214	2006	11477	352	4039859
003209	3003	11534	404	4659593
003213	2005	11539	102	1176963
003214	1011	11619	604	7018107
003214	1013	11635	48	558469
003209	1002	11636	60	698134
003208	4000	11639	452	5260865
003214	3001	11667	71	828355

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003201	3008	11746	67	786989
003213	2009	11759	82	964197
003107	1011	11778	130	1531194
003208	4005	11791	85	1002260
003208	4002	11808	138	1629500
003211	1000	11813	80	945059
003107	1010	11815	105	1240597
003209	3002	11825	59	697696
003208	4003	11925	55	655859
003201	2009	11940	5	59702
003201	2012	12055	46	554544
003213	2004	12080	143	1727385
003208	4001	12099	86	1040512
003213	1005	12172	12	146066
003201	2013	12190	38	463204
003209	2002	12209	49	598221
003213	2013	12282	145	1780931
003211	1001	12330	65	801475
003211	1003	12338	11	135715
003214	1003	12342	23	283870
003209	3000	12398	187	2318391
003209	3001	12398	200	2479562
003201	3011	12430	92	1143518
003211	2002	12469	117	1458878
003214	1004	12474	5	62371
003211	1002	12487	88	1098824
003213	2003	12504	150	1875539
003213	2010	12576	49	616234
003211	2001	12603	35	441113
003209	2000	12606	259	3264825
003209	3004	12607	302	3807337
003214	3002	12635	87	1099248
003201	3001	12665	196	2482356
003208	4004	12712	101	1283885
003209	2001	12722	60	763347
003213	2007	12724	33	419885
003213	2008	12782	85	1086475
003213	2011	12793	52	665221
003209	2010	12845	368	4726955
003201	3005	12897	157	2024842
003211	1010	12955	31	401605
003213	2006	12972	201	2607331
003201	3012	12987	146	1896082
003201	3013	13016	104	1353628
003211	2000	13072	948	12391942

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003213	2012	13075	67	876035
003201	3000	13125	185	2428142
003212	2000	13134	207	2718670
003209	2007	13139	53	696380
003213	1009	13191	129	1701589
003201	2014	13208	219	2892589
003209	2006	13210	308	4068705
003213	1003	13215	173	2286237
003211	1007	13219	152	2009349
003211	1004	13251	74	980588
003213	2016	13265	47	623457
003211	1009	13281	263	3492960
003201	3014	13332	215	2866351
003208	5000	13351	457	6101281
003209	2008	13364	78	1042431
003209	2005	13488	144	1942242
003201	3006	13506	497	6712393
003211	1011	13525	137	1852860
003208	5004	13531	581	7861801
003213	2014	13552	222	3008586
003211	1005	13559	143	1938997
003201	2015	13563	46	623889
003211	1008	13572	182	2470134
003202	1000	13615	105	1429545
003201	3002	13640	384	5237842
003213	2015	13657	196	2676682
003213	1010	13689	111	1519436
003211	1006	13712	140	1919642
003208	5003	13750	109	1498782
003208	5002	13778	226	3113889
003201	3009	13795	163	2248619
003201	2016	13801	118	1628576
003213	1008	13808	189	2609699
003213	1002	13821	667	9218302
003213	1011	13869	106	1470148
003202	2000	13870	84	1165100
003201	3015	13901	39	542140
003202	1004	13911	123	1711068
003201	1003	13936	46	641047
003213	1004	13992	281	3931675
003201	1004	14104	63	888539
003202	1005	14128	64	904186
003208	5001	14167	378	5355009
003208	5006	14267	39	556401
003211	1012	14268	66	941715

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003201	2011	14297	273	3903111
012003	1005	14361	100	1436071
003201	1001	14409	178	2564734
003107	1002	14419	72	1038152
003201	1005	14435	114	1645612
003202	2001	14463	48	694227
003212	2009	14470	94	1360146
003201	1010	14498	230	3334639
003202	2002	14532	60	871938
003208	5012	14534	253	3677041
003201	2017	14538	87	1264777
003107	1001	14542	95	1381455
003212	2007	14582	70	1020734
003208	5013	14601	7	102210
003212	2008	14604	50	730200
003211	1013	14720	88	1295332
003212	2004	14739	32	471638
003202	1001	14757	49	723081
003211	1015	14796	50	739786
003202	2012	14797	59	872999
003202	2011	14797	41	606682
003201	1009	14871	102	1516796
003202	1003	14909	94	1401453
003202	1022	14929	92	1373459
003202	1006	14942	101	1509121
003212	1000	15004	59	885240
003211	1014	15015	90	1351348
003202	1002	15020	70	1051381
003201	1002	15034	53	796795
003201	2018	15042	66	992773
003212	2002	15051	292	4394835
003211	1020	15060	81	1219851
003212	2014	15065	107	1611969
003212	2003	15066	130	1958521
003202	2003	15094	75	1132033
003212	2001	15116	182	2751115
003212	2010	15120	34	514081
003202	1007	15209	42	638789
003211	1016	15237	69	1051330
003212	2006	15248	49	747168
003212	2011	15249	90	1372413
003201	1006	15273	82	1252365
003211	1019	15323	67	1026658
003201	2019	15359	50	767972
003201	1000	15384	102	1569130

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003202	1008	15428	130	2005607
003202	2004	15498	72	1115867
003201	2020	15536	53	823390
003212	2005	15628	77	1203328
003212	2013	15717	101	1587387
003211	1018	15759	78	1229190
003201	1008	15816	7	110715
003201	2023	15845	69	1093329
003202	1014	15846	45	713080
003211	1017	15847	110	1743147
003202	1009	15882	115	1826429
003201	1007	15886	55	873733
003202	1021	15902	110	1749203
003202	2009	16002	59	944124
003202	2006	16129	79	1274191
003201	2021	16150	102	1647329
003201	2022	16154	107	1728442
003202	2005	16164	91	1470920
003202	1013	16182	104	1682938
003202	1010	16209	62	1004981
003202	2010	16370	52	851217
003212	2012	16437	106	1742317
003202	1011	16449	115	1891647
003212	2016	16488	80	1319024
003202	2008	16490	154	2539402
003202	2007	16500	93	1534491
003202	1017	16581	89	1475701
003202	2013	16599	123	2041620
003202	1019	16645	97	1614527
003212	2022	16717	85	1420963
003212	1004	16757	162	2714625
003212	1001	16831	443	7455992
003202	1012	16848	133	2240784
003212	2023	16849	147	2476754
003202	1020	16970	77	1306672
003202	1018	17009	71	1207620
003202	2024	17023	54	919251
003202	2015	17224	49	843991
003202	2025	17295	81	1400919
003212	2017	17316	137	2372301
003212	2015	17412	30	522375
003202	2026	17649	71	1253096
003212	2018	17910	320	5731051
003202	2021	17959	72	1293023
003202	2023	18024	38	684912

MORSE HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003212	1002	18270	573	10468486
003202	2016	18292	22	402426
003212	2019	18379	113	2076796
003202	2027	18427	126	2321781
003212	2021	18429	57	1050471
003202	2020	18541	19	352274
003202	2017	18687	39	728787
003202	2014	18913	926	17513233
003202	2022	19094	40	763742
003212	1010	19191	21	403020
003212	2020	19250	205	3946218
003202	2019	21150	36	761403

KEILLER K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
AUDUBON	3208	120	384912
FULTON	5160	16	82564
ENCANTO	7655	51	390404
BETHUNE	10545		
BOONE	10955	14	153365
FREESE	11035	36	397248
NYE	12358	1	12358
VALENCIA PARK	12630	4	50519
JOHNSON	12922	5	64608
ZAMORANO	13981	5	69904
HORTON	14521	5	72604
PERRY	16599		
PORTER	17616	2	35232
PENN	17941	1	17941
PARADISE HILLS	19417		
ROLANDO PARK	19957		
OAK PARK	19969	1	19969
WEBSTER	20125		
CHOLLAS/MEAD	20501	1	20501
BAKER	21509		
PACIFIC VIEW	21803	2	43607
CARVER	23180		
CHAVEZ	24136		
EMERSON/BANDINI	24267		
CLAY	24654	1	24654
HAMILTON	26559	3	79678
MARSHALL ELEMENTARY	26778		
RODRIGUEZ	27022		
ROWAN	27148		
BALBOA	27352		
ROSA PARKS	28768		
CLAY-HARDY	29209		
KIMBROUGH	29222	1	29222
FAY	29969		
IBARRA	30493		
JOYNER	31071		
LOGAN	31156	1	31156
GOLDEN HILL	31415		
BURBANK	31718		
EUCLID	31959		
CENTRAL	33715		
SHERMAN	33851		
CHEROKEE POINT	34872		
HEARST	34899		
HARDY	35415		
PERKINS	35924		

Note: Charter school route distances originate from public school boundaries

KEILLER K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
EDISON	37221		
MCKINLEY	37243		
BENCHLEY/WEINBERGER	37716		
NORMAL HEIGHTS	38519	1	38519
FRANKLIN	38873		
JEFFERSON	40070		
GARFIELD	40870		
WASHINGTON	41277		
GAGE	42289		
ADAMS	42461		
BIRNEY	42869		
GREEN	43222		
MARVIN	43699		
FOSTER	44189		
DAILARD	44761		
JUAREZ-FOSTER	46497		
FLORENCE	47982		
JUAREZ	51600		
JONES	52632		
GRANT	54188		
CUBBERLEY	55726		
DEWEY	56531		
ANGIER	58731		
HANCOCK	60045		
CARSON-FLETCHER	61145		
MILLER	61545		
CHESTERTON	62011		
LINDA VISTA	63129		
ROSS	63275		
CARSON	63472		
LOMA PORTAL	63552		
FLETCHER	63901		
WEGEFORTH	64102		
CABRILLO	65224		
SILVER GATE	67877		
VISTA GRANDE	67990		
LINDBERGH/SCHWEITZER	68180		
LAFAYETTE	68673		
TIERRASANTA	68863		
BAY PARK	69389		
OCEAN BEACH	70341		
SEQUOIA	71702		
KUMEYAAY	72806		
SUNSET VIEW	73402		
HOLMES	73783		
CROWN POINT	76062		

Note: Charter school route distances originate from public school boundaries

KEILLER K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
HAWTHORNE	76614		
TOLER	79765		
FIELD	80594		
WHITMAN	81620		
PACIFIC BEACH ELEMENTAR	82318		
SESSIONS	82709		
CADMAN	84097		
CURIE	84973		
SPRECKELS	89123		
ALCOTT	90483		
BIRD ROCK	92569		
WALKER	93704		
DOYLE	94772		
MASON	97222		
MIRAMAR RANCH	98020		
LA JOLLA ELEMENTARY	100222		
HAGE	101548		
JONAS SALK	101590		
JERABEK	102438		
TORREY PINES	104063		
ERICSON	105266		
SANDBURG	108948		
DINGEMAN	109632		
HICKMAN	110407		
E. B. SCRIPPS	111286		

Note: Charter school route distances originate from public school boundaries

KEILLER 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
BELL	12308	136	1673829
MILLENNIAL TECH	14262	82	1169443
KNOX	18612	11	204737
MANN	24848	5	124242
CLARK	27069	1	27069
MEMORIAL PREP	29697		
LEWIS	38490	1	38490
WILSON-LEWIS	38873		
WILSON	39323	1	39323
ROOSEVELT	41235	2	82470
PERSHING	42352		
LEWIS-TAFT	46497		
DANA/CORREIA-ROOSEVEL	54188		
TAFT	56999		
MONTGOMERY	60863		
CORREIA	63208		
FARB-DEPORTOLA	66318		
INNOVATION	71573		
PACIFIC BEACH MIDDLE	78411		
MARSTON	79320		
WANGENHEIM	97350		
STANDLEY	97361		
MUIRLANDS	98083		
MARSHALL MIDDLE	102778		
CHALLENGER	108022		

Note: Charter school route distances originate from public school boundaries

CABRILLO ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007100	3016	528	33	17433
007100	1001	683	52	35534
007100	1000	712	44	31349
007100	3013	874	52	45449
007100	3010	1070	43	46005
021400	3033	1079	26	28062
007100	3015	1092	60	65511
007100	1010	1140	63	71838
007100	3014	1176	25	29397
007100	1002	1240	55	68178
007100	3003	1271	110	139783
021400	3027	1289	31	39956
021400	3026	1290	41	52871
007100	3012	1291	105	135510
021400	3034	1409	44	62011
007100	1005	1410	27	38083
021400	3029	1412	27	38120
007100	3009	1429	62	88570
021400	3036	1430	7	10011
007100	1003	1504	26	39092
021400	3017	1554	26	40409
007100	1009	1567	91	142559
021400	3025	1643	22	36140
007100	2015	1649	23	37932
021400	3030	1678	31	52024
021400	3018	1679	44	73867
021400	3028	1680	55	92373
007100	2013	1692	19	32156
007100	2016	1782	22	39204
007100	2021	1808	70	126559
007100	2017	1854	16	29661
007100	1006	1871	30	56129
021400	3015	1907	21	40053
007100	2020	1916	28	53643
007100	2022	1939	18	34897
021400	3031	1947	31	60368
007100	1007	1990	24	47767
021400	3008	2091	25	52279
007100	2029	2095	13	27231
021400	3007	2095	18	37710
007100	2023	2129	32	68124
021400	3021	2214	28	62002
021400	3019	2217	86	190644
021400	3020	2218	65	144174
007100	2014	2229	25	55733

CABRILLO ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007100	1008	2273	167	379656
007100	3002	2293	82	188027
007100	2012	2315	47	108828
007100	2009	2364	26	61460
007100	2007	2365	28	66212
021400	3014	2372	59	139922
021400	3022	2489	29	72179
021400	3012	2635	70	184434
021400	3009	2636	45	118627
007100	2034	2673	30	80189
007100	2010	2684	18	48319
007100	2008	2686	37	99394
021400	3005	2757	29	79957
021400	3010	2762	52	143598
021400	3002	2900	68	197189
007100	2031	2951	16	47212
007100	2032	2951	14	41310
007100	2030	2960	61	180562
021400	3004	3024	31	93756
021400	3003	3030	64	193925
021400	3011	3031	44	133366
021400	3001	3169	3	9508
021400	2034	3173	104	330000
007100	2035	3207	44	141101
021400	2028	3291	29	95449
021400	2027	3298	66	217691
007100	2006	3439	133	457361
021400	2032	3439	35	120364
021400	2033	3439	80	275119
021400	2025	3444	41	141190
021400	2026	3571	81	289264
021400	2024	3716	28	104056
021400	2020	3835	28	107394
021400	2019	3841	47	180523
007100	1016	3884	46	178684
007100	2011	3925	55	215882
007100	1015	3958	12	47500
021400	2023	3982	42	167239
021400	2017	4106	28	114982
021400	2016	4107	32	131436
021400	2018	4110	68	279482
007100	1011	4187	50	209335
021400	2030	4221	89	375642
007100	1014	4309	57	245604
007100	1018	4323	74	319917

CABRILLO ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
021400	2031	4326	103	445604
021400	2029	4340	80	347217
007100	2056	4416	19	83905
007100	2033	4645	196	910499
007100	1019	4664	79	368430
007100	1025	4673	100	467327
007100	1017	4890	99	484126
007100	2037	4952	33	163400
007100	1013	4994	14	69922
007100	1027	5002	51	255094
007100	1028	5014	61	305884
007100	1024	5027	121	608286
007100	1004	5039	209	1053104
007100	1012	5172	26	134465
007100	1023	5303	30	159101
007100	1020	5343	19	101524
007100	2038	5462	54	294974
007100	2049	5523	39	215382
007100	1021	5671	20	113428
007100	1029	5724	1	5724
007100	1022	5731	12	68772
007100	3004	6099	490	2988400
009901	1010	6236	3	18707
007100	2036	6383	223	1423308
021400	1053	6425	181	1162945
007100	2048	7094	67	475284
007100	2050	7121	10	71207
007100	2052	7147	44	314475
007100	2053	7780	69	536796
006200	1020	16177	60	970603
009902	1013	19925	2	39850

DEWEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006600	1003	910	177	161119
006600	1008	926	192	177816
006600	1001	1096	114	124909
006600	1007	1345	77	103538
006600	1012	1631	144	234838
006600	1004	1647	56	92205
006600	1013	1666	241	401466
006600	1009	1712	126	215677
006600	1010	1755	123	215911
006802	1000	1792	7	12544
006600	1000	1806	289	521868
006802	1002	1914	520	995195
006600	1006	2052	94	192846
006600	1014	2207	177	390565
006500	1020	2220	164	364042
006600	1015	2286	110	251504
006500	1038	2342	115	269295
006500	1027	3835	9	34511
006500	1014	4006	19	76108
006500	1036	4012	2	8023
006500	1048	4027	5	20135
006500	1033	4122	32	131896
006802	1003	4572	491	2244943
006500	1015	4585	4	18338
006500	1045	4866	14	68125
006500	1018	7020	22	154434
006500	1017	7362	600	4416925
021400	1048	8284	141	1168055
021400	1051	8285	83	687656
021400	1094	8396	40	335843
021400	1050	8553	123	1052066
021400	1097	8739	162	1415713
021400	1102	8865	37	328004
021400	1101	8998	19	170955
021400	1047	9243	852	7875433

LOMA PORTAL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	3038	82	41	3380
006900	3037	104	26	2693
006900	3022	267	28	7481
006900	3036	474	31	14692
006900	3021	540	23	12416
006900	3030	542	23	12460
006900	3023	664	32	21244
006900	3035	747	35	26140
006900	3042	844	22	18571
006900	3044	921	41	37774
006900	3029	1014	30	30414
006900	3034	1116	28	31238
006900	3012	1185	21	24881
006900	3013	1198	31	37138
006900	3028	1286	19	24426
006900	3047	1286	33	42438
006900	3046	1288	28	36052
006900	3043	1295	35	45311
006900	3039	1448	30	43435
006900	3020	1474	73	107616
006900	3049	1484	15	22261
006900	3050	1488	31	46118
006900	3040	1492	28	41774
006900	3041	1494	22	32872
006900	1018	1511	66	99715
006900	2000	1546	90	139161
006900	3008	1650	56	92379
006900	3027	1656	27	44701
006900	3033	1658	26	43098
006900	3009	1661	42	69752
006900	2004	1665	155	258090
006900	3011	1705	7	11933
006900	3048	1721	25	43017
006900	2005	1721	31	53349
006900	3010	1739	55	95646
006900	3032	1757	21	36896
006900	2017	1817	25	45417
021400	1027	1820	25	45499
006900	3014	1823	25	45586
006900	3026	1918	20	38363
006900	1035	1996	23	45900
021400	1023	2044	5	10218
006900	1019	2066	43	88830
006900	2016	2086	23	47970
006900	1034	2100	8	16796

LOMA PORTAL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	3019	2186	26	56841
006900	1007	2201	52	114437
006900	1033	2204	51	112380
006900	2015	2262	20	45242
006900	3025	2294	15	34417
006900	3031	2298	30	68928
021400	1009	2301	21	48318
006900	2013	2306	38	87633
006900	2019	2359	26	61346
006900	1026	2388	10	23885
006900	1008	2400	11	26402
006900	1027	2415	21	50706
006900	1023	2432	48	116728
006900	3006	2454	27	66253
006900	2003	2495	176	439053
006900	3007	2511	33	82869
006900	2012	2526	87	219770
006900	2014	2527	23	58122
006900	1031	2560	14	35835
006900	3024	2561	26	66576
006900	2002	2574	42	108105
006900	3045	2596	105	272530
006900	2018	2628	33	86713
021400	1024	2629	24	63097
006900	1032	2636	21	55353
006900	2001	2660	59	156944
006900	3004	2692	17	45772
006900	1009	2719	6	16316
006900	3005	2722	18	49001
021400	1026	2737	15	41059
006900	1022	2788	88	245351
006900	3015	2824	28	79065
006900	1013	2857	41	117138
021400	1025	2894	26	75242
021400	1036	2894	29	83929
021400	1022	2898	16	46362
021400	1008	2902	163	473079
006900	1028	2924	15	43854
006900	1006	2927	4	11708
006900	1014	2929	61	178665
006900	1030	2932	15	43974
006900	1029	2963	19	56289
021400	1021	2985	295	880468
006900	3002	2994	21	62869
021400	1035	3151	46	144946

LOMA PORTAL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	1004	3156	18	56804
021400	1038	3175	28	88895
006900	3000	3215	18	57863
006900	3003	3222	9	28994
006900	3001	3266	30	97970
006900	1012	3283	18	59094
006900	1010	3294	22	72464
006900	3016	3369	24	80859
021400	1031	3389	64	216927
007002	1018	3478	11	38253
021400	1032	3492	10	34924
006900	2011	3517	91	320064
006900	2007	3522	9	31701
007002	1011	3531	8	28245
006900	1003	3557	196	697121
006900	2008	3572	130	464420
006900	1001	3592	24	86199
007400	5018	3629	65	235879
006900	3018	3638	34	123699
006900	3017	3638	32	116430
006900	1011	3700	8	29597
021400	1037	3711	23	85354
021400	1012	3732	52	194080
006900	1002	3759	20	75183
007400	5017	3789	28	106099
021400	1014	3807	6	22845
021400	1033	3831	25	95773
021400	1030	3872	37	143274
021400	1028	3897	124	483232
006802	1015	3910	22	86023
006900	1005	3914	27	105680
021400	1010	3974	12	47686
006802	1016	3987	20	79737
021400	1045	3987	101	402697
006900	1021	4007	160	641131
006900	1000	4124	613	2527878
021400	1034	4173	248	1034941
006802	1014	4209	32	134681
021400	1013	4240	15	63596
021400	1043	4296	33	141753
021400	1058	4337	9	39034
021400	1063	4402	70	308122
021400	1061	4403	17	74852
006802	1013	4514	60	270819
021400	1042	4565	26	118691

LOMA PORTAL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006802	1012	4612	51	235202
006900	1025	4649	44	204561
021400	1062	4666	19	88646
021400	1096	4731	9	42582
006900	1017	4736	39	184719
006802	1009	4775	97	463198
021400	1029	4799	86	412754
021400	1059	4802	166	797072
006802	1011	4829	77	371849
021400	1041	4841	26	125860
006802	1010	4979	48	238988
006802	2002	5000	35	175015
021400	1099	5023	34	170793
021400	1060	5028	10	50277
021400	1100	5079	22	111730
021400	1046	5112	63	322071
006900	1020	5164	46	237522
021400	1040	5214	73	380653
021400	1095	5274	28	147664
021400	1098	5306	32	169803
006900	1024	5343	220	1175522
006802	2003	5349	52	278145
021400	1049	5380	46	247474
006802	2001	5520	503	2776712
006900	1016	5564	163	906998
006802	2000	5644	1389	7840078
021400	1054	5654	71	401466
021400	1039	5758	70	403082
021400	1055	5918	28	165717
021400	1057	6099	7	42695
021400	1056	6297	92	579301
007400	2010	6464	3	19392
006802	3006	6745	178	1200570
006900	1015	7135	332	2368862
006802	3004	7165	820	5875020
006802	3003	7240	256	1853456
006802	3005	7249	126	913365
006802	1004	7251	94	681610
006802	1005	7321	43	314804
006802	3002	8449	56	473134
006802	3001	8623	48	413915

OCEAN BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007502	1007	506	8	4046
007502	1004	507	43	21811
007502	1006	507	64	32466
007502	1008	532	10	5318
007502	1012	533	57	30366
007502	1005	884	37	32713
007502	3010	884	89	78703
007502	1003	885	56	49541
007301	2008	910	78	71014
007502	1010	911	24	21860
007301	2015	913	51	46545
007502	1011	913	52	47463
007502	3006	1165	7	8156
007502	1020	1165	56	65265
007502	1019	1166	46	53628
007502	3005	1167	105	122499
007502	3008	1190	20	23803
007502	1022	1191	51	60718
007502	3007	1191	8	9529
007502	1023	1192	48	57215
007502	3011	1265	87	110081
007502	3012	1265	118	149318
007502	1001	1270	50	63504
007502	1002	1271	68	86445
007301	2010	1283	82	105228
007301	2009	1283	105	134751
007301	2014	1292	51	65915
007301	2013	1293	43	55582
007502	3003	1543	94	145053
007502	3004	1543	113	174377
007502	1015	1543	45	69445
007502	1014	1544	50	77185
007502	1021	1569	51	80020
007301	2016	1570	34	53368
007301	2007	1570	107	167972
007502	3009	1570	69	108334
007502	3013	1631	91	148432
007502	1000	1632	125	203952
007501	3014	1632	53	86490
007501	2005	1632	49	79967
007301	3006	1662	97	161202
007301	2011	1664	107	178052
007301	3018	1671	79	132033
007301	2012	1672	64	107034
007502	2004	1752	10	17521

OCEAN BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	3018	1823	36	65640
007400	3017	1824	31	56553
007502	2006	1827	50	91336
007502	2007	1828	64	116972
007400	3019	1848	40	73911
007400	3020	1849	33	61009
007502	2005	1851	13	24060
007501	3012	1907	64	122080
007501	3013	1908	51	97305
007501	2004	1908	41	78228
007501	2003	1909	49	93522
007502	3001	1922	123	236418
007502	3002	1922	121	232619
007502	1016	1924	60	115457
007502	1017	1925	32	61591
007301	2006	1939	75	145390
007301	2005	1939	97	188070
007301	2017	1947	54	105135
007301	2018	1947	63	122690
007301	3007	2053	138	283307
007301	3016	2053	52	106760
007301	3008	2053	96	197131
007301	3017	2055	28	57550
007501	2002	2170	49	106354
007501	2001	2171	47	102044
007501	3007	2173	70	152122
007501	3006	2174	63	136950
007400	3016	2202	41	90292
007400	3015	2202	44	96909
007502	2008	2203	123	270977
007502	2015	2207	90	198675
007400	3021	2224	36	80076
007302	1000	2224	29	64508
007502	1018	2290	61	139707
007501	2006	2290	43	98491
007501	3005	2291	123	281787
007502	3000	2291	88	201633
007301	2004	2318	119	275824
007301	3005	2319	154	357051
007301	3019	2332	49	114258
007301	2019	2332	46	107271
007301	4000	2422	75	181619
007301	3014	2422	74	179223
007301	3015	2430	54	131196
007301	4005	2431	52	126426

OCEAN BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007501	1012	2443	28	68406
007501	2000	2444	10	24442
007501	3009	2445	25	61119
007501	3008	2445	29	70902
007502	2009	2445	8	19561
007400	6013	2483	28	69521
007400	6012	2483	26	64557
007400	6014	2507	29	72714
007400	6015	2508	33	82749
007501	3004	2565	129	330938
007501	2007	2568	48	123272
007501	2008	2569	45	115588
007400	3013	2581	45	116167
007400	3014	2582	40	103276
007502	2012	2583	142	366835
007502	2013	2583	92	237679
007301	2002	2588	136	351958
007302	1002	2599	46	119550
007302	1001	2600	44	114381
007301	2001	2679	251	672469
007502	2010	2680	46	123276
007501	3011	2689	42	112939
007301	3004	2697	92	248098
007301	3009	2698	80	215838
007301	3021	2712	32	86775
007301	3020	2714	35	94991
007501	1010	2726	38	103594
007501	1011	2729	35	95505
007501	3010	2730	59	161080
007301	4006	2808	43	120760
007301	4007	2809	36	101109
007301	4002	2809	98	275290
007301	4001	2810	89	250061
007502	2001	2819	95	267844
007501	3003	2830	73	206626
007501	2010	2831	58	164177
007501	2009	2831	80	226467
007400	6011	2862	31	88732
007301	3001	2872	59	169476
007400	6016	2884	32	92286
007302	1009	2884	22	63450
007301	2003	2928	107	313262
007400	3011	2936	39	114499
007400	3012	2945	41	120747
007501	5004	2953	83	245062

OCEAN BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007502	2014	2953	88	259857
007501	1001	2959	26	76936
007302	1003	2981	29	86440
007301	3012	2981	57	169930
007400	6021	3046	12	36555
007302	1004	3076	38	116902
007301	3010	3082	101	311267
007301	4013	3090	47	145219
007301	3022	3090	36	111234
007501	3001	3102	28	86867
007501	3002	3103	29	89976
007501	2011	3104	111	344577
007501	1013	3104	50	155221
007301	1004	3107	72	223729
007502	2011	3115	37	115253
007501	1002	3122	14	43706
007501	4000	3131	322	1008079
007301	3002	3182	45	143191
007301	4009	3192	108	344691
007301	1010	3192	64	204290
007301	4008	3192	56	178761
007400	6009	3203	24	76883
007400	3009	3221	36	115963
007400	3010	3224	41	132180
007501	5005	3224	72	232139
007301	3003	3225	35	112873
007400	6010	3239	55	178157
007502	2003	3242	68	220468
007302	1008	3258	29	94494
007301	3000	3287	60	197224
007302	1005	3326	22	73173
007400	6023	3337	14	46715
007301	3013	3347	58	194154
007302	2000	3369	27	90958
007301	3011	3379	18	60819
007400	6022	3381	17	57472
007501	1015	3384	39	131989
007501	1014	3389	48	162669
007301	4012	3465	24	83159
007301	4011	3465	35	121286
007301	1005	3483	59	205496
007400	3008	3487	34	118570
007501	5006	3488	164	572110
007501	4011	3489	69	240751
007301	4003	3500	77	269534

OCEAN BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007501	3000	3509	75	263196
007301	1003	3538	37	130888
007400	6007	3539	35	123859
007501	5003	3546	64	226970
007301	1009	3566	73	260289
007400	6008	3567	32	114130
007501	1008	3587	44	157848
007301	1000	3601	14	50417
007502	2002	3610	74	267120
007501	1000	3657	280	1023961
007501	1009	3663	54	197818
007501	1003	3726	59	219858
007302	2001	3745	25	93630
007400	3005	3754	90	337823
007501	4010	3760	45	169211
007501	4007	3761	58	218138
007501	1004	3782	54	204253
007400	6024	3793	13	49313
007501	5002	3815	84	320490
007301	1011	3847	49	188524
007301	4010	3848	38	146215
007400	6005	3855	33	127209
007501	5000	3868	136	526000
007400	6025	3914	30	117431
007501	1005	3952	29	114619
007400	3004	3968	65	257910
007501	4009	3980	149	593070
007400	6006	3988	39	155522
007501	4008	4048	100	404815
007501	4003	4072	62	252434
007501	5001	4073	33	134394
007501	1006	4098	31	127048
007400	6004	4119	34	140030
007400	6003	4192	81	339539
007400	3003	4217	54	227723
007301	1012	4222	39	164671
007501	4001	4251	40	170049
007501	4005	4295	83	356444
007501	4004	4299	44	189151
007501	1007	4348	17	73911
007400	3006	4439	51	226382
007400	6026	4442	9	39981
007400	3000	4471	230	1028342
007400	6002	4649	11	51135
007400	6000	4699	58	272538

OCEAN BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	3001	4706	87	409393
007400	3002	4710	100	470977
007501	4002	4784	43	205716
007400	3007	4962	155	769085
007400	2002	5236	121	633498
007400	6001	5324	34	181008
007400	2001	5349	116	620442
007400	2003	5376	145	779559
007400	5002	5535	31	171592
007400	2000	5594	135	755222
007400	1003	5657	138	780698
007400	2004	5798	63	365280
007400	1002	5874	85	499274
007400	5005	5907	34	200852
007400	5006	5950	48	285595
007400	2005	6037	115	694310
006801	1011	6077	571	3469864
007400	5003	6091	90	548200
007400	5000	6094	11	67038
007400	2007	6113	74	452325
007400	5001	6280	26	163268
007400	2008	6326	121	765469
007400	1001	6327	310	1961240
007400	1004	6327	77	487159
007400	1005	6458	107	691019
007400	1000	6495	51	331270
006801	1012	6624	222	1470421
007400	1010	6653	6	39915
007400	2009	6691	117	782797
007400	2006	6704	56	375433
006801	1013	6723	481	3233823
007400	1009	6809	35	238314
007400	1006	6878	16	110043
007400	4008	6893	109	751303
007400	4005	6971	152	1059630
007400	4003	7906	30	237184
006801	1008	7961	19	151264
006801	1007	8087	32	258780
007400	4006	8161	36	293791
007400	4001	8276	33	273105
007400	4000	8350	488	4074812
007400	4002	8556	49	419220
007400	4007	8694	40	347761
007400	4004	8842	252	2228063
006801	1010	8974	26	233321

OCEAN BEACH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006801	1005	9206	159	1463820
006801	1006	9576	54	517106
006801	1004	9658	802	7746032
006801	1015	10611	91	965633
006801	1002	10763	46	495113

SILVER GATE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007302	3012	369	19	7016
007302	3013	449	34	15260
007302	2018	538	17	9147
007302	3011	627	30	18813
007302	2017	628	21	13193
007302	3015	637	62	39476
007302	3016	876	81	70920
007302	2020	916	17	15572
007302	2019	916	23	21071
007302	2015	1004	26	26105
007302	2016	1005	33	33175
007302	3009	1017	44	44736
007302	2026	1112	18	20017
007002	2007	1112	12	13344
007302	3008	1210	53	64122
007302	3007	1211	22	26647
007302	3010	1286	26	33438
007302	2006	1287	34	43768
007302	2021	1289	21	27077
007302	2022	1291	20	25812
007302	2013	1381	22	30376
007302	2014	1383	30	41493
007200	2053	1404	17	23860
007302	3014	1406	29	40786
007200	2054	1453	31	45033
007002	2006	1487	13	19326
007302	2025	1487	16	23791
007302	3006	1571	25	39276
007200	2022	1578	21	33135
007002	2009	1656	43	71193
007302	2008	1664	17	28293
007302	2007	1664	27	44940
007302	1018	1671	30	50116
007302	2023	1671	30	50143
007302	3002	1675	37	61968
007200	1001	1675	27	45227
007302	3001	1676	40	67032
007200	1002	1709	19	32463
007200	2024	1756	26	45653
007302	1017	1763	26	45832
007302	2012	1766	39	68855
007002	2008	1812	61	110515
007200	2023	1831	22	40274
007200	2052	1841	29	53375
007302	2024	1864	24	44745

SILVER GATE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007002	1024	1866	12	22387
007302	3003	1870	37	69198
007302	3004	1871	42	78571
007200	1000	1889	28	52896
007302	2005	1947	26	50618
007302	3000	1948	26	50640
007200	1003	1981	17	33685
007200	2051	2022	36	72791
007002	2010	2036	29	59050
007302	2009	2040	29	59149
007302	2010	2040	23	46923
007302	1019	2041	23	46948
007302	1020	2097	23	48235
007200	2026	2132	38	81017
007302	1013	2148	30	64437
007200	2056	2149	55	118168
007302	1014	2149	28	60167
007200	2025	2196	25	54910
007302	3005	2223	40	88912
007302	1024	2244	11	24683
007100	2002	2279	27	61546
007302	2004	2324	22	51136
007302	2003	2324	28	65083
007002	2005	2327	81	188514
007302	1016	2366	26	61526
007200	1006	2379	34	80897
007200	1005	2379	22	52345
007302	2011	2420	24	58069
007302	1022	2431	19	46190
007302	1021	2494	33	82310
007200	2055	2498	70	174892
007302	1011	2530	28	70830
007302	1012	2530	36	91082
007200	1004	2614	22	57507
007200	1007	2629	32	84132
007100	2001	2663	34	90545
007002	2004	2685	35	93959
007002	2012	2689	18	48406
007302	2002	2700	34	91808
007002	1021	2746	66	181223
007302	1015	2750	24	66002
007302	1006	2804	36	100938
007002	2011	2843	48	136474
007002	1023	2851	107	305102
007200	1010	2878	3	8634

SILVER GATE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	5021	2909	54	157097
007302	1010	2911	39	113521
007400	6017	2913	22	64096
007302	1023	2939	37	108741
007200	2048	2973	41	121898
007200	1009	2983	7	20883
007200	1013	2998	10	29983
007200	1008	3028	6	18165
007002	1028	3045	63	191806
007100	2000	3083	78	240478
007200	1011	3086	12	37029
007002	2013	3131	39	122127
007302	1007	3186	32	101961
007400	6018	3281	35	114833
007400	6019	3297	32	105512
007100	2005	3311	63	208576
007200	1014	3427	30	102821
007200	1012	3515	19	66782
007002	1032	3542	25	88562
007100	2003	3575	86	307466
007400	6020	3596	19	68331
007002	1029	3692	34	125530
007002	1030	3708	35	129781
007002	1015	3917	183	716739
007002	3002	3936	12	47235
007002	1005	4142	27	111825
007002	2003	4168	62	258389
007002	3001	4230	67	283385
007002	1022	4252	137	582582
007002	3000	4320	50	216024
007002	1031	4387	65	285157
021400	2009	4461	27	120454
007002	2016	4608	28	129033
007002	1003	4614	33	152268
007002	1004	4641	31	143871
007002	1027	4650	35	162746
007002	1025	4710	87	409771
021400	2008	4772	25	119306
007002	3006	4815	27	130007
021400	2002	4882	15	73234
021400	2011	4914	25	122839
021400	2012	4918	49	241003
007002	1016	4952	39	193133
007002	3003	4957	180	892206
007002	1001	5000	40	199999

SILVER GATE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007002	1002	5041	43	216745
007002	3008	5084	21	106762
021400	2007	5095	27	137576
007002	3012	5108	50	255398
007002	2015	5118	25	127940
007002	1012	5169	53	273966
007002	3004	5195	37	192225
021400	2001	5219	16	83503
007002	1026	5234	31	162247
021400	2010	5244	25	131091
021400	2014	5244	48	251723
007002	1010	5262	31	163109
007002	1006	5289	8	42315
007002	1009	5296	36	190644
007002	3005	5301	22	116623
007002	1013	5314	39	207227
007002	2002	5341	36	192259
007002	1008	5356	23	123178
021400	2003	5428	22	119412
007002	1007	5432	7	38025
007400	5007	5440	48	261126
007002	3013	5459	39	212917
021400	2015	5460	24	131044
007002	2014	5475	48	262808
007002	3011	5488	13	71349
007002	1000	5522	42	231924
007002	2017	5531	24	132734
007002	1020	5540	25	138510
007002	1014	5540	49	271483
007002	1017	5561	46	255808
007400	5011	5629	114	641690
007400	5010	5631	120	675676
007002	3009	5671	14	79390
007400	5020	5684	46	261452
007002	1019	5692	44	250433
021400	2006	5791	21	121621
007400	5014	5816	79	459448
021400	2004	5829	35	204016
007400	5008	5833	117	682477
021400	2013	5863	107	627327
007002	3010	5913	40	236501
007400	5012	5971	17	101501
007400	5016	6053	13	78684
007400	5019	6056	15	90835
007400	5009	6063	364	2206829

SILVER GATE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007002	3007	6096	14	85343
007400	5013	6138	3	18414
007002	2001	6602	244	1610928

SUNSET VIEW ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2069	200	38	7598
007200	2068	728	41	29865
007200	2077	939	11	10325
007200	1017	1081	27	29183
007200	2057	1095	66	72274
007200	2078	1166	25	29162
007200	2094	1173	36	42246
007200	1018	1193	68	81156
007200	2076	1202	6	7210
007200	1021	1220	5	6100
007200	2075	1245	8	9962
007200	1015	1262	26	32819
007200	1016	1282	22	28204
007200	1025	1379	47	64826
007200	2074	1462	13	19006
007200	2085	1480	25	37001
007200	2084	1493	35	52246
007200	2049	1550	50	77517
007200	2040	1621	41	66475
007200	1019	1623	71	115267
007200	2082	1651	29	47887
007200	2083	1695	37	62719
007200	2073	1750	51	89270
007200	1023	1900	68	129223
007200	2079	1923	14	26922
007200	2087	1941	30	58232
007200	2058	1941	78	151423
007200	2039	1962	29	56901
007200	2071	1966	69	135638
007200	2086	1994	21	41871
007200	2061	2021	49	99037
007200	1020	2026	24	48628
007200	2060	2099	39	81842
007200	1022	2110	120	253211
007200	2059	2146	13	27899
007200	2095	2159	21	45344
007200	1024	2174	60	130451
007200	2050	2188	2	4375
007200	2080	2192	8	17538
007200	2089	2269	24	54463
007200	2041	2271	29	65858
007200	2065	2277	18	40978
007200	2088	2277	19	43260
007200	2043	2298	11	25275
007200	2062	2331	1096	2555260

SUNSET VIEW ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2081	2440	26	63427
007200	2036	2486	24	59653
007200	2037	2506	32	80177
007200	2090	2540	23	58417
007200	2091	2548	21	53504
007100	2004	2551	35	89268
007200	2047	2572	77	198035
007200	2042	2632	12	31588
007200	2046	2653	20	53068
007200	2045	2681	23	61667
007200	2038	2708	26	70405
007200	2044	2738	9	24641
007200	2064	2772	15	41576
007200	2093	2812	13	36560
007200	2035	2834	29	82177
007200	2070	2963	12	35557
007200	2092	3041	19	57774
007200	2066	3054	16	48862
007100	2019	3063	33	101071
007200	2034	3147	15	47208
007200	2033	3147	25	78682
007200	2032	3149	17	53532
007100	2026	3174	40	126948
007100	2027	3189	20	63790
007200	1027	3228	75	242082
007100	2024	3257	118	384331
007100	2018	3283	22	72221
007200	2016	3307	34	112446
007100	2047	3354	33	110688
007200	2031	3369	21	70752
007200	2030	3370	21	70771
007200	2017	3393	11	37322
007200	1029	3440	32	110079
007200	1030	3484	80	278743
007200	2067	3542	16	56680
007200	2002	3639	45	163742
007200	2029	3673	21	77133
007100	2045	3674	31	113908
007200	2028	3675	24	88191
007100	2046	3679	32	117743
007200	2015	3723	20	74456
007200	1032	3735	33	123253
007200	2014	3745	19	71149
007100	2044	3958	39	154360
007100	2043	3971	15	59564

SUNSET VIEW ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2027	3978	27	107415
007200	2018	3979	22	87541
007200	2013	4090	25	102261
007200	2012	4170	29	120934
007200	2008	4251	37	157277
007200	2019	4281	25	107019
007200	2020	4281	18	77057
007100	2041	4306	15	64593
007100	2040	4307	27	116295
007200	2021	4417	25	110429
007200	1033	4513	40	180508
007200	2011	4517	31	140033
007200	2010	4541	28	127142
007100	2039	4656	20	93130
007200	2003	4681	38	177874
007200	1035	4719	57	268968
007200	2006	4772	27	128853
007200	2007	4777	18	85986
007200	2009	4877	36	175589
007200	2005	5085	24	122042
007301	1021	5086	48	244120
007301	1014	5407	41	221685
007301	1022	5408	40	216314
007301	1019	5559	3	16678
007301	1020	5618	112	629191
007301	1017	5747	15	86198
007301	1013	5790	38	220004
007301	1018	5810	2	11620
007301	1015	6005	56	336271
007301	1016	6006	54	324306
007301	1002	6156	3	18468
007301	1007	6294	71	446864
007301	1008	6387	45	287412
007301	1006	6425	36	231308
007200	1034	6859	712	4883299

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	2006	142	56	7949
007400	2005	525	115	60346
007400	2010	583	3	1750
007400	2009	622	117	72829
007400	2007	705	74	52198
007400	2004	764	63	48140
007400	1009	851	35	29771
007400	1006	935	16	14967
007400	1004	1029	77	79204
007400	2008	1029	121	124530
007400	2002	1327	121	160531
007400	1005	1355	107	144990
007400	2003	1387	145	201186
007400	2001	1469	116	170361
007400	1001	1487	310	460842
007400	4003	1498	30	44948
007400	1010	1530	6	9182
007400	1003	1698	138	234343
007400	4006	1753	36	63107
007400	2000	1761	135	237753
007400	4001	1868	33	61646
007400	1002	1929	85	163980
007400	4000	1942	488	947773
007400	1000	1971	51	100499
007400	4002	2148	49	105235
006900	1020	2277	46	104733
007400	4007	2286	40	91446
007400	4004	2434	252	613280
007501	1006	2464	31	76381
006802	3006	2628	178	467696
007400	5006	2693	48	129249
006802	3004	2887	820	2367620
007501	1000	2905	280	813463
006801	1011	2928	571	1671867
007400	5003	2931	90	263751
007400	5000	2934	11	32272
006801	1012	2975	222	660451
007501	1005	2993	29	86807
006900	1021	3040	160	486446
006801	1008	3047	19	57891
007400	5007	3083	48	147996
006802	3005	3109	126	391713
007400	5001	3119	26	81093
007400	5012	3128	17	53179
006801	1007	3172	32	101520

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	5005	3234	34	109972
006801	1013	3356	481	1614465
007501	1007	3389	17	57608
007501	1002	3440	14	48165
007400	5011	3460	114	394454
007400	5010	3462	120	415428
007400	5002	3505	31	108668
007400	3000	3512	230	807764
007501	1003	3568	59	210531
007501	1004	3624	54	195717
007400	5013	3673	3	11018
007400	6002	3717	11	40891
006802	3003	3771	256	965402
007400	5018	3777	65	245512
007501	1001	3782	26	98339
007501	1008	3823	44	168222
007400	6001	3867	34	131485
007400	5008	3886	117	454680
007501	1009	3899	54	210549
007400	6026	3912	9	35204
007400	5017	3937	28	110249
007400	4008	3946	109	430162
007400	5014	4022	79	317708
007002	1000	4022	42	168936
007400	3002	4025	100	402504
007400	3001	4029	87	350535
006801	1010	4060	26	105547
007501	1011	4071	35	142496
007501	1010	4074	38	154807
007501	1015	4076	39	158981
007400	3007	4079	155	632214
007501	1014	4081	48	195891
006900	2007	4148	9	37330
007400	6003	4189	81	339340
007400	6000	4206	58	243958
007400	3004	4218	65	274143
007400	5019	4261	15	63922
007400	6004	4263	34	144931
007400	4005	4273	152	649526
007002	1001	4276	40	171031
007400	5020	4278	46	196801
007400	5009	4282	364	1558788
006801	1005	4292	159	682435
007002	1002	4316	43	185605
007501	2000	4356	10	43561

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007501	1012	4357	28	122000
007501	2011	4365	111	484562
007501	1013	4366	50	218278
007400	6006	4368	39	170352
007501	3011	4446	42	186722
007400	3006	4471	51	228017
007400	6025	4486	30	134577
007400	3003	4487	54	242282
007501	3010	4487	59	264728
007400	6005	4501	33	148531
007002	1006	4521	8	36171
006802	3002	4550	56	254801
007400	3005	4566	90	410907
007002	1003	4591	33	151513
007501	4000	4617	322	1486796
007002	1004	4618	31	143162
007501	2001	4630	47	217633
007501	2002	4631	49	226926
007501	2010	4637	58	268934
007501	2009	4637	80	370959
006801	1006	4662	54	251730
006900	2003	4697	176	826720
006802	3001	4721	48	226618
006801	1004	4744	802	3804707
007400	6024	4745	13	61682
006802	2002	4758	35	166545
007501	3009	4772	25	119297
007501	3008	4772	29	138390
007400	6008	4787	32	153194
007400	6007	4815	35	168527
006900	2001	4816	59	284145
007002	1007	4869	7	34084
007002	1005	4877	27	131682
007400	3008	4891	34	166300
007501	2003	4895	49	239836
007501	2004	4895	41	200705
007501	2007	4902	48	235293
006900	2002	4902	42	205891
007501	2008	4902	45	220608
007002	1008	4926	23	113304
007501	3007	5045	70	353160
007501	3006	5046	63	317883
007400	5016	5072	13	65936
007501	3000	5075	75	380588
006900	1022	5084	88	447409

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
021400	1031	5087	64	325549
006802	2003	5107	52	265561
007400	3010	5154	41	211312
007400	3009	5157	36	185639
006900	1017	5160	39	201225
007400	6010	5170	55	284347
007501	2005	5174	49	253518
007502	1000	5174	125	646776
007002	1018	5175	11	56923
007502	1018	5180	61	315973
007501	2006	5180	43	222744
007400	6009	5206	24	124937
006900	2011	5214	91	474513
007002	1011	5228	8	41823
007400	6022	5232	17	88938
006900	2008	5270	130	685060
007400	6023	5276	14	73858
006802	2001	5278	503	2654989
021400	1032	5285	10	52850
007501	3012	5308	64	339729
007501	3013	5309	51	270744
007501	3001	5310	28	148671
007501	3002	5310	29	153986
007002	1009	5322	36	191607
006900	1016	5322	163	867553
007002	1010	5357	31	166052
006802	2000	5402	1389	7503949
007400	3012	5409	41	221762
007400	3011	5418	39	211302
007002	1015	5430	183	993752
007400	6011	5538	31	171676
007502	1002	5540	68	376690
007502	1001	5541	50	277036
006900	2013	5542	38	210592
007502	1016	5544	60	332612
007502	1017	5544	32	177406
021400	1030	5570	37	206072
007501	3003	5581	73	407410
007502	3013	5585	91	508245
007501	3014	5586	53	296051
006900	1019	5594	43	240526
006900	1002	5614	20	112283
021400	1033	5617	25	140433
007002	1013	5622	39	219268
007302	1023	5665	37	209590

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	2012	5672	87	493474
007002	1016	5688	39	221816
007400	5021	5694	54	307494
006801	1015	5697	91	518425
006500	1018	5724	22	125931
007400	6020	5735	19	108968
021400	2001	5756	16	92099
007002	1012	5767	53	305630
007002	1017	5779	46	265831
007400	6021	5782	12	69388
007400	3014	5784	40	231356
007400	3013	5784	45	260294
006900	1011	5784	8	46275
007002	1014	5799	49	284175
007501	3004	5845	129	753964
006801	1002	5849	46	269052
007501	4005	5860	83	486358
021400	2004	5891	35	206168
006900	1001	5892	24	141417
007502	1003	5920	56	331539
007502	1015	5923	45	266548
007002	1019	5923	44	260629
007502	1014	5924	50	296189
007400	6012	5929	26	154159
007400	6013	5929	28	166019
007502	3011	5947	87	517398
007502	3012	5947	118	701771
006900	2015	5955	20	119101
007501	4010	5970	45	268664
007501	4007	5971	58	346321
006900	1000	6001	613	3678888
007501	4009	6004	149	894559
006900	2014	6038	23	138884
021400	1035	6053	46	278443
007302	1021	6055	33	199810
006500	1017	6066	600	3639581
007501	4008	6072	100	607157
007002	1020	6075	25	151866
006900	1012	6089	18	109607
021400	2002	6093	15	91393
006900	2000	6113	90	550191
007302	1022	6118	19	116242
007501	3005	6119	123	752641
007502	3000	6119	88	538504
007400	3015	6167	44	271327

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	3016	6167	41	252836
007002	1026	6192	31	191961
007501	5006	6242	164	1023680
007501	4011	6243	69	430741
007400	6018	6248	35	218667
006900	1010	6253	22	137559
007400	6019	6264	32	200446
006900	1005	6267	27	169209
021400	2003	6298	22	138549
007502	1020	6299	56	352752
007502	1004	6299	43	270873
007502	1019	6300	46	289778
007400	6015	6312	33	208289
007400	6014	6312	29	183047
021400	1034	6317	248	1566535
006900	2016	6323	23	145428
007002	1027	6325	35	221384
007502	1005	6334	37	234352
007502	3010	6334	89	563728
007302	1024	6344	11	69782
007501	4002	6349	43	273021
007302	1010	6353	39	247782
007400	6017	6356	22	139832
006900	3023	6383	32	204271
006900	1004	6391	18	115033
006900	2019	6404	26	166505
007302	1020	6426	23	147802
006900	1014	6443	61	393044
006900	2004	6446	155	999113
007501	4001	6463	40	258531
006900	1003	6468	196	1267686
007502	3001	6479	123	796914
007502	3002	6479	121	784001
007302	1019	6482	23	149090
006900	3048	6501	25	162536
006900	2005	6502	31	201554
007501	5005	6504	72	468261
007501	4004	6511	44	286482
021400	2009	6514	27	175876
007002	1021	6523	66	430534
021400	2006	6528	21	137096
007002	1025	6532	87	568261
007400	3017	6544	31	202873
007400	3018	6545	36	235630
006900	1028	6560	15	98406

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	2018	6580	33	217153
006900	2017	6598	25	164942
006900	1018	6601	66	435638
006900	1006	6620	4	26478
006900	1013	6627	41	271705
006900	1029	6639	19	126135
021400	2007	6644	27	179390
021400	1036	6656	29	193017
021400	1025	6656	26	173054
006900	1030	6670	15	100045
007302	1011	6680	28	187035
007302	1012	6680	36	240487
007502	1022	6681	51	340729
007502	1023	6682	48	320755
007502	1012	6682	57	380896
007302	1009	6691	22	147194
007400	6016	6691	32	214105
007502	1007	6710	8	53682
007502	1006	6712	64	429556
007002	1024	6722	12	80666
007302	2024	6723	24	161360
006900	3039	6772	30	203168
007501	5004	6780	83	562711
007502	2014	6780	88	596641
006900	3022	6780	28	189845
021400	2008	6813	25	170327
007501	4003	6827	62	423275
006900	1009	6827	6	40963
021400	2012	6841	49	335219
021400	2011	6846	25	171152
007502	3003	6870	94	645737
007502	3004	6870	113	776263
021400	1029	6879	86	591617
006900	1015	6893	332	2288520
006900	3013	6912	31	214275
007302	2023	6919	30	207565
007302	1018	6920	30	207592
007400	3020	6925	33	228531
006900	3012	6925	21	145432
007400	3019	6926	40	277047
021400	1038	6934	28	194148
006900	1023	6941	48	333191
021400	1024	6948	24	166758
006900	1027	6958	21	146112
021400	1027	6961	25	174025

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007002	1031	6963	65	452589
006900	3038	6965	41	285562
006900	1026	6984	10	69838
006802	1004	7009	94	658862
021400	1022	7022	16	112355
007302	1013	7036	30	211066
007302	1014	7036	28	197021
006900	3021	7048	23	162105
007502	1021	7059	51	360031
007301	2016	7060	34	240041
007502	1011	7063	52	367297
007301	2015	7064	51	360239
007302	1008	7067	29	204953
007302	1007	7068	32	226175
006802	1005	7079	43	304398
007502	1008	7094	10	70940
007501	5002	7097	84	596135
007302	2025	7101	16	113613
007002	2006	7101	13	92314
006900	3046	7135	28	199791
006900	3047	7137	33	235520
007502	2012	7140	142	1013911
007502	2013	7140	92	656911
006900	1008	7146	11	78609
021400	1026	7149	15	107231
007501	5000	7149	136	972283
007002	1028	7150	63	450453
006900	3037	7151	26	185924
021400	2014	7168	48	344052
021400	2010	7168	25	179209
006802	1003	7178	491	3524333
021400	1023	7189	5	35943
006900	1032	7217	21	151547
006900	3011	7228	7	50593
007502	3006	7246	7	50725
007502	3005	7248	105	761028
006900	1031	7293	14	102098
007302	1000	7303	29	211797
007400	3021	7303	36	262923
021400	1021	7304	295	2154759
007302	2022	7308	20	146165
007302	2021	7309	21	153498
007002	1023	7323	107	783591
006900	1007	7346	52	381982
007501	5003	7370	64	471648

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007302	1015	7398	24	177556
006900	1035	7410	23	170440
007002	1022	7415	137	1015788
007302	1017	7416	26	192827
007302	2012	7419	39	289347
006900	3030	7420	23	170653
007501	5001	7431	33	245210
007002	1032	7433	25	185817
007502	2002	7433	74	550029
007301	2017	7437	54	401616
007301	2018	7438	63	468586
007301	2013	7439	43	319874
007301	2014	7439	51	379393
007302	1006	7452	36	268269
007301	2008	7473	78	582868
007502	1010	7473	24	179354
007002	1030	7475	35	261623
007002	2007	7476	12	89708
007302	2026	7476	18	134562
007002	1029	7496	34	254869
007502	2008	7518	123	924748
006900	3036	7521	31	233160
007502	2015	7523	90	677044
021400	2013	7536	107	806405
007002	2005	7570	81	613206
006900	1033	7618	51	388534
007502	3008	7629	20	152581
007502	3007	7630	8	61040
021400	2015	7663	24	183922
007502	2011	7673	37	283897
007302	2019	7677	23	176578
007302	1001	7677	44	337804
007302	2020	7677	17	130517
007302	1002	7678	46	353190
006900	3020	7706	73	562557
006900	1034	7769	8	62154
007302	1016	7778	26	202230
006900	3035	7789	35	272614
007302	2013	7797	22	171539
007002	2008	7798	61	475655
007302	2014	7800	30	233989
007502	2003	7800	68	530409
006900	3010	7804	55	429212
007301	2012	7811	64	499934
007301	3018	7813	79	617194

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007301	3019	7823	49	383303
007301	2019	7823	46	359844
021400	1037	7828	23	180044
007302	2011	7831	24	187950
007301	2010	7845	82	643330
007301	2009	7846	105	823785
006900	3009	7882	42	331048
006900	3042	7891	22	173612
007502	2006	7897	50	394837
007502	2007	7898	64	505453
007502	2009	7940	8	63518
006900	3044	7969	41	326716
021400	1009	7982	21	167628
007502	2010	7984	46	367284
007301	2007	8009	107	856937
007502	3009	8009	69	552620
021400	1028	8014	124	993734
007302	2018	8050	17	136844
021400	1057	8050	7	56348
006900	3029	8052	30	241571
007502	2001	8124	95	771773
006900	3034	8158	28	228416
007302	2015	8171	26	212445
007302	2016	8172	33	269683
007502	2004	8180	10	81798
007002	2004	8200	35	286984
007301	3017	8201	28	229626
007301	3021	8202	32	262478
007301	3016	8203	52	426567
007301	3020	8205	35	287166
007302	2009	8208	29	238024
007302	2010	8208	23	188789
007301	3006	8224	97	797738
007301	2011	8226	107	880211
006900	3028	8264	19	157013
007502	2005	8278	13	107620
007302	1003	8298	29	240646
006900	3008	8310	56	465385
006900	3043	8342	35	291968
007301	2006	8377	75	628309
007301	2005	8378	97	812646
007002	2009	8391	43	360820
007302	1004	8394	38	318965
007002	2003	8424	62	522258
021400	1056	8438	92	776321

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	3014	8484	25	212107
007302	2000	8490	27	229218
006900	3049	8531	15	127971
007302	1005	8532	22	187711
006900	3040	8534	28	238952
006900	3050	8535	31	264586
006900	3041	8536	22	187798
006900	3007	8546	33	282027
007302	3011	8549	30	256465
007302	2017	8550	21	179550
007301	4005	8580	52	446151
007301	3015	8582	54	463403
007301	4013	8585	47	403496
007301	3022	8585	36	309063
007302	2008	8587	17	145976
007302	2007	8587	27	231848
007301	3007	8615	138	1188895
007301	3008	8616	96	827105
006900	3027	8634	27	233114
006900	3033	8636	26	224533
006900	3026	8734	20	174671
007301	2004	8757	119	1042056
006900	3004	8757	17	148868
007301	3005	8757	154	1348645
007002	2010	8772	29	254380
007002	2001	8781	244	2142484
006900	3032	8798	21	184765
006900	3045	8817	105	925781
021400	1055	8817	28	246888
006900	3019	8856	26	230254
007302	2002	8868	34	301524
007302	2001	8870	25	221745
007002	2012	8874	18	159723
007002	3000	8890	50	444504
007302	3012	8893	19	168960
021400	2016	8905	32	284948
021400	2017	8906	28	249355
007301	4007	8957	36	322459
007301	4006	8957	43	385168
007301	4012	8960	24	215046
007301	4011	8961	35	313620
007302	3010	8963	26	233049
007302	2006	8965	34	304798
007302	3013	8972	34	305055
006900	3006	8975	27	242318

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007301	4000	8984	75	673786
007301	3014	8984	74	664828
007301	2002	9018	136	1226463
021400	2018	9078	68	617293
007002	3002	9080	12	108956
021400	1054	9089	71	645334
007200	1003	9093	17	154587
006900	3005	9094	18	163699
007301	2001	9109	251	2286445
006900	3025	9110	15	136649
006900	3031	9113	30	273391
007301	3004	9136	92	840479
006500	1020	9136	164	1498370
007301	3009	9137	80	730952
007302	3015	9160	62	567925
021400	2020	9174	28	256877
007002	2016	9178	28	256982
006900	3024	9230	26	239988
007302	2004	9244	22	203375
007302	2003	9244	28	258841
006900	3003	9272	9	83450
006900	3000	9279	18	167024
006900	3002	9292	21	195135
007301	3001	9303	59	548857
007002	2013	9316	39	363313
007301	4008	9340	56	523030
007301	1010	9340	64	597757
007302	3009	9342	44	411065
007301	1011	9343	49	457792
007301	4010	9343	38	355035
021400	2019	9349	47	439383
021400	1039	9349	70	654455
006900	3015	9351	28	261820
021400	2024	9354	28	261910
021400	1049	9356	46	430385
007301	2003	9358	107	1001291
007301	4002	9371	98	918389
007301	4001	9372	89	834100
007002	3001	9373	67	627993
007100	2002	9391	27	253568
007302	3016	9399	81	761313
021400	1012	9414	52	489515
007301	3012	9420	57	536949
007002	2011	9439	48	453073
021400	2023	9466	42	397575

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
021400	1008	9468	163	1543227
021400	1014	9489	6	56934
007200	1001	9492	27	256290
006802	1002	9509	520	4944716
007301	3010	9521	101	961598
007200	1002	9526	19	180989
006900	3001	9564	30	286922
006802	1000	9564	7	66949
007301	3002	9612	45	432550
021400	2026	9620	81	779181
007302	2005	9624	26	250229
007302	3000	9625	26	250250
021400	2025	9626	41	394663
021400	1046	9628	63	606551
007301	3003	9655	35	337929
021400	1010	9655	12	115863
006900	3016	9668	24	232027
007301	1004	9670	72	696209
007002	2015	9687	25	242180
021400	2028	9712	29	281641
007301	1009	9714	73	709137
007301	1008	9715	45	437196
007301	1013	9716	38	369193
007301	3000	9717	60	583035
007301	1012	9718	39	378986
007302	3008	9721	53	515232
007302	3007	9723	22	213901
007200	1004	9726	22	213969
007301	4009	9754	108	1053411
007100	2001	9775	34	332350
007301	3013	9786	58	567611
007301	3011	9818	18	176720
021400	2031	9829	103	1012339
021400	2029	9842	80	787399
021400	2027	9891	66	652829
021400	2034	9897	104	1029237
021400	1040	9898	73	722521
021400	1041	9902	26	257448
007002	2002	9910	36	356765
021400	1013	9921	15	148818
007200	2053	9927	17	168758
007302	3014	9930	29	287964
006900	3018	9937	34	337853
006900	3017	9937	32	317987
007301	4003	9939	77	765331

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	1000	9961	28	278907
007002	3008	9961	21	209182
007200	2054	9976	31	309258
021400	1043	9977	33	329241
021400	3004	9979	31	309364
007002	3011	9986	13	129819
007302	3002	9997	37	369900
007302	3001	9998	40	399932
021400	2032	10007	35	350241
021400	2033	10007	80	800551
021400	1058	10019	9	90168
007301	1000	10040	14	140562
007002	2014	10045	48	482149
007301	1005	10045	59	592668
007200	1006	10058	34	341972
007200	1005	10058	22	221276
007002	3012	10073	50	503646
007302	3006	10083	25	252064
007200	2022	10089	21	211877
007301	1015	10094	56	565251
007301	1016	10095	54	545108
007301	1022	10097	40	403897
007301	1014	10098	41	414031
007301	1003	10100	37	373691
007002	2017	10100	24	242404
021400	1063	10121	70	708490
021400	1061	10123	17	172084
006802	1015	10140	22	223078
021400	3011	10160	44	447024
021400	3003	10161	64	650279
021400	3002	10166	68	691272
007100	2000	10168	78	793105
021400	1042	10174	26	264525
007002	3006	10177	27	274781
007200	1011	10198	12	122372
006802	1016	10217	20	204347
006500	1038	10220	115	1175286
021400	3005	10255	29	297405
007200	2055	10258	70	718083
007200	2024	10267	26	266953
007301	1017	10274	15	154110
021400	3001	10280	3	30839
007002	3003	10319	180	1857362
006500	1045	10321	14	144488
007200	2023	10342	22	227527

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007002	3010	10344	40	413765
007200	2052	10352	29	300209
007301	1006	10377	36	373562
007302	3003	10380	37	384059
007302	3004	10381	42	435981
021400	1062	10385	19	197318
007200	1007	10389	32	332447
007100	2005	10396	63	654928
007002	3013	10424	39	406550
021400	3010	10427	52	542183
021400	3009	10429	45	469300
021400	3012	10430	70	730118
006802	1014	10439	32	334034
021400	1096	10451	9	94058
007301	1019	10461	3	31384
007301	1020	10471	112	1172781
007301	1021	10481	48	503094
007200	2005	10482	24	251565
007301	1018	10488	2	20976
007301	1002	10505	3	31515
007301	1007	10508	71	746074
021400	1059	10521	166	1746517
021400	3022	10526	29	305246
007200	2051	10533	36	379206
007200	1010	10552	3	31657
021400	1045	10552	101	1065794
007002	3004	10557	37	390618
007200	1013	10582	10	105823
007200	1012	10627	19	201908
007200	2026	10644	38	404455
007200	1009	10658	7	74604
007002	3005	10663	22	234587
007200	2007	10667	18	192004
007200	2056	10672	55	586954
007200	2009	10674	36	384269
007100	2003	10687	86	919089
007200	2025	10708	25	267698
006500	1015	10717	4	42869
007302	3005	10733	40	429303
007200	2021	10736	25	268401
021400	1099	10743	34	365258
006802	1013	10744	60	644650
021400	1060	10747	10	107472
021400	1048	10765	141	1517886
021400	1051	10766	83	893585

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	1008	10778	6	64668
007200	2006	10779	27	291040
021400	1100	10798	22	237560
006802	1012	10842	51	552921
006900	1025	10879	44	478671
021400	3020	10967	65	712885
021400	3019	10969	86	943311
021400	3008	10971	25	274271
007200	2019	10976	25	274396
007200	2020	10976	18	197568
006802	1009	11005	97	1067487
006500	1027	11008	9	99070
021400	1098	11021	32	352657
007002	3009	11033	14	154458
021400	1050	11034	123	1357238
021400	1095	11040	28	309127
006802	1011	11059	77	851542
021400	3031	11071	31	343187
021400	3014	11083	59	653881
006600	1004	11100	56	621574
007200	1014	11102	30	333052
021400	1094	11139	40	445553
006500	1014	11147	19	211784
006500	1036	11152	2	22305
021400	3021	11158	28	312411
007200	1016	11164	22	245615
006600	1009	11165	126	1406756
006500	1048	11168	5	55840
007200	1015	11184	26	290785
007200	2008	11193	37	414146
006802	1010	11209	48	538017
007200	2027	11275	27	304425
007200	2018	11276	22	248068
006500	1033	11295	32	361440
007200	1020	11299	24	271165
021400	2030	11305	89	1006187
021400	3030	11336	31	351424
007200	2057	11338	66	748281
007200	1017	11352	27	306498
021400	3007	11356	18	204402
007200	2010	11396	28	319078
006600	1008	11399	192	2188608
007200	2011	11419	31	353996
021400	1097	11430	162	1851584
007200	2050	11430	2	22859

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2003	11435	38	434537
007200	2048	11485	41	470871
007200	1021	11494	5	57470
021400	3028	11507	55	632860
021400	3018	11507	44	506319
021400	3017	11513	26	299342
021400	1102	11556	37	427554
006900	1024	11573	220	2546075
006600	1003	11577	177	2049164
007200	2029	11584	21	243259
007200	2028	11585	24	278048
006600	1006	11586	94	1089044
021400	3029	11605	27	313345
007200	2047	11637	77	896019
007200	2012	11647	29	337762
007100	2012	11653	47	547691
021400	1101	11688	19	222076
007100	2019	11692	33	385840
007200	1019	11693	71	830206
007200	2046	11718	20	234362
007200	2013	11727	25	293166
006600	1001	11763	114	1340938
021400	3034	11774	44	518043
021400	3027	11781	31	365218
007002	3007	11792	14	165088
006600	1007	11821	77	910209
007200	2045	11826	23	271994
021400	1047	11850	852	10096094
007200	2049	11882	50	594087
007200	2044	11883	9	106943
007200	2031	11889	21	249671
007200	2030	11890	21	249690
007200	2014	11949	19	227030
021400	1053	11970	181	2166586
007200	2015	11971	20	239417
007100	2004	11991	35	419692
021400	3033	12002	26	312049
007200	2061	12039	49	589898
007200	1023	12056	68	819788
007200	2095	12066	21	253381
007200	2043	12098	11	133073
007200	2059	12115	13	157496
007200	2060	12135	39	473259
007200	2016	12137	34	412646
021400	3026	12158	41	498494

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2033	12196	25	304902
007200	2032	12198	17	207362
007200	2017	12217	11	134382
007200	2058	12221	78	953212
007100	2018	12259	22	269703
021400	3015	12263	21	257529
007200	1022	12265	120	1471856
007200	2042	12295	12	147537
007200	2034	12297	15	184450
006600	1012	12298	144	1770874
007200	1018	12326	68	838184
006600	1013	12333	241	2972194
007100	3010	12373	43	532041
006600	1010	12422	123	1527942
006600	1000	12473	289	3604607
007200	2073	12486	51	636773
007200	2035	12496	29	362387
007200	1025	12512	47	588065
007200	2041	12525	29	363232
007200	2094	12528	36	451023
021400	3025	12530	22	275660
007100	3013	12530	52	651585
007200	2002	12564	45	565380
007200	2074	12570	13	163409
007100	2026	12614	40	504576
007100	2027	12630	20	252604
007200	2069	12633	38	480038
007100	2014	12640	25	315995
007100	3002	12680	82	1039728
007100	2024	12698	118	1498333
007100	3009	12741	62	789972
021400	3036	12743	7	89201
007100	2023	12782	32	409020
007100	2047	12795	33	422231
007200	2037	12868	32	411787
006600	1014	12874	177	2278610
007200	2036	12888	24	309320
007100	2031	12904	16	206464
007100	2032	12904	14	180656
007100	3016	12911	33	426059
007100	3012	12947	105	1359437
006600	1015	12953	110	1424865
007100	2007	12961	28	362900
007100	2009	12962	26	337001
007200	2075	12991	8	103927

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007100	2020	12995	28	363858
007200	1029	13022	32	416708
007200	2076	13034	6	78207
007100	1000	13095	44	576184
007100	2045	13115	31	406570
007100	3003	13115	110	1442686
007100	2046	13120	32	419846
007200	2068	13161	41	539604
007200	2040	13175	41	540170
007100	2015	13220	23	304058
007200	2038	13223	26	343809
007200	1027	13252	75	993888
007100	1001	13263	52	689695
007200	2078	13272	25	331803
007100	2008	13282	37	491429
007100	2010	13284	18	239108
007200	1024	13307	60	798417
007100	3014	13328	25	333194
007200	2077	13371	11	147084
007200	2039	13432	29	389541
007100	2021	13445	70	941132
007100	2044	13445	39	524374
007100	2043	13458	15	201877
007100	2017	13471	16	215538
007100	2006	13473	133	1791885
007100	1010	13520	63	851780
007100	2016	13543	22	297945
007200	2080	13596	8	108764
007100	2013	13605	19	258487
007100	3015	13672	60	820312
007100	2041	13794	15	206906
007100	2040	13795	27	372459
007100	1002	13820	55	760080
007200	2085	13913	25	347818
007200	2084	13925	35	487389
007200	1030	13966	80	1117307
007100	1005	13991	27	377744
007200	2079	13993	14	195896
007100	2056	14031	19	266594
007100	1003	14084	26	366172
007200	2082	14084	29	408434
007200	2083	14128	37	522727
007100	2038	14143	54	763729
007100	2039	14144	20	282881
007200	1032	14217	33	469161

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007100	1009	14240	91	1295868
007100	2033	14261	196	2795081
007200	2065	14271	18	256880
007200	2087	14374	30	431211
007200	2071	14398	69	993491
007200	2086	14426	21	302956
007100	1006	14451	30	433530
007200	1035	14461	57	824274
007100	2049	14491	39	565149
007100	2022	14519	18	261338
007100	2037	14567	33	480702
007100	1007	14570	24	349688
007100	2011	14599	55	802932
007100	2035	14653	44	644747
007100	2029	14675	13	190772
007200	1033	14686	40	587431
007200	2089	14702	24	352847
007200	2088	14709	19	279480
007200	2062	14764	1096	16181448
007200	2081	14807	26	384987
007100	2030	14871	61	907142
007100	1008	14947	167	2496168
007200	2090	14973	23	344368
007200	2091	14980	21	314590
007100	2034	15003	30	450083
007100	2048	15130	67	1013711
007200	2070	15141	12	181697
007200	2064	15204	15	228066
007200	2093	15245	13	198184
007200	2092	15473	19	293994
007200	2066	15487	16	247785
007100	2053	15816	69	1091295
007200	2067	15970	16	255523
007100	2052	16483	44	725265
007100	1016	16558	46	761675
007100	1015	16632	12	199584
007100	3004	16684	490	8175011
007100	1011	16860	50	843021
007100	1014	16983	57	968006
007100	1018	16997	74	1257772
007100	1019	17337	79	1369655
007100	1025	17347	100	1734700
007100	2050	17365	10	173653
007100	1017	17564	99	1738825
007100	1013	17668	14	247355

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	1034	17672	712	12582292
007100	1027	17676	51	901453
007100	1028	17688	61	1078981
007100	1024	17701	121	2141807
007100	1004	17712	209	3701912
007100	1012	17845	26	463981
007100	1023	17977	30	539313
007100	1020	18017	19	342325
007100	1021	18345	20	366902
007100	1029	18397	1	18397
007100	1022	18405	12	220857
009901	1010	18909	3	56728
007100	2036	19056	223	4249549
006200	1020	21921	60	1315250
009902	1013	25669	2	51338
006500	2050	11849	5	59247
006500	2008	12702	9	114320
008902	1028	12744	2	25489
008902	1029	12793	13	166306
006500	2027	13312	71	945118
006500	2037	14068	11	154749
006500	2049	14073	62	872535
000100	2017	14121	41	578956
006500	2033	14328	18	257900
006500	2035	14412	44	634123
006500	2036	14418	7	100926
006500	2038	14502	8	116016
000100	2026	14805	40	592202
006500	2048	14822	27	400191
006500	2041	14903	37	551417
008902	1013	14948	6	89688
006500	2042	14990	9	134907
006500	2047	15106	12	181277
006500	2045	15173	6	91038
006500	2057	15455	7	108186
006500	2055	15484	31	480002
006500	3021	15643	209	3269446
000100	2022	15810	1	15810
000100	2012	15931	40	637247
000100	2002	16011	31	496335
000100	2024	16040	28	449129
000100	2023	16047	83	1331927
000100	2029	16226	20	324511
006500	3032	16401	3	49202
000100	2001	16417	79	1296944

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006500	2053	16428	40	657122
000100	2028	16446	9	148016
000100	2014	16702	25	417554
000100	1029	17038	25	425946
000100	2020	17047	9	153424
000100	2021	17054	41	699208
006500	2058	17062	38	648373
000100	2027	17073	25	426813
000100	2019	17100	25	427492
000100	2009	17193	20	343862
000100	2034	17198	30	515938
000100	1028	17274	9	155463
000100	1027	17325	10	173255
000100	2008	17402	250	4350548
000100	2015	17403	33	574283
000100	2003	17458	13	226948
000100	2016	17491	13	227388
000100	2033	17494	36	629802
000100	2039	17518	24	420427
006500	3036	17573	118	2073616
000100	1024	17587	24	422089
000100	2045	17603	16	281644
000100	2013	17645	25	441124
000100	2010	17646	30	529392
000100	2040	17665	23	406306
000100	2018	17751	19	337264
000100	2041	17779	19	337801
000100	2044	17798	43	765315
000100	2030	17823	8	142583
006500	3038	17831	9	160475
000100	1026	17897	24	429516
000100	1025	17968	26	467158
000100	2004	17977	33	593235
000100	1023	17977	39	701113
000100	1022	18013	29	522375
000100	2011	18016	10	180161
000100	1014	18018	29	522532
006500	2054	18031	357	6437165
000100	2046	18035	46	829613
000100	1011	18061	10	180605
000100	2007	18102	30	543055
000100	2042	18134	10	181342
000100	2006	18153	33	599050
000100	1010	18178	13	236310
000100	2031	18260	12	219117

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	2000	18307	9	164767
006500	3051	18318	37	677750
000100	1007	18429	36	663451
000100	1015	18440	24	442554
000100	2005	18489	31	573155
000100	1016	18514	12	222166
000100	1035	18515	39	722086
006500	3052	18526	86	1593244
006500	3053	18526	7	129683
000100	1002	18584	13	241590
000202	2008	18590	45	836547
000100	1033	18656	45	839498
000100	1006	18677	26	485595
000100	1000	18732	312	5844364
000100	2047	18732	9	168589
000100	2048	18739	20	374783
000100	2032	18747	52	974852
000100	1038	18778	32	600897
000100	2043	18796	43	808224
000202	2009	18838	53	998439
000100	1036	18841	32	602909
000202	1006	18911	10	189112
000100	1017	19022	12	228266
000100	1039	19022	17	323382
006500	3037	19046	191	3637867
000100	1037	19088	72	1374336
008902	1037	19095	206	3933516
000100	2051	19151	19	363868
000100	2049	19165	41	785749
000100	1008	19207	46	883531
000100	2038	19227	21	403768
000100	2037	19229	11	211518
000100	2036	19239	16	307817
000100	1018	19247	40	769872
000100	1032	19248	29	558204
000100	2035	19280	109	2101514
000202	1015	19296	30	578894
000100	2050	19316	43	830591
000202	2006	19336	31	599404
000202	2007	19337	42	812136
000100	1030	19381	11	213188
000202	2005	19486	125	2435744
000100	1004	19525	16	312402
000100	1003	19568	35	684886
000202	1007	19599	40	783976

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000202	1011	19694	50	984715
000100	1031	19779	24	474702
000100	1019	19819	30	594583
000202	2002	19839	50	991962
000202	2004	19841	49	972210
000201	1062	19856	17	337559
000202	2001	19935	226	4505199
000202	1014	19939	67	1335945
000100	1034	19949	15	299234
000100	1009	20001	19	380016
000100	1001	20002	7	140017
000201	1034	20016	46	920747
000202	1009	20072	79	1585702
000100	1021	20089	14	281250
000100	1020	20153	93	1874215
000202	1008	20176	381	7687127
006100	1009	20205	25	505129
000202	2003	20253	17	344293
000100	1040	20254	25	506362
000201	1035	20276	22	446070
000201	1033	20367	24	488802
000100	1005	20460	18	368278
000202	1005	20468	65	1330392
006100	1010	20477	41	839552
000201	1032	20522	18	369405
000201	1036	20546	31	636939
000201	1061	20554	34	698845
000202	1004	20607	59	1215818
000201	1030	20627	27	556923
000201	1006	20753	18	373550
006100	1011	20760	33	685066
006100	1008	20774	75	1558022
000201	1031	20782	27	561120
000201	1037	20830	51	1062317
000201	1038	20830	11	229132
000201	1060	20836	31	645917
000202	2000	20891	145	3029232
000201	1029	20898	29	606029
000201	1040	21103	13	274342
000201	1059	21112	61	1287803
006100	1013	21139	36	761015
000201	1027	21178	23	487089
000201	1028	21178	19	402379
000201	1008	21259	18	382655
000201	1010	21336	33	704097

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000201	1041	21377	12	256526
006100	1001	21384	36	769819
000201	1058	21396	40	855857
000201	1025	21454	19	407624
000201	1026	21454	28	600713
006100	1002	21491	30	644717
006100	1014	21505	35	752661
000202	1013	21674	63	1365463
000201	1057	21679	176	3815533
000201	1042	21727	9	195545
000201	1043	21728	29	630099
000201	1024	21891	19	415935
000201	1023	21895	9	197055
000201	1011	21913	8	175301
000201	1003	21947	186	4082064
000201	1055	21948	36	790130
000201	1009	21962	15	329431
000201	1044	21964	9	197678
006100	2013	22105	40	884181
000202	1000	22224	60	1333455
000202	3004	22227	17	377854
000201	1054	22229	92	2045028
000201	1064	22247	9	200227
000202	1010	22264	42	935101
000202	3002	22295	10	222946
000202	3003	22298	49	1092583
006500	3049	22335	9	201016
006100	2033	22389	33	738824
006100	2016	22478	52	1168857
000201	1049	22486	83	1866365
000201	1053	22509	56	1260501
000201	1065	22529	107	2410582
000202	3001	22551	5	112757
000201	1051	22577	9	203190
000201	1004	22583	21	474236
000201	1022	22593	19	429274
006100	1000	22601	607	13719108
006100	1003	22665	57	1291880
000202	3009	22740	43	977837
006100	2015	22853	19	434214
000201	1052	22858	46	1051477
000202	3000	22870	59	1349335
000201	1013	22871	30	686131
000202	3008	22873	17	388842
000202	3019	22914	11	252055

CORREIA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000201	1012	22916	33	756215
000201	1047	22927	23	527324
000201	1046	22932	25	573294
000202	3025	22962	87	1997734
000202	3010	23010	31	713311
000202	3021	23091	24	554186
000202	3022	23095	17	392621
006100	1005	23136	66	1526997
006100	2032	23140	76	1758612
006100	2029	23149	13	300933
006100	2031	23154	43	995601
000201	1020	23168	5	115841
000201	1019	23168	11	254851
000202	3007	23226	113	2624520
000202	3018	23229	50	1161445
000202	3006	23279	115	2677138
000202	3020	23296	7	163074
000202	1012	23329	53	1236427
000202	3026	23391	9	210521
000202	1002	23491	57	1339000
000202	3017	23520	35	823195
000202	3027	23563	11	259195
000202	1003	23570	73	1720629
006100	2030	23617	44	1039135
000201	1007	23620	16	377920
000202	1001	23631	131	3095718
000202	3014	23678	42	994496
000202	3011	23681	44	1041970
006100	2035	23696	85	2014147
006100	2034	23762	64	1520788
000202	3012	23776	58	1379021
000202	3024	23799	24	571172
006100	1012	23813	30	714393
000201	1000	23837	30	715122
000201	1066	23842	4	95367
000202	3016	23903	96	2294700
000201	1005	24078	29	698256
006100	1007	24181	254	6141928
000202	3015	24438	365	8919848
006100	1006	24441	16	391055
000202	3013	25066	746	18698940
006100	1004	25217	320	8069526
000202	3023	25474	80	2037925

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007002	1032	347	25	8668
007002	1031	503	65	32721
021400	2009	572	27	15446
007002	1027	761	35	26625
007002	1025	821	87	71412
007002	1029	862	34	29310
021400	2008	883	25	22077
007002	1030	883	35	30914
021400	2002	993	15	14897
021400	2011	1024	25	25609
021400	2012	1029	49	50433
007002	2004	1205	35	42163
021400	2007	1206	27	32568
007002	1022	1312	137	179752
021400	2001	1330	16	21276
007002	2003	1338	62	82928
007002	1026	1345	31	41682
021400	2010	1354	25	33861
021400	2014	1355	48	65043
021400	2003	1539	22	33850
007002	1028	1547	63	97445
021400	2015	1571	24	37704
007002	1020	1651	25	41281
007002	1016	1665	39	64934
007002	1019	1802	44	79309
007002	3000	1804	50	90205
021400	2006	1902	21	39948
007002	1018	1911	11	21023
021400	2004	1940	35	67895
007002	2005	1945	81	157577
021400	2013	1974	107	211185
007002	3002	1994	12	23924
021400	1031	1999	64	127953
007002	1014	2010	49	98482
007002	1017	2030	46	93398
007002	2016	2092	28	58574
021400	1030	2155	37	79735
007002	1021	2174	66	143454
021400	1033	2203	25	55070
007002	1012	2233	53	118339
007002	2008	2276	61	138825
007002	2009	2278	43	97937
007002	3001	2287	67	153233
007002	1013	2377	39	92708
007002	2012	2394	18	43090

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007302	1021	2422	33	79923
006900	2011	2464	91	224181
007002	1005	2475	27	66837
007002	1011	2477	8	19816
007302	1022	2485	19	47216
006900	2008	2519	130	327444
021400	1032	2534	10	25341
007002	2015	2601	25	65030
007002	2010	2658	29	77086
007302	1024	2711	11	29819
007002	2001	2713	244	661968
007002	1024	2726	12	32709
007302	2024	2727	24	65446
007002	1023	2752	107	294470
007302	1023	2784	37	103011
007302	2025	2786	16	44573
007002	2006	2786	13	36220
007302	1020	2793	23	64245
007400	5021	2814	54	151947
007002	2002	2824	36	101670
007400	5016	2827	13	36747
021400	1034	2832	248	702389
007002	2013	2836	39	110608
021400	2016	2837	32	90782
021400	2017	2838	28	79459
021400	1029	2844	86	244560
007002	1004	2846	31	88239
007302	1019	2849	23	65532
007002	1003	2873	33	94817
007002	3008	2875	21	60376
007302	2023	2922	30	87673
007302	1018	2923	30	87699
021400	1056	2944	92	270840
021400	1057	2959	7	20711
007002	2014	2959	48	142022
007002	2011	2959	48	142052
007002	3011	2972	13	38636
007002	2007	2975	12	35706
007302	2026	2976	18	53559
007002	3012	2987	50	149347
007002	1010	2988	31	92621
007302	2022	2993	20	59865
007302	2021	2994	21	62884
007002	2017	3014	24	72340
007002	1006	3016	8	24125

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007002	1009	3022	36	108787
007302	1011	3047	28	85312
007302	1012	3047	36	109701
006900	2007	3056	9	27508
007002	1008	3082	23	70881
007002	3006	3091	27	83459
021400	2020	3106	28	86981
007002	1007	3116	7	21810
007400	5019	3131	15	46960
007302	2019	3177	23	73074
007302	2020	3177	17	54014
021400	2018	3209	68	218186
007002	1002	3228	43	138807
007002	3003	3233	180	581885
021400	1035	3249	46	149457
007002	1015	3266	183	597591
007002	1001	3269	40	130747
021400	1055	3323	28	93046
007002	3013	3338	39	130197
021400	3004	3341	31	103584
007302	2018	3351	17	56969
007400	5014	3371	79	266274
006900	2013	3379	38	128394
007302	1013	3403	30	102078
007302	1014	3404	28	95298
007400	5017	3408	28	95417
007400	5020	3410	46	156857
007302	1010	3428	39	133692
007400	6017	3431	22	75474
007002	3004	3471	37	128437
021400	2019	3476	47	163389
007302	1017	3487	26	90659
007302	2012	3490	39	136096
006900	2012	3509	87	305285
007302	2013	3558	22	78270
007302	2014	3560	30	106804
006900	2003	3565	176	627489
007002	3005	3577	22	78695
021400	1054	3595	71	255235
021400	2028	3605	29	104554
021400	3005	3615	29	104832
007002	1000	3666	42	153969
007400	5018	3668	65	238390
006900	2001	3684	59	217357
007100	2000	3688	78	287695

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007002	3010	3704	40	148147
021400	3003	3710	64	237456
007302	1008	3711	29	107622
021400	3011	3711	44	163293
007302	1007	3712	32	118775
007400	5013	3719	3	11158
007302	2015	3741	26	97262
021400	2026	3742	81	303073
007302	2016	3742	33	123490
007200	1003	3768	17	64055
006900	2002	3770	42	158347
006900	2018	3776	33	124620
006900	2015	3792	20	75839
007400	6018	3798	35	132935
007400	6019	3814	32	122063
007400	4008	3837	109	418219
021400	1036	3852	29	111700
021400	1025	3852	26	100149
021400	1039	3855	70	269850
021400	2024	3856	28	107969
021400	1049	3862	46	177645
006900	2014	3875	23	89133
021400	3022	3885	29	112673
007302	3011	3915	30	117440
007302	2017	3916	21	82231
007100	2005	3916	63	246713
007002	3009	3947	14	55254
006900	1022	3952	88	347794
021400	2023	3969	42	166713
021400	2027	3974	66	262292
021400	3010	3979	52	206884
007302	1015	4013	24	96323
006900	1021	4046	160	647311
006900	2019	4047	26	105226
007100	2002	4066	27	109781
007302	1006	4067	36	146418
007302	1009	4085	22	89875
007400	6016	4085	32	130732
021400	3002	4090	68	278127
007302	1016	4096	26	106504
007400	6020	4114	19	78158
021400	2025	4122	41	169012
021400	1038	4130	28	115635
021400	1046	4133	63	260407
021400	1024	4144	24	99461

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007302	2011	4150	24	99588
007400	5005	4158	34	141362
006900	2016	4160	23	95676
007400	6021	4161	12	49929
007100	2001	4165	34	141603
007200	1001	4167	27	112504
007200	1002	4200	19	79806
007302	2009	4217	29	122282
007302	2010	4217	23	96994
007400	5010	4218	120	506112
021400	1022	4218	16	67491
007400	5011	4219	114	481009
007302	3012	4258	19	80910
007400	5012	4264	17	72487
007400	5007	4269	48	204927
006900	2004	4283	155	663833
007302	3016	4291	81	347534
021400	3031	4317	31	133837
021400	2031	4332	103	446177
007302	3013	4338	34	147493
006900	3048	4338	25	108459
006900	2005	4339	31	134498
021400	2029	4346	80	347662
021400	3009	4353	45	195895
021400	3012	4355	70	304822
021400	2034	4355	104	452888
007302	1001	4370	44	192278
007302	1002	4371	46	201048
007200	1004	4400	22	96810
007302	2008	4401	17	74819
007302	2007	4401	27	118834
021400	1040	4403	73	321433
021400	1041	4407	26	114595
006900	2017	4435	25	110865
007400	6022	4449	17	75629
007400	6015	4459	33	147163
007400	6014	4460	29	129330
006900	1019	4462	43	191851
007400	6023	4493	14	62897
021400	1021	4500	295	1327568
021400	2032	4504	35	157646
021400	2033	4504	80	360333
021400	3021	4520	28	126567
021400	3019	4523	86	388951
021400	3020	4524	65	294057

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007302	3015	4526	62	280605
007302	3010	4574	26	118914
007302	2006	4575	34	155545
021400	3030	4583	31	142073
007400	4005	4585	152	696916
006900	3039	4609	30	138275
007200	1000	4636	28	129795
007400	6024	4648	13	60427
007400	5008	4662	117	545491
021400	1042	4680	26	121672
007400	6012	4724	26	122825
007400	6013	4724	28	132275
006900	3023	4725	32	151196
007200	1006	4733	34	160908
007200	1005	4733	22	104117
021400	3001	4739	3	14217
007302	1000	4745	29	137603
007400	3021	4745	36	170820
021400	1026	4786	15	71797
021400	1027	4798	25	119948
007302	2000	4808	27	129811
007302	1005	4851	22	106713
021400	3029	4852	27	131008
007200	2053	4871	17	82810
007200	1011	4872	12	58467
007302	3014	4874	29	141348
007302	2002	4877	34	165827
007302	2001	4879	25	121968
007400	5009	4892	364	1780651
021400	3008	4895	25	122380
007302	3009	4906	44	215860
007400	6025	4907	30	147213
007200	2054	4920	31	152530
007200	2055	4933	70	345303
006900	1018	4942	66	326170
007400	5006	4949	48	237531
021400	1043	4951	33	163394
021400	3018	4954	44	217967
021400	3028	4954	55	272497
007400	6011	4967	31	153981
006900	3046	4972	28	139224
006900	3047	4974	33	164138
006900	2000	4977	90	447962
021400	3014	5007	59	295417
021400	1037	5024	23	115551

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007301	2018	5025	63	316553
007301	2017	5025	54	271360
021400	1023	5026	5	25128
007002	3007	5039	14	70542
007302	2004	5061	22	111346
007302	2003	5061	28	141714
007200	1007	5064	32	162034
007400	5003	5090	90	458081
007400	5000	5093	11	56023
007302	3008	5099	53	270248
007302	3007	5100	22	112209
007400	3020	5118	33	168902
007400	3019	5119	40	204770
006900	3022	5122	28	143404
007100	2012	5173	47	243150
006900	1020	5202	46	239299
021400	1028	5210	124	646033
007400	6010	5211	55	286616
007100	2019	5213	33	172013
021400	3034	5220	44	229680
007200	1010	5227	3	15681
007302	2005	5234	26	136094
007302	3000	5235	26	136116
007400	6009	5247	24	125927
006900	3013	5254	31	162859
007200	1013	5257	10	52568
006900	3012	5267	21	110601
007400	5001	5278	26	137233
021400	3007	5280	18	95040
007200	1012	5301	19	100725
006900	3038	5306	41	217559
007200	2052	5324	29	154391
021400	3017	5331	26	138599
007200	1009	5332	7	37326
007100	2003	5362	86	461102
007400	3017	5383	31	166864
007400	3018	5384	36	193813
007400	6002	5389	11	59279
006900	3021	5389	23	123957
007301	2016	5400	34	183589
007502	1021	5400	51	275415
007302	1003	5403	29	156698
007301	2019	5409	46	248808
007301	3019	5409	49	265044
007302	3006	5411	25	135270

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2022	5418	21	113770
007200	2056	5442	55	299303
007200	1008	5453	6	32715
007301	3020	5466	35	191312
007301	3021	5468	32	174988
007400	6026	5481	9	49333
006900	3037	5492	26	142800
007302	1004	5499	38	208964
007200	2051	5505	36	198190
007301	3022	5537	36	199331
007301	4013	5537	47	260240
007302	3002	5564	37	205868
007302	3001	5565	40	222599
006900	3011	5569	7	38983
007400	6008	5580	32	178566
007400	6001	5588	34	189977
007200	2024	5596	26	145486
021400	3027	5598	31	173534
007400	6007	5608	35	196277
007400	3015	5627	44	247605
007400	3016	5628	41	230732
007400	5002	5665	31	175604
007200	2023	5670	22	124748
007400	6006	5683	39	221648
007301	2013	5684	43	244423
007301	2014	5684	51	289905
007301	4011	5721	35	200252
007301	4012	5722	24	137324
006900	1035	5752	23	132293
007302	3003	5759	37	213098
007302	3004	5760	42	241917
006900	3030	5761	23	132505
021400	3033	5764	26	149861
007502	1023	5775	48	277201
007200	1014	5776	30	173289
007502	1022	5776	51	294599
007100	3013	5777	52	300416
007100	2018	5780	22	127152
021400	2030	5790	89	515327
007400	6005	5816	33	191935
021400	1009	5819	21	122203
007200	1016	5839	22	128456
007200	1015	5859	26	152324
007400	6003	5861	81	474740
006900	3036	5863	31	181744

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	3014	5869	40	234741
007400	3013	5869	45	264102
007400	6000	5878	58	340912
007301	4010	5895	38	224002
007301	1011	5895	49	288862
021400	1058	5920	9	53281
006900	1007	5934	52	308569
007400	6004	5934	34	201766
007400	3007	5950	155	922173
006900	1033	5960	51	303945
007200	2026	5972	38	226927
007200	1020	5973	24	143354
021400	3026	5981	41	245235
007200	2057	6012	66	396802
007100	2004	6024	35	210853
007200	1017	6026	27	162712
006900	1006	6034	4	24138
007200	2025	6036	25	150904
007502	1019	6041	46	277894
007502	1020	6042	56	338328
006900	3020	6048	73	441479
007301	2012	6057	64	387635
007301	3018	6058	79	478575
007502	1011	6059	52	315076
007301	2015	6059	51	309021
006900	1009	6067	6	36401
007302	3005	6069	40	242764
007200	2021	6073	25	151814
021400	1013	6091	15	91361
021400	3015	6091	21	127912
006900	1034	6111	8	48885
021400	1048	6119	141	862779
021400	1051	6120	83	507955
007301	3017	6125	28	171511
007301	3016	6128	52	318638
006900	3035	6130	35	214563
006900	1008	6133	11	67468
007400	3006	6143	51	313269
006900	3010	6145	55	337989
007100	3010	6154	43	264633
007100	2014	6160	25	154005
007200	1021	6169	5	30843
007100	3012	6194	105	650346
007301	4005	6196	52	322168
007301	3015	6197	54	334651

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2050	6200	2	12401
007400	3012	6202	41	254269
007400	3011	6211	39	242224
006900	3009	6223	42	261387
007301	1012	6224	39	242749
007301	1013	6226	38	236600
006900	3042	6233	22	137123
006900	1004	6263	18	112739
007502	1014	6286	50	314318
007502	1015	6287	45	282908
006900	1031	6293	14	88101
007100	2023	6302	32	201673
007200	2019	6304	25	157601
007200	2020	6304	18	113476
006900	3044	6310	41	258713
007400	3005	6322	90	568940
007301	2010	6344	82	520169
007301	2009	6344	105	666078
021400	1010	6356	12	76275
021400	3025	6358	22	139871
007200	1019	6368	71	452100
006900	1032	6369	21	133752
021400	1098	6374	32	203981
007301	4007	6381	36	229712
021400	1060	6381	10	63810
007301	4006	6381	43	274388
021400	1050	6388	123	785761
006900	3029	6394	30	191813
006900	1026	6400	10	63996
006900	1010	6401	22	140828
007400	3003	6403	54	345776
007301	1014	6417	41	263078
007301	1022	6417	40	256698
007100	2031	6424	16	102791
007100	2032	6424	14	89942
006900	1027	6426	21	134940
007502	1012	6434	57	366754
006900	3043	6439	35	225350
007100	2027	6441	20	128823
006900	1023	6443	48	309263
007400	3010	6457	41	264723
007400	3009	6459	36	232537
021400	1014	6460	6	38757
007100	2007	6481	28	181471
007100	2009	6482	26	168531

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
021400	1096	6492	9	58432
006900	3034	6499	28	181975
007400	2010	6503	3	19508
007100	3002	6509	82	533775
007100	1001	6510	52	338526
007100	2020	6515	28	182429
007100	3009	6524	62	404483
021400	3036	6525	7	45678
007502	1017	6528	32	208881
007502	1016	6528	60	391677
007301	4008	6554	56	367051
007301	1010	6555	64	419496
021400	1062	6558	19	124606
007400	3008	6563	34	223135
006900	1030	6564	15	98464
007100	3014	6575	25	164363
006900	1029	6595	19	125310
007200	2027	6603	27	178287
007200	2018	6604	22	145289
006900	3028	6605	19	125499
007200	2049	6619	50	330945
006900	3049	6629	15	99440
006900	3050	6633	31	205623
021400	1099	6644	34	225894
006900	3008	6652	56	372503
006900	3045	6654	105	698656
006900	1003	6664	196	1306183
007400	3004	6670	65	433524
021400	1053	6675	181	1208149
007100	3016	6692	33	220838
021400	1100	6699	22	147384
007502	1004	6700	43	288090
007301	3006	6715	97	651355
007301	2011	6717	107	718736
007301	2008	6718	78	523973
007502	1010	6718	24	161232
007200	1023	6730	68	457659
007100	2015	6740	23	155027
007200	2005	6741	24	161772
007301	1021	6741	48	323580
006900	1001	6762	24	162278
021400	1097	6783	162	1098907
007301	3007	6784	138	936232
007301	3008	6785	96	651340
021400	1101	6796	19	129128

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007100	2008	6802	37	251684
007100	2010	6804	18	122475
007200	2048	6813	41	279328
021400	1061	6821	17	115952
006900	3014	6826	25	170642
007100	2024	6828	118	805762
021400	1047	6834	852	5822254
007100	2013	6851	19	130175
007301	4000	6853	75	514007
007301	3014	6854	74	507179
007400	3001	6857	87	596519
007400	3002	6861	100	686064
007501	2006	6862	43	295087
007502	1018	6863	61	418624
007200	2047	6868	77	528827
006900	1013	6868	41	281595
006900	1011	6870	8	54957
006900	3040	6875	28	192511
007100	1000	6876	44	302557
006900	3041	6878	22	151309
007301	1009	6884	73	502513
007301	1008	6885	45	309825
006900	3007	6888	33	227293
007100	3003	6897	110	758618
007400	4003	6905	30	207145
021400	1102	6909	37	255647
007100	2026	6912	40	276473
007200	2029	6912	21	145151
007200	2028	6914	24	165926
007100	3015	6919	60	415118
021400	1012	6923	52	359989
006900	1028	6935	15	104022
007200	1022	6940	120	832804
006900	1014	6940	61	423345
007100	2016	6941	22	152700
006802	3006	6943	178	1235934
007400	2006	6944	56	388866
007502	1003	6945	56	388942
007200	2046	6949	20	138988
021400	1059	6957	166	1154807
007200	2006	6964	27	188017
007100	2021	6965	70	487559
007501	1013	6974	50	348716
007501	2011	6974	111	774163
006900	3027	6975	27	188332

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	3033	6977	26	181409
007100	2017	6992	16	111864
007100	2006	6993	133	930097
007200	1018	7001	68	476055
007301	2006	7003	75	525216
007301	2005	7003	97	679312
006900	1005	7022	27	189582
007301	4002	7038	98	689703
007301	4001	7038	89	626416
021400	1094	7040	40	281596
007200	2045	7057	23	162313
007100	1002	7066	55	388651
007200	2009	7069	36	254474
006900	3026	7075	20	141499
007301	1015	7076	56	396247
007301	1016	7077	54	382140
021400	1063	7091	70	496398
007502	1008	7093	10	70933
006900	3004	7098	17	120672
007501	2008	7113	45	320094
007501	2007	7114	48	341455
007200	2044	7114	9	64024
007301	1004	7127	72	513159
006900	3032	7140	21	149935
007400	4006	7160	36	257743
021400	1008	7160	163	1167068
007200	1025	7187	47	337770
007502	1002	7187	68	488702
007502	1001	7188	50	359397
006900	3019	7197	26	187130
006802	3004	7203	820	5906695
021400	1095	7208	28	201829
007301	4009	7211	108	778836
007200	2031	7217	21	151564
007200	2030	7218	21	151582
007501	2009	7221	80	577703
007501	2010	7221	58	418845
007200	2095	7228	21	151784
007100	1005	7237	27	195406
007200	2094	7237	36	260548
007501	1009	7248	54	391395
007501	1014	7260	48	348490
007501	1015	7265	39	283328
007200	2061	7270	49	356231
007400	4001	7275	33	240061

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2059	7277	13	94603
006900	1000	7287	613	4466983
006900	1012	7294	18	131294
007200	2060	7297	39	284579
007100	1010	7302	63	459995
007200	2069	7307	38	277672
007200	2011	7312	31	226662
006900	3006	7316	27	197536
007501	1008	7324	44	322251
007200	2043	7329	11	80617
007100	1003	7330	26	190588
007200	2010	7335	28	205386
007400	4000	7349	488	3586167
007502	1007	7355	8	58841
007502	1006	7357	64	470822
007400	3000	7358	230	1692277
007301	2004	7375	119	877673
007301	3005	7376	154	1135915
007301	2007	7377	107	789361
007502	3009	7377	69	509043
007200	2058	7383	78	575851
007301	1020	7396	112	828385
007501	1006	7410	31	229697
007301	3012	7417	57	422767
006802	3005	7425	126	935522
006900	3005	7436	18	133844
007301	3004	7443	92	684739
007301	3009	7444	80	595525
006900	3025	7451	15	111769
006900	3031	7454	30	223633
007301	1005	7458	59	439993
006900	1002	7462	20	149250
007100	2047	7469	33	246492
007301	1017	7496	15	112447
007501	1004	7497	54	404839
007200	2013	7499	25	187483
007501	1007	7500	17	127493
007200	2007	7511	18	135190
007301	3010	7518	101	759276
007501	2005	7522	49	368568
007502	1000	7522	125	940272
007200	2033	7524	25	188108
007200	2032	7526	17	127941
007501	1003	7553	59	445632
007400	4002	7554	49	370156

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007301	1003	7557	37	279624
006900	3024	7572	26	196865
007301	3013	7578	58	439510
007200	2012	7579	29	219792
007502	1005	7602	37	281262
007502	3010	7602	89	676566
007400	2005	7611	115	875234
006900	3003	7614	9	68523
006900	3000	7621	18	137170
007301	1000	7621	14	106695
007200	2042	7623	12	91476
006900	3002	7634	21	160304
007501	2000	7635	10	76346
007501	1012	7636	28	213799
007301	2002	7652	136	1040710
007301	1019	7684	3	23051
006900	3015	7692	28	215379
007400	4007	7693	40	307708
007200	1029	7697	32	246294
007100	1006	7698	30	230932
007501	1005	7699	29	223259
007400	2009	7708	117	901888
007301	1018	7711	2	15421
007200	2073	7717	51	393568
007301	1002	7727	3	23182
007301	4003	7731	77	595266
007200	2015	7735	20	154698
007301	2001	7744	251	1943621
007502	3008	7752	20	155033
007502	3007	7753	8	62021
007200	2014	7757	19	147379
007100	2022	7766	18	139779
007100	1009	7766	91	706711
007501	2003	7773	49	380887
007501	2004	7774	41	318727
007301	1006	7789	36	280405
007100	2045	7790	31	241481
007400	2002	7790	121	942596
007400	2007	7791	74	576561
007100	2046	7795	32	249432
007200	2074	7801	13	101416
007301	3011	7815	18	140662
007100	1007	7817	24	187610
007200	2035	7824	29	226905
007200	2068	7836	41	321262

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	4004	7840	252	1975730
007502	3011	7843	87	682334
007502	3012	7843	118	925477
007400	2004	7850	63	494557
007501	1000	7851	280	2198260
007200	2041	7853	29	227750
007301	1007	7865	71	558439
007200	2008	7870	37	291191
007200	2076	7873	6	47239
007501	2001	7881	47	370406
007501	2002	7882	49	386200
007100	2056	7890	19	149905
007400	2001	7903	116	916768
006900	3001	7905	30	237164
007200	2075	7917	8	63334
007501	1011	7919	35	277166
007100	2029	7921	13	102979
007501	1010	7922	38	301021
007200	1027	7926	75	594481
007301	3002	7928	45	356769
007301	3001	7930	59	467899
007400	2003	7931	145	1149966
007400	1009	7937	35	277780
007501	1001	7952	26	206759
007301	3003	7971	35	278988
007200	1024	7982	60	478891
007301	2003	7986	107	854470
006900	3016	8009	24	192220
007502	3006	8015	7	56102
007502	3005	8016	105	841677
006900	1017	8018	39	312705
007200	2017	8019	11	88213
007400	1006	8021	16	128343
007200	2077	8046	11	88504
021400	1045	8067	101	814758
007501	1002	8079	14	113108
006802	3003	8087	256	2070284
007400	1004	8115	77	624825
007400	2008	8115	121	981934
007100	2033	8119	196	1591338
007100	2011	8119	55	446553
007100	2044	8120	39	316683
007100	2043	8133	15	121995
007400	2000	8149	135	1100084
007100	2035	8174	44	359644

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007502	3013	8177	91	744077
007501	3014	8177	53	433405
007200	2016	8205	34	278966
007400	1003	8212	138	1133223
007502	3003	8261	94	776503
007502	3004	8261	113	933461
007200	2078	8274	25	206843
006900	3018	8278	34	281460
006900	3017	8278	32	264912
006802	2002	8282	35	289874
007501	3009	8288	25	207210
007501	3008	8289	29	240369
007502	2004	8314	10	83136
007200	2034	8335	15	125029
007301	3000	8345	60	500705
007100	2030	8392	61	511886
007200	2036	8401	24	201633
007502	2005	8412	13	109359
007200	2037	8421	32	269483
007100	2037	8425	33	278031
007501	3012	8428	64	539383
007501	3013	8428	51	429843
007400	1002	8428	85	716409
007400	1005	8441	107	903190
007100	2041	8468	15	127025
007100	2040	8469	27	228673
007100	1008	8473	167	1414969
006802	1015	8481	22	186589
007100	2034	8500	30	254992
007502	3001	8502	123	1045763
007502	3002	8503	121	1028804
007200	2040	8503	41	348627
007200	2003	8519	38	323707
007501	3011	8531	42	358314
007501	3007	8535	70	597452
007501	3006	8536	63	537746
006802	1016	8559	20	171175
007501	3010	8572	59	505774
007400	1001	8573	310	2657496
007200	2085	8587	25	214682
007200	2084	8600	35	300999
007400	1010	8616	6	51698
006802	2003	8631	52	448793
006801	1011	8631	571	4928501
007200	1030	8641	80	691273

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007502	2006	8676	50	433802
007502	2007	8677	64	555328
007200	2082	8758	29	253996
007200	2039	8761	29	254060
006802	1014	8780	32	280958
006802	2001	8802	503	4427402
007200	2083	8802	37	325686
007100	2038	8818	54	476156
007100	2039	8819	20	176372
007200	2038	8832	26	229640
007501	3005	8837	123	1086890
007502	3000	8837	88	777641
006900	1016	8846	163	1441914
007200	2002	8856	45	398535
007200	1032	8892	33	293422
007502	2008	8921	123	1097237
007200	2080	8924	8	71390
007502	2015	8925	90	803255
006802	2000	8926	1389	12398347
007501	3001	8948	28	250544
007501	3002	8948	29	259499
007501	4000	8966	322	2887212
006801	1008	8978	19	170586
007200	2079	9030	14	126423
007200	2087	9048	30	271448
007400	1000	9050	51	461551
007200	2071	9073	69	626037
006802	1013	9086	60	545134
007501	3004	9088	129	1172290
007200	2086	9101	21	191122
006801	1007	9104	32	291323
007200	1035	9136	57	520725
007502	2012	9163	142	1301201
007502	2013	9164	92	843042
007100	2049	9166	39	357457
006801	1012	9178	222	2037527
006802	1012	9183	51	468332
007501	3003	9194	73	671169
006900	1025	9220	44	405693
006801	1013	9278	481	4462553
007502	2009	9294	8	74355
006802	3002	9296	56	520565
006802	1009	9346	97	906602
007501	3000	9353	75	701512
007200	1033	9360	40	374413

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2089	9377	24	225037
007200	2065	9384	18	168908
007200	2088	9384	19	178297
007502	2010	9397	46	432284
006802	1011	9400	77	723830
007200	2062	9439	1096	10344778
006600	1004	9441	56	528692
006802	3001	9470	48	454570
007501	5004	9498	83	788343
007502	2014	9498	88	835866
006600	1009	9506	126	1197772
007502	2001	9537	95	906012
007200	2081	9547	26	248215
006802	1010	9550	48	458404
007501	4010	9609	45	432390
007501	4007	9609	58	557346
007200	2090	9647	23	221883
007200	2091	9655	21	202756
007502	2011	9696	37	358754
006801	1010	9716	26	252604
006600	1008	9740	192	1870157
007501	5005	9748	72	701831
007100	2048	9805	67	656907
007502	2003	9823	68	667984
007501	4009	9829	149	1464484
007501	5006	9855	164	1616233
007501	4011	9856	69	680046
007200	2064	9879	15	148184
007501	4008	9897	100	989657
006900	1024	9914	220	2181183
007200	2093	9920	13	128954
006600	1006	9927	94	933135
006801	1005	9948	159	1581745
007200	2070	10070	12	120844
007100	1016	10084	46	463859
007501	5003	10092	64	645886
007501	4001	10102	40	404066
007501	4005	10139	83	841513
007200	2092	10148	19	192811
007501	4004	10149	44	446570
007502	2002	10155	74	751490
007100	1015	10158	12	121893
007200	2066	10161	16	162578
006600	1007	10162	77	782497
006600	1003	10280	177	1819642

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006801	1006	10318	54	557156
007501	5002	10341	84	868633
007100	1011	10386	50	519309
007501	5000	10393	136	1413471
006801	1004	10400	802	8340851
006900	1015	10417	332	3458383
007501	4003	10440	62	647289
007100	2053	10490	69	723841
007100	1014	10508	57	598974
007100	3004	10514	490	5151637
007100	1018	10523	74	778678
006802	1004	10533	94	990089
006802	1005	10603	43	455917
007501	5001	10618	33	350397
007501	4002	10628	43	457017
006600	1001	10634	114	1212287
007200	2067	10650	16	170395
006802	1003	10702	491	5254462
007100	1019	10863	79	858189
007100	1025	10873	100	1087275
007100	2052	10896	44	479435
006600	1010	10906	123	1341483
006600	1012	10990	144	1582583
006500	1018	11040	22	242870
007100	1017	11090	99	1097874
007100	1013	11194	14	156715
007100	1027	11201	51	571267
007100	1028	11214	61	684052
007100	2050	11224	10	112237
007100	1024	11227	121	1358423
007100	1004	11238	209	2348794
006801	1015	11353	91	1033125
006600	1013	11371	241	2740362
007100	1012	11371	26	295651
006500	1017	11381	600	6828834
006801	1002	11413	46	524983
006802	1000	11480	7	80358
007100	1023	11503	30	345086
006600	1000	11511	289	3326601
007100	1020	11543	19	219314
006802	1002	11601	520	6032760
007100	1021	11871	20	237417
006500	1020	11907	164	1952812
006600	1014	11912	177	2108343
007100	1029	11923	1	11923

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007100	1022	11930	12	143166
006600	1015	11991	110	1319049
006500	1038	12029	115	1383372
007200	1034	12346	712	8790587
009901	1010	12435	3	37305
007100	2036	12582	223	2805791
006500	1027	13522	9	121700
006500	1014	13693	19	260173
006500	1036	13699	2	27399
006500	1048	13715	5	68574
006500	1033	13809	32	441900
006500	1015	14272	4	57089
006500	1045	14554	14	203752
006200	1020	16426	60	985588
009902	1013	20175	2	40350
006500	2050	14364	5	71819
006500	2008	15217	9	136949
008902	1028	15259	2	30517
008902	1029	15307	13	198992
006500	2027	15826	71	1123638
006500	3021	16427	209	3433300
006500	2037	16582	11	182407
006500	2049	16588	62	1028425
000100	2017	16635	41	682045
006500	2033	16842	18	303159
006500	2035	16926	44	744754
006500	2036	16932	7	118526
006500	2038	17016	8	136131
006500	2057	17090	7	119631
006500	3032	17185	3	51554
006500	2055	17218	31	533768
006500	2045	17234	6	103406
000100	2026	17319	40	692776
006500	2048	17336	27	468079
006500	2041	17418	37	644448
006500	2047	17437	12	209243
008902	1013	17462	6	104774
006500	2042	17504	9	157536
006500	2053	17954	40	718170
000100	2022	18324	1	18324
006500	3036	18357	118	2166126
000100	2012	18446	40	737821
000100	2002	18525	31	574281
000100	2024	18555	28	519531
000100	2023	18562	83	1540619

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006500	2058	18589	38	706369
006500	3038	18615	9	167531
000100	2029	18740	20	374798
000100	2001	18931	79	1495578
000100	2028	18961	9	170645
006500	3051	19102	37	706757
000100	2045	19129	16	306063
000100	2014	19217	25	480413
006500	3052	19310	86	1660667
006500	3053	19310	7	135171
000100	2044	19324	43	830942
000202	2008	19374	45	871826
000100	1029	19552	25	488805
006500	2054	19557	357	6982019
000100	2020	19561	9	176053
000100	2021	19568	41	802297
000100	2027	19587	25	489672
000100	2019	19614	25	490351
000202	2009	19622	53	1039990
000100	2047	19667	9	177007
000100	2048	19675	20	393491
000202	1006	19695	10	196952
000100	2009	19707	20	394150
000100	2034	19712	30	591369
000100	1028	19788	9	178092
000100	1027	19840	10	198398
000100	2008	19917	250	4979138
000100	2015	19917	33	657257
000100	2046	19943	46	917399
006500	3037	19951	191	3810675
000100	2003	19972	13	259634
000100	2016	20006	13	260075
000100	2033	20009	36	720319
000100	2039	20032	24	480772
000202	1015	20080	30	602413
000100	2049	20100	41	824101
000100	1024	20101	24	482434
000202	2006	20120	31	623707
000202	2007	20121	42	845064
000100	2013	20159	25	503983
000100	2010	20161	30	604822
000100	2038	20162	21	423411
000100	2040	20180	23	464136
000100	2018	20265	19	385037
000202	2005	20270	125	2533743

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	2032	20273	52	1054215
000100	2041	20293	19	385574
000100	2030	20337	8	162698
000100	2035	20338	109	2216833
000202	1007	20383	40	815336
000100	1026	20411	24	489861
000100	2036	20414	16	326620
000100	2037	20423	11	224658
000202	1011	20478	50	1023914
000100	1025	20482	26	532531
000100	2004	20491	33	676209
000100	1023	20492	39	799173
000100	1022	20527	29	595292
000100	2011	20530	10	205305
000100	1014	20533	29	595449
000100	1011	20575	10	205749
000100	2007	20616	30	618485
000202	2002	20623	50	1031162
000202	2004	20625	49	1010625
000100	2042	20649	10	206486
000100	2006	20667	33	682024
000100	1010	20692	13	268997
000202	2001	20718	226	4682381
000202	1014	20723	67	1388472
000100	2031	20774	12	249289
000100	2000	20822	9	187396
000202	1009	20856	79	1647637
000100	1007	20944	36	753968
000100	1015	20954	24	502899
000202	1008	20960	381	7985827
006100	1009	20989	25	524729
000100	2005	21003	31	651100
000100	1016	21028	12	252338
000100	1035	21029	39	820146
000202	2003	21037	17	357621
000100	2050	21037	43	904597
000100	1002	21098	13	274277
000100	2043	21099	43	907273
000100	1033	21170	45	952644
000100	1006	21191	26	550968
000100	1039	21244	17	361141
000100	1000	21246	312	6628844
000202	1005	21252	65	1381351
006100	1010	21261	41	871695
000100	1038	21292	32	681356

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	1036	21355	32	683369
000100	2051	21372	19	406069
000202	1004	21391	59	1262073
000100	1017	21537	12	258438
006100	1011	21544	33	710938
006100	1008	21558	75	1616821
000100	1037	21602	72	1555370
008902	1037	21609	206	4451474
000202	2000	21675	145	3142911
000100	1008	21722	46	999192
000100	1018	21761	40	870446
000100	1032	21763	29	631120
000100	1030	21895	11	240846
006100	1013	21923	36	789238
000100	1004	22039	16	352632
000100	1003	22083	35	772889
006100	1001	22168	36	798043
006100	1002	22275	30	668237
006100	1014	22289	35	780101
000100	1031	22294	24	535046
000100	1019	22334	30	670014
000201	1062	22371	17	380303
000202	1013	22458	63	1414854
000100	1034	22463	15	336949
000100	1009	22515	19	427789
000100	1001	22517	7	157618
000201	1034	22531	46	1036407
000201	1061	22547	34	766585
006100	2035	22571	85	1918526
006100	2029	22583	13	293580
000100	1021	22604	14	316452
000201	1035	22618	22	497586
000100	1020	22667	93	2108051
006100	2030	22741	44	1000600
000100	1040	22769	25	569221
000201	1060	22832	31	707787
000201	1033	22881	24	549146
000201	1036	22888	31	709530
006100	2013	22889	40	915541
006100	2015	22901	19	435126
000201	1030	22969	27	620175
000100	1005	22974	18	413536
000202	1000	23008	60	1380494
000202	3004	23011	17	391181
000201	1032	23037	18	414663

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000202	1010	23048	42	968029
000201	1059	23102	61	1409245
006500	3049	23119	9	208071
000201	1037	23171	51	1181741
000201	1038	23172	11	254890
006100	2033	23173	33	764696
006100	2031	23204	43	997777
000201	1058	23237	40	929475
000201	1029	23240	29	673966
006100	2016	23262	52	1209624
000201	1006	23267	18	418809
000201	1031	23297	27	629008
006100	2034	23361	64	1495116
006100	1000	23385	607	14194990
000201	1057	23420	176	4121941
000201	1040	23445	13	304783
006100	1003	23449	57	1336567
000201	1027	23520	23	540970
000201	1028	23521	19	446890
000202	3003	23547	49	1153803
000202	3002	23550	10	235500
006100	1005	23560	66	1554965
006100	2032	23563	76	1790818
000201	1041	23583	12	282994
000202	3009	23677	43	1018111
000202	3025	23746	87	2065941
000201	1008	23773	18	427914
000201	1025	23797	19	452135
000201	1026	23797	28	666308
000202	3008	23810	17	404764
000201	1010	23851	33	787071
000202	3019	23851	11	262358
000202	3021	23875	24	573001
000202	3022	23879	17	405949
000202	3001	23930	5	119651
000201	1042	23933	9	215396
000201	1043	23933	29	694062
000202	3010	23947	31	742346
000201	1064	23974	9	215769
000201	1055	24055	36	865982
000201	1044	24091	9	216822
000202	3000	24094	59	1421518
000202	1012	24113	53	1277978
000202	3007	24162	113	2730357
000202	3018	24166	50	1208275

DANA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000202	3026	24175	9	217577
000202	3006	24216	115	2784848
000202	3020	24233	7	169630
000201	1065	24254	107	2595184
000202	1002	24275	57	1383687
000201	1024	24287	19	461462
000201	1023	24291	9	218620
000201	1054	24335	92	2238855
000202	3027	24347	11	267819
000202	1003	24354	73	1777860
000201	1011	24427	8	195416
000202	3017	24456	35	855976
000201	1003	24461	186	4549735
000201	1009	24476	15	367146
000202	1001	24568	131	3218413
000202	3024	24583	24	589987
000201	1049	24593	83	2041230
006100	1012	24597	30	737913
000202	3014	24615	42	1033833
000201	1053	24616	56	1378483
000202	3011	24618	44	1083181
000201	1051	24683	9	222151
000202	3012	24713	58	1433344
000202	3016	24840	96	2384615
006100	1007	24965	254	6341061
000201	1052	24965	46	1148390
000201	1047	25034	23	575781
000201	1046	25039	25	625964
000201	1004	25097	21	527037
000201	1022	25108	19	477046
006100	1006	25225	16	403599
006100	1004	25260	320	8083185
000201	1020	25275	5	126375
000201	1019	25275	11	278025
000202	3015	25375	365	9261710
000201	1013	25385	30	761562
000201	1012	25430	33	839188
000202	3013	26002	746	19397649
000201	1007	26134	16	418150
000201	1000	26352	30	790553
000201	1066	26356	4	105425
000202	3023	26411	80	2112854
000201	1005	26592	29	771172

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	3023	1583	32	50666
006900	2003	1614	176	284085
006900	2002	1693	42	71124
021400	1031	1721	64	110120
006900	2001	1780	59	104995
006900	1018	1800	66	118825
007002	1018	1809	11	19896
006900	2000	1836	90	165220
006900	2011	1848	91	168199
006900	2007	1853	9	16681
007002	1011	1862	8	14894
006900	2008	1904	130	247469
021400	1032	1919	10	19189
007400	5018	1960	65	127404
006900	3022	1980	28	55439
006900	1022	2001	88	176070
006900	1019	2043	43	87833
006900	2013	2057	38	78158
006900	3013	2112	31	65470
007400	5017	2120	28	59371
006900	3012	2125	21	44628
007400	4008	2129	109	232103
006900	3038	2165	41	88754
006900	2012	2187	87	190271
021400	1030	2203	37	81526
006900	3021	2248	23	51701
021400	1033	2251	25	56281
006900	1021	2338	160	374114
006900	3037	2351	26	61119
021400	2001	2390	16	38242
007002	1017	2413	46	110991
006900	3011	2427	7	16992
007002	1014	2433	49	119237
006900	2015	2470	20	49399
021400	2004	2524	35	88355
006900	2014	2553	23	58727
007002	1019	2557	44	112521
021400	1035	2568	46	118128
006900	1035	2610	23	60036
006900	3030	2620	23	60249
007002	1020	2709	25	67714
006900	3036	2721	31	84355
021400	2002	2727	15	40902
007002	1013	2738	39	106765
007400	5016	2770	13	36015

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	3039	2791	30	83720
006900	1007	2792	52	145207
006900	1033	2818	51	143725
007002	1026	2826	31	87612
021400	1034	2832	248	702230
006900	2016	2838	23	65270
007002	1012	2882	53	152741
007400	4005	2897	152	440294
006900	3020	2906	73	212143
007400	5013	2916	3	8749
006900	2019	2919	26	75892
021400	2003	2932	22	64495
007002	1027	2959	35	103571
006900	2004	2961	155	458923
006900	1034	2969	8	23753
006900	3035	2989	35	104607
006900	1008	2992	11	32911
006900	3010	3004	55	165202
006900	3048	3016	25	75409
006900	2005	3017	31	93516
007002	1009	3021	36	108750
007002	1016	3022	39	117848
007002	1010	3055	31	94703
007002	1007	3059	7	21416
007400	5019	3074	15	46115
006900	3009	3082	42	129440
006900	3042	3091	22	68008
006900	2018	3095	33	102145
006900	2017	3113	25	77815
007400	5005	3115	34	105899
007002	1008	3136	23	72129
021400	2009	3148	27	84991
006900	1031	3151	14	44119
006900	3046	3162	28	88542
021400	2006	3162	21	66409
006900	3047	3164	33	104406
006900	3044	3168	41	129908
021400	1036	3171	29	91949
021400	1025	3171	26	82442
007400	5012	3221	17	54756
006900	1032	3228	21	67779
006900	3029	3252	30	97565
006900	1006	3257	4	13028
006900	1026	3258	10	32580
007400	5014	3265	79	257954

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
021400	2007	3278	27	88506
006900	1027	3284	21	68967
006900	1009	3289	6	19736
006900	1023	3301	48	158467
007002	1025	3350	87	291447
006900	3034	3358	28	94011
007002	1006	3378	8	27025
007400	5020	3434	46	157976
021400	2008	3447	25	86175
021400	1038	3449	28	96565
021400	1029	3458	86	297379
021400	1024	3463	24	83115
006900	3028	3464	19	65809
021400	2012	3475	49	170281
021400	1027	3476	25	86898
021400	2011	3480	25	87000
006900	1004	3486	18	62744
006900	1020	3495	46	160755
006900	3008	3510	56	196574
006900	1030	3523	15	52850
021400	1022	3537	16	56594
006900	3043	3542	35	123962
006900	1029	3554	19	67532
007400	5010	3567	120	428076
007400	5011	3569	114	406875
006900	1010	3624	22	79723
007002	1000	3648	42	153201
021400	1026	3664	15	54954
006900	3014	3684	25	92102
021400	1023	3704	5	18518
006900	1013	3727	41	152790
006900	3049	3731	15	55968
006900	3040	3734	28	104547
006900	3050	3735	31	115781
006900	3041	3736	22	82194
006900	3007	3746	33	123621
007400	5007	3751	48	180070
007002	1002	3753	43	161393
006900	1028	3793	15	56898
007002	1001	3794	40	151757
006900	1014	3798	61	231708
021400	2014	3802	48	182480
021400	2010	3802	25	95057
021400	1021	3819	295	1126654
007002	1005	3832	27	103470

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	3027	3834	27	103509
006900	3033	3836	26	99728
007002	1004	3869	31	119938
006900	1003	3887	196	761792
007002	1003	3896	33	128561
007002	1031	3914	65	254441
006900	3026	3933	20	78668
007400	5006	3945	48	189367
006900	3004	3957	17	67265
006900	1001	3984	24	95618
006900	3032	3998	21	83961
006900	3019	4056	26	105449
007002	1032	4067	25	101665
007400	5003	4086	90	367773
007400	5000	4090	11	44985
006900	1011	4092	8	32737
006900	1012	4153	18	74746
021400	2013	4170	107	446233
006900	3006	4175	27	112713
006900	1005	4244	27	114589
007400	5001	4275	26	111144
006900	3005	4294	18	77296
021400	2015	4297	24	103135
006900	3025	4310	15	64646
006900	3031	4313	30	129385
021400	1037	4343	23	99887
007400	6002	4386	11	48242
006900	3024	4430	26	115184
006900	3003	4472	9	40248
006900	3000	4479	18	80621
006900	3002	4492	21	94331
021400	1009	4497	21	94441
006900	1000	4510	613	2764373
021400	1028	4529	124	561581
006900	3015	4551	28	127415
007400	5008	4554	117	532859
007400	6026	4580	9	41218
007002	1029	4582	34	155786
007400	6001	4584	34	155861
007002	1030	4603	35	161110
006900	1002	4629	20	92575
007400	5002	4661	31	144498
021400	1057	4684	7	32785
006900	3001	4764	30	142917
007400	2010	4795	3	14385

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006900	3045	4843	105	508483
007400	6003	4858	81	393463
006900	3016	4868	24	116822
007400	6000	4874	58	282714
007002	1015	4881	183	893195
007002	2004	4925	35	172359
007400	6004	4931	34	167650
007400	3007	4946	155	766643
007400	5009	4951	364	1802011
007002	1022	5032	137	689378
007400	6006	5036	39	196412
007002	2003	5057	62	313561
021400	1056	5072	92	466641
007302	1023	5115	37	189258
006900	3018	5137	34	174646
006900	3017	5137	32	164381
007400	3006	5139	51	262095
007400	5021	5145	54	277822
021400	1008	5149	163	839368
007400	6025	5154	30	154623
007400	6005	5169	33	170581
006802	3006	5236	178	932002
007400	2006	5237	56	293247
006900	1017	5241	39	204382
007002	1028	5267	63	331799
007400	3005	5318	90	478632
006802	1015	5340	22	117474
007400	3003	5400	54	291591
007400	6024	5413	13	70369
007002	2001	5415	244	1321159
006802	1016	5417	20	108343
021400	1055	5451	28	152637
007400	6008	5456	32	174576
007400	6007	5483	35	191914
006802	3004	5496	820	4506559
006802	2002	5505	35	192661
007302	1021	5505	33	181677
007002	3000	5524	50	276200
021400	2016	5539	32	177234
021400	2017	5539	28	155104
007400	3008	5559	34	189018
007302	1022	5569	19	105802
006802	1014	5638	32	180428
007002	1021	5660	66	373592
007002	2005	5665	81	458889

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	3004	5666	65	368302
021400	2018	5712	68	388400
007002	3002	5714	12	68563
006802	3005	5717	126	720379
021400	1054	5723	71	406342
007400	4003	5784	30	173512
007302	1024	5794	11	63737
007302	1010	5804	39	226352
007400	6017	5807	22	127744
021400	2020	5808	28	162626
007002	2016	5812	28	162731
007400	3010	5822	41	238707
007400	3009	5825	36	209694
007400	6010	5838	55	321098
007400	3001	5853	87	509222
006802	2003	5853	52	304362
007400	3002	5857	100	585722
007400	6009	5874	24	140973
007302	1020	5877	23	135164
007400	6022	5900	17	100297
007400	2005	5903	115	678874
021400	1012	5929	52	308290
007302	1019	5933	23	136451
007400	6023	5944	14	83212
006802	1013	5944	60	356639
007501	1013	5971	50	298545
007501	2011	5971	111	662784
021400	2019	5982	47	281177
021400	1039	5983	70	418829
021400	2024	5988	28	167660
021400	1049	5990	46	275545
007002	2008	5996	61	365738
007002	2009	5997	43	257892
007400	2009	6001	117	702113
021400	1014	6004	6	36023
007002	3001	6007	67	402466
006802	2001	6024	503	3030318
007400	4006	6038	36	217384
006802	1012	6041	51	308112
006900	1016	6069	163	989181
007400	3012	6077	41	249158
006900	1025	6079	44	267463
007400	2007	6084	74	450207
007400	3011	6086	39	237361
021400	2023	6100	42	256199

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007002	2012	6114	18	110048
007302	1011	6130	28	171649
007302	1012	6131	36	220706
007400	2004	6143	63	386985
006802	2000	6149	1389	8540394
007400	4001	6154	33	203066
021400	1010	6170	12	74042
007002	1024	6173	12	74072
007302	2024	6174	24	148172
007400	6018	6174	35	216091
007400	6019	6190	32	198091
006802	1009	6205	97	601869
007400	6011	6206	31	192390
007501	2009	6218	80	497429
007501	2010	6218	58	360647
007400	4000	6228	488	3039076
007400	1009	6229	35	218018
021400	1045	6234	101	629661
007501	1009	6245	54	337210
021400	2026	6253	81	506528
007501	1014	6257	48	300326
006802	1011	6259	77	481928
021400	2025	6260	41	256654
007501	1015	6261	39	244195
021400	1046	6262	63	394488
006600	1004	6299	56	352763
007400	1006	6314	16	101023
007501	1008	6320	44	278101
007002	2015	6321	25	158028
021400	2028	6346	29	184025
007400	3000	6354	230	1461491
006600	1009	6365	126	801933
007302	2023	6369	30	191081
007302	1018	6370	30	191107
007002	2010	6378	29	184963
006802	3003	6380	256	1633169
007400	6020	6403	19	121664
007400	1004	6407	77	493349
007400	2008	6408	121	775329
006802	1010	6409	48	307609
007400	4002	6433	49	315222
021400	1013	6436	15	96541
007400	6021	6451	12	77406
007400	3014	6452	40	258083
007400	3013	6452	45	290362

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
021400	2031	6462	103	665632
007302	1009	6468	22	142287
007400	6016	6468	32	206967
007002	1023	6472	107	692498
021400	2029	6476	80	518112
007501	2008	6479	45	291541
007501	2007	6479	48	310998
007302	1013	6486	30	194581
007302	1014	6487	28	181635
021400	1043	6492	33	214233
007501	1004	6494	54	350655
007501	1007	6496	17	110435
007302	2025	6506	16	104091
007002	2006	6506	13	84578
021400	2027	6525	66	430668
021400	2034	6530	104	679164
021400	1040	6531	73	476797
021400	1058	6534	9	58802
021400	1041	6536	26	169930
007002	2002	6544	36	235586
007501	1003	6550	59	386431
007002	2013	6556	39	255684
007400	4007	6572	40	262865
007002	3008	6595	21	138494
007400	6012	6597	26	171532
007400	6013	6597	28	184729
006600	1008	6599	192	1266973
021400	3004	6613	31	205015
007002	3011	6620	13	86060
007501	2000	6631	10	66312
007501	1012	6632	28	185703
021400	1063	6636	70	464533
021400	1061	6638	17	112838
021400	2032	6641	35	232428
021400	2033	6641	80	531264
007002	2014	6679	48	320577
007002	2011	6679	48	320607
007501	1005	6695	29	194160
007002	2007	6695	12	80345
007302	2026	6695	18	120517
007400	2002	6705	121	811330
007002	3012	6707	50	335342
007302	2022	6713	20	134263
007302	2021	6714	21	141002
007400	4004	6719	252	1693216

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007400	1005	6734	107	720489
007002	2017	6734	24	161618
007501	2006	6738	43	289726
007502	1018	6738	61	411019
021400	1042	6761	26	175796
007400	2003	6766	145	981068
006900	1024	6773	220	1490035
006600	1006	6785	94	637826
021400	3011	6794	44	298916
021400	3003	6795	64	434849
007302	1008	6795	29	197043
007302	1007	6795	32	217446
021400	3002	6800	68	462378
007002	3006	6811	27	183896
007400	3015	6835	44	300728
007400	3016	6835	41	280232
007400	6015	6835	33	225567
007400	6014	6836	29	198230
007400	2001	6847	116	794267
007400	1001	6865	310	2128176
007302	1017	6867	26	178540
007302	2012	6870	39	267917
007501	2001	6878	47	323245
007501	2002	6878	49	337032
021400	3005	6889	29	199789
007302	2019	6897	23	158631
007302	2020	6897	17	117252
021400	1062	6900	19	131101
007400	1010	6909	6	41453
021400	3001	6914	3	20741
007501	1011	6916	35	242047
007501	1010	6918	38	262891
007501	1001	6949	26	180670
007002	3003	6953	180	1251466
021400	1096	6966	9	62692
007002	3010	6978	40	279122
007501	1000	6991	280	1957356
007501	1006	7004	31	217136
006600	1007	7021	77	540595
021400	1059	7036	166	1167990
007002	3013	7058	39	275273
021400	3010	7061	52	367146
021400	3009	7063	45	317826
021400	3012	7064	70	494492
007302	2018	7071	17	120207

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007501	1002	7076	14	99060
007400	1003	7077	138	976576
007302	1015	7097	24	170325
007502	1017	7099	32	227174
007502	1016	7100	60	425976
007302	1000	7127	29	206690
007400	3021	7127	36	256583
007501	2003	7139	49	349796
006600	1003	7139	177	1263582
007501	2004	7139	41	292712
007400	2000	7140	135	963850
007302	1006	7151	36	257423
021400	3022	7160	29	207630
007002	3004	7191	37	266073
007400	3017	7212	31	223587
007400	3018	7213	36	259685
007302	2013	7248	22	159450
007302	2014	7250	30	217504
021400	1099	7258	34	246764
021400	1060	7262	10	72621
006801	1008	7271	19	138144
021400	1048	7280	141	1026487
021400	1051	7281	83	604322
007501	3009	7285	25	182125
007501	3008	7285	29	211269
007002	3005	7297	22	160533
007400	1002	7308	85	621152
021400	1100	7313	22	160888
007400	1000	7349	51	374802
006801	1007	7396	32	236683
007501	2005	7397	49	362460
007502	1000	7398	125	924689
007100	2000	7408	78	577847
007302	1001	7453	44	327950
007302	1002	7454	46	342887
007302	2015	7461	26	193980
007302	2016	7462	33	246246
007302	1016	7476	26	194385
007502	1014	7479	50	373929
007502	1015	7479	45	336558
007200	1003	7488	17	127293
006600	1001	7493	114	854147
007400	3020	7494	33	247306
007400	3019	7495	40	299805
021400	1095	7521	28	210585

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007501	3011	7528	42	316171
007302	2011	7530	24	180709
007501	3007	7532	70	527213
007501	3006	7532	63	474531
021400	1098	7535	32	241134
021400	1050	7549	123	928570
007501	3010	7569	59	446572
006802	3002	7588	56	424946
021400	3020	7601	65	494090
021400	3019	7603	86	653827
021400	3008	7605	25	190119
021400	1094	7620	40	304784
007302	3011	7635	30	229036
007302	2017	7636	21	160349
007100	2005	7636	63	481066
006900	1015	7639	332	2536252
007002	3009	7667	14	107333
021400	3031	7704	31	238839
021400	3014	7717	59	455282
006802	1004	7755	94	729003
007502	1002	7758	68	527574
007502	1001	7760	50	387980
006802	3001	7763	48	372611
006600	1010	7765	123	955068
007301	2016	7782	34	264588
007502	1021	7783	51	396914
007100	2002	7786	27	210218
021400	3021	7791	28	218161
007501	3012	7793	64	498774
007501	3013	7794	51	397483
006802	1005	7825	43	336484
006600	1012	7849	144	1130195
007502	1019	7856	46	361387
007502	1020	7857	56	439972
007100	2001	7885	34	268080
007200	1001	7887	27	212941
007302	2009	7906	29	229275
007302	2010	7907	23	181850
007200	1002	7920	19	150484
006802	1003	7924	491	3890708
021400	2030	7939	89	706605
021400	1097	7944	162	1286998
007501	3001	7945	28	222449
007501	3002	7945	29	230399
007501	4000	7963	322	2564111

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
021400	3030	7970	31	247075
007302	3012	7978	19	151588
021400	3007	7990	18	143812
006801	1010	8008	26	208210
007302	3016	8010	81	648846
007502	3013	8052	91	732733
007501	3014	8053	53	426797
007302	3013	8058	34	273969
021400	1102	8070	37	298606
007301	2018	8108	63	510811
007301	2017	8109	54	437866
007200	1004	8120	22	178647
007302	2008	8121	17	138057
007302	2007	8121	27	219271
007502	1003	8138	56	455706
021400	3028	8140	55	447725
021400	3018	8141	44	358211
021400	3017	8147	26	211824
007502	1023	8151	48	391244
007502	1022	8152	51	415769
007302	2000	8188	27	221072
007501	3003	8191	73	597919
021400	1101	8203	19	155859
006801	1011	8226	571	4697128
006600	1013	8229	241	1983241
007302	1005	8231	22	181074
021400	3029	8239	27	222461
006801	1005	8241	159	1310255
007302	3015	8246	62	511238
007302	3010	8294	26	215632
007302	2006	8295	34	282021
006802	1000	8338	7	58367
007501	3000	8350	75	626255
006801	1012	8354	222	1854477
007200	1000	8355	28	233953
021400	1047	8365	852	7126789
006600	1000	8369	289	2418684
021400	3034	8408	44	369935
007502	3011	8414	87	732018
007502	3012	8414	118	992865
021400	3027	8415	31	260870
007002	3007	8426	14	117962
007502	1011	8441	52	438957
007301	2015	8442	51	430520
007200	1006	8452	34	287384

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	1005	8452	22	185955
007501	3004	8453	129	1090437
006802	1002	8460	520	4399138
021400	1053	8485	181	1535783
007302	1003	8487	29	246118
007301	2019	8492	46	390647
007301	3019	8493	49	416133
007502	1004	8515	43	366138
007302	2002	8567	34	291266
007302	2001	8568	25	214202
007302	1004	8582	38	326135
007200	2053	8591	17	146048
007200	1011	8592	12	103106
007302	3014	8594	29	249225
007501	4010	8605	45	387236
007501	4007	8606	58	499148
006801	1006	8610	54	464952
007302	3009	8626	44	379536
021400	3033	8636	26	224531
007200	2054	8640	31	267847
007200	2055	8653	70	605696
006801	1004	8693	802	6971449
007501	3005	8712	123	1071556
007502	3000	8712	88	766670
006801	1013	8735	481	4201522
006500	1020	8766	164	1437593
007301	2013	8768	43	377011
007301	2014	8768	51	447161
006600	1014	8770	177	1552283
007302	2004	8781	22	193184
007302	2003	8781	28	245871
007200	1007	8783	32	281070
021400	3026	8792	41	360484
007502	1005	8794	37	325374
007502	3010	8794	89	782673
007502	1012	8810	57	502179
007302	3008	8819	53	467403
007302	3007	8820	22	194047
007501	4009	8825	149	1314975
007301	3020	8846	35	309613
007301	3021	8848	32	283149
006600	1015	8850	110	973475
007501	5006	8852	164	1451673
007501	4011	8852	69	610811
006500	1038	8888	115	1022090

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007501	4008	8893	100	889315
007100	2012	8893	47	417985
021400	3015	8897	21	186841
007100	2019	8932	33	294769
007200	1010	8947	3	26841
007302	2005	8954	26	232812
007302	3000	8955	26	232833
007200	1013	8977	10	89767
007100	3010	9007	43	387299
007200	1012	9021	19	171403
007200	2052	9044	29	262268
007200	1009	9052	7	63365
007502	3001	9072	123	1115828
007502	3002	9072	121	1097729
007100	2003	9082	86	781013
007501	4001	9098	40	363929
007301	2008	9100	78	709795
007502	1010	9100	24	218408
007501	5005	9113	72	656146
007302	3006	9131	25	228267
007501	4005	9135	83	758230
007200	2022	9137	21	191887
007301	2012	9140	64	584976
007301	3018	9141	79	722168
007501	4004	9146	44	402420
007200	2056	9162	55	503897
021400	3025	9164	22	201606
007100	3013	9164	52	476548
007502	1007	9170	8	73361
007502	1006	9172	64	586987
007200	1008	9172	6	55035
007200	2051	9225	36	332106
007301	3022	9226	36	332149
007301	4013	9226	47	433642
007302	3002	9284	37	343504
007302	3001	9285	40	371395
007100	3002	9314	82	763708
007200	2024	9316	26	242204
006500	1018	9332	22	205306
007501	5004	9373	83	777995
007502	2014	9374	88	824895
007100	3009	9375	62	581275
021400	3036	9377	7	65639
007200	2023	9390	22	206586
007301	2010	9427	82	773012

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007301	2009	9427	105	989841
007501	4003	9437	62	585077
007301	4011	9441	35	330448
007301	4012	9442	24	226601
007502	3003	9453	94	888572
007502	3004	9453	113	1068182
007502	1008	9469	10	94691
007302	3003	9479	37	350734
007302	3004	9480	42	398153
007200	1014	9496	30	284886
007100	2018	9500	22	208990
007301	3017	9505	28	266152
007301	3016	9508	52	494400
007100	3016	9545	33	314978
007200	1016	9559	22	210293
007200	1015	9579	26	249041
007100	3012	9581	105	1005998
007301	4010	9615	38	365358
007301	1011	9615	49	471137
007501	4002	9625	43	413870
006801	1015	9646	91	877744
006500	1017	9674	600	5804344
007200	2026	9692	38	368283
007200	1020	9693	24	232632
006801	1002	9705	46	446439
007501	5002	9706	84	815334
007100	1000	9729	44	428076
007200	2057	9732	66	642315
007502	2012	9733	142	1382089
007502	2013	9733	92	895449
007100	2004	9744	35	341050
007200	1017	9746	27	263149
007100	3003	9749	110	1072416
007200	2025	9756	25	243901
007501	5000	9759	136	1327177
007301	2007	9760	107	1044270
007502	3009	9760	69	673424
007302	3005	9789	40	391560
007200	2021	9792	25	244812
007301	3006	9798	97	950450
007301	2011	9801	107	1048666
007502	3006	9830	7	68807
007502	3005	9831	105	1032259
007100	2014	9880	25	247002
007301	4005	9884	52	513984

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007301	3015	9886	54	533845
007200	1021	9888	5	49442
007100	1001	9897	52	514658
007200	2050	9920	2	19841
007301	1012	9944	39	387825
007301	1013	9946	38	377956
007100	3014	9962	25	249042
007501	5003	9967	64	637907
007100	2023	10022	32	320709
007200	2019	10024	25	250599
007200	2020	10024	18	180434
007502	2002	10031	74	742265
007501	5001	10066	33	332163
007301	2006	10086	75	756475
007301	2005	10087	97	978407
007200	1019	10088	71	716213
007301	4007	10101	36	363629
007301	4006	10101	43	434343
007502	2008	10111	123	1243662
007502	2015	10116	90	910396
007502	3008	10128	20	202550
007502	3007	10129	8	81028
007301	1014	10136	41	415594
007301	1022	10137	40	405493
007100	2031	10144	16	162309
007100	2032	10144	14	142020
007100	1010	10154	63	639716
007100	2027	10161	20	203221
007301	3007	10164	138	1402677
007301	3008	10165	96	975823
007100	2007	10201	28	285628
007100	2009	10202	26	265248
007100	2020	10235	28	286586
007100	2013	10238	19	194531
007502	2011	10266	37	379830
007301	4008	10274	56	575366
007301	1010	10275	64	657569
007100	3015	10306	60	618347
007200	2027	10323	27	278724
007200	2018	10324	22	227127
007100	2016	10328	22	227217
007200	2049	10339	50	516940
006500	1027	10381	9	93426
007502	2003	10393	68	706719
007100	2017	10400	16	166398

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	1023	10450	68	710612
007100	1002	10454	55	574945
007301	2004	10459	119	1244604
007301	3005	10460	154	1610766
007100	2015	10460	23	240584
007200	2005	10460	24	251050
007301	1021	10461	48	502135
007502	2006	10490	50	524477
007502	2007	10490	64	671392
007100	2008	10522	37	389320
007100	2010	10524	18	189433
007502	2009	10533	8	84260
007200	2048	10533	41	431843
007301	4000	10533	75	789972
007301	3014	10533	74	779465
007100	2024	10548	118	1244709
006500	1014	10552	19	200483
006500	1036	10558	2	21115
006500	1048	10573	5	52866
007502	2010	10577	46	486553
007200	2047	10588	77	815259
007301	1009	10604	73	774066
007301	1008	10605	45	477220
007100	1005	10624	27	286860
007100	2026	10632	40	425268
007200	2029	10632	21	223269
007200	2028	10633	24	255203
007200	1022	10660	120	1279191
006500	1033	10668	32	341369
007200	2046	10669	20	213386
007200	2006	10683	27	288454
007100	2021	10685	70	747952
007502	2004	10689	10	106894
007100	2006	10713	133	1424843
007502	2001	10717	95	1018089
007100	1003	10717	26	278654
007200	1018	10721	68	729008
007301	2002	10736	136	1460059
007301	4002	10758	98	1054253
007301	4001	10758	89	957486
007200	2045	10777	23	247871
007502	2005	10788	13	140246
007200	2009	10789	36	388390
007301	1015	10796	56	604561
007301	1016	10797	54	583015

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007301	3004	10823	92	995702
007301	3009	10824	80	865928
007301	2001	10827	251	2717567
007200	2044	10834	9	97504
007301	1004	10847	72	780991
007100	1009	10874	91	989554
007200	1025	10906	47	512605
007301	4009	10931	108	1180585
007200	2031	10937	21	229681
007200	2030	10938	21	229700
007200	2095	10948	21	229901
007200	2094	10957	36	394464
007200	2061	10990	49	538506
007200	2059	10997	13	142961
007301	3001	11014	59	649822
007200	2060	11017	39	429655
007200	2069	11027	38	419028
007200	2011	11032	31	341978
007200	2043	11049	11	121536
007200	2010	11055	28	309543
007301	2003	11069	107	1184399
007100	1006	11085	30	332547
007301	3012	11097	57	632501
007200	2058	11103	78	866003
007301	1020	11116	112	1245013
006500	1015	11131	4	44523
007100	2022	11153	18	200748
007301	1005	11177	59	659467
007100	2047	11189	33	369249
007301	3010	11197	101	1130909
007100	1007	11204	24	268902
007301	1017	11216	15	168245
007200	2013	11219	25	280480
007200	2007	11230	18	202148
007200	2033	11244	25	281105
007200	2032	11246	17	191179
007301	1003	11277	37	417260
007301	3013	11298	58	655264
007200	2012	11299	29	327669
007301	3002	11308	45	508870
007100	2029	11309	13	147012
007301	1000	11341	14	158774
007200	2042	11343	12	136114
007301	3003	11351	35	397290
007301	1019	11404	3	34211

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006500	1045	11412	14	159770
007200	1029	11417	32	365331
007301	3000	11429	60	685712
007301	1018	11431	2	22861
007200	2073	11437	51	583283
007301	1002	11447	3	34342
007301	4003	11451	77	881697
007200	2015	11455	20	229096
007200	2014	11477	19	218057
007301	3011	11494	18	206894
007301	1006	11509	36	414321
007100	2045	11510	31	356798
007100	2046	11515	32	368468
007200	2074	11521	13	149774
007200	2035	11544	29	334782
007200	2068	11556	41	473777
007200	2041	11573	29	335627
007100	1008	11581	167	1934032
007301	1007	11585	71	822552
007200	2008	11590	37	428827
007200	2076	11593	6	69558
007100	2056	11610	19	220583
007200	2075	11637	8	93093
007200	1027	11646	75	873473
007200	1024	11701	60	702085
007200	2017	11739	11	129132
007200	2077	11766	11	129423
007100	2033	11839	196	2320437
007100	2011	11839	55	651148
007100	2044	11840	39	461759
007100	2043	11853	15	177794
007100	2034	11887	30	356607
007100	2035	11894	44	523320
007200	2016	11925	34	405442
007200	2078	11994	25	299840
007200	2034	12055	15	180827
007100	2030	12111	61	738799
007200	2036	12121	24	290910
007200	2037	12141	32	388520
007100	2037	12145	33	400788
007100	2041	12188	15	182823
007100	2040	12189	27	329110
007200	2040	12223	41	501142
007200	2003	12238	38	465063
007200	2085	12307	25	307679

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007200	2084	12320	35	431195
007200	1030	12361	80	988864
007200	2082	12478	29	361873
007200	2039	12481	29	361937
007200	2083	12522	37	463322
007100	2038	12538	54	677030
007100	2039	12539	20	250770
007200	2038	12552	26	326357
007200	2002	12576	45	565930
007200	1032	12611	33	416178
007200	2080	12644	8	101149
007200	2079	12750	14	178501
007200	2087	12768	30	383045
007200	2071	12793	69	882709
007200	2086	12821	21	269240
007200	1035	12855	57	732759
007100	2049	12885	39	502533
007200	1033	13080	40	523209
007200	2089	13096	24	314314
007200	2065	13104	18	235866
007200	2088	13104	19	248975
007200	2062	13159	1096	14421782
007100	1016	13192	46	606835
007100	1015	13266	12	159191
007200	2081	13267	26	344932
007100	3004	13318	490	6525628
007200	2090	13367	23	307441
007200	2091	13375	21	280874
007100	1011	13494	50	674717
007100	2048	13524	67	906140
007200	2064	13599	15	203983
007100	1014	13616	57	776139
007100	1018	13631	74	1008682
007200	2093	13639	13	177312
007200	2070	13790	12	165483
007200	2092	13868	19	263489
007200	2066	13881	16	222096
007100	1019	13971	79	1103734
007100	1025	13981	100	1398091
007100	1017	14198	99	1405582
007100	2053	14210	69	980513
007100	1013	14302	14	200229
007100	1027	14309	51	729783
007100	1028	14322	61	873650
007100	1024	14335	121	1734510

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Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
007100	1004	14346	209	2998400
007200	2067	14370	16	229914
007100	1012	14479	26	376463
007100	1023	14611	30	438331
007100	2052	14616	44	643110
007100	1020	14651	19	278369
007100	2050	14944	10	149436
007100	1021	14979	20	299581
007100	1029	15031	1	15031
007100	1022	15039	12	180464
009901	1010	15543	3	46630
007100	2036	15690	223	3498912
007200	1034	16066	712	11439152
006200	1020	18555	60	1113284
009902	1013	22303	2	44606
006500	2050	11222.24423800000	5	56111.22119000000
006500	2008	12074.96298990000	9	108674.66690900000
008902	1028	12117.05854980000	2	24234.11709960000
008902	1029	12165.53368450000	13	158151.93789900000
006500	2027	12684.30075740000	71	900585.35377500000
006500	3021	13285.69075080000	209	2776709.36692000000
006500	2037	13440.90345680000	11	147849.93802500000
006500	2049	13445.92559630000	62	833647.38697100000
000100	2017	13493.66649290000	41	553240.32620900000
006500	2033	13700.57430860000	18	246610.33755500000
006500	2035	13784.65543390000	44	606524.83909200000
006500	2036	13790.71869860000	7	96535.03089020000
006500	2038	13874.79854780000	8	110998.38838200000
006500	2057	13948.54959270000	7	97639.84714890000
006500	3032	14042.95240300000	3	42128.85720900000
006500	2055	14076.73925480000	31	436378.91689900000
006500	2045	14092.68050370000	6	84556.08302220000
000100	2026	14177.82804020000	40	567113.12160800000
006500	2048	14194.67506380000	27	383256.22672300000
006500	2041	14275.93374640000	37	528209.54861700000
006500	2047	14295.35102420000	12	171544.21229000000
008902	1013	14320.80542340000	6	85924.83254040000
006500	2042	14362.43193640000	9	129261.88742800000
006500	2053	14812.66644040000	40	592506.65761600000
000100	2022	15182.28310620000	1	15182.28310620000
006500	3036	15215.42220760000	118	1795419.82050000000
000100	2012	15303.95450590000	40	612158.18023600000
000100	2002	15383.60028210000	31	476891.60874500000
000100	2024	15413.09559960000	28	431566.67678900000
000100	2023	15420.09473940000	83	1279867.86337000000

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006500	2058	15447.06995820000	38	586988.65841200000
006500	3038	15472.95129070000	9	139256.56161600000
000100	2029	15598.33814820000	20	311966.76296400000
000100	2001	15789.78906810000	79	1247393.33638000000
000100	2028	15818.99100700000	9	142370.91906300000
006500	3051	15959.96711050000	37	590518.78308900000
000100	2045	15987.35806750000	16	255797.72908000000
000100	2014	16074.92333200000	25	401873.08330000000
006500	3052	16168.49940590000	86	1390490.94891000000
006500	3053	16168.60065660000	7	113180.20459600000
000100	2044	16182.64351250000	43	695853.67103800000
000202	2008	16232.33226490000	45	730454.95192100000
000100	1029	16410.63691300000	25	410265.92282500000
006500	2054	16415.89570059990	357	5860474.76511000000
000100	2020	16419.89897630000	9	147779.09078700000
000100	2021	16426.64329980000	41	673492.37529200000
000100	2027	16445.28688900000	25	411132.17222500000
000100	2019	16472.47312190000	25	411811.82804700000
000202	2009	16480.87830710000	53	873486.55027600000
000100	2047	16525.89869830000	9	148733.08828500000
000100	2048	16532.99190550000	20	330659.83811000000
000202	1006	16553.60942560000	10	165536.09425600000
000100	2009	16565.89898880000	20	331317.97977600000
000100	2034	16570.70949460000	30	497121.28483800000
000100	1028	16646.45775070000	9	149818.11975600000
000100	1027	16698.26283090000	10	166982.62830900000
000100	2008	16774.97112100000	250	4193742.78025000000
000100	2015	16775.28514470000	33	553584.40977500000
000100	2046	16801.86734600000	46	772885.89791600000
006500	3037	16809.59794220000	191	3210633.20696000000
000100	2003	16830.29036100000	13	218793.77469300000
000100	2016	16864.19441000000	13	219234.52733000000
000100	2033	16867.27246690000	36	607221.80880800000
000100	2039	16890.57187650000	24	405373.72503600000
000202	1015	16938.86423760000	30	508165.92712800000
000100	2049	16958.43253760000	41	695295.73404200000
000100	1024	16959.81638590000	24	407035.59326200000
000202	2006	16978.01133890000	31	526318.35150600000
000202	2007	16978.98134450000	42	713117.21646900000
000100	2013	17017.73542330000	25	425443.38558300000
000100	2010	17019.16630330000	30	510574.98909900000
000100	2038	17020.85192360000	21	357437.89039600000
000100	2040	17038.25283900000	23	391879.81529700000
000100	2018	17123.52116000000	19	325346.90204000000
000202	2005	17128.36084470000	125	2141045.10559000000

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	2032	17131.77767390000	52	890852.43904300000
000100	2041	17151.76853120000	19	325883.60209300000
000100	2030	17195.70740940000	8	137565.65927500000
000100	2035	17196.33733980000	109	1874400.77004000000
000202	1007	17241.80758050000	40	689672.30322000000
000100	1026	17269.28824880000	24	414462.91797100000
000100	2036	17272.15014810000	16	276354.40237000000
000100	2037	17281.86002710000	11	190100.46029800000
000202	1011	17336.70029070000	50	866835.01453500000
000100	1025	17340.39190660000	26	450850.18957200000
000100	2004	17349.59613980000	33	572536.67261300000
000100	1023	17350.02867760000	39	676651.11842600000
000100	1022	17385.72690820000	29	504186.08033800000
000100	2011	17388.88703900000	10	173888.87039000000
000100	1014	17391.13753170000	29	504342.98841900000
000100	1011	17433.28260500000	10	174332.82605000000
000100	2007	17474.60000250000	30	524238.00007500000
000202	2002	17481.65560030000	50	874082.78001500000
000202	2004	17483.42332610000	49	856687.74297900000
000100	2042	17507.00342680000	10	175070.03426800000
000100	2006	17525.81213710000	33	578351.80052400000
000100	1010	17550.48293580000	13	228156.27816500000
000202	2001	17576.91746150000	226	3972383.34630000000
000202	1014	17581.88538089990	67	1177986.32052000000
000100	2031	17632.49078730000	12	211589.88944800000
000100	2000	17680.18394340000	9	159121.65549100000
000202	1009	17714.58332270000	79	1399452.08249000000
000100	1007	17801.98664300000	36	640871.51914800000
000100	1015	17812.52727060000	24	427500.65449400000
000202	1008	17818.59530740000	381	6788884.81212000000
006100	1009	17847.58838490000	25	446189.70962200000
000100	2005	17861.63700690000	31	553710.74721400000
000100	1016	17886.57858220000	12	214638.94298600000
000100	1035	17887.80275620000	39	697624.30749200000
000202	2003	17894.92795670000	17	304213.77526400000
000100	2050	17895.55159570000	43	769508.71861500000
000100	1002	17956.64626490000	13	233436.40144400000
000100	2043	17957.79468060000	43	772185.17126600000
000100	1033	18028.28047320000	45	811272.62129400000
000100	1006	18049.51246210000	26	469287.32401500000
000100	1039	18102.00557780000	17	307734.09482300000
000100	1000	18104.71507950000	312	5648671.10480000000
000202	1005	18109.97247080000	65	1177148.21060000000
006100	1010	18119.28228220000	41	742890.57357000000
000100	1038	18150.79620030000	32	580825.47841000000

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	1036	18213.68751920000	32	582838.00061400000
000100	2051	18230.47605200000	19	346379.04498800000
000202	1004	18249.49505020000	59	1076720.20796000000
000100	1017	18394.92311670000	12	220739.07740000000
006100	1011	18401.98696590000	33	607265.56987500000
006100	1008	18416.03276360000	75	1381202.45727000000
000100	1037	18460.77559430000	72	1329175.84279000000
008902	1037	18467.51591690000	206	3804308.27888000000
000202	2000	18533.66388330000	145	2687381.26308000000
000100	1008	18579.97589540000	46	854678.89118800000
000100	1018	18619.57312420000	40	744782.92496800000
000100	1032	18621.18262540000	29	540014.29613700000
000100	1030	18753.48612290000	11	206288.34735200000
006100	1013	18781.70548770000	36	676141.39755700000
000100	1004	18897.89674560000	16	302366.34793000000
000100	1003	18940.95587570000	35	662933.45565000000
006100	1001	19026.28368650000	36	684946.21271400000
006100	1002	19132.98521660000	30	573989.55649800000
006100	1014	19147.00898440000	35	670145.31445400000
000100	1031	19152.00980090000	24	459648.23522200000
000100	1019	19192.22859990000	30	575766.85799700000
000201	1062	19229.17431760000	17	326895.96339900000
000202	1013	19316.42124190000	63	1216934.53824000000
000100	1034	19321.71622090000	15	289825.74331400000
000100	1009	19373.62999990000	19	368098.96999800000
000100	1001	19375.23782110000	7	135626.66474800000
000201	1034	19389.00791680000	46	891894.36417300000
000201	1061	19405.03984940000	34	659771.35488000000
000100	1021	19462.09783320000	14	272469.36966500000
000201	1035	19475.98514750000	22	428471.67324500000
000100	1020	19525.63149780000	93	1815883.72930000000
000100	1040	19627.26118440000	25	490681.52961000000
000201	1060	19690.27045480000	31	610398.38409900000
000201	1033	19739.52062110000	24	473748.49490600000
000201	1036	19746.48124050000	31	612140.91845600000
006100	2013	19746.93674280000	40	789877.46971200000
000201	1030	19827.84597550000	27	535351.84133900000
000100	1005	19832.66666770000	18	356988.00001900000
000202	1000	19866.65772680000	60	1191999.46361000000
000202	3004	19869.09139770000	17	337774.55376100000
000201	1032	19895.27154300000	18	358114.88777400000
000202	1010	19906.72639060000	42	836082.50840500000
000201	1059	19960.79177280000	61	1217608.29814000000
006500	3049	19977.46792390000	9	179797.21131500000
000201	1037	20029.81412230000	51	1021520.52024000000

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000201	1038	20030.28146640000	11	220333.09613000000
006100	2033	20031.01668310000	33	661023.55054200000
000201	1058	20095.30608910000	40	803812.24356400000
000201	1029	20098.63076030000	29	582860.29204900000
006100	2016	20120.42131950000	52	1046261.90861000000
000201	1006	20125.57664900000	18	362260.37968200000
000201	1031	20154.99397500000	27	544184.83732500000
006100	1000	20243.90421740000	607	###################
000201	1057	20278.53608210000	176	3569022.35045000000
000201	1040	20303.30262670000	13	263942.93414700000
006100	1003	20306.96246520000	57	1157496.86052000000
000201	1027	20378.85818740000	23	468713.73831000000
000201	1028	20378.93058580000	19	387199.68113000000
000202	3003	20405.41555920000	49	999865.36240100000
000202	3002	20408.43331020000	10	204084.33310200000
000201	1041	20441.23068550000	12	245294.76822600000
006100	2015	20495.78678920000	19	389419.94899500000
000202	3009	20535.42375470000	43	883023.22145200000
000202	3025	20604.86689120000	87	1792623.41953000000
000201	1008	20631.40238250000	18	371365.24288500000
000201	1025	20654.98417050000	19	392444.69923900000
000201	1026	20655.11985940000	28	578343.35606300000
000202	3008	20668.07654510000	17	351357.30126700000
000201	1010	20709.04277470000	33	683398.41156500000
000202	3019	20709.14166750000	11	227800.55834300000
000202	3021	20733.48090830000	24	497603.54179900000
000202	3022	20737.77033950000	17	352542.09577100000
006100	1005	20778.72905350000	66	1371396.11753000000
006100	2032	20782.04513060000	76	1579435.42993000000
000202	3001	20788.70478170000	5	103943.52390800000
006100	2029	20791.13548300000	13	270284.76127900000
000201	1042	20791.27222680000	9	187121.45004100000
000201	1043	20791.59425449990	29	602956.23338000000
006100	2031	20795.92248500000	43	894224.66685500000
000202	3010	20805.07496310000	31	644957.32385600000
000201	1064	20832.70814310000	9	187494.37328800000
000201	1055	20913.47606110000	36	752885.13820000000
000201	1044	20949.69782290000	9	188547.28040600000
000202	3000	20951.93724060000	59	1236164.29720000000
000202	1012	20971.21625920000	53	1111474.46174000000
000202	3007	21020.87172600000	113	2375358.50504000000
000202	3018	21023.92524130000	50	1051196.26206000000
000202	3026	21033.65577110000	9	189302.90194000000
000202	3006	21074.49103170000	115	2423566.46865000000
000202	3020	21091.29579070000	7	147639.07053500000

POINT LOMA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000201	1065	21112.47480110000	107	2259034.80372000000
000202	1002	21133.63435160000	57	1204617.15804000000
000201	1024	21145.89840100000	19	401772.06961900000
000201	1023	21149.55427520000	9	190345.98847700000
000201	1054	21193.79527600000	92	1949829.16539000000
000202	3027	21205.57194110000	11	233261.29135200000
000202	1003	21212.66313770000	73	1548524.40905000000
006100	2030	21259.12197980000	44	935401.36711100000
000201	1011	21285.44734160000	8	170283.57873300000
000202	3017	21314.88212430000	35	746020.87435000000
000201	1003	21319.35986010000	186	3965400.93398000000
000201	1009	21334.82583610000	15	320022.38754200000
006100	2035	21338.25221150000	85	1813751.43798000000
006100	2034	21404.72670520000	64	1369902.50913000000
000202	1001	21426.45887290000	131	2806866.11235000000
000202	3024	21441.22617800000	24	514589.42827200000
000201	1049	21451.54574610000	83	1780478.29693000000
006100	1012	21455.51287020000	30	643665.38610600000
000202	3014	21473.49733200000	42	901886.88794400000
000201	1053	21474.17989390000	56	1202554.07406000000
000202	3011	21476.15802540000	44	944950.95311800000
000201	1051	21541.91652760000	9	193877.24874800000
000202	3012	21571.24653970000	58	1251132.29930000000
000202	3016	21698.15349490000	96	2083022.73551000000
006100	1007	21823.22736560000	254	5543099.75086000000
000201	1052	21823.41372380000	46	1003877.03129000000
000201	1047	21892.35844290000	23	503524.24418700000
000201	1046	21896.97868290000	25	547424.46707300000
000201	1004	21955.44235700000	21	461064.28949700000
000201	1022	21966.12940200000	19	417356.45863800000
006100	1006	22083.37540380000	16	353334.00646100000
000201	1020	22133.46053290000	5	110667.30266500000
000201	1019	22133.46053290000	11	243468.06586200000
000202	3015	22232.96579660000	365	8115032.51576000000
000201	1013	22243.80934550000	30	667314.28036500000
000201	1012	22288.37128010000	33	735516.25224300000
006100	1004	22859.67714770000	320	7315096.68726000000
000202	3013	22860.63005250000	746	###################
000201	1007	22992.76579960000	16	367884.25279400000
000201	1000	23210.18541880000	30	696305.56256400000
000201	1066	23214.62894670000	4	92858.51578680000
000202	3023	23269.09415410000	80	1861527.53233000000
000201	1005	23450.56691960000	29	680066.44066800000

HIGH TECH K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
LOMA PORTAL	5543	13	72061
CABRILLO	7214	8	57711
DEWEY	7781	19	147842
SILVER GATE	9034	6	54203
OCEAN BEACH	10941	14	153180
SUNSET VIEW	15392	6	92350
GRANT	16974	6	101846
WASHINGTON	20683	4	82732
BAY PARK	21968	3	65903
FLORENCE	22342	1	22342
CARSON	22437	13	291681
CROWN POINT	24453	1	24453
BIRNEY	25684	11	282523
SHERMAN	28551	8	228406
CARSON-FLETCHER	29905	2	59810
PERKINS	30199	9	271788
LINDA VISTA	30235	6	181409
PACIFIC BEACH ELEMENTAR	30708	1	30708
JEFFERSON	31769	1	31769
TOLER	32344	5	161719
CHESTERTON	32629		
GARFIELD	33532	8	268259
GOLDEN HILL	33549	10	335491
BURBANK	33690	5	168449
KIMBROUGH	33716	3	101149
JONES	34177	6	205060
SESSIONS	34993	2	69986
FLETCHER	35856	1	35856
LOGAN	36245		
EDISON	36664	4	146657
CADMAN	37265	1	37265
HOLMES	37931	6	227589
CHEROKEE POINT	38091		
RODRIGUEZ	38204	10	382040
MCKINLEY	38794	5	193971
ROSS	39131	6	234785
ADAMS	39536		
NORMAL HEIGHTS	39547		
JUAREZ	39713	3	119139
CENTRAL	40467		
LINDBERGH/SCHWEITZER	40687	2	81373
BIRD ROCK	40760	2	81520
JOYNER	41900	3	125700
EMERSON/BANDINI	42215	3	126646
CHOLLAS/MEAD	42240		
ROWAN	43114	6	258683

Note: Charter school route distances originate from public school boundaries

HIGH TECH K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
EUCLID	43370		
FIELD	43485		
SEQUOIA	43979		
ROSA PARKS	44015	2	88030
ALCOTT	44390	7	310727
ANGIER	44544	1	44544
BAKER	44583	4	178332
BALBOA	44668	3	134004
FRANKLIN	44766	7	313364
IBARRA	45330		
WHITMAN	45658	1	45658
CHAVEZ	46088	1	46088
JUAREZ-FOSTER	46159		
HAMILTON	46351	1	46351
WEBSTER	46397	1	46397
LAFAYETTE	47106		
FAY	48089	2	96178
MARSHALL ELEMENTARY	48121		
HORTON	48126	3	144377
LA JOLLA ELEMENTARY	48910		
HAWTHORNE	49079	1	49079
PORTER	49327	7	345291
WEGEFORTH	49623	6	297741
SPRECKELS	50860	3	152581
CUBBERLEY	51621		
CARVER	51932	1	51932
FOSTER	52356	4	209424
JOHNSON	52588	3	157763
OAK PARK	52846	2	105692
VALENCIA PARK	53762	3	161287
HARDY	55633	5	278165
HANCOCK	56097	2	112195
CLAY	56325	4	225302
ROLANDO PARK	57123	1	57123
CLAY-HARDY	57193	1	57193
MILLER	57598		
DOYLE	58091	2	116182
NYE	58256	4	233024
ENCANTO	58912	4	235650
VISTA GRANDE	59243		
HEARST	59337		
CURIE	59777		
TORREY PINES	60062	1	60062
MARVIN	60591	1	60591
FULTON	61880		
PARADISE HILLS	62316		

Note: Charter school route distances originate from public school boundaries

HIGH TECH K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
TIERRASANTA	62834	2	125668
BETHUNE	63896	1	63896
AUDUBON	64861	1	64861
PACIFIC VIEW	65314		
PERRY	65737		
KUMEYAAY	66778		
GREEN	67860		
DAILARD	68548	1	68548
BOONE	68671		
ZAMORANO	70782	3	212347
PENN	71202	1	71202
FREESE	72225		
BENCHLEY/WEINBERGER	72828		
GAGE	76686	4	306743
WALKER	78878		
MASON	82395		
HICKMAN	84217	2	168434
MIRAMAR RANCH	84398		
JONAS SALK	86763		
HAGE	87791	2	175582
JERABEK	88037	1	88037
ERICSON	90439	1	90439
SANDBURG	92015		
DINGEMAN	96011		
E. B. SCRIPPS	96885	1	96885

Note: Charter school route distances originate from public school boundaries

HIGH TECH EXPLORER K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
LOMA PORTAL	4391	8	35129
CABRILLO	6570	4	26282
DEWEY	7009	14	98132
SILVER GATE	8390	8	67117
OCEAN BEACH	9751	11	107264
SUNSET VIEW	14748	5	73741
GRANT	16203	8	129621
BAY PARK	20817	6	124899
CARSON	21286	14	298002
FLORENCE	21570	3	64711
WASHINGTON	21603	3	64809
CROWN POINT	23263	3	69788
BIRNEY	24912	12	298947
CARSON-FLETCHER	28754		
LINDA VISTA	29084	3	87251
SHERMAN	29471	2	58942
PACIFIC BEACH ELEMENTAR	29518	2	59036
JEFFERSON	30997	4	123989
PERKINS	31119	7	217832
TOLER	31193	4	124771
CHESTERTON	31478		
GARFIELD	32761	2	65521
JONES	33025	8	264204
SESSIONS	33842	3	101526
GOLDEN HILL	34469	18	620448
BURBANK	34610	6	207660
KIMBROUGH	34637	4	138546
FLETCHER	34705		
EDISON	35893	1	35893
CADMAN	36114	5	180570
HOLMES	36780	4	147121
LOGAN	37166	1	37166
CHEROKEE POINT	37319	2	74638
ROSS	37980	2	75959
MCKINLEY	38022	7	266157
JUAREZ	38562	1	38562
ADAMS	38765	7	271353
NORMAL HEIGHTS	38776		
RODRIGUEZ	39124	3	117373
LINDBERGH/SCHWEITZER	39535	8	316283
BIRD ROCK	39570		
CENTRAL	39695	2	79391
JOYNER	41128	1	41128
FIELD	42334	3	127001
EUCLID	42599	3	127796
SEQUOIA	42828		

Note: Charter school route distances originate from public school boundaries

HIGH TECH EXPLORER K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
EMERSON/BANDINI	43136	2	86271
CHOLLAS/MEAD	43161	2	86321
ALCOTT	43238		
ROSA PARKS	43244	2	86487
ANGIER	43393	1	43393
FRANKLIN	43995	4	175978
ROWAN	44034	2	88068
WHITMAN	44507	1	44507
IBARRA	44559		
JUAREZ-FOSTER	45008		
BAKER	45503	2	91007
HAMILTON	45579		
BALBOA	45588	2	91177
LAFAYETTE	45954	2	91909
CHAVEZ	47008	3	141024
FAY	47317	1	47317
WEBSTER	47318	4	189271
MARSHALL ELEMENTARY	47349	1	47349
LA JOLLA ELEMENTARY	47719		
HAWTHORNE	47927		
WEGEFORTH	48472		
HORTON	49046	1	49046
SPRECKELS	49709	3	149127
PORTER	50248	3	150743
CUBBERLEY	50470	3	151410
CARVER	51160		
FOSTER	51205	5	256024
JOHNSON	53508		
OAK PARK	53583		
HARDY	54482		
VALENCIA PARK	54682	1	54682
HANCOCK	54946	1	54946
CLAY	55554	3	166661
ROLANDO PARK	56352		
CLAY-HARDY	56422	3	169265
MILLER	56447		
DOYLE	56940	2	113880
VISTA GRANDE	58092		
HEARST	58186	1	58186
CURIE	58626	5	293128
TORREY PINES	58911	2	117823
NYE	59176	3	177528
MARVIN	59440	1	59440
ENCANTO	59833	4	239331
TIERRASANTA	61683	1	61683
FULTON	62800	2	125600

Note: Charter school route distances originate from public school boundaries

HIGH TECH EXPLORER K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
PARADISE HILLS	63236	2	126472
BETHUNE	64817		
KUMEYAAY	65626	1	65626
AUDUBON	65782	3	197345
PACIFIC VIEW	66234	1	66234
PERRY	66658		
GREEN	66709		
DAILARD	67397		
BOONE	69591	4	278366
ZAMORANO	71703		
BENCHLEY/WEINBERGER	71881		
PENN	72122	4	288490
FREESE	73146	2	146291
GAGE	75535	3	226604
WALKER	77727		
MASON	81244		
HICKMAN	83066		
MIRAMAR RANCH	83247		
JONAS SALK	85612		
HAGE	86640		
JERABEK	86886		
ERICSON	89288	6	535728
SANDBURG	90864		
DINGEMAN	94860	1	94860
E. B. SCRIPPS	95734		

Note: Charter school route distances originate from public school boundaries

HIGH TECH 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CORREIA	4649	40	185945
DANA/CORREIA-ROOSEVEL	15268	6	91609
PACIFIC BEACH MIDDLE	25933	6	155601
MONTGOMERY	26810	11	294914
ROOSEVELT	28879	37	1068531
MARSTON	30381	14	425333
MEMORIAL PREP	36684	20	733684
WILSON	36696	5	183481
WILSON-LEWIS	43060	8	344482
TAFT	43439	6	260637
INNOVATION	43985	7	307898
CLARK	44341	7	310387
LEWIS-TAFT	44445		
MUIRLANDS	46892	8	375134
MANN	48443	11	532873
MILLENNIAL TECH	50325	11	553580
KNOX	50687	24	1216493
FARB-DEPORTOLA	58575	5	292873
STANDLEY	58749	8	469989
LEWIS	59552	14	833734
BELL	66083	11	726918
PERSHING	69678	2	139355
WANGENHEIM	80809	2	161618
CHALLENGER	84402	1	84402
MARSHALL MIDDLE	86662	4	346649

HIGH TECH MEDIA ARTS 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CORREIA	3721	37	137682
DANA/CORREIA-ROOSEVEL	16203	4	64810
PACIFIC BEACH MIDDLE	25612	3	76835
MONTGOMERY	27373	18	492720
ROOSEVELT	29814	37	1103103
MARSTON	30944	12	371327
MEMORIAL PREP	36756	16	588091
WILSON	37631	7	263414
WILSON-LEWIS	43995	7	307962
TAFT	44002	10	440025
INNOVATION	44548	9	400935
LEWIS-TAFT	45008		
CLARK	45275	8	362203
MUIRLANDS	46570	7	325990
MANN	49377	10	493774
KNOX	50243	17	854124
MILLENNIAL TECH	50821	10	508215
FARB-DEPORTOLA	59138	8	473101
STANDLEY	59312	9	533804
LEWIS	60115	12	721385
BELL	66580	14	932114
PERSHING	70241	3	210722
WANGENHEIM	81372	5	406860
CHALLENGER	84965	3	254894
MARSHALL MIDDLE	87225	5	436127

Note: Charter school route distances originate from public school boundaries

HIGH TECH 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
POINT LOMA	5139	40	205550
SAN DIEGO-POINT LOMA	15397	8	123173
MISSION BAY	26063	7	182439
CLAIREMONT	30510	23	701736
SAN DIEGO	35667	93	3317042
HOOVER	35706	33	1178294
KEARNY	37888	25	947191
HOOVER-HENRY	43190	8	345517
MADISON	44115	6	264688
HENRY-KEARNY	44574		
LA JOLLA HIGH	48413	10	484130
CRAWFORD	48572	21	1020020
LINCOLN	49939	50	2496925
LA JOLLA-UNIVERSITY CITY	52837		
SERRA	58704	8	469632
UNIVERSITY CITY	58878	12	706535
HENRY	62386	22	1372491
MORSE	66213	21	1390470
SCRIPPS RANCH	86792	25	2169793
MIRA MESA	87108	10	871081

Note: Charter school route distances originate from public school boundaries

HIGH TECH INTERNATIONAL 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
POINT LOMA	4187	38	159114
SAN DIEGO-POINT LOMA	16309	9	146781
MISSION BAY	26084	6	156506
CLAIREMONT	31417	25	785413
SAN DIEGO	35562	80	2844936
HOOVER	36618	13	476036
KEARNY	38794	27	1047435
HOOVER-HENRY	44102	4	176408
MADISON	45021	15	675315
HENRY-KEARNY	45481	1	45481
LA JOLLA HIGH	48435	5	242173
CRAWFORD	49485	15	742270
LINCOLN	49833	38	1893657
LA JOLLA-UNIVERSITY CITY	53743		
SERRA	59610	7	417272
UNIVERSITY CITY	59784	10	597842
HENRY	63292	15	949383
MORSE	66107	11	727182
SCRIPPS RANCH	87698	12	1052376
MIRA MESA	88014	5	440071

Note: Charter school route distances originate from public school boundaries

HIGH TECH MEDIA ARTS 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
POINT LOMA	3721	33	122809
SAN DIEGO-POINT LOMA	16202	2	32403
MISSION BAY	25612	4	102447
CLAIREMONT	30944	18	556990
SAN DIEGO	36034	70	2522367
HOOVER	36511	22	803240
KEARNY	38321	24	919710
HOOVER-HENRY	43995	3	131984
MADISON	44548	7	311839
HENRY-KEARNY	45008	1	45008
LA JOLLA HIGH	47962	4	191848
CRAWFORD	49377	27	1333190
LINCOLN	50305	42	2112819
LA JOLLA-UNIVERSITY CITY	53271		
SERRA	59138	10	591377
UNIVERSITY CITY	59312	2	118623
HENRY	62820	11	691015
MORSE	66580	19	1265011
SCRIPPS RANCH	87225	8	697803
MIRA MESA	87542	8	700333

Note: Charter school route distances originate from public school boundaries

BIRNEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000600	1001	46	115	5246
000500	3012	576	53	30514
000600	1010	636	150	95362
000500	3004	725	81	58728
000500	3003	819	69	56543
000500	3013	963	35	33718
000600	1009	1000	77	76975
000600	1008	1013	85	86085
000600	1002	1016	75	76186
000600	1003	1016	77	78247
000500	3005	1109	96	106435
000500	3006	1109	94	104235
000600	2021	1117	48	53639
000600	1005	1191	65	77388
000500	3001	1199	75	89919
000500	3002	1204	61	73453
000600	1004	1396	55	76786
000500	2004	1407	90	126666
000500	2003	1408	112	157744
000600	1007	1413	61	86200
000500	3008	1484	46	68244
000500	3007	1489	50	74467
001000	3013	1547	23	35588
000600	2019	1550	115	178295
000600	2020	1580	73	115352
000500	3000	1591	29	46143
000600	3001	1703	85	144778
001000	3015	1716	40	68628
000600	3002	1768	41	72475
000500	2005	1788	81	144849
000500	2006	1789	92	164582
000500	2002	1792	108	193500
000500	2001	1792	114	204308
001000	4012	1793	34	60972
001000	4010	1827	7	12787
000500	3010	1846	31	57216
000500	3009	1847	42	77578
000600	3003	1878	5	9392
000600	2018	1909	63	120286
001000	4011	1926	65	125219
000500	1013	1927	43	82851
000500	2016	1937	13	25177
001000	3012	1992	86	171277
000500	3011	2010	18	36177
000500	1014	2022	65	131417

BIRNEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001000	3014	2047	15	30709
001000	3011	2053	10	20533
000500	2014	2066	56	115713
000900	6013	2139	34	72726
001000	3016	2161	34	73473
001000	4009	2168	93	201665
001000	2012	2182	60	130927
000500	2000	2183	72	157191
000600	3018	2188	46	100657
000900	5005	2205	44	97041
001000	3017	2222	54	119990
000600	2017	2233	62	138427
000600	3019	2265	12	27180
000500	2007	2277	58	132038
000500	1012	2282	24	54766
000600	3000	2297	85	195247
000500	1011	2316	45	104233
000500	2008	2353	21	49408
000600	3010	2379	96	228363
000500	1016	2408	80	192611
000600	3005	2408	69	166130
000500	1015	2411	60	144654
000600	3011	2436	14	34099
000600	3012	2525	63	159081
001000	3010	2530	11	27830
001000	4007	2546	104	264829
001000	4008	2547	102	259758
001000	2010	2561	113	289342
001000	2011	2562	122	312553
000900	6003	2595	16	41518
000900	6011	2595	92	238747
000900	6004	2595	34	88241
000900	5004	2596	126	327076
000900	5003	2596	71	184323
000900	6012	2597	68	176591
000600	2007	2628	34	89366
001000	3008	2638	100	263801
001000	3007	2639	112	295530
001000	1019	2699	25	67470
000600	2008	2728	64	174610
000600	2016	2734	65	177692
000500	1002	2751	41	112792
000600	3017	2793	150	418962
000500	1017	2797	32	89520
000900	6000	2826	42	118689

BIRNEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001000	4015	2826	7	19784
000900	4005	2880	412	1186617
000600	3015	2881	35	100838
000600	3013	2887	3	8662
000600	3021	2895	134	387971
001000	3009	2909	3	8726
000600	2013	2918	29	84631
000600	3020	2919	86	251030
001000	4005	2929	86	251885
001000	4006	2930	81	237309
001000	2009	2941	101	297066
001000	2008	2951	186	548861
000500	1010	2955	29	85682
001000	1018	2971	8	23771
000900	6006	2973	21	62424
000900	6005	2974	28	83262
000900	5001	2979	140	417096
000900	6009	2980	118	351612
000900	5002	2980	135	402356
000900	6010	2981	54	160985
001000	3006	3023	134	405077
001000	3005	3023	97	293267
000600	2011	3031	3	9094
001000	1020	3079	39	120062
000500	1001	3144	127	399342
000600	2015	3194	56	178861
000900	1003	3206	3	9619
000700	2004	3244	14	45411
000600	3016	3254	2	6507
000900	4003	3274	93	304503
000900	4004	3277	47	154020
001000	4003	3309	81	267994
001000	4004	3309	83	274618
000500	1009	3319	18	59747
001000	1017	3352	16	53638
000900	6007	3352	43	144154
000900	1009	3354	18	60371
000900	1015	3355	143	479722
000900	6008	3356	121	406092
000900	5000	3357	111	372583
000900	3003	3357	86	288703
000600	3008	3364	7	23549
000700	2000	3373	133	448621
000600	2010	3386	42	142229
001000	2007	3399	87	295693

BIRNEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000600	3006	3400	429	1458709
001000	3004	3401	128	435321
001000	3003	3402	115	391185
000600	2004	3420	47	160744
000600	2023	3423	49	167746
001000	2017	3509	20	70189
000700	2001	3533	138	487504
001000	1016	3556	142	504974
001000	2013	3572	35	125017
000600	2012	3573	29	103615
001000	4017	3585	21	75283
000900	4002	3658	77	281637
000900	4001	3660	167	611151
001000	4001	3687	127	468300
001000	4002	3688	131	483073
000500	1019	3710	46	170661
000900	1010	3733	60	224000
000900	1012	3737	100	373715
000700	2003	3737	136	508294
000700	2002	3738	82	306486
000900	1011	3738	133	497117
000700	2008	3739	146	545826
000900	3002	3740	131	489971
000900	3001	3741	95	355426
000500	2010	3757	10	37566
001000	3001	3780	94	355344
001000	3002	3780	50	189017
000500	1007	3801	15	57017
000500	1006	3812	14	53375
001000	2006	3845	35	134570
000500	1018	3845	40	153801
000700	2007	3847	56	215441
001000	2005	3906	14	54688
001000	1015	3936	128	503832
000700	2006	3943	92	362712
001000	4018	3964	19	75325
001000	1014	3985	92	366601
001000	2014	4011	58	232645
000900	4000	4032	82	330614
000900	3004	4034	61	246068
000600	2002	4051	17	68873
001200	4014	4063	60	243769
001000	4000	4064	75	304797
000600	3007	4083	6	24497
001000	2016	4092	14	57295

BIRNEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000900	1006	4109	41	168482
000900	1004	4116	127	522727
000700	1007	4117	77	316987
000900	1005	4117	100	411734
000700	1008	4119	105	432470
000900	3000	4120	134	552080
000900	2003	4121	120	494474
000500	2011	4122	12	49464
001000	3000	4157	114	473873
001200	4006	4158	136	565500
000700	1001	4178	11	45955
000500	1005	4194	13	54528
000700	2005	4238	86	364503
000700	2009	4263	118	503021
000700	2010	4298	161	692035
000500	1000	4303	24	103279
000500	2009	4327	253	1094717
001000	4019	4345	24	104284
001000	1013	4375	104	454962
001000	1012	4375	62	271268
000900	3005	4413	114	503093
001000	2004	4432	2	8864
001200	4013	4448	70	311378
001000	2001	4458	58	258572
000600	2001	4481	163	730329
000700	1012	4494	131	588760
000700	1011	4495	126	566349
000900	1013	4496	115	517028
000900	1016	4497	134	602594
000900	2002	4501	135	607603
000900	2001	4502	280	1260441
000600	2003	4528	20	90560
001000	1006	4538	57	258639
001200	4007	4541	98	445021
000700	1002	4541	11	49956
000700	1009	4566	97	442927
000700	1006	4566	92	420110
000500	1003	4611	61	281298
000700	2011	4628	70	323928
000700	2015	4723	21	99179
001200	4015	4724	2	9449
001000	1011	4753	67	318451
001000	2000	4834	217	1048939
001200	4005	4834	105	507614
001000	1008	4844	20	96876

BIRNEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000700	1020	4874	54	263204
000900	1014	4878	109	531720
000900	2000	4881	148	722352
000500	1004	4906	28	137372
001000	1009	4911	123	604069
000500	2012	4925	45	221614
000700	1010	4942	94	464530
000700	1013	4943	79	390514
001000	2002	4956	42	208136
001000	1004	4991	17	84841
000700	2020	4995	72	359639
000700	2022	5102	12	61224
001000	1002	5166	76	392628
001000	1007	5167	16	82669
000700	2016	5179	41	212350
000700	1005	5213	55	286695
001200	4004	5220	97	506337
000700	1016	5323	46	244865
000700	3003	5376	71	381704
001000	1005	5387	24	129286
000700	2018	5468	18	98425
000700	2017	5469	14	76564
001000	1003	5500	7	38499
000700	2019	5517	35	193080
000700	2014	5522	4	22088
000700	1018	5645	19	107253
000700	1014	5660	177	1001732
000700	2013	5671	21	119091
000700	1017	5744	108	620345
000700	2021	5762	18	103709
000700	3007	5766	21	121078
000700	3011	5873	39	229048
000700	3004	5896	52	306591
000700	3005	5971	69	412028
000700	3012	6005	21	126100
000700	3010	6196	27	167301
000700	3006	6286	60	377159
000700	3014	6412	39	250074
000700	3013	6729	10	67293

BURBANK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004900	2003	88	66	5786
004900	3031	571	98	55947
004900	3032	572	139	79547
004900	2007	750	157	117791
004900	2006	751	88	66072
004900	2004	947	84	79551
004900	3028	953	123	117191
004900	3029	953	126	120067
004900	2001	955	107	102136
004900	2005	1113	104	115776
004900	2008	1132	99	112096
004900	2009	1132	110	124568
004900	3026	1235	97	119769
004900	1006	1343	83	111499
004900	2000	1344	151	202879
004900	3018	1344	107	143795
004900	3017	1348	149	200787
004900	3021	1609	100	160887
004900	3027	1613	120	193505
004900	3011	1614	83	133939
004900	1004	1736	132	229174
004900	1005	1736	178	309085
004900	3015	1738	79	137309
004900	3025	1891	90	170165
004900	3024	1893	86	162830
004900	3013	1976	109	215408
004900	3012	2000	109	218051
004900	1003	2122	89	188860
004900	1002	2122	147	311946
004900	3016	2123	148	314161
004900	3004	2238	77	172300
004900	3022	2252	32	72068
004900	3014	2260	42	94912
004900	3005	2297	46	105665
004900	1001	2501	102	255137
004800	3019	2511	47	118027
004900	3002	2575	1	2575
004900	3000	2629	111	291846
004800	3018	2673	71	189781
004800	3022	2718	16	43489
004900	1000	2740	124	339769
004900	3001	2752	42	115600
004800	3020	2788	23	64119
004800	3014	2805	14	39268
004800	3021	2823	101	285127

BURBANK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004700	2020	2843	7	19898
004700	2023	2866	24	68773
004900	3023	2920	72	210218
004900	3007	3081	51	157128
004700	2015	3126	47	146910
004800	3017	3187	53	168886
004700	2022	3246	7	22721
004800	3013	3363	60	201809
004900	3009	3751	33	123789

EMERSON/BANDINI ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003601	1003	249	11	2734
003601	1004	369	225	83040
003601	1006	794	70	55554
003601	1015	798	84	67001
003601	1017	873	73	63748
003601	1016	1112	77	85612
003601	1033	1238	41	50751
003601	1002	1321	116	153212
003502	3018	1458	79	115202
003502	1001	1526	660	1007312
003601	1008	1678	80	134241
003502	3015	1841	100	184141
003502	3014	1845	170	313705
003601	1001	2046	147	300749
003502	3017	2115	158	334141
003601	1000	2119	153	324174
003502	1000	2341	188	440018
003601	1009	2350	74	173923
003601	1011	2491	107	266541
003502	3013	2500	129	322499
003502	3016	2504	80	200289
003501	2022	2689	86	231222
003601	1014	2733	277	756995
003602	2002	2776	60	166560
003502	2021	2777	85	236066
003502	3011	2855	59	168469
003502	3012	2859	122	348748
003502	3002	2938	92	270307
003602	2003	3154	103	324913
003502	2013	3155	78	246113
003502	2014	3158	83	262087
003502	3005	3165	87	275347
003502	3009	3202	77	246552
003502	3010	3206	103	330221
003502	3004	3281	64	209959
003501	2014	3315	17	56363
003502	3003	3330	158	526153
003502	2011	3507	69	241984
003502	2012	3509	102	357898
003502	3007	3513	107	375842
003502	3008	3514	97	340884
003502	3001	3530	136	480142
003501	2016	3610	22	79424
003501	2015	3613	17	61414
003501	1029	3623	75	271716

EMERSON/BANDINI ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003501	1006	3739	67	250488
003501	1005	3753	99	371567
003501	2013	3802	80	304197
003502	3000	3836	36	138091
003502	3006	3838	94	360816
003502	2007	3848	174	669519
003502	2010	3851	94	361958
003501	2021	3911	21	82121
003501	1004	3978	58	230719
003501	1024	4050	68	275396
003501	1016	4052	127	514570
003502	2006	4069	115	467938
003501	2012	4096	64	262141
003501	2017	4098	65	266384
003501	1025	4142	68	281646
003501	1007	4301	54	232268
003501	1003	4303	61	262481
003502	2002	4326	58	250883
003501	2018	4396	103	452797
003501	1008	4456	59	262926
003501	1026	4473	79	353383
003501	1017	4474	42	187909
003502	2001	4525	61	276054
003501	1028	4527	69	312373
003501	1018	4643	67	311058
003501	1021	4797	48	230240
003501	1023	4894	57	278985
003501	1015	4896	111	543475
003501	1001	4948	53	262254
003501	1009	4949	55	272172
003501	2011	5039	70	352760
003501	1020	5199	57	296331
003501	1022	5203	99	515090
003501	2007	5214	48	250267
003501	2005	5287	67	354203
003501	2008	5316	49	260498
003501	2006	5377	29	155941
003501	1010	5447	88	479357
003501	1019	5449	55	299703
003501	2019	5487	264	1448611
003501	3014	6042	105	634422
003501	2001	6231	8	49847
003501	3004	6311	17	107284

FLORENCE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000300	2006	360	98	35325
000300	1000	361	28	10118
000300	1002	688	47	32343
000300	2004	712	48	34157
000300	2005	712	59	42032
000300	1001	717	36	25796
000400	2013	777	22	17088
000400	2012	778	24	18664
000300	2007	928	91	84475
000300	5000	930	101	93909
000400	2016	1035	24	24831
000400	2015	1045	24	25072
000400	2011	1128	7	7895
000400	2010	1130	41	46311
000400	3007	1186	73	86559
000400	3008	1191	97	115564
000300	2008	1280	48	61463
000300	2009	1281	119	152395
000400	2017	1289	119	153403
000300	2000	1444	19	27432
000300	2001	1457	27	39326
000400	3009	1529	85	129976
000400	3010	1532	143	219061
000300	2003	1540	42	64689
000300	2002	1541	25	38533
000300	1005	1564	9	14075
000300	4003	1587	135	214202
000300	5004	1587	199	315828
000300	5001	1596	159	253799
000300	1003	1625	34	55253
000300	1004	1678	268	449785
000400	3005	1723	72	124051
000300	1007	1769	84	148625
000300	1006	1771	68	120436
000400	3012	1824	86	156886
000400	2009	1847	21	38787
000400	2008	1861	80	148877
000400	3011	1869	69	128949
000300	4002	1940	139	269613
000300	4001	1940	82	159093
000300	2012	1994	27	53841
000400	2007	2054	43	88320
000300	2014	2160	9	19438
000400	1002	2251	125	281436
000300	5003	2253	218	491170

FLORENCE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000300	4004	2254	175	394396
000300	3004	2271	59	134015
000300	2010	2293	24	55040
000300	2011	2294	65	149102
000400	2006	2425	196	475265
000400	3001	2428	35	84967
000300	3000	2446	51	124759
000300	3001	2450	25	61252
000400	2005	2525	55	138888
000400	1008	2544	92	234013
000400	3004	2545	70	178156
000400	1001	2599	170	441787
000300	4005	2599	121	314527
000300	4006	2600	32	83213
000400	1009	2605	150	390766
000400	1007	2605	59	153717
000400	1003	2617	114	298309
000400	3003	2620	51	133609
000300	3005	2626	106	278317
000300	3011	2653	135	358110
000400	3002	2680	4	10719
000300	5002	2700	286	772261
000300	3010	2742	31	84997
000400	2003	2772	16	44356
000300	5005	2783	48	133601
000300	3009	2789	10	27887
000300	3016	2818	63	177512
000400	2000	2838	205	581875
000400	2004	2868	85	243743
000400	3006	2923	76	222137
000400	1010	2924	102	298283
000300	4000	2945	62	182588
000300	3012	2945	141	415275
000300	3006	3011	59	177634
000300	4008	3035	55	166947
006000	3000	3063	20	61258
006000	3012	3083	65	200425
000300	3015	3196	35	111877
000300	4009	3199	65	207931
000400	3000	3242	131	424728
006000	1004	3249	26	84465
000300	3014	3315	28	92813
000400	1000	3317	834	2766323
000400	1004	3343	66	220619
006000	3011	3463	78	270146

FLORENCE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000300	3021	3476	2	6952
006000	1003	3524	15	52867
000300	3013	3624	28	101461
000300	4007	3624	154	558077
006000	1005	3627	47	170480
000300	3017	3755	18	67590
000300	3007	3833	51	195502
006000	1006	3902	32	124861
006000	1007	3902	24	93655
000300	3018	3932	71	279178
006000	1014	4009	38	152336
000300	3019	4081	89	363174
006000	1001	4085	4	16339
006000	1000	4085	60	245113
006000	1002	4181	53	221594
006000	1015	4284	73	312699
006000	3002	4382	29	127084
006000	1017	4390	37	162434
006000	3001	4392	43	188864
006000	1009	4462	140	624675
006000	1008	4559	6	27355
006000	3007	4571	24	109714
000300	3020	4597	14	64355
006000	3019	4607	46	211935
000300	3008	4744	408	1935710
006000	1010	4840	47	227474
006000	3006	4942	10	49424
006000	1016	5052	75	378899
006000	3003	5166	58	299605
006000	2008	5168	126	651124
006000	3004	5172	61	315481
006000	1013	5221	82	428110
006000	2000	5312	17	90305
006000	3008	5357	114	610718
006000	3009	5455	71	387319
006000	1011	5503	17	93553
006000	3016	5511	54	297616
006000	3017	5537	10	55371
006000	3025	5556	51	283370
006000	1012	5885	129	759176
006000	3005	5956	55	327600
006000	3020	5961	126	751104
006000	2005	5979	11	65768
006000	2009	6020	97	583896
006000	2007	6213	103	639979

FLORENCE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006000	3015	6239	31	193404
006000	2002	6255	42	262699
006000	2004	6255	19	118853
006000	2010	6306	168	1059419
006000	3023	6362	8	50895
006000	2013	6362	35	222683
006000	2014	6363	25	159080
006000	3032	6397	12	76768
006000	3022	6400	9	57598
006000	3027	6401	33	211236
006000	3026	6407	27	172981
006000	3035	6408	94	602393
006000	2012	6587	74	487456
006000	3014	6601	161	1062805
006000	2006	6640	70	464775
006000	3029	6680	3	20040
006000	2016	6746	32	215867
006000	3021	6755	4	27021
006000	2015	7022	55	386184
006000	3034	7345	92	675721
006000	3031	7401	166	1228509
006000	3013	7522	56	421222
006000	3036	7655	75	574090
006000	3037	7829	67	524563

GARFIELD ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001200	4002	517	117	60528
001200	4001	518	103	53370
001200	4009	519	144	74692
001200	4000	538	118	63509
001200	3003	540	112	60444
001200	3004	540	136	73397
001200	4003	896	164	146916
001200	4008	896	135	121001
001200	3002	922	129	118953
001200	3005	923	142	131024
001200	3001	923	103	95049
001200	3006	923	72	66445
001200	4019	1104	118	130330
001200	4011	1105	109	120466
001200	3011	1127	135	152162
001200	4018	1128	108	121841
001100	3007	1198	87	104193
001100	3006	1198	43	51514
001100	3005	1218	76	92603
001100	2013	1219	58	70678
001200	3000	1303	132	171945
001200	2004	1303	144	187688
001200	2003	1304	117	152522
001200	3007	1304	114	148686
001200	4012	1483	116	172011
001200	3009	1509	96	144900
001200	3010	1510	110	166070
001100	3009	1575	89	140200
001100	3008	1577	106	167133
001100	2015	1602	114	182597
001100	2014	1602	114	182602
001200	2001	1684	65	109441
001200	2002	1684	93	156641
001200	2005	1685	78	131451
001200	2006	1686	53	89348
001200	4016	1763	10	17626
001300	4003	1763	10	17631
001200	4017	1768	2	3535
001200	3012	1782	11	19605
001100	3001	1878	46	86398
001100	3002	1878	69	129603
001200	2011	1891	84	158869
001200	3008	1894	95	179892
001100	2012	1898	55	104385
001100	3000	1899	61	115847

GARFIELD ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001300	4019	1914	14	26801
001300	4005	1937	19	36799
001100	3010	1961	90	176486
001100	2007	1981	124	245583
001100	2008	1981	166	328778
001200	2007	2062	90	185612
001200	2000	2064	138	284874
001300	4004	2142	23	49275
001200	3013	2161	47	101562
001200	1004	2196	78	171302
001100	3004	2245	46	103248
001100	3003	2257	68	153505
001200	2009	2275	41	93276
001100	2011	2280	25	57007
001100	2010	2280	63	143670
001300	4018	2291	30	68724
001300	4013	2292	35	80207
001300	4007	2309	16	36949
001300	4006	2310	43	99323
001000	1010	2334	184	429496
001100	2005	2362	72	170051
001100	2006	2362	57	134628
001300	4020	2365	121	286149
001300	4012	2386	158	377028
001100	1008	2407	21	50554
001100	1004	2428	31	75282
001100	1007	2429	19	46152
001200	2010	2438	170	414538
001100	1016	2485	19	47222
001300	1003	2542	7	17791
001200	2008	2653	69	183084
001100	2009	2658	79	210015
001300	4014	2674	40	106944
001300	1016	2692	33	88843
001300	4008	2692	16	43078
001300	4016	2741	100	274079
001300	4017	2743	133	364776
001100	2004	2744	146	400652
001300	4011	2757	84	231574
001300	4010	2757	101	278489
001100	1009	2811	28	78719
001100	1010	2811	23	64663
001100	1002	2856	650	1856317
001100	1012	2862	42	120188
001300	1002	2922	2	5845

GARFIELD ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001100	1013	2981	81	241463
001100	1003	2996	77	230714
001200	1007	3030	186	563626
001200	1008	3031	208	630490
001300	3001	3044	129	392665
001300	3005	3062	173	529710
001300	4015	3121	125	390114
001300	4009	3140	107	335933
001300	1017	3140	192	602894
001100	1006	3141	31	97365
001100	1011	3174	23	72994
001200	1009	3300	7	23100
001300	1001	3300	16	52808
001300	1004	3369	14	47164
001200	1003	3376	408	1377345
001100	1005	3392	17	57657
001300	3002	3419	123	420485
001300	3003	3419	115	393177
001300	3007	3436	159	546253
001300	3006	3436	151	518796
001300	1005	3445	44	151588
001300	1013	3476	28	97315
001200	1006	3498	33	115422
001300	1014	3520	58	204155
001100	2003	3644	182	663294
001200	1010	3681	12	44170
001300	1000	3681	69	254013
001200	1002	3719	339	1260711
001300	3004	3798	180	683611
001300	2007	3816	87	332000
001300	3008	3816	144	549520
001300	1006	3819	14	53464
001300	1007	3819	44	168032
001300	1012	3898	133	518479
001300	1018	4132	16	66107
001300	2005	4196	41	172040
001300	2006	4197	35	146901
001300	1008	4199	32	134370
001600	4002	4199	40	167971
001300	1011	4272	98	418688
001300	1010	4272	167	713480
001300	2003	4577	73	334095
001300	2004	4577	124	567587
001600	4005	4653	198	921281
001300	1009	4654	156	725969

GARFIELD ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001600	4003	4826	33	159256
001300	2002	4952	138	683406
001300	2001	4952	99	490286
001600	4004	5026	200	1005185
001600	4009	5251	27	141764
001300	2000	5333	119	634609
001600	4006	5333	151	805269
001600	4008	5701	111	632835
001600	4007	5706	136	775956
001600	4011	5908	42	248118

GOLDEN HILL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004100	4013	356	72	25622
004100	4012	358	82	29316
004100	4017	686	96	65826
004100	4000	690	55	37977
004100	4020	716	71	50807
004100	4015	735	8	5876
004100	4052	736	92	67676
004100	4016	736	98	72134
004200	1024	736	43	31654
004200	3025	741	47	34827
004200	3021	1094	25	27339
004200	3020	1147	29	33277
004100	4050	1192	10	11923
004200	3022	1370	12	16438
004200	3024	1399	40	55977
004100	4051	1439	13	18707
004100	4049	1441	20	28829
004200	3019	1476	35	51664
004200	3018	1481	27	39995
004100	4058	1498	15	22467
004200	4018	1530	21	32140
004100	4014	1576	8	12605
004100	4055	1646	7	11525
004100	4008	1648	14	23076
004200	3023	1758	34	59774
004200	1023	1809	25	45235
004200	4017	1810	24	43441
004200	4012	1919	30	57566
004100	4003	2029	34	68995
004100	4056	2049	177	362712
004100	4057	2052	82	168233
004100	4010	2104	20	42084
004100	4009	2105	19	39988
004200	3017	2142	37	79256
004200	4013	2203	26	57273
004100	4007	2293	49	112345
004100	4002	2384	20	47687
004200	3016	2416	45	108700
004400	1010	2420	15	36307
004400	1021	2426	2	4853
004100	4006	2432	142	345404
004100	4005	2435	233	567271
004400	1020	2452	33	80909
004200	3015	2520	40	100795
004200	1021	2649	497	1316392

GOLDEN HILL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004400	1019	2707	60	162418
004100	3000	2714	88	238875
004100	1008	2715	69	187309
004100	4004	2793	85	237412
004400	1011	2845	32	91032
004400	1012	2846	36	102461
004400	1000	2948	109	321280
004400	1018	2990	47	140515
004400	1008	3067	26	79737
004400	1009	3069	19	58315
004100	1006	3091	94	290570
004100	1007	3091	57	176205
004100	3006	3095	152	470405
004100	4059	3113	176	547895
004400	1013	3120	34	106094
004400	1001	3253	59	191920
004400	1002	3260	65	211911
004100	1009	3268	51	166652
004100	3001	3268	73	238576
004400	1017	3320	52	172644
004400	1007	3333	26	86652
004400	2016	3359	53	178053
004200	3014	3360	65	218422
004400	1014	3394	48	162914
004100	1000	3455	79	272929
004200	3013	3573	25	89318
004400	1005	3613	58	209571
004400	1006	3614	55	198777
004100	1004	3642	41	149339
004100	1005	3643	130	473552
004100	3005	3647	77	280814
004400	1015	3675	35	128614
004400	2018	3699	36	133158
004400	2017	3700	52	192385
004400	1003	3806	136	517672
004100	3002	3866	57	220379
004100	1003	3867	151	583972
004400	4010	3895	31	120758
004400	4009	3898	60	233901
004400	4011	3956	23	90997
004200	4010	3976	27	107355
004400	2019	3987	64	255192
004100	1001	4017	151	606532
004400	2013	4037	65	262379
004200	3012	4150	13	53955

GOLDEN HILL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004400	4007	4176	45	187903
004400	4008	4178	37	154590
004200	4009	4222	131	553034
004400	4012	4236	37	156726
004100	1002	4250	43	182769
004400	4017	4273	58	247820
004400	4000	4278	43	183940
004400	1004	4278	64	273800
004400	2021	4335	21	91031
004501	1004	4400	95	418022
004400	2008	4403	62	272988
004400	2012	4405	52	229083
004400	4016	4411	58	255856
004400	4006	4455	42	187123
004400	4003	4458	28	124818
004400	4013	4520	36	162712
004400	4001	4557	33	150377
004200	4005	4609	126	580706
004400	3014	4629	59	273131
004400	2020	4664	182	848935
004400	4015	4681	44	205961
004400	2014	4715	59	278190
004400	4005	4735	24	113629
004400	2010	4737	22	104218
004400	4004	4738	34	161086
004501	1003	4770	175	834674
004501	1000	4777	66	315250
004400	4014	4800	29	139207
004400	4002	4833	50	241672
004400	3015	4912	37	181728
004400	2011	4957	117	579935
004400	3013	5004	31	155120
004400	2009	5055	114	576312
004501	1005	5066	77	390095
004200	4011	5083	196	996231
004400	3020	5113	34	173839
004400	2015	5200	45	233998
004400	3012	5288	31	163917
004400	2006	5369	56	300691
004400	3007	5378	41	220486
004501	1002	5437	86	467617
004400	2005	5439	68	369874
004501	1001	5440	69	375344
004400	2004	5440	63	342719
004400	2007	5441	53	288347

GOLDEN HILL ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004400	3019	5471	18	98474
004400	3016	5472	39	213402
004400	3017	5567	42	233817
004400	2003	5574	25	139362
004501	2004	5615	55	308809
004400	3008	5661	43	243411
004400	3006	5752	84	483179
004400	2001	5819	75	436411
004400	3018	5847	28	163707
004400	3009	5940	46	273246
004400	2002	5955	5	29774
004501	2003	5987	93	556757
004400	3005	6032	38	229235
004400	3000	6132	39	239161
004501	2000	6157	40	246268
004400	3010	6217	28	174083
004501	2002	6228	87	541794
004501	2001	6311	20	126216
004501	3003	6377	130	829024
004400	3001	6690	38	254202
004501	3001	6751	75	506307
004501	3000	6751	50	337569
004400	3004	6809	46	313208
004400	3002	7176	50	358793
004600	1000	7186	16	114979
004600	1002	7696	111	854269
004600	1001	7702	32	246471
004600	1003	8024	83	666003
004600	1008	8025	25	200622

GRANT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000201	1060	291	31	9033
000201	1061	345	34	11714
000201	1059	562	61	34277
000201	1037	636	51	32434
000201	1038	636	11	7001
000201	1036	688	31	21327
000201	1058	850	40	34011
000201	1040	907	13	11797
000201	1035	957	22	21065
000201	1027	988	23	22724
000201	1028	988	19	18773
000201	1029	1040	29	30164
000201	1062	1040	17	17687
000201	1057	1144	176	201428
000201	1041	1181	12	14177
000201	1034	1216	46	55927
000201	1025	1259	19	23924
000201	1026	1259	28	35260
000201	1030	1309	27	35352
000201	1010	1350	33	44538
000202	3004	1370	17	23291
000202	3002	1398	10	13978
000202	3003	1401	49	68640
000202	2003	1504	17	25567
000201	1042	1531	9	13783
000201	1043	1532	29	44421
000201	1033	1567	24	37616
000100	1032	1648	29	47803
000202	3001	1655	5	8273
000201	1031	1667	27	45011
000201	1064	1699	9	15288
000100	1034	1744	15	26155
000202	1000	1745	60	104690
000201	1055	1752	36	63082
000201	1044	1768	9	15916
000202	3009	1844	43	79275
000201	1024	1886	19	35835
000201	1023	1890	9	17008
000100	1031	1913	24	45921
000201	1032	1924	18	34638
000201	1009	1966	15	29483
000201	1006	1971	18	35481
000202	3000	1973	59	116424
000202	3008	1976	17	33596
000201	1065	1978	107	211691

GRANT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000202	3019	2017	11	22190
000201	1054	2033	92	187017
000100	1030	2106	11	23163
000202	3010	2113	31	65511
000100	1040	2164	25	54108
000100	1033	2241	45	100858
000202	2002	2264	50	113218
000202	2004	2266	49	111041
000100	1019	2281	30	68433
000201	1049	2291	83	190115
000201	1053	2313	56	129538
000202	3007	2329	113	263182
000202	3018	2332	50	116605
000100	1037	2359	72	169825
000202	2001	2360	226	533277
000201	1051	2381	9	21428
000100	1035	2382	39	92889
000202	3006	2383	115	274007
000202	2000	2392	145	346830
000202	3020	2399	7	16796
000100	1017	2464	12	29571
000201	1004	2586	21	54309
000201	1022	2597	19	49340
000202	3017	2623	35	91807
000201	1052	2662	46	122471
000100	1018	2701	40	108022
000100	1036	2716	32	86912
000201	1047	2731	23	62821
000202	1001	2735	131	358237
000201	1046	2736	25	68399
000201	1008	2736	18	49249
000100	1008	2740	46	126047
000202	2006	2768	31	85804
000202	2007	2769	42	116291
000100	1038	2779	32	88925
000202	3014	2782	42	116830
000202	3011	2784	44	122511
000201	1011	2873	8	22985
000201	1013	2875	30	86236
000202	3012	2879	58	167007
000201	1003	2907	186	540705
000201	1012	2919	33	96330
000100	1015	2962	24	71100
000201	1020	2972	5	14862
000201	1019	2972	11	32697

GRANT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	1016	2981	12	35773
000202	3027	3003	11	33038
000202	3016	3006	96	288608
000100	2042	3021	10	30210
000100	2041	3118	19	59238
000202	3026	3175	9	28578
000100	2051	3212	19	61019
000202	2009	3270	53	173292
000100	2043	3319	43	142701
000100	1039	3340	17	56780
000100	1004	3391	16	54255
000100	1020	3403	93	316469
000100	1007	3434	36	123612
000100	1003	3434	35	120190
006500	3052	3451	86	296779
000100	1014	3468	29	100574
000100	1022	3473	29	100731
000202	2008	3515	45	158164
000202	3015	3541	365	1292517
000100	1027	3571	10	35713
000100	1023	3591	39	140048
000201	1007	3623	16	57976
000100	1025	3648	26	94838
000100	2034	3699	30	110966
000100	1006	3709	26	96447
000100	1026	3719	24	89249
000100	1021	3732	14	52241
000202	2005	3736	125	467003
006500	3051	3774	37	139643
000202	1002	3792	57	216138
000100	1009	3820	19	72580
000100	2050	3839	43	165069
000201	1000	3841	30	115227
000201	1066	3845	4	15381
000100	1001	3868	7	27078
000100	1028	3868	9	34816
000202	1003	3871	73	282577
006500	3038	3926	9	35333
000100	2030	3938	8	31501
000100	2031	3955	12	47465
006500	3053	3956	7	27694
000100	1005	4008	18	72149
000201	1005	4081	29	118357
000100	2040	4112	23	94582
000100	2006	4128	33	136233

GRANT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	1002	4137	13	53777
000100	2037	4157	11	45730
006500	3037	4162	191	794924
000100	2036	4167	16	66671
000202	3013	4169	746	3109929
000100	2035	4208	109	458706
000100	2048	4212	20	84231
000202	1012	4226	53	223953
000100	1024	4245	24	101878
000100	2011	4280	10	42800
000100	1000	4285	312	1336844
000202	1010	4298	42	180501
000100	2007	4307	30	129214
000100	2005	4318	31	133857
000100	2009	4375	20	87502
000100	2033	4407	36	158664
000100	2038	4412	21	92660
000100	2027	4427	25	110665
000100	2039	4441	24	106591
000100	2013	4467	25	111682
000100	2028	4499	9	40491
000100	2049	4522	41	185412
000100	1029	4530	25	113259
000100	2047	4564	9	41080
000202	3023	4577	80	366182
000100	2018	4658	19	88497
006500	3036	4722	118	557137
000100	2029	4738	20	94767
000202	1006	4766	10	47659
000202	3025	4811	87	418576
000100	2010	4814	30	144428
000100	2004	4835	33	159542
000202	3021	4940	24	118556
000202	3022	4944	17	84050
000100	2021	5058	41	207394
000100	2020	5066	9	45597
000202	1015	5151	30	154535
000100	2019	5182	25	129540
000100	2003	5218	13	67839
000100	2022	5319	1	5319
000100	2023	5335	83	442794
000100	2024	5342	28	149572
006500	3032	5356	3	16068
000100	1010	5386	13	70017
000100	2015	5403	33	178291

GRANT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006500	2058	5403	38	205309
000100	2014	5410	25	135253
000100	2046	5425	46	249534
000202	1007	5454	40	218164
000100	2016	5475	13	71176
006100	1001	5540	36	199434
000202	3024	5648	24	135542
000100	1011	5716	10	57158
000100	2008	5755	250	1438665
000202	1011	5788	50	289418
000100	2000	5963	9	53664
000202	1014	6034	67	404247
006500	2053	6037	40	241490
006100	1012	6069	30	182060
000100	2045	6123	16	97975
006100	1013	6165	36	221940
006100	1002	6166	30	184970
000202	1009	6166	79	487133
006100	1014	6180	35	216289
000100	2012	6197	40	247868
006100	1011	6201	33	204619
000202	1008	6270	381	2388965
006100	1006	6290	16	100636
006100	1009	6316	25	157910
000100	2044	6319	43	271705
000202	1005	6322	65	410948
006500	3021	6330	209	1323040
000100	2001	6373	79	503448
000202	1004	6462	59	381246
006100	1010	6490	41	266072
006500	2054	6552	357	2339057
006100	1007	6588	254	1673365
000202	1013	6618	63	416915
000100	2002	6815	31	211273
006500	2038	6858	8	54865
006100	1004	6874	320	2199702
006100	1008	6885	75	516364
000100	2032	6919	52	359773
006500	2055	6981	31	216422
000100	2017	7127	41	292215
006500	2045	7292	6	43754
006500	2037	7293	11	80219
006500	2057	7461	7	52227
006500	2049	7531	62	466915
006100	1003	7601	57	433272

GRANT ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006500	2036	7640	7	53482
000100	2026	7668	40	306735
006500	2042	7768	9	69916
006500	2033	7784	18	140120
006500	2047	7810	12	93716
006500	2041	7855	37	290634
006100	2033	7872	33	259767
006500	2035	8002	44	352099
006100	2013	8084	40	323347
006500	2048	8094	27	218545
006500	2027	8314	71	590272
006100	2016	8457	52	439773
006100	1000	8581	607	5208456
006100	2015	8833	19	167818
006500	3049	8870	9	79831
006100	1005	9115	66	601621
006100	2032	9119	76	693028
006100	2029	9128	13	118662
006100	2031	9133	43	392705
006100	2030	9596	44	422218
006500	2050	9653	5	48264
006100	2035	9675	85	822375
006100	2034	9741	64	623454
006500	2008	10506	9	94550
008902	1028	10548	2	21095
008902	1013	10563	6	63378
008902	1029	10596	13	137750
008902	1037	12093	206	2491206

JEFFERSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001400	1005	505	40	20207
001400	1006	507	53	26873
001400	1004	511	39	19924
001400	3016	609	15	9137
001300	5001	753	61	45931
001300	5002	754	126	95037
001400	3001	774	3	2321
001400	1007	784	15	11759
001400	1003	790	8	6322
001400	1018	887	26	23069
001400	3017	989	21	20774
001300	5003	1023	138	141119
001300	5004	1025	227	232576
001400	3003	1083	26	28167
001400	3002	1086	26	28236
001300	2008	1134	156	176883
001300	5000	1135	92	104454
001400	1017	1163	28	32564
001400	3018	1206	32	38581
001400	1010	1261	4	5045
001400	3015	1264	188	237616
001400	1019	1267	26	32952
001400	1001	1321	3	3963
001400	3033	1369	36	49291
001300	5005	1407	103	144885
001400	3005	1417	29	41088
001400	3004	1419	12	17029
001400	1016	1445	59	85231
001300	2010	1514	139	210414
001300	2009	1516	8	12124
001400	1020	1543	23	35482
001500	4011	1559	6	9352
001400	3014	1576	73	115024
001400	1009	1589	23	36550
001400	1000	1609	1	1609
001400	2003	1647	32	52714
001400	1008	1710	9	15389
001400	3006	1745	27	47127
001400	3007	1746	46	80318
001400	3034	1749	33	57708
001400	1012	1774	94	166758
001500	4012	1774	96	170328
001300	5007	1786	155	276873
001300	5006	1789	125	223581
001400	1021	1824	31	56542

JEFFERSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001400	3032	1860	30	55793
001400	3019	1869	28	52344
001400	3020	1871	37	69224
001500	4010	1889	14	26440
001300	2012	1894	9	17047
001300	2011	1895	211	399890
001400	3013	1907	102	194485
001400	3012	1907	63	120160
001400	2002	1923	29	55775
001400	2004	2027	23	46619
001400	3008	2084	27	56269
001400	1015	2092	34	71145
001500	4013	2102	98	206017
001500	4014	2103	66	138826
000800	1000	2112	41	86581
001400	2016	2130	40	85185
000900	2007	2165	115	249024
001300	5008	2166	107	231744
001400	3031	2174	32	69573
001400	3030	2175	75	163160
001400	3021	2203	57	125575
001400	2001	2203	36	79316
001400	3022	2204	80	176327
001400	3011	2236	70	156502
001400	3010	2237	114	255034
001300	2013	2269	79	179290
001300	2014	2271	107	242970
001400	2005	2303	49	112868
001400	2017	2406	20	48121
001400	2015	2408	31	74640
001500	4007	2431	145	352474
001400	1013	2431	38	92386
001500	4006	2431	105	255295
001500	4017	2432	55	133762
000800	1001	2441	37	90311
001400	1014	2446	44	107628
001400	1022	2470	48	118564
001400	3029	2511	47	118012
001400	3023	2530	84	212533
001400	3024	2534	36	91221
000900	2006	2543	104	264449
000900	2005	2543	102	259421
001400	3009	2575	92	236910
001400	2006	2584	15	38753
000800	1007	2628	82	215529

JEFFERSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001300	2015	2652	158	419028
001400	2014	2684	28	75162
001400	2019	2717	37	100516
001400	2018	2717	19	51627
004300	1006	2748	20	54966
004300	1005	2750	34	93501
001500	4016	2762	74	204389
001500	4015	2762	64	176772
001500	4005	2763	107	295693
001400	3028	2838	47	133385
001400	3027	2839	45	127761
001600	4014	2844	43	122283
001400	3025	2869	91	261095
004300	1007	2887	25	72169
000900	2004	2923	64	187091
000900	3007	2925	100	292488
000800	2000	2928	83	243026
000800	1006	2958	118	349013
001400	2013	2964	21	62244
001400	3026	3012	52	156616
001600	4013	3033	51	154700
001400	2020	3048	35	106682
004300	1003	3069	48	147317
004300	1004	3072	42	129033
001500	4018	3088	76	234719
001500	4020	3089	43	132841
000800	1003	3104	71	220379
001400	2007	3215	31	99664
001600	4016	3235	20	64704
000800	2005	3240	53	171694
000800	2001	3259	120	391070
000800	1005	3287	105	345141
000900	3006	3304	126	416286
001400	2022	3370	21	70769
001400	2021	3371	27	91013
004300	1001	3400	48	163193
004300	1002	3402	33	112265
004300	1010	3407	30	102200
001600	4012	3413	188	641691
004300	1009	3417	31	105934
001500	4019	3421	62	212133
004300	1008	3549	17	60325
000800	2004	3569	64	228402
001400	2012	3588	17	60998
000800	2002	3589	93	333810

JEFFERSON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000800	1004	3621	143	517849
001400	2023	3712	19	70531
004300	1000	3731	76	283529
004300	1012	3738	32	119630
004300	1013	3739	31	115896
000800	3012	3740	32	119679
000800	2006	3902	84	327754
000800	2003	3924	69	270751
004300	1011	4062	138	560614
000800	3011	4068	34	138317
004300	1014	4073	34	138477
000800	4002	4082	222	906170
000800	4001	4083	104	424680
000800	4000	4096	548	2244542
000800	3007	4232	31	131203
000800	3010	4401	37	162837
000800	3000	4408	88	387926
000800	3006	4820	59	284370
000800	4009	4821	322	1552297
000800	4005	4882	74	361240
000800	4008	4891	133	650444
000800	4011	5021	83	416703
000800	4010	5136	56	287637
000800	4004	5186	143	741619
000800	4003	5188	150	778207
000800	4007	5197	118	613223
000800	3001	5210	106	552297
000800	3003	5382	94	505873
000800	4006	5387	68	366344
000800	3002	5410	155	838503
000800	3005	5777	116	670140
000800	3008	5797	65	376798
000700	2012	5883	66	388301
000700	3002	5894	24	141459
000800	3004	5936	277	1644157
000700	3000	5969	143	853547
000700	3001	6423	192	1233268
000700	3009	6426	74	475499
000700	3008	6638	76	504490

KIMBROUGH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004000	4001	191	185	35280
004000	4002	572	95	54311
004800	1003	795	132	104956
004800	1009	842	183	154100
004000	3003	945	58	54784
004100	4039	1051	11	11562
004000	3004	1137	194	220507
004100	4041	1139	70	79695
004800	1008	1165	124	144519
004800	3000	1173	104	121967
004000	3002	1227	12	14727
004000	4003	1230	85	104521
004800	1004	1315	32	42080
004800	3005	1332	48	63935
004800	3006	1414	7	9895
004800	1002	1457	56	81574
004000	4006	1493	90	134337
004000	4007	1493	54	80640
004800	3004	1577	57	89885
004100	2028	1598	232	370676
004000	4004	1600	61	97607
004000	4005	1612	151	243390
004000	4008	1614	159	256606
004800	3007	1631	67	109246
004800	1007	1694	81	137191
004000	3010	1697	106	179862
004800	1000	1747	55	96078
004800	1005	1763	82	144573
004800	3003	1813	7	12691
004100	2029	1842	78	143661
004800	1001	1846	48	88594
004000	4010	1875	55	103134
004800	1006	1884	151	284487
004800	3008	1911	45	86012
004800	1010	1972	47	92691
004000	4009	1996	49	97780
004100	2022	2155	87	187477
004100	2013	2190	128	280350
004100	3003	2192	186	407760
004100	2030	2391	5	11957
004100	3012	2403	41	98532
004100	3011	2421	53	128328
004100	2000	2453	111	272332
004100	2023	2472	15	37084
004100	2014	2576	53	136513

KIMBROUGH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004501	1012	2734	231	631620
004100	2010	2740	183	501505
004100	3004	2788	75	209131
004100	2024	2790	135	376593
004100	3009	2923	196	572819
004100	3007	2931	238	697538
004100	3013	2933	93	272734
004100	3015	2934	61	178976
004100	2025	3010	25	75246
004100	3014	3024	67	202580
004100	2015	3037	41	124499
004100	2016	3039	37	112442
004501	1011	3111	119	370227
004501	1008	3112	147	457531
004100	2001	3283	103	338127
004100	3008	3292	57	187647
004501	1013	3412	149	508413
004501	1007	3481	108	375925
004100	2002	3559	55	195733
004100	2003	3559	89	316740
004100	2011	3560	30	106793
004100	2008	3779	45	170056
004501	1009	3788	178	674311
004501	1010	3789	140	530427
004100	2009	3859	51	196806
004100	2012	3860	25	96496
004100	2004	3861	74	285745
004501	2009	3962	68	269417
004501	1006	4155	56	232678
004501	2008	4338	63	273263
004501	2006	4438	117	519276
004501	2005	4805	82	394043

LOGAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003901	3015	152	113	17184
003901	3016	516	118	60900
004900	1008	740	121	89502
004900	1009	806	85	68509
004900	1013	822	16	13149
003901	3014	887	92	81595
003901	3005	888	171	151822
003901	3006	897	127	113887
003901	3013	898	86	77197
004900	1010	1056	73	77091
004900	2011	1092	60	65503
004900	1011	1130	25	28240
004900	2010	1250	71	88721
004900	1007	1250	92	115010
003901	3004	1265	68	86020
003901	2014	1266	113	143033
003901	3003	1278	83	106038
003901	2013	1278	69	88153
004900	2012	1564	41	64140
004900	2013	1639	71	116344
003901	2015	1644	119	195607
003901	2004	1646	83	136638
003901	2005	1654	75	124083
003901	2016	1656	116	192151
004000	4014	2014	21	42289
004900	2014	2030	109	221263
004000	4013	2127	54	114860
004900	2018	2296	6	13778
004900	2017	2330	111	258643
003902	4008	2333	80	186622
004000	4011	2384	86	205038
004000	4012	2501	72	180094
004900	2016	2532	56	141769
003902	4002	2710	126	341435
003902	4007	2710	116	314361
003902	3003	2953	22	64961
003902	4010	3089	46	142072
003902	3002	3090	34	105054
005000	1029	3273	65	212751
005000	1017	3374	5	16868
003902	3019	3391	60	203469
003902	3008	3461	94	325306
005000	1067	3478	116	403418
003902	3018	3480	90	313155
005000	1063	3484	5	17418

LOGAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005000	1019	3697	18	66549
005000	1028	3698	47	173828
005000	1014	3699	154	569600
005000	1061	3727	30	111817
005000	1065	3754	69	259033
005000	1060	3757	72	270471
005000	1015	3786	5	18930
005000	1018	3796	37	140457
003902	3029	3845	25	96113
005000	1058	4081	57	232598
005000	1066	4129	24	99108
005000	1064	4130	95	392365
003902	3017	4142	112	463877
005000	1059	4391	33	144894
005000	1069	4493	34	152774
003902	3028	4501	50	225046

MCKINLEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004200	2015	88	33	2895
004200	2003	574	30	17222
004200	2004	574	37	21247
004200	2021	750	26	19503
004200	2006	871	23	20028
004200	2005	871	24	20898
004200	2014	871	27	23528
004200	2013	873	24	20941
004200	2002	876	34	29792
004200	2026	888	31	27521
004200	2001	899	40	35945
004200	2022	1046	38	39742
004200	2023	1053	12	12637
004200	2017	1094	30	32833
004200	2019	1150	60	69018
004200	2018	1172	118	138343
004200	2008	1172	51	59794
004200	2007	1173	36	42213
004200	2012	1175	32	37591
004200	2011	1175	34	39962
004200	2037	1198	17	20362
004200	2000	1198	62	74283
001500	2019	1211	35	42392
004200	2035	1218	28	34113
001500	2020	1242	40	49666
004200	1028	1310	84	110014
004200	2020	1411	48	67706
004200	2036	1411	28	39503
004200	2025	1449	14	20291
004300	2012	1468	44	64575
004200	2009	1470	42	61753
004300	2011	1471	48	70616
004200	2010	1471	28	41201
001500	2021	1513	43	65070
001500	2023	1519	61	92678
001500	2018	1526	39	59507
001500	3013	1533	41	62866
004300	2018	1551	11	17062
004200	2044	1629	26	42355
004200	3000	1636	26	42538
001500	2012	1750	24	42012
001500	2011	1751	23	40270
004300	2010	1790	45	80555
004300	2009	1792	42	75250
001500	3014	1823	33	60170

MCKINLEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001500	3015	1826	39	71204
004300	2026	1851	34	62946
004200	3001	1913	23	44001
001500	2014	1945	57	110876
004200	2032	1997	22	43938
004200	2043	2008	26	52210
004200	3003	2016	33	66539
001500	2010	2044	26	53155
001500	3012	2045	19	38861
001500	3016	2122	36	76409
004300	2000	2122	89	188901
001500	2013	2123	22	46711
004300	2022	2128	55	117045
004300	2013	2168	68	147441
004200	2027	2176	27	58748
004300	2023	2181	8	17448
001500	2007	2223	43	95576
001500	2008	2253	34	76591
004300	2017	2276	5	11381
004200	3002	2294	24	55049
001500	2015	2312	137	316749
001500	2016	2312	44	101743
004200	1029	2313	39	90202
004200	1026	2320	44	102086
001500	2006	2324	5	11618
001500	3011	2332	20	46640
001500	3010	2333	15	34992
004200	2039	2377	11	26145
004200	1033	2381	56	133333
004200	3004	2397	36	86282
001500	2005	2405	36	86595
004300	2029	2416	36	86975
004300	2001	2443	92	224746
004300	2002	2443	58	141720
004300	2007	2452	122	299149
004200	2028	2537	49	124298
001500	2009	2547	25	63663
001500	3000	2548	49	124830
001500	3009	2617	23	60190
001500	3017	2617	30	78516
004200	1030	2652	38	100792
004200	1027	2660	97	257994
004200	2041	2671	13	34718
004200	3005	2674	31	82890
004200	2045	2679	24	64305

MCKINLEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001500	2017	2689	31	83349
004200	2034	2694	16	43105
004200	1001	2696	51	137478
004200	1025	2697	47	126744
004200	2033	2745	140	384318
004300	2004	2769	86	238098
004200	2046	2770	14	38779
004300	2003	2770	66	182848
004300	3000	2777	146	405440
004300	2008	2781	117	325381
004300	2030	2806	13	36482
001500	3001	2834	38	107698
001500	3002	2836	33	93576
001500	2004	2866	61	174824
001500	2003	2867	57	163415
001500	1017	2878	46	132376
001500	1015	2881	45	129632
001500	2000	2931	44	128948
004300	2032	2934	30	88023
001500	3019	2938	28	82274
001500	3018	2938	28	82275
004300	2014	2941	35	102935
004300	2024	2952	27	79714
004200	1032	3004	32	96116
001500	2001	3035	15	45529
004200	3007	3044	34	103503
004200	3006	3051	28	85431
004300	2028	3069	55	168812
004300	2006	3105	130	403644
004300	2005	3106	64	198761
004300	3001	3111	31	96438
001500	3003	3118	38	118502
001500	3004	3121	51	159168
004300	2015	3122	33	103033
004300	2016	3122	25	78056
004200	3008	3158	29	91581
001500	1012	3205	29	92951
004200	2030	3206	42	134641
004300	2031	3207	28	89783
001500	1011	3207	37	118660
001500	2002	3224	2	6449
004300	2027	3243	39	126461
001500	3021	3263	26	84844
001500	3020	3264	33	107698
004300	2021	3270	15	49046

MCKINLEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004200	1008	3380	41	138581
004200	1031	3380	37	125073
004300	3012	3381	27	91284
004200	4002	3431	31	106356
004200	3009	3433	22	75533
004300	3002	3436	26	89335
004300	3003	3437	41	140901
001500	1019	3437	85	292137
001500	3006	3440	63	216747
001500	3005	3442	48	165195
004200	3011	3474	11	38213
001500	1018	3476	50	173793
004200	1012	3484	16	55747
001500	1010	3493	65	227055
001500	1009	3494	54	188675
004300	2033	3498	27	94447
004300	2039	3500	25	87489
004300	2019	3516	26	91414
004300	2020	3516	25	87901
001500	1013	3519	39	137222
004200	4003	3530	23	81190
004200	2031	3587	36	129115
001500	3022	3596	29	104294
001400	2010	3596	18	64735
004300	2034	3624	54	195692
004200	4001	3635	17	61802
004300	2035	3644	38	138491
004200	4008	3706	18	66701
004200	3010	3738	10	37380
004300	2025	3751	8	30011
004300	3010	3758	57	214182
001500	3007	3767	46	173266
004300	3004	3768	30	113037
004300	3005	3769	34	128149
001500	1008	3777	53	200173
001500	1004	3782	120	453818
004400	2000	3789	82	310722
004300	3011	3790	27	102331
004200	4004	3803	9	34229
004300	2040	3831	63	241364
004200	1007	3848	35	134690
004300	2037	3859	15	57880
004200	2029	3875	191	740110
001400	2011	3908	24	93793
004200	1034	3945	101	398429

MCKINLEY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004200	2038	3975	45	178866
004200	1010	4028	26	104726
001500	1014	4068	223	907090
004300	3009	4087	69	281993
004300	2038	4096	34	139248
001500	1003	4097	45	184380
001500	3008	4098	78	319617
001400	2009	4099	39	159846
001500	1006	4104	78	320115
001500	1005	4105	76	311985
004300	3006	4111	20	82213
004300	2036	4135	12	49626
004200	1013	4149	34	141080
004200	4006	4186	3	12558
001400	2008	4406	51	224711
004300	3008	4413	34	150039
001500	1007	4435	98	434664
004300	3015	4491	51	229035
004300	2041	4494	125	561743
001500	1001	4518	29	131035
004200	1006	4530	169	765623
004300	3013	4584	38	174192
004300	3016	4689	146	684620
004300	3020	4713	52	245077
004300	3007	4753	28	133081
004200	4000	4816	254	1223143
004200	1000	5056	602	3043864
004300	3018	5066	15	75983
004300	3019	5120	116	593947
004300	3017	5372	58	311561
004200	1003	5542	31	171806
004300	3014	5625	8	44999
004200	1014	5631	43	242151
004200	1002	5897	14	82559
004200	1004	6220	37	230134
004200	4014	7133	28	199711

PERKINS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005100	2057	866	13	11252
005000	1036	868	53	46019
005000	1037	953	36	34305
005000	1003	1197	75	89778
005100	2058	1213	10	12132
005100	2063	1245	83	103373
005100	2064	1247	78	97238
005000	1002	1248	27	33684
005100	2060	1590	201	319499
005100	2059	1594	195	310773
005000	1000	1607	36	57856
005100	2062	1622	382	619730
005000	1001	1629	11	17922
005100	2035	1734	20	34679
005100	2061	1974	198	390809
005100	2036	2209	6	13256
005000	1022	2429	2	4858
005100	2034	2486	12	29830
005000	1024	2534	21	53208
005100	2033	2585	159	410999
005000	1030	2848	75	213636
005000	1031	2849	24	68376
005000	1032	2852	535	1525599
005000	1021	2854	194	553645
005000	1025	3197	6	19181
005000	1027	3224	63	203128
005000	1020	3224	89	286963
005100	2032	3252	1364	4435266
005100	2031	3288	277	910888
005000	1026	3607	94	339015
005000	1011	3621	15	54315
005100	2016	4709	244	1148898
005400	4028	5271	29	152867

RODRIGUEZ ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003902	4001	461	69	31802
003902	1014	463	56	25924
003902	1013	580	39	22618
003902	1007	580	122	70800
003902	1012	586	78	45737
003902	1008	587	143	83998
003902	4005	816	76	61997
003902	4004	818	85	69511
003902	4006	844	101	85210
003902	4003	847	123	104188
003902	1005	956	90	86009
003902	1004	957	133	127300
003902	1006	963	71	68338
003902	1010	964	75	72325
003902	3000	1196	148	176956
003902	4012	1196	83	99284
003902	4011	1226	39	47826
003902	3001	1227	107	131299
003902	1002	1340	65	87113
003901	3018	1340	47	62990
003901	3017	1340	61	81769
003902	1003	1343	70	94024
003902	1001	1347	55	74089
003902	2007	1452	83	120480
003902	3006	1568	114	178785
003902	3007	1597	115	183625
003902	1011	1610	91	146519
003902	2003	1611	126	202924
003901	3007	1720	68	116957
003901	3008	1720	76	130747
003901	3012	1721	94	161783
003901	3011	1721	98	168677
003902	2008	1829	120	219519
003902	2009	1831	65	118994
003901	3019	1869	22	41113
003902	2002	2030	193	391827
003901	2012	2099	96	201526
003901	3002	2099	89	186854
003901	3001	2100	71	149088
003901	2011	2100	85	178491
003902	2016	2157	88	189791
003902	2015	2157	15	32351
003901	3009	2247	43	96608
003901	3010	2247	72	161817
003902	2005	2366	404	955857

RODRIGUEZ ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003902	2001	2442	167	407785
003901	2006	2479	139	344568
003901	2017	2481	97	240627
003901	2008	2481	132	327496
003901	2007	2481	110	272959
003902	3015	2562	110	281784
003902	2004	2588	236	610797
003901	2010	2627	94	246919
003901	3000	2627	37	97210
004000	2011	2858	11	31438
004000	2012	2920	8	23360
003901	2009	3006	63	189387
003901	1007	3007	65	195448
003902	2006	3028	64	193801
003901	1008	3113	283	880945
003902	3030	3119	68	212088
003902	3016	3197	91	290971
004000	2009	3243	62	201043
004000	2006	3244	62	201109
004000	2008	3245	61	197958
004000	2007	3248	139	451465
003902	3027	3579	87	311360
004000	2004	3623	110	398516
004000	2002	3625	46	166761
004000	2005	3625	163	590927
004000	2003	3626	86	311815
003901	1006	3736	38	141959
003901	1002	3754	44	165190
004000	2001	4001	86	344126
004000	3009	4004	101	404384
004000	2000	4004	73	292319
003901	1005	4095	460	1883648
004000	3008	4103	310	1271956
004000	1021	4133	124	512478
003901	1001	4370	160	699155
004000	3005	4488	231	1036693
003901	1003	4522	164	741629
004000	1023	4609	54	248876
004000	1020	4635	53	245658
004000	3007	4765	136	648059
004000	1005	4788	6	28725
004000	3001	4868	193	939438
004000	1014	4903	70	343214
004000	1022	4932	61	300842
004000	1006	4980	69	343609

RODRIGUEZ ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004000	1018	5068	158	800668
004000	3000	5152	46	237010
004100	4048	5152	31	159727
004000	1019	5261	81	426151
004000	1011	5281	37	195407
004000	1015	5281	39	205975
004000	1017	5519	53	292526
004000	1016	5520	60	331229
004100	4044	5541	41	227171
004100	4045	5541	65	360152
004100	4035	5543	52	288247
004100	4034	5744	30	172322
004000	1004	5901	15	88509
004100	4033	5922	23	136215
004100	4042	5974	6	35842
004000	1008	6016	35	210576
004000	1003	6281	46	288921
004000	1009	6347	43	272931
004000	1002	6394	197	1259636
004000	1012	6403	106	678760
004000	1010	6404	77	493093
004000	1013	6452	147	948491
004100	4032	6580	14	92123
004000	1007	6711	118	791944
004100	4027	7435	74	550166

SHERMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004700	2000	309	86	26613
004700	2009	310	125	38744
004700	2008	590	73	43068
004700	2012	689	50	34454
004800	2016	699	120	83936
004700	2010	739	181	133790
004700	2001	870	91	79154
004700	2002	873	88	76850
004700	1009	968	85	82270
004700	2013	969	44	42627
004700	1010	971	59	57272
004800	2009	1090	186	202784
004800	2008	1092	148	161671
004800	2015	1102	245	270044
004700	1000	1115	143	159505
004700	2011	1117	147	164179
004700	2007	1141	72	82178
004800	2014	1230	73	89796
004800	2010	1230	68	83659
004700	2014	1247	58	72322
004700	1008	1251	68	85053
004700	1001	1348	64	86276
004700	1002	1351	111	149933
004700	2003	1440	15	21604
004800	2012	1460	51	74462
004800	3012	1461	178	260014
004800	2013	1461	48	70130
004800	2004	1467	113	165785
004800	2003	1468	112	164372
004600	2018	1478	51	75393
004800	3011	1610	29	46684
004800	2005	1611	45	72499
004700	1003	1637	129	211202
004600	2012	1745	29	50611
004800	3010	1842	92	169471
004800	2017	1842	88	162129
004800	2011	1844	86	158571
004800	2002	1859	101	187776
004100	2031	1860	36	66972
004700	1007	1902	16	30427
004800	2001	1995	71	141672
004800	3001	2009	148	297376
004600	2011	2025	64	129582
005100	1007	2085	19	39620
005100	1006	2095	167	349864

SHERMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004600	2019	2162	100	216160
004800	3015	2223	35	77814
004800	2007	2226	50	111282
004600	2002	2247	75	168557
004700	1004	2300	68	156371
005100	1005	2372	239	566953
005100	1009	2375	215	510649
004800	3009	2387	139	331832
004800	3002	2389	87	207808
004600	2010	2399	30	71967
005100	1000	2469	50	123472
005100	1001	2479	33	81802
004600	2000	2511	38	95414
004600	2001	2511	57	143123
004800	2000	2616	41	107240
004600	1020	2627	71	186527
005100	1013	2650	206	545908
005100	1004	2700	10	27003
005100	1002	2756	65	179134
004800	3016	2769	50	138454
005200	1049	2871	36	103340
005200	1034	2871	5	14354
004100	2017	2871	68	195226
004600	1019	2891	90	260152
005100	1014	2894	4	11578
004600	1021	2907	111	322712
004100	2026	2919	69	201431
004600	1015	3007	41	123285
004600	2003	3063	76	232772
005100	1003	3079	318	979105
004600	1018	3096	50	154803
005100	1011	3096	187	579023
005100	2009	3124	212	662263
005100	2010	3126	12	37510
005200	1033	3150	368	1159253
005100	1008	3160	30	94801
004600	2004	3191	10	31914
004100	2006	3245	84	272609
004100	2007	3248	104	337789
005200	1035	3262	7	22836
004600	1016	3271	48	156998
004600	1017	3271	78	255130
004600	1014	3287	58	190649
004600	1005	3389	84	284655
005200	1036	3471	308	1068966

SHERMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005100	2000	3509	155	543856
005200	1031	3540	7	24780
004600	1013	3567	133	474411
004501	3007	3628	61	221286
004100	2005	3629	75	272162
004600	1006	3651	116	423546
004600	1007	3651	98	357844
004600	1009	3669	98	359602
005100	2008	3691	215	793486
005100	2007	3692	239	882351
005100	2001	3787	345	1306345
005200	1030	3868	19	73490
005200	1025	3917	289	1131969
004600	1010	3947	67	264476
005100	2013	3971	409	1624210
004501	3005	4006	122	488737
004501	3006	4007	58	232410
005100	2002	4068	166	675341
005200	1026	4250	2	8500
005100	2006	4344	103	447411
004501	3004	4389	57	250169
005200	1019	4392	28	122986
005100	2005	4525	150	678677
005400	4016	4528	160	724467
005100	2004	4631	30	138941
005100	2003	4632	308	1426654
005200	1028	4667	50	233355
005200	1011	4674	24	112166
005200	1007	4758	11	52333
005200	1040	4846	65	314959
005200	1013	5003	446	2231498
005200	1016	5045	95	479320
005400	4017	5053	246	1242959
005400	4022	5100	184	938472
005200	1046	5132	33	169344
005200	2017	5226	32	167224
005200	1015	5373	27	145072
005200	1048	5405	160	864810
005300	2018	5578	196	1093351
005200	2014	5604	249	1395479
005300	2019	5694	96	546615
005200	1047	5696	3	17087
005200	2012	5701	18	102623
005200	1014	5755	38	218701
005200	1043	5785	182	1052839

SHERMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005400	4002	5857	412	2413162
005400	4001	5861	15	87917
005200	1042	5887	67	394452
005300	2011	5964	25	149102
005200	2011	5981	264	1579017
005200	1041	6065	295	1789028
005200	1044	6163	86	530024
005300	2017	6249	151	943622
005200	2015	6262	216	1352504
005300	2008	6344	318	2017379
005300	2009	6448	13	83828
005300	2012	6522	105	684815
005200	2010	6540	21	137349
005300	2010	6626	162	1073456
005300	2000	6723	120	806725
005200	2007	6922	104	719927
005200	2008	6924	5	34618
005300	1018	7103	13	92335
005200	2009	7205	270	1945423
005300	2002	7383	44	324834
005200	2006	7585	38	288238
005300	1017	7763	73	566666
005300	1010	8142	4	32570
005300	1012	8713	116	1010687

WASHINGTON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005800	1045	188	89	16738
005800	1043	310	13	4034
005800	1034	815	144	117424
005600	1026	832	44	36616
005800	1056	944	4	3774
005800	1044	1094	26	28454
005800	1048	1117	87	97181
005800	1047	1118	232	259491
005800	1049	1162	37	42987
005800	1024	1186	13	15422
005800	1023	1198	171	204828
005600	1027	1211	440	532798
005800	1046	1222	14	17104
005800	1057	1319	481	634645
005800	1031	1412	172	242853
005800	1033	1465	26	38097
005600	1025	1473	31	45648
005800	1055	1494	117	174831
005800	1054	1495	142	212324
005800	1020	1580	49	77418
005600	1030	1587	232	368242
005400	2000	1699	7	11895
005800	1022	1747	68	118766
005600	1028	1848	212	391850
005800	1059	1869	225	420471
005300	3005	1969	3	5906
005800	1017	2021	37	74771
005800	1052	2043	256	523117
005600	1022	2126	122	259311
005800	1019	2127	15	31903
005800	1035	2162	94	203243
005700	2003	2249	17	38232
005400	2002	2250	5	11248
005300	3007	2352	43	101123
005300	3006	2354	19	44718
005400	2001	2364	3	7091
005600	1019	2410	14	33741
005900	3006	2421	88	213037
005900	3015	2495	73	182162
005900	2009	2496	58	144771
005800	1058	2510	96	241008
006200	1009	2513	7	17593
005900	3011	2594	69	179010
005400	2017	2634	455	1198405
005900	3005	2668	6	16007

WASHINGTON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005600	1020	2687	456	1225310
005800	1050	2713	42	113941
005800	1015	2713	7	18990
005900	3013	2767	46	127302
005900	2010	2775	144	399598
005700	2002	2775	49	135976
005900	3014	2791	30	83735
005900	3008	2824	49	138399
005900	3007	2829	42	118826
005900	3010	2869	89	255376
005900	2008	2871	22	63152
005600	1015	2968	252	747937
005300	3008	3040	22	66880
005700	2001	3057	68	207907
005300	3001	3065	18	55169
005900	3004	3070	24	73681
005400	2003	3076	81	249149
005900	3003	3078	52	160075
005400	2004	3090	112	346073
005900	2007	3155	27	85195
005300	3004	3164	17	53790
005900	3001	3204	52	166604
005900	3009	3248	66	214399
005600	1013	3249	69	224209
005900	2003	3250	112	364054
005700	2007	3305	69	228046
005900	2011	3336	80	266886
005700	1003	3338	92	307066
005700	2000	3338	60	200296
005600	1014	3340	21	70138
005900	2006	3430	50	171505
005700	2008	3439	80	275107
006100	2036	3447	47	162014
005400	2020	3473	19	65989
006100	2027	3480	10	34802
005800	1001	3514	7	24601
005800	1013	3520	11	38717
005600	2054	3529	142	501187
005900	2004	3531	98	346008
005700	2010	3549	383	1359174
006100	2026	3609	38	137131
005900	1012	3618	58	209863
005700	1014	3623	5	18116
005600	1018	3628	102	370022
005300	1003	3628	67	243080

WASHINGTON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005900	3000	3628	105	380990
005800	1002	3718	39	145014
005700	2009	3720	104	386843
005700	1013	3730	22	82065
005300	3019	3749	12	44992
005900	2005	3808	32	121845
005700	2014	3825	343	1312106
005700	2013	3852	201	774275
005400	2007	3863	598	2310003
005300	3026	3883	1038	4030182
005900	2002	3906	93	363284
005300	3016	3919	708	2774497
005300	3015	3920	788	3089077
005300	3013	3928	6	23569
005400	2023	3958	142	562049
005900	1011	3989	52	207436
005700	1004	4001	91	364050
005400	2011	4044	307	1241650
005600	2058	4095	186	761624
005700	1010	4105	59	242193
005900	2001	4189	36	150789
005600	1010	4190	82	343580
005600	1011	4192	7	29345
005700	1011	4211	34	143169
005900	1010	4268	31	132318
005700	1002	4277	53	226689
005300	3000	4293	19	81570
005900	1004	4358	73	318169
005400	2012	4364	695	3033296
005600	2057	4370	327	1428917
005600	2056	4371	179	782380
005600	2052	4372	146	638245
005400	3000	4374	139	607950
005300	1014	4387	38	166699
005700	1012	4409	46	202815
005900	1015	4438	70	310688
005600	2050	4452	469	2088220
005900	2000	4454	61	271689
005600	2053	4456	119	530268
005600	2059	4469	87	388761
005300	3010	4491	3	13472
005900	1014	4552	46	209395
005700	1006	4559	62	282674
005600	1023	4588	301	1381061
005400	2010	4616	6	27696

WASHINGTON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005700	1008	4627	42	194330
005900	1005	4637	214	992293
005300	4006	4642	166	770494
005400	1006	4651	395	1836989
005600	2047	4657	7	32602
006100	2020	4663	8	37302
005900	1003	4735	62	293598
005300	1000	4742	178	844099
005700	1009	4767	40	190698
005400	3005	4811	188	904378
005900	1008	4814	73	351396
005700	1007	4818	28	134900
005300	1002	4846	42	203546
005300	1015	4868	99	481967
005400	3001	4868	163	793560
005300	3022	4891	202	988030
005900	1009	4919	64	314811
005600	2055	4999	109	544906
005900	1002	5014	37	185534
005600	2051	5093	250	1273227
005300	1009	5121	6	30723
005300	2004	5151	7	36054
005300	4002	5179	325	1683162
005900	1007	5189	173	897720
005900	1006	5300	31	164300
005300	4003	5313	222	1179535
005400	3004	5379	302	1624418
005300	1001	5391	34	183282
005300	1016	5428	159	862978
005300	4004	5442	222	1208026
005300	2005	5528	34	187945
005900	1000	5568	47	261690
005400	4008	5569	269	1498158
005400	4007	5570	169	941262
005900	1001	5672	186	1055033
005400	3003	5695	222	1264189
005400	4009	5695	234	1332610
005200	2000	5727	3	17180
005200	2001	5755	446	2566519
005200	2003	5787	11	63662
005200	2002	5789	222	1285080
005300	4000	5851	236	1380913
005400	4018	5903	2	11805
005300	2013	5908	3	17723
005400	4006	6130	307	1881902

WASHINGTON ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005300	2006	6179	36	222448
005400	4010	6234	304	1895050
005300	2003	6370	40	254783
005300	2015	6409	7	44866
005300	3029	6413	332	2129231
005400	4011	6516	65	423522
005300	2014	6581	77	506713
005400	4005	6796	129	876650
005400	4004	6797	156	1060289
005400	1011	6931	166	1150514
005400	4012	7069	253	1788346
005400	1012	7168	107	767000
005400	4003	7350	39	286637
005400	1013	7448	89	662910
005400	4013	7731	23	177804
005200	1002	7960	4	31840
005400	4020	8106	188	1523943

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003902	4008	116	80	9296
004900	2017	542	111	60118
004900	2016	774	56	43329
003902	4007	781	116	90604
003902	4002	781	126	98440
004900	2014	911	109	99267
003902	3003	913	22	20083
004900	2013	952	71	67620
004900	2012	1027	41	42093
003902	3002	1162	34	39521
003902	4010	1164	46	53531
004900	2011	1293	60	77564
004900	2018	1386	6	8316
004900	1013	1395	16	22317
003902	4003	1447	123	178006
003902	4006	1451	101	146510
003902	3008	1521	94	143003
004900	2006	1577	88	138744
004900	2007	1577	157	247618
005000	1017	1585	5	7925
003902	3019	1603	60	96159
004900	2009	1609	110	176957
004900	2008	1609	99	159276
005000	1067	1689	116	195951
003902	3018	1691	90	152190
005000	1063	1695	5	8476
004900	2010	1794	71	127339
004900	1007	1794	92	165051
003902	3001	1829	107	195725
003902	4011	1830	39	71370
003902	1014	1836	56	102792
003902	4001	1838	69	126795
005000	1061	1939	30	58162
005000	1065	1966	69	135626
005000	1060	1968	72	141698
004900	1008	1991	121	240939
005000	1015	1997	5	9987
005000	1018	2008	37	74283
003902	3029	2056	25	51400
004900	1009	2058	85	174891
003901	3015	2065	113	233290
003902	4005	2087	76	158649
003902	4004	2090	85	177609
003902	3007	2189	115	251781
003902	1008	2219	143	317299

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003902	1012	2220	78	173152
004900	2003	2240	66	147825
004900	2001	2271	107	243045
004900	1010	2308	73	168454
005000	1066	2341	24	56183
005000	1064	2342	95	222457
003902	3017	2353	112	263565
005000	1028	2368	47	111293
005000	1019	2369	18	42646
004900	1011	2381	25	59529
003901	3005	2445	171	418047
003901	3014	2446	92	225001
004900	2000	2453	151	370439
004900	1006	2453	83	203636
003902	3000	2467	148	365173
003902	4012	2468	83	204838
005000	1029	2581	65	167789
005000	1014	2592	154	399241
003902	1010	2595	75	194625
003902	1006	2597	71	184374
005000	1059	2602	33	85873
004900	2005	2605	104	270886
004900	1005	2646	178	471057
004900	1004	2647	132	349358
005000	1069	2705	34	91965
003902	3028	2712	50	135621
003902	2007	2723	83	226034
003901	3016	2733	118	322456
005000	1058	2748	57	156616
004900	1002	2818	147	414186
004900	1003	2818	89	250771
003901	2014	2826	113	319316
003901	3004	2827	68	192208
003902	3006	2828	114	322379
003902	1013	2874	39	112094
003902	1007	2875	122	350699
004900	3031	2898	98	284036
004900	3032	2900	139	403063
004900	3028	2933	123	360699
004900	3029	2933	126	369514
003902	1003	2968	70	207773
003901	3017	2971	61	181225
005000	1011	2992	15	44873
004900	1001	2998	102	305764
005000	1026	3006	94	282563

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003902	3016	3018	91	274673
005000	1020	3029	89	269592
005000	1027	3029	63	190837
003902	2008	3101	120	372127
003902	2009	3102	65	201657
003901	3006	3113	127	395393
003901	3013	3114	86	267823
004900	3018	3114	107	333230
004900	3017	3118	149	464580
003901	2004	3203	83	265883
003901	2015	3206	119	381502
003902	1005	3250	90	292492
003902	1004	3251	133	432436
004900	2004	3274	84	275057
004900	3015	3312	79	261624
003901	3012	3348	94	314746
003901	3007	3350	68	227766
003902	3027	3382	87	294199
005000	1031	3406	24	81752
005000	1030	3407	75	255512
005000	1025	3416	6	20494
003902	2016	3416	88	300635
003902	2015	3416	15	51245
004900	3016	3484	148	515693
003901	3003	3494	83	290014
003901	2013	3494	69	241097
004000	4014	3538	21	74304
004900	3026	3562	97	345531
004900	3027	3592	120	431073
004900	3011	3593	83	298257
003902	1001	3600	55	198024
004900	1000	3613	124	448033
003902	1002	3632	65	236077
003901	3018	3632	47	170703
003902	3015	3654	110	401963
004800	3020	3661	23	84200
004800	3019	3686	47	173253
005000	1024	3720	21	78114
003901	3002	3727	89	331703
003901	2012	3727	96	357816
004900	3013	3753	109	409084
004900	3012	3777	109	411727
004900	3000	3804	111	422274
004800	3006	3827	7	26788
004900	3014	3839	42	161246

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004800	3018	3848	71	273208
003902	1011	3862	91	351399
003902	2003	3862	126	486604
003901	2005	3871	75	290326
003901	2016	3873	116	449274
004000	4011	3911	86	336350
004000	4010	3912	55	215168
004900	3021	3936	100	393632
004800	3022	3982	16	63711
003902	2001	3996	167	667399
003901	3008	4010	76	304772
003901	3011	4011	98	393077
004800	3007	4037	67	270467
003902	3030	4038	68	274615
004800	3008	4065	45	182916
005000	1032	4068	535	2176640
005000	1021	4071	194	789724
003901	2017	4111	97	398751
003901	2006	4113	139	571654
003901	3019	4122	22	90687
004800	3005	4126	48	198057
004900	3001	4132	42	173559
004900	3002	4154	1	4154
004000	4013	4209	54	227296
005000	1022	4215	2	8430
004900	3004	4217	77	324740
004900	3025	4218	90	379635
004900	3024	4221	86	362991
004800	3014	4232	14	59250
004900	3005	4277	46	196732
003902	2002	4282	193	826353
004000	4007	4289	54	231607
004000	4006	4290	90	386074
004800	3003	4349	7	30443
004800	3017	4362	53	231163
004800	3004	4368	57	248980
003901	3001	4387	71	311451
003901	2011	4387	85	372870
004000	2012	4426	8	35406
003901	3009	4500	43	193503
003901	3010	4501	72	324059
004800	3021	4575	101	462046
004000	4012	4577	72	329512
004000	4009	4579	49	224354
004900	3022	4580	32	146547

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003902	2005	4617	404	1865434
004000	4002	4669	95	443525
004800	3000	4731	104	492032
003901	2008	4768	132	629355
003901	2007	4768	110	524509
004800	1009	4779	183	874618
004700	2023	4807	24	115363
003902	2004	4840	236	1142135
004000	2006	4866	62	301689
004000	2009	4867	62	301754
003901	2010	4880	94	458735
003901	3000	4881	37	180584
004800	3013	4943	60	296572
004000	4005	4952	151	747767
004000	4008	4954	159	787705
005000	1001	4985	11	54831
004800	1007	4990	81	404174
005000	1000	5007	36	180244
005000	1002	5010	27	135270
004000	4001	5050	185	934192
005000	1003	5061	75	379538
004800	1008	5097	124	632015
004000	2011	5145	11	56593
004700	2020	5170	7	36190
004700	2022	5191	7	36336
004900	3023	5247	72	377794
004000	2005	5255	163	856621
004000	2002	5255	46	241749
003901	2009	5260	63	331349
003901	1007	5260	65	341916
004800	1010	5268	47	247607
003902	2006	5280	64	337893
005000	1037	5301	36	190826
004000	4003	5330	85	453049
003901	1008	5364	283	1518099
004800	1004	5372	32	171911
005000	1036	5385	53	285424
003601	1004	5407	225	1216512
004900	3007	5408	51	275828
004800	1005	5442	82	446256
004700	2015	5453	47	256300
003601	1003	5461	11	60072
004800	1003	5485	132	724081
004000	3008	5527	310	1713248
004000	2008	5527	61	337149

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004000	2007	5530	139	768638
004800	1006	5563	151	840024
003601	1002	5602	116	649877
004000	2001	5628	86	484027
005100	2062	5647	382	2157063
005100	2063	5671	83	470712
005100	2064	5672	78	442449
004000	4004	5698	61	347568
003502	3018	5740	79	453449
004000	3010	5797	106	614497
003502	1001	5808	660	3833167
003601	1006	5831	70	408190
003601	1015	5835	84	490164
004800	1002	5886	56	329608
004000	2004	5905	110	649516
004000	2003	5908	86	508051
003601	1017	5911	73	431496
003601	1008	5960	80	476768
003901	1006	5987	38	227513
003901	1002	6006	44	264253
005100	2057	6047	13	78612
005100	2035	6070	20	121397
004900	3009	6079	33	200595
003502	3015	6123	100	612301
003502	3014	6127	170	1041577
003601	1016	6150	77	473512
004000	3003	6182	58	358557
003501	2022	6200	86	533221
004100	2029	6271	78	489138
004800	1001	6275	48	301195
003601	1033	6275	41	257294
004800	1000	6278	55	345315
004000	3009	6286	101	634848
004000	2000	6286	73	458891
005100	2034	6289	12	75474
004100	2028	6295	232	1460469
005100	2061	6310	198	1249323
004000	3005	6319	231	1459587
003601	1001	6328	147	930144
005100	2060	6332	201	1272779
005100	2059	6336	195	1235597
003901	1005	6346	460	2919305
004000	3004	6376	194	1236947
004100	4041	6378	70	446452
004000	1021	6386	124	791895

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003502	3017	6396	158	1010633
003601	1000	6400	153	979258
004100	2030	6430	5	32152
004000	3002	6458	12	77492
004100	2023	6511	15	97671
005100	2036	6545	6	39272
005100	2033	6572	159	1044869
004100	2022	6584	87	572817
003901	1001	6621	160	1059383
003502	1000	6622	188	1244958
003601	1009	6632	74	490761
004000	3001	6696	193	1292309
005100	2058	6706	10	67063
004100	2025	6715	25	167868
003601	1011	6773	107	724672
003901	1003	6774	164	1110864
003502	3013	6782	129	874825
003502	3016	6785	80	542817
003501	2014	6827	17	116060
004100	2024	6829	135	921869
004000	1023	6862	54	370557
004100	2013	6888	128	881615
004000	1020	6888	53	365086
004100	3003	6890	186	1281473
004000	1005	7041	6	42245
004000	3007	7047	136	958386
003602	2002	7058	60	423456
003502	2021	7059	85	600002
004100	3012	7101	41	291125
004100	3011	7119	53	377289
003501	2016	7122	22	156679
003501	2015	7124	17	121111
003502	3011	7137	59	421083
003502	3012	7140	122	871103
004100	4042	7141	6	42848
004100	2000	7151	111	793741
003502	3002	7152	92	657969
004000	1014	7156	70	500949
004000	1022	7185	61	438297
004000	1006	7233	69	499091
005100	2032	7234	1364	9867574
003501	1029	7244	75	543277
005100	2031	7271	277	2014077
004100	2014	7273	53	385474
003501	2013	7314	80	585126

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004000	1018	7321	158	1156699
003501	1006	7359	67	493082
003501	1005	7374	99	730027
003501	2021	7422	21	155865
004501	1012	7432	231	1716715
004000	3000	7434	46	341973
004100	4048	7434	31	230463
003602	2003	7436	103	765918
003502	2013	7437	78	580077
004100	2010	7438	183	1361126
003502	2014	7439	83	617460
003502	3005	7447	87	647846
003502	3009	7484	77	576235
004100	2008	7484	45	336776
004100	3004	7486	75	561435
003502	3010	7488	103	771225
003501	1004	7490	58	434393
004000	1019	7514	81	608674
003601	1014	7526	277	2084580
004000	1011	7535	37	278782
004000	1015	7535	39	293857
003502	3004	7562	64	483982
004100	4035	7572	52	393733
003501	2012	7608	64	486885
003501	2017	7610	65	494639
003502	3003	7612	158	1202645
004100	3009	7620	196	1493506
003501	1024	7671	68	521611
003501	1016	7673	127	974413
003502	3001	7677	136	1044014
003502	3000	7683	36	276578
003502	3006	7685	94	722420
004100	2015	7734	41	317091
004100	2016	7736	37	286245
003501	1025	7763	68	527861
004000	1017	7773	53	411954
004000	1016	7774	60	466430
003502	2011	7789	69	537414
003502	2012	7790	102	794621
003502	3007	7794	107	833973
003502	3008	7796	97	756199
004501	1011	7809	119	929216
004501	1008	7810	147	1148046
003501	1007	7813	54	421896
003501	1003	7815	61	476690

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004100	2012	7819	25	195484
004100	2009	7820	51	398833
004100	4044	7823	41	320726
004100	4045	7823	65	508470
003501	2018	7908	103	814493
004100	2001	7980	103	821958
004100	4034	8026	30	240776
003501	1008	8077	59	476554
003501	1026	8094	79	639427
003501	1017	8095	42	339983
003501	2011	8102	70	567155
004501	1013	8110	149	1208322
004100	2011	8118	30	243554
003501	3014	8128	105	853416
003502	2007	8129	174	1414517
003502	2010	8132	94	764428
003502	2001	8146	61	496924
003501	1028	8148	69	562209
004000	1004	8154	15	122309
004100	3007	8165	238	1943311
004100	3013	8167	93	759527
004100	3015	8168	61	498271
004501	1007	8178	108	883242
004100	2004	8200	74	606815
004100	4033	8204	23	188696
004100	2002	8256	55	454089
004100	2003	8256	89	734807
004100	3014	8258	67	553281
003501	1018	8263	67	553652
004000	1008	8270	35	289444
003502	2006	8351	115	960321
003501	3004	8396	17	142740
003501	1021	8417	48	404039
004501	2009	8475	68	576310
003501	2001	8478	8	67824
004501	1009	8486	178	1510445
004501	1010	8486	140	1188060
003502	2002	8505	58	493313
003501	1023	8515	57	485371
003501	1015	8517	111	945384
004100	3008	8526	57	486005
004000	1003	8534	46	392576
003501	1001	8569	53	454157
003501	1009	8569	55	471316
004000	1009	8601	43	369826

MEMORIAL PREP MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004000	1002	8647	197	1703548
004000	1012	8657	106	917617
004000	1010	8657	77	666601
004000	1013	8706	147	1279735
003501	2007	8726	48	418825
004501	2006	8755	117	1024325
003501	2005	8798	67	589482
003501	1020	8820	57	502717
003501	1022	8824	99	873550
003501	2008	8828	49	432567
004100	4032	8841	14	123769
004501	1006	8852	56	495731
004501	2008	8856	63	557907
003501	2006	8889	29	257778
004000	1007	8965	118	1057840
003501	2019	8999	264	2375679
003501	1010	9068	88	797988
003501	1019	9070	55	498848
004501	2005	9135	82	749096
005100	2016	9218	244	2249117
004100	4027	9688	74	716915
005400	4028	10243	29	297048
004100	4039	14776	11	162535

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000700	3007	737	21	15467
000700	3008	1066	76	80983
000700	3003	1126	71	79949
000700	3006	1260	60	75608
000700	3001	1276	192	245062
000700	3009	1278	74	94567
000700	2020	1507	72	108515
000700	3010	1542	27	41630
000700	3004	1645	52	85549
000700	3000	1735	143	248067
000700	3005	1757	69	121220
000700	3002	1805	24	43332
000700	3011	1867	39	72819
000700	2011	1875	70	131222
000800	3008	1903	65	123675
000700	2021	1976	18	35560
000700	3014	2000	39	78012
000700	2019	2026	35	70894
000700	2016	2072	41	84933
000700	2009	2239	118	264232
000800	3002	2290	155	354932
000700	2018	2352	18	42342
000700	2017	2353	14	32943
000700	3012	2395	21	50295
000700	2014	2406	4	9625
000700	2012	2410	66	159069
000800	3001	2489	106	263858
000800	3006	2540	59	149889
000700	2013	2555	21	53661
000700	2022	2626	12	31515
000700	3013	2661	10	26614
000800	4011	2679	83	222367
000800	3005	2680	116	310864
000800	4006	2680	68	182266
000800	4007	2869	118	338590
000800	4005	2917	74	215882
000800	4010	2936	56	164408
000800	3000	2952	88	259782
000800	3010	2968	37	109833
000700	2015	3005	21	63114
000800	3003	3046	94	286365
000700	2000	3129	133	416164
000800	3007	3138	31	97279
000700	2008	3192	146	466080
000800	3004	3216	277	890939

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000800	4009	3250	322	1046615
000800	3011	3287	34	111757
000800	4004	3358	143	480255
000800	4003	3360	150	504050
000800	2006	3470	84	291445
000700	2002	3486	82	285842
000700	2003	3486	136	474104
000700	1020	3536	54	190964
000800	4008	3556	133	472915
000700	2001	3594	138	496036
000600	3021	3607	134	483316
000800	3012	3615	32	115686
000900	4005	3622	412	1492266
001400	2023	3643	19	69217
000700	2005	3683	86	316709
000800	4001	3733	104	388181
000800	4002	3734	222	828974
000700	2010	3743	161	602558
000800	2003	3786	69	261260
000800	2004	3794	64	242840
000700	1012	3917	131	513075
000700	1011	3917	126	493552
000600	3016	3970	2	7940
001400	2021	3989	27	107711
001400	2022	3990	21	83794
000700	2007	4049	56	226734
000900	4004	4057	47	190666
000900	4003	4060	93	377535
000800	2002	4119	93	383063
000800	2005	4125	53	218607
000700	2006	4144	92	381264
000700	1016	4159	46	191332
000800	4000	4219	548	2312114
000600	3019	4237	12	50846
000700	1007	4295	77	330713
000900	5005	4297	44	189054
000700	1008	4297	105	451187
000600	3020	4310	86	370668
001400	2020	4317	35	151102
001400	3026	4352	52	226318
000900	4001	4417	167	737659
000900	4002	4419	77	340270
000600	3017	4436	150	665396
000800	1004	4439	143	634769
000800	2001	4452	120	534285

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000700	1018	4481	19	85142
000700	2004	4490	14	62858
000700	1014	4496	177	795746
001400	3027	4524	45	203580
001400	3028	4525	47	212683
000600	3015	4533	35	158640
000700	1010	4534	94	426201
000700	1013	4535	79	358302
000700	1017	4580	108	494660
000600	3018	4627	46	212852
001400	2018	4655	19	88447
001400	2019	4656	37	172262
000900	5003	4716	71	334827
000900	5004	4716	126	594234
000800	1005	4773	105	501189
000800	2000	4782	83	396928
000900	3004	4797	61	292606
000900	4000	4799	82	393504
000600	3013	4841	3	14523
001400	3025	4841	91	440542
000600	3010	4845	96	465094
001400	3029	4849	47	227915
000700	1009	4916	97	476842
000700	1006	4916	92	452277
000800	1003	4949	71	351410
000600	3002	4968	41	203674
000900	6013	4977	34	169216
000600	3001	5032	85	427726
004300	1007	5058	25	126456
000600	3008	5080	7	35563
000900	5002	5096	135	687999
000900	5001	5097	140	713643
000800	1006	5104	118	602214
000600	3006	5117	429	2194998
000600	3000	5135	85	436470
000600	3003	5166	5	25828
000900	3006	5169	126	651284
000900	3005	5171	114	589456
001400	3024	5177	36	186386
001400	3023	5181	84	435216
001400	3030	5183	75	388701
001400	3031	5184	32	165888
000600	3007	5200	6	31198
000600	3012	5203	63	327798
001400	2016	5214	40	208560

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000700	1005	5252	55	288855
000600	3011	5280	14	73914
000700	1001	5295	11	58240
000600	3005	5355	69	369527
001400	2017	5385	20	107690
000600	2021	5385	48	258464
000900	6011	5393	92	496169
000900	6012	5395	68	366859
000800	1007	5434	82	445577
004300	1006	5451	20	109026
004300	1005	5453	34	185403
000700	1002	5462	11	60083
000600	2020	5464	73	398853
000900	3003	5475	86	470845
000900	5000	5475	111	607763
001400	3009	5487	92	504818
000600	2019	5494	115	631754
001400	2015	5495	31	170343
001400	3032	5495	30	164861
001400	3022	5508	80	440643
001400	3021	5509	57	314016
000900	2004	5552	64	355353
000900	3007	5554	100	555398
001400	3034	5595	33	184632
004300	3006	5606	20	112124
004300	1008	5610	17	95375
000800	1001	5615	37	207738
000600	2017	5659	62	350886
000300	3001	5706	25	142652
000300	3000	5710	51	291204
001400	2014	5771	28	161599
004300	1003	5773	48	277110
000900	6009	5774	118	681353
000900	6010	5776	54	311883
004300	1004	5776	42	242601
000300	3006	5800	59	342172
001400	3010	5828	114	664400
001400	3011	5829	70	408062
001400	3020	5841	37	216125
001400	3019	5843	28	163595
000900	6004	5843	34	198667
000900	6003	5844	16	93498
000900	3001	5849	95	555624
000900	3002	5850	131	766319
000600	1010	5866	150	879960

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000600	2016	5871	65	381645
001400	2004	5876	23	135142
000900	2006	5934	104	617126
000900	2005	5934	102	605316
000800	1000	5945	41	243730
004300	1009	5947	31	184354
004300	3004	5949	30	178484
004300	1014	5950	34	202306
004300	3005	5951	34	202321
000600	2018	5968	63	375993
001400	3008	5972	27	161253
001400	3033	5974	36	215079
000600	2007	6039	34	205338
001400	2013	6057	21	127192
004300	1010	6069	30	182066
000600	1008	6096	85	518133
004300	1001	6105	48	293032
004300	1002	6107	33	201529
000600	1009	6109	77	470377
000600	2008	6139	64	392910
000300	3005	6143	106	651122
000900	1015	6149	143	879323
000900	6008	6151	121	744216
001400	2005	6152	49	301464
001400	3018	6152	32	196878
001400	3012	6156	63	387823
001400	3013	6157	102	627963
000400	2003	6203	16	99252
000900	6005	6221	28	174184
000900	6006	6222	21	130660
000900	2003	6231	120	747768
000900	3000	6232	134	835090
001400	2003	6255	32	200171
004300	3007	6256	28	175179
001400	2011	6260	24	150249
004300	3002	6280	26	163268
004300	1012	6280	32	200954
004300	1013	6280	31	194679
004300	3003	6280	41	257487
001400	2012	6296	17	107034
000400	2004	6299	85	535378
001400	3007	6311	46	290321
001400	3006	6312	27	170422
000900	2007	6313	115	725946
001300	5008	6313	107	675488

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000600	2013	6329	29	183548
000400	2006	6341	196	1242801
001400	3017	6354	21	133442
000600	2015	6383	56	357454
001400	2006	6434	15	96513
004300	1000	6439	76	489339
000400	2005	6441	55	354268
000600	2011	6442	3	19326
000600	1007	6455	61	393741
001400	3014	6490	73	473735
000300	3004	6498	59	383376
001000	4011	6512	65	423282
000900	1012	6527	100	652723
000900	1011	6528	133	868198
001400	2002	6532	29	189442
000600	1001	6548	115	752993
000400	2007	6550	43	281653
000900	1009	6598	18	118762
000900	6007	6599	43	283775
004300	3008	6602	34	224482
004300	3001	6606	31	204801
001500	3022	6608	29	191646
001400	2010	6609	18	118953
004300	1011	6609	138	912018
000900	2001	6611	280	1851208
000900	2002	6612	135	892657
001400	1019	6635	26	172517
001400	3004	6638	12	79659
001400	3005	6641	29	192576
001000	4012	6645	34	225936
001400	2007	6680	31	207089
000500	3013	6681	35	233819
001300	5007	6691	155	1037173
001300	5006	6694	125	836726
001400	3016	6734	15	101017
000900	6000	6750	42	283484
001000	4015	6750	7	47250
001400	2008	6758	51	344679
004300	2005	6759	64	432567
004300	2006	6760	130	878741
000600	1002	6769	75	507678
000600	1003	6769	77	521246
000300	2012	6771	27	182823
000600	2010	6797	42	285488
001400	3015	6801	188	1278639

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001400	2001	6814	36	245288
000600	2004	6831	47	321058
000600	2023	6834	49	334881
001000	3013	6872	23	158066
004300	2013	6892	68	468633
000900	1004	6906	127	877068
000900	1005	6907	100	690742
001400	1020	6913	23	159000
000500	3000	6916	29	200572
004300	3009	6932	69	478333
000300	2014	6937	9	62432
004300	3000	6939	146	1013036
001500	3021	6941	26	180476
001500	3020	6942	33	229077
000600	1005	6943	65	451311
001400	3002	6973	26	181307
001400	3003	6976	26	181377
000900	1010	6976	60	418569
000600	2012	6984	29	202532
000300	3010	6988	31	216613
001300	3004	6991	180	1258295
000900	2000	6991	148	1034712
001400	1018	7015	26	182400
000400	2000	7022	205	1439527
001000	4009	7028	93	653610
000300	3009	7034	10	70344
000300	2003	7039	42	295651
000300	2002	7040	25	176011
001000	3015	7041	40	281633
000500	3012	7068	53	374614
001300	5005	7070	103	728191
001500	3008	7077	78	552018
001400	2009	7078	39	276046
004300	2003	7092	66	468077
004300	2004	7094	86	610077
004300	2014	7103	35	248591
000900	1003	7127	3	21382
004300	3014	7128	8	57027
000600	1004	7149	55	393182
001000	4010	7152	7	50063
000300	2000	7190	19	136613
001400	1021	7193	31	222978
000300	2001	7203	27	194478
000500	3004	7227	81	585402
004300	3010	7259	57	413771

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004300	2007	7270	122	886902
001500	3019	7273	28	203631
001500	3018	7273	28	203632
001400	3001	7284	3	21851
004300	2015	7284	33	240367
004300	2016	7284	25	182096
000900	1013	7286	115	837888
000900	1016	7287	134	976466
004300	3011	7292	27	196873
001400	1017	7293	28	204196
000500	3001	7308	75	548104
000500	3002	7313	61	446110
001000	3012	7317	86	629237
000500	3003	7322	69	505191
000900	1006	7352	41	301442
000300	3007	7358	51	375280
001300	3003	7371	115	847719
001300	3002	7372	123	906734
001000	3014	7372	15	110586
001000	3011	7378	10	73784
000300	2005	7391	59	436064
000300	2004	7392	48	354803
001400	1006	7396	53	391967
001400	1005	7397	40	295899
001000	4008	7405	102	755328
001000	4007	7405	104	770161
001500	3007	7408	46	340776
001400	1014	7418	44	326386
000300	3011	7420	135	1001749
004300	2002	7423	58	430538
004300	2001	7424	92	682973
004300	2021	7425	15	111379
004300	3013	7439	38	282683
001400	1022	7442	48	357209
000500	3005	7449	96	715119
000500	3006	7449	94	700238
001300	5003	7458	138	1029178
001300	5004	7460	227	1693369
000600	2002	7462	17	126859
000300	2008	7484	48	359211
000300	2009	7484	119	890563
001000	3016	7486	34	254528
001000	4017	7502	21	157533
001000	2012	7508	60	450490
000500	2000	7509	72	540668

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004300	3012	7536	27	203484
001000	3017	7547	54	407547
001400	1016	7572	59	446763
000400	2011	7580	7	53059
000400	2010	7582	41	310847
000300	3016	7585	63	477876
004300	2012	7592	44	334061
001500	3009	7599	23	174779
001500	3017	7599	30	227980
001300	4015	7667	125	958429
000900	1014	7668	109	835839
004300	2019	7671	26	199459
004300	2020	7672	25	191790
001400	1007	7672	15	115077
004300	2008	7724	117	903763
001500	4017	7726	55	424932
001400	1013	7727	38	293621
001500	3006	7738	63	487490
001500	3005	7739	48	371476
000300	1000	7742	28	216775
001300	3001	7742	129	998751
000300	2006	7743	98	758801
004300	2000	7748	89	689581
001500	3016	7748	36	278932
004300	2017	7750	5	38749
001000	4006	7783	81	630404
000300	2010	7783	24	186793
000300	2011	7784	65	505933
001000	4005	7784	86	669391
001400	1004	7784	39	303580
001400	1015	7821	34	265923
000500	3008	7823	46	359880
000500	3007	7829	50	391463
000300	2007	7835	91	713020
000300	5000	7837	101	791526
001300	5001	7838	61	478132
001300	5002	7840	126	987780
001000	3010	7855	11	86407
000400	2009	7865	21	165168
000400	2008	7879	80	630329
001000	4018	7881	19	149741
001000	2010	7886	113	891081
001000	2011	7887	122	962218
000600	2001	7891	163	1286311
000500	2002	7900	108	853172

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000500	2001	7900	114	900628
004300	2025	7907	8	63255
000500	2004	7910	90	711859
000500	2003	7911	112	885984
004300	2010	7930	45	356842
004300	2009	7931	42	333118
000400	2013	7932	22	174500
001500	3011	7932	20	158647
000400	2012	7933	24	190386
001500	3010	7933	15	118997
000600	2003	7939	20	158779
001000	3008	7963	100	796314
001000	3007	7964	112	891944
000300	3015	7968	35	278886
001000	1019	8025	25	200622
001300	4017	8046	133	1070080
001300	4016	8048	100	804759
001500	4015	8058	64	515716
001500	4016	8058	74	596300
001400	1003	8061	8	64492
001500	3003	8063	38	306392
001500	3004	8065	51	411335
001400	1009	8080	23	185838
000300	3014	8086	28	226421
000300	1001	8087	36	291122
001500	3015	8096	39	315743
001500	3014	8098	33	267247
001300	4014	8115	40	324590
000300	1002	8115	47	381411
000500	1017	8124	32	259954
000500	2005	8131	81	658589
000500	2006	8131	92	748089
001300	3005	8134	173	1407140
000300	4002	8135	139	1130816
000300	4001	8136	82	667140
001000	4004	8159	83	677186
001000	4003	8159	81	660876
000300	3018	8178	71	580622
000500	3010	8186	31	253753
000500	3009	8187	42	343854
001400	1008	8201	9	73806
001300	2008	8219	156	1282184
001300	5000	8221	92	756298
001000	3009	8234	3	24701
004200	2009	8250	42	346501

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004300	2011	8251	48	396042
004200	2010	8251	28	231033
001500	2010	8261	26	214782
001500	3012	8262	19	156972
001000	4019	8262	24	198284
001000	2009	8266	101	834904
001000	2008	8276	186	1539334
000500	2016	8279	13	107622
001000	1018	8297	8	66379
000300	3019	8326	89	741040
001000	3006	8348	134	1118644
001000	3005	8348	97	809804
000500	3011	8350	18	150295
001500	4012	8377	96	804202
001400	1012	8377	94	787469
001500	4020	8387	43	360633
001500	3013	8387	41	343871
001500	4018	8388	76	637468
001500	3001	8398	38	319119
001500	3002	8399	33	277178
001000	1020	8404	39	327742
000500	2014	8406	56	470748
001500	2021	8407	43	361507
001300	4020	8421	121	1018978
000500	1013	8429	43	362443
000300	4000	8439	62	523197
000300	3012	8439	141	1189884
000300	4003	8486	135	1145662
000300	5004	8487	199	1688869
001300	4013	8495	35	297316
001300	4018	8496	30	254867
000300	5001	8496	159	1350852
001300	3006	8509	151	1284865
001300	3007	8509	159	1352967
000500	1016	8516	80	681256
000500	1015	8519	60	511138
000500	1014	8524	65	554056
001400	1010	8527	4	34110
000300	1003	8532	34	290094
001000	4002	8542	131	1118991
001000	4001	8542	127	1084846
004200	2008	8546	51	435856
004200	2007	8546	36	307668
004200	2012	8548	32	273551
004200	2011	8549	34	290670

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000300	1004	8585	268	2300886
001400	1001	8587	3	25762
001500	2012	8590	24	206152
001500	2011	8590	23	197571
001300	2010	8599	139	1195266
001300	2009	8601	8	68807
004300	2036	8618	12	103418
000500	2007	8618	58	499869
000500	1012	8626	24	207033
001300	4004	8642	23	198765
001200	4015	8642	2	17284
004300	3015	8653	51	441304
000500	1011	8661	45	389734
000300	1007	8676	84	728821
001000	1017	8677	16	138840
001400	1000	8694	1	8694
000500	2008	8695	21	182589
001500	4014	8707	66	574659
001500	4013	8708	98	853399
000500	1002	8718	41	357440
001500	1008	8719	53	462133
001500	4019	8721	62	540681
001000	2007	8724	87	758979
001000	3004	8726	128	1116937
001500	2009	8726	25	218156
001000	3003	8727	115	1003575
001500	3000	8727	49	427638
001500	2020	8756	40	350241
001500	2019	8786	35	307526
000300	4005	8801	121	1064931
000300	4006	8802	32	281667
000300	3017	8809	18	158561
001300	4012	8809	158	1391887
004300	2018	8815	11	96965
001500	4011	8825	6	52949
001000	2017	8835	20	176692
000300	3020	8842	14	123795
004200	2006	8849	23	203517
004200	2005	8849	24	212366
004200	2014	8849	27	238929
004200	2013	8850	24	212409
006000	1001	8860	4	35441
006000	1000	8861	60	531653
001300	4019	8872	14	124206
001000	1016	8881	142	1261142

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001300	3008	8891	144	1280260
001300	2007	8891	87	773492
000400	2016	8892	24	213401
001500	2014	8893	57	506924
004300	2037	8895	15	133424
001000	2013	8897	35	311396
001000	4000	8921	75	669041
001200	4014	8922	60	535301
000400	1002	8944	125	1117941
001500	2018	8945	39	348846
001500	2023	8951	61	546029
001500	2013	8962	22	197173
001300	2012	8979	9	80814
001300	2011	8980	211	1894881
000300	3008	8990	408	3667950
001300	4003	9021	10	90212
001200	4016	9022	10	90218
001500	2007	9026	43	388129
001500	4006	9035	105	948677
001500	4007	9036	145	1310154
000500	1019	9036	46	415660
001500	1010	9051	65	588317
001500	1009	9052	54	488801
001500	2008	9056	34	307912
000300	3021	9088	2	18175
001000	3001	9105	94	855906
001000	3002	9105	50	455273
004300	2026	9115	34	309918
000300	3013	9122	28	255424
000300	4007	9123	154	1404871
001500	2006	9127	5	45636
000400	2015	9144	24	219455
000300	5003	9145	218	1993556
000300	4004	9145	175	1600440
004200	2003	9146	30	274378
004200	2004	9146	37	338406
000400	2017	9146	119	1088399
004200	2015	9148	33	301872
001500	4010	9155	14	128167
001000	2006	9170	35	320950
000500	1018	9171	40	366843
001300	4010	9182	101	927416
001300	4011	9183	84	771357
001500	2005	9209	36	331523
001000	2005	9231	14	129240

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000400	1008	9236	92	849680
000400	3004	9237	70	646598
006000	1009	9241	140	1293674
001300	4005	9259	19	175918
001000	1015	9261	128	1185448
001300	2006	9271	35	324472
001300	2005	9272	41	380141
000400	3007	9285	73	677809
000400	3008	9291	97	901197
000400	1001	9291	170	1579434
000400	1009	9297	150	1394572
000400	1007	9297	59	548547
000500	1010	9297	29	269627
001200	4013	9302	70	651159
001200	4012	9302	116	1079089
001000	1014	9310	92	856512
001000	2014	9336	58	541502
004300	2038	9345	34	317736
001300	2013	9355	79	739026
001300	2014	9356	107	1001093
004300	3016	9363	146	1367021
000300	4009	9366	65	608792
001500	4005	9371	107	1002686
001500	1007	9373	98	918512
001500	1012	9379	29	271995
001500	1011	9381	37	347096
004300	3020	9387	52	488124
004300	2022	9392	55	516559
001200	4017	9403	2	18807
006000	1003	9415	15	141227
001000	2016	9418	14	131846
000300	1005	9421	9	84789
004300	2023	9445	8	75559
004200	2002	9448	34	321236
000400	3009	9453	85	803472
000400	3010	9455	143	1352119
004200	2001	9470	40	378819
001000	3000	9482	114	1080938
001200	4006	9483	136	1289717
000500	1001	9487	127	1204894
004200	2022	9512	38	361446
004200	2023	9519	12	114228
006000	1002	9521	53	504589
004300	2027	9555	39	372633
001300	1017	9565	192	1836404

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001300	4009	9565	107	1023468
000400	1003	9584	114	1092521
000400	3003	9587	51	488914
000300	5002	9592	286	2743281
004300	3018	9604	15	144066
006000	1010	9620	47	452156
000300	1006	9628	68	654719
001300	4006	9629	43	414040
000500	1000	9629	24	231104
001300	4007	9629	16	154070
004400	2002	9632	5	48161
000300	4008	9646	55	530509
000400	3006	9647	76	733173
000400	1010	9649	102	984148
001300	2004	9649	124	1196417
001300	2003	9649	73	704391
005200	2000	9658	3	28973
000500	1009	9662	18	173920
004200	2017	9666	30	289989
001500	1017	9673	46	444979
000300	5005	9675	48	464402
001500	1015	9676	45	435439
004200	3001	9677	23	222573
001200	4011	9679	109	1055027
001200	4019	9680	118	1142223
004300	2029	9680	36	348475
005200	2001	9686	446	4319774
006000	1004	9693	26	252026
001000	1013	9700	104	1008775
001000	1012	9700	62	601426
001500	1006	9701	78	756699
001500	1005	9702	76	737375
001500	2016	9704	44	426962
001500	2015	9704	137	1329448
001500	2004	9705	61	592015
001500	2003	9706	57	553249
004300	2028	9728	55	535038
001300	2015	9737	158	1538500
000400	3012	9748	86	838306
004300	2031	9752	28	273057
001000	2004	9757	2	19514
004600	1010	9758	67	653769
004300	2041	9769	125	1221158
004400	2001	9769	75	732696
004200	2037	9770	17	166083

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001500	2000	9770	44	429872
004200	2000	9770	62	605739
004300	2034	9780	54	528123
001000	2001	9783	58	567429
001200	3012	9784	11	107619
000400	3011	9792	69	675669
006000	1006	9793	32	313363
006000	1007	9793	24	235031
004300	3019	9794	116	1136129
005200	2006	9794	38	372183
004300	2035	9801	38	372424
004200	2021	9810	26	255061
004400	3000	9811	39	382622
000400	3005	9822	72	707202
001000	1006	9863	57	562171
001200	4007	9866	98	966884
001200	4008	9867	135	1331982
004501	2000	9874	40	394948
001500	2001	9874	15	148117
004200	1028	9882	84	830050
005200	2011	9888	264	2610467
006000	1008	9899	6	59393
004300	3017	9911	58	574818
001600	4014	9929	43	426949
004200	1026	9938	44	437276
001300	1014	9945	58	576796
004200	2026	9948	31	308378
006000	3000	9955	20	199091
004200	2044	9955	26	258832
004200	3000	9962	26	259014
005300	1009	9973	6	59835
006000	3012	9975	65	648384
001300	1013	9989	28	279696
006000	1013	10001	82	820108
000400	1000	10009	834	8347483
001300	4008	10011	16	160181
001300	1016	10011	33	330378
004400	2003	10013	25	250316
004300	2033	10020	27	270548
004200	2036	10026	28	280721
001300	2001	10027	99	992629
001300	2002	10027	138	1383687
001500	2002	10028	2	20056
004300	2039	10032	25	250798
001500	1004	10033	120	1203971

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000400	1004	10035	66	662294
004600	1009	10053	98	985222
004200	3002	10058	24	241384
004501	2003	10061	93	935649
001200	4018	10065	108	1086987
001200	3011	10066	135	1358873
006000	1005	10070	47	473286
004300	2030	10070	13	130912
001000	1011	10078	67	675235
001500	2017	10078	31	312428
001300	1018	10092	16	161473
006000	2000	10093	17	171573
000500	2010	10100	10	100996
001600	4013	10119	51	516049
004600	1013	10139	133	1348507
000500	1007	10144	15	152161
004400	2004	10149	63	639393
004400	2005	10150	68	690184
000500	1006	10155	14	142176
001000	2000	10159	217	2204491
001200	4005	10160	105	1066752
001200	3013	10160	47	477520
004501	1001	10163	69	701259
004501	1002	10166	86	874236
001000	1008	10169	20	203378
006000	1015	10174	73	742718
004400	3006	10190	84	855964
004300	2032	10198	30	305939
004200	2019	10207	60	612433
004300	2024	10216	27	275839
004200	2018	10232	118	1207413
001000	1009	10236	123	1259060
001500	1019	10240	85	870439
005300	1001	10243	34	348252
001500	1001	10244	29	297062
001200	4009	10244	144	1475156
001500	1013	10255	39	399963
004200	2035	10275	28	287707
004200	1027	10278	97	996936
001500	1018	10279	50	513970
001000	2002	10281	42	431791
006000	1011	10284	17	174821
004400	3001	10310	38	391798
004600	1005	10313	84	866324
004200	1001	10314	51	525995

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004200	1025	10315	47	484788
001000	1004	10316	17	175368
001000	1010	10320	184	1898835
001600	4016	10320	20	206409
001300	1012	10325	133	1373279
004200	2043	10333	26	268661
004200	3003	10341	33	341265
000400	3001	10351	35	362289
006000	3011	10355	78	807694
005300	1010	10356	4	41424
004300	2040	10358	63	652571
004501	2001	10385	20	207698
004400	2015	10391	45	467585
004400	2000	10400	82	852812
001600	4006	10408	151	1571621
001300	2000	10408	119	1238569
004600	1014	10418	58	604249
004400	3002	10418	50	520908
001200	3010	10436	110	1147953
001200	3009	10436	96	1001883
004200	3005	10439	31	323597
004501	2004	10440	55	574182
005200	2007	10450	104	1086794
005200	2008	10451	5	52256
006000	1014	10452	38	397158
000500	2011	10465	12	125580
001500	1003	10468	45	471076
001300	1004	10469	14	146566
004400	3005	10470	38	397852
004200	2020	10470	48	502581
005200	1007	10481	11	115296
001000	1002	10491	76	797338
001000	1007	10492	16	167871
005200	1015	10498	27	283452
001600	4012	10499	188	1973721
006000	2004	10501	19	199521
004200	2025	10509	14	147130
004600	2004	10518	10	105178
004400	2009	10532	114	1200621
000500	1005	10537	13	136986
001300	1003	10541	7	73785
005200	2015	10544	216	2277537
001200	4004	10545	97	1022874
001200	4003	10546	164	1729568
005200	2012	10548	18	189861

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004501	1005	10548	77	812191
004400	3007	10568	41	433291
004600	1007	10580	98	1036808
004600	1006	10580	116	1227267
005600	2059	10620	87	923902
004200	1032	10622	32	339891
001200	3004	10624	136	1444818
004600	1002	10628	111	1179659
004400	2011	10630	117	1243760
004600	1001	10634	32	340277
005200	2003	10640	11	117045
005200	2002	10642	222	2362455
004400	2006	10660	56	596937
006000	1012	10666	129	1375856
000500	2009	10670	253	2699480
004501	2002	10675	87	928688
004600	1015	10695	41	438502
001300	1010	10702	167	1787313
001300	1011	10702	98	1048843
001000	1005	10712	24	257089
004200	3004	10716	36	385761
004400	2007	10731	53	568722
005200	2009	10733	270	2897866
006000	2005	10759	11	118353
001300	1005	10772	44	473948
004600	2003	10772	76	818649
005200	1011	10775	24	258611
000400	3002	10779	4	43116
001600	4007	10787	136	1467069
001600	4008	10792	111	1197869
004600	1021	10798	111	1198558
001500	1014	10805	223	2409431
004400	3004	10808	46	497179
005300	1002	10811	42	454078
004200	3007	10813	34	367636
004501	1000	10814	66	713693
001200	3008	10816	95	1027526
001200	2011	10818	84	908743
004200	3006	10820	28	302952
004501	1003	10820	175	1893583
005200	2010	10824	21	227303
004501	3001	10825	75	811865
001000	1003	10825	7	75774
004501	3000	10825	50	541274
005200	1016	10826	95	1028449

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006000	1017	10833	37	400813
001100	3010	10837	90	975356
004400	3008	10846	43	466387
004400	2010	10854	22	238778
005200	1019	10872	28	304425
004400	2014	10876	59	641673
005200	1013	10877	446	4850955
005300	1000	10893	178	1938985
005600	2056	10896	179	1950348
005300	1012	10909	116	1265478
001300	1002	10921	2	21843
005200	1042	10923	67	731835
001200	4002	10924	117	1278068
001200	4001	10924	103	1125221
004501	3004	10936	57	623342
004501	3003	10937	130	1421873
004400	3013	10946	31	339329
000500	1003	10954	61	668217
004600	1003	10956	83	909313
004600	1008	10956	25	273908
004600	1017	10960	78	854899
004600	1016	10960	48	526097
004200	2041	10990	13	142864
004200	1008	10998	41	450917
004200	2045	10998	24	263958
004200	1031	10998	37	406938
005600	2058	11001	186	2046160
001200	3006	11005	72	792325
001200	3005	11005	142	1562662
001200	2010	11031	170	1875306
006000	2002	11035	42	463479
004200	2032	11057	22	243256
004400	3009	11068	46	509108
004600	1000	11069	16	177101
004600	1020	11075	71	786325
001300	1009	11086	156	1729450
004200	2046	11087	14	155213
001600	4005	11087	198	2195212
004400	2012	11109	52	577663
004400	2008	11111	62	688901
001600	4011	11115	42	466823
005200	1002	11122	4	44489
004200	2027	11128	27	300446
006000	2013	11143	35	389999
006000	2014	11144	25	278592

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001300	1007	11150	44	490595
001300	1006	11150	14	156099
004200	3009	11158	22	245467
005200	1014	11158	38	423998
001200	2009	11195	41	458981
005200	1044	11199	86	963083
004501	1004	11202	95	1064185
005200	1028	11204	50	560208
005200	2014	11205	249	2790020
004400	2020	11206	182	2039418
001100	3009	11222	89	998725
001100	3008	11223	106	1189646
004400	3012	11223	31	347928
004200	1029	11230	39	437960
000500	1004	11249	28	314974
004400	2021	11256	21	236378
000500	2012	11268	45	507046
006000	2015	11268	55	619755
006000	3002	11274	29	326942
005600	2057	11276	327	3687215
005600	2052	11278	146	1646537
006000	3001	11284	43	485206
005300	1017	11290	73	824179
001200	1009	11295	7	79065
001300	1001	11296	16	180728
004200	1033	11298	56	632677
001200	4000	11301	118	1333521
001200	3003	11302	112	1265879
005200	1041	11303	295	3334404
004501	3005	11316	122	1380544
004501	3006	11317	58	656385
004400	3014	11327	59	668275
004100	1002	11340	43	487603
004600	1019	11341	90	1020651
000400	3000	11342	131	1485737
005600	2050	11366	469	5330615
005600	2053	11369	119	1352965
005300	3000	11374	19	216111
004400	4015	11386	44	500991
005300	1018	11387	13	148029
001200	3007	11387	114	1298129
001200	2004	11388	144	1639867
006000	2006	11420	70	799408
004200	2039	11437	11	125804
004200	3008	11437	29	331687

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004400	3017	11445	42	480682
004200	2028	11454	49	561224
004600	2002	11455	75	859103
004200	3010	11462	10	114622
006000	3007	11463	24	275114
001600	4004	11464	200	2292759
005300	1014	11468	38	435781
005200	1026	11480	2	22960
005300	2009	11484	13	149291
004200	3011	11490	11	126393
004400	2013	11492	65	747002
006000	3019	11494	46	528721
006000	1016	11495	75	862099
006000	2016	11526	32	368842
001600	4009	11528	27	311243
005200	1025	11531	289	3332533
001600	4002	11533	40	461303
001300	1008	11533	32	369050
004600	1018	11546	50	577305
005600	2047	11564	7	80945
005600	2054	11566	142	1642317
004200	1030	11569	38	439632
001200	2008	11575	69	798697
004100	1001	11582	151	1748938
005200	2017	11583	32	370666
001100	3007	11600	87	1009197
001100	3006	11600	43	498815
004400	3015	11605	37	429369
004200	4008	11624	18	209228
006000	3031	11643	166	1932724
005900	1000	11644	47	547283
004200	1010	11646	26	302793
004200	2034	11646	16	186334
004400	4016	11659	58	676248
005300	2002	11667	44	513335
001200	1010	11672	12	140062
001300	1000	11672	69	805393
001200	3002	11684	129	1507231
001200	3001	11685	103	1203519
005200	1046	11689	33	385743
004501	3007	11696	61	713427
004100	2005	11697	75	877254
004200	2033	11697	140	1637571
004400	1004	11706	64	749211
004400	4000	11707	43	503396

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004200	4002	11710	31	363021
004600	2001	11719	57	667995
004600	2000	11719	38	445331
004400	3010	11719	28	328139
004100	1003	11723	151	1770124
004400	3018	11725	28	328309
004200	3012	11747	13	152713
005600	1014	11754	21	246835
005300	2000	11764	120	1411659
001200	2006	11767	53	623628
001200	2005	11767	78	917834
005600	1023	11778	301	3545231
001100	3004	11788	46	542245
004200	4003	11799	23	271385
001100	3003	11801	68	802457
006000	2012	11808	74	873829
004400	1003	11831	136	1608964
006000	3006	11834	10	118341
005600	1013	11840	69	816929
004400	2017	11852	52	616303
004400	2018	11853	36	426703
005300	2010	11863	162	1921869
005600	2055	11905	109	1297672
005200	1031	11908	7	83357
004200	4001	11915	17	202554
005900	1001	11917	186	2216601
001600	4003	11934	33	393819
004200	3013	11942	25	298540
005300	1016	11952	159	1900299
001200	1008	11954	208	2486330
004100	1005	11954	130	1553995
004100	1004	11954	41	490118
001200	1007	11954	186	2223532
005200	1048	11963	160	1914021
005200	1040	11965	65	777732
001100	3005	11975	76	910122
001100	2013	11975	58	694575
004400	4001	11984	33	395465
005600	2051	12006	250	3001582
004400	1005	12024	58	697377
005900	1007	12024	173	2080213
005300	1003	12042	67	806827
005600	1019	12044	14	168621
005600	1025	12047	31	373443
006000	2008	12054	126	1518843

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006000	3003	12057	58	699322
001200	3000	12064	132	1592508
001200	2003	12065	117	1411658
004100	2006	12075	84	1014320
004100	2007	12078	104	1256098
006000	3004	12079	61	736813
004200	4004	12083	9	108745
006000	2010	12083	168	2029997
005100	2001	12086	345	4169587
004400	4009	12086	60	725172
004400	4014	12088	29	350553
004100	3002	12104	57	689946
004400	3016	12107	39	472178
004400	3019	12108	18	217948
004200	2030	12123	42	509148
005600	1015	12128	252	3056296
005300	3010	12132	3	36396
004100	1000	12144	79	959402
005200	1043	12145	182	2210462
001200	2007	12147	90	1093233
005600	1022	12157	122	1483211
001100	3001	12181	46	560308
001100	3002	12181	69	840468
004200	3014	12183	65	791906
004400	2016	12184	53	645753
005200	1035	12191	7	85336
004400	4002	12205	50	610251
004600	2018	12224	51	623416
005600	1010	12225	82	1002415
005300	2004	12227	7	85586
005600	1011	12227	7	85587
006000	3008	12249	114	1396369
005300	2019	12249	96	1175949
005200	1047	12251	3	36754
005900	1006	12295	31	381145
005200	1033	12298	368	4525649
004200	4010	12300	27	332105
005600	1027	12305	440	5414174
005600	1026	12305	44	541434
004100	3001	12322	73	899497
004100	1009	12322	51	628440
005300	2003	12326	40	493023
006000	3009	12342	71	876272
004400	2019	12351	64	790444
001100	2015	12361	114	1409103

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001100	2014	12361	114	1409108
005100	2000	12363	155	1916189
004400	4008	12363	37	457415
006000	2009	12367	97	1199581
005300	3008	12367	22	272077
004400	4013	12368	36	445238
004400	1006	12401	55	682037
004200	1012	12401	16	198417
005200	1036	12402	308	3819706
004200	2038	12402	45	558102
006000	3016	12403	54	669767
005600	1020	12403	456	5655880
005900	1008	12407	73	905692
006000	3017	12424	10	124238
005600	1028	12436	212	2636499
006000	3025	12443	51	634590
001200	2001	12446	65	808960
001200	2002	12446	93	1157492
004100	2017	12457	68	847067
006000	3029	12464	3	37393
004200	4006	12466	3	37397
004400	4010	12467	31	386488
005100	2006	12467	103	1284139
004400	4005	12470	24	299275
005900	1003	12480	62	773743
004400	3020	12484	34	424443
005300	3004	12491	17	212351
005200	1030	12493	19	237358
004600	2012	12493	29	362291
004200	2031	12503	36	450122
004100	1007	12505	57	712797
004100	1006	12505	94	1175503
005300	1015	12512	99	1238727
005300	2011	12525	25	313130
005300	2018	12530	196	2455954
004200	4009	12546	131	1643489
001100	2012	12557	55	690625
001100	3000	12558	61	766040
006000	2007	12561	103	1293747
005900	1002	12573	37	465217
005800	1056	12575	4	50299
005200	1034	12582	5	62912
005200	1049	12583	36	452973
004400	4003	12584	28	352343
005300	2005	12600	34	428393

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005300	3001	12601	18	226819
004400	1000	12622	109	1375809
004400	4012	12654	37	468196
001100	1008	12661	21	265880
005900	1009	12675	64	811177
005600	1030	12681	232	2942058
004400	1007	12683	26	329769
005300	3013	12686	6	76118
004400	4017	12691	58	736071
005100	1002	12695	65	825187
005300	2008	12698	318	4037989
004100	3005	12698	77	977757
005700	1008	12702	42	533485
001100	2007	12739	124	1579677
001100	2008	12739	166	2114743
006000	3027	12743	33	420531
004400	4007	12744	45	573459
004400	1017	12746	52	662804
005100	2009	12747	212	2702443
004400	4006	12749	42	535459
005100	2002	12750	166	2116487
005300	3007	12754	43	548415
005100	2004	12755	30	382648
005100	2003	12756	308	3928715
005300	3006	12756	19	242358
005300	3005	12757	3	38271
005900	2000	12759	61	778315
004600	2010	12763	30	382878
005400	4017	12776	246	3142784
004600	2011	12777	64	817751
001200	1003	12780	408	5214103
005700	1014	12782	5	63912
004400	1015	12783	35	447398
005900	1015	12787	70	895062
005600	1018	12787	102	1304261
004200	2029	12792	191	2443229
005100	1003	12792	318	4067981
004200	1007	12800	35	448003
005700	2010	12806	383	4904588
004100	4004	12806	85	1088514
005300	2017	12808	151	1934050
001200	2000	12826	138	1770007
006000	3020	12848	126	1618823
004400	4004	12849	34	436874
004400	4011	12850	23	295542

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005100	2013	12852	409	5256350
005800	1046	12853	14	179941
005900	1004	12857	73	938561
004200	1034	12862	101	1299031
006000	3005	12863	55	707490
004100	1008	12875	69	888403
004100	3000	12876	88	1133048
004700	1002	12887	111	1430483
005700	1013	12889	22	283567
004700	1001	12890	64	824955
001200	1006	12901	33	425748
004200	4005	12933	126	1629541
001100	2011	12941	25	323529
001100	2010	12941	63	815306
004400	1008	12950	26	336689
005800	1057	12951	481	6229259
004400	1009	12952	19	246088
001200	1004	12958	78	1010725
005900	1005	12959	214	2773143
005300	2013	12980	3	38939
005400	4016	13025	160	2084072
005100	2005	13029	150	1954328
004200	3015	13030	40	521183
001100	1004	13039	31	404194
005900	2001	13039	36	469407
001100	1007	13039	19	247743
005800	1035	13047	94	1226383
005900	1014	13049	46	600253
004400	1018	13054	47	613530
004700	1000	13059	143	1867495
004400	1014	13063	48	627046
005100	1005	13081	239	3126368
005700	2014	13082	343	4487242
005300	2012	13084	105	1373858
005700	1007	13088	28	366451
005300	3022	13093	202	2644860
004100	2026	13098	69	903761
004200	1013	13101	34	445441
005700	2013	13109	201	2634923
001100	2005	13121	72	944686
001100	2006	13121	57	747881
001200	1002	13123	339	4448605
005800	1055	13125	117	1535683
005100	2010	13126	12	157517
005800	1054	13126	142	1863956

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005100	2008	13127	215	2822348
004200	3016	13128	45	590757
005100	2007	13128	239	3137691
006000	3015	13131	31	407046
004400	1001	13136	59	775004
004400	1002	13143	65	854290
001100	1016	13150	19	249854
004700	1003	13166	129	1698383
004100	4005	13168	233	3068112
004100	4006	13170	142	1870151
005100	1004	13171	10	131709
005700	2009	13184	104	1371174
005400	4002	13198	412	5437713
005400	4001	13202	15	198034
005900	1011	13236	52	688282
004800	2002	13240	101	1337277
004100	2031	13242	36	476695
005300	3016	13243	708	9375996
005300	3015	13244	788	10436508
006000	3023	13249	8	105988
004100	3006	13250	152	2014046
005300	2006	13251	36	477041
005700	1010	13264	59	782585
004700	1010	13274	59	783184
004700	1009	13277	85	1128557
006000	3032	13284	12	159408
006000	3022	13286	9	119578
006000	3026	13293	27	358921
006000	3035	13295	94	1249740
005800	1024	13308	13	172999
005400	2001	13308	3	39924
005800	1023	13319	171	2277572
005900	2002	13321	93	1238820
001100	2009	13323	79	1052539
004400	1019	13329	60	799747
005400	2000	13330	7	93313
005900	1010	13331	31	413268
004400	1013	13332	34	453287
005700	1009	13337	40	533469
004800	2001	13343	71	947377
005800	1043	13344	13	173477
005100	1000	13354	50	667714
004200	4000	13357	254	3392586
005100	1001	13364	33	441001
001100	1002	13372	650	8691755

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004700	2000	13393	86	1151771
004200	3017	13402	37	495874
005900	2005	13405	32	428945
004200	4011	13407	196	2627752
001100	1009	13424	28	375858
001100	1010	13424	23	308742
004700	1004	13425	68	912875
005800	1044	13439	26	349416
004200	1006	13447	169	2272571
005100	1009	13462	215	2894305
005700	1011	13468	34	457905
005700	1004	13468	91	1225630
005800	1059	13500	225	3037494
001100	2004	13503	146	1971443
005800	1048	13505	87	1174959
005800	1047	13507	232	3133565
006000	3014	13508	161	2174847
004400	1010	13516	15	202736
001100	1012	13526	42	568112
004100	4057	13538	82	1110150
005100	1011	13540	187	2531972
004100	4056	13541	177	2396725
004600	2019	13543	100	1354280
004700	1008	13552	68	921549
004100	4002	13559	20	271180
005700	2000	13566	60	813945
005700	1003	13566	92	1248103
005700	1012	13568	46	624138
004800	2000	13572	41	556436
005400	2017	13578	455	6178062
004100	4003	13585	34	461903
005800	1033	13587	26	353251
005700	2007	13593	69	937918
005900	3000	13598	105	1427835
004400	1021	13601	2	27202
005900	1012	13611	58	789417
005300	3019	13613	12	163361
004400	1012	13622	36	490390
004400	1011	13623	32	435947
004400	1020	13626	33	449672
001100	1013	13631	81	1104090
004800	2004	13634	113	1540680
004800	2003	13635	112	1527100
006000	3021	13642	4	54568
005300	2014	13651	77	1051163

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001100	1003	13661	77	1051909
005800	1052	13675	256	3500707
005800	1058	13688	96	1314029
004100	4007	13688	49	670705
005800	1020	13701	49	671362
005900	2004	13702	98	1342756
005800	1034	13706	144	1973677
005100	1007	13726	19	260795
004800	2005	13728	45	617744
005700	1006	13732	62	851385
005100	1006	13736	167	2293875
005800	1045	13765	89	1225090
004700	2009	13774	125	1721745
005900	2006	13782	50	689105
004200	3023	13785	34	468705
001100	1011	13790	23	317164
005800	1031	13800	172	2373632
001100	1006	13806	31	427976
004700	1007	13810	16	220956
005700	2008	13845	80	1107618
005700	2001	13848	68	941633
005800	1022	13868	68	943015
005400	4003	13869	39	540886
005400	2002	13881	5	69404
006000	3034	13886	92	1277516
005900	2011	13892	80	1111352
004700	2002	13931	88	1225900
004100	4059	13934	176	2452395
004700	2001	13934	91	1268007
004100	4055	13944	7	97605
004100	4008	13951	14	195312
004800	2007	13961	50	698040
005400	4022	13962	184	2569014
005900	2003	13975	112	1565154
005900	3009	13977	66	922455
005700	1002	14000	53	741993
004800	2009	14005	186	2605014
004800	2008	14008	148	2073123
004200	1000	14008	602	8432850
005400	2003	14020	81	1135638
004100	4010	14027	20	280546
004100	4009	14028	19	266527
005300	2015	14036	7	98254
004700	2008	14039	73	1024837
005300	3029	14040	332	4661343

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005800	1049	14044	37	519641
001100	1005	14056	17	238959
005900	2007	14064	27	379717
004200	3018	14067	27	379801
004200	3019	14072	35	492516
004100	4058	14092	15	211383
004700	2003	14099	15	211491
004800	2010	14108	68	959375
005700	2002	14123	49	692027
005400	4012	14139	253	3577251
005800	1017	14142	37	523260
004700	2014	14152	58	820788
004700	2012	14153	50	707654
005900	3001	14160	52	736343
004200	3022	14174	12	170084
006000	3036	14196	75	1064684
004700	2010	14203	181	2570775
005400	4013	14234	23	327377
005100	1008	14247	30	427404
005800	1019	14248	15	213723
005300	3026	14285	1038	14827589
001100	2003	14309	182	2604299
005400	4006	14317	307	4395264
004800	2011	14337	86	1232944
004200	4012	14339	30	430161
005800	1050	14344	42	602452
005800	1015	14344	7	100409
004200	4018	14350	21	301342
005900	2008	14355	22	315800
005900	3010	14356	89	1277655
005700	2003	14370	17	244294
004800	2016	14391	120	1726930
004100	4050	14398	10	143977
005400	2020	14413	19	273855
006000	3013	14413	56	807156
004700	2013	14418	44	634378
005400	4005	14426	129	1860900
005400	4004	14427	156	2250546
005900	2010	14437	144	2078958
004200	3021	14453	25	361323
005900	3003	14487	52	753315
004800	2014	14491	73	1057828
005300	4002	14493	325	4710274
004200	1003	14494	31	449312
005900	3004	14495	24	347883

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005400	1013	14512	89	1291536
005900	3007	14532	42	610359
004100	4051	14537	13	188982
005900	3008	14537	49	712316
004100	4049	14539	20	290790
005900	3006	14542	88	1279712
004700	2007	14579	72	1049668
004200	3024	14579	40	583155
004700	2011	14581	147	2143387
004200	1014	14583	43	627079
005300	4000	14598	236	3445168
005900	3015	14617	73	1067018
005900	2009	14617	58	847806
004200	4013	14623	26	380189
005100	1013	14624	206	3012591
005400	4020	14624	188	2749372
005900	3011	14632	69	1009589
006200	1009	14635	7	102442
005400	4011	14700	65	955475
004800	2012	14721	51	750758
005400	2004	14721	112	1648769
004800	2013	14722	48	706644
004200	3020	14733	29	427245
006000	3037	14736	67	987339
005300	4004	14756	222	3275777
004800	2015	14784	245	3622088
005900	3005	14789	6	88735
005400	1012	14795	107	1583115
004200	1002	14849	14	207884
004100	4052	14854	92	1366608
004100	4015	14856	8	118844
005100	1014	14869	4	59475
004800	3011	14871	29	431245
005400	4008	14876	269	4001700
005400	4007	14876	169	2514119
005900	3013	14889	46	684882
005400	2023	14898	142	2115572
005900	3014	14912	30	447374
005400	4010	14977	304	4553139
005400	2011	14985	307	4600323
004200	1023	15013	25	375333
004200	4017	15014	24	360335
004100	4014	15036	8	120285
005300	4006	15044	166	2497247
006100	2036	15044	47	707059

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006100	2027	15077	10	150769
004800	3010	15103	92	1389456
004800	2017	15103	88	1329071
005400	1011	15106	166	2507605
004200	3025	15133	47	711232
004200	1024	15137	43	650910
004800	3012	15143	178	2695377
005300	4003	15162	222	3365959
004200	1004	15172	37	561350
005400	4018	15206	2	30413
004800	3001	15263	148	2258940
005400	2012	15305	695	10636805
005400	3000	15314	139	2128652
005800	1002	15315	39	597285
005400	1006	15432	395	6095718
004100	4017	15464	96	1484519
004800	3015	15484	35	541951
004100	4020	15494	71	1100048
005400	2007	15494	598	9265468
004100	4016	15514	98	1520383
004100	4000	15520	55	853598
005400	4009	15544	234	3637244
005400	2010	15578	6	93468
006100	2026	15587	38	592307
005800	1001	15636	7	109450
005800	1013	15641	11	172051
004800	3009	15641	139	2174111
004800	3002	15642	87	1360889
005400	3005	15751	188	2961155
005400	3001	15809	163	2576829
004200	1021	15853	497	7878740
004100	4013	15896	72	1144506
004100	4012	15898	82	1303600
004800	3016	16023	50	801144
006100	2020	16079	8	128631
004200	4014	16084	28	450361
005400	3004	16341	302	4934929
005400	3003	16635	222	3692936
000202	3008	9950	17	169155
000202	3000	9957	59	587481
000202	3006	10080	115	1159183
000202	3001	10274	5	51370
000201	1065	10320	107	1104199
000202	3010	10366	31	321360
000202	3003	10535	49	516204

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000202	3002	10538	10	105378
000202	3007	10582	113	1195793
000201	1064	10602	9	95416
000201	1049	10659	83	884694
000202	3009	10665	43	458586
000201	1053	10682	56	598169
000202	3004	10749	17	182737
000201	1054	10962	92	1008514
000201	1052	11031	46	507418
000202	3019	11072	11	121795
000202	1000	11124	60	667442
000201	1057	11170	176	1965863
000201	1055	11241	36	404663
000201	1051	11303	9	101725
000202	3020	11454	7	80179
000202	3014	11608	42	487529
000202	3011	11610	44	510862
000201	1047	11653	23	268023
000201	1046	11658	25	291445
000202	3012	11706	58	678924
000202	3018	11711	50	585565
000201	1058	11774	40	470976
000201	1041	11797	12	141562
000201	1044	11839	9	106554
000201	1020	11894	5	59471
000201	1019	11894	11	130837
000202	3017	12002	35	420079
000201	1059	12056	61	735420
000201	1040	12081	13	157058
000202	1001	12114	131	1586911
000201	1042	12147	9	109322
000201	1043	12147	29	352269
000201	1060	12328	31	382154
000201	1037	12356	51	630149
000201	1038	12356	11	135920
000202	3027	12357	11	135923
000202	3015	12367	365	4514066
000202	3016	12386	96	1189010
000201	1025	12429	19	236148
000201	1026	12429	28	348011
000202	3023	12431	80	994520
000201	1024	12502	19	237529
000201	1023	12505	9	112547
000202	3026	12529	9	112757
000201	1061	12610	34	428751

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000201	1036	12637	31	391733
000201	1027	12707	23	292255
000201	1028	12707	19	241429
000201	1035	12908	22	283977
000201	1029	12986	29	376608
000201	1062	12991	17	220846
000202	3013	12995	746	9694246
000201	1010	13068	33	431256
000201	1009	13134	15	197014
000202	1002	13145	57	749270
000201	1034	13166	46	605653
000202	1003	13224	73	965360
000201	1030	13258	27	357958
006100	1007	13286	254	3374590
006100	1004	13291	320	4253007
000202	2005	13476	125	1684502
000201	1033	13518	24	324424
000202	1012	13579	53	719672
006100	1006	13584	16	217346
000100	1032	13599	29	394369
000201	1031	13613	27	367538
000202	1010	13651	42	573335
000100	1034	13694	15	205411
000201	1004	13755	21	288852
000201	1022	13766	19	261545
000202	2003	13770	17	234086
000100	1031	13864	24	332730
000201	1032	13871	18	249674
000201	1006	13917	18	250499
006100	1012	14037	30	421118
000201	1013	14043	30	421297
000100	1030	14056	11	154619
000201	1012	14088	33	464897
000100	1040	14111	25	352770
000202	3025	14164	87	1232304
000100	1033	14192	45	638633
000100	1019	14228	30	426827
000202	3021	14293	24	343033
000202	3022	14297	17	243054
000202	3024	14307	24	343357
000100	1037	14309	72	1030265
000100	1035	14332	39	558961
000100	1017	14415	12	172978
000202	1006	14506	10	145059
000202	2002	14530	50	726508

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000202	2004	14532	49	712065
000202	2001	14625	226	3305346
000100	1018	14651	40	586044
000202	2000	14658	145	2125370
000100	1036	14667	32	469330
000201	1008	14683	18	264285
000100	1008	14691	46	675772
000100	1038	14729	32	471342
000201	1007	14792	16	236675
000201	1011	14819	8	118549
000201	1003	14852	186	2762561
000202	1015	14891	30	446735
006100	1001	14893	36	536149
000100	1015	14913	24	357913
000100	1016	14932	12	179180
000100	2042	14972	10	149715
000201	1000	15010	30	450288
000201	1066	15014	4	60056
000202	2006	15034	31	466044
000202	2007	15035	42	631455
000100	2041	15068	19	286299
000100	2051	15162	19	288079
006100	1003	15186	57	865608
000202	1007	15194	40	607764
000201	1005	15250	29	442249
000100	2043	15269	43	656575
000100	1039	15291	17	259939
000100	1004	15341	16	245464
000100	1020	15353	93	1427870
000100	1007	15384	36	553832
000100	1003	15385	35	538459
000100	1014	15419	29	447140
000100	1022	15424	29	447297
006100	2033	15457	33	510067
006100	1013	15518	36	558655
006100	1002	15519	30	465566
000100	1027	15522	10	155219
000202	1011	15528	50	776417
006100	1014	15533	35	543651
000202	2009	15535	53	823379
000100	1023	15542	39	606120
006100	1011	15554	33	513274
000100	1025	15598	26	405552
000100	2034	15649	30	469483
000100	1006	15660	26	407161

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	1026	15669	24	376062
000100	1021	15682	14	219549
006500	3052	15717	86	1351637
006100	2013	15737	40	629471
000100	1009	15771	19	299641
000202	1014	15774	67	1056826
000202	2008	15781	45	710124
000100	2050	15789	43	678943
000100	1001	15819	7	110732
000100	1028	15819	9	142371
006100	1010	15843	41	649553
006100	2035	15881	85	1349898
000100	2030	15888	8	127105
006100	2029	15893	13	206614
000100	2031	15906	12	190872
000202	1009	15906	79	1256592
000100	1005	15959	18	287259
000202	1013	15971	63	1006166
000202	1008	16010	381	6099901
006500	3051	16040	37	593478
006100	2030	16051	44	706252
006100	1009	16056	25	401410
000202	1005	16062	65	1044047
000100	2040	16063	23	369445
000100	2006	16079	33	530601
000100	1002	16087	13	209134
000100	2037	16108	11	177186
006100	2016	16113	52	837850
000100	2036	16118	16	257880
000100	2035	16159	109	1761317
006500	3038	16192	9	145725
000100	1024	16195	24	388691
000202	1004	16202	59	955905
006100	2015	16212	19	308021
006500	3053	16222	7	113555
000100	2011	16231	10	162305
000100	1000	16235	312	5065416
000100	2007	16258	30	487730
000100	2005	16269	31	504324
000100	2009	16326	20	326513
000100	2033	16358	36	588884
000100	2038	16363	21	343622
000100	2027	16377	25	409429
008902	1037	16382	206	3374721
000100	2039	16392	24	393404

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	2013	16418	25	410446
006500	3037	16428	191	3137690
000100	2028	16450	9	148046
000100	2049	16473	41	675385
000100	2048	16477	20	329547
000100	1029	16481	25	412023
006100	2031	16514	43	710118
006500	3032	16566	3	49697
000100	2018	16608	19	315558
006100	1008	16625	75	1246863
006100	2034	16671	64	1066972
000100	2029	16689	20	333778
000100	2010	16765	30	502944
006100	1005	16771	66	1106873
006100	2032	16774	76	1274833
000100	2004	16785	33	553910
000100	2047	16830	9	151472
006500	3036	16987	118	2004501
000100	2021	17009	41	697366
000100	2020	17017	9	153152
000100	2019	17132	25	428304
000100	2003	17169	13	223197
000100	2022	17270	1	17270
000100	2023	17285	83	1434690
000100	2024	17292	28	484188
000100	1010	17337	13	225375
000100	2015	17353	33	572659
000100	2014	17361	25	434016
000100	2046	17375	46	799259
000100	2016	17426	13	226533
006500	3021	17515	209	3660627
006100	1000	17535	607	10643489
000100	1011	17666	10	176663
006500	2058	17669	38	671409
000100	2008	17705	250	4426303
000100	2000	17913	9	161219
000100	2012	18147	40	725891
006500	3049	18223	9	164010
000100	2045	18300	16	292802
006500	2053	18303	40	732122
000100	2001	18323	79	1447541
000100	2044	18495	43	795304
000100	2002	18766	31	581740
006500	2038	18809	8	150470
006500	2054	18818	357	6717946

ROOSEVELT MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	2032	18869	52	981202
000100	2017	19078	41	782188
006500	2037	19243	11	211675
006500	2055	19247	31	596662
006500	2049	19481	62	1207849
006500	2045	19558	6	117349
006500	2036	19591	7	137136
006500	2057	19617	7	137316
000100	2026	19619	40	784757
006500	2033	19735	18	355230
006500	2041	19886	37	735778
006500	2035	19953	44	877923
006500	2047	19963	12	239561
006500	2042	19972	9	179751
006500	2048	20216	27	545836
006500	2027	20264	71	1438761
008902	1013	20460	6	122759
006500	2050	21603	5	108017
006500	2008	22456	9	202105
008902	1028	22498	2	44996
008902	1029	22547	13	293107

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005200	2000	1301	3	3903
005200	2001	1329	446	592591
005200	2006	1437	38	54621
005200	2011	1531	264	404242
005300	1009	1616	6	9694
005300	1001	1886	34	64116
005300	1010	1999	4	7996
005200	2007	2093	104	217675
005200	2008	2094	5	10471
005200	1015	2141	27	57816
005200	2015	2187	216	472443
005200	2012	2191	18	39436
005600	2059	2263	87	196850
005200	2003	2284	11	25119
005200	2002	2285	222	507220
005200	2009	2376	270	641499
005300	1002	2454	42	103087
005200	2010	2467	21	51808
005200	1016	2469	95	234542
005200	1013	2520	446	1123771
005300	1000	2536	178	451454
005600	2056	2539	179	454461
005300	1012	2552	116	296076
005200	1042	2566	67	171922
005600	2058	2644	186	491774
005200	1002	2765	4	11061
005200	1014	2801	38	106436
005200	1044	2842	86	244388
005200	1028	2847	50	142362
005200	2014	2848	249	709149
005200	1011	2853	24	68482
005600	2057	2919	327	954504
005600	2052	2921	146	426427
005300	1017	2933	73	214124
005200	1041	2946	295	869114
005600	2050	3009	469	1411222
005600	2053	3013	119	358492
005300	3000	3017	19	57330
005300	1018	3030	13	39389
005300	1014	3111	38	118218
005300	2009	3127	13	40651
005600	2047	3207	7	22447
005600	2054	3209	142	455635
005200	2017	3226	32	103245
005200	1026	3278	2	6556

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005300	2002	3310	44	145630
005200	1046	3332	33	109965
005600	1014	3397	21	71340
005300	2000	3407	120	408830
005600	1013	3483	69	240302
005300	2010	3506	162	568049
005200	1019	3513	28	98374
005600	2055	3548	109	386768
005300	1016	3595	159	571550
004600	1010	3597	67	240982
005200	1048	3606	160	576915
005200	1040	3608	65	234532
005200	1025	3611	289	1043665
005600	2051	3649	250	912354
005300	1003	3685	67	246914
005100	2001	3729	345	1286451
005600	1015	3771	252	950354
005300	3010	3775	3	11325
005200	1043	3788	182	689504
005600	1010	3868	82	317148
005300	2004	3870	7	27088
005600	1011	3870	7	27089
005200	1007	3882	11	42707
004600	1009	3892	98	381444
005300	2019	3893	96	373685
005200	1047	3894	3	11683
005300	2003	3969	40	158747
004600	1013	3978	133	529094
005200	1031	3987	7	27910
005100	2000	4006	155	620867
005300	3008	4010	22	88225
005200	1036	4045	308	1245777
005600	1020	4046	456	1845128
005100	2006	4110	103	423377
005300	3004	4134	17	70283
005200	1030	4136	19	78576
004600	1005	4152	84	348800
005300	1015	4155	99	411393
005300	2011	4168	25	104208
005300	2018	4173	196	817999
005300	2005	4243	34	144258
005300	3001	4244	18	76395
004600	1014	4257	58	246911
005200	1035	4270	7	29889
005600	1019	4329	14	60611

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005300	3013	4329	6	25977
005300	2008	4341	318	1380491
005700	1008	4345	42	182495
004600	2004	4353	10	43527
005200	1033	4377	368	1610736
005100	2009	4390	212	930777
005100	2002	4393	166	729240
005300	3007	4397	43	189068
005100	2004	4398	30	131941
005100	2003	4399	308	1354785
005300	3006	4399	19	83577
005300	3005	4400	3	13200
005400	4017	4419	246	1086983
004600	1007	4419	98	433030
004600	1006	4419	116	512591
005700	1014	4426	5	22128
005600	1018	4430	102	451855
005100	1003	4435	318	1410482
005300	2017	4451	151	672156
004600	1002	4467	111	495788
004600	1001	4473	32	143125
005100	2013	4495	409	1838372
005700	1013	4533	22	99715
004600	1015	4534	41	185901
004600	2003	4586	76	348503
005600	1022	4607	122	562024
005300	2013	4623	3	13868
004600	1021	4634	111	514354
005200	1034	4661	5	23307
005200	1049	4662	36	167818
005400	4016	4669	160	746966
005100	2005	4672	150	700791
005300	2012	4727	105	496382
005700	1007	4731	28	132457
005300	3022	4736	202	956763
005100	1002	4764	65	309682
005100	2010	4770	12	57234
005100	2008	4770	215	1025612
005100	2007	4771	239	1140388
004501	3004	4775	57	272165
004501	3003	4776	130	620943
005600	1030	4781	232	1109302
004600	1003	4795	83	397950
004600	1008	4795	25	119883
004600	1017	4799	78	374341

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004600	1016	4799	48	230369
005100	1004	4814	10	48140
005400	4002	4841	412	1994664
005400	4001	4845	15	72681
005600	1028	4886	212	1035749
005300	3016	4886	708	3459302
005300	3015	4887	788	3851260
005300	2006	4894	36	176192
005700	1010	4907	59	289528
004600	1000	4908	16	78525
004600	1020	4914	71	348894
005400	2001	4951	3	14853
005700	1009	4980	40	199192
005600	1027	5146	440	2264162
005100	1005	5150	239	1230895
004501	3000	5151	50	257553
004501	3001	5152	75	386376
004501	3005	5155	122	628902
004501	3006	5156	58	299047
004600	1019	5180	90	466161
005100	1011	5183	187	969229
005700	1012	5211	46	239720
005400	2017	5221	455	2375666
005300	3019	5256	12	63078
005600	1025	5265	31	163208
004600	2002	5276	75	395669
005300	2014	5295	77	407681
005100	2016	5302	244	1293732
004501	2002	5304	87	461445
005800	1058	5331	96	511766
005700	1006	5375	62	333257
004600	1018	5385	50	269255
005800	1057	5416	481	2605027
005100	1000	5423	50	271171
005100	1001	5433	33	179283
004501	2005	5436	82	445785
005700	2010	5468	383	2094247
005900	1015	5491	70	384391
005400	4003	5512	39	214966
005100	1009	5523	215	1187444
005600	1026	5524	44	243036
004501	3007	5535	61	337606
004100	2005	5536	75	415179
005700	1011	5538	34	188300
004501	2004	5539	55	304639

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005700	1004	5539	91	504039
004600	2001	5540	57	315785
004600	2000	5540	38	210525
004501	2001	5592	20	111833
004700	1004	5603	68	380977
005400	4022	5605	184	1031342
005400	2000	5618	7	39324
005700	1002	5643	53	299077
005400	2003	5663	81	458728
005300	2015	5679	7	39756
005300	3029	5683	332	1886848
005700	2014	5745	343	1970409
005700	2013	5771	201	1160044
005400	4012	5782	253	1462952
005100	1007	5787	19	109956
005800	1056	5793	4	23172
005100	1006	5797	167	968081
004501	2006	5816	117	680472
005700	2009	5821	104	605364
005600	1023	5841	301	1758289
005900	1008	5871	73	428595
005400	4013	5877	23	135168
004700	1003	5889	129	759685
004600	2011	5890	64	376944
004100	2006	5896	84	495275
004100	2007	5899	104	613470
004501	2003	5916	93	550170
004501	2008	5917	63	372755
005300	3026	5928	1038	6153113
005400	4006	5960	307	1829691
005100	2031	5961	277	1651126
005800	1059	5965	225	1342167
004700	1007	5988	16	95804
004600	2018	6042	51	308133
005400	2020	6056	19	115073
005400	4005	6069	129	782858
005400	4004	6070	156	946867
005800	1046	6071	14	84997
004501	1006	6087	56	340863
004501	1005	6087	77	468732
004501	2000	6109	40	244354
005300	4002	6136	325	1994277
005900	1014	6138	46	282328
005400	1013	6155	89	547770
005400	2002	6160	5	30799

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004600	2012	6166	29	178821
004700	1002	6167	111	684482
004700	1001	6169	64	394829
005700	2000	6202	60	372131
005700	1003	6203	92	570655
005700	2007	6229	69	429832
005300	4000	6241	236	1472936
005900	1007	6254	173	1081863
004600	2010	6264	30	187918
004700	2003	6266	15	93996
005400	4020	6267	188	1178273
004700	1008	6267	68	426188
004100	2017	6275	68	426690
004501	2009	6296	68	428144
005900	1012	6301	58	365467
005100	1008	6308	30	189237
005400	4011	6343	65	412275
005800	1055	6344	117	742217
005800	1054	6345	142	900945
005100	2032	6387	1364	8711908
005300	4004	6399	222	1420542
004100	2004	6401	74	473660
005900	1010	6403	31	198484
004100	2008	6428	45	289257
005400	1012	6439	107	688925
005800	1050	6440	42	270500
005400	2004	6447	112	722032
004501	1001	6463	69	445925
004501	1002	6465	86	555992
004501	1010	6465	140	905169
004501	1009	6466	178	1150947
005700	2008	6482	80	518533
005700	2001	6484	68	440911
005400	4008	6519	269	1753691
005400	4007	6520	169	1101801
005900	1009	6521	64	417366
005400	4028	6540	29	189652
005400	2023	6541	142	928891
004700	1010	6554	59	386662
004700	1009	6556	85	557295
005800	1043	6563	13	85314
005900	2011	6583	80	526632
005400	4010	6621	304	2012638
005400	2011	6628	307	2034750
005900	1000	6634	47	311779

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004700	2002	6642	88	584499
004700	2001	6646	91	604741
005100	2033	6663	159	1059429
005900	1011	6681	52	347388
005300	4006	6687	166	1109999
004100	2003	6706	89	596866
004100	2002	6706	55	368855
005800	1048	6724	87	584945
005800	1047	6725	232	1560195
004700	2007	6746	72	485690
005400	1011	6749	166	1120358
004501	1004	6753	95	641569
005700	2002	6759	49	331213
004501	1007	6761	108	730190
004100	2009	6765	51	344997
004100	2012	6766	25	169139
005900	1005	6784	214	1451806
005300	4003	6805	222	1510724
004501	1013	6846	149	1020066
005400	4018	6849	2	13699
004700	1000	6875	143	983057
005800	1052	6893	256	1764575
005900	1006	6908	31	214139
005400	2012	6948	695	4828750
005400	3000	6957	139	967041
004100	2001	6975	103	718472
005800	1045	6983	89	621512
006000	3031	7012	166	1163933
005800	1031	7018	172	1207167
005100	2036	7037	6	42225
004800	2002	7058	101	712894
004100	2031	7060	36	254143
005900	1004	7062	73	515507
004100	2011	7067	30	212024
005800	1034	7068	144	1017764
005400	1006	7075	395	2794737
005100	2059	7101	195	1384708
005100	2060	7105	201	1428150
005800	1035	7110	94	668334
004501	1000	7126	66	470311
004501	1003	7133	175	1248253
005100	1013	7136	206	1470028
004501	1008	7141	147	1049698
005900	2010	7141	144	1028280
004501	1011	7142	119	849911

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005900	1002	7164	37	265067
005400	4009	7187	234	1681726
004100	2025	7188	25	179704
004700	2000	7207	86	619792
004100	2016	7207	37	266665
004100	2015	7210	41	295592
005400	2007	7220	598	4317353
005400	2010	7221	6	43326
005900	2006	7246	50	362275
005100	2061	7273	198	1440055
004100	1002	7285	43	313251
005900	1001	7286	186	1355184
004100	1003	7286	151	1100221
005100	2034	7289	12	87463
004700	2008	7298	73	532781
004100	2026	7331	69	505860
005800	1044	7347	26	191015
004600	2019	7361	100	736079
005800	1024	7371	13	95822
005100	1014	7381	4	29522
005800	1023	7382	171	1262399
006000	2015	7392	55	406547
005400	3005	7394	188	1390055
004700	2014	7395	58	428929
005800	1049	7414	37	274324
005900	3015	7414	73	541241
005900	2009	7415	58	430066
005900	1003	7442	62	461404
005400	3001	7452	163	1214652
004800	2004	7452	113	842112
004800	2003	7453	112	834714
005100	2058	7486	10	74863
005100	2035	7513	20	150257
004100	1005	7517	130	977257
004100	1004	7518	41	308223
005900	2007	7521	27	203073
004501	1012	7524	231	1738034
005800	1015	7562	7	52936
004700	2009	7576	125	947044
004800	2001	7577	71	537944
005900	2005	7615	32	243676
005800	1033	7650	26	198897
004100	3002	7668	57	437069
004700	2013	7673	44	337620
004400	4015	7699	44	338736

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004700	2015	7721	47	362903
005900	2000	7722	61	471071
004100	2014	7739	53	410190
005800	1020	7765	49	380464
005100	2064	7765	78	605673
005100	2063	7766	83	644597
005900	3010	7792	89	693513
005900	2008	7793	22	171455
004800	2000	7805	41	320002
004100	2030	7807	5	39033
004100	2000	7808	111	866666
005800	1022	7809	68	531017
006000	3029	7820	3	23461
004800	2009	7823	186	1455160
004800	2008	7826	148	1158186
004100	3001	7885	73	575637
004100	1009	7886	51	402181
005900	2004	7892	98	773458
004100	1001	7895	151	1192110
004100	2010	7904	183	1446467
005100	2062	7936	382	3031535
004700	2012	7955	50	397774
004800	2005	7961	45	358243
004400	4016	7972	58	462367
005400	3004	7984	302	2411141
005800	1017	7993	37	295723
005900	2001	7996	36	287850
004700	2020	8003	7	56024
004700	2010	8006	181	1449007
006000	2016	8047	32	257510
004100	3003	8050	186	1497215
004100	2013	8056	128	1031153
004900	3007	8057	51	410922
004100	1007	8069	57	459919
004100	1006	8069	94	758477
005900	3011	8077	69	557329
006000	3027	8102	33	267374
005100	2057	8141	13	105831
006000	2004	8159	19	155020
005900	3009	8171	66	539310
005900	2003	8173	112	915417
004900	3009	8179	33	269921
005800	1019	8189	15	122841
004800	2007	8194	50	409706
006000	2010	8201	168	1377817

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004800	2016	8204	120	984479
004100	3005	8262	77	636150
004100	3004	8262	75	619635
005900	3014	8274	30	248222
005900	2002	8275	93	769596
005400	3003	8278	222	1837701
005900	3013	8286	46	381170
006000	2012	8306	74	614658
004100	2023	8318	15	124769
004700	2011	8333	147	1224947
004700	2022	8335	7	58345
004800	2010	8342	68	567241
004800	1001	8352	48	400910
004100	2029	8356	78	651783
005000	1003	8377	75	628271
004400	4014	8400	29	243613
005000	1002	8427	27	227542
005700	2003	8434	17	143370
006000	2013	8436	35	295251
006000	2014	8437	25	210915
004100	1008	8439	69	582288
004100	3000	8439	88	742641
004100	1000	8457	79	668082
006000	2009	8481	97	822637
005900	3000	8551	105	897894
004800	2011	8570	86	737010
006200	1009	8576	7	60030
005000	1000	8576	36	308733
004800	2015	8586	245	2103673
005000	1001	8598	11	94578
005900	3006	8605	88	757284
004100	2024	8635	135	1165752
004100	3012	8643	41	354348
006000	3035	8654	94	813485
006000	3026	8656	27	233708
004100	3011	8661	53	459016
004400	4013	8680	36	312484
006000	2006	8689	70	608217
005900	3008	8710	49	426767
004700	2023	8710	24	209035
005900	3007	8714	42	365998
004800	2014	8724	73	636860
000700	3007	8725	21	183225
004100	4005	8731	233	2034419
004100	4006	8734	142	1240176

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004800	1002	8744	56	489651
004400	4005	8782	24	210773
005000	1036	8803	53	466534
004100	3006	8814	152	1339706
004900	3023	8819	72	634970
006000	2005	8827	11	97100
005900	3005	8853	6	53115
005000	1037	8887	36	319938
004900	3005	8905	46	409625
004800	3012	8914	178	1586710
004800	3013	8919	60	535141
006000	3025	8943	51	456105
004900	3024	8945	86	769244
004900	3025	8947	90	805262
004800	2012	8954	51	456657
004800	2013	8955	48	429844
004900	3004	8964	77	690250
004400	4012	8966	37	331755
004400	4017	9003	58	522190
004800	1000	9013	55	495728
004400	1017	9020	52	469059
006000	3032	9032	12	108389
006000	2007	9053	103	932494
000700	3008	9054	76	688107
005900	3004	9057	24	217379
004400	4006	9061	42	380580
005900	3003	9066	52	471419
006000	2002	9068	42	380852
004100	4004	9080	85	771816
005900	3001	9089	52	472627
004100	4057	9102	82	746361
004800	3011	9104	29	264011
004100	4056	9104	177	1611473
000700	3003	9115	71	647130
004800	1006	9160	151	1383097
004400	4004	9162	34	311495
004100	3009	9162	196	1795742
006000	3034	9213	92	847564
004400	4011	9245	23	212636
000700	3006	9249	60	554917
004100	4007	9255	49	453484
004800	1004	9255	32	296159
000700	3001	9265	192	1778848
000700	3009	9266	74	685714
004800	3021	9272	101	936502

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004800	1005	9281	82	761002
004100	2022	9319	87	810742
004400	1018	9328	47	438414
006000	2008	9332	126	1175816
004800	3010	9336	92	858922
004800	2017	9336	88	821604
004400	4007	9345	45	420532
004100	2028	9353	232	2169987
006000	3037	9360	67	627091
004800	1003	9403	132	1241180
004400	1015	9435	35	330217
004400	4003	9442	28	264368
006000	1012	9446	129	1218512
006000	3036	9448	75	708636
004100	3008	9457	57	539027
004900	3022	9483	32	303442
000700	2020	9496	72	683685
004800	3001	9496	148	1405472
004100	4059	9498	176	1671580
004100	4055	9507	7	66550
004100	4008	9518	14	133249
004100	4003	9519	34	323656
000700	3010	9530	27	257319
004400	3020	9539	34	324317
006000	1013	9584	82	785891
004900	3011	9588	83	795822
004900	3027	9589	120	1150728
004100	4010	9594	20	191884
004100	4009	9595	19	182298
004400	1019	9603	60	576195
004900	3026	9603	97	931524
005800	1001	9604	7	67231
005800	1013	9610	11	105707
005000	1022	9613	2	19226
004000	3004	9623	194	1866952
004400	4010	9625	31	298385
006100	2036	9632	47	452692
000700	3004	9634	52	500950
006000	2000	9637	17	163832
004800	1007	9637	81	780628
004100	4058	9656	15	144836
006100	2027	9665	10	96648
004800	3015	9677	35	338682
006100	2026	9699	38	368551
004400	1014	9714	48	466286

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
005000	1024	9718	21	204073
004400	4008	9722	37	359718
000700	3000	9723	143	1390418
004900	3012	9739	109	1061577
004900	3002	9744	1	9744
000700	3005	9745	69	672425
004900	3013	9763	109	1064220
004800	1008	9791	124	1214139
000700	3002	9794	24	235055
004400	1006	9817	55	539930
004400	4002	9819	50	490968
006000	1011	9828	17	167080
004100	4002	9833	20	196663
006000	3013	9840	56	551049
000700	3011	9856	39	384370
004100	3007	9857	238	2346063
004100	3013	9859	93	916905
004100	3015	9861	61	601497
000700	2011	9863	70	690415
004800	3009	9874	139	1372543
004400	1021	9875	2	19750
004800	3002	9876	87	859188
000800	3008	9891	65	642925
006000	3019	9892	46	455043
006100	2020	9893	8	79145
004400	1020	9901	33	326718
005800	1002	9903	39	386214
004400	3019	9916	18	178491
004400	3016	9917	39	386772
004100	3014	9950	67	666661
004800	3014	9950	14	139306
004100	4050	9961	10	99613
000700	2021	9964	18	179353
006000	1010	9966	47	468419
000700	3014	9989	39	389562
004400	1013	9989	34	339619
004400	4009	10002	60	600149
004900	3014	10008	42	420328
000700	2019	10014	35	350491
004800	1010	10017	47	470802
004900	3001	10050	42	422108
000700	2016	10060	41	412460
004400	1007	10096	26	262504
004400	4001	10099	33	333264
004100	4051	10101	13	131308

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004100	4049	10103	20	202061
004800	1009	10116	183	1851237
005000	1021	10130	194	1965315
005000	1032	10133	535	5421018
004900	3021	10138	100	1013850
004800	3000	10154	104	1056061
004100	4041	10186	70	713045
004400	1005	10194	58	591243
006000	1008	10208	6	61249
004800	3016	10223	50	511153
004800	3017	10224	53	541849
000700	2009	10228	118	1206871
004900	3029	10249	126	1291378
004900	3028	10249	123	1260648
004900	3032	10266	139	1426945
004900	3031	10267	98	1006185
004400	1011	10276	32	328820
004400	1012	10277	36	369974
000800	3002	10278	155	1593144
004400	3018	10299	28	288374
005000	1025	10323	6	61938
000700	2018	10341	18	186134
000700	2017	10342	14	144782
006000	1009	10352	140	1449211
006000	3009	10362	71	735726
004400	1009	10365	19	196932
004400	1008	10367	26	269549
004000	3003	10377	58	601892
004400	4000	10380	43	446332
004400	1004	10380	64	664337
000700	3012	10383	21	218053
004400	1003	10387	136	1412628
004000	4001	10389	185	1921909
000700	2014	10395	4	41579
004900	3017	10399	149	1549386
000700	2012	10399	66	686308
004900	3018	10402	107	1113040
005000	1027	10408	63	655723
005000	1020	10408	89	926342
004100	4042	10408	6	62451
004100	4052	10418	92	958455
004100	4015	10419	8	83353
006000	3017	10444	10	104443
004800	3003	10458	7	73207
004400	3015	10475	37	387577

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000800	3001	10478	106	1110636
000300	3018	10482	71	744240
006000	1007	10489	24	251736
006000	1006	10489	32	335661
006000	1015	10493	73	765956
004800	3004	10508	57	598978
000800	3006	10529	59	621209
004900	3015	10535	79	832290
000700	2013	10544	21	221419
006000	1017	10553	37	390475
004800	3008	10556	45	475042
004400	3017	10578	42	444256
005000	1026	10580	94	994504
006000	3014	10588	161	1704604
006000	1002	10588	53	561164
005000	1011	10594	15	158914
004800	3022	10597	16	169551
004100	4014	10599	8	84793
000700	2022	10615	12	127376
000700	3013	10650	10	106499
004000	3002	10657	12	127883
000800	4011	10668	83	885410
000800	3005	10668	116	1237527
000800	4006	10669	68	725482
000300	3019	10672	89	949827
000300	3017	10672	18	192100
004400	3010	10674	28	298868
004900	3016	10698	148	1583324
006000	1001	10724	4	42894
006000	1000	10724	60	643449
004800	3018	10740	71	762551
004800	3005	10753	48	516160
004000	4002	10755	95	1021772
004400	3014	10757	59	634656
006000	1005	10766	47	506005
006000	1014	10770	38	409255
004900	3000	10775	111	1195975
005000	1030	10784	75	808785
005000	1031	10784	24	258823
004900	2004	10803	84	907449
006000	1016	10837	75	812786
004100	4035	10839	52	563624
004800	3007	10840	67	726255
004400	3012	10856	31	336541
000800	4007	10858	118	1281229

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
006000	1003	10865	15	162973
006000	3020	10868	126	1369403
004800	3019	10899	47	512247
000800	4005	10906	74	807028
004900	2001	10910	107	1167394
000300	3021	10916	2	21832
000800	4010	10924	56	611762
004900	2003	10926	66	721099
004400	1001	10928	59	644734
004400	1002	10935	65	710773
000800	3000	10941	88	962768
004400	3009	10955	46	503919
000800	3010	10957	37	405407
004400	2021	10961	21	230191
000300	3001	10972	25	274292
000300	3000	10975	51	559749
000700	2015	10994	21	230872
004100	4017	11027	96	1058620
000800	3003	11035	94	1037281
006000	3011	11036	78	860817
006000	3015	11052	31	342624
004800	3006	11053	7	77369
004100	4020	11057	71	785060
004900	1006	11063	83	918237
004900	2000	11063	151	1670560
000300	3006	11065	59	652842
005000	1019	11068	18	199228
005000	1028	11070	47	520268
004100	4016	11078	98	1085611
004100	4033	11093	23	255138
004100	4032	11104	14	155454
000700	2000	11118	133	1478631
000800	3007	11127	31	344922
004000	4007	11134	54	601233
004000	4006	11135	90	1002118
004400	3013	11137	31	345261
006000	1004	11143	26	289709
004800	3020	11180	23	257149
000300	3020	11180	14	156527
000700	2008	11181	146	1632397
000300	4009	11192	65	727505
005000	1029	11193	65	727528
004900	1004	11200	132	1478448
004900	1005	11201	178	1993710
000800	3004	11205	277	3103746

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004400	1000	11218	109	1222800
004400	3008	11233	43	483037
000800	4009	11239	322	3618902
006000	3023	11269	8	90152
000800	3011	11275	34	383365
004000	3001	11281	193	2177320
004400	2020	11291	182	2054992
006000	3022	11307	9	101763
000300	3008	11336	408	4625085
004400	2014	11342	59	669165
000800	4004	11347	143	1622607
000800	4003	11349	150	1702320
004900	1003	11365	89	1011475
004900	1002	11365	147	1670648
004200	3016	11396	45	512838
004400	1010	11401	15	171020
000300	3005	11408	106	1209276
006000	3012	11416	65	742044
004000	4003	11417	85	970427
004000	4004	11419	61	696558
005000	1058	11443	57	652249
000300	3013	11444	28	320421
000300	4007	11444	154	1762356
000800	2006	11458	84	962476
004100	4013	11459	72	825082
004100	4012	11461	82	939811
004900	2005	11463	104	1192201
000300	4008	11472	55	630958
004100	4045	11472	65	745686
004100	4044	11472	41	470357
000700	2002	11474	82	940897
000700	2003	11475	136	1560536
004000	4011	11479	86	987185
004000	4010	11480	55	631400
004900	1000	11504	124	1426476
004400	3007	11515	41	472135
000700	1020	11525	54	622341
000800	4008	11544	133	1535381
004900	2008	11573	99	1145710
004900	2009	11573	110	1273028
004100	4034	11577	30	347318
004900	1001	11581	102	1181276
000700	2001	11583	138	1598445
004900	2007	11588	157	1819369
004900	2006	11589	88	1019822

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000600	3021	11595	134	1553771
005000	1015	11599	5	57994
000800	3012	11604	32	371317
000400	2006	11606	196	2274858
005000	1018	11609	37	429533
004400	3005	11610	38	441173
000900	4005	11610	412	4783516
005000	1014	11618	154	1789226
000700	1013	11622	79	918157
000700	1010	11624	94	1092624
000300	3009	11626	10	116256
001400	2023	11631	19	220998
004000	3000	11655	46	536150
004100	4048	11656	31	361321
004000	3005	11658	231	2693025
000300	3015	11661	35	408140
006000	3021	11662	4	46650
004200	3017	11665	37	431601
004200	3023	11671	34	396814
000700	2005	11671	86	1003717
000300	3010	11673	31	361848
004400	2019	11674	64	747151
004400	2015	11694	45	526221
004400	2010	11697	22	257337
004000	3010	11699	106	1240065
006000	3005	11700	55	643503
000400	2005	11707	55	643876
004400	3001	11712	38	445051
000800	4001	11721	104	1218982
004900	1007	11723	92	1078471
000800	4002	11723	222	2602414
004900	2010	11723	71	832336
000700	2010	11731	161	1888702
000300	3004	11763	59	694046
000800	2003	11775	69	812465
000700	1005	11779	55	647840
000300	3014	11779	28	329824
006000	3016	11780	54	636110
000800	2004	11783	64	754102
004900	1009	11789	85	1002105
000300	4006	11793	32	377373
000300	4005	11794	121	1427063
004000	4005	11797	151	1781351
004000	4008	11799	159	1876048
000400	2003	11812	16	188990

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000400	2007	11816	43	508074
004400	3004	11831	46	544235
004100	4000	11844	55	651424
004000	4014	11849	21	248828
005000	1017	11852	5	59262
004900	1008	11856	121	1434549
004900	1010	11875	73	866872
004200	1024	11890	43	511259
004400	3006	11894	84	999056
004200	3025	11895	47	559045
000700	1012	11905	131	1559564
000700	1011	11906	126	1500099
000400	2004	11907	85	1012109
000700	1002	11909	11	130996
006000	3008	11934	114	1360482
004200	3018	11954	27	322750
000600	3016	11958	2	23917
004200	3019	11959	35	418561
004000	1004	11960	15	179405
005000	1059	11965	33	394835
001400	2021	11978	27	323400
001400	2022	11979	21	251552
004100	4027	11985	74	886911
004400	2018	11988	36	431553
004400	2017	11988	52	623400
000300	5005	11994	48	575731
000700	1006	11995	92	1103525
000700	1009	11995	97	1163513
004900	2018	12024	6	72146
004300	3006	12032	20	240641
004000	3008	12036	310	3731172
004300	1008	12036	17	204615
000300	2012	12037	27	324994
000700	2007	12037	56	674088
004000	3007	12038	136	1637194
004200	3015	12043	40	481708
000900	4004	12045	47	566124
000900	4003	12048	93	1120463
004200	3022	12059	12	144711
004400	2003	12072	25	301798
004900	1011	12073	25	301813
000700	1001	12102	11	133119
000800	2002	12107	93	1125991
000300	4000	12110	62	750820
000300	3012	12110	141	1707544

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000800	2005	12113	53	641996
004000	1011	12115	37	448255
004000	1015	12115	39	472491
000700	2006	12133	92	1116203
000300	4004	12136	175	2123736
000300	5003	12136	218	2645703
004000	2001	12138	86	1043839
004000	4012	12144	72	874397
004000	4009	12147	49	595179
000700	1016	12148	46	558801
004900	2012	12155	41	498356
000600	3007	12197	6	73180
004400	3002	12201	50	610062
000300	2014	12202	9	109822
000800	4000	12208	548	6689795
004400	2009	12210	114	1391993
004900	2011	12224	60	733428
000600	3019	12226	12	146708
004200	4012	12226	30	366771
005000	1060	12228	72	880381
004900	2013	12229	71	868279
005000	1065	12230	69	843867
004200	4018	12237	21	256969
004200	3021	12247	25	306179
004900	2014	12255	109	1335775
004900	2016	12260	56	686541
006000	3000	12260	20	245200
004400	3000	12271	39	478561
003901	2004	12282	83	1019416
000700	1007	12283	77	945825
004300	3019	12284	116	1424995
003901	2015	12285	119	1461869
000900	5005	12285	44	540546
000700	1008	12285	105	1289976
000400	2000	12288	205	2518975
003901	2014	12289	113	1388697
003901	3004	12290	68	835729
000600	3020	12299	86	1057676
004200	3020	12301	29	356731
000300	2003	12305	42	516806
001400	2020	12306	35	430699
000300	2002	12306	25	307650
004400	2011	12309	117	1440168
004400	2016	12315	53	652677
004200	3014	12316	65	800508

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001400	3026	12341	52	641719
006000	3006	12349	10	123488
004300	1009	12373	31	383556
004300	3004	12375	30	371260
004300	1014	12376	34	420786
004300	3005	12376	34	420800
004400	2013	12395	65	805664
003901	3005	12395	171	2119568
003901	3014	12396	92	1140439
000900	4001	12406	167	2071734
000900	4002	12408	77	955382
000300	3011	12419	135	1676534
000600	3017	12424	150	1863666
000800	1004	12427	143	1777120
000800	2001	12441	120	1492901
003901	3015	12443	113	1406103
004400	2002	12448	5	62242
004900	1013	12452	16	199236
000300	2000	12456	19	236659
000300	4001	12460	82	1021732
000300	4002	12461	139	1732028
004200	3024	12464	40	498578
000300	2001	12468	27	336649
000700	1018	12470	19	236922
000700	2004	12478	14	174697
000700	1014	12484	177	2209705
004900	2017	12492	111	1386588
004000	1014	12495	70	874639
004200	4013	12510	26	325251
001400	3027	12512	45	563061
001400	3028	12514	47	588141
004000	2005	12515	163	2039911
004000	2002	12515	46	575684
004000	4013	12520	54	676072
000600	3015	12521	35	438236
000700	1017	12569	108	1357414
000300	3016	12584	63	792776
004400	2004	12586	63	792911
004400	2005	12587	68	855886
005000	1064	12610	95	1197948
005000	1066	12611	24	302656
000600	3018	12616	46	580322
000300	3007	12624	51	643826
001400	2018	12644	19	240228
001400	2019	12644	37	467835

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004300	3020	12650	52	657820
000300	2005	12657	59	746734
000300	2004	12657	48	607552
004300	3016	12674	146	1850437
004300	3007	12682	28	355103
004300	1007	12698	25	317448
000900	5003	12704	71	902009
000900	5004	12705	126	1600781
004300	3002	12705	26	330341
004300	1012	12706	32	406581
004300	1013	12706	31	393881
004300	3003	12706	41	520948
004300	3018	12709	15	190635
006000	3003	12710	58	737172
006000	3004	12713	61	775496
006000	3007	12736	24	305672
000300	2008	12749	48	611960
000300	2009	12749	119	1517170
004400	2012	12759	52	663488
000800	1005	12762	105	1339978
004400	2008	12762	62	791230
000300	2010	12769	24	306465
000300	2011	12770	65	830045
000800	2000	12771	83	1059971
000900	3004	12785	61	779902
000900	4000	12787	82	1048559
004000	3009	12799	101	1292707
004000	2000	12800	73	934374
000300	5004	12802	199	2547648
000300	4003	12803	135	1728357
004000	1017	12804	53	678615
004000	1016	12805	60	768311
000600	3013	12829	3	38488
001400	3025	12830	91	1167493
000600	3010	12833	96	1231987
001400	3029	12838	47	603373
000400	2011	12845	7	89918
000400	2010	12847	41	526737
005000	1061	12858	30	385745
004200	3013	12859	25	321467
004000	2006	12866	62	797711
004000	2009	12867	62	797777
000600	3006	12879	429	5525171
003901	2005	12886	75	966456
003901	2016	12888	116	1495021

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004200	1023	12899	25	322484
004200	4017	12900	24	309599
004000	1003	12913	46	594009
000600	3008	12915	7	90407
006000	3002	12926	29	374841
005000	1069	12937	34	439848
000800	1003	12938	71	918591
000600	3002	12956	41	531201
003901	3003	12960	83	1075655
003901	2013	12960	69	894220
004300	2041	12964	125	1620520
004400	2001	12964	75	972314
000900	6013	12965	34	440824
004000	1009	12980	43	558122
004000	1020	12995	53	688730
000300	1000	13008	28	364212
000300	2006	13008	98	1274830
004300	3017	13015	58	754884
000600	3001	13021	85	1106746
004300	3008	13028	34	442962
004300	3001	13032	31	404003
004300	1011	13035	138	1798788
004300	1010	13035	30	391048
004000	1012	13036	106	1381788
004000	1010	13036	77	1003782
004300	1005	13040	34	443359
004300	1006	13042	20	260834
003901	3006	13067	127	1659475
003901	3013	13068	86	1123816
004400	2006	13078	56	732374
000900	5002	13085	135	1766443
000900	5001	13086	140	1832029
000800	1006	13092	118	1544854
000300	2007	13101	91	1192189
000300	5000	13102	101	1323351
003901	3016	13112	118	1547164
000600	3000	13123	85	1115490
000400	2009	13131	21	275746
000400	2008	13145	80	1051577
004400	2007	13149	53	696903
003902	4008	13150	80	1051967
000600	3003	13154	5	65770
000900	3006	13157	126	1657831
000900	3005	13159	114	1500142
001400	3024	13166	36	473971

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001400	3023	13170	84	1106247
001400	3030	13171	75	987836
004000	2004	13172	110	1448937
001400	3031	13172	32	421519
004000	2012	13173	8	105383
004000	2003	13175	86	1133053
000600	3012	13192	63	831071
000400	2013	13197	22	290343
000400	2012	13198	24	316760
001400	2016	13202	40	528099
000300	5002	13235	286	3785310
004000	1021	13249	124	1642843
005000	1063	13263	5	66315
000600	3011	13268	14	185752
005000	1067	13269	116	1539180
004000	1008	13301	35	465541
004300	2038	13304	34	452337
004300	2013	13318	68	905592
000600	3005	13344	69	920732
000300	1001	13352	36	480683
004300	3009	13358	69	921718
004300	3000	13364	146	1951212
004300	1004	13367	42	561405
004300	1003	13370	48	641755
001400	2017	13373	20	267460
000600	2021	13373	48	641910
000300	1002	13381	47	628894
000900	6011	13382	92	1231108
000900	6012	13383	68	910075
004200	3012	13387	13	174030
004300	2036	13404	12	160850
003902	3003	13414	22	295100
000800	1007	13422	82	1100631
004200	4010	13442	27	362941
000600	2020	13452	73	982011
000900	3003	13463	86	1157853
000900	5000	13464	111	1494484
006000	3001	13465	43	578997
000300	5001	13469	159	2141621
001400	3009	13476	92	1239757
000600	2019	13482	115	1550428
001400	2015	13483	31	417986
001400	3032	13484	30	404515
001400	3022	13497	80	1079721
001400	3021	13498	57	769359

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004000	2008	13527	61	825171
004300	2014	13528	35	473497
004000	2007	13530	139	1880688
004300	2037	13533	15	203002
004300	2040	13535	63	852696
000900	2004	13541	64	866616
000900	3007	13542	100	1354245
004300	3014	13554	8	108434
003901	2017	13556	97	1314966
003901	2006	13558	139	1884581
004400	2000	13577	82	1113292
001400	3034	13583	33	448251
000800	1001	13603	37	503311
003901	3002	13629	89	1212980
003901	2012	13629	96	1308408
000600	2017	13648	62	846171
004000	1002	13679	197	2694721
004300	3010	13685	57	780045
004200	4009	13688	131	1793099
004300	1002	13691	33	451806
004300	1001	13693	48	657274
004300	2007	13696	122	1670857
004300	2015	13710	33	452420
004300	2016	13710	25	342743
004300	3011	13717	27	370371
003901	3012	13735	94	1291112
003901	3007	13736	68	934074
004000	1013	13737	147	2019341
004200	1021	13739	497	6828099
004300	3015	13760	51	701738
001400	2014	13760	28	385276
000900	6009	13763	118	1623992
000900	6010	13764	54	743261
003902	1003	13780	70	964570
003901	3017	13782	61	840720
000300	1003	13798	34	469124
003902	4007	13814	116	1602477
003902	4002	13815	126	1740647
001400	3010	13817	114	1575085
001400	3011	13818	70	967255
004300	2035	13829	38	525483
001400	3020	13830	37	511698
001400	3019	13831	28	387273
000900	6004	13832	34	470275
000900	6003	13832	16	221314

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003902	3002	13837	34	470449
000900	3001	13837	95	1314529
003902	4010	13838	46	636551
000900	3002	13838	131	1812809
003902	3019	13842	60	830511
004300	2034	13849	54	747851
000300	1004	13851	268	3712066
004300	2021	13851	15	207767
000600	1010	13855	150	2078230
000600	2016	13860	65	900895
001400	2004	13864	23	318876
004300	3013	13865	38	526866
004300	2039	13867	25	346664
004000	2011	13903	11	152933
000900	2006	13922	104	1447926
000900	2005	13923	102	1420140
003902	3018	13930	90	1253719
000800	1000	13933	41	571257
004300	2033	13937	27	376301
000300	1007	13942	84	1171131
000600	2018	13957	63	879267
001400	3008	13961	27	376942
004300	3012	13962	27	376982
001400	3033	13963	36	502664
004000	1007	13996	118	1651538
004300	2012	14018	44	616799
004300	1000	14026	76	1066009
000600	2007	14028	34	476946
001400	2013	14045	21	294950
004200	4005	14075	126	1773441
000600	1008	14084	85	1197153
000600	1009	14097	77	1085489
004300	2019	14097	26	366531
004300	2020	14097	25	352436
000600	2008	14128	64	904172
000900	1015	14138	143	2021675
000900	6008	14139	121	1710820
001400	2005	14141	49	692899
001400	3018	14141	32	452509
001400	3012	14144	63	891097
001400	3013	14145	102	1442787
000400	2016	14157	24	339775
003902	1010	14163	75	1062189
003902	1006	14164	71	1005668
004300	2027	14164	39	552413

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004300	2017	14176	5	70878
003902	3008	14196	94	1334392
000400	1002	14209	125	1776140
000900	6005	14209	28	397861
000900	6006	14210	21	298418
003901	2008	14218	132	1876828
003901	2007	14219	110	1564069
000900	2003	14220	120	1706384
000900	3000	14220	134	1905545
004300	2031	14229	28	398400
001400	2003	14244	32	455802
003902	3029	14245	25	356135
001400	2011	14249	24	341972
001400	2012	14285	17	242838
003901	3001	14289	71	1014493
003901	2011	14289	85	1214540
001400	3007	14300	46	657791
001400	3006	14300	27	386111
000900	2007	14301	115	1644620
001300	5008	14301	107	1530254
000600	2013	14318	29	415214
004200	3006	14324	28	401065
004200	3007	14331	34	487241
004300	2025	14333	8	114662
004200	3009	14334	22	315352
004300	2028	14338	55	788575
001400	3017	14343	21	301200
004300	2006	14344	130	1864779
004300	2005	14345	64	918089
004300	2010	14356	45	646006
004300	2009	14357	42	603004
000600	2015	14372	56	804808
003901	3008	14397	76	1094174
003901	3011	14398	98	1410991
000400	2015	14410	24	345830
000400	2017	14412	119	1715005
003901	2009	14412	63	907975
003901	1007	14413	65	936847
001400	2006	14423	15	216340
000600	2011	14431	3	43292
004300	2032	14432	30	432958
000600	1007	14443	61	881037
003902	1002	14443	65	938818
003901	3018	14443	47	678839
001400	3014	14478	73	1056894

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003902	4003	14481	123	1781112
004000	1023	14481	54	781961
003902	4006	14484	101	1462882
001000	4011	14501	65	942533
000400	1008	14501	92	1334115
000400	3004	14503	70	1015190
003902	3001	14507	107	1552207
003902	4011	14507	39	565788
000900	1012	14516	100	1451570
000900	1011	14516	133	1930665
001400	2002	14521	29	421108
000600	1001	14536	115	1671667
003902	1008	14540	143	2079284
003902	1012	14541	78	1134235
004200	4011	14549	196	2851596
000400	3007	14551	73	1062198
000400	3008	14556	97	1411960
000400	1001	14556	170	2474585
004300	2030	14560	13	189277
000400	1009	14563	150	2184411
000400	1007	14563	59	859218
000900	1009	14586	18	262554
000900	6007	14588	43	627279
003902	3017	14592	112	1634356
001500	3022	14597	29	423312
001400	2010	14597	18	262746
000900	2001	14600	280	4087980
000900	2002	14601	135	1971100
004200	2046	14608	14	204507
004200	3008	14614	29	423808
001400	1019	14624	26	380217
001400	3004	14627	12	175521
001400	3005	14629	29	424241
001000	4012	14634	34	497544
004200	3010	14639	10	146388
004000	1005	14659	6	87957
004200	3011	14667	11	161335
001400	2007	14669	31	454731
000500	3013	14669	35	513416
004200	2009	14676	42	616388
004300	2011	14677	48	704484
004200	2010	14677	28	410958
004300	2004	14678	86	1262317
001300	5007	14680	155	2275386
004300	2003	14680	66	968876

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001300	5006	14682	125	1835284
000300	1005	14687	9	132179
004300	2008	14691	117	1718794
004200	3005	14705	31	455850
000400	3009	14718	85	1251047
000400	3010	14721	143	2105100
001400	3016	14723	15	220844
000900	6000	14738	42	618999
001000	4015	14738	7	103169
001400	2008	14747	51	752091
000600	1002	14758	75	1106813
000600	1003	14758	77	1136358
000600	2010	14786	42	621004
001400	3015	14790	188	2780472
003901	2010	14793	94	1390546
003901	3000	14794	37	547361
003901	1003	14797	164	2426777
004200	4008	14800	18	266406
001400	2001	14802	36	532872
004000	1022	14804	61	903031
000600	2004	14819	47	696516
000600	2023	14823	49	726317
003902	1005	14823	90	1334055
003902	1004	14824	133	1971634
000400	1003	14849	114	1692799
004000	1006	14852	69	1024774
000400	3003	14852	51	757460
001000	3013	14861	23	341800
003902	3007	14864	115	1709331
003902	1014	14869	56	832662
003902	4001	14871	69	1026099
004200	4002	14887	31	461495
000300	1006	14894	68	1012780
000900	1004	14895	127	1891604
000900	1005	14896	100	1489589
001400	1020	14902	23	342735
003902	3028	14902	50	745091
000500	3000	14905	29	432238
000400	3006	14913	76	1133359
000400	1010	14914	102	1521239
003901	3009	14926	43	641834
003901	3010	14927	72	1074753
004300	2024	14927	27	403041
001500	3021	14930	26	388176
001500	3020	14930	33	492696

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000600	1005	14932	65	970561
004000	1018	14939	158	2360436
001400	3002	14962	26	389007
001400	3003	14964	26	389077
000900	1010	14965	60	897877
004200	2008	14972	51	763575
004200	2007	14972	36	538999
000600	2012	14972	29	434197
004300	2029	14973	36	539040
003901	3019	14974	22	329427
004200	2012	14974	32	479178
004200	2011	14975	34	509149
004200	4003	14976	23	344446
004200	3004	14978	36	539212
001300	3004	14979	180	2696220
000900	2000	14980	148	2217005
001400	1018	15004	26	390100
004300	2001	15006	92	1380594
004300	2002	15007	58	870407
000400	3012	15013	86	1291147
001000	4009	15017	93	1396537
001000	3015	15029	40	601172
003901	1006	15030	38	571130
000500	3012	15057	53	798002
000400	3011	15058	69	1038995
001300	5005	15058	103	1551003
003901	1001	15061	160	2409810
001500	3008	15066	78	1175119
001400	2009	15067	39	587596
004200	3002	15083	24	361995
000400	3005	15088	72	1086325
004200	4001	15092	17	256556
003902	1001	15094	55	830154
000900	1003	15116	3	45347
003902	4005	15121	76	1149186
003902	4004	15123	85	1285446
004000	1019	15133	81	1225779
000600	1004	15137	55	832548
001000	4010	15140	7	105982
003902	3000	15147	148	2241730
003902	4012	15147	83	1257231
001400	1021	15181	31	470621
003902	1013	15201	39	592846
003902	1007	15202	122	1854591
000500	3004	15216	81	1232468

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003901	1002	15232	44	670211
004300	2018	15241	11	167649
003902	3016	15258	91	1388442
004200	4004	15259	9	137334
001500	3019	15261	28	427308
001500	3018	15261	28	427309
001400	3001	15272	3	45816
004200	2006	15274	23	351312
004200	2005	15274	24	366586
000900	1013	15274	115	1756562
000400	1000	15275	834	12738991
004200	2014	15275	27	412427
000900	1016	15276	134	2046921
004200	2013	15276	24	366629
001400	1017	15281	28	427873
000500	3001	15297	75	1147239
000400	1004	15300	66	1009823
000500	3002	15302	61	933407
001000	3012	15305	86	1316246
000500	3003	15310	69	1056395
001500	3016	15329	36	551847
004300	2000	15329	89	1364289
000900	1006	15341	41	628969
004200	3003	15359	33	506831
001300	3003	15360	115	1766393
001300	3002	15360	123	1889316
001000	3014	15361	15	230413
004200	2043	15367	26	399535
001000	3011	15367	10	153669
001400	1006	15384	53	815356
001400	1005	15386	40	615438
001000	4008	15394	102	1570152
001000	4007	15394	104	1600962
001500	3007	15397	46	708245
001400	1014	15406	44	677879
001400	1022	15430	48	740656
000500	3005	15438	96	1482012
000500	3006	15438	94	1451154
001300	5003	15446	138	2131587
001300	5004	15448	227	3506752
000600	2002	15451	17	262663
004200	3001	15458	23	355542
001000	3016	15475	34	526136
001000	4017	15490	21	325291
001000	2012	15497	60	929799

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000500	2000	15498	72	1115838
003902	3006	15502	114	1767254
001000	3017	15536	54	838924
004300	2026	15541	34	528398
003902	2003	15542	126	1958326
003902	1011	15543	91	1414384
001400	1016	15561	59	918082
003902	3027	15571	87	1354677
004200	2003	15572	30	467154
004200	2004	15572	37	576163
003901	1005	15573	460	7163421
004200	2015	15573	33	513925
004200	2038	15579	45	701048
001500	3009	15588	23	358514
001500	3017	15588	30	467634
000400	3001	15617	35	546585
001500	3014	15623	33	515558
001500	3015	15625	39	609390
004200	4006	15642	3	46927
004200	2041	15643	13	203363
004200	2045	15652	24	375649
003901	1008	15653	283	4429689
001300	4015	15656	125	1956988
000900	1014	15657	109	1706582
001400	1007	15660	15	234904
001500	4017	15715	55	864298
001400	1013	15715	38	597183
003501	2011	15721	70	1100456
001500	3006	15726	63	990764
001500	3005	15728	48	754922
001300	3001	15731	129	2029264
004200	3000	15736	26	409146
004200	2044	15743	26	409328
003501	3014	15746	105	1653368
003902	2007	15757	83	1307805
001000	4006	15771	81	1277470
001000	4005	15772	86	1356399
001400	1004	15773	39	615130
003902	2008	15781	120	1893660
003902	2009	15782	65	1025821
001400	1015	15810	34	537531
000500	3008	15812	46	727349
000500	3007	15818	50	790887
004300	2022	15818	55	869982
001300	5001	15827	61	965429

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001300	5002	15828	126	1994327
001000	3010	15844	11	174280
001000	4018	15870	19	301522
004300	2023	15871	8	126966
004200	2002	15874	34	539715
001000	2010	15874	113	1793778
001000	2011	15876	122	1936812
000600	2001	15880	163	2588431
000500	2002	15888	108	1715926
000500	2001	15889	114	1811313
003902	3015	15893	110	1748276
004200	2001	15896	40	635853
000500	2004	15898	90	1430822
000500	2003	15899	112	1780693
001500	2021	15915	43	684342
001500	3011	15921	20	318417
001500	3010	15922	15	238824
000600	2003	15927	20	318548
001500	3013	15935	41	653334
004200	2022	15938	38	605628
004200	2023	15945	12	191338
001000	3008	15952	100	1595161
001000	3007	15952	112	1786652
001000	1019	16013	25	400333
003501	3004	16015	17	272256
001300	4017	16034	133	2132546
001300	4016	16036	100	1603606
000400	3002	16045	4	64179
001500	4015	16047	64	1026978
001500	4016	16047	74	1187447
001400	1003	16050	8	128400
001500	3003	16051	38	609954
001500	3004	16054	51	818747
001400	1009	16068	23	369573
003902	2016	16091	88	1415978
003902	2015	16091	15	241360
004200	2017	16092	30	482765
003501	2001	16097	8	128773
001300	4014	16103	40	644128
000500	1017	16112	32	515585
000500	2005	16119	81	1305655
000500	2006	16120	92	1483028
001300	3005	16122	173	2789145
001000	4004	16147	83	1340229
001000	4003	16147	81	1307942

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000500	3010	16174	31	501396
000500	3009	16175	42	679370
001400	1008	16189	9	145702
004200	2037	16195	17	275323
004200	2000	16196	62	1004142
001300	2008	16208	156	2528386
001500	2019	16208	35	567277
001300	5000	16209	92	1491237
001000	3009	16222	3	48667
003902	3030	16228	68	1103495
004200	2021	16236	26	422133
001500	2020	16238	40	649535
001500	2010	16249	26	422482
001500	3012	16250	19	308753
001000	4019	16250	24	390007
001000	2009	16255	101	1641739
001000	2008	16264	186	3025190
000500	2016	16267	13	211472
001000	1018	16286	8	130287
004200	1028	16307	84	1369823
004200	1007	16336	35	571761
001000	3006	16337	134	2189099
001000	3005	16337	97	1584686
000500	3011	16338	18	294087
001500	4012	16366	96	1571095
001400	1012	16366	94	1538385
004200	2026	16374	31	507580
001500	4020	16375	43	704138
001500	4018	16376	76	1244592
001500	3001	16386	38	622681
001500	3002	16388	33	540798
001000	1020	16392	39	639292
000500	2014	16395	56	918102
001300	4020	16410	121	1985583
003902	2002	16413	193	3167803
000500	1013	16417	43	705948
004200	2036	16452	28	460645
001300	4013	16483	35	576912
001300	4018	16484	30	494521
001300	3006	16498	151	2491124
001300	3007	16498	159	2623134
000500	1016	16504	80	1320334
000500	1015	16507	60	990446
000500	1014	16512	65	1073307
001400	1010	16516	4	66064

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001500	2023	16516	61	1007478
001500	2018	16523	39	644379
001000	4002	16530	131	2165481
001000	4001	16531	127	2099382
004200	4000	16533	254	4199438
001400	1001	16576	3	49727
001500	2012	16578	24	397875
001500	2011	16579	23	381306
001300	2010	16588	139	2305663
001300	2009	16589	8	132714
000500	2007	16607	58	963200
000400	3000	16607	131	2175531
000500	1012	16615	24	398757
001300	4004	16630	23	382500
001200	4015	16630	2	33261
004200	2019	16633	60	997985
004200	1013	16637	34	565664
000500	1011	16649	45	749215
004200	2018	16658	118	1965665
001000	1017	16666	16	266655
001400	1000	16683	1	16683
000500	2008	16683	21	350347
001500	4014	16695	66	1101898
001500	4013	16697	98	1636270
004200	2035	16701	28	467631
000500	1002	16707	41	684968
001500	1008	16708	53	885522
001500	4019	16709	62	1035966
001000	2007	16712	87	1453976
001000	3004	16715	128	2139462
001500	2009	16715	25	417868
001000	3003	16715	115	1922249
001500	3000	16716	49	819073
004200	2025	16730	14	234221
003902	2005	16749	404	6766708
003501	1004	16782	58	973374
001300	4012	16798	158	2654065
001500	4011	16813	6	100880
001000	2017	16823	20	336461
003902	2001	16825	167	2809795
004200	2034	16860	16	269753
001300	4019	16860	14	236044
001000	1016	16870	142	2395505
001300	3008	16879	144	2430600
001300	2007	16879	87	1468489

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001500	2014	16882	57	962267
001000	2013	16886	35	590993
004200	2020	16896	48	811023
001000	4000	16909	75	1268176
001200	4014	16910	60	1014609
001500	2013	16951	22	372919
003501	2013	16958	80	1356621
001300	2012	16968	9	152710
001300	2011	16969	211	3580448
003902	2004	16971	236	4005255
001300	4003	17010	10	170097
001200	4016	17010	10	170102
001500	2007	17015	43	731633
001500	4006	17023	105	1787466
001500	4007	17024	145	2468482
000500	1019	17025	46	783130
001500	1010	17040	65	1107568
001500	1009	17040	54	920178
001500	2008	17045	34	579520
003501	2022	17059	86	1467077
001000	3001	17094	94	1606822
001000	3002	17094	50	854697
003501	1003	17096	61	1042882
003501	1007	17098	54	923299
001500	2006	17116	5	85578
001500	4010	17143	14	240005
001000	2006	17158	35	600546
000500	1018	17160	40	686382
001300	4010	17171	101	1734251
001300	4011	17171	84	1442388
001500	2005	17197	36	619108
001000	2005	17220	14	241079
001300	4005	17247	19	327699
001000	1015	17250	128	2207972
003501	2017	17255	65	1121576
003501	2012	17257	64	1104466
001300	2006	17259	35	604069
001300	2005	17260	41	707668
004200	2032	17278	22	380114
000500	1010	17286	29	501292
001200	4013	17291	70	1210352
001200	4012	17291	116	2005751
001000	1014	17298	92	1591451
001500	2015	17309	137	2371299
001500	2016	17309	44	761599

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
004200	1026	17317	44	761941
001000	2014	17325	58	1004833
001300	2013	17343	79	1370115
001300	2014	17344	107	1855860
001500	4005	17359	107	1857453
001500	1007	17361	98	1701382
001500	1012	17368	29	503661
001500	1011	17369	37	642669
004200	2027	17378	27	469201
001200	4017	17392	2	34784
001000	2016	17406	14	243685
003902	2006	17411	64	1114332
003501	1008	17420	59	1027777
003501	2014	17445	17	296561
001000	3000	17470	114	1991623
001200	4006	17472	136	2376149
000500	1001	17476	127	2219430
004200	1000	17544	602	10561499
001300	1017	17553	192	3370190
001300	4009	17554	107	1878234
003501	2018	17560	103	1808705
003501	1001	17582	53	931864
003501	1009	17583	55	967051
001300	4006	17617	43	757544
000500	1000	17618	24	422827
001300	4007	17618	16	281885
001300	2004	17637	124	2186987
001300	2003	17638	73	1287549
000500	1009	17651	18	317712
004200	1029	17656	39	688568
004200	1027	17656	97	1712675
004200	2039	17658	11	194233
003501	2007	17662	48	847753
001500	1017	17662	46	812449
001500	1015	17665	45	794921
001200	4011	17668	109	1925771
001200	4019	17668	118	2084863
001500	2017	17685	31	548247
001000	1013	17688	104	1839575
001000	1012	17689	62	1096711
001500	1006	17690	78	1379800
001500	1005	17691	76	1344499
004200	1001	17692	51	902311
004200	1025	17693	47	831589
001500	2004	17694	61	1079311

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001500	2003	17695	57	1008592
004200	1033	17724	56	992525
001300	2015	17726	158	2800678
003501	1005	17730	99	1755319
003501	2005	17734	67	1188194
003501	2015	17740	17	301575
003501	2016	17742	22	390327
001000	2004	17745	2	35491
001500	2000	17758	44	781365
003501	2008	17764	49	870432
001000	2001	17772	58	1030760
001200	3012	17772	11	195492
003501	1025	17801	68	1210467
004200	2028	17806	49	872500
004200	2033	17817	140	2494333
004200	2030	17817	42	748312
003501	2006	17825	29	516922
003501	1006	17826	67	1194321
001000	1006	17851	57	1017513
001200	4007	17855	98	1749754
001200	4008	17855	135	2410425
001500	2001	17863	15	267944
003501	1018	17895	67	1198954
001600	4014	17918	43	770453
001300	1014	17933	58	1040128
003501	2019	17935	264	4734783
003501	1029	17941	75	1345607
001300	1013	17978	28	503373
004200	1030	17995	38	683815
001300	4008	18000	16	287996
001300	1016	18000	33	593998
004200	1032	18000	32	576011
003502	3002	18011	92	1656978
001300	2001	18015	99	1783487
001300	2002	18015	138	2486096
001500	2002	18016	2	36033
001500	1004	18022	120	2162587
004200	1003	18030	31	558927
003501	2021	18041	21	378856
003502	1000	18051	188	3393649
001200	4018	18053	108	1949742
001200	3011	18054	135	2437316
001000	1011	18067	67	1210462
001300	1018	18081	16	289289
003601	1004	18086	225	4069385

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000500	2010	18088	10	180880
004200	1012	18095	16	289527
001600	4013	18107	51	923461
004200	1014	18119	43	779125
003501	1017	18131	42	761496
003501	1026	18132	79	1432401
000500	1007	18133	15	271988
003601	1003	18141	11	199546
000500	1006	18144	14	254015
001000	2000	18147	217	3937989
001200	4005	18148	105	1905541
001200	3013	18148	47	852978
001000	1008	18157	20	363148
004200	2031	18198	36	655119
003502	1001	18207	660	12016425
001000	1009	18225	123	2241642
001500	1019	18229	85	1549459
001500	1001	18232	29	528727
001200	4009	18233	144	2625496
001500	1013	18244	39	711513
001500	1018	18268	50	913394
001000	2002	18269	42	767307
003601	1002	18282	116	2120692
001000	1004	18304	17	311172
001000	1010	18308	184	3368713
001600	4016	18309	20	366178
001300	1012	18314	133	2435746
004200	1008	18377	41	753446
004200	1031	18377	37	679951
004200	1002	18385	14	257388
001600	4006	18397	151	2777880
001300	2000	18397	119	2189197
003501	1010	18397	88	1618971
003501	1019	18399	55	1011962
003502	3018	18419	79	1455124
001200	3010	18424	110	2026685
001200	3009	18425	96	1768776
000500	2011	18453	12	221441
001500	1003	18457	45	830557
001300	1004	18457	14	258404
003501	1021	18458	48	886002
001000	1002	18480	76	1404461
001000	1007	18480	16	295686
004200	2029	18486	191	3530852
001600	4012	18487	188	3475553

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003601	1006	18511	70	1295751
003601	1015	18515	84	1555237
000500	1005	18526	13	240836
001300	1003	18529	7	129704
003501	1024	18530	68	1260008
003501	1016	18531	127	2353479
001200	4004	18534	97	1797755
001200	4003	18535	164	3039677
003502	3001	18535	136	2520809
003502	3000	18542	36	667494
003502	3006	18544	94	1743146
003502	3005	18550	87	1613841
004200	1034	18556	101	1874162
003601	1017	18590	73	1357095
001200	3004	18612	136	2531250
003601	1008	18639	80	1491124
000500	2009	18658	253	4720563
001300	1010	18691	167	3121388
001300	1011	18691	98	1831713
001000	1005	18700	24	448812
004200	1004	18708	37	692181
003501	1020	18709	57	1066392
003501	1022	18713	99	1852562
001300	1005	18760	44	825441
001600	4007	18776	136	2553500
001600	4008	18780	111	2084589
003502	3004	18782	64	1202047
001500	1014	18793	223	4190859
003502	3015	18802	100	1880245
001200	3008	18805	95	1786431
003502	3014	18806	170	3197082
001200	2011	18807	84	1579775
001000	1003	18813	7	131694
001100	3010	18826	90	1694319
003601	1016	18829	77	1449828
003502	3003	18831	158	2975368
003502	3007	18858	107	2017826
003502	3008	18860	97	1829412
001300	1002	18910	2	37820
001200	4002	18912	117	2212719
001200	4001	18913	103	1948034
000500	1003	18943	61	1155513
003601	1033	18955	41	777151
001200	3006	18993	72	1367495
001200	3005	18993	142	2697024

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
003502	2001	19005	61	1159310
003501	1028	19007	69	1311465
003601	1001	19007	147	2794021
001200	2010	19020	170	3233346
004200	1010	19025	26	494641
003501	1023	19030	57	1084729
003501	1015	19032	111	2112555
001300	1009	19075	156	2975652
001600	4005	19075	198	3776929
003502	3017	19076	158	3013985
003601	1000	19080	153	2919212
001600	4011	19103	42	802339
001300	1007	19138	44	842087
001300	1006	19138	14	267938
004200	1006	19142	169	3234918
003502	3009	19178	77	1476678
003502	3010	19182	103	1975714
001200	2009	19183	41	786508
001100	3009	19210	89	1709699
001100	3008	19212	106	2036423
000500	1004	19238	28	538651
000500	2012	19256	45	866528
001200	1009	19283	7	134984
001300	1001	19284	16	308544
001200	4000	19289	118	2276160
001200	3003	19291	112	2160588
003601	1009	19311	74	1429040
003502	2002	19364	58	1123123
001200	3007	19376	114	2208814
001200	2004	19376	144	2790207
003601	1011	19452	107	2081372
001600	4004	19452	200	3890453
003502	3013	19461	129	2510473
003502	3016	19465	80	1557172
003502	3011	19515	59	1151389
001600	4009	19516	27	526931
003502	3012	19518	122	2381228
001600	4002	19521	40	780842
001300	1008	19521	32	624681
001200	2008	19564	69	1349901
001100	3007	19588	87	1704194
001100	3006	19589	43	842319
003502	2006	19619	115	2256153
004200	4014	19620	28	549368
004100	4039	19637	11	216009

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001200	1010	19660	12	235923
001300	1000	19661	69	1356598
001200	3002	19672	129	2537744
001200	3001	19673	103	2026331
003602	2002	19737	60	1184222
003502	2021	19738	85	1677754
001200	2006	19755	53	1047017
001200	2005	19756	78	1540935
001100	3004	19776	46	909714
001100	3003	19789	68	1345673
003502	2007	19846	174	3453222
003502	2010	19849	94	1865797
001600	4003	19922	33	657438
001200	1008	19942	208	4147932
001200	1007	19943	186	3709387
001100	3005	19964	76	1517246
001100	2013	19964	58	1157906
001200	3000	20053	132	2646986
001200	2003	20054	117	2346308
003602	2003	20116	103	2071900
003502	2013	20116	78	1569074
003502	2014	20119	83	1669853
001200	2007	20136	90	1812195
001100	3001	20169	46	927778
001100	3002	20169	69	1391673
003502	2011	20171	69	1391821
003502	2012	20173	102	2057656
003601	1014	20205	277	5596784
001100	2015	20349	114	2319789
001100	2014	20349	114	2319793
001200	2001	20434	65	1328211
001200	2002	20435	93	1900420
001100	2012	20545	55	1129991
001100	3000	20546	61	1253336
001100	1008	20649	21	433638
001100	2007	20728	124	2570247
001100	2008	20728	166	3440829
001200	1003	20768	408	8473399
001200	2000	20815	138	2872416
001200	1006	20890	33	689367
001100	2011	20930	25	523241
001100	2010	20930	63	1318580
001200	1004	20946	78	1633826
001100	1004	21027	31	651836
001100	1007	21028	19	399524

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
001100	2005	21109	72	1519856
001100	2006	21109	57	1203224
001200	1002	21111	339	7156696
001100	1016	21139	19	401635
001100	2009	21312	79	1683628
001100	1002	21360	650	13884260
001100	1009	21412	28	599535
001100	1010	21412	23	492477
001100	2004	21492	146	3137759
001100	1012	21515	42	903628
001100	1013	21619	81	1751156
001100	1003	21650	77	1667021
001100	1011	21778	23	500899
001100	1006	21794	31	675618
001100	1005	22045	17	374763
001100	2003	22298	182	4058200
006100	2035	10469	85	889872
006100	2029	10481	13	136257
006100	2030	10639	44	468121
006100	2015	10800	19	205191
006100	2031	11102	43	477399
006100	2016	11175	52	581096
006100	2034	11259	64	720600
006100	1005	11458	66	756245
006100	2032	11462	76	871080
006100	2013	11562	40	462499
006100	2033	11831	33	390418
006100	1003	12108	57	690157
006100	1014	12595	35	440830
006100	1002	12609	30	378275
006100	1007	12611	254	3203219
006100	1004	12616	320	4037108
006100	1006	12909	16	206551
006100	1013	12958	36	466483
006100	1001	13177	36	474362
006100	1009	13187	25	329673
006500	3049	13296	9	119662
006100	1011	13338	33	440140
006100	1012	13363	30	400878
006100	1010	13459	41	551803
006100	1000	13562	607	8232261
000202	3024	13632	24	327165
006100	1008	13755	75	1031653
000202	3023	14132	80	1130551
000202	3022	14272	17	242624

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000202	3021	14276	24	342632
000202	1010	14419	42	605595
000202	1013	14616	63	920828
000202	3015	14672	365	5355250
000202	3025	15090	87	1312800
000202	3008	15216	17	258670
000202	3000	15223	59	898151
000202	3020	15286	7	107001
000202	3006	15345	115	1764727
000202	1006	15354	10	153544
000202	3014	15440	42	648466
000202	3011	15442	44	679462
000202	1012	15483	53	820621
000202	3001	15540	5	77698
000202	3026	15546	9	139913
000201	1065	15585	107	1667618
000202	3010	15632	31	484593
000202	1002	15646	57	891812
000202	3019	15662	11	172283
000202	3027	15718	11	172895
000202	1003	15725	73	1147914
000202	1015	15740	30	472189
000202	3003	15800	49	774218
000202	3002	15803	10	158034
000202	3009	15841	43	681153
000202	3007	15848	113	1790805
006500	3032	15858	3	47574
000201	1064	15867	9	142807
000202	3012	15897	58	922024
000201	1049	15925	83	1321739
000202	2005	15929	125	1991143
000202	3018	15944	50	797214
000201	1053	15947	56	893043
000202	3004	16015	17	272252
000202	1007	16043	40	641704
000202	3013	16082	746	11997173
000202	1011	16137	50	806874
000201	1054	16228	92	1492949
000201	1052	16296	46	749636
006500	3036	16333	118	1927261
000202	1014	16383	67	1097639
000202	1000	16390	60	983377
000201	1057	16435	176	2892608
000201	1055	16506	36	594224
000202	1009	16515	79	1304714

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000201	1051	16568	9	149115
006500	3038	16590	9	149312
000202	3017	16597	35	580899
000202	1008	16619	381	6331984
000202	1001	16709	131	2188838
006500	3021	16807	209	3512712
000202	1005	16911	65	1099199
000201	1047	16919	23	389132
000201	1046	16923	25	423085
000202	3016	16980	96	1630117
006500	2058	17014	38	646535
000201	1058	17040	40	681600
000202	1004	17050	59	1005966
000201	1041	17062	12	204749
006500	3051	17077	37	631859
000201	1044	17105	9	153944
000201	1020	17160	5	85799
000201	1019	17160	11	188759
006500	3052	17286	86	1486579
006500	3053	17286	7	121001
000201	1059	17322	61	1056621
000201	1040	17347	13	225510
000202	2008	17350	45	780733
000201	1042	17412	9	156712
000201	1043	17413	29	504972
000201	1060	17593	31	545387
000202	2009	17598	53	932703
000201	1037	17621	51	898695
000201	1038	17622	11	193841
000100	2047	17643	9	158789
006500	2053	17648	40	705939
000100	2048	17650	20	353006
000201	1025	17694	19	336194
000201	1026	17695	28	495448
000201	1024	17767	19	337575
000201	1023	17771	9	159937
000201	1061	17876	34	607781
000201	1036	17902	31	554966
006500	3037	17927	191	3424037
000100	2045	17948	16	287165
000201	1027	17972	23	413363
000201	1028	17972	19	341475
000100	2049	18076	41	741105
000202	2006	18095	31	560955
000202	2007	18096	42	760044

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	2038	18138	21	380901
000100	2044	18143	43	780153
000201	1035	18174	22	399820
000201	1029	18252	29	529311
000201	1062	18257	17	310361
000100	2035	18314	109	1996186
000201	1010	18334	33	605021
006500	2054	18376	357	6560355
000100	2036	18389	16	294231
000100	2037	18399	11	202391
000201	1009	18400	15	275998
000201	1034	18432	46	847870
000201	1030	18523	27	500129
006500	2055	18593	31	576370
000202	2002	18599	50	929948
000202	2004	18601	49	911435
000202	2001	18694	226	4224893
000100	2046	18762	46	863067
000201	1033	18783	24	450799
000100	1032	18865	29	547072
000201	1031	18878	27	509709
006500	2045	18904	6	113422
006500	2057	18909	7	132362
000100	1034	18960	15	284394
000202	2003	19012	17	323208
000100	2050	19013	43	817553
000201	1004	19020	21	399430
000201	1022	19031	19	361592
000100	2043	19075	43	820229
000100	2032	19092	52	992796
000100	1031	19129	24	459104
000201	1032	19136	18	344455
000201	1006	19182	18	345280
000100	1039	19219	17	326728
006500	2047	19256	12	231068
000201	1013	19309	30	579265
000100	1030	19322	11	212541
000100	2051	19348	19	367608
000201	1012	19353	33	638662
000100	2042	19364	10	193642
000100	1040	19376	25	484410
006500	2042	19380	9	174417
000100	1033	19457	45	875585
006500	2041	19466	37	720249
000100	1019	19493	30	584795

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	2039	19502	24	468047
006500	2048	19508	27	526728
000100	2033	19536	36	703292
000100	1037	19575	72	1409388
000100	1035	19598	39	764319
000100	1038	19639	32	628445
000202	2000	19651	145	2849390
000100	1017	19680	12	236165
000100	1036	19702	32	630458
000100	2041	19719	19	374669
000100	2040	19829	23	456056
000100	1018	19917	40	796668
006500	2035	19924	44	876677
000100	1015	19928	24	478275
000100	2027	19936	25	498391
000201	1008	19948	18	359066
000100	1008	19956	46	917990
000100	1016	20002	12	240026
006500	2036	20024	7	140166
000201	1007	20058	16	320924
000201	1011	20084	8	160673
000201	1003	20118	186	3741963
000100	1027	20131	10	201313
000100	2026	20148	40	805935
000100	1022	20197	29	585723
000100	1014	20203	29	585880
000100	2034	20259	30	607766
000100	2029	20270	20	405396
000201	1000	20275	30	608256
000201	1066	20280	4	81119
000100	1026	20357	24	488575
006500	2037	20374	11	224117
000100	1025	20428	26	531138
000100	1028	20428	9	183856
000100	2028	20484	9	184353
000201	1005	20516	29	594952
006500	2038	20543	8	164347
000100	1004	20607	16	329713
000100	1020	20619	93	1917571
000100	1007	20650	36	743394
000100	1003	20650	35	722755
000100	1029	20693	25	517328
000100	1023	20807	39	811478
000100	1024	20820	24	499678
000100	2009	20848	20	416968

SAN DIEGO HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
000100	2022	20918	1	20918
000100	1006	20926	26	544067
000100	2023	20933	83	1737475
000100	2024	20940	28	586332
000100	1021	20948	14	293268
006500	2027	21034	71	1493418
000100	1009	21036	19	399687
000100	1001	21084	7	147591
000100	2030	21154	8	169230
000100	2031	21172	12	254059
000100	1005	21224	18	382040
000100	2017	21317	41	874006
000100	2006	21344	33	704366
000100	1002	21353	13	277587
000100	2011	21496	10	214961
000100	1000	21501	312	6708283
000100	2007	21523	30	645698
000100	2005	21534	31	667558
008902	1037	21616	206	4452898
000100	2013	21683	25	542086
006500	2049	21721	62	1346695
000100	2018	21874	19	415604
000100	2010	22030	30	660912
000100	2004	22051	33	727675
000100	2021	22275	41	913256
000100	2020	22282	9	200542
000100	2019	22398	25	559944
000100	2003	22435	13	291649
006500	2033	22446	18	404037
006500	2050	22579	5	112897
000100	1010	22602	13	293827
000100	2015	22619	33	746424
000100	2014	22626	25	565656
000100	2016	22691	13	294986
000100	1011	22932	10	229319
000100	2008	22971	250	5742703
000100	2000	23179	9	208610
000100	2012	23413	40	936514
006500	2008	23432	9	210889
008902	1028	23474	2	46948
008902	1029	23523	13	305795
000100	2001	23589	79	1863524
000100	2002	24031	31	744973
008902	1013	24753	6	148518

ALBERT EINSTEIN ELEMENTARY CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
GOLDEN HILL	1285	75	96371
KIMBROUGH	4597	39	179279
MCKINLEY	7416	59	437560
RODRIGUEZ	8098	27	218640
SHERMAN	8785	14	122988
BURBANK	8899	16	142383
LOGAN	9880	4	39519
JEFFERSON	10243	27	276569
CHOLLAS/MEAD	10717	15	160755
ROWAN	11590	6	69543
EMERSON/BANDINI	11639	15	174591
PERKINS	13105	19	248994
BAKER	13181	10	131809
WASHINGTON	13676	12	164116
EDISON	14870	2	29739
WEBSTER	14874	8	118993
CHEROKEE POINT	15466	4	61865
GARFIELD	15735	5	78676
HAMILTON	15873	5	79366
BIRNEY	16517	15	247759
HORTON	16602	4	66410
CHAVEZ	16935	6	101608
BALBOA	17126	3	51377
PORTER	17906	11	196961
CENTRAL	18890	5	94449
NORMAL HEIGHTS	19074	4	76295
JOYNER	19276	2	38551
ADAMS	19788	15	296822
MARSHALL ELEMENTARY	19878	1	19878
FLORENCE	20417	7	142920
ROSA PARKS	20475	4	81900
JOHNSON	21064	4	84257
OAK PARK	21323	5	106613
EUCLID	21585		
VALENCIA PARK	22239	3	66717
IBARRA	23429	1	23429
FRANKLIN	24296	23	558802
CARVER	26619	4	106475
NYE	26733	1	26733
FAY	26921	16	430735
ENCANTO	27389	8	219113
JONES	27405	2	54810
GRANT	27573	5	137863
JUAREZ	28699	6	172196
DEWEY	29070		
FULTON	30356	5	151782

Note: Charter school route distances originate from public school boundaries

ALBERT EINSTEIN ELEMENTARY CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
BETHUNE	32373		
PARADISE HILLS	32463	6	194781
JUAREZ-FOSTER	32504	2	65008
ROLANDO PARK	32979	7	230855
AUDUBON	33338	4	133352
CLAY	34067	13	442870
PERRY	34460		
CARSON-FLETCHER	34740		
ANGIER	35197	4	140789
PACIFIC VIEW	35461	1	35461
HARDY	35928	8	287424
CLAY-HARDY	36025	5	180127
LOMA PORTAL	36090	9	324810
LINDA VISTA	36724		
CARSON	37067	6	222401
BOONE	37148		
FOSTER	37395	7	261765
CABRILLO	37654	2	75309
CUBBERLEY	37854	6	227124
CHESTERTON	38478		
ZAMORANO	39259	6	235555
FLETCHER	39323		
ROSS	39741	4	158964
PENN	39769		
SILVER GATE	40307	2	80615
FREESE	40702	1	40702
BAY PARK	41927	3	125782
HANCOCK	42173	2	84345
HEARST	42351	3	127053
OCEAN BEACH	42880	7	300160
MILLER	43673		
LINDBERGH/SCHWEITZER	44646	3	133938
LAFAYETTE	45139	1	45139
MARVIN	45630	8	365041
SUNSET VIEW	45832		
WEGEFORTH	45896	2	91791
SEQUOIA	48168		
CROWN POINT	48601	1	48601
VISTA GRANDE	50118		
HOLMES	50249	4	200996
TIERRASANTA	50991		
GREEN	51378	3	154133
BENCHLEY/WEINBERGER	51660	4	206642
TOLER	52303	2	104607
HAWTHORNE	53081		
DAILARD	54217	2	108434

Note: Charter school route distances originate from public school boundaries

ALBERT EINSTEIN ELEMENTARY CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
PACIFIC BEACH ELEMENTAR	54856	4	219425
KUMEYAAY	54934	1	54934
SESSIONS	55247		
GAGE	56829		
FIELD	57060		
CADMAN	57496	2	114993
WHITMAN	58087	2	116173
CURIE	61440		
ALCOTT	64292	3	192877
BIRD ROCK	65107	2	130215
SPRECKELS	65589	5	327946
DOYLE	71238	3	213714
LA JOLLA ELEMENTARY	72761	1	72761
WALKER	75811		
MASON	79328		
MIRAMAR RANCH	80148		
TORREY PINES	80317	1	80317
HAGE	83676	1	83676
JONAS SALK	83696	1	83696
JERABEK	84566		
HICKMAN	86873		
ERICSON	87372		
SANDBURG	91055	2	182109
DINGEMAN	91760		
E. B. SCRIPPS	93414		

Note: Charter school route distances originate from public school boundaries

ALBERT EINSTEIN MIDDLE CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MEMORIAL PREP	3825	151	577506
ROOSEVELT	14944	182	2719744
KNOX	18459	29	535320
CLARK	18489	9	166400
MILLENNIAL TECH	20236	27	546365
WILSON	23883	10	238831
DANA/CORREIA-ROOSEVELT	26030	1	26030
MANN	28531	29	827400
WILSON-LEWIS	28697	17	487850
CORREIA	33751	10	337506
BELL	34397	20	687948
MONTGOMERY	35474	3	106422
LEWIS-TAFT	37907		
TAFT	41609	4	166436
LEWIS	46806	10	468063
PACIFIC BEACH MIDDLE	48939	5	244695
MARSTON	50029	6	300174
INNOVATION	53982	6	323890
FARB-DEPORTOLA	54388	4	217553
PERSHING	58823	3	176469
MUIRLANDS	68611		
STANDLEY	77793		
WANGENHEIM	85399	1	85399
CHALLENGER	90431		
MARSHALL MIDDLE	90848		

Note: Charter school route distances originate from public school boundaries

E3 CIVIC 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
SAN DIEGO	13831	147	2033162
SAN DIEGO-POINT LOMA	22366	5	111830
LINCOLN	24065	90	2165832
HOOVER	24355	23	560171
POINT LOMA	29884	4	119536
HOOVER-HENRY	33956	1	33956
CRAWFORD	34202	17	581434
KEARNY	36958	5	184792
MORSE	39111	21	821341
HENRY-KEARNY	40378		
MISSION BAY	45276	1	45276
CLAIREMONT	46366	1	46366
MADISON	51014	1	51014
HENRY	55740	5	278698
SERRA	57421	2	114842
LA JOLLA HIGH	66340	1	66340
LA JOLLA-UNIVERSITY CITY	69002		
UNIVERSITY CITY	73528		
SCRIPPS RANCH	88479	1	88479
MIRA MESA	88795		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ K-2 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
KIMBROUGH	2569	17	43666
RODRIGUEZ	3547	154	546267
BURBANK	5689	6	34137
GOLDEN HILL	6239	3	18717
LOGAN	6670	6	40021
EMERSON/BANDINI	7366	21	154681
SHERMAN	7964	11	87605
CHOLLAS/MEAD	8043	29	233253
BAKER	8907	9	80166
PERKINS	9895	7	69268
ROWAN	11928		
MCKINLEY	12066		
CHAVEZ	12661	3	37983
BALBOA	12792	6	76752
HORTON	13929	4	55715
PORTER	14248	12	170973
JEFFERSON	14893	2	29786
WEBSTER	15212	6	91272
WASHINGTON	15846		
HAMILTON	16211	3	48633
JOHNSON	18726	2	37452
VALENCIA PARK	18913	3	56739
EDISON	19519		
CHEROKEE POINT	20116		
MARSHALL ELEMENTARY	20216	1	20216
GARFIELD	20385	1	20385
BIRNEY	20651		
JOYNER	20722		
CENTRAL	20727	1	20727
ROSA PARKS	20813	2	41626
OAK PARK	21661		
EUCLID	23238	1	23238
NORMAL HEIGHTS	23331		
NYE	23407		
IBARRA	23767	1	23767
FLORENCE	24138		
ADAMS	24438	1	24438
ENCANTO	24715	4	98862
FRANKLIN	26509		
CARVER	26957		
FAY	27259	1	27259
FULTON	27529		
PARADISE HILLS	28658		
BETHUNE	29047		
GRANT	29615		
DEWEY	30645		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ K-2 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
AUDUBON	30664	1	30664
PERRY	31134		
PACIFIC VIEW	31656		
JONES	32055		
ROLANDO PARK	33317		
JUAREZ	33349		
BOONE	33822		
CLAY	34405	1	34405
JUAREZ-FOSTER	35719		
ZAMORANO	35933		
HARDY	36351		
CLAY-HARDY	36363		
PENN	36443		
FREESE	37376		
LOMA PORTAL	37665		
CARSON-FLETCHER	38461		
CABRILLO	39352		
ANGIER	39847		
FOSTER	40126		
LINDA VISTA	40445		
CARSON	40788		
CUBBERLEY	41684		
SILVER GATE	42005		
CHESTERTON	42486		
HEARST	42689		
FLETCHER	43043		
BAY PARK	43502		
ROSS	44391		
OCEAN BEACH	44455		
HANCOCK	46003		
MILLER	47503		
SUNSET VIEW	47530		
MARVIN	48675		
LINDBERGH/SCHWEITZER	49296		
LAFAYETTE	49789		
WEGEFORTH	50060		
CROWN POINT	50176		
GREEN	51716		
BENCHLEY/WEINBERGER	51998		
SEQUOIA	52818		
TOLER	53878		
VISTA GRANDE	53948		
HOLMES	54440		
TIERRASANTA	54821		
DAILARD	54889		
PACIFIC BEACH ELEMENTAR	56431		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ K-2 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
SESSIONS	56822		
GAGE	57167		
HAWTHORNE	57730		
KUMEYAAY	58764		
CADMAN	59071		
FIELD	61710		
WHITMAN	62736		
ALCOTT	65867		
CURIE	66089		
BIRD ROCK	66682		
SPRECKELS	70239		
LA JOLLA ELEMENTARY	74335		
DOYLE	75888		
WALKER	79662		
TORREY PINES	81892		
MASON	83180		
MIRAMAR RANCH	83978		
HAGE	87506		
JONAS SALK	87548		
JERABEK	88396		
ERICSON	91224		
HICKMAN	91523		
SANDBURG	94906		
DINGEMAN	95590		
E. B. SCRIPPS	97244		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
LOGAN	878	31	27207
BURBANK	2862	40	114493
RODRIGUEZ	4031	46	185447
KIMBROUGH	5129		
PERKINS	6278	14	87891
EMERSON/BANDINI	8043	14	112602
SHERMAN	8118		
GOLDEN HILL	9962	2	19925
BAKER	10513	2	21025
BALBOA	10837	1	10837
CHAVEZ	11059	2	22118
CHOLLAS/MEAD	14155	6	84927
PORTER	14724	3	44172
WASHINGTON	15825	2	31651
MCKINLEY	16858		
ROWAN	17612		
JEFFERSON	19681		
HORTON	20040	1	20040
WEBSTER	20896		
VALENCIA PARK	21185		
HAMILTON	21895		
BIRNEY	22793		
NYE	24201		
EDISON	24311		
JOHNSON	24368		
FLORENCE	24429		
CHEROKEE POINT	24908		
GARFIELD	25173		
MARSHALL ELEMENTARY	25900		
CENTRAL	26271		
JOYNER	26406	2	52812
ROSA PARKS	26496		
OAK PARK	27344	1	27344
PARADISE HILLS	27727		
NORMAL HEIGHTS	28516		
ENCANTO	28882		
EUCLID	28921		
FULTON	29184		
ADAMS	29226		
IBARRA	29451		
GRANT	29785		
BETHUNE	30209		
PERRY	30706		
PACIFIC VIEW	30725		
DEWEY	30814		
FRANKLIN	32053		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
CARVER	32640		
FAY	32943		
AUDUBON	34261		
BOONE	35477		
PENN	36171		
JONES	36611		
ZAMORANO	37589	1	37589
LOMA PORTAL	37835		
JUAREZ	37905		
CABRILLO	38934		
CARSON-FLETCHER	38967		
ROLANDO PARK	39001	2	78002
FREESE	39031	1	39031
CLAY	40089		
LINDA VISTA	40951		
JUAREZ-FOSTER	41263		
CARSON	41294		
SILVER GATE	41587		
HARDY	42034		
CLAY-HARDY	42047		
CHESTERTON	42992		
FLETCHER	43549		
BAY PARK	43672		
OCEAN BEACH	44625		
ANGIER	44636		
FOSTER	45670		
SUNSET VIEW	47112		
CUBBERLEY	47228		
ROSS	47944		
HEARST	48372		
CROWN POINT	50345		
LINDBERGH/SCHWEITZER	51154		
HANCOCK	51547		
MILLER	53047		
TOLER	54048		
MARVIN	54220		
LAFAYETTE	54578		
HOLMES	54946		
WEGEFORTH	55334		
PACIFIC BEACH ELEMENTAR	56601		
SEQUOIA	56768		
SESSIONS	56992		
GREEN	57399		
BENCHLEY/WEINBERGER	57682		
CADMAN	59241		
VISTA GRANDE	59492		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
TIERRASANTA	60365		
DAILARD	60573		
HAWTHORNE	61868		
FIELD	62751		
GAGE	62851		
WHITMAN	64229		
KUMEYAAY	64309		
ALCOTT	66037		
BIRD ROCK	66852		
CURIE	70878		
SPRECKELS	71838		
LA JOLLA ELEMENTARY	74505		
DOYLE	77487		
TORREY PINES	82061		
WALKER	85206		
MASON	88724		
MIRAMAR RANCH	89522		
HAGE	93050		
JONAS SALK	93092		
JERABEK	93940		
HICKMAN	96312		
ERICSON	96768		
SANDBURG	100450		
DINGEMAN	101135		
E. B. SCRIPPS	102788		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ 3-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
KIMBROUGH	2569	6	15411
RODRIGUEZ	3547	27	95774
BURBANK	5689		
GOLDEN HILL	6239		
LOGAN	6670	4	26681
EMERSON/BANDINI	7366	6	44194
SHERMAN	7964	2	15928
CHOLLAS/MEAD	8043	10	80432
BAKER	8907	1	8907
PERKINS	9895		
ROWAN	11928		
MCKINLEY	12066		
CHAVEZ	12661		
BALBOA	12792	1	12792
HORTON	13929		
PORTER	14248	1	14248
JEFFERSON	14893		
WEBSTER	15212		
WASHINGTON	15846	1	15846
HAMILTON	16211		
JOHNSON	18726	1	18726
VALENCIA PARK	18913		
EDISON	19519		
CHEROKEE POINT	20116		
MARSHALL ELEMENTARY	20216		
GARFIELD	20385	1	20385
BIRNEY	20651		
JOYNER	20722		
CENTRAL	20727		
ROSA PARKS	20813		
OAK PARK	21661		
EUCLID	23238		
NORMAL HEIGHTS	23331		
NYE	23407		
IBARRA	23767	1	23767
FLORENCE	24138		
ADAMS	24438		
ENCANTO	24715	1	24715
FRANKLIN	26509	1	26509
CARVER	26957		
FAY	27259		
FULTON	27529		
PARADISE HILLS	28658		
BETHUNE	29047		
GRANT	29615		
DEWEY	30645		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ 3-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
AUDUBON	30664		
PERRY	31134		
PACIFIC VIEW	31656		
JONES	32055		
ROLANDO PARK	33317		
JUAREZ	33349		
BOONE	33822		
CLAY	34405		
JUAREZ-FOSTER	35719		
ZAMORANO	35933		
HARDY	36351		
CLAY-HARDY	36363		
PENN	36443		
FREESE	37376		
LOMA PORTAL	37665		
CARSON-FLETCHER	38461		
CABRILLO	39352		
ANGIER	39847		
FOSTER	40126		
LINDA VISTA	40445		
CARSON	40788		
CUBBERLEY	41684		
SILVER GATE	42005		
CHESTERTON	42486		
HEARST	42689		
FLETCHER	43043		
BAY PARK	43502		
ROSS	44391		
OCEAN BEACH	44455		
HANCOCK	46003		
MILLER	47503		
SUNSET VIEW	47530		
MARVIN	48675		
LINDBERGH/SCHWEITZER	49296		
LAFAYETTE	49789		
WEGEFORTH	50060		
CROWN POINT	50176		
GREEN	51716		
BENCHLEY/WEINBERGER	51998		
SEQUOIA	52818		
TOLER	53878		
VISTA GRANDE	53948		
HOLMES	54440		
TIERRASANTA	54821		
DAILARD	54889		
PACIFIC BEACH ELEMENTAR	56431		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ 3-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
SESSIONS	56822		
GAGE	57167		
HAWTHORNE	57730		
KUMEYAAY	58764		
CADMAN	59071		
FIELD	61710		
WHITMAN	62736		
ALCOTT	65867		
CURIE	66089		
BIRD ROCK	66682		
SPRECKELS	70239		
LA JOLLA ELEMENTARY	74335		
DOYLE	75888		
WALKER	79662		
TORREY PINES	81892		
MASON	83180		
MIRAMAR RANCH	83978		
HAGE	87506		
JONAS SALK	87548		
JERABEK	88396		
ERICSON	91224		
HICKMAN	91523		
SANDBURG	94906		
DINGEMAN	95590		
E. B. SCRIPPS	97244		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ ATHLETICS 3-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
KIMBROUGH	2569	5	12843
RODRIGUEZ	3547	37	131246
BURBANK	5689	2	11379
GOLDEN HILL	6239		
LOGAN	6670	1	6670
EMERSON/BANDINI	7366	5	36829
SHERMAN	7964		
CHOLLAS/MEAD	8043	4	32173
BAKER	8907		
PERKINS	9895		
ROWAN	11928		
MCKINLEY	12066		
CHAVEZ	12661	1	12661
BALBOA	12792		
HORTON	13929	2	27857
PORTER	14248	3	42743
JEFFERSON	14893		
WEBSTER	15212		
WASHINGTON	15846		
HAMILTON	16211		
JOHNSON	18726		
VALENCIA PARK	18913		
EDISON	19519	1	19519
CHEROKEE POINT	20116		
MARSHALL ELEMENTARY	20216		
GARFIELD	20385		
BIRNEY	20651		
JOYNER	20722		
CENTRAL	20727		
ROSA PARKS	20813		
OAK PARK	21661		
EUCLID	23238		
NORMAL HEIGHTS	23331		
NYE	23407		
IBARRA	23767		
FLORENCE	24138		
ADAMS	24438		
ENCANTO	24715		
FRANKLIN	26509		
CARVER	26957		
FAY	27259	1	27259
FULTON	27529		
PARADISE HILLS	28658		
BETHUNE	29047		
GRANT	29615		
DEWEY	30645		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ ATHLETICS 3-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
AUDUBON	30664		
PERRY	31134		
PACIFIC VIEW	31656		
JONES	32055		
ROLANDO PARK	33317		
JUAREZ	33349		
BOONE	33822		
CLAY	34405		
JUAREZ-FOSTER	35719		
ZAMORANO	35933		
HARDY	36351		
CLAY-HARDY	36363		
PENN	36443		
FREESE	37376		
LOMA PORTAL	37665		
CARSON-FLETCHER	38461		
CABRILLO	39352		
ANGIER	39847		
FOSTER	40126		
LINDA VISTA	40445		
CARSON	40788		
CUBBERLEY	41684		
SILVER GATE	42005		
CHESTERTON	42486		
HEARST	42689		
FLETCHER	43043		
BAY PARK	43502		
ROSS	44391		
OCEAN BEACH	44455		
HANCOCK	46003		
MILLER	47503		
SUNSET VIEW	47530		
MARVIN	48675		
LINDBERGH/SCHWEITZER	49296		
LAFAYETTE	49789		
WEGEFORTH	50060		
CROWN POINT	50176		
GREEN	51716		
BENCHLEY/WEINBERGER	51998		
SEQUOIA	52818		
TOLER	53878		
VISTA GRANDE	53948		
HOLMES	54440		
TIERRASANTA	54821		
DAILARD	54889		
PACIFIC BEACH ELEMENTAR	56431		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ ATHLETICS 3-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
SESSIONS	56822		
GAGE	57167		
HAWTHORNE	57730		
KUMEYAAY	58764		
CADMAN	59071		
FIELD	61710		
WHITMAN	62736		
ALCOTT	65867		
CURIE	66089		
BIRD ROCK	66682		
SPRECKELS	70239		
LA JOLLA ELEMENTARY	74335		
DOYLE	75888		
WALKER	79662		
TORREY PINES	81892		
MASON	83180		
MIRAMAR RANCH	83978		
HAGE	87506		
JONAS SALK	87548		
JERABEK	88396		
ERICSON	91224		
HICKMAN	91523		
SANDBURG	94906		
DINGEMAN	95590		
E. B. SCRIPPS	97244		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MEMORIAL PREP	1663	96	159642
KNOX	14221	7	99545
ROOSEVELT	19386	2	38771
CLARK	21984		
MILLENNIAL TECH	22866	1	22866
WILSON	27374	2	54747
DANA/CORREIA-ROOSEVELT	29785		
MANN	32027	1	32027
WILSON-LEWIS	32053		
BELL	32465		
CORREIA	36919		
MONTGOMERY	38685		
LEWIS-TAFT	41263		
TAFT	45105		
LEWIS	50302		
PACIFIC BEACH MIDDLE	52694		
MARSTON	53785		
INNOVATION	57477		
FARB-DEPORTOLA	57820		
PERSHING	62319		
MUIRLANDS	72366		
STANDLEY	81003		
WANGENHEIM	88852		
CHALLENGER	93927		
MARSHALL MIDDLE	94280		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ PREPARATORY 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MEMORIAL PREP	4534	247	1120013
ROOSEVELT	14662	10	146619
CLARK	16013	1	16013
KNOX	16388	31	508022
MILLENNIAL TECH	17538	49	859349
WILSON	21185	2	42370
MANN	26055	5	130274
WILSON-LEWIS	26221	1	26221
DANA/CORREIA-ROOSEVELT	28208		
BELL	31776	6	190653
LEWIS-TAFT	35431		
CORREIA	35929		
MONTGOMERY	36975	1	36975
TAFT	38920		
LEWIS	44330		
PACIFIC BEACH MIDDLE	51117		
INNOVATION	51292		
FARB-DEPORTOLA	51699		
MARSTON	52207		
PERSHING	56347		
MUIRLANDS	70789		
STANDLEY	77081		
WANGENHEIM	82709		
CHALLENGER	87742		
MARSHALL MIDDLE	88159		

Note: Charter school route distances originate from public school boundaries

KING-CHAVEZ COMMUNITY 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
SAN DIEGO	14055	253	3555852
SAN DIEGO-POINT LOMA	15979		
POINT LOMA	23566		
HOOVER	24397	8	195178
LINCOLN	28139	78	2194812
KEARNY	33401		
HOOVER-HENRY	33998		
CRAWFORD	36282	4	145128
HENRY-KEARNY	38710		
MISSION BAY	38889		
CLAIREMONT	39979		
MORSE	44413	2	88826
MADISON	47456		
SERRA	55753		
HENRY	57059		
LA JOLLA HIGH	59952		
LA JOLLA-UNIVERSITY CITY	62615		
UNIVERSITY CITY	68656		
SCRIPPS RANCH	84921		
MIRA MESA	85238		

Note: Charter school route distances originate from public school boundaries

KIPP-ADELANTE 5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
WASHINGTON	1974	1	1974
SHERMAN	5947		
PERKINS	9838	2	19676
FLORENCE	10456		
GOLDEN HILL	11189	1	11189
KIMBROUGH	11356		
BURBANK	11891	4	47563
BIRNEY	12948		
LOGAN	14446		
JEFFERSON	15279		
GRANT	16347		
RODRIGUEZ	16405	6	98430
DEWEY	17376		
MCKINLEY	18128		
CHOLLAS/MEAD	19880		
EMERSON/BANDINI	20417	6	122499
ROWAN	20754	1	20754
GARFIELD	21378		
BAKER	22344	5	111721
EDISON	23271		
CHEROKEE POINT	23904		
WEBSTER	24037		
BALBOA	24275	3	72824
LOMA PORTAL	24396		
CHAVEZ	24558	8	196467
HAMILTON	25036	1	25036
HORTON	25766		
CABRILLO	26012		
CARSON-FLETCHER	26101		
JONES	26273		
PORTER	27069	6	162412
CENTRAL	27291		
ADAMS	27382		
NORMAL HEIGHTS	27392		
JOYNER	27713		
LINDA VISTA	28086		
CARSON	28243		
SILVER GATE	28665		
MARSHALL ELEMENTARY	29042		
ROSA PARKS	29638		
EUCLID	29986	1	29986
CHESTERTON	30127		
JOHNSON	30227		
BAY PARK	30233		
OAK PARK	30486		
FLETCHER	30684		

Note: Charter school route distances originate from public school boundaries

KIPP-ADELANTE 5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
JUAREZ	30764		
OCEAN BEACH	31186		
VALENCIA PARK	31402		
IBARRA	32364		
FRANKLIN	32611		
SUNSET VIEW	34190		
ROSS	35079		
CARVER	35782		
NYE	35896		
FAY	35934	1	35934
ENCANTO	36552		
ANGIER	36781		
CROWN POINT	36907		
JUAREZ-FOSTER	37163		
LINDBERGH/SCHWEITZER	38289		
FULTON	39520		
TOLER	40610		
PARADISE HILLS	41227		
BETHUNE	41536		
HOLMES	42081		
ROLANDO PARK	42142		
AUDUBON	42501		
LAFAYETTE	43054		
PACIFIC BEACH ELEMENTAR	43163		
CLAY	43230	1	43230
SESSIONS	43554		
CUBBERLEY	43614		
PERRY	43623		
FOSTER	43897		
SEQUOIA	43903		
PACIFIC VIEW	44225		
HARDY	44250		
WEGEFORTH	44752		
CLAY-HARDY	45039		
CADMAN	45803		
BOONE	46311		
HANCOCK	47933		
ZAMORANO	48422		
PENN	48932		
HAWTHORNE	49003		
MILLER	49433		
FREESE	49865		
FIELD	49886		
HEARST	50879		
WHITMAN	51364		
MARVIN	52132		

Note: Charter school route distances originate from public school boundaries

KIPP-ADELANTE 5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
ALCOTT	52598		
BIRD ROCK	53414		
VISTA GRANDE	54372		
TIERRASANTA	56751		
SPRECKELS	58973		
CURIE	59161		
GREEN	59401		
DAILARD	60014		
BENCHLEY/WEINBERGER	60673		
KUMEYAAY	60694		
LA JOLLA ELEMENTARY	61067		
DOYLE	64622		
GAGE	65842		
TORREY PINES	68623		
WALKER	73590		
MASON	77107		
MIRAMAR RANCH	79111		
JONAS SALK	81476		
HAGE	82503		
JERABEK	82749		
HICKMAN	84595		
ERICSON	85151		
SANDBURG	88834		
DINGEMAN	90723		
E. B. SCRIPPS	91597		

Note: Charter school route distances originate from public school boundaries

KIPP-ADELANTE 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MEMORIAL PREP	14036	93	1305391
ROOSEVELT	14481	26	376502
DANA/CORREIA-ROOSEVELT	16347		
CORREIA	23997		
CLARK	25126	2	50252
MONTGOMERY	25820	2	51639
WILSON	26247	4	104990
MILLENNIAL TECH	27541	10	275411
KNOX	27720	114	3160113
WILSON-LEWIS	32611		
MANN	35168	9	316514
LEWIS-TAFT	37163		
TAFT	37250		
PACIFIC BEACH MIDDLE	39256	1	39256
MARSTON	40346	1	40346
BELL	43299	4	173197
INNOVATION	45624		
LEWIS	52808		
FARB-DEPORTOLA	54206	1	54206
MUIRLANDS	58928		
PERSHING	62933		
STANDLEY	68138		
WANGENHEIM	77235		
CHALLENGER	82210		
MARSHALL MIDDLE	83089		

Note: Charter school route distances originate from public school boundaries

MCGILL K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
GOLDEN HILL	1650	41	67659
MCKINLEY	5526	6	33155
KIMBROUGH	6358	13	82657
JEFFERSON	8350	4	33400
RODRIGUEZ	9687	8	77496
BURBANK	10513	1	10513
SHERMAN	10586	2	21171
LOGAN	11494	5	57469
CHOLLAS/MEAD	12306	9	110756
EDISON	12979	4	51917
ROWAN	13180	1	13180
EMERSON/BANDINI	13229	2	26457
CHEROKEE POINT	13576	4	54302
GARFIELD	13842	3	41525
BIRNEY	14624	2	29248
PERKINS	14719	4	58877
BAKER	14770	4	59081
WASHINGTON	15477	1	15477
WEBSTER	16463		
CENTRAL	16999	1	16999
NORMAL HEIGHTS	17183	1	17183
JOYNER	17385	1	17385
HAMILTON	17462		
ADAMS	17895	2	35789
HORTON	18192	1	18192
CHAVEZ	18524		
FLORENCE	18575	3	55726
BALBOA	18715	2	37430
PORTER	19495	5	97474
ROSA PARKS	19500		
EUCLID	19695		
MARSHALL ELEMENTARY	21468	2	42935
IBARRA	22072		
FRANKLIN	22405		
JOHNSON	22653		
OAK PARK	22912	2	45824
VALENCIA PARK	23828		
JONES	25511		
FAY	25707	1	25707
GRANT	25731		
JUAREZ	26806		
CARVER	28208		
NYE	28322		
ENCANTO	28978	1	28978
JUAREZ-FOSTER	30610		
DEWEY	30879		

Note: Charter school route distances originate from public school boundaries

MCGILL K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
FULTON	31946	1	31946
CARSON-FLETCHER	32898		
ANGIER	33304		
ROLANDO PARK	33438		
CLAY	33943		
BETHUNE	33962		
HARDY	34038		
PARADISE HILLS	34053		
CLAY-HARDY	34812		
LINDA VISTA	34882		
AUDUBON	34927		
CARSON	35225		
FOSTER	35502		
CUBBERLEY	35961		
PERRY	36050		
CHESTERTON	36584		
PACIFIC VIEW	37051		
FLETCHER	37481		
ROSS	37848	1	37848
LOMA PORTAL	37899	1	37899
BOONE	38737	1	38737
CABRILLO	39455		
HANCOCK	40279		
ZAMORANO	40848		
HEARST	41137		
PENN	41358	1	41358
BAY PARK	41580		
MILLER	41780		
SILVER GATE	42108		
FREESE	42291		
LINDBERGH/SCHWEITZER	42753		
LAFAYETTE	43246		
MARVIN	43737		
WEGEFORTH	44002		
OCEAN BEACH	44689		
SEQUOIA	46275		
SUNSET VIEW	47633		
VISTA GRANDE	48225		
HOLMES	48356		
TIERRASANTA	49098		
GREEN	50164		
CROWN POINT	50410		
BENCHLEY/WEINBERGER	50446		
HAWTHORNE	51187		
TOLER	51956		
DAILARD	52323		

Note: Charter school route distances originate from public school boundaries

MCGILL K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
KUMEYAAY	53041		
FIELD	55167		
GAGE	55615		
WHITMAN	56193		
PACIFIC BEACH ELEMENTAR	56666		
SESSIONS	57057		
CADMAN	57149		
CURIE	59546		
SPRECKELS	63696		
ALCOTT	63945		
BIRD ROCK	66917		
DOYLE	69345		
WALKER	73917		
LA JOLLA ELEMENTARY	74570		
MASON	77435		
MIRAMAR RANCH	78255		
TORREY PINES	78636		
HAGE	81782		
JONAS SALK	81803		
JERABEK	82673		
HICKMAN	84980		
ERICSON	85479		
SANDBURG	89161		
DINGEMAN	89867		
E. B. SCRIPPS	91520		

Note: Charter school route distances originate from public school boundaries

MUSEUM K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
WASHINGTON	5127	5	25637
FLORENCE	5399	32	172764
BIRNEY	9585	6	57509
SHERMAN	11134	5	55669
GRANT	13375	11	147128
PERKINS	14291		
JEFFERSON	14705	9	132342
DEWEY	15321		
GOLDEN HILL	15491	9	139422
KIMBROUGH	15659	1	15659
BURBANK	16080	1	16080
GARFIELD	18015	6	108089
LOGAN	18795		
EDISON	20565	1	20565
RODRIGUEZ	20571	1	20571
MCKINLEY	21522	8	172172
CHEROKEE POINT	21991		
LOMA PORTAL	22341		
CARSON-FLETCHER	22739		
JONES	22910	1	22910
CARSON	23796	4	95183
CABRILLO	23846		
ADAMS	24019	1	24019
NORMAL HEIGHTS	24030	1	24030
CHOLLAS/MEAD	24183		
EMERSON/BANDINI	24582	1	24582
CENTRAL	24585		
LINDA VISTA	24723		
ROWAN	25056		
JOYNER	25801		
SILVER GATE	26499		
BAKER	26646		
CHESTERTON	26764		
EUCLID	27281		
FLETCHER	27322		
JUAREZ	27401	1	27401
BAY PARK	27911	3	83734
ROSA PARKS	27916		
WEBSTER	28340	2	56679
BALBOA	28760		
CHAVEZ	29043		
OCEAN BEACH	29131		
FRANKLIN	29249	5	146243
HAMILTON	29339	2	58677
IBARRA	29658		
HORTON	30068		

Note: Charter school route distances originate from public school boundaries

MUSEUM K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
PORTER	31371		
ROSS	31716	2	63433
MARSHALL ELEMENTARY	32022		
SUNSET VIEW	32024	2	64048
FAY	32571	2	65143
ANGIER	33418		
JUAREZ-FOSTER	33800		
JOHNSON	34530		
OAK PARK	34788		
CROWN POINT	34851		
LINDBERGH/SCHWEITZER	34926		
VALENCIA PARK	35704		
CARVER	35833	1	35833
TOLER	38288	2	76575
HOLMES	38718		
LAFAYETTE	39691		
NYE	40198	1	40198
CUBBERLEY	40251	3	120754
FOSTER	40535		
SEQUOIA	40540		
CLAY	40808	2	81616
ENCANTO	40855	2	81709
HARDY	40887	1	40887
ROLANDO PARK	41024		
PACIFIC BEACH ELEMENTAR	41107		
SESSIONS	41232		
WEGEFORTH	41389		
CLAY-HARDY	41676		
CADMAN	43481	2	86961
FULTON	43822		
HANCOCK	44570		
HAWTHORNE	45640	1	45640
PARADISE HILLS	45712		
BETHUNE	45839		
MILLER	46070		
FIELD	46523		
AUDUBON	46804		
HEARST	47516		
PERRY	47926		
WHITMAN	48001		
PACIFIC VIEW	48710		
MARVIN	48770		
ALCOTT	50276	1	50276
BOONE	50613		
VISTA GRANDE	51009		
BIRD ROCK	51358		

Note: Charter school route distances originate from public school boundaries

MUSEUM K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
ZAMORANO	52725		
PENN	53234	1	53234
TIERRASANTA	53388		
FREESE	54168		
SPRECKELS	55610		
CURIE	55798	1	55798
GREEN	56038		
DAILARD	56652		
BENCHLEY/WEINBERGER	57311		
KUMEYAAY	57332	2	114663
LA JOLLA ELEMENTARY	58745		
DOYLE	61259		
GAGE	62480		
TORREY PINES	66301		
WALKER	70227		
MASON	73745		
MIRAMAR RANCH	75748		
JONAS SALK	78113		
HAGE	79140		
JERABEK	79387		
HICKMAN	81232		
ERICSON	81789		
SANDBURG	85471	1	85471
DINGEMAN	87360		
E. B. SCRIPPS	88234		

Note: Charter school route distances originate from public school boundaries

MUSEUM 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
DANA/CORREIA-ROOSEVELT	13375	7	93627
ROOSEVELT	13521	22	297461
MEMORIAL PREP	18202	2	36405
CORREIA	21831	4	87322
MONTGOMERY	22457	4	89827
WILSON	22885	2	45769
WILSON-LEWIS	29249	4	116995
CLARK	29428		
MILLENNIAL TECH	31843	2	63687
KNOX	32205	3	96616
LEWIS-TAFT	33800		
TAFT	33887	2	67774
MANN	34050	4	136200
PACIFIC BEACH MIDDLE	37201	1	37201
MARSTON	38024	2	76048
INNOVATION	42261	1	42261
BELL	47602	1	47602
LEWIS	49445	6	296671
FARB-DEPORTOLA	50843		
MUIRLANDS	56606		
PERSHING	59570	2	119141
STANDLEY	64776		
WANGENHEIM	73873		
CHALLENGER	78847	2	157695
MARSHALL MIDDLE	79726		

Note: Charter school route distances originate from public school boundaries

OLD TOWN K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
GRANT	3438	28	96263
DEWEY	6494	4	25977
FLORENCE	10064	4	40257
WASHINGTON	12786	3	38357
BIRNEY	13406	4	53624
LOMA PORTAL	13514	8	108115
CARSON	15770	9	141929
BAY PARK	16007	4	64029
OCEAN BEACH	19414	1	19414
JEFFERSON	19491	2	38982
SHERMAN	20021	1	20021
SILVER GATE	20541	5	102704
CABRILLO	20580	2	41160
GARFIELD	21238	1	21238
PERKINS	22663		
CARSON-FLETCHER	23238	1	23238
LINDA VISTA	23568	2	47136
EDISON	24387		
GOLDEN HILL	24387	4	97548
KIMBROUGH	24554		
BURBANK	24975		
CROWN POINT	25135		
CHEROKEE POINT	25813		
CHESTERTON	25962		
TOLER	26383	7	184684
MCKINLEY	26516	4	106065
JONES	26678	3	80034
ADAMS	27242	2	54484
NORMAL HEIGHTS	27253		
LOGAN	27691		
CENTRAL	28172		
SUNSET VIEW	28758		
FLETCHER	29189	5	145946
RODRIGUEZ	29466		
JOYNER	29622		
JUAREZ	30624	3	91872
SESSIONS	30650		
EUCLID	31076		
PACIFIC BEACH ELEMENTAR	31390		
CADMAN	31576	4	126306
ROSA PARKS	31737		
HOLMES	31971	2	63942
ROSS	32464	2	64927
FRANKLIN	32472	2	64943
IBARRA	33036		
CHOLLAS/MEAD	33078		

Note: Charter school route distances originate from public school boundaries

OLD TOWN K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
EMERSON/BANDINI	33478		
ROWAN	33952		
LINDBERGH/SCHWEITZER	34019	2	68039
HAMILTON	34073		
BAKER	35542		
FAY	35794	1	35794
MARSHALL ELEMENTARY	35843		
JUAREZ-FOSTER	37023	2	74047
BALBOA	37132		
ANGIER	37186		
WEBSTER	37235		
FIELD	37525		
CHAVEZ	37939		
SEQUOIA	38018		
ALCOTT	38372	3	115117
HORTON	38964		
CARVER	39654		
WHITMAN	39697	1	39697
PORTER	40267		
LAFAYETTE	40439		
BIRD ROCK	41641	1	41641
OAK PARK	42077		
WEGEFORTH	42956	1	42956
HAWTHORNE	43118		
JOHNSON	43425		
CUBBERLEY	43474	2	86949
FOSTER	43757	2	87515
CLAY	44031	1	44031
HARDY	44110	2	88220
VALENCIA PARK	44600		
SPRECKELS	44843		
ROLANDO PARK	44846		
CLAY-HARDY	44899		
HANCOCK	47793	3	143379
LA JOLLA ELEMENTARY	48163	1	48163
NYE	49094		
MILLER	49293		
ENCANTO	49750		
HEARST	50739		
MARVIN	51993	1	51993
VISTA GRANDE	52576		
FULTON	52718		
DOYLE	53748		
CURIE	53784	2	107568
PARADISE HILLS	54608		
BETHUNE	54734		

Note: Charter school route distances originate from public school boundaries

OLD TOWN K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
AUDUBON	55699		
TORREY PINES	55719	1	55719
TIERRASANTA	56167	1	56167
PERRY	56821		
PACIFIC VIEW	57606		
GREEN	59261	1	59261
BOONE	59509		
DAILARD	59875	2	119749
KUMEYAAY	60111		
BENCHLEY/WEINBERGER	60534		
ZAMORANO	61620	1	61620
PENN	62130		
FREESE	63063	1	63063
GAGE	65703	2	131405
WALKER	72211		
MASON	75728		
MIRAMAR RANCH	77731		
HICKMAN	78644		
JONAS SALK	80096		
HAGE	81124		
JERABEK	81370		
ERICSON	83772		
SANDBURG	87455		
DINGEMAN	89344		
E. B. SCRIPPS	90218		

Note: Charter school route distances originate from public school boundaries

OLD TOWN 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
DANA/CORREIA-ROOSEVELT	3438	4	13752
CORREIA	17731	10	177306
ROOSEVELT	18307	15	274612
MONTGOMERY	21857	7	153002
WILSON	26108		
MARSTON	26120	11	287319
MEMORIAL PREP	27098	1	27098
PACIFIC BEACH MIDDLE	27484		
WILSON-LEWIS	32472	1	32472
CLARK	33769		
LEWIS-TAFT	37023		
TAFT	37655	4	150620
MANN	37871	2	75743
INNOVATION	39739	5	198695
MILLENNIAL TECH	40739		
KNOX	41101		
MUIRLANDS	46024	3	138072
LEWIS	52668	2	105336
FARB-DEPORTOLA	53622	1	53622
STANDLEY	56120		
BELL	56497	2	112994
PERSHING	62793	2	125587
WANGENHEIM	75856		
CHALLENGER	80155		
MARSHALL MIDDLE	81709		

Note: Charter school route distances originate from public school boundaries

URBAN DISCOVERY K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
SHERMAN	1342	38	51013
PERKINS	5475	6	32850
WASHINGTON	6571	30	197133
KIMBROUGH	7115	6	42690
BURBANK	7323	6	43938
GOLDEN HILL	9203	20	184053
LOGAN	9879	4	39515
RODRIGUEZ	11837	5	59187
JEFFERSON	13486	10	134858
FLORENCE	15061	3	45183
BIRNEY	15253	6	91517
CHOLLAS/MEAD	15768	7	110374
EMERSON/BANDINI	15849	1	15849
MCKINLEY	16159	12	193902
ROWAN	16970	4	67878
BAKER	18184		
BALBOA	19671		
GARFIELD	19937	8	159495
CHAVEZ	19954	3	59863
WEBSTER	20253	1	20253
GRANT	20949	4	83795
HAMILTON	21252	2	42505
EDISON	21301		
HORTON	21653	1	21653
CHEROKEE POINT	21934	2	43868
DEWEY	21978		
PORTER	22956	7	160694
MARSHALL ELEMENTARY	25258	1	25258
CENTRAL	25321		
NORMAL HEIGHTS	25505	1	25505
JOYNER	25744	1	25744
ROSA PARKS	25854		
ADAMS	26029	2	52058
JOHNSON	26443		
OAK PARK	26702		
VALENCIA PARK	27290	2	54579
EUCLID	28016		
IBARRA	28808		
LOMA PORTAL	28998	2	57996
JONES	29970	2	59940
CARSON-FLETCHER	30068		
CABRILLO	30518		
FRANKLIN	30727	4	122907
JUAREZ	31265	3	93794
NYE	31783	1	31783
CARVER	31998	4	127992

Note: Charter school route distances originate from public school boundaries

URBAN DISCOVERY K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
LINDA VISTA	32052		
FAY	32300	5	161500
CARSON	32395	3	97184
ENCANTO	32440	7	227080
SILVER GATE	33171	3	99513
CHESTERTON	34093		
FLETCHER	34650		
BAY PARK	34835	4	139342
FULTON	35407		
OCEAN BEACH	35788		
PARADISE HILLS	36623	2	73246
BETHUNE	37424	2	74848
JUAREZ-FOSTER	37664	1	37664
ROLANDO PARK	38358	1	38358
AUDUBON	38389		
SUNSET VIEW	38696		
ROSS	39045	1	39045
CLAY	39446	4	157784
PERRY	39511		
PACIFIC VIEW	39621		
ANGIER	40578		
HARDY	41392	1	41392
CLAY-HARDY	41405		
CROWN POINT	41509		
BOONE	42199		
LINDBERGH/SCHWEITZER	42255		
FOSTER	43636	1	43636
CUBBERLEY	44095		
ZAMORANO	44310		
PENN	44820		
TOLER	45212		
FREESE	45753		
HOLMES	46047		
LAFAYETTE	47020		
HEARST	47730		
PACIFIC BEACH ELEMENTAR	47765	1	47765
SEQUOIA	47869		
SESSIONS	48156	2	96311
HANCOCK	48413		
WEGEFORTH	48718	2	97437
MILLER	49914		
CADMAN	50405		
MARVIN	51871	2	103742
HAWTHORNE	52969	2	105939
FIELD	53852		
WHITMAN	55330		

Note: Charter school route distances originate from public school boundaries

URBAN DISCOVERY K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
VISTA GRANDE	56359		
GREEN	56757		
BENCHLEY/WEINBERGER	57039		
ALCOTT	57200	1	57200
TIERRASANTA	57232		
BIRD ROCK	58016		
DAILARD	59930		
KUMEYAAY	61175		
GAGE	62208		
SPRECKELS	62939	1	62939
CURIE	63127		
LA JOLLA ELEMENTARY	65669		
DOYLE	68588		
TORREY PINES	73225		
WALKER	77556		
MASON	81073		
MIRAMAR RANCH	83077	1	83077
JONAS SALK	85442		
HAGE	86469		
JERABEK	86716		
HICKMAN	88561		
ERICSON	89118		
SANDBURG	92800		
DINGEMAN	94689		
E. B. SCRIPPS	95563		

Note: Charter school route distances originate from public school boundaries

URBAN DISCOVERY 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MEMORIAL PREP	9469	10	94688
ROOSEVELT	12745	55	700962
DANA/CORREIA-ROOSEVELT	20949	4	83795
CLARK	21342	5	106709
KNOX	23116	4	92465
MILLENNIAL TECH	23757	15	356355
WILSON	24363	1	24363
CORREIA	28502	2	57005
MONTGOMERY	29786	1	29786
WILSON-LEWIS	30727		
MANN	31384	16	502145
LEWIS-TAFT	37664		
BELL	39187	4	156747
TAFT	40570	8	324556
PACIFIC BEACH MIDDLE	43858	1	43858
MARSTON	44948	5	224740
INNOVATION	49590	1	49590
LEWIS	49659	4	198637
FARB-DEPORTOLA	54686	3	164059
PERSHING	61676	1	61676
MUIRLANDS	63530		
STANDLEY	72105		
WANGENHEIM	81202		
CHALLENGER	86176		
MARSHALL MIDDLE	87055		

Note: Charter school route distances originate from public school boundaries

URBAN DISCOVERY 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
SAN DIEGO	10767	31	333782
SAN DIEGO-POINT LOMA	20948	4	83791
HOOVER	21126	3	63378
LINCOLN	22912	18	412424
POINT LOMA	28503	4	114011
HOOVER-HENRY	30727	1	30727
CRAWFORD	31384	3	94152
KEARNY	35485	3	106456
HENRY-KEARNY	37664		
MORSE	39187	1	39187
MISSION BAY	43858		
CLAIREMONT	44948	1	44948
MADISON	49590		
HENRY	52922		
SERRA	54686	2	109372
LA JOLLA HIGH	64921	1	64921
LA JOLLA-UNIVERSITY CITY	67584		
UNIVERSITY CITY	72105		
SCRIPPS RANCH	87055	1	87055
MIRA MESA	87371	1	87371

Note: Charter school route distances originate from public school boundaries

DINGEMAN ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017044	2000	902	3	2707
017044	1022	948	27	25596
017044	2007	1171	101	118270
017042	3047	1573	30	47193
017044	2002	1639	1326	2173942
017044	1023	1695	47	79657
017042	3057	1985	21	41681
017042	3043	2017	66	133145
017042	3045	2158	3	6473
017042	3028	2275	42	95529
017044	1020	2280	44	100329
017042	3059	2295	3	6886
017042	3027	2374	14	33239
017042	3019	2428	8	19427
017042	3055	2481	6	14886
017044	2010	2496	626	1562580
017042	3046	2524	58	146366
017044	1019	2544	156	396897
017044	2011	2658	495	1315869
017042	3023	2754	57	156990
017042	3044	3008	481	1446672
017042	3020	3136	29	90934
017044	1021	3344	78	260805
017044	2009	3417	84	287064
017042	3018	3757	21	78892
017044	1017	4112	243	999212
017042	3029	4569	26	118806
017042	3021	4572	138	630978
017046	1001	4854	50	242677
017043	2006	5573	114	635372
017043	2005	5578	232	1294194
017044	2006	5598	89	498259
017043	2002	5764	581	3348979
017042	3040	5917	71	420101
017044	2008	5933	53	314464
017043	2007	5938	161	956060
017044	2003	6263	51	319394
017042	3042	6289	83	521999
017044	2005	6443	51	328576
017044	2004	6518	70	456230
017042	3041	7017	123	863150

E. B. SCRIPPS ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017045	1007	1372	166	227744
017045	1008	1694	44	74548
017044	1018	1816	665	1207616
017045	1021	1823	52	94794
017044	1024	2052	81	166252
017045	1019	2235	23	51395
017045	1020	2344	39	91411
017044	1016	2620	34	89081
017045	1022	2821	25	70531
017044	1014	2993	91	272351
017044	1015	3372	97	327090
017044	1013	3928	407	1598769
017042	3053	4413	37	163283
017044	1001	4894	19	92977
017044	1002	5065	87	440623
017045	1006	5240	225	1179112
017042	3054	5339	77	411067
017044	1000	5415	49	265334
017045	1005	6001	344	2064209
017045	1004	6257	343	2146312
017044	1008	6628	133	881514
017045	1018	7059	118	833006
017045	1003	7073	104	735643
017047	1003	7541	12	90494
017047	1009	7663	100	766307
017047	1002	7768	50	388401
017044	1010	7831	23	180106
017047	1008	7834	16	125345
017045	1014	7863	588	4623612
017047	1001	8118	24	194831
017044	1011	8246	18	148432
017044	1012	8386	104	872109
017047	1012	8393	102	856037
017044	1009	8453	187	1580626
017047	1000	8455	60	507326
017047	1013	8611	62	533873
017045	1015	8699	55	478434
017047	1011	9127	80	730153
009504	1031	9203	64	588978
017045	1017	9205	97	892870
017045	1011	10441	149	1555743

JERABEK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017047	3002	1794	59	105830
017047	3001	1985	161	319629
017047	2005	3012	265	798216
017047	3000	3122	389	1214393
017022	3000	3141	366	1149429
009504	1067	3443	21	72301
017047	2002	3511	110	386263
009504	1072	3729	41	152886
009504	1062	3935	1424	5602732
017047	2000	4011	422	1692812
017046	1002	4136	51	210954
009504	1080	4364	23	100375
009504	1077	4452	19	84586
009504	1071	4616	143	660042
017046	1006	4880	26	126868
017047	2003	4908	309	1516612
017047	2001	4913	31	152294
017047	2004	5137	45	231147
009504	1078	5399	19	102577
009504	1074	5435	9	48919
017046	1003	5462	120	655441
017046	2002	5463	59	322289
009504	1079	5522	12	66259
009504	1069	5731	15	85969
017046	2001	5768	24	138421
009504	1068	5788	20	115756
017047	1007	6269	315	1974609
017047	3004	6316	27	170530
017046	1007	6434	126	810706
017047	1016	6533	45	293963
017047	3003	6594	600	3956329
017047	1005	7124	304	2165701
017046	2000	7160	593	4246057
017047	1015	7197	118	849302
017047	1010	7443	45	334916
017047	1014	7452	125	931535
017047	1006	7932	54	428301
017047	1004	8202	91	746345
017046	2003	8651	429	3711360
009504	2003	8903	118	1050612
009504	1088	8997	18	161952
009504	1063	9191	35	321689
009504	1066	9328	158	1473822
009504	1065	9642	74	713509
009504	2004	9799	157	1538463
009504	1064	9864	16	157818
009504	1073	9934	222	2205306
009504	2002	10618	411	4364127
009504	2001	12783	329	4205676

MIRAMAR RANCH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017022	2003	1308	30	39230
017022	6011	1374	229	314581
017022	2001	1570	38	59664
017022	6002	1721	143	246043
017022	2002	1825	36	65689
017022	2000	2043	447	913250
017022	6000	2122	298	632249
017046	1010	2559	188	481118
017022	1003	2616	59	154321
017022	1000	3089	570	1760674
017022	1001	3118	60	187069
017022	1002	3421	36	123158
017046	1009	3742	101	377937
017022	2004	3753	29	108843
017022	4002	4028	55	221559
017022	5000	4173	80	333837
017022	2005	4191	104	435851
017022	5002	4290	1	4290
017022	5001	4375	53	231878
017022	4001	4427	137	606461
017022	2006	4615	79	364587
017022	5003	4776	167	797548
017022	3002	4779	99	473166
017022	4000	4807	247	1187365
017022	4006	4964	120	595639
017022	4003	5187	318	1649554
017022	5005	5197	81	420939
017022	4005	5225	144	752348
017022	4007	5348	126	673835
017022	5017	5372	31	166534
017022	3001	5485	298	1634677
017022	6004	5674	482	2734853
017022	5019	6000	31	185996
017022	5018	6056	164	993205
017022	5016	6231	37	230559
017022	5021	6260	8	50083
017046	1014	6562	64	419985
017046	1004	6599	138	910681
017022	5020	6676	70	467351
017022	5014	6774	35	237106
017043	1017	7194	286	2057422
017043	1006	8644	38	328465
017043	1019	8787	30	263609
017043	1018	9419	59	555717
017043	1005	9991	33	329712

MIRAMAR RANCH ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017043	1003	9992	155	1548731
017046	1008	10728	316	3389901
017046	1000	12520	1393	17440501
017043	2014	12987	52	675350
017043	2013	13032	145	1889665
017043	2004	13034	73	951455
017043	2010	13335	133	1773617
017043	2009	13900	450	6254958
017043	2011	14824	139	2060560
017043	2012	15504	42	651162
017043	2003	15621	68	1062203
017043	1007	16368	28	458308
017043	1004	16787	343	5757906
017043	1000	17027	2225	37884645
017043	1023	17104	104	1778849

MARSHALL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017022	5017	1817	31	56312
017022	5019	1828	31	56682
017022	5018	1885	164	309091
017022	4006	2485	120	298233
017022	5016	2676	37	99003
017022	5021	2705	8	21638
017022	4007	2870	126	361559
017022	5020	3121	70	218462
017022	5014	3219	35	112661
017022	4000	3416	247	843659
017022	4005	3508	144	505100
017022	4002	4084	55	224645
017022	2004	4110	29	119176
017022	5005	4410	81	357213
017022	4001	4483	137	614148
017022	4003	4714	318	1499147
017022	3002	4911	99	486172
017022	2005	4949	104	514662
017022	5003	5269	167	879884
017022	2006	5373	79	424453
017022	5000	5455	80	436372
017022	5002	5571	1	5571
017022	3001	5617	298	1673826
017022	5001	5657	53	299808
017022	2003	7107	30	213199
017022	3000	7221	366	2643047
017022	2001	7369	38	280024
017022	2002	7624	36	274452
017022	6011	7649	229	1751649
017022	6000	7672	298	2286177
017022	2000	7842	447	3505385
017022	6002	7996	143	1143426
017022	6004	9306	482	4485675
017046	1010	9382	188	1763744
017022	1003	9438	59	556847
009504	1067	9518	21	199882
009504	1072	9804	41	401974
017047	3002	9810	59	578798
017022	1000	9911	570	5649488
017022	1001	9940	60	596418
017047	3001	10002	161	1610270
009504	1062	10010	1424	14253955
017046	1014	10195	64	652460
017046	1004	10232	138	1411954
017022	1002	10244	36	368767

MARSHALL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017046	1002	10330	51	526849
009504	1080	10439	23	240106
009504	1077	10527	19	200017
017046	1009	10564	101	1067008
009504	1071	10691	143	1528810
017043	1017	10826	286	3096292
017047	2005	11029	265	2922564
017046	1006	11074	26	287913
017047	3000	11138	389	4332776
009504	1078	11474	19	218007
009504	1074	11511	9	103597
017047	2002	11528	110	1268068
009504	1079	11597	12	139162
009504	1069	11807	15	177099
009504	1068	11863	20	237262
017047	2000	12028	422	5075736
017046	1003	12253	120	1470316
017043	1006	12276	38	466497
017043	1019	12419	30	372582
017047	3004	12510	27	337768
017046	1007	12713	126	1601892
017047	3003	12788	600	7672741
017047	2003	12925	309	3993683
017047	2001	12929	31	400803
017043	1018	13051	59	770029
017047	2004	13153	45	591886
017046	2002	13479	59	795257
017043	1005	13624	33	449581
017043	1003	13624	155	2111754
017046	2001	13784	24	330815
017046	2000	13996	593	8299779
017047	1016	14199	45	638967
017047	1007	14285	315	4499778
017046	1008	14360	316	4537743
017047	1015	14864	118	1753977
009504	1088	15073	18	271307
017047	1010	15109	45	679919
017047	1005	15140	304	4602689
009504	1063	15266	35	534325
009504	1066	15403	158	2433719
017047	1014	15469	125	1933586
017046	2003	15487	429	6643986
009504	1065	15717	74	1163081
017047	1004	15868	91	1444018
017047	1011	15894	80	1271524

MARSHALL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009504	1064	15939	16	255023
017047	1006	15948	54	861187
009504	2003	15973	118	1884843
017047	1013	15985	62	991050
009504	1073	16009	222	3554022
017046	1000	16153	1393	22500449
017047	1001	16478	24	395461
017047	1000	16549	60	992969
017043	2014	16620	52	864235
017043	2013	16665	145	2416365
017043	2004	16666	73	1216621
017047	1008	16761	16	268183
009504	2004	16869	157	2648415
017044	1017	16875	243	4100609
009504	1031	16876	64	1080079
017047	1012	16924	102	1726244
017043	2010	16968	133	2256728
017047	1009	17135	100	1713523
017047	1003	17292	12	207507
017047	1002	17299	50	864950
017044	1010	17404	23	400299
017044	1024	17418	81	1410822
017043	2009	17532	450	7889543
009504	2002	17688	411	7269796
017044	1011	17820	18	320757
017044	1012	17959	104	1867765
017044	1009	18026	187	3370892
017044	1016	18320	34	622890
017043	2011	18457	139	2565465
017045	1022	18522	25	463038
017044	2011	18607	495	9210654
017044	1014	18693	91	1701076
017044	1015	19072	97	1850017
009504	2001	19072	329	6274847
017044	1021	19092	78	1489185
017043	2012	19136	42	803723
017044	2003	19217	51	980068
017044	2009	19236	84	1615852
017043	2003	19253	68	1309207
017045	1007	19375	166	3216277
017044	2004	19458	70	1362061
017044	2005	19533	51	996180
017044	1013	19628	407	7988783
017045	1018	19637	118	2317219
017044	1020	19675	44	865687

MARSHALL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017046	1001	19686	50	984310
017045	1008	19697	44	866690
017044	1008	19699	133	2619924
017044	1018	19819	665	13179753
017045	1021	19826	52	1030961
017044	2010	19843	626	12421837
017044	1019	19939	156	3110439
017043	1007	20001	28	560016
017044	1001	20123	19	382340
017045	1019	20238	23	465469
017045	1015	20298	55	1116400
017045	1020	20347	39	793537
017044	1000	20371	49	998190
017043	1004	20419	343	7003823
017042	3041	20424	123	2512116
017045	1014	20441	588	12019517
017042	3045	20525	3	61576
017045	1017	20619	97	2000052
017044	1022	20620	27	556750
017044	1002	20648	87	1796417
017043	1000	20659	2225	45966758
017042	3055	20719	6	124314
017043	1023	20737	104	2156619
017042	3046	20762	58	1204171
017045	1011	20804	149	3099840
017044	2007	20863	101	2107213
017045	1006	20941	225	4711675
017044	2000	21007	3	63022
017044	2006	21147	89	1882046
017044	2002	21177	1326	28080789
017043	2006	21197	114	2416436
017042	3044	21246	481	10219162
017043	2005	21307	232	4943281
017044	1023	21367	47	1004259
017042	3047	21372	30	641171
017042	3042	21455	83	1780769
017044	2008	21481	53	1138517
017043	2007	21503	161	3462021
017042	3040	21504	71	1526749
017045	1003	21523	104	2238369
017043	2002	21603	581	12551467
017045	1005	21691	344	7461638
017045	1004	21948	343	7528051
017042	3043	21972	66	1450161
017042	3057	22090	21	463889

MARSHALL MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017042	3028	22380	42	939946
017042	3059	22400	3	67201
017042	3053	22416	37	829402
017042	3027	22479	14	314711
017042	3018	22531	21	473144
017042	3019	22533	8	180268
017042	3023	22859	57	1302984
017042	3020	23241	29	673984
017042	3054	23342	77	1797314
017042	3029	23343	26	606927
017042	3021	23346	138	3221778

SCRIPPS RANCH HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017022	6004	3323	482	1601889
017046	1014	4212	64	269550
017046	1004	4249	138	586306
017043	1017	4522	286	1293225
017022	5005	5276	81	427358
017022	5003	5483	167	915592
017022	5000	5713	80	457037
017022	5002	5830	1	5830
017022	5001	5915	53	313498
017043	1006	5972	38	226929
017043	1019	6115	30	183449
017022	4005	6741	144	970641
017043	1018	6747	59	398068
017046	1010	6861	188	1289846
017022	1003	6917	59	408124
017022	4002	7061	55	388338
017022	4003	7208	318	2292023
017043	1005	7319	33	241535
017043	1003	7320	155	1134568
017022	2003	7347	30	220417
017022	1000	7391	570	4212668
017022	4001	7399	137	1013643
017022	6011	7413	229	1697640
017022	1001	7420	60	445174
017022	2001	7610	38	289167
017022	1002	7723	36	278021
017022	6002	7760	143	1109700
017022	5017	7855	31	243519
017022	2002	7864	36	283114
017046	1009	8044	101	812413
017046	1008	8056	316	2545543
017022	2000	8083	447	3612934
017022	2004	8104	29	235005
017022	6000	8161	298	2432039
017022	5014	8200	35	286996
017022	5016	8362	37	309406
017022	5021	8391	8	67131
017022	2005	8541	104	888294
017022	5020	8807	70	616520
017022	5019	8849	31	274330
017022	4006	8890	120	1066839
017022	5018	8906	164	1460522
017022	2006	8965	79	708269
017022	4000	9130	247	2255062
017022	3002	9130	99	903857

SCRIPPS RANCH HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017046	1002	9206	51	469489
017022	4007	9275	126	1168594
017022	3001	9836	298	2931099
017046	1000	9848	1393	13718378
017046	1006	9949	26	258670
017043	2014	10315	52	536405
017043	2013	10360	145	1502223
017043	2004	10362	73	756397
017043	2010	10663	133	1418239
017022	3000	10855	366	3973001
017046	1003	11128	120	1335351
017043	2009	11228	450	5052550
017047	3004	11385	27	307401
017046	1007	11589	126	1460179
017047	3003	11663	600	6997918
017043	2011	12152	139	1689149
017043	2012	12832	42	538937
017046	2000	12872	593	7632829
017044	2003	12913	51	658543
017047	2002	12948	110	1424300
017043	2003	12949	68	880506
017047	2003	13136	309	4059170
017044	2004	13154	70	920751
017044	2005	13229	51	674654
017044	2009	13328	84	1119526
017047	2004	13365	45	601423
017042	3041	13367	123	1644096
017047	3002	13420	59	791752
017047	2000	13561	422	5722879
017047	3001	13611	161	2191381
017046	2002	13691	59	807761
017043	1007	13696	28	383492
017046	1001	13778	50	688878
009504	1067	13879	21	291450
017046	2001	13996	24	335901
017043	1004	14115	343	4841403
009504	1072	14165	41	580749
017043	1000	14355	2225	31939402
017046	2003	14362	429	6161487
009504	1062	14370	1424	20463134
017042	3042	14398	83	1195033
017043	1023	14432	104	1500959
017042	3040	14446	71	1025698
017047	1007	14497	315	4566537
017047	2005	14638	265	3879051

SCRIPPS RANCH HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017047	3000	14748	389	5736826
009504	1080	14800	23	340395
017044	2006	14842	89	1320952
009504	1077	14888	19	282864
017043	2006	14892	114	1697731
017044	2007	14955	101	1510439
017043	2005	15003	232	3480654
009504	1071	15051	143	2152344
017044	2008	15177	53	804382
017043	2007	15199	161	2447008
017044	2002	15268	1326	20245922
017043	2002	15299	581	8888593
017044	1017	15750	243	3827306
009504	1078	15834	19	300855
009504	1074	15871	9	142840
009504	1079	15957	12	191487
017047	1016	15959	45	718151
017047	1005	16068	304	4884558
017047	1006	16160	54	872632
009504	1069	16167	15	242504
009504	1068	16223	20	324470
017042	3018	16226	21	340751
017047	1014	16396	125	2049486
017047	1015	16485	118	1945278
017047	2001	16539	31	512694
017044	2000	16587	3	49761
017044	1022	16633	27	449089
017047	1010	16869	45	759103
017042	3029	17039	26	443012
017042	3021	17042	138	2351766
017042	3027	17091	14	239268
017047	1004	17174	91	1562793
017042	3020	17253	29	500344
017042	3047	17258	30	517741
017044	1023	17380	47	816849
017044	2011	17483	495	8653925
017042	3019	17507	8	140057
017044	1024	17629	81	1427989
017042	3059	17640	3	52921
017042	3057	17670	21	371064
017042	3043	17702	66	1168351
017044	2010	17808	626	11147693
017042	3023	17837	57	1016707
017042	3045	17843	3	53528
017042	3028	17889	42	751331

SCRIPPS RANCH HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017044	1020	17965	44	790467
017044	1021	17967	78	1401458
017042	3055	18166	6	108995
017042	3046	18208	58	1056092
017044	1019	18229	156	2843747
017047	1003	18506	12	222073
017044	1016	18532	34	630096
017047	1009	18628	100	1862798
017042	3044	18693	481	8991126
017047	1002	18733	50	936647
017045	1022	18733	25	468337
017047	1011	18763	80	1501050
017047	1008	18799	16	300784
017044	1018	18815	665	12511816
009504	2003	18842	118	2223394
017047	1013	18854	62	1168933
017044	1014	18905	91	1720362
017047	1001	19083	24	457989
017044	1015	19284	97	1870575
017047	1012	19357	102	1974458
017047	1000	19419	60	1165114
009504	1088	19433	18	349794
017045	1007	19587	166	3251458
009504	1063	19627	35	686938
009504	2004	19738	157	3098859
009504	1031	19745	64	1263700
009504	1066	19764	158	3122659
017044	1010	19827	23	456011
017044	1013	19840	407	8075040
017045	1008	19909	44	876015
017045	1021	20038	52	1041982
009504	1065	20078	74	1485749
017044	1011	20242	18	364357
017042	3053	20250	37	749244
009504	1064	20299	16	324789
009504	1073	20369	222	4522026
017044	1012	20382	104	2119679
017044	1009	20448	187	3823851
017045	1019	20450	23	470344
009504	2002	20557	411	8448985
017045	1020	20559	39	801802
017044	1001	20806	19	395309
017044	1002	20977	87	1824986
017045	1006	21153	225	4759361
017042	3054	21175	77	1630499

SCRIPPS RANCH HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
017044	1000	21327	49	1045032
017045	1005	21913	344	7538011
017045	1018	22060	118	2603043
017044	1008	22121	133	2942083
017045	1004	22170	343	7604201
017045	1015	22720	55	1249624
009504	2001	22722	329	7475551
017045	1014	22864	588	13443796
017045	1003	22986	104	2390513
017045	1017	23041	97	2235010
017045	1011	23227	149	3460754

INNOVATIONS ACADEMY K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
DINGEMAN	4772	4	19087
E. B. SCRIPPS	9591	3	28773
JERABEK	15565	3	46696
MIRAMAR RANCH	15872	24	380924
HAGE	16206	10	162060
WALKER	19178	3	57533
ERICSON	23343	13	303456
MASON	23691	14	331675
JONAS SALK	28107	2	56213
SANDBURG	29215	18	525873
HICKMAN	35809	4	143238
VISTA GRANDE	47763	1	47763
WEGEFORTH	52033		
LAFAYETTE	54067		
KUMEYAAY	54154	3	162461
MILLER	54691	2	109381
DOYLE	55254	2	110508
TIERRASANTA	56574	2	113147
HANCOCK	58337	2	116674
CUBBERLEY	58501		
CURIE	60008	1	60008
ANGIER	61241		
LINDBERGH/SCHWEITZER	61899		
ROSS	61916		
JUAREZ-FOSTER	62210	5	311048
SEQUOIA	62297	2	124594
SPRECKELS	64174	1	64174
HAWTHORNE	64302		
CHESTERTON	64499		
TORREY PINES	64916		
FLETCHER	65523	2	131047
JUAREZ	66542		
HOLMES	67237	1	67237
FIELD	68637		
CARSON-FLETCHER	68980		
WHITMAN	69308	3	207924
FOSTER	69412		
LINDA VISTA	69521		
NORMAL HEIGHTS	73061		
FRANKLIN	73290		
CARSON	74590	1	74590
JONES	74724		
CENTRAL	74855		
TOLER	75067	2	150135
ADAMS	75108		
CADMAN	76249	3	228748

Note: Charter school route distances originate from public school boundaries

INNOVATIONS ACADEMY K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
EDISON	76738		
MARVIN	77487	1	77487
EUCLID	77759		
ALCOTT	77771	4	311083
CHEROKEE POINT	78162		
HARDY	78202		
FAY	78483	2	156966
GARFIELD	78742	1	78742
IBARRA	79011		
JOYNER	79126		
SESSIONS	80814		
ROSA PARKS	80846		
HEARST	80989		
CLAY-HARDY	81285		
FLORENCE	82280		
BIRNEY	82286	1	82286
HAMILTON	83182		
BAY PARK	83776	1	83776
MARSHALL ELEMENTARY	84157		
JEFFERSON	84328		
LA JOLLA ELEMENTARY	84335		
DAILARD	84553		
MCKINLEY	84571		
CLAY	84729	1	84729
GREEN	84898		
CARVER	86420		
BIRD ROCK	87696		
CROWN POINT	87775	1	87775
PACIFIC BEACH ELEMENTAR	87884		
ROWAN	87980		
GRANT	88486		
OAK PARK	88912		
ROLANDO PARK	89531		
BENCHLEY/WEINBERGER	90070		
WEBSTER	90196		
GOLDEN HILL	91323		
DEWEY	91725		
WASHINGTON	91862	3	275585
CHOLLAS/MEAD	93253		
GAGE	93724	1	93724
KIMBROUGH	94025		
LOMA PORTAL	94169		
HORTON	94596		
SHERMAN	95086		
JOHNSON	95688		
EMERSON/BANDINI	96039		

Note: Charter school route distances originate from public school boundaries

INNOVATIONS ACADEMY K-5 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
RODRIGUEZ	96267		
PORTER	96771		
BAKER	97694		
BURBANK	98327		
OCEAN BEACH	98919		
PERKINS	99218		
LOGAN	99308		
VALENCIA PARK	101104		
SILVER GATE	101195		
CHAVEZ	101257		
CABRILLO	101262		
BALBOA	101849		
ENCANTO	103560		
NYE	105598		
AUDUBON	107625		
FULTON	108539		
SUNSET VIEW	109440		
BETHUNE	111238		
PARADISE HILLS	111329		
PERRY	113326		
PACIFIC VIEW	114327		
BOONE	116013		
FREESE	116631		
ZAMORANO	118124		
PENN	118634		

Note: Charter school route distances originate from public school boundaries

INNOVATIONS ACADEMY 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
MARSHALL MIDDLE	13579	16	217271
WANGENHEIM	18434	11	202775
CHALLENGER	33374	9	300363
FARB-DEPORTOLA	52756	5	263778
STANDLEY	57646		
INNOVATION	60274	2	120547
LEWIS-TAFT	62210		
TAFT	63396		
MONTGOMERY	68061	4	272244
MARSTON	72775	5	363873
WILSON-LEWIS	73290		
WILSON	73723		
MUIRLANDS	80858		
CLARK	82878		
LEWIS	83163		
ROOSEVELT	84438		
MANN	84637	1	84637
PACIFIC BEACH MIDDLE	85073	1	85073
PERSHING	88430		
DANA/CORREIA-ROOSEVEL	88486		
MILLENNIAL TECH	94749		
MEMORIAL PREP	97492		
KNOX	97614		
CORREIA	98412		
BELL	113001	1	113001

Note: Charter school route distances originate from public school boundaries

KUMEYAAY ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009505	4010	1222	228	278555
009505	4009	1228	12	14742
009505	4000	1235	228	281637
009505	4012	1445	7	10116
009505	3000	1535	272	417485
009505	4003	1919	236	452903
009505	3002	2000	139	278018
009505	4001	2016	185	372966
009505	4008	2046	110	225061
009505	3003	2071	357	739378
009505	3001	2148	138	296421
009505	2005	2158	110	237362
009505	4002	2261	53	119839
009505	4004	2707	71	192162
009505	4006	3156	66	208324
009505	4011	3266	144	470268
009505	3004	3286	590	1938445
009505	4005	3399	364	1237360
009505	2001	3473	767	2664170
009505	2004	3523	171	602514
009505	4007	3724	38	141503
009505	2003	3870	218	843593
009505	1019	5066	8	40529
009505	1020	5243	20	104856
009505	1018	5375	47	252640
009505	1017	5558	320	1778615
009505	1021	5614	19	106659
009505	1015	5687	54	307096
009505	1013	5832	141	822297
009505	2006	6060	180	1090864
009505	1014	6648	39	259253
009505	1011	7026	366	2571596
009505	1016	7352	111	816049
009505	1012	8308	56	465240

MILLER ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009510	3004	608	81	49287
009510	3000	633	794	502457
009510	1002	660	49	32354
009510	1004	1000	102	101994
009510	2000	1545	66	101964
009510	2007	1634	83	135596
009510	1001	1778	72	128022
009510	1010	1876	22	41269
009510	2013	1881	94	176800
009510	1007	2124	95	201754
009510	1000	2204	220	484886
009510	1008	2261	106	239667
009510	2003	2359	139	327926
009510	1005	2404	354	851017
009510	2006	2411	77	185669
009510	3002	2428	88	213654
009510	2011	2451	69	169085
009510	2009	2711	111	300940
009510	2004	2725	1522	4148159
009510	1009	2880	60	172821
009510	2023	2944	131	385625
009510	2021	3034	132	400486
009510	2002	3423	106	362869
009510	2014	3452	98	338276
009510	3003	3512	131	460075
009510	2001	3785	219	828825
009510	3001	3877	66	255878

HANCOCK ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009511	1004	795	392	311520
009511	1007	852	84	71528
009511	1001	895	61	54613
009511	1008	1194	168	200578
009511	1000	1195	144	172101
009511	1005	1424	164	233559
009511	2004	1690	194	327862
009511	1010	1966	79	155294
009511	2002	2000	1800	3599928
009511	2000	2016	237	477674
009511	1011	2097	105	220201
009511	1003	2144	140	300199
009511	2003	2184	48	104829
009511	1009	2323	562	1305602
009511	1012	2332	211	492119
009511	2010	2981	38	113260

TIERRASANTA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009505	3010	790	53	41878
009505	3009	1065	33	35149
009505	3008	1290	27	34821
009505	3011	1410	35	49336
009506	2000	1548	161	249156
009506	2006	1603	30	48100
009506	1003	1604	109	174876
009506	2007	1893	41	77599
009505	3007	2065	119	245765
009505	3005	2098	306	641990
009506	2008	2364	51	120558
009506	2003	2522	14	35306
009506	2009	2775	38	105466
009506	2005	2963	8	23707
009506	2010	3172	13	41232
009506	2002	3183	781	2485604
009506	2001	3300	296	976897
009506	2011	3896	174	677852
009506	2004	4045	19	76863
009506	2012	4707	210	988389
009506	1001	4851	134	649973
009509	2002	4956	58	287444
009509	2003	5089	166	844761
009506	1000	5239	67	350995
009509	2004	5856	32	187403
009509	2006	6724	113	759758
009509	2000	6820	474	3232702
009507	1001	6848	201	1376510
009507	2001	7249	14	101483
009506	1008	7325	102	747121
009507	1002	7325	105	769113
009507	1003	7391	74	546911
009506	1009	7406	67	496203
009506	1002	7837	1458	11425626
009507	2003	7858	12	94293
009509	2007	7946	177	1406522
009509	2005	7993	257	2054283
009506	1006	8169	34	277755
009509	2008	8287	215	1781602
009507	1007	8857	20	177149
009506	1010	8873	155	1375274
009506	1007	8977	114	1023366
009507	1008	9089	73	663472
009506	1004	9116	84	765755
009507	1000	9237	371	3427079

TIERRASANTA ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009506	1011	9356	55	514580
009506	1005	9634	43	414280
009507	1010	10341	20	206826
009507	1009	10419	46	479280
009507	1006	11557	20	231141
009507	1005	11725	52	609708
009507	1011	12055	76	916194
009507	1004	12118	963	11669849

VISTA GRANDE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009502	1022	1233	96	118357
009502	1012	1366	27	36891
009502	2010	1591	19	30224
009502	2008	1696	48	81398
009502	1023	1727	38	65640
009502	1020	1781	58	103277
009502	2001	1782	386	687824
009502	1008	1932	75	144913
009502	1013	1933	78	150768
009502	1021	2029	459	931374
009502	1017	2053	33	67742
009502	1014	2076	47	97580
009502	1006	2112	295	623005
009502	1015	2117	38	80434
009502	2002	2173	59	128219
009502	2009	2221	39	86617
009502	1016	2254	113	254733
009502	1019	2313	36	83281
009502	2004	2525	106	267625
009502	1018	2912	59	171810
009502	1009	2953	145	428118
009502	1007	3186	173	551178
009502	2017	3206	22	70528
009502	2000	3264	950	3100457
009502	2006	3364	29	97567
009502	2012	3511	26	91289
009502	2011	3571	30	107130
009502	2003	3622	26	94162
009502	2007	3855	93	358559
009502	2005	4290	34	145856

DE PORTOLA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009505	3010	1879	53	99610
009506	2000	2093	161	336955
009506	2006	2149	30	64460
009506	1003	2150	109	234317
009506	2007	2438	41	99958
009506	1001	2469	134	330791
009505	3009	2691	33	88813
009505	1019	2827	8	22614
009506	1000	2857	67	191403
009506	2008	2909	51	148370
009505	3008	2916	27	78728
009505	3011	3036	35	106252
009506	2003	3067	14	42941
009506	2009	3321	38	126189
009505	1020	3452	20	69048
009506	2005	3509	8	28070
009505	3007	3691	119	439280
009506	2010	3717	13	48321
009505	3005	3724	306	1139599
009506	2002	3728	781	2911511
009505	1021	3823	19	72642
009506	2001	3846	296	1138317
009505	1015	3897	54	210414
009505	1014	4347	39	169526
009506	2011	4441	174	772741
009506	2004	4591	19	87225
009507	2001	4867	14	68136
009506	1008	4943	102	504161
009506	1009	5024	67	336612
009505	1011	5236	366	1916305
009506	2012	5252	210	1102909
009505	1018	5327	47	250383
009507	2003	5476	12	65710
009509	2002	5501	58	319074
009505	1017	5510	320	1763248
009505	1012	5576	56	312246
009509	2003	5634	166	935287
009505	1013	5784	141	815525
009509	2004	6402	32	204854
009507	1007	6476	20	129510
009506	1010	6491	155	1006071
009502	1019	6583	36	236973
009506	1007	6595	114	751823
009502	2010	6680	19	126912
009505	2004	6685	171	1143161

DE PORTOLA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009507	1008	6707	73	489589
009502	1020	6728	58	390232
009506	1004	6734	84	565670
009502	2008	6785	48	325664
009505	4001	6816	185	1261027
009502	1017	6829	33	225350
009507	1000	6855	371	2543372
009505	2006	6864	180	1235533
009502	2001	6871	386	2652129
009505	4011	6896	144	993070
009505	3000	6969	272	1895436
009506	1011	6974	55	383572
009506	1006	7044	34	239484
009505	3001	7090	138	978382
009502	1021	7126	459	3270763
009502	1018	7181	59	423694
009502	1009	7222	145	1047155
009505	4007	7230	38	274751
009506	1005	7252	43	311855
009502	2002	7262	59	428462
009509	2006	7269	113	821381
009505	1016	7304	111	810718
009502	2009	7310	39	285084
009509	2000	7365	474	3491192
009507	1001	7394	201	1486122
009505	4002	7409	53	392673
009505	3003	7590	357	2709485
009505	3004	7591	590	4478409
009502	2004	7614	106	807046
009502	1014	7632	47	358716
009505	4012	7711	7	53974
009502	1016	7782	113	879365
009505	4005	7786	364	2834064
009502	1022	7849	96	753531
009507	1002	7870	105	826374
009510	2023	7928	131	1038581
009507	1003	7936	74	587266
009507	1010	7959	20	159187
009507	1009	8037	46	369710
009502	1012	8055	27	217483
009502	1015	8093	38	307539
009505	3002	8114	139	1127813
009505	4003	8185	236	1931547
009506	1002	8260	1458	12042719
009505	2001	8274	767	6346024

DE PORTOLA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009502	2017	8295	22	182483
009505	4006	8341	66	550527
009502	2000	8353	950	7934887
009510	2002	8408	106	891216
009502	2006	8453	29	245145
009509	2007	8492	177	1503046
009502	1006	8512	295	2511133
009509	2005	8539	257	2194434
009505	4010	8547	228	1948730
009502	1013	8549	78	666847
009505	4000	8561	228	1951812
009502	2012	8600	26	223600
009502	2011	8660	30	259796
009505	2003	8670	218	1890065
009502	2003	8710	26	226473
009502	1023	8715	38	331170
009502	1007	8736	173	1511294
009510	2001	8769	219	1920409
009505	4008	8777	110	965447
009505	2005	8796	110	967587
009509	2008	8832	215	1898849
009510	1002	8863	49	434281
009502	1008	8920	75	668987
009502	2007	8944	93	831824
009510	3001	9009	66	594575
009505	4009	9047	12	108561
009510	3003	9176	131	1202030
009510	2000	9222	66	608632
009502	2005	9379	34	318878
009510	1001	9455	72	680751
009505	4004	9489	71	673686
009510	1010	9553	22	210159
009510	1004	9618	102	981015
009510	2014	9877	98	967979
009510	1000	9881	220	2173780
009510	3002	9998	88	879807
009510	2003	10036	139	1395000
009510	3004	10132	81	820664
009510	3000	10156	794	8063853
009510	2009	10388	111	1153064
009507	1006	10493	20	209862
009510	2013	10499	94	986879
009510	1009	10557	60	633428
009507	1005	10661	52	554382
009510	2021	10711	132	1413823

DE PORTOLA MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009510	1007	10742	95	1020450
009510	2007	10792	83	895737
009510	2011	10847	69	748416
009510	1008	10849	106	1149989
009510	2006	10886	77	838209
009507	1011	10991	76	835333
009510	1005	11022	354	3901739
009507	1004	11054	963	10645260
009510	2004	11343	1522	17264539
009511	1000	12342	144	1777292
009511	2000	12566	237	2978249
009511	1001	12584	61	767620
009511	1003	12695	140	1777331
009511	1004	12989	392	5091596
009511	1007	13693	84	1150203
009511	1011	13765	105	1445310
009511	1005	13924	164	2283537
009511	1008	14035	168	2357927
009511	2004	14531	194	2819087
009511	2010	14648	38	556633
009511	1010	14807	79	1169762
009511	2002	14841	1800	26714385
009511	2003	15025	48	721214
009511	1009	15165	562	8522449
009511	1012	15174	211	3201647

FARB MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009509	2002	860	58	49899
009509	2003	993	166	164891
009506	2009	1320	38	50167
009506	2011	1366	174	237633
009506	2008	1732	51	88318
009506	2007	2203	41	90321
009506	2003	2454	14	34359
009506	2006	2492	30	74768
009509	2000	2724	474	1291385
009506	1003	2881	109	314069
009506	2005	2896	8	23166
009506	2012	2966	210	622835
009506	2010	3104	13	40352
009506	2002	3115	781	2432767
009505	3010	3305	53	175189
009509	2004	3326	32	106443
009506	2000	3519	161	566544
009506	2004	3675	19	69827
009505	3009	4117	33	135872
009509	2006	4194	113	473868
009507	1001	4318	201	867980
009505	3008	4342	27	117230
009506	2001	4420	296	1308387
009505	3011	4462	35	156162
009507	1002	4795	105	503464
009507	1003	4861	74	359691
009510	2023	4976	131	651901
009505	3007	5117	119	608976
009505	3005	5150	306	1575960
009506	1002	5307	1458	7736889
009509	2007	5416	177	958712
009510	2002	5456	106	578329
009509	2005	5463	257	1404073
009506	1006	5639	34	191735
009509	2008	5757	215	1237653
009510	2001	5817	219	1273973
009510	1002	5911	49	289645
009510	3001	6057	66	399759
009510	3003	6224	131	815349
009510	2000	6270	66	413816
009510	1001	6503	72	468224
009510	1010	6601	22	145220
009510	1004	6666	102	679936
009506	1001	6822	134	914135
009510	2014	6926	98	678707

FARB MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009510	1000	6929	220	1524393
009506	1007	7021	114	800417
009510	3002	7046	88	620052
009510	2003	7084	139	984705
009506	1004	7160	84	601476
009510	3004	7180	81	581571
009505	1019	7180	8	57440
009510	3000	7204	794	5720154
009506	1000	7210	67	483075
009506	1005	7287	43	313341
009506	1011	7400	55	407017
009510	2009	7436	111	825418
009510	2013	7547	94	709413
009510	1009	7605	60	456323
009502	1019	7626	36	274525
009502	2010	7713	19	146548
009510	2021	7759	132	1024190
009507	1000	7767	371	2881429
009502	1020	7771	58	450733
009510	1007	7790	95	740033
009505	1020	7806	20	156114
009502	2008	7818	48	375271
009510	2007	7840	83	650741
009502	1017	7872	33	259773
009510	2011	7895	69	544744
009510	1008	7897	106	837103
009502	2001	7904	386	3051055
009510	2006	7934	77	610923
009505	4011	7939	144	1143278
009506	1010	7978	155	1236664
009510	1005	8070	354	2856816
009502	1021	8169	459	3749553
009505	1021	8177	19	155355
009502	1018	8224	59	485238
009505	1015	8250	54	445493
009502	1009	8265	145	1198407
009505	4007	8273	38	314390
009502	2002	8296	59	489438
009502	2009	8343	39	325389
009510	2004	8392	1522	12771959
009502	2004	8647	106	916595
009502	1014	8675	47	407742
009505	1014	8700	39	339306
009507	2003	8801	12	105608
009502	1016	8825	113	997237

FARB MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009505	4005	8829	364	3213758
009502	1022	8892	96	853671
009507	1006	9027	20	180541
009506	1009	9045	67	605987
009502	1012	9098	27	245648
009502	1015	9136	38	347177
009507	1005	9195	52	478148
009507	2001	9212	14	128969
009506	1008	9288	102	947374
009502	2017	9328	22	205220
009505	4006	9384	66	619373
009502	2000	9386	950	8916698
009511	1000	9391	144	1352239
009502	2006	9487	29	275116
009505	3002	9515	139	1322562
009507	1011	9525	76	723914
009502	1006	9555	295	2818852
009507	1004	9588	963	9233460
009505	1011	9589	366	3509618
009502	1013	9592	78	748210
009511	2000	9615	237	2278681
009511	1001	9632	61	587563
009502	2012	9633	26	250470
009505	1018	9681	47	454989
009502	2011	9693	30	290801
009511	1003	9743	140	1364085
009502	2003	9744	26	253343
009502	1023	9748	38	370443
009502	1007	9779	173	1691754
009507	1007	9800	20	196007
009505	4008	9820	110	1080190
009505	2005	9839	110	1082329
009505	1017	9863	320	3156308
009505	1012	9929	56	556031
009502	1008	9953	75	746498
009502	2007	9978	93	927938
009507	1008	10032	73	732303
009511	1004	10037	392	3934505
009505	1013	10137	141	1429343
009502	2005	10412	34	354016
009505	3003	10462	357	3734928
009505	4004	10532	71	747747
009505	3001	10539	138	1454365
009505	4009	10709	12	128503
009511	1007	10741	84	902255

FARB MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009507	1010	10786	20	215721
009511	1011	10813	105	1135375
009507	1009	10864	46	499738
009511	1005	10972	164	1799448
009505	2004	11038	171	1887578
009511	1008	11084	168	1862031
009505	4001	11170	185	2066390
009505	2006	11217	180	2019129
009505	3000	11322	272	3079537
009511	2004	11580	194	2246445
009505	1016	11657	111	1293936
009505	4000	11677	228	2662398
009511	2010	11696	38	444466
009505	3004	11720	590	6915089
009505	4002	11762	53	623398
009511	1010	11855	79	936573
009505	4010	11874	228	2707164
009511	2002	11890	1800	21401215
009505	4012	12064	7	84447
009511	2003	12074	48	579530
009511	1009	12213	562	6863560
009511	1012	12222	211	2578825
009505	4003	12538	236	2958929
009505	2001	12627	767	9685015
009505	2003	13023	218	2839088

SERRA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009506	2004	619	19	11754
009506	2012	1033	210	216899
009506	2001	1364	296	403669
009506	2010	2568	13	33381
009506	2011	2585	174	449806
009505	3007	2822	119	335855
009510	2023	3066	131	401586
009506	2000	3117	161	501760
009506	2005	3185	8	25481
009506	2003	3479	14	48711
009510	2002	3545	106	375785
009502	1019	3675	36	132297
009505	3005	3696	306	1130875
009506	2009	3705	38	140804
009502	2010	3762	19	71483
009502	1020	3820	58	221587
009506	2007	3847	41	157719
009502	2008	3867	48	185633
009505	3010	3874	53	205318
009510	2001	3906	219	855509
009502	1017	3921	33	129397
009506	2008	3940	51	200944
009502	2001	3953	386	1526047
009505	3008	3960	27	106921
009505	4011	3989	144	574364
009510	1002	4000	49	196016
009506	2006	4136	30	124084
009506	2002	4140	781	3233409
009506	1003	4144	109	451716
009510	3001	4146	66	273646
009502	1021	4218	459	1936138
009502	1018	4274	59	252141
009510	3003	4313	131	565035
009502	1009	4314	145	625542
009505	3009	4316	33	142421
009505	4007	4323	38	164260
009502	2002	4345	59	256341
009510	2000	4359	66	287703
009502	2009	4393	39	171308
009510	1001	4592	72	330647
009510	1010	4690	22	103182
009502	2004	4696	106	497811
009502	1014	4725	47	222055
009510	1004	4755	102	485034
009509	2002	4811	58	279045

SERRA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009502	1016	4874	113	550797
009505	4005	4878	364	1775668
009502	1022	4942	96	474394
009509	2003	4944	166	820723
009510	2014	5015	98	491449
009510	1000	5018	220	1104017
009505	3011	5030	35	176059
009510	3002	5135	88	451902
009502	1012	5147	27	138976
009510	2003	5173	139	719104
009502	1015	5185	38	197047
009510	3004	5269	81	426796
009510	3000	5293	794	4202982
009502	2017	5377	22	118302
009505	4006	5434	66	358620
009502	2000	5435	950	5163441
009510	2009	5525	111	613320
009502	2006	5536	29	160543
009505	3002	5564	139	773401
009502	1006	5605	295	1653367
009510	2013	5636	94	529798
009502	1013	5642	78	440048
009502	2012	5683	26	147750
009510	1009	5695	60	341675
009509	2004	5712	32	182769
009502	2011	5743	30	172277
009502	2003	5793	26	150623
009502	1023	5798	38	220313
009502	1007	5828	173	1008266
009510	2021	5848	132	771965
009505	4008	5869	110	645602
009510	1007	5879	95	558507
009505	2005	5889	110	647742
009510	2007	5929	83	492144
009510	2011	5984	69	412899
009510	1008	5986	106	634558
009502	1008	6003	75	450188
009510	2006	6023	77	463792
009502	2007	6027	93	560514
009510	1005	6159	354	2180394
009502	2005	6461	34	219689
009510	2004	6481	1522	9863727
009505	3003	6511	357	2324494
009509	2006	6579	113	743394
009505	4004	6581	71	467240

SERRA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009505	3001	6588	138	909155
009509	2000	6675	474	3164063
009507	1001	6703	201	1347403
009505	4009	6758	12	81093
009507	1002	7180	105	753908
009507	1003	7246	74	536195
009506	1001	7390	134	990309
009511	1000	7480	144	1077084
009506	1002	7692	1458	11214494
009511	2000	7704	237	1825823
009511	1001	7721	61	471004
009505	4000	7726	228	1761616
009505	1019	7749	8	61988
009505	3004	7770	590	4584119
009506	1000	7779	67	521163
009509	2007	7802	177	1380890
009511	1003	7833	140	1096573
009509	2005	7849	257	2017067
009505	4010	7923	228	1806382
009506	1006	8024	34	272831
009511	1004	8126	392	3185473
009509	2008	8142	215	1750468
009505	4012	8146	7	57023
009505	3000	8229	272	2238210
009505	1020	8374	20	167483
009505	4003	8620	236	2034338
009505	4001	8717	185	1612651
009505	1021	8745	19	166155
009505	1015	8818	54	476190
009511	1007	8830	84	741748
009511	1011	8902	105	934741
009505	4002	8962	53	474992
009511	1005	9061	164	1486078
009505	2003	9101	218	1983958
009511	1008	9173	168	1541017
009505	1014	9269	39	361476
009506	1007	9406	114	1072329
009506	1004	9546	84	801832
009511	2004	9669	194	1875751
009506	1005	9672	43	415904
009505	2004	9721	171	1662287
009506	1011	9785	55	538202
009511	2010	9786	38	371856
009507	2001	9789	14	137041
009506	1008	9865	102	1006183

SERRA HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
009511	1010	9945	79	785620
009506	1009	9946	67	666371
009511	2002	9979	1800	17961782
009507	1000	10152	371	3766334
009505	1011	10158	366	3717678
009511	2003	10163	48	487811
009505	2001	10174	767	7803835
009505	1018	10249	47	481707
009511	1009	10302	562	5789692
009511	1012	10311	211	2175647
009506	1010	10364	155	1606368
009507	2003	10398	12	124771
009505	1017	10432	320	3338218
009505	1012	10498	56	587865
009505	1013	10706	141	1509497
009507	1007	11397	20	227946
009507	1006	11412	20	228245
009507	1005	11580	52	602178
009507	1008	11628	73	848879
009505	2006	11786	180	2121454
009507	1011	11910	76	905189
009507	1004	11973	963	11530397
009505	1016	12226	111	1357036
009507	1010	12881	20	257623
009507	1009	12959	46	596112

CURIE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008344	1006	237	194	46039
008345	3000	1242	40	49681
008344	1003	1631	89	145196
008345	3003	1755	86	150920
008344	1008	1832	81	148397
008345	3008	1858	49	91042
008345	2002	1872	97	181613
008344	2014	2014	53	106766
008345	3004	2175	147	319790
008344	2006	2274	52	118224
008344	1009	2281	86	196184
008345	3002	2400	86	206367
008345	3005	2456	44	108053
008345	3007	2505	78	195427
008344	2015	2781	22	61183
008345	3006	2932	60	175948
008345	2001	3086	39	120372
008345	3001	3130	651	2037510
008344	2003	3191	130	414843
008345	2000	3322	34	112953
008344	1001	3358	1052	3532537
008344	2012	3555	52	184853
008344	2005	3563	381	1357335
008344	2013	3652	43	157033
008345	2003	3874	600	2324162
008344	2000	4130	48	198222
008345	2005	4135	195	806304
008344	2002	4173	159	663477
008344	2001	4246	56	237802
008345	2004	4304	20	86085
008344	2010	4719	59	278424
008344	2004	4865	121	588700
008344	2011	4904	95	465906
008344	2008	5293	57	301687
008344	2009	5324	56	298129
008344	2007	5504	248	1365108
008345	1004	5660	182	1030073
008345	1001	5853	620	3629000
008344	1004	6046	87	526001
008344	1007	6784	66	447716
008344	1005	6980	72	502589
008344	1002	7040	103	725087
008345	1002	7226	106	765913
008345	1003	7484	120	898078
008340	1005	8227	551	4533239
008340	4005	9178	657	6029888
008340	4006	9285	58	538540
008340	4007	9584	63	603767
008340	1001	11676	297	3467859

DOYLE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008343	1011	581	86	49994
008363	3000	988	1502	1484282
008363	1000	1227	801	982632
008364	2001	1629	143	232994
008343	1007	1846	114	210460
008343	1009	1944	205	398498
008364	2000	1980	695	1376438
008343	1008	2132	160	341076
008343	1010	2253	83	187008
008364	1005	2315	278	643535
008364	1000	2316	187	433048
008364	1001	2561	309	791427
008343	1000	2568	1189	3053155
008341	1005	2679	196	525131
008343	1003	2749	81	222647
008343	2000	2756	1074	2960414
008343	1006	2788	38	105928
008343	1005	2796	138	385783
008363	2000	2930	2618	7670686
008341	1001	2978	122	363278
008343	1001	3090	55	169928
008343	1002	3103	173	536807
008343	1004	3240	82	265650
008364	3000	3404	334	1136833
008341	2007	3489	1390	4849164
008364	1006	3538	10	35379
008341	2005	3631	1440	5228338
008364	1004	3676	18	66161
008343	2001	3745	154	576698
008364	3001	3946	1321	5213097
008364	2002	4033	1266	5106411
008341	1003	4169	560	2334909
008364	1002	4230	35	148033
008341	2004	4287	1574	6748430
008364	1003	4291	55	235983
008341	2001	4296	881	3784614
008364	1009	4425	44	194695
008364	1007	4463	110	490919
008341	1000	4505	1451	6536196
008364	1008	4576	63	288288
008343	2002	4580	135	618267
008343	3000	4885	820	4005547
008364	2003	5356	32	171392
008305	2006	5407	1394	7536694
008364	3002	5583	51	284735

DOYLE ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008364	2004	5657	41	231919
008305	2007	6752	1175	7933274
008339	1064	7349	169	1242000
008339	1045	8757	86	753121
008339	1044	12452	1590	19798822

SPRECKLES ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008307	1000	892	62	55331
008307	1001	979	36	35234
008307	2016	1031	77	79408
008307	1009	1275	54	68839
008307	1004	1582	165	260956
008307	1006	1619	74	119801
008307	1005	1837	75	137805
008307	2011	2403	75	180188
008307	2009	2457	129	316988
008307	1003	2499	74	184913
008307	2017	2681	86	230594
008307	1002	2700	333	899183
008306	1005	2728	87	237334
008307	2013	2740	38	104113
008306	1001	2859	64	182960
008307	2015	2870	32	91838
008306	1002	2909	57	165793
008306	1004	3067	76	233123
008307	2014	3103	103	319604
008306	1000	3122	53	165472
008307	2008	3265	147	479940
008307	2006	3306	66	218168
008306	1007	3395	78	264790
008307	2002	3398	84	285427
008307	2003	3414	90	307231
008307	2010	3423	29	99257
008307	3000	3436	169	580639
008307	2007	3502	40	140065
008307	2012	3561	171	608867
008307	3004	3822	265	1012844
008307	2005	3872	108	418129
008306	1008	3887	58	225418
008306	1003	3926	48	188428
008307	3006	3984	96	382438
008307	2004	4025	24	96601
008306	1006	4130	134	553427
008306	3005	4487	43	192953
008307	3001	4550	267	1214909
008306	3003	4601	89	409519
008306	3006	4638	60	278252
008307	3003	4639	10	46389
008307	3002	4809	45	216394
008306	3004	4957	95	470878
008306	3001	5123	64	327853
008306	3000	5333	702	3744040

SPRECKLES ELEMENTARY SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008307	2001	5523	770	4252553
008306	2000	5542	158	875587
008306	3007	5579	66	368192
008306	2002	5717	49	280146
008306	3002	5782	60	346949
008306	2001	6212	173	1074705
008306	3011	6238	212	1322458
008306	2003	6524	74	482777
008306	2007	6851	60	411055
008306	2010	7249	32	231963
008306	2004	7478	124	927256
008306	2009	7829	65	508911
008306	2008	7962	95	756431
008306	2005	8079	52	420113
008306	2006	8172	69	563840
008340	1006	8685	741	6435442
008340	1007	9330	39	363870
008340	2002	10576	32	338431
008340	2005	10585	39	412805
008340	2004	10896	92	1002391
008340	4002	11585	246	2849890
008340	4001	11834	86	1017696
008340	2001	11905	57	678560
008340	2000	12179	436	5310046
008340	4003	12324	804	9908812
008340	4000	12577	640	8049316
008340	1003	13734	1734	23815064
008340	3002	14927	2416	36063797

STANDLEY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008307	3000	465	169	78528
008307	3003	928	10	9275
008307	3002	1097	45	49380
008307	3004	1343	265	355803
008307	2010	1372	29	39784
008307	3001	1695	267	452474
008344	1006	1858	194	360526
008307	2009	2060	129	265785
008307	2005	2068	108	223337
008307	2007	2169	40	86756
008344	1003	2255	89	200701
008307	3006	2318	96	222501
008307	2008	2406	147	353627
008307	2017	2537	86	218140
008307	2006	2666	66	175935
008307	2011	3211	75	240848
008307	2016	3225	77	248360
008345	3000	3338	40	133509
008307	2013	3549	38	134848
008345	3003	3851	86	331151
008344	1008	3928	81	318149
008307	2002	3934	84	330496
008307	2003	3950	90	355520
008345	3008	3954	49	193731
008345	2002	3968	97	384896
008307	2015	3984	32	127502
008344	1009	4008	86	344668
008344	2014	4110	53	217838
008307	2014	4235	103	436200
008345	3004	4271	147	627858
008344	2006	4369	52	227200
008307	2012	4369	171	747173
008307	2001	4371	770	3365378
008345	3002	4495	86	386597
008307	1001	4546	36	163674
008345	3005	4551	44	200264
008307	2004	4562	24	109478
008345	3007	4601	78	358891
008307	1000	4793	62	297156
008344	2015	4877	22	107288
008307	1009	4980	54	268946
008345	3006	5028	60	301690
008345	2001	5182	39	202104
008345	3001	5226	651	3401810
008344	2003	5287	130	687284

STANDLEY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008307	1006	5325	74	394023
008345	2000	5418	34	184207
008344	1001	5454	1052	5737213
008307	1004	5482	165	904521
008344	2012	5651	52	293830
008344	2005	5658	381	2155797
008307	1005	5738	75	430334
008344	2013	5748	43	247148
008345	2003	5969	600	3581582
008306	1005	6052	87	526535
008306	1001	6183	64	395706
008344	2000	6225	48	298816
008307	1003	6229	74	460924
008345	2005	6231	195	1214965
008306	1002	6233	57	355269
008344	2002	6269	159	996693
008344	2001	6342	56	355161
008306	1004	6392	76	485759
008345	2004	6400	20	127999
008307	1002	6430	333	2141233
008306	1000	6446	53	341652
008340	1006	6634	741	4915811
008343	3000	6713	820	5504587
008306	1007	6719	78	524074
008343	2002	6750	135	911248
008344	2010	6815	59	402070
008343	2001	6898	154	1062343
008344	2004	6961	121	842279
008344	2011	7000	95	664998
008306	1008	7211	58	418218
008306	1003	7250	48	347988
008340	1007	7279	39	283890
008344	2008	7388	57	421142
008344	2009	7419	56	415488
008306	1006	7454	134	998864
008344	2007	7600	248	1884841
008345	1004	7755	182	1411490
008306	3005	7811	43	335892
008343	1004	7849	82	643584
008343	1003	7860	81	636623
008306	3003	7925	89	705369
008343	1005	7940	138	1095708
008345	1001	7949	620	4928334
008306	3006	7962	60	477701
008343	2000	7979	1074	8569448

STANDLEY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008344	1004	8142	87	708327
008343	1006	8188	38	311127
008306	3004	8281	95	786673
008343	1002	8286	173	1433466
008341	2007	8393	1390	11666433
008306	3001	8447	64	540599
008341	2004	8463	1574	13320841
008343	1001	8474	55	466050
008340	2002	8525	32	272805
008340	2005	8534	39	332825
008306	3000	8658	702	6077596
008340	2004	8845	92	813719
008340	1005	8851	551	4876872
008306	2000	8866	158	1400804
008344	1007	8879	66	586032
008306	3007	8903	66	587586
008343	1000	8995	1189	10695535
008306	2002	9041	49	443030
008344	1005	9076	72	653479
008306	3002	9107	60	546398
008344	1002	9135	103	940944
008343	1007	9149	114	1043037
008341	2005	9221	1440	13277960
008343	1010	9285	83	770650
008345	1002	9321	106	988057
008341	1005	9376	196	1837768
008341	1001	9480	122	1156547
008343	1009	9518	205	1951137
008340	4002	9534	246	2345397
008306	2001	9536	173	1649784
008306	3011	9562	212	2027179
008345	1003	9580	120	1149562
008363	2000	9627	2618	25203768
008343	1008	9706	160	1552892
008340	4001	9783	86	841329
008340	4005	9802	657	6439627
008306	2003	9848	74	728765
008340	2001	9854	57	561666
008340	4006	9909	58	574712
008343	1011	10027	86	862318
008340	2000	10128	436	4415904
008306	2007	10175	60	610504
008340	4007	10207	63	643057
008340	4003	10274	804	8259981
008363	1000	10356	801	8295555

STANDLEY MIDDLE SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008340	4000	10526	640	6736814
008306	2010	10573	32	338335
008363	3000	10756	1502	16155511
008341	2001	10798	881	9513059
008306	2004	10802	124	1339451
008364	3000	10936	334	3652471
008364	1005	10963	278	3047847
008364	1000	10964	187	2050337
008341	1000	11043	1451	16022904
008306	2009	11154	65	724981
008364	2001	11247	143	1608311
008306	2008	11287	95	1072226
008364	1001	11309	309	3494410
008306	2005	11403	52	592969
008339	1064	11490	169	1941866
008306	2006	11496	69	793207
008364	2000	11598	695	8060671
008340	1003	11683	1734	20259005
008341	1003	11701	560	6552746
008305	2006	11909	1394	16600771
008364	1006	12285	10	122854
008340	1001	12300	297	3653084
008364	1004	12423	18	223616
008340	3002	12876	2416	31109103
008339	1045	12898	86	1109266
008364	1002	12977	35	454196
008364	1003	13038	55	717097
008364	1009	13172	44	579586
008364	1007	13210	110	1453146
008305	2007	13254	1175	15573368
008364	1008	13324	63	839382
008364	3001	13607	1321	17975222
008364	2002	13694	1266	17337184
008364	2003	14104	32	451313
008364	3002	14331	51	730858
008364	2004	14404	41	590567
008339	1044	16593	1590	26383363

UNIVERSITY CITY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008344	1003	1915	89	170446
008344	1009	2899	86	249297
008340	1006	2992	741	2217293
008343	3000	3071	820	2518373
008344	1008	3080	81	249489
008343	2002	3108	135	419615
008343	2001	3257	154	501517
008344	1006	3309	194	641989
008340	1007	3637	39	141862
008307	2010	3692	29	107081
008307	3000	3706	169	626234
008307	3003	4203	10	42034
008343	1004	4207	82	344962
008343	1003	4218	81	341644
008343	1005	4298	138	593150
008343	2000	4337	1074	4658236
008307	3002	4373	45	196795
008307	2009	4381	129	565139
008307	2005	4389	108	473959
008307	2007	4489	40	179579
008343	1006	4546	38	172741
008343	1002	4644	173	803448
008307	2008	4726	147	694751
008341	2007	4751	1390	6604436
008345	3000	4789	40	191543
008341	2004	4821	1574	7588767
008343	1001	4832	55	265756
008307	2017	4857	86	417709
008340	2002	4883	32	156270
008340	2005	4892	39	190797
008307	2006	4986	66	329093
008340	2004	5203	92	478680
008340	1005	5209	551	2870282
008345	3003	5301	86	455922
008343	1000	5354	1189	6365525
008345	3008	5405	49	264822
008345	2002	5419	97	525627
008343	1007	5508	114	627880
008307	3004	5513	265	1460903
008307	2011	5532	75	414891
008307	2016	5546	77	427045
008344	2014	5561	53	294732
008341	2005	5579	1440	8033877
008343	1010	5643	83	468387
008345	3004	5722	147	841131

UNIVERSITY CITY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008341	1005	5735	196	1123990
008344	2006	5820	52	302644
008341	1001	5838	122	712257
008307	3001	5865	267	1565915
008307	2013	5869	38	223030
008343	1009	5876	205	1204584
008340	4002	5892	246	1449533
008345	3002	5946	86	511369
008363	2000	5985	2618	15669734
008345	3005	6002	44	264101
008345	3007	6052	78	472056
008343	1008	6064	160	970216
008340	4001	6141	86	528140
008340	4005	6160	657	4047014
008340	2001	6212	57	354087
008307	2002	6255	84	525424
008340	4006	6267	58	363492
008307	2003	6271	90	564372
008307	2015	6305	32	201761
008344	2015	6328	22	139207
008343	1011	6385	86	549130
008345	3006	6479	60	388740
008340	2000	6486	436	2828112
008307	3006	6488	96	622839
008307	2014	6556	103	675219
008340	4007	6566	63	413629
008340	4003	6632	804	5332035
008345	2001	6633	39	258687
008345	3001	6676	651	4346305
008307	2012	6690	171	1143991
008307	2001	6691	770	5152220
008363	1000	6715	801	5378534
008344	2003	6738	130	875893
008307	1001	6867	36	247214
008345	2000	6869	34	233536
008307	2004	6882	24	165172
008340	4000	6885	640	4406111
008344	1001	6904	1052	7263493
008344	2012	7101	52	369273
008344	2005	7109	381	2708565
008307	1000	7113	62	441031
008363	3000	7114	1502	10685641
008341	2001	7156	881	6304700
008344	2013	7198	43	309534
008364	3000	7294	334	2436135

UNIVERSITY CITY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008307	1009	7301	54	394257
008364	1005	7322	278	2035447
008364	1000	7323	187	1369334
008341	1000	7401	1451	10738762
008345	2003	7420	600	4452084
008364	2001	7605	143	1087544
008307	1006	7645	74	565745
008364	1001	7667	309	2369117
008344	2000	7676	48	368456
008345	2005	7681	195	1497878
008344	2002	7719	159	1227376
008344	2001	7793	56	436408
008307	1004	7803	165	1287416
008339	1064	7849	169	1326415
008345	2004	7851	20	157016
008364	2000	7956	695	5529673
008340	1003	8042	1734	13944255
008307	1005	8058	75	604377
008341	1003	8060	560	4513380
008344	2010	8266	59	487669
008305	2006	8267	1394	11524207
008306	1005	8373	87	728425
008344	2004	8412	121	1017831
008344	2011	8451	95	802827
008306	1001	8503	64	544222
008307	1003	8549	74	632646
008306	1002	8553	57	487542
008364	1006	8644	10	86437
008340	1001	8658	297	2571492
008306	1004	8712	76	662123
008307	1002	8751	333	2913984
008306	1000	8767	53	464642
008364	1004	8781	18	158065
008344	2008	8839	57	503839
008344	2009	8870	56	496735
008306	1007	9039	78	705079
008344	2007	9051	248	2244649
008345	1004	9206	182	1675542
008340	3002	9235	2416	22310697
008339	1045	9257	86	796077
008364	1002	9335	35	326736
008364	1003	9396	55	516802
008345	1001	9400	620	5827852
008364	1009	9531	44	419350
008306	1008	9531	58	552812

UNIVERSITY CITY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008364	1007	9569	110	1052556
008306	1003	9570	48	459375
008344	1004	9593	87	834549
008305	2007	9612	1175	11294342
008364	1008	9682	63	609953
008306	1006	9775	134	1309821
008364	3001	9966	1321	13164505
008364	2002	10053	1266	12726761
008306	3005	10132	43	435676
008306	3003	10246	89	911900
008306	3006	10282	60	616936
008344	1007	10330	66	681788
008364	2003	10462	32	334778
008344	1005	10527	72	757940
008344	1002	10586	103	1090380
008306	3004	10601	95	1007128
008364	3002	10689	51	545130
008364	2004	10762	41	441256
008306	3001	10767	64	689116
008345	1002	10772	106	1141846
008306	3000	10978	702	7706640
008345	1003	11031	120	1323662
008306	2000	11186	158	1767454
008306	3007	11223	66	740744
008306	2002	11362	49	556738
008306	3002	11427	60	685632
008306	2001	11857	173	2051243
008306	3011	11883	212	2519141
008306	2003	12169	74	900487
008306	2007	12496	60	749739
008306	2010	12894	32	412594
008339	1044	12952	1590	20593021
008306	2004	13123	124	1627202
008306	2009	13474	65	875818
008306	2008	13607	95	1292680
008306	2005	13724	52	713639
008306	2006	13816	69	953326
008361	1003	10401	1758	18284941
008361	1002	10921	82	895530
008362	1001	11324	527	5967725
008361	2000	11513	699	8047407
008362	1006	12354	125	1544302
008362	1004	12680	90	1141205
008361	1004	12836	103	1322151
008362	3000	13223	676	8938966

UNIVERSITY CITY HIGH SCHOOL

Census Tract	Census Block	Distance (ft)	Census Block Population	Weighted Distance (ft)
008362	1002	13819	464	6412042
008362	2003	13944	107	1491982
008362	2004	14305	42	600826
008362	3003	14559	65	946327
008362	2002	14567	35	509835
008362	3002	14570	42	611939
008362	3001	14851	450	6683010
008362	2001	15252	64	976113
008362	1003	15409	50	770455
008362	2000	15510	404	6266100

PREUSS 6-8 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
STANDLEY	1302	2	2604
INNOVATION	27536	9	247827
MUIRLANDS	28762		
CHALLENGER	29434	4	117737
MARSTON	34345	3	103035
PACIFIC BEACH MIDDLE	39970		
MONTGOMERY	42066	48	2019162
WANGENHEIM	43401	3	130202
TAFT	47236	4	188944
MARSHALL MIDDLE	51321	1	51321
FARB-DEPORTOLA	52144	4	208575
LEWIS-TAFT	58646	1	58646
DANA/CORREIA-ROOSEVEL	59198		
WILSON	61321	33	2023600
CORREIA	64871	3	194612
ROOSEVELT	66289	21	1392062
WILSON-LEWIS	66624	5	333120
CLARK	74498	26	1936957
MANN	78151	72	5626856
LEWIS	79286	2	158572
MEMORIAL PREP	81598	27	2203149
MILLENNIAL TECH	82684	30	2480523
PERSHING	84867		
KNOX	85092	26	2212385
BELL	100479	13	1306233

Note: Charter school route distances originate from public school boundaries

PREUSS 9-12 CHARTER SCHOOL

School Boundary	Distance (ft)	Students	Weighted Distance (ft)
UNIVERSITY CITY	1302	4	5208
LA JOLLA-UNIVERSITY CITY	10836		
MADISON	27536	9	247827
LA JOLLA HIGH	30154	1	30154
CLAIREMONT	34345	9	309104
MIRA MESA	36024	3	108073
MISSION BAY	39970	3	119909
KEARNY	47609	64	3046949
SCRIPPS RANCH	51321		
SERRA	52144	2	104287
HENRY-KEARNY	58646	5	293231
SAN DIEGO-POINT LOMA	59199	1	59199
POINT LOMA	64871		
HOOVER	65734	88	5784575
HOOVER-HENRY	66624	4	266496
SAN DIEGO	72617	67	4865344
HENRY	77445		
CRAWFORD	78151	78	6095760
LINCOLN	84205	71	5978562
MORSE	100479	20	2009589

Note: Charter school route distances originate from public school boundaries

Appendix D
Average Student Trip Length by Cluster

School	Cluster	AvgEnrollment	Dist*Pop	Pop	WeightedDist
Alcott	CLAIREMONT	423	12589075.8	5137	0.46
Bay Park	CLAIREMONT	463	43029461.4	8705	0.94
Cadman	CLAIREMONT	176	37472441.4	7876	0.90
Clairemont	CLAIREMONT	1130	386033091.9	40422	1.81
Holmes	CLAIREMONT	557	54468771.2	10168	1.01
Marston	CLAIREMONT	755	371262683.0	40422	1.74
Toler	CLAIREMONT	256	48404974.4	8536	1.07
Carver	CRAWFORD	259	34137086.9	8336	0.78
City Heights Prep 6-8	CRAWFORD	118	616641.4	80	1.46
City Heights Prep 9-12	CRAWFORD	39	357629.2	39	1.74
Clay	CRAWFORD	303	52337108.1	11806	0.82
CRAWFORD	CRAWFORD	1195	405199112.2	59987	1.28
Darnall 6-8	CRAWFORD	182	1131524.6	182	1.18
Darnall K-5	CRAWFORD	471	2565275.5	408	1.19
Euclid	CRAWFORD	571	10849394.7	6589	0.31
Fay	CRAWFORD	686	52247486.9	15166	0.65
Ibarra	CRAWFORD	518	5441758.1	4944	0.21
Iftin 6-8	CRAWFORD	116	1206968.6	116	1.97
Iftin K-5	CRAWFORD	265	2133361.0	220	1.84
Mann	CRAWFORD	813	398127876.2	59987	1.26
Marshall	CRAWFORD	522	19705327.6	6974	0.54
Oak Park	CRAWFORD	587	20448192.6	6933	0.56
Rolando Park	CRAWFORD	219	12641123.5	3792	0.63
Tubman Village 6-8	CRAWFORD	128	2182008.2	116	3.56
Tubman Village K-5	CRAWFORD	219	2510783.8	159	2.99
Benchley/Weinberger	HENRY	544	9525792.1	3872	0.47
Dailard	HENRY	550	49181804.7	6642	1.40
Foster	HENRY	393	32821276.3	7783	1.30
Gage	HENRY	460	48186871.0	12063	0.76
Green	HENRY	485	10242167.2	3882	0.50
Hardy	HENRY	389	23390078.3	5837	1.03
Hearst	HENRY	506	27331428.0	6194	0.84
Henry	HENRY	2467	779127667.0	58682	3.08
Lewis	HENRY	1087	378140012.7	34141	2.48
Magnolia 6-8	HENRY	369	5876037.8	248	4.49
Marvin	HENRY	410	38928503.5	7008	1.05
Pershing	HENRY	758	169143899.9	24541	1.31
ADAMS	HOOVER	331	24614319.7	10552	0.44
Central	HOOVER	753	13021952.3	7716	0.32
Cherokee Point	HOOVER	469	14416481.6	7053	0.39
Clark	HOOVER	1080	132436805.9	31798	0.79
Edison	HOOVER	547	11249771.6	6701	0.32
Franklin	HOOVER	292	35698548.4	9123	0.74
Hamilton	HOOVER	547	29138543.8	9015	0.61
Health Sciences 6-8	HOOVER	134	1205943.9	80	2.85
Health Sciences HMC 9-12	HOOVER	553	6993361.5	484	2.74
Hoover	HOOVER	2095	489472481.0	69016	1.29
Joyner	HOOVER	660	12023215.2	6424	0.35
Normal Heights	HOOVER	331	9767739.6	5196	0.36
Rosa Parks	HOOVER	933	15411111.1	7943	0.37
Rowan	HOOVER	263	12540757.8	3863	0.61
S.D. GLOBAL VISION K-5	HOOVER	213	4219811.6	245	3.26
S.D. GLOBAL VISSION 6-8	HOOVER	95	1330126.2	83	3.04
Wilson	HOOVER	635	147302248.7	37218	0.84
Angier	KEARNY	515	17763362.9	4882	0.69
Carson	KEARNY	478	102366220.1	18045	1.08
Chesterton	KEARNY	484	7058457.6	2488	0.54

School	Cluster	AvgEnrollment	Dist*Pop	Pop	WeightedDist
Cubberley	KEARNY	188	29040829.2	4965	1.11
Elevate K-5	KEARNY	245	9181112.7	294	5.91
Empower 6	KEARNY	12	102501.8	15	1.29
Empower K-5	KEARNY	100	1658384.1	109	2.88
Fletcher	KEARNY	236	13798095.9	3793	0.95
Jones	KEARNY	353	88329895.9	10093	1.66
Juarez	KEARNY	249	59566798.5	8621	1.46
Kavod K-5	KEARNY	185	5498420.5	184	5.66
KEARNY HS COMPLEX	KEARNY	1617	973318391.2	76048	2.58
Linda Vista	KEARNY	454	21449704.6	8448	0.48
Montgomery	KEARNY	462	297512782.0	41555	1.36
Ross	KEARNY	308	23540133.0	7668	0.58
San Diego Coop 6-8	KEARNY	162	5488826.0	197	5.28
San Diego Coop K-5	KEARNY	312	13775159.0	441	5.92
SET 9-12	KEARNY	209	4494718.5	150	5.68
Taft	KEARNY	517	333500621.7	34493	1.87
Wegeforth	KEARNY	225	34305000.2	5810	1.12
Bird Rock	LA JOLLA	498	52900679.0	10318	0.97
La Jolla	LA JOLLA	594	122283308.5	15372	1.51
La Jolla	LA JOLLA	1557	319234522.6	31159	2.42
Muirlands	LA JOLLA	1033	488015390.9	36942	2.50
Torrey Pines	LA JOLLA	488	106232062.7	11252	1.79
Americas Finest 6-8	LINCOLN	85	1664806.6	123	2.56
Americas Finest K-5	LINCOLN	202	2476492.0	230	2.04
Baker	LINCOLN	439	9291256.8	4082	0.43
Balboa	LINCOLN	550	12254005.2	5933	0.39
Chavez	LINCOLN	498	12190712.0	4755	0.49
Chollas/Mead	LINCOLN	652	30213185.4	8066	0.71
Encanto	LINCOLN	537	51979249.3	12300	0.80
Gompers Prep 6-8	LINCOLN	589	5446259.6	633	1.63
Gompers Prep 9-12	LINCOLN	540	4789502.1	598	1.52
Holly Drive 6-8	LINCOLN	52	538638.0	43	2.37
Holly Drive K-5	LINCOLN	84	843248.9	68	2.35
Horton	LINCOLN	449	14314128.9	4868	0.56
Johnson	LINCOLN	423	15459068.5	3836	0.76
Knox	LINCOLN	563	272553805.4	41127	1.26
Lincoln	LINCOLN	1717	631591126.4	76008	1.57
Millennial Tech	LINCOLN	492	312041484.0	34881	1.69
Nye	LINCOLN	515	22599791.9	6739	0.64
O Farrell 6-8	LINCOLN	789	7274946.3	710	1.94
O Farrell 9-12	LINCOLN	521	4522333.1	486	1.76
O Farrell K-5	LINCOLN	365	4149724.4	431	1.82
Porter	LINCOLN	1008	47857797.8	13453	0.67
Valencia Park	LINCOLN	532	18481062.8	6165	0.57
Webster	LINCOLN	259	49519714.7	11622	0.81
Field	MADISON	302	12742007.2	3928	0.61
Hawthorne	MADISON	252	20164950.4	5605	0.68
Innovation	MADISON	511	279504468.8	32363	1.64
Lafayette	MADISON	288	18620466.5	5037	0.70
Lindbergh/Schweitzer	MADISON	535	20948485.2	6637	0.60
Madison	MADISON	1150	228577641.3	32363	1.34
Sequoia	MADISON	229	16971934.5	5966	0.54
Whitman	MADISON	214	13153366.8	5190	0.48
Challenger	MIRA MESA	1026	192295312.1	29268	1.24
Ericson	MIRA MESA	753	48366187.2	13137	0.70
Hage	MIRA MESA	686	78123177.6	12739	1.16
Hickman	MIRA MESA	554	68313914.5	10071	1.28

School	Cluster	AvgEnrollment	Dist*Pop	Pop	WeightedDist
Jonas Salk	MIRA MESA	630	32367607.5	9935	0.62
Mason	MIRA MESA	724	13903148.8	6575	0.40
Mira Mesa	MIRA MESA	2515	588585731.2	71530	1.56
Sandburg	MIRA MESA	695	38914786.7	9262	0.80
Walker	MIRA MESA	501	39864845.2	9811	0.77
Wangenheim	MIRA MESA	972	341380937.2	42262	1.53
Crown Point	MISSION BAY	322	60355823.3	16582	0.69
Mission Bay	MISSION BAY	1256	356005942.3	42900	1.57
Pacific Beach	MISSION BAY	384	115865334.6	17039	1.29
Pacific Beach	MISSION BAY	674	251424051.5	42900	1.11
Sessions	MISSION BAY	464	29649081.5	9279	0.61
Audubon	MORSE	512	20947961.0	6505	0.61
Bell	MORSE	898	575483695.4	65668	1.66
Bethune	MORSE	663	15844985.3	4804	0.62
Boone	MORSE	526	30341938.9	6924	0.83
Freese	MORSE	356	22772213.0	6859	0.63
Fulton	MORSE	392	18178909.0	5628	0.61
Keiller 6-8	MORSE	318	3359603.7	239	2.66
Keiller K-5	MORSE	267	2018964.9	271	1.41
Morse	MORSE	1940	695587465.9	65668	2.01
Pacific View	MORSE	299	21490070.4	6571	0.62
Paradise Hills	MORSE	314	9523033.7	4767	0.38
Penn	MORSE	414	45430203.8	8093	1.06
Perry	MORSE	407	11890161.5	3989	0.56
Zamorano	MORSE	1249	53211851.8	11528	0.87
Cabrillo	POINT LOMA	192	24786987.9	6600	0.71
Correia	POINT LOMA	813	465926549.7	56576	2.00
Dana	POINT LOMA	805	409377703.8	56576	1.89
Dewey	POINT LOMA	384	24932502.6	5381	0.88
High Tech 6-8	POINT LOMA	327	10096120.0	268	7.13
High Tech 9-12	POINT LOMA	561	18246708.3	422	8.19
High Tech Explorer K-5	POINT LOMA	350	11249159.6	312	6.83
High Tech International 9-12	POINT LOMA	396	13575648.0	336	7.65
High Tech K-5	POINT LOMA	408	11607022.2	331	6.64
High Tech Media Arts 6-8	POINT LOMA	322	10760217.5	271	7.52
High Tech Media Arts 9-12	POINT LOMA	403	13250816.1	315	7.97
Loma Portal	POINT LOMA	409	51460544.1	11717	0.83
Ocean Beach	POINT LOMA	428	80500326.8	19861	0.77
Point Loma	POINT LOMA	1971	445737206.0	56576	1.89
Silver Gate	POINT LOMA	543	27030374.3	7228	0.71
Sunset View	POINT LOMA	449	20043833.7	5789	0.66
ALBERT EINSTEIN ELEM	SAN DIEGO	617	13693617.8	688	3.77
ALBERT EINSTEIN MID.	SAN DIEGO	439	9239999.6	527	3.32
Birney	SAN DIEGO	525	63063070.4	18686	0.64
Burbank	SAN DIEGO	406	7930392.5	4561	0.33
E3 Civic 9-12	SAN DIEGO	421	7303067.2	325	4.26
Emerson/Bandini	SAN DIEGO	437	26075087.1	8161	0.61
Florence	SAN DIEGO	279	40567645.8	11928	0.64
Garfield	SAN DIEGO	329	36410581.9	13499	0.51
Golden Hill	SAN DIEGO	452	37736767.1	9800	0.73
Grant	SAN DIEGO	677	60978227.3	12858	0.90
Jefferson	SAN DIEGO	367	39114711.8	12369	0.60
Kimbrough	SAN DIEGO	462	16163226.6	6888	0.44
King-Chavez 6-8	SAN DIEGO	160	407598.0	109	0.71
King-Chavez Arts 3-5	SAN DIEGO	181	444316.7	64	1.31
King-Chavez Athletics 3-5	SAN DIEGO	177	361179.4	62	1.10
King-Chavez Community 9-12	SAN DIEGO	530	6179796.3	345	3.39

School	Cluster	AvgEnrollment	Dist*Pop	Pop	WeightedDist
King-Chavez K-2	SAN DIEGO	368	2278671.5	319	1.35
King-Chavez K-5	SAN DIEGO	152	1017113.1	171	1.13
King-Chavez Prep 6-8	SAN DIEGO	358	3076508.3	353	1.65
Kipp-Adelante 5	SAN DIEGO	77	999695.2	47	4.03
Kipp-Adelante 6-8	SAN DIEGO	269	5947817.0	267	4.22
Logan	SAN DIEGO	603	9542601.6	4324	0.42
McGill K-5	SAN DIEGO	165	1471749.2	141	1.98
McKinley	SAN DIEGO	526	32307177.8	10213	0.60
Memorial Prep	SAN DIEGO	465	212612137.6	39343	1.02
Museum School 6-8	SAN DIEGO	77	1908300.7	71	5.09
Museum School K-5	SAN DIEGO	154	2809308.0	143	3.72
Old Town 6-8	SAN DIEGO	75	1926230.6	70	5.21
Old Town K-5	SAN DIEGO	169	3585289.8	151	4.50
Perkins	SAN DIEGO	481	12602978.3	4627	0.52
Rodriguez	SAN DIEGO	552	33959722.9	10782	0.60
Roosevelt	SAN DIEGO	932	1216472258.9	117539	2.05
SAN DIEGO HS COMPLEX	SAN DIEGO	2601	1832744091.1	156882	2.29
Sherman	SAN DIEGO	624	61437004.3	16792	0.69
Urban Discovery 6-8	SAN DIEGO	108	3272136.6	140	4.43
Urban Discovery 9-12	SAN DIEGO	90	1671576.6	74	4.28
Urban Discovery K-5	SAN DIEGO	256	4464622.1	256	3.30
Washington	SAN DIEGO	317	98180435.0	24252	0.77
Dingeman	SCRIPPS RANCH	833	20590479.1	5962	0.65
E. B. Scripps	SCRIPPS RANCH	720	28598336.2	5051	1.07
Innovations Academy 6-8	SCRIPPS RANCH	100	2023562.4	55	6.97
Innovations Acedemy K-5	SCRIPPS RANCH	181	5467122.0	147	7.04
Jerabek	SCRIPPS RANCH	670	52925628.7	8593	1.17
Marshall	SCRIPPS RANCH	1540	480611066.9	31151	2.92
Miramar Ranch	SCRIPPS RANCH	734	109356449.5	11545	1.79
Scripps Ranch	SCRIPPS RANCH	2279	440640526.5	31151	2.68
De Portola	SERRA	960	244072948.7	27386	1.69
Farb	SERRA	521	230221980.9	27386	1.59
Hancock	SERRA	676	8140866.5	4427	0.35
Kumeyaay	SERRA	499	20638516.0	5865	0.67
Miller	SERRA	746	11597354.3	5087	0.43
Serra	SERRA	1823	196487202.9	27386	1.36
Tierrasanta	SERRA	501	56994956.6	8370	1.29
Vista Grande	SERRA	418	9256555.7	3637	0.48
Curie	UNIVERSITY CITY	586	41530024.4	8342	0.94
Doyle	UNIVERSITY CITY	790	108940718.1	26528	0.78
Preuss 6-8	UNIVERSITY CITY	377	22996121.2	337	12.92
Preuss 9-12	UNIVERSITY CITY	452	29324267.7	429	12.95
Spreckels	UNIVERSITY CITY	702	125901388.8	14153	1.68
Standley	UNIVERSITY CITY	1071	462883808.6	49023	1.79
University City	UNIVERSITY CITY	1823	359851093.2	49023	1.49