

June 2021 | Focused Final Environmental Impact Report  
State Clearinghouse No. 2020029070

# DEL MAR HEIGHTS SCHOOL REBUILD PROJECT

Del Mar Union School District

*Prepared for:*

**Del Mar Union School District**

Contact: Chris Delehanty, Executive Director  
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*Prepared by:*

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## 1. Introduction

# 1. Introduction

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## 1.1 INTRODUCTION

This Focused Final Environmental Impact Report (Focused Final EIR) has been prepared in accordance with the California Environmental Quality Act (CEQA) as amended (Public Resources Code §§ 21000 et seq.) and CEQA Guidelines (California Code of Regulations §§ 15000 et seq.).

According to the CEQA Guidelines, Section 15132, the Final EIR shall consist of:

- (a) The Draft Environmental Impact Report (Draft EIR) or a revision of the Draft;
- (b) Comments and recommendations received on the Draft EIR either verbatim or in summary;
- (c) A list of persons, organizations, and public agencies comments on the Draft EIR;
- (d) The responses of the Lead Agency to significant environmental points raised in the review and consultation process; and
- (e) Any other information added by the Lead Agency.

This document contains responses to comments received on the Focused Draft EIR for the Del Mar Heights Rebuild Project during the public review period, which began April 28, 2021, and closed June 11, 2021. This document has been prepared in accordance with CEQA and the CEQA Guidelines and represents the independent judgement of the Lead Agency. This document and the circulated Focused Draft EIR comprise the Focused Final EIR, in accordance with CEQA Guidelines, Section 15132.

## 1.2 FORMAT OF THE FOCUSED FINAL EIR

This document is organized as follows:

***Section 1, Introduction.*** This section describes CEQA requirements and content of this Focused Final EIR.

***Section 2, Response to Comments.*** This section provides a list of agencies and interested persons commenting on the Focused Draft EIR; copies of comment letters received during the public review period, and individual responses to written comments. Individual comments for each letter have been numbered, and the letter is followed by responses with references to the corresponding comment number.

***Section 3. Revisions to the Focused Draft EIR.*** This section contains revisions to the Focused Draft EIR text and figures as a result of the comments received by agencies and interested persons as described in Section 2, and/or errors and omissions discovered after release of the Focused Draft EIR for public review.

The responses to comments contain material and revisions that will be added to the text of the Focused Final EIR. Del Mar Union School District staff has reviewed this material and determined that none of this material

## 1. Introduction

constitutes the type of significant new information that requires recirculation of the Focused Draft EIR for further public comment under CEQA Guidelines Section 15088.5. None of this new material indicates that the project will result in a significant new environmental impact not previously disclosed in the Focused Draft EIR. Additionally, none of this material indicates that there would be a substantial increase in the severity of a previously identified environmental impact that will not be mitigated, or that there would be any of the other circumstances requiring recirculation described in Section 15088.5.

### 1.3 CEQA REQUIREMENTS REGARDING COMMENTS AND RESPONSES

CEQA Guidelines Section 15204 (a) outlines parameters for submitting comments, and reminds persons and public agencies that the focus of review and comment of Draft EIRs should be “on the sufficiency of the document in identifying and analyzing possible impacts on the environment and ways in which significant effects of the project might be avoided or mitigated. Comments are most helpful when they suggest additional specific alternatives or mitigation measures that would provide better ways to avoid or mitigate the significant environmental effects. At the same time, reviewers should be aware that the adequacy of an EIR is determined in terms of what is reasonably feasible. ...CEQA does not require a lead agency to conduct every test or perform all research, study, and experimentation recommended or demanded by commenters. When responding to comments, lead agencies need only respond to significant environmental issues and do not need to provide all information requested by reviewers, as long as a good faith effort at full disclosure is made in the EIR.”

CEQA Guidelines Section 15204 (c) further advises, “Reviewers should explain the basis for their comments, and should submit data or references offering facts, reasonable assumptions based on facts, or expert opinion supported by facts in support of the comments. Pursuant to Section 15064, an effect shall not be considered significant in the absence of substantial evidence.” Section 15204 (d) also states, “Each responsible agency and trustee agency shall focus its comments on environmental information germane to that agency’s statutory responsibility.” Section 15204 (e) states, “This section shall not be used to restrict the ability of reviewers to comment on the general adequacy of a document or of the lead agency to reject comments not focused as recommended by this section.”

In accordance with CEQA, Public Resources Code Section 21092.5, copies of the written responses to public agencies will be forwarded to those agencies at least 10 days prior to certifying the environmental impact report.



## 2. Response to Comments

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Section 15088 of the CEQA Guidelines requires the Lead Agency (Del Mar Union School District) to evaluate comments on environmental issues received from public agencies and interested parties who reviewed the Focused Draft EIR and prepare written responses.

This section provides all written responses received on the Focused Draft EIR and the District's responses to each comment.

Comment letters and specific comments are given letters and numbers for reference purposes. Where sections of the Focused Draft EIR are excerpted in this document, the sections are shown indented. Changes to the Focused Draft EIR text are shown in underlined text for additions and ~~strikeout~~ for deletions.

The following is a list of agencies and persons that submitted comments on the Focused Draft EIR during the public review period.

Number Reference	Commenting Person/Agency	Date of Comment	Page No.
A	Lena Liu	April 29, 2021	2-3
B	Mary Grehian Yoo	April 29, 2021	2-7
C	Sandip Patel	April 29, 2021	2-11
D	Sheila Krishna	April 29, 2021	2-15
E	Dan Massara	May 4, 2021	2-19
F	Mike Milligan	May 4, 2021	2-23
G	Linuo Yang	May 5, 2021	2-27
H	Wenhsin Lee	May 6, 2021	2-31
I	Marina	May 10, 2021	2-35
J	Alison Catilus	May 11, 2021	2-39
K	John Reynolds	May 11, 2021	2-43
L	Kerstin Pfann	May 11, 2021	2-47
M	Nicki Waldal	May 11, 2021	2-51
N	Teresa Solis	May 11, 2021	2-55
O	Amanda Barman	May 12, 2021	2-59
P	Cristin Strain	May 13, 2021	2-63
Q	Gina Vargus	May 14, 2021	2-67
R	Greg Jabin	May 14 – June 4, 2021	2-71
S	Paige Rollins	May 23, 2021	2-91
T	Sean Rollins	May 23, 2021	2-95
U	Courtney Masick	May 25, 2021	2-99
V	Sandip Patel	June 2, 2021	2-103
W	Lena Liu	June 5, 2021	2-107
X	Mike Milligan	June 3, 2021	2-111

## 2. Response to Comments

Number Reference	Commenting Person/Agency	Date of Comment	Page No.
Y	Susie Hopper	June 8, 2021	2-115
Z	Lauri Carpenter	June 8, 2021	2-119
AA	Ian Phillip	June 8, 2021	2-123
BB	Robert McGraw	June 8, 2021	2-127
CC	Teresa Polivka	June 8, 2021	2-131
DD	Kimberly Jackson	June 8, 2021	2-135
EE	Heidi Merkel-Eckstein	June 9, 2021	2-139
FF	Hugh Terrell	June 10, 2021	2-143
GG	Karen Pankopf	June 10, 2021	2-147
HH	Enid Sherman	June 10, 2021	2-151
II	Scott Tinley	June 10, 2021	2-155
JJ	Harry Yip	June 10, 2021	2-159
KK	Kathleen Minarik	June 10, 2021	2-165
LL	Ann Terrell	June 10, 2021	2-169
MM	City of San Diego, Seth Litchney, Program Manager, Planning Department	June 11, 2021	2-173
NN	Shana Khoury	June 11, 2021	2-185
OO	Joyce and Mike Kushner	June 11, 2021	2-189
PP	Lilia Favelukis	June 11, 2021	2-193
QQ	Christine Springer	June 11, 2021	2-197
RR	Michelle McGraw	June 11, 2021	2-201
SS	Vicki Mirandon	June 11, 2021	2-205
TT	Kimberly Hiland Belding	June 11, 2021	2-211
UU	Sandy Kantel	June 11, 2021	2-227
<b>LATE SUBMITTALS<sup>1</sup></b>			
1	State of California, Department of Parks and Recreation, Darren Smith, Senior Environmental Scientist	June 11, 2021; 4:04 PM	2-231
2	Rosanna Alvarado-Martin	June 11, 2021; 4:10 PM	2-235
3	Raveendran Venugopal	June 11, 2021; 4:26 PM	2-517
4	Amy Hellenkamp	June 11, 2021; 4:44 PM	2-521
5	Shawnie Mirandon	June 11, 2021; 4:44 PM	2-525
6	Irene Young	June 11, 2021; 4:48 PM	2-529
7	Ursula Krane	June 11, 2021; 4:48 PM	2-533
8	Kelley Huggett	June 11, 2021; 4:49 PM	2-537
9	Laura DeMarco	June 11, 2021; 4:58 PM	2-571
10	Wes Huggett	June 11, 2021; 4:59 PM	2-575
11	Alex Kwoka	June 11, 2021; 7:08 PM	2-579
12	Tricia Dixon	June 11, 2021; 10:01 PM	2-585

<sup>1</sup> The comment period ended on June 11, 2021 at 4:00 PM. However, the District accepted any late comments through June 14, 2021.

## 2. Response to Comments

LETTER A – Lena Liu (2 pages)

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**From:** lena liu  
**Date:** Thursday, April 29, 2021 at 7:55 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Support of the EIR for rebuild of Del Mar Heights Elementary

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

May 1, 2021

Del Mar Union School District  
Chris Delehanty, Executive Director, Capital Programs & Technology  
11232 El Camino Real  
San Diego, CA 92130

Subject: Support for the Draft Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights Elementary School Rebuild Project; SCH # 2020029070

Dear Mr. Delehanty and Del Mar Union School District,

**I write to you today in strong support of The Draft Focused EIR (EIR) for the rebuild of Del Mar Heights Elementary.**

I am aware of a Notice of Availability regarding a Focused Environmental Impact Report (EIR) for the proposed Del Mar Heights Elementary School Rebuild Project, as recommended by the court ruling (Save the Field v. Del Mar Union School District, Case No. 37-2020-00020207-CU-TT-CTL).

**I have reviewed the EIR in detail, and I conclude that the EIR more than adequately addresses all environmental comments and mitigates all claimed environmental impacts, as follows:**

1) Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species

A-1

## 2. Response to Comments

*caused by proposed modification to storm water outfall pipes.*

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. I agree with this conclusion. Further, the rebuild plan will improve the surrounding habitat and resolve ongoing drainage and erosion issues.

A-1

CONT'D

*2) Assess the potential impact of construction noise on adjacent residential sensitive receptors.*

The EIR concludes that mitigation measures are specified that would reduce noise impact to a less than significant level. I agree with this conclusion. The construction noise is temporary and is mitigated.

A-2

*3) Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus. This was resolved by the Board's removal of these proposed components from the project at its meeting on January 19, 2021.*

This item is resolved. The ramp has been removed from the project.

**In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights Elementary. To continue to allow a small group of wealthy individuals to misappropriate environmental law and subvert a safe educational environment for our children is a tragedy. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar community.**

A-3

**Thank you,  
Lena Liu**



## 2. Response to Comments

### A. Response to Comments from Lena Liu, dated April 29, 2021.

A-1 The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

The commenter is correct in that impacts to biological resources were found to be less than significant and did not require the implementation of mitigation measures. Additionally, Figure 5.1-1, *Biological Resources*, of the Focused Draft EIR, shows the locations of the drainage improvements; Figure 5.1-4, *Photos of Slope Restoration Sites*, shows the eroded conditions of the two existing stormwater outfalls. The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

A-2 The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts.

The commenter is correct in that temporary construction noise impacts would be reduced to a level of less than significant with the implementation of Mitigation Measure N-1, which would include the implementation of construction noise practices, and Mitigation Measure N-2, which would use a static roller instead of a vibratory roller for construction activities within 25 feet of nearby residential structures. The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

A-3 The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

The commenter is correct in that the potential traffic impacts that may have arisen from the proposed new stairs and ADA ramp were resolved by the Board's removal of these components from the project at its meeting on January 19, 2021. The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER B – Mary Grehian Yoo (1 page)

May 1, 2021

Del Mar Union School District  
Chris Delehanty, Executive Director, Capital Programs & Technology  
11232 El Camino Real  
San Diego, CA 92130

Subject: Support for the Draft Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights Elementary School Rebuild Project; SCH # 2020029070

Dear Mr. Delehanty and Del Mar Union School District,

**I write to you today in strong support of The Draft Focused EIR (EIR) for the rebuild of Del Mar Heights Elementary.**

I am aware of a Notice of Availability regarding a Focused Environmental Impact Report (EIR) for the proposed Del Mar Heights Elementary School Rebuild Project, as recommended by the court ruling (Save the Field v. Del Mar Union School District, Case No. 37-2020-00020207-CU-TT-CTL).

**I have reviewed the EIR in detail, and I conclude that the EIR more than adequately addresses all environmental comments and mitigates all claimed environmental impacts, as follows:**

1) *Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species caused by proposed modification to storm water outfall pipes.*

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. I agree with this conclusion. Further, the rebuild plan will improve the surrounding habitat and resolve ongoing drainage and erosion issues.

2) *Assess the potential impact of construction noise on adjacent residential sensitive receptors.*

The EIR concludes that mitigation measures are specified that would reduce noise impact to a less than significant level. I agree with this conclusion. The construction noise is temporary and is mitigated.

3) *Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus. This was resolved by the Board's removal of these proposed components from the project at its meeting on January 19, 2021.*

This item is resolved. The ramp has been removed from the project.

**In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights Elementary. To continue to allow a small group of wealthy individuals to misappropriate environmental law and subvert a safe educational environment for our children is a tragedy. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar community.**

Thank you,  
(insert name)

B-1

B-2

B-3

## 2. Response to Comments

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## 2. Response to Comments

### **B. Response to Comments Mary Grehian Yoo, dated April 29, 2021.**

B-1 The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

See response to Comment A-1.

B-2 The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts.

See response to Comment A-2.

B-3 The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

See response to Comment A-3.

## 2. Response to Comments

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## 2. Response to Comments

LETTER C– Sandip Patel (2 pages)

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**From:** Sandip Patel  
**Date:** Thursday, April 29, 2021 at 8:50 AM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** draft EIR DMHE rebuild comment

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Del Mar Union School District  
Chris Delehanty, Executive Director, Capital Programs & Technology  
11232 El Camino Real  
San Diego, CA 92130

Subject: Support for the Draft Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights Elementary School Rebuild Project; SCH # 2020029070

Dear Mr. Delehanty and Del Mar Union School District,

I write to you today in strong support of The Draft Focused EIR (EIR) for the rebuild of Del Mar Heights Elementary. The Draft Focused EIR related to the rebuild of Del Mar Heights Elementary more than adequately addresses all environmental comments and mitigates all claimed environmental impacts by all parties, including Save the Field which represents a small cabal

C-1

## 2. Response to Comments

of wealthy individuals hiding behind a shadow entity and using environmental process as a false pretense for their true ambition—to bulldoze a school they view as a barrier to their aesthetic and leave hundreds of children without a safe educational environment, all for their own selfish ends.

I am aware of a Notice of Availability regarding a Focused Environmental Impact Report (EIR) for the proposed Del Mar Heights Elementary School Rebuild Project, as recommended by the court ruling (*Save the Field v. Del Mar Union School District*, Case No. 37-2020-00020207-CU-TT-CTL).

I have reviewed the EIR in detail, and I conclude that the EIR more than adequately addresses all environmental comments and mitigates all claimed environmental impacts, as follows:

1) *Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species caused by proposed modification to storm water outfall pipes.*

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. I agree with this conclusion. Further, the rebuild plan will improve the surrounding habitat and resolve ongoing drainage and erosion issues.

2) *Assess the potential impact of construction noise on adjacent residential sensitive receptors.*

The EIR concludes that mitigation measures are specified that would reduce noise impact to a less than significant level. I agree with this conclusion. The construction noise is temporary and is mitigated.

3) *Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus. This was resolved by the Board's removal of these proposed components from the project at its meeting on January 19, 2021.*

This item is resolved. The ramp has been removed from the project.

In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights Elementary. To continue to allow a small group of wealthy individuals to misappropriate environmental law and subvert a safe educational environment for our children is a tragedy. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar community.

**Thank you,**  
Sandip Patel

C-1

CONT'D

C-2

C-3



## 2. Response to Comments

### C. Response to Comments from Sandip Patel, dated April 29, 2021.

C-1 The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

See response to Comment A-1.

C-2 The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts.

See response to Comment A-2.

C-3 The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

See response to Comment A-3.

## 2. Response to Comments

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## 2. Response to Comments

### LETTER D – Sheila Krishna (1 page)

May 1, 2021

Del Mar Union School District  
Chris Delehanty, Executive Director, Capital Programs & Technology  
11232 El Camino Real  
San Diego, CA 92130

Subject: Support for the Draft Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights Elementary School Rebuild Project; SCH # 2020029070

Dear Mr. Delehanty and Del Mar Union School District,

**I write to you today in strong support of The Draft Focused EIR (EIR) for the rebuild of Del Mar Heights Elementary.**

I am aware of a Notice of Availability regarding a Focused Environmental Impact Report (EIR) for the proposed Del Mar Heights Elementary School Rebuild Project, as recommended by the court ruling (Save the Field v. Del Mar Union School District, Case No. 37-2020-00020207-CU-TT-CTL).

D-1

**I have reviewed the EIR in detail, and I conclude that the EIR more than adequately addresses all environmental comments and mitigates all claimed environmental impacts, as follows:**

1) *Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species caused by proposed modification to storm water outfall pipes.*

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. I agree with this conclusion. Further, the rebuild plan will improve the surrounding habitat and resolve ongoing drainage and erosion issues.

2) *Assess the potential impact of construction noise on adjacent residential sensitive receptors.*

D-2

The EIR concludes that mitigation measures are specified that would reduce noise impact to a less than significant level. I agree with this conclusion. The construction noise is temporary and is mitigated.

3) *Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus. This was resolved by the Board's removal of these proposed components from the project at its meeting on January 19, 2021.*

This item is resolved. The ramp has been removed from the project.

D-3

**In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights Elementary. To continue to allow a small group of wealthy individuals to misappropriate environmental law and subvert a safe educational environment for our children is a tragedy. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar community.**

Thank you,  
Sheila Krishna

## 2. Response to Comments

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## 2. Response to Comments

### **D. Response to Comments from Sheila Krishna, dated April 29, 2021.**

D-1 The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

See response to Comment A-1.

D-2 The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts.

See response to Comment A-2.

D-3 The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

See response to Comment A-3.

## 2. Response to Comments

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## 2. Response to Comments

LETTER E – Dan Massara (1 page)

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**From:** Dan Massara  
**Date:** Tuesday, May 4, 2021 at 11:38 AM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Support EIR and rebuild for Del Mar Heights School

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Chris-

I'll keep this brief as I know that you have plenty on your plate right now.

I support the findings of the focused EIR and for the current district plan for the rebuild. So does the vast majority of the Del Mar Heights community. It is clear that the site plan is an improvement in classroom modernization and safety. The voters approved Prop MM in order to build this school. It is time to get this project started.

It's unfortunate that a few individuals in the neighborhood have caused so many delays in this process and will keep 400+ children out of school for another year as a result.

Thanks for your time-

Dan Massara  
Vice President and Managing Partner  
Purcell International Group

E-1

## 2. Response to Comments

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## 2. Response to Comments

### **E. Response to Comments from Dan Massara, dated May 4, 2021.**

E-1 The commenter supports the findings of the Focused Draft EIR and the current project plans, and states that it is time to get the project started.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER F – Mike Milligan (1 page)

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**From:** Mike Milligan  
**Date:** Tuesday, May 4, 2021 at 11:49 AM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** HEIGHTS REBUILD

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

We support what the District has done here. Rebuild Heights Now! The Save the Field idiots have gotten their butts kicked and their only accomplishment is a loss of time and taxpayer money. It's time to rebuild as designed. I'm pro kid and the kids deserve this.

Chris, I heard you were out on leave. It's my hope that you are doing well and back to work. I hope the stress of the STF idiots didn't cause you to be out of the office.

**Mike Milligan**

F-1

## 2. Response to Comments

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## 2. Response to Comments

### **F. Response to Comments from Mike Milligan, dated May 4, 2021.**

F-1 The commenter supports the project and states it is time to rebuild the school.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER G – Linuo Yang (2 pages)

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**From:** Linuo Yang  
**Date:** Wednesday, May 5, 2021 at 9:07 AM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Cc:** Erica Halpern <[EHalpern@dmusd.org](mailto:EHalpern@dmusd.org)>, Geewah Mok <[GMok@dmusd.org](mailto:GMok@dmusd.org)>, Katherine Fitzpatrick <[KFitzpatrick@dmusd.org](mailto:KFitzpatrick@dmusd.org)>, Doug Rafner <[drafner@dmusd.org](mailto:drafner@dmusd.org)>, Scott Wooden <[swooden@dmusd.org](mailto:swooden@dmusd.org)>  
**Subject:** Support for EIR

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Mr. Delehanty and the Board,

I am a DMH parent and I am writing to express my support for the findings in the district's focused EIR. The rebuild of the DMH school is long overdue. The district has done everything it can to address parent and community concerns. The current rebuild plan provides a state-of-art campus and learning environment for the children, while preserving the green space, improving safety and providing ample parking. We can't be more excited about the new school!

G-1

## 2. Response to Comments

The project has unfortunately been delayed significantly by the lawsuit. It is disheartening to see the length few community members are willing to go for their self interest. We believe in the end the voice of the majority of the community will prevail and this school will be built and enjoyed by the families in the district. We thank all the hard work the district has done and we look forward to the day to be back at the new school that we will call home!

G-1

CONTD

Warmly,

Linuo Yang



## 2. Response to Comments

### **G. Response to Comments from Linuo Yang, dated May 5, 2021.**

G-1        The commenter supports the findings of the Focused Draft EIR, and states that the rebuild of the school is long overdue.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER H – Wenhsin Lee (1 page)

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**From:** Wenhsin Lee  
**Date:** Thursday, May 6, 2021 at 5:05 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Support for Del Mar Heights Rebuild

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Hello Chris,  
I am writing to share my support in moving forward with the Del Mar Heights Elementary School rebuild. With the EIR, it seems clear that the rebuild will result in improved safety, parking and traffic flow. The school site will have field space for school activities and even open community space. This site has sat vacant for too long and we are very much in support of the proposed school design.

My best,  
Wenhsin Lee  
--

H-1

## 2. Response to Comments

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## 2. Response to Comments

### **H. Response to Comments from Wenhsin Lee, dated May 6, 2021.**

H-1 The commenter supports the project and states that the EIR indicates the proposed project would result in improved safety, parking, and traffic flow.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER I – Marina (1 page)

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**From:** Marina  
**Date:** Monday, May 10, 2021 at 9:52 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Please start the Del Mar Heights rebuild!

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Hi,  
I am a Del Mar Height resident and both of my kids attended Del Mar Heights Elementary. The school was already in a deplorable condition 3 years ago and it has only worsened. The current plan has addressed all the stalling / sham issues put up by the Save the Field group and everything has been addressed in the EIR.

I-1

Let's start the rebuild so kids can come back to campus as soon as possible. It's such a shame that this year has been lost.

Thank you,  
Marina

## 2. Response to Comments

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## 2. Response to Comments

### I. Response to Comments Mary Grehian Yoo, dated April 29, 2021.

I-1 The commenter supports the project and states that the EIR addresses all the issues that were brought up by the Save the Field group.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER J – Alison Catilus (2 pages)

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**From:** Alison Catilus  
**Date:** Tuesday, May 11, 2021 at 3:09 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Support of EIR

Hello Chris,

I am writing to let you know that I fully support the findings of the focus group regarding the Environmental Impact Review of the Del Mar Heights School rebuild project. I have taught at Del Mar Heights for 25 years and I have been through a modernization and plenty of “band-aid” type repairs through the years. It is time for our students and staff to get the school that we deserve. Taxpayers and community members trusted us with the passing of Prop MM, and the countless design and planning meetings. We have been displaced for this school year, which has been a year of unprecedented times and challenges as it is. We deserve to be back at our home, and our host schools deserve to have their schools to themselves again.

I can’t wait to get back to 13555 Boquita Drive and continue my passion of teaching Del Mar’s little ones in the new and improved school we’ve been dreaming of.

Thank you for your time and support through this process.

Best,

J-1

## 2. Response to Comments

*Alison Catilus*

Alison Catilus  
First Grade Teacher  
Del Mar Heights School  
858-755-9367 x3322

## 2. Response to Comments

### **J. Response to Comments from Alison Catilus, dated May 11, 2021.**

J-1 The commenter supports the findings of the EIR, and states that the proposed modernization is much needed.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER K – John Reynolds (2 pages)

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**From:** John Reynolds  
**Date:** Tuesday, May 11, 2021 at 7:36 AM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>, John Reynolds  
**Subject:** Draft Focused Environmental Impact Report Del Mar Heights Elementary School Rebuild Project

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Executive Director Delehanty, Superintendent McClurg, Board President Halpern, and members of the Board:

I am writing to voice my continued strong support for the rebuild of the Del Mar Heights Elementary School. My wife and I moved into the neighborhood knowing that the school was sixty years old and was in sad need of renovation. But, we also knew the teachers were excellent and that a bond to renovate the school had passed by a wide margin, so we expected our kids to attend a newly rebuilt elementary school in our new neighborhood.

Since moving in we have watched with dismay a small group of neighbors, including some who clearly want to preserve their views, fight this effort, without any regard to the harm they are causing the children. The delays and costs that have been incurred as the result of the lawsuit are, in my opinion, unconscionable. They are harming our children. It would be a tragedy for our children if the rebuild undergoes additional delays.

**The EIR looked found no threat to vegetation. Noise will be mitigated appropriately. It is time to move forward with the rebuild.**

K-1

## 2. Response to Comments

My wife and I thank the members of the School Board and the Superintendent, and the teachers, for your steadfast efforts to put the interests of the students first. The wellbeing and education of the children should be the sole consideration of the school district.

Thank you,  
John Reynolds

K-1

CONT'D



## 2. Response to Comments

### **K. Response to Comments from John Reynolds, dated May 11, 2021.**

K-1 The commenter supports the project, and states that the EIR found not impacts to vegetation and that noise impacts would be appropriately mitigated.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER L – Kerstin Pfann (1 page)

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**From:** Kerstin Pfann  
**Date:** Tuesday, May 11, 2021 at 4:21 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Del Mar Heights Rebuild comment on focused EIR

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

To whom it may concern:

I am writing in support of the recent findings of the Del Mar Union School District focused EIR for the Del Mar Heights School rebuild project. Moreover, I am strongly in support of the design as currently planned. I am retired and live down the street from Del Mar Heights. I have lived at this location for over 20 years and am a parent of a former Del Mar Heights student. I have been impressed with the whole process of developing the design for the new school, especially the efforts to include the whole community in the process from early on. The unfortunate delay in moving forward with this project because a few people did not agree with the final design is very disappointing not only due to the financial impact but, even more so, due to the distress it has caused the students, teachers, and families who will already be displaced for an additional year due to the delays. I look forward to starting the rebuild as soon as possible.

Kerstin Pfann

L-1

## 2. Response to Comments

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## 2. Response to Comments

### **L. Response to Comments from Kerstin Pfann, dated May 11, 2021.**

L-1 The commenter supports the findings of the Focused Draft EIR and the current project plans, and states that the rebuild should start as soon as possible.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER M – Nicki Waldal (1 page)

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**From:** Nicki Waldal  
**Date:** Tuesday, May 11, 2021 at 7:07 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** DMH rebuild

Mr. Delehanty,

I am writing to let you know that I fully support the findings of the focus group regarding the Environmental Impact Review of the Del Mar Heights School rebuild project. I have taught at Del Mar Heights for over 20 years and it is time for our students and staff to get the school rebuilt. We have been displaced for this school year, which has been a year of unprecedented times and challenges as it is. We deserve to be back at our home, and our host schools deserve to have their schools to themselves again. I hope this rebuild will start soon as all the Del Mar Union School District teachers are in support of it.

Thank you for your time and support through this process.  
Nicki Waldal

M-1

## 2. Response to Comments

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## 2. Response to Comments

### **M. Response to Comments from Nicki Waldal, dated May 11, 2021.**

M-1 The commenter supports the project and the findings of the EIR, and states that the rebuild should start as soon as possible.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER N – Teresa Solis (2 pages)

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**From:** Teresa Solis  
**Date:** Tuesday, May 11, 2021 at 6:14 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** School Rebuild - Letter of Support

To Whom It May Concern,

I am writing in support of the findings of the district focused EIR, and for the current district plan for the rebuild of Del Mar Heights School.

The new school design is an improvement on all learning spaces for the children, which includes comfortable outdoor learning spaces, natural shade, and plenty of room for recess, P.E. and whole-school events.

Parking has always been an issue at the school, which was overwhelmingly expressed at every planning meeting. The new design allows for parking for all employees, parent volunteers and visitors who want to be a part of our school community.

It is clear that the usable green space in the new plan is uniform, large enough for all school activities and will be easier to supervise, maintain and utilize. The public will still have access to a vast area of blacktop, field and other outdoor spaces.

The lawsuit is disrespecting the will of the voters who supported and passed Prop MM. It is causing stress and anxiety for students, families, and staff. It is wasting precious district resources, causing untold future harm to the modernization plans of all Del Mar schools.

It is long overdue. Build the school now. PLEASE!

N-1

## 2. Response to Comments

Teresa Solis  
First Grade Teacher  
Del Mar Heights School

## 2. Response to Comments

### **N. Response to Comments from Teresa Solis, dated May 11, 2021.**

N-1        The commenter supports the findings of the Focused Draft EIR and the current plans for the rebuild, and states that the rebuild of the school is long overdue.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER O – Amanda Barman (1 page)

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**From:** Amanda Barman  
**Date:** Wednesday, May 12, 2021 at 1:35 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Heights

Hi Chris,

I would like to express my full support of the focus group findings regarding the Environmental Impact Review of the Del Mar Heights School rebuild project. It is time for our students and staff to get the school that we deserve. Taxpayers and community members trusted us with the passing of Prop MM, and the countless design and planning meetings.

We have been displaced for this school year, which has been a year of unprecedented times and challenges as it is. 13555 Boquita Drive is a school that should be filled with laughter and learning next year. A safe, modern facility brimming with curious children and happy teachers. We desperately need to be our school back!

O-1

Thank you for your time and support through this process.

Best,  
Amanda Barman

Amanda Barman  
First Grade Teacher  
Del Mar Heights School  
13555 Boquita Drive  
Del Mar, CA 92014  
858-755-9367 X3306

## 2. Response to Comments

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## 2. Response to Comments

### **O. Response to Comments from Amanda Barman, dated May 12, 2021.**

O-1 The commenter supports the findings of the Focused Draft EIR and states that the school should be rebuilt.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER P – Cristin Strain (2 pages)

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**From:** Cristin Strain  
**Date:** Thursday, May 13, 2021 at 10:53 AM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Letter in support of the DMH rebuild

To Whom it May Concern:

I am writing this letter in support of the Del Mar Heights rebuild. In doing so, I support the results of the focused EIR and feel that the district has done everything that is necessary to provide the community with a safe, environmentally-friendly plan to move forward with this much-needed rebuild.

As a teacher, and former parent, at Del Mar Heights, I cannot stress enough the importance of rebuilding this school. The presence of mold, varmints and other dangerous conditions has put our students at risk for far too long. For the last several years, my students' learning environment was a 20 year-old portable that, while having a million dollar ocean view, did not even have running water. When it rained, my students were subjected to leaky roofs that drip and soak the threadbare carpet that is at least a decade past its prime. Several ceiling panels in our classroom were water-stained for years, leading one to the conclusion that there is mold growing from the moisture that has been collecting between the ceiling panels and the roof.

P-1

In addition to the problems *inside* our aging portable classrooms, there were problems outside as well. In the last few years, the ramps leading up to our classrooms have begun to rust away, leaving holes and sharp metal edges that our students must navigate around, so as to not get hurt. Last year, it became necessary to fill the cracks and holes, in the wooden foundation below our classrooms, with foam insulation, in order to keep the rodents out. Our students deserve better than to have classrooms riddled with mold, rust and rodents.

## 2. Response to Comments

I don't need to remind anyone about the horrific car accident that happened on our campus, during which police and firemen were caught in the back-up of cars on Boquita as they attempted to come to the aid of children and adults who desperately needed them. Boquita has also been the scene of many "near misses" - incidents of children and other pedestrians almost being hit by drivers who were not able to see them among the crush of cars trying to get in and out of our parking lot.

After months of collaborative meetings, which included feedback from parents and community members, we were presented with a state of the art plan that would solve all of these safety issues, a plan that would provide our children with the school that they deserve. It would get rid of the unsafe and unsightly portables, the rusty ramps and the mold and rodents that currently reside there. It would provide a safe and accessible parking lot that can accommodate parents, teachers and emergency vehicles. It would lessen the back-up of cars on Boquita and thus cut down on those "near-misses" that result when throngs of children are in close proximity to moving vehicles.

The time to rebuild is now. We cannot wait. Our aging, fractured facilities cannot accommodate our students' needs, nor can our district afford to pay the millions of dollars in fees that are piling up as the rebuild continues to be stalled by lawsuits.

The students of Del Mar Heights deserve this new school and they are relying on us to make it happen. This is our chance to give our children what they deserve.

Sincerely,  
Cristin Strain

P-1  
CONT'D

## 2. Response to Comments

**P. Response to Comments Cristin Strain, dated May 13, 2021.**

P-1 The commenter supports the project and the findings of the EIR, and states that the rebuild should start as soon as possible.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

### LETTER Q – Gina Vargus (1 page)

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**From:** Gina Vargus  
**Date:** Friday, May 14, 2021 at 9:42 AM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Support of EIR

Dear Chris,

Please know I am in complete support of the findings of the EIR. I believe it is time to move forward with the rebuild of Del Mar Heights.

A few very vocal community members have done everything in their power to derail this much needed rebuild. Their selfish actions have cost the children and the community of the Heights time away from our beloved school and impacted hundreds of other children and their families at the Hills and Ocean Air.

I feel the district has done everything requested and required to build a new beautiful school the children and families of our district deserve. I appreciate all the endless hours and hard work you have dedicated to this project. Thank you for always advocating for our kids!

Warmly,  
Gina Vargus  
Kindergarten  
Del Mar Heights School

Q-1

## 2. Response to Comments

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## 2. Response to Comments

### **Q. Response to Comments from Gina Vargus, dated May 14, 2021.**

Q-1           The commenter supports the findings of the Focused Draft EIR, and states that it is time to move forward with the rebuild.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER R – Greg Jabin (16 pages)

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**From:** Greg Jabin  
**Date:** Friday, May 14, 2021 at 11:09 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Comment on DFEIR re: Access to Torrey Pines State Reserve Extension from School Grounds

**CAUTION:** This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Chris – Back in the 1990's when our three children attended the Del Mar Heights Elementary School, there was an unlocked gate along the fence between the Kindergarten playground and the main school campus that allowed easy access to the Torrey Pines State Reserve Extension after school hours and on weekends. This access was to walkable trails that allowed our family to explore the wonderful Reserve and even continue all the way down to the beach. Eventually, due to security concerns, that gate was permanently locked, but a new access gate was constructed on the far south side of the school campus adjacent to the grass field and baseball diamonds, which remained open after school hours and on the weekends. Although the school redesign allowed for access to the Reserve through a rebuilt gate and to-be-constructed ADA ramp, when the DMUSD Board made the decision to remove this ADA access, it became unclear if there would still be a gate to allow access to the Reserve. What assurance do neighboring residents have that we will still be able to access the

R-1

## 2. Response to Comments

Torrey Pines Reserve Extension from the school grounds after school hours and on weekends ? We live on Boquita Drive just north of the school, and if we are no longer able to access the Reserve through the school grounds it would require walking much further, which is unacceptable.

R-1

CONT'D

The ideal solution would be to include a gate adjacent to the new community park, in the approximate location of the original gate next to the existing Kindergarten playground. And just as the new community park will be open at all hours, not just after school and on weekends, this access gate should also remain open at all times. Can this be included in the redesign ?

R-2

Thank you.

Sincerely,

Greg Jabin

## 2. Response to Comments

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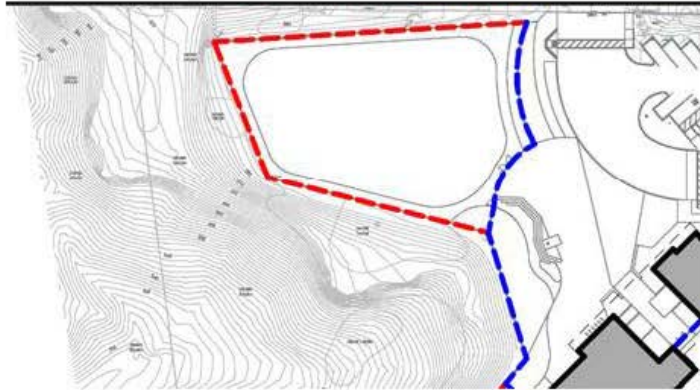
**From:** Greg Jabin  
**Date:** Monday, May 17, 2021 at 11:07 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Comment on DFEIR re: 8-ft High Black Ornamental Steel Fence shown blocking access to Community Park

**CAUTION:** This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Chris – In Section 3 of the DFEIR, Project Description, Figure 3-8 shows the Fencing Plan as having an 8-ft High Black Ornamental Steel Fence that appears to run along the entire entrance to the proposed new Community Park at the northwest corner of the campus. If this Community Park is going to be open at all hours, including before and after school and on weekends, why is there a fence in front of the entire entrance ? If this fence is necessary, who will be responsible for making sure that any access gates are unlocked and open outside of school hours ?

R-3

## 2. Response to Comments



Sincerely,

Greg Jabin

## 2. Response to Comments

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**From:** Greg Jabin

**Date:** Monday, May 17, 2021 at 11:27 PM

**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>

**Subject:** Comment on DFEIR re: Access to Canyon Rim Nature Path and TP Reserve given 8-ft High Black Chain Link Fence surrounding field

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Chris – Can you clarify if the Canyon Rim Nature Path is located outside of the 8-ft High Black Chain Link Fence shown in Section 3 of the DFEIR, Project Description, Figure 3-8 Fencing Plan, or is it only accessible from inside the fenced area (that is, from the school campus) ? Also, will there be a gate or gates along this 8-ft High Black Chain Link Fence to allow access to the Torrey Pines Reserve Extension before and after school hours and on weekends, from the green field ?

R-4

R-5

## 2. Response to Comments



Sincerely,



## 2. Response to Comments

Greg Jabin

## 2. Response to Comments

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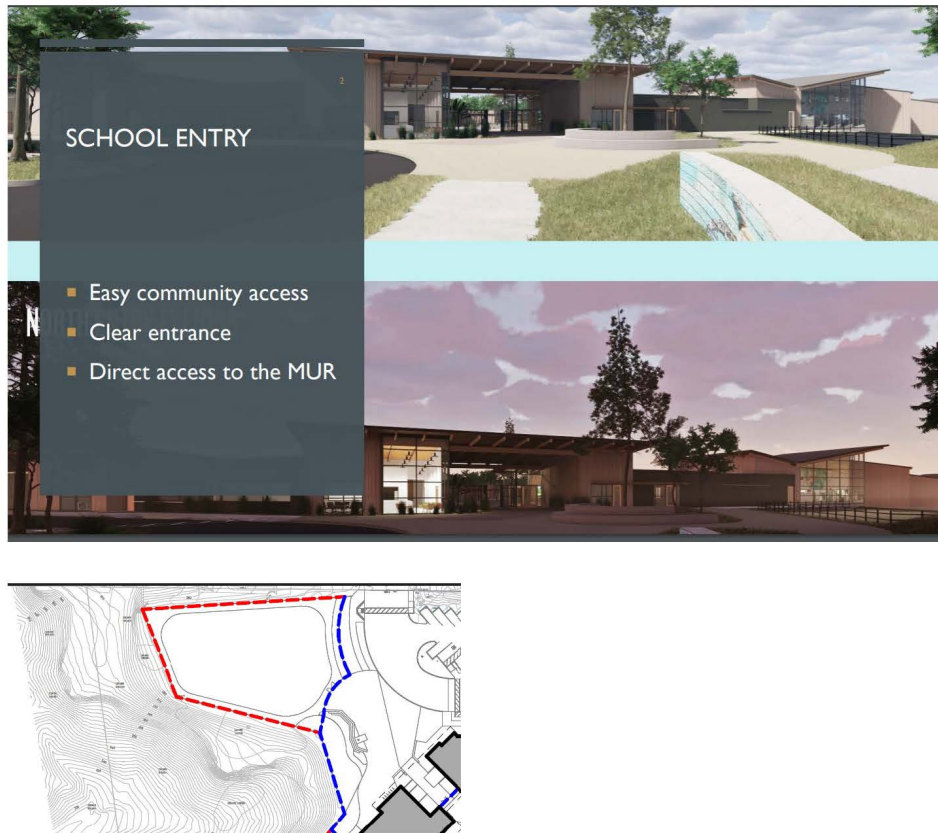
**From:** Greg Jabin  
**Date:** Thursday, May 20, 2021 at 1:56 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Comment on DFEIR re: Discrepancy between Rendering of School Entry and Community Park Entrance on DMUSD website with DFEIR Fencing Plan

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Chris – Can someone explain why the Rendering of the Del Mar Heights School Entry on DMUSD's website doesn't show an 8-ft High Black Ornamental Steel Fence blocking access to Community Park, as shown on the Fencing Plan in Section 3 of the DFEIR, Project Description, Figure 3-8 ? Please see images below and attachments. Note that in the upper photo, to the right of the school entrance, the Community Park appears to have 2' high bollards of some sort, not an 8' tall steel fence. No fencing plan was ever shown on either the DMUSD's website or in the Mitigated Negative Declaration (MND) document. The fencing plan first appeared for public review and comment in this DFEIR, and as you can see, there will be major 8' high fencing blocking access to the Community Park, which is completely different than the Rendering below. Unfortunately, this appears to be a misrepresentation to the surrounding community residents. Thank you.

R-6

## 2. Response to Comments



Sincerely,  
Greg Jabin

## 2. Response to Comments

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**From:** Greg Jabin  
**Date:** Friday, May 21, 2021 at 10:47 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Comment on DFEIR re: Unrestricted neighborhood access to the Community Park at Del Mar Heights Elementary School

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Chris – I am submitting the email below as a public comment on the DFEIR. Note that the included graphic identifies this 17,000 square foot green space, located in the northwest quadrant of the school, outside of the secured campus area and school entry, as the “DMUSD Community Park”. Is this what we’re actually getting, or is it just an extension of the school campus to be closed off by an 8’ high steel fence and separated from the community ?

Sincerely,

Greg Jabin

R-7

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**From:** Greg Jabin  
**Sent:** Tuesday, June 30, 2020 2:24 PM  
**To:** 'Christopher Delehanty' <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Del Mar Heights Community Park access to Torrey Pines Reserve Extension: Follow-up actions

Chris – Thanks for taking the time to meet with me this morning at the Heights to look at the potential for reopening the gate at the trail head leading down into the Torrey Pines Reserve Extension. I look forward to hearing what you find out from CEQA regarding the possibility of opening this trailhead back up. I can offer up a group of volunteers (myself included) willing to clear out all the overgrown brush and even shovel out a walkable path from the gate to the area where the old amphitheater used to be. I will also get in contact with the Torrey

R-8

## 2. Response to Comments

Pines Association (of which my wife and I are both Lifetime Patron members) to see if I can gain their interest and involvement in making this trail restoration a reality.

R-8  
CONT'D

Regarding the area where the old Kindergarten currently sits that's slated to be turned into a green space: If you look at the slide below from DMUSD's November 20<sup>th</sup> 2019 Board Presentation, this green space is labeled "DMUSD Community Park", and the photos and diagram certainly gave me the impression that this was to be a community park accessible to the neighborhood both during and outside of school hours. Can you direct me to where it says that this is not necessarily going to be the case, as you were saying, but instead it might be fenced off and closed during school hours? If that's the case, I would be greatly disappointed. Thanks Chris.

R-9



Sincerely,

Greg Jabin

## 2. Response to Comments

**Date:** Saturday, May 22, 2021 at 3:56 PM

**To:** Christopher Delehanty <cdelehanty@dmusd.org>

**Subject:** Comment on DFEIR re: Is this what the 8-ft high steel fence blocking access to the Community Park will look like ?

**CAUTION:** This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Chris - Below are photos of the existing 8-ft high steel fence in front of the Del Mar Heights school. Note that the lower section of the fence is only 6-ft tall, but the main portion in the photos is exactly 8-ft tall. Is this the type of fence that the Fencing Plan shows being installed along the entire entrance to the Community Park ?

Note that there were never any renderings of the Community Park on the DMUSD website that showed any fencing or gates blocking access to this park. Nor did the Initial Study / Mitigated Negative Declaration (MND) document published in February 2020 make any mention of, nor include any renderings of, an 8-ft high ornamental steel fence to be built in front of the entire width of this new Community Park.

There was much mention made in both the MND and the Response To Comments (RTC) documents about how the loss of a major portion of the main campus field and green open space was partially offset by the addition of this new 17,000 square foot grassy Community Park located in the northwest corner of the campus, outside of the secured main campus (which in fact is the main reason this park was created, an inability to put any buildings in this area due to the inability to secure it.) The Rebuild Site Plan and numerous supporting diagrams and renderings made this look like an inviting park for the neighborhood, and labeled it as such, yet nowhere were any 8-ft tall steel fences shown or described. The community is finding out about this for the very first time in the DFEIR, yet there has been no prior discussion with the community, no opportunity for the neighborhood residents to weigh in on this tall fence, and only now through the public comment process can we bring this issue to everyone's attention.

I urge the DMUSD Board to remove this monstrosity of a fence from the newly-revealed fencing plan, keep the entrance open for the community as it was advertised throughout the school redesign process, and do the right thing to be a good neighbor. Thank you.

R-10

R-11

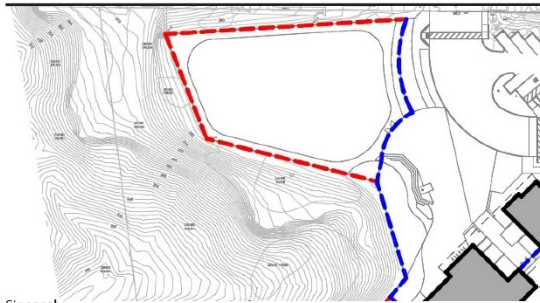
R-12

R-13





## 2. Response to Comments



Sincerely,  
Greg Jabin

## 2. Response to Comments

**From:** Greg Jabin  
**Date:** Friday, June 4, 2021 at 1:56 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Comment on DFER: Is DMUSD fencing us out of the new Community Park ?

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Chris – Can someone please explain the disconnect between the aerial rendering of the Del Mar Heights School rebuild shown below, and the Fencing Plan below that:

Note that in this aerial rendering of the Del Mar Heights School rebuild, looking to the south, there is absolutely no fence of any sort blocking the entrance to the new Community Park. This is what the DMUSD presented to the community to help sell us on the loss of so much of the main field. Also note that the school buildings were later reconfigured, but the park was never changed in later renderings.



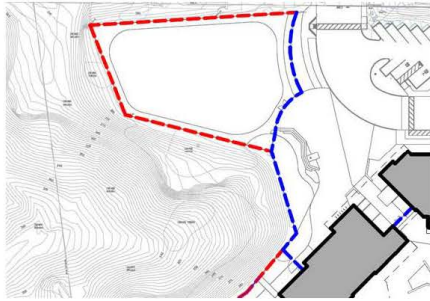
R-14

Fencing Plan first shown to the public in the Response to Comments (RTC) document, not in the Initial Study / Mitigated Negative Declaration (IS/MND):

R-15



## 2. Response to Comments



R-15  
CONT'D

What we were promised by DMUSD in their November 20th 2019 Board Presentation in return for a huge reduction in the main field size:



R-16

The proposed 8-foot tall fence will be similar to the existing 8-foot tall security fence blocking entrance to the Del Mar Heights School campus (taller sections are 8' tall):



R-17

## 2. Response to Comments



Sincerely,  
Greg Jabin

R-17  
CONT'D

## 2. Response to Comments

### **R. Response to Comments from Greg Jabin, dated May 14, 2021 through June 4, 2021.**

R-1, R-2 This comment notes that a gate near the Kindergarten playground allowed access to the Torrey Pines Reserve Extension back in the 1990s and that the gate was permanently locked for security reasons. It also notes that in recent times, a gate at the southern end of the campus has allowed access to the Reserve during non-school hours. The commenter questions whether neighbors will have access to the Reserve through the campus. The commenter requests that a gate be provided adjacent to the community park.

While the ADA ramp and stairs have been removed from the proposed project, the project includes a maintenance gate at the southern edge. The District plans to maintain public access to the open portions of the campus subject to District access policies.

R-3 The commenter asks why a fence is necessary if access to the community park will be allowed during all hours and if the fence is necessary, who will be responsible for ensuring that access gates are unlocked during non-school hours.

Similar to the current site, the project does not include a community park, but rather an outdoor learning area that will be available to the community during non-school hours. The fence is necessary to ensure student safety. Community access via the gate will be per District policy. It is the District's intent to maintain access to the open portions of the campus.

R-4 The commenter asks if the Canyon Rim Nature Path is located outside the 8-ft fence or accessible from inside the fenced campus.

The referenced path is inside the fence and part of the campus. Accessibility to the path will be when the campus is open during non-school hours.

R-5 The commenter asks if there will be a gate allowing access to the Torrey Pines Reserve Extension.

As explained in Response R-1/R-2 above, there will be a gate in the chain link fence at the southern end of the campus. Community access through the campus and through this gate to the Reserve will occur during non-school hours subject to District access policies.

R-6 The commenter asks why the renderings on the District's website do not show the 8-ft High Black Ornamental Steel Fence. The commenter states that no fencing plan was ever shown on the District website or in the MND.

The District considered many design and function options during the planning process. The artist rendering referenced in this comment does not reflect the final plan. It is incorrect that the fencing plan was not revealed until the Focused DEIR. Figure 4, Fencing Plan, in the Responses to Comments document, which is part of the MND, shows the 8-

## 2. Response to Comments

- foot black ornamental steel fence, which is also shown in the Focused DEIR (see Figure 3-8, Fencing Plan).
- R-7      The commenter asks if the 17,000 sq ft green space shown at the northwest quadrant is the DMUSD Community Park or just an extension of the campus.
- The proposed project does not include a community park as explained in Response R-1/R-2 above.
- R-8      The commenter indicates interest in providing a gate that allows access to the Torrey Pines Reserve Extension and offers to provide volunteers to clear overgrown brush.
- The gate located near the Kindergarten play area was permanently closed years ago. The District is committed to minimizing impacts on the Reserve and plans to limit access to the gate planned on the southern edge of the campus.
- R-9      This comment references a slide from the District's November 20, 2019 presentation that shows an area identified as "DMUSD Community Park."
- As explained above, the plans attached to this comment are preliminary plans for a community park, which are not part of the current project.
- R-10      The commenter asks if the fence shown in the photos provided is the type of fence proposed.
- The fence along the open space area referenced in this comment will be an 8-foot black ornamental fence.
- R-11      This comment states that there were no renderings of the Community Park showing fencing or gates on the District website, nor any in the MND published in February 2020.
- The renderings showed preliminary plans. Final plans as evaluated in the CEQA documents include the fencing plan as shown in Responses to Comments document (which is part of the MND), Figure 4, Fencing Plan, and DFEIR, Figure 3-8, Fencing Plan.
- R-12      The commenter states that there has been no prior discussion with the community concerning the fence and lack of access to the Community Park.
- The final plan approved by the District does not include a Community Park. The MND/Responses to Comments provided an objective review of changes to open space and recreational amenities available to the public. The District plans to maintain access to the open portions of the campus subject to District access policies.
- R-13      The commenter urges the Board to remove the fence and keep community access open.

## 2. Response to Comments

This is the commenter's opinion concerning the fence. All comments will be considered by the Board of Trustees.

- R-14 The commenter notes that the aerial rendering of the school does not show a fence blocking access to the Community Park.

Many preliminary plans were considered during the design process. This is a preliminary plan and does not represent approved project.

- R-15 The commenter states that the Fencing Plan was first shown in the Response to Comments document and not the Initial Study/MND.

The commenter is correct. Comments were received asking for additional details concerning fencing and these details were included in the MND/Response to Comments document.

- R-16 The commenter states that they were promised a DMUSD Community Park in the November 20, 2019 Board presentation.

The community park was one design option considered during the public planning process. The plan was not included in the final project.

- R-17 The commenter states that the 8-foot fence blocking the entrance to the campus will be similar to the one shown in the comment's photo.

The district plans to build an 8-foot black ornamental fence.

## 2. Response to Comments

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## 2. Response to Comments

LETTER S – Paige Rollins (1 page)


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**From:** Paige Rollins  
**Date:** Sunday, May 23, 2021 at 7:44 AM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Support for Heights EIR

Dear Chris,  
My husband and I wanted to send you our support for the findings of the EIR, as parents and as one of your teachers. We support the findings of the district focused EIR and are eager to get the rebuild going again. Thank you for all of your work in this project.

With much gratitude,  
Paige Rollins

S-1

  
**PAIGE ROLLINS**  
LAUNCH DISTANCE, LEARNING  
DEL MAR UNION SCHOOL DISTRICT  
IGNITING GENIUS, EMPOWERING STUDENTS

## 2. Response to Comments

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## 2. Response to Comments

### S. Response to Comments from Paige Rollins, dated May 23, 2021.

S-1        The commenter supports the findings of the Focused Draft EIR and the current plans for the rebuild and is eager for the school to be rebuilt.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER T – Sean Rollins (1 page)

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**From:** Paige Rollins  
**Date:** Sunday, May 23, 2021 at 7:40 AM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** supporting the EIR

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Mr. Delehanty,  
Thank you for all your work for the Heights rebuild. I want you to know that I support the findings of the district focused EIR. I hope all goes well.

Best,  
Sean Rollins

T-1

## 2. Response to Comments

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## 2. Response to Comments

### **T. Response to Comments from Sean Rollins, dated May 23, 2021.**

T-1 The commenter supports the findings of the Focused Draft EIR.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

### LETTER U – Courtney Masick (1 page)

On 5/24/21, 9:05 PM, "Courtney Wildman" wrote:

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Hello Chris,

I hope you are well and thank you for all that you have done to help the Heights rebuild process, a place I have called my teaching home for 19 years. I wanted to formally support the findings of the district focused EIR and the current district plan for rebuild. My wish is that we can see movement forward in this important process by this summer and officially start the exciting next chapter at Del Mar Heights School.

U-1

Thank you again for all that you do.

Kind Regards,  
Courtney Masick  
(3rd grade Heights)

## 2. Response to Comments

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## 2. Response to Comments

### U. **Response to Comments Courtney Masick, dated May 25, 2021.**

U-1        The commenter supports the project and the findings of the EIR and hopes that the process can start by summer.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER V – Sandip Patel (2 pages)

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**From:** Sandip Patel  
**Date:** Wednesday, June 2, 2021 at 7:32 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** EIR DMHE rebuild comment

**CAUTION:** This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Del Mar Union School District  
Chris Delehanty, Executive Director, Capital Programs & Technology  
11232 El Camino Real  
San Diego, CA 92130

Subject: Support for the Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights Elementary School Rebuild Project; SCH # 2020029070

Dear Mr. Delehanty and Del Mar Union School District,

I write to you today in strong support of The Final Focused EIR (EIR) for the rebuild of Del Mar Heights Elementary. The Focused EIR related to the rebuild of Del Mar Heights Elementary more than adequately addresses all environmental comments and mitigates all claimed environmental impacts by all parties, including Save the Field which represents a small cabal of wealthy individuals hiding behind a shadow entity and using environmental process as a false pretense for their true ambition—to bulldoze a school they view as a barrier to their aesthetic and leave hundreds of children without a safe educational environment, all for their own selfish ends.

I am aware of a Notice of Availability regarding a Focused Environmental Impact Report

V-1

## 2. Response to Comments

(EIR) for the proposed Del Mar Heights Elementary School Rebuild Project, as recommended by the court ruling (Save the Field v. Del Mar Union School District, Case No. 37-2020-00020207-CU-TT-CTL).

I have reviewed the EIR in detail, and I conclude that the EIR more than adequately addresses all environmental comments and mitigates all claimed environmental impacts, as follows:

1) *Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species caused by proposed modification to storm water outfall pipes.*

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. I agree with this conclusion. Further, the rebuild plan will improve the surrounding habitat and resolve ongoing drainage and erosion issues.

2) *Assess the potential impact of construction noise on adjacent residential sensitive receptors.*

The EIR concludes that mitigation measures are specified that would reduce noise impact to a less than significant level. I agree with this conclusion. The construction noise is temporary and is mitigated.

3) *Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus. This was resolved by the Board's removal of these proposed components from the project at its meeting on January 19, 2021.*

This item is resolved. The ramp has been removed from the project.

In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights Elementary. To continue to allow a small group of wealthy individuals to misappropriate environmental law and subvert a safe educational environment for our children is a tragedy. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar community.

**Thank you,**  
Sandip Patel

V-1

CONT'D

V-2

V-3

## 2. Response to Comments

### V. Response to Comments from Sandip Patel, dated June 2, 2021.

V-1        The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

See response to Comment A-1.

V-2        The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts.

See response to Comment A-2.

V-3        The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

See response to Comment A-3.

## 2. Response to Comments

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## 2. Response to Comments

LETTER W – Lena Liu (2 pages)

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**From:** lena liu  
**Date:** Saturday, June 5, 2021 at 8:07 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Support for the Final Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights Elementary School Rebuild Project; SCH # 2020029070

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Mr. Delehanty and Del Mar Union School District,

**I write to you today in strong support of The Final Focused EIR (EIR) for the rebuild of Del Mar Heights Elementary.**

I am aware of a Notice of Availability regarding a Focused Environmental Impact Report (EIR) for the proposed Del Mar Heights Elementary School Rebuild Project, as recommended by the court ruling (Save the Field v. Del Mar Union School District, Case No. 37-2020-00020207-CU-TT-CTL).

**I conclude that the EIR adequately addresses all environmental comments and mitigates all claimed environmental impacts, as follows:**

W-1

## 2. Response to Comments

*1) Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species caused by proposed modification to storm water outfall pipes.*

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. I agree with this conclusion. Further, the rebuild plan will improve the surrounding habitat and resolve ongoing drainage and erosion issues.

W-1

CONT'D

*2) Assess the potential impact of construction noise on adjacent residential sensitive receptors.*

The EIR concludes that mitigation measures are specified that would reduce noise impact to a less than significant level. I agree with this conclusion. The construction noise is temporary and is mitigated.

W-2

*3) Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus. This was resolved by the Board's removal of these proposed components from the project at its meeting on January 19, 2021.*

This item is resolved. The ramp has been removed from the project.

**In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights Elementary. To continue to allow a small group of wealthy individuals to misappropriate environmental law and subvert a safe educational environment for our children is a tragedy. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar community.**

W-3

Thank you.

Lena Liu



## 2. Response to Comments

### **W. Response to Comments Lena Liu, dated June 5, 2021.**

W-1 The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

See response to Comment A-1.

W-2 The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts.

See response to Comment A-2.

W-3 The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

See response to Comment A-3.

## 2. Response to Comments

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## 2. Response to Comments

### LETTER X – Mike Milligan (1 page)

June 1, 2021

Del Mar Union School District  
Chris Delehanty, Executive Director, Capital Programs & Technology  
11232 El Camino Real  
San Diego, CA 92130

Subject: Support for the Final Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights Elementary School Rebuild Project; SCH # 2020029070

Dear Mr. Delehanty and Del Mar Union School District,

**I write to you today in strong support of The Final Focused EIR (EIR) for the rebuild of Del Mar Heights Elementary.**

I am aware of a Notice of Availability regarding a Focused Environmental Impact Report (EIR) for the proposed Del Mar Heights Elementary School Rebuild Project, as recommended by the court ruling (Save the Field v. Del Mar Union School District, Case No. 37-2020-00020207-CU-TT-CTL).

X-1

**I have reviewed the EIR in detail, and I conclude that the EIR more than adequately addresses all environmental comments and mitigates all claimed environmental impacts, as follows:**

1) *Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species caused by proposed modification to storm water outfall pipes.*

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. I agree with this conclusion. Further, the rebuild plan will improve the surrounding habitat and resolve ongoing drainage and erosion issues.

2) *Assess the potential impact of construction noise on adjacent residential sensitive receptors.*

The EIR concludes that mitigation measures are specified that would reduce noise impact to a less than significant level. I agree with this conclusion. The construction noise is temporary and is mitigated.

X-2

3) *Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus. This was resolved by the Board's removal of these proposed components from the project at its meeting on January 19, 2021.*

This item is resolved. The ramp has been removed from the project.

X-3

**In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights Elementary. To continue to allow a small group of wealthy individuals to misappropriate environmental law and subvert a safe educational environment for our children is a tragedy. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar community.**

Thank you.

## 2. Response to Comments

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## 2. Response to Comments

### **X. Response to Comments Mike Milligan, dated June 3, 2021.**

X-1 The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

See response to Comment A-1.

X-2 The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts.

See response to Comment A-2.

X-3 The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

See response to Comment A-3.

## 2. Response to Comments

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## 2. Response to Comments

LETTER Y – Susie Hopper (2 pages)

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**From:** Susan Hopper  
**Date:** Tuesday, June 8, 2021 at 3:01 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Cc:** Ian Phillip  
**Subject:** DMHts

Note: I support the rebuild of the Del Mar Heights School 2021. The remodel is essential and vitally important to the community of Del Mar Heights neighborhood, families and students. Thank you for supporting and continuing this improvement project without further delays.

Y-1

Keep smiling & stay well,  
Susie Hopper  
3<sup>rd</sup> Grade Teacher for Del Mar Heights & LAUNCH  
Del Mar Union School District

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## 2. Response to Comments



Thanks for “GOING the DISTANCE”



## 2. Response to Comments

### Y. Response to Comments from Susie Hopper, dated June 8, 2021.

Y-1 The commenter supports the project, and states that the remodel is important to the Del Mar Heights neighborhood, families, and students.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER Z – Lauri Carpenter (1 page)

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**From:** Lauri Carpenter  
**Date:** Tuesday, June 8, 2021 at 3:41 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Heights public comments

Hi Chris,  
I want to weigh in on the public comments in support of Del Mar Heights re-build. I support the findings of the EIR. I support the Heights plans as they are. It is so important for our students to get back to their school !!!  
Thank you for everything you have done, are doing and will do to help make this happen.  
Sincerely,  
Lauri Carpenter

Z-1

*Lauri Carpenter, M.A. Education Specialist  
Del Mar Heights School  
Satellite Campus: Ocean Air School*

## 2. Response to Comments

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## 2. Response to Comments

### **Z. Response to Comments from Lauri Carpenter, dated June 8, 2021.**

Z-1 The commenter supports the findings of the Focused Draft EIR.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER AA – Ian Phillip (2 pages)

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**From:** Ian Phillip  
**Date:** Tuesday, June 8, 2021 at 3:11 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Public comment for EIR

I, Ian Phillip support the findings of the Focused EIR completed by DMUSD during the 2020-21 school year. In addition, I 100% support the current rebuild design for Del Mar Heights Elementary school. The design will improve the school in the areas of:

- Classroom Modernization and learning spaces
- Natural shade and appropriate educational environments
- Outdoor learning
- Campus security and sight lines for supervision
- Emergency vehicle access (never forget the accident!)
- Classroom building safety, employee and student health removal of toxic materials and classrooms
- Playtime supervision and flow of student movement
- An MUR worthy of all school events
- Ample outside spaces for recess, P.E. and school specialty events
- Food service area improved

AA-1

## 2. Response to Comments

- Adequate parking for staff and school volunteers and visitors
- An appropriate facility for student learning and for community enjoyment

Thank you for your continued diligence in the process of design and planning, in the face of unending complaint and obstruction. The students and teachers of Del Mar Heights deserve to return home.

Thank you!

Ian Phillip  
Physical Education Teacher  
Del Mar Heights Elementary

AA-1

CONT'D



## 2. Response to Comments

### **AA. Response to Comments from Ian Phillip, dated June 8, 2021.**

AA-1 The commenter supports the project and the findings of the EIR.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

### LETTER BB – Robert McGraw (1 page)

June 8, 2021

Del Mar Union School District  
Chris Delehanty, Executive Director, Capital Programs & Technology  
11232 El Camino Real  
San Diego, CA 92130

Subject: Support for the Draft Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights School Rebuild Project; SCH # 2020029070

Dear Mr. Delehanty and Del Mar Union School District,

I write to you today in strong support of the Draft Focused EIR (EIR) for the rebuild of Del Mar Heights School, which was developed in response to the court ruling (Save the Field v. Del Mar Union School District, Case No. 37-2020-00020207-CU-TT-CTL). I have reviewed the EIR in detail and I conclude that the EIR more than adequately addresses all environmental comments and mitigates all claimed environmental impacts. Specifically, I would like to call out the following items identified in the court ruling that called for further review:

BB-1

*1) Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species caused by proposed modification to storm water outfall pipes.*

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. Not only do I agree with this conclusion, but it should be pointed out that this is the second time that the district had a biological subject matter expert review this area. Not only that, but the rebuild plan will resolve existing drainage and erosion issues that potentially are faced by that habitat.

*2) Assess the potential impact of construction noise on adjacent residential sensitive receptors.*

The EIR concludes that while construction noise can be potentially significant, it is temporary and can be mitigated. Newsflash – construction can be noisy. This issue is not an environmental coastal zone issue but an issue every construction project in the city has to deal with. The district has outlined a layered mitigation strategy that ranges from notifying neighbors of noisier events, performing these activities only at certain times, and even building temporary structures to help dampen the noise. These measures go above and beyond mitigation measures that would be put in place throughout the city. I fully support the district's mitigation strategy.

BB-2

*3) Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus.*

This item was resolved at the DMUSD Board's meeting on January 19, 2021. The ramp has been removed from the project so as not to cause adverse traffic effects that may be experienced by the neighbors on Mira Montana from disabled people that may try to access the field from their neighborhood.

BB-3

In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights School. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar community.

Regards,



Dr. Robert McGraw

## 2. Response to Comments

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## 2. Response to Comments

### **BB. Response to Comments from Robert McGraw, dated June 8, 2021.**

BB-1 The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

See response to Comment A-1.

BB-2 The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts, and states that noise impacts are not an environmental coastal zone issue but an issue with every construction project throughout the City. The commenter states that the mitigation measures go above and beyond mitigation measures that would be placed through the City.

See response to Comment A-2.

BB-3 The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

See response to Comment A-3.

## 2. Response to Comments

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## 2. Response to Comments

LETTER CC – Teresa Polivka (2 pages)

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**From:** Teresa Polivka  
**Date:** Tuesday, June 8, 2021 at 7:23 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Support of EIR

Hello Chris,

I am writing to let you know that I fully support the findings of the focus group regarding the Environmental Impact Review of the Del Mar Heights School rebuild project. I have taught at Del Mar Heights for 25 years and I have been through a modernization and plenty of “band-aid” type repairs through the years. It is time for our students and staff to get the school that we deserve. Taxpayers and community members trusted us with the passing of Prop MM, and the countless design and planning meetings. We have been displaced for this school year, which has been a year of unprecedented times and challenges as it is. We deserve to be back at our home, and our host schools deserve to have their schools to themselves again. I can’t wait to get back to 13555 Boquita Drive and continue my passion of teaching Del Mar’s little ones in the new and improved school we’ve been dreaming of.

Thank you for your time and support through this process.

CC-1

## 2. Response to Comments

Best,

Tracy

Tracy Polivka  
Kindergarten Teacher  
Del Mar Heights School



## 2. Response to Comments

### **CC. Response to Comments from Teresa Polivka, dated June 8, 2021.**

CC-1 The commenter supports the findings of the Focused Draft EIR and states that the school should be rebuilt.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER DD – Kimberly Jackson (2 pages)

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**From:** Kimberly Jackson  
**Date:** Tuesday, June 8, 2021 at 10:00 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** I support the findings of the focused EIR completed by the DMUSD

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

I am a Height Parent of three boys. My kids are all over the place awaiting our school rebuild. This has become laughable and ridiculous. I am BEYOND frustrated with this situation and my boys are ALL suffering. **I support the findings of the focused EIR completed by the DMUSD regarding the Del Mar Heights rebuild project. I support the current school design planned by DMUSD. Please get it done so we can go back to our home school. Enough is enough.**

DD-1

**Kimberly Jackson**  
Founder



## 2. Response to Comments



## 2. Response to Comments

### **DD. Response to Comments Kimberly Jackson, dated June 8, 2021.**

DD-1 The commenter supports the project and the findings of the EIR.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER EE – Heidi Merkel-Eckstein (2 pages)

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**From:** Heidi Merkel-Eckstein  
**Date:** Wednesday, June 9, 2021 at 6:22 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Heights Rebuild Letter

Afternoon Chris,

I am writing to show my wholehearted support for the Heights rebuild. Enough time, money, and effort has been wasted! As a former parent with a child in the district, a current staff member, and local taxpayer, I am tired of the delays caused by this frivolous lawsuit. Students and staff are suffering now!

The Heights School design more than addresses the needs of the students, staff, and community! Long overdue modernization, appropriate and safe educational environments, have all been planned for and included in the design. The previous campus was lacking in many areas, but safety was a definite concern.

Enough is enough, it is time to put our children first, especially after this crazy year, and move

EE-1

## 2. Response to Comments

ahead with the rebuild.

Respectfully,

Heidi Merkel-Eckstein

Library Media Specialist  
Del Mar Heights Elementary

EE-1

CONT'D



## 2. Response to Comments

### **EE. Response to Comments from Heidi Merkel-Eckstein, dated June 9, 2021.**

EE-1 The commenter supports the proposed project.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER FF – Hugh Terrell (2 pages)

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**From:** Hugh Terrell  
**Date:** Thursday, June 10, 2021 at 10:55 AM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Re: Rebuild DM Hills

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Yes, a Delmar Heights elementary school... Until the school was closed for repairs, all three of my grandchildren went there at the same time, now one is consigned To Earl Warren because of middle school, but my other two are at Delmar Hills because of DMH's closure .... Thank you for asking... HT

Sent from my iPhone

On Jun 10, 2021, at 7:34 AM, Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)> wrote:

FF-1

## 2. Response to Comments

Hello Dr. Terrell,

Thank you for your comments on the draft EIR. I noted that your email subject says "Rebuild DM Hills" but the text is regarding Del Mar Heights. I want to confirm that your comments are regarding Del Mar Heights (I assume so, but wanted to clarify for sure).

Thank you very much,  
Chris

Chris Delehanty | [Executive Director, Capital Programs & Technology](#) | Del Mar Union School District | 858.523.6040

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**From:** Hugh Terrell  
**Reply-To:** Hugh Terrell  
**Date:** Wednesday, June 9, 2021 at 8:19 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Rebuild DM Hills

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

**I support the findings of the focused EIR completed by the DMUSD regarding the Del Mar Heights rebuild project. I support the current school design planned by DMUSD.**

Grandpa of two current students at DMH!

Dr. Hugh Terrell

FF-1

CONT'D

## 2. Response to Comments

### **FF. Response to Comments from Hugh Terrell, dated June 10, 2021.**

FF-1 The commenter supports the proposed project.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER GG – Karen Pankopf (2 pages)

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**From:**  
**Date:** Thursday, June 10, 2021 at 1:42 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** DMH remodel

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Hello Chris,

As a lifelong resident of Del Mar and a former DMH student and parent, I thank you for the opportunity to comment on the Del Mar Heights Focused Environmental Impact Report. The health, wellness, and safety of this community is very important to me.

I am expressing my opposition to the “Rebuild Design” and I support the “Modernization Alternative” without portables.

The overall decline in district enrollment, combined with over 600 empty seats

GG-1

## 2. Response to Comments

in the district (over 1300 empty seats after the new school opens), indicates the portables' excess capacity is no longer necessary.

GG-1

CONT'D

With Del Mar Heights enrollment down to 306 and the whole West side enrollment declining, Modernization without portables has the following benefits:

- Modernization is better for the environment, as stated in the Focused Environmental Impact Report (FEIR).

GG-2

- Modernization enables the district to achieve all of its listed educational goals, as stated during the recent Del Mar Hills Modernization meeting.

- Modernization without portables improves the defensible space between our children and the Torrey Pines Reserve. The school is in a Very High Fire Hazard Severity Zone, and defensible space is the #1 most effective protection from wildfire.

GG-3

- Modernization without portables increases the recreational blacktop space and preserves the recreational green space.

GG-4

- Modernization enables the district to continue to use the current kindergarten buildings, which gives our youngest students a magical space of their own.

- Modernization improves overall evacuation by not trapping cars far from the exit.

GG-5

- Modernization improves school evacuation by keeping the South gate.

- Modernization takes advantage of existing footings and studs. Using fewer materials when costs have jumped as much as 300% makes it possible to have Bond MM funds remaining for other district schools.

GG-6

- Modernization can take less time, returning our kids to their classrooms sooner instead of continuing to ride the bus across the district.

The world has changed since this was originally planned, especially the fiscal and enrollment dynamics. Let's take advantage of this opportunity to make Del Mar Heights truly the best it can be for the community, and for the district as a whole.

GG-7

Please choose Modernization.

Thank you,

Karen Pankopf



## 2. Response to Comments

### **GG. Response to Comments from Karen Pankopf, dated June 10, 2021.**

GG-1 The commenter is opposed to the Rebuild Design and is in support of the Modernization Alternative without the portables. The commenter states that the overall decline in District enrollment, combined with over 600 empty seats in the District (over 1,300 empty seats after the school reopens), indicates the portables' excess capacity is no longer necessary.

The commenter's comments concerning the need for the project will be considered by the Board. The comment does not address the environmental conclusions reached in the DFEIR and no further response is necessary.

GG-2 The commenter states that with the Del Mar Heights enrollment reduced to 306 and with the enrollment on the westside declining, Modernization without portables provides many benefits. The commenter states that Modernization is better for the environment as stated in the Focused DEIR, and that the Modernization enables the District to achieve all of its listed educational goals.

According to the California Department of Education 2019-2020 enrollment data for the Del Mat Heights School, there were 458 students enrolled in the school.<sup>1</sup> As indicated in Table 3-5, *Del Mar Heights School: Proposed Plan Capacity Based on District Policy*, the proposed capacity at the school would be 537. The Modernization Alternative is environmentally superior for construction noise and neutral for biological resources. However, as substantiated in the EIR, construction noise impacts would be temporary and would be mitigated to a less than significant level. The layout of the existing campus and characteristics of the existing buildings do not support the educational programs proposed by the Board of Trustees. The Modernization Alternative would upgrade various systems, but it is not possible to satisfy the design parameters through a modernization program. The Modernization Alternative would not address issues identified in the Facilities Master Plan and Community Design Symposium.

GG-3 The commenter states that Modernization without portables improves defensible space between the students and Torrey Pines Reserve.

While removing the portables under the Modernization Alternative would increase defensible space, the proposed fire access lane proposed for the rebuild of the school would not be constructed under the Modernization Alternative. The proposed widened fire access lane would eliminate the current fire lane obstruction and ensure better access to all portions of the school.

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<sup>1</sup> California Department of Education, 2019-2020 Del Mar Heights Elementary School Enrollment:  
<https://dq.cde.ca.gov/dataquest/dqcensus/EnrGrdLevels.aspx?cds=37680566038111&agglelevel=school&year=2019-20>

## 2. Response to Comments

- GG-4 The commenter states that Modernization without portables increases the recreational blacktop space and preserves the recreational green space, and that Modernization would allow the current kindergarten buildings to remain for the kindergarten students.

While the proposed plan reduces green space to gain educational space and reduce traffic hazards, the proposed plan continues to provide significant outdoor play areas and open community-accessible space. The Modernization Alternative would not provide the amphitheater and certain other proposed enhancements, but it would retain and resurface the existing facilities.

- GG-5 The commenter states that the Modernization would improve overall evacuation by not trapping cars from the exit and would improve school evacuation by keeping the south gate.

The proposed project would reduce circulation and congestion issues within the project site and the neighborhood by increasing onsite parking and lengthening the passenger loading and vehicle queuing zone. By doing so, evacuation from within the campus and in the neighborhood would be improved. The stairs and ADA ramp at the southern edge of the campus are not necessary to achieve the project's improvement in evacuation.

- GG-6 The commenter states that Modernization takes advantage of existing footings and studs, and that saving on material costs would make it possible to use Bond MM funds for other schools in the District.

The commenter's comments concerning the transfer of Bond MM funds to other schools will be considered by the Board. The comment does not address the environmental conclusions reached in the DFEIR and no further response is necessary.

- GG-7 The commenter states that Modernization takes less time and students would be able to return to school sooner instead of continuing to be bused across the District.

The commenter's comments concerning the ability to return students to school sooner than the proposed project will be considered by the Board. The comment does not address the environmental conclusions reached in the DFEIR and no further response is necessary.

## 2. Response to Comments

LETTER HH – Enid Sherman (2 pages)

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**From:** Enid Sherman  
**Date:** Thursday, June 10, 2021 at 2:13 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Del Mar Heights School

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Mr. Delehanty,  
Thank you for the opportunity to comment on the Del Mar Heights Focused Environmental Impact Report. The safety and well-being of this community is very important to me and to my neighbors in Del Mar Heights.

HH-1

I want to express opposition to the REbuild Design and I support the Modernization Alternative without portables.

It has come to my attention that the enrollment of Del Mar Heights School is down to 306

HH-2

## 2. Response to Comments

pupils.

I am especially concerned about fire safety and evacuation. Modernization without portables improves the defensible space between our children and Torrey Pines Reserve. Defensible space

is the #1 most effective protection from wildfire.

Modernization will improve the evacuation of the school by not trapping cars far from the exit and keeping the southgate.

I feel this is the best plan for our special community blessed with nature all around us.

Please choose Modernization without portables.

Thank you,  
Enid Sherman

HH-2

CONT'D

HH-3

HH-4

## 2. Response to Comments

### **HH. Response to Comments from Enid Sherman, dated June 10, 2021.**

HH-1 The commenter opposes the rebuild design and supports the Modernization Alternative without the portables.

See Response to Comment GG-1.

HH-2 The commenter states that enrollment at Del Mar Heights School has been reduced to 306 students.

See Response to Comment GG-2.

HH-3 The commenter states that Modernization without portables would improve defensible space.

See Response to Comment GG-3.

HH-4 The commenter states that the Modernization Alternative would improve evacuation of the school by not trapping cars from the exit and keeping the south gate.

See Response to Comment GG-4.

## 2. Response to Comments

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## 2. Response to Comments

LETTER II – Scott Tinley (2 pages)

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**From:** scott tinley  
**Date:** Thursday, June 10, 2021 at 2:55 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** modernization

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Hi Chris: For the public record...

1. I have the distinct pleasure of having spent more time on the DM Heights campus than perhaps any non-staff or faculty member. As a parent of two children who attended all 7 years at the school, as a PTA member, volunteer, mentor/coach of local kids, forty-year resident of the near-close neighborhood, and college professor doing research on the effects of localized fitness and play opportunities, I understand the school, the local culture, the needs of our kids (and grandkids) well.
2. As we have all seen, there have been both personalized and institutional failings from many sectors as the DM Heights School rebuild/remodel has unfolded. This communique is not to identify nor judge those issues but to consider where we (note inclusive pronoun here) as a concerned community can move forward to remodel the school in a manner that addresses

II-1

## 2. Response to Comments

all of the most important concerns as they now present themselves in a post pandemic environment.	
3. Key topic #1 is that we (local community, students, faculty, staff, and the District administrators) are now able to revisit the remodel with new and significant data. These include post-pandemic guidelines on open-space learning (see new CDC campus guidelines) and updated demographics of a major reduction on current and projected student body for the school. The District has touted the rising costs of construction during the lawsuit but if you look carefully and objectively at the numbers, you will see that a smaller school, with a better retention of open space and less under-roof structures saves a substantial amount of money from the original over-built design.	II-1 CONT'D
4. Key topic #2 is that both popular opinion and rule of law (as has been seen during the past year's legal imbroglio ) is now favoring modernization over a complete rebuild. Most experts who have considered this issue favor retaining the current footprint (including the portables). As you know, Chris, this will save millions in costs, reduce the construction time, address the need for more "open air" education, and pacify those favoring the large field (that will be reduced between 45 and 68%--pending how the images are photo-shopped).	II-2
5. Key topic #3 is that modernization offers an immediate and thoughtful solution to the many issues that the remodel faces. It offers the District an opportunity to illustrate that, as elected officials, they have listened to the multiplicity of ideas, concerns, and legal challenges and have set aside any personal egos associated with the grandeur and unnecessary showcasing of an over-built, over-costed school.	II-3
Kind regards, Scott Tinley, Ph.D. School of Exercise and Nutritional Science SDSU	



## 2. Response to Comments

### II. Response to Comments Scott Tinley, dated June 10, 2021.

II-1 The commenter states that with the rising cost of construction, a smaller school with a better retention of open space and less under-roof structures save a substantial amount of money from the original over-built design.

The commenter's comments concerning construction of a smaller school to retain open space and reduce costs will be considered by the Board. The comment does not address the environmental conclusions reached in the DFEIR and no further response is necessary.

II-2 The commenter states that a Modernization of the school, as opposed to a complete rebuild would save millions in costs, reduce construction time, address the need for more open-air education, and maintain a large field.

As substantiated in Chapter 7 of the EIR, the Modernization Alternative would not meet all project objectives. The Modernization Alternative would upgrade various systems, but it is not possible to satisfy the design parameters through a modernization program. The Modernization Alternative would not address issues identified in the Facilities Master Plan (FMP) and Community Design Symposium.

II-3 The commenter states that that the Modernization Alternative is a thoughtful solution to the issues that were brought up and shows that the District has listened to the community's concerns.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER JJ – Harry Yip (4 pages)

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**From:**  
**Date:** Thursday, June 10, 2021 at 2:52 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Comment on the " Focused Environmental Impact Report (FEIR)" for DMH school .

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

I support "Modernization Alternative without portables" as stated in the FEIR!

Harry Yip

Sent from [Mail](#) for Windows 10

## 2. Response to Comments

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**From:**

**Date:** Thursday, June 10, 2021 at 3:18 PM

**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>

**Subject:** Comment on the " Focused Environmental Impact Report (FEIR)" for DMH school .

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

I Support "Modernization Alternative without portables" as stated in the FEIR! Please see detail below.



To: [cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)

## 2. Response to Comments

Thank you for the opportunity to comment on the Del Mar Heights Focused Environmental Impact Report. The health, wellness, and safety of this community is very important to me, and to the residents of Del Mar Heights.

I am expressing my opposition to the "Rebuild Design" and I support the "Modernization Alternative" without portables.

JJ-1

The overall decline in district enrollment, combined with over 600 empty seats in the district (over 1300 empty seats after the new school opens), indicates the portables' excess capacity is no longer necessary.

With Del Mar Heights enrollment down to 306 and the whole West side enrollment declining, Modernization without portables has the following benefits:

JJ-2

- Modernization is better for the environment, as stated in the Focused Environmental Impact Report (FEIR).

- Modernization enables the district to achieve all of its listed educational goals, as stated during the recent Del Mar Hills Modernization meeting and listed in the Del Mar Heights FEIR.

- Modernization without portables reduces the number of students, which eliminates the need for the long car queue and extra parking.

JJ-3

- Modernization without portables improves the defensible space between our children and the Torrey Pines Reserve. The school is in a Very High Fire Hazard Severity Zone, and defensible space is the #1 most effective protection from wildfire.

JJ-4

- Modernization without portables increases the recreational blacktop space and preserves the recreational green space.

JJ-5

- Modernization enables the district to continue to use the current kindergarten buildings, which gives our youngest students a magical space of their own.

- Modernization improves overall evacuation by not trapping cars far from the exit.

JJ-6

- Modernization improves school evacuation by keeping the South gate.

- Modernization takes advantage of existing footings and studs. Using fewer materials when costs have jumped as much as 300% makes it possible to have Bond MM funds remaining for other district schools.

JJ-7

- Modernization can take less time, returning our kids to their classrooms sooner instead of continuing to ride the bus across the district.

JJ-8

The world has changed since this was originally planned, especially the fiscal and enrollment dynamics. Let's take advantage of this opportunity to make Del

## 2. Response to Comments

Mar Heights truly the best it can be for the community, and for the district as a whole.

Please choose Modernization without portables.

Thank you,

Harry Yip

JJ-8

CONT'D

## 2. Response to Comments

### **JJ. Response to Comments from Harry Yip, dated June 10, 2021.**

JJ-1        The commenter is opposed to the Rebuild Design and is in support of the Modernization Alternative without the portables. The commenter states that the overall decline in District enrollment, combined with over 600 empty seats in the District (over 1,300 empty seats after the school reopens), indicates the portables' excess capacity is no longer necessary.

The commenter's comments concerning declining enrollment and the need for the school will be considered by the Board. The comment does not address the environmental conclusions reached in the DFEIR and no further response is necessary.

JJ-2        The commenter states that with the Del Mar Heights enrollment reduced to 306 and with the enrollment on the westside declining, Modernization without portables provides many benefits. The commenter states that Modernization is better for the environment as stated in the Focused DEIR and Modernization enables the District to achieve all of its listed educational goals.

See response to Comment GG-2.

JJ-3        The commenter states that Modernization without portables reduces the number of students, which eliminates the need of for the long car queue and extra parking.

Under existing conditions, there are congestion and circulation issues in the neighborhood. Therefore, increasing the number of onsite parking spaces and vehicle queuing is needed to ensure circulation and congestion impacts to the neighborhood north of the project site are reduced.

JJ-4        The commenter states that Modernization without portables improves the defensible space between the students and Torrey Pines Reserve.

See response to Comment GG-3.

JJ-5        The commenter states that Modernization without portables increases the recreational blacktop space and preserves the recreational green space, and that Modernization would allow the current kindergarten buildings to remain for the kindergarten students.

See response to Comment GG-4.

JJ-6        The commenter states that the Modernization would improve overall evacuation by not trapping cars from the exit and would improve school evacuation by keeping the south gate.

See response to Comment GG-5.

## 2. Response to Comments

JJ-7        The commenter states that Modernization takes advantage of existing footings and studs, and that saving on material costs would make it possible to use Bond MM funds for other schools in the District.

See response to Comment GG-6.

JJ-8        The commenter states that Modernization takes less time and students would be able to return to school sooner instead of continuing to be bused across the District.

See response to Comment GG-7.



## 2. Response to Comments

LETTER KK – Kathleen Minarik (2 pages)

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**From:** Kathleen Minarik  
**Date:** Thursday, June 10, 2021 at 7:32 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Del Mar Heights Rebuild

Hello Chris,

I am a resident and a teacher who participated in most of the design meetings. I support the results of the focused EIR, and I encourage the district to move forward with the Del Mar Heights rebuild.

KK-1

Thank you for your efforts!

Sincerely,

**Kathy Minarik**  
**STEAM+ Science Specialist**  
Del Mar Heights School  
Ocean Air School

## 2. Response to Comments



## 2. Response to Comments

### **KK. Response to Comments Kathleen Minarik, dated June 10, 2021.**

KK-1 The commenter supports the findings of the EIR and the proposed project.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER LL – Ann Terrell (1 page)

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**From:** Ann Terrell  
**Date:** Thursday, June 10, 2021 at 12:36 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Del Mar Heights Rebuilds

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

**I am a Del Mar Hills Grandparent and I support the findings of the focused EIR completed by the DMUSD regarding the Del Mar Heights rebuild project. I support the current school design planned by DMUSD.**

LL-1

## 2. Response to Comments

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## 2. Response to Comments

### **LL. Response to Comments Ann Terrell, dated June 10, 2021.**

LL-1 The commenter supports the findings of the EIR and the proposed project.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER MM – City of San Diego, Seth Litchney, Program Manager, Planning Department (6 pages)



June 11, 2021

Del Mar Union School District  
Mr. Chris Delehanty, Executive Director of Capital Programs and Technology  
11232 El Camino Real  
San Diego, CA 92130

**Subject: City of San Diego Comments on the Notice of Availability of a Draft Focused Environmental Impact Report for the Del Mar Heights Elementary School Rebuild Project (SCH #2020029070)**

Dear Mr. Delehanty:

The City of San Diego (City) Planning Department has received the Notice of Availability (NOA) of a Draft Focused Environmental Impact Report (EIR) prepared by the Del Mar Union School District and distributed it to applicable City departments for review. The City, as a Responsible Agency under CEQA, has reviewed the NOA and appreciates this opportunity to provide comments to the Del Mar Union School District. In response to this request for public comments, the City has the following comments on the NOA for your consideration.

MM-1

• • •

**DEVELOPMENT SERVICES DEPARTMENT – SARAH OSBORN, SENIOR PLANNER –  
[SOSBORN@SANDIEGO.GOV](mailto:SOSBORN@SANDIEGO.GOV), 619-446-5381**

**Responsible Agency**

The City of San Diego acknowledges that pursuant to the CEQA Guidelines 15051(a) the Del Mar Union School District is the lead agency for the Del Mar Heights Elementary School Rebuild Project (the Project), and the City of San Diego is a responsible agency.

MM-2

As a responsible agency, per CEQA Guidelines section 15096(e), the goal of the City's comments is to aid the school district in understanding the City's requirements and regulations, in order for the environmental document to incorporate the analysis needed so the City is able to rely on it for anticipated actions.

MM-3

**Project Description**

The Focused EIR Project Description Section 3.4 Intended Uses of The EIR includes the discretionary actions that are anticipated. Please also provide information on foreseeable ministerial actions as identified by the City of San Diego's Planning Department's review comments.

MM-4

**Biological Resources**

Under the Regulatory Setting for Biological Resources, please include a more robust explanation of the City of San Diego's regulatory framework. This includes the San Diego Municipal Code (SDMC) Land Development Code (LDC), Environmentally Sensitive Lands

MM-5

## 2. Response to Comments

Page 2  
Mr. Chris Delehanty  
June 11, 2021

(ESL), Brush Management, and the City of San Diego's *Biology Guidelines* (2018). Mention of the City's MSCP/MHPA and CEQA Significant Determination Thresholds (2020) should also be included. Please include and utilize these regulations and guidelines within the document discussion.

MM-5  
CONT'D

The following edits are requested in 5.1.3 Plans, Programs, and Policies: "PPP B-2 The proposed project would be required to comply with the Land Use Adjacency Guidelines of the MSHCP MSCP."

MM-6

The following edits are requested in 5.1.1.2 Existing Conditions under Brush Management, "~~Brush Management Zone 1 has been incorporated on the development pad, and its width has been increased allowing for a corresponding decrease in Zone 2. The Brush Management program is based on a standard 35-ft Zone 1 with a corresponding 65-ft Zone 2. Where Zone 1 is increased beyond 35-ft, Zone 2 is decreased as allowed per 142.0412(f) to minimize impacts to habitat. Where Zone 1 is decreased, the project incorporates alternative compliance measures to achieve and equivalency of full brush management as allowed per 142.0412(i), and FPB Policies B-08-01 and B-18-01.~~"

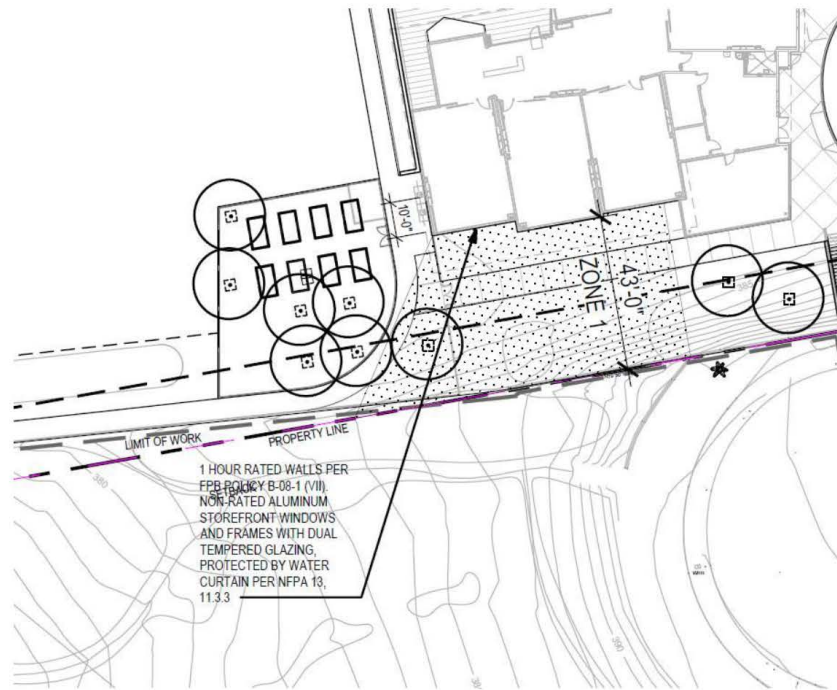
MM-7

The following edits are requested on Figure 5.1-1 Biological Resources, please include Brush Management Zone 1 on the southern portion of the project. Please refer to the below image of pending Brush Management sheet for where the Brush Management Zone 1 is depicted for reference.

MM-8

## 2. Response to Comments

Page 3  
Mr. Chris Delehanty  
June 11, 2021



MM-8  
CONT'D

### Noise

Under the Regulatory Setting for Noise, please include a discussion of the City of San Diego's General Plan Noise Element and MSCP.

MM-9

The site is adjacent to MHPA and a discussion of the construction noise contours in the open space area should be included as it relates to the City of San Diego's Significant Determination Thresholds (2020) noise threshold for sensitive wildlife and the implementation of the MSCP Land Use Adjacency Guidelines as needed.

MM-10

**PLANNING DEPARTMENT – MYRA HERRMANN, SENIOR PLANNER –**  
**[MHERRMANN@SANDIEGO.GOV](mailto:MHERRMANN@SANDIEGO.GOV), (619) 446-5372**

### Project Description:

The Draft Focused EIR should describe any possible real estate or other discretionary actions, such as but not limited to a Coastal Development Permit, that the City may be required to take as a Responsible Agency under CEQA for the project. This should be included in a separate section within the Chapter containing the Project Description and will ensure reliance on the analysis in the Final focused EIR for any subsequent discretionary and/or ministerial actions by the City.

MM-11

## 2. Response to Comments

Page 4  
Mr. Chris Delehanty  
June 11, 2021

Any work within the City's Public Right-of-Way (PROW) will require ministerial review and approval in accordance with all the applicable chapters of the San Diego Municipal Code including the supplemental development regulations contained in the Land Development Code, such as, but not limited to compliance with the City's Storm Water Runoff and Drainage Regulations, Grading Regulations, Mobility Choices Regulations, and Historical Resources Regulations (Archaeology and Tribal Cultural Resources), and should be included in the Project Description as well as the applicable issue area chapters of the associated draft environmental documents.

MM-12

Please refer to the Development Services Department (DSD) website at <http://www.sandiego.gov/development-services/> for guidance on the ministerial submittal requirements. Staff from the DSD will be able to assist the School District with any future ministerial permitting and/or discretionary actions (when applicable) associated with the proposed project.

MM-13

Draft Focused EIR, Initial Study/MND and Mitigation, Monitoring and Reporting Program: Because the Initial Study/MND is included in the record of analysis as Appendix 1-1 to the Draft Focused EIR, the following comments are provided to assure that the City of San Diego can rely on this document, once certified, for any discretionary actions they may need to take for the project as a Responsible Agency pursuant to CEQA and to ensure that potential impacts identified in the documents are reduced to below a level of significance in accordance with CEQA and the City of San Diego Significant Thresholds, Municipal Code, and applicable sections of the Land Development Code.

MM-14

Initial Study/MND – Cultural Resources and Tribal Cultural Resources Sections

Based on review of the Draft Focused EIR and associated Initial Study/MND, the project includes mitigation (CUL-1) for potential impacts to Cultural Resources (Archaeology and Tribal Cultural Resources). The mitigation measure as written in the MMRP and in Sections 3.5 Cultural Resources and 3.18 Tribal Cultural Resources of the Initial Study/MND includes information that is incorrect or not consistent with the City's process and as such, both require revision. Additionally, because the City of San Diego as a Responsible Agency pursuant to CEQA will rely on both the Draft Focused EIR and Initial Study/MND for issuance of a Coastal Development Permit, the following edits are requested to the CUL-1:

CUL-1 Prior to issuance of any construction permits, including but not limited to, the first Grading Permit, Demolition Plans/Permits and Building Plans/Permits or a Notice to Proceed for Subdivisions, but prior to the first preconstruction meeting, whichever is applicable, the Del Mar Union School District (Permittee) shall implement the City of San Diego's Archaeological Monitoring Program grading permits, and verify that a qualified archaeological monitor and Native American monitor shall be identified to be on-call present full-time during all soil disturbing and grading/excavation/trenching activities which could result in impacts to archaeological and/or tribal cultural resources as identified on the archaeological monitoring exhibit prepared by the Archaeological Principal Investigator during ground-disturbing activities. If archaeological resources are discovered during excavation and/or construction activities, construction shall stop within 25 feet of the find, and the qualified archaeologist shall be consulted to determine whether the resource requires further study. The archaeologist in consultation with the Native American monitor shall make recommendations to the District to for the protection, avoidance of, or additional treatment of the discovered resources. Archaeological resources recovered shall be provided to the South Central Coastal Information Center and San Diego Natural

MM-15



## 2. Response to Comments

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~~History Museum, or any other local museum or repository willing and able to accept and house the resource to preserve for future scientific study permanently curated with an appropriate local institution in accordance with industry standards, and a final monitoring report prepared and provided to the City of San Diego for review.~~

MM-15  
CONT'D

### Initial Study/MND – Geology and Soils

Based on review of the Draft Focused EIR and associated MND/Initial Study, the project includes mitigation (GEO-1) for potential impacts to Paleontological Resources. The mitigation measure as written in the MMRP and in Section 3.7 Geology and Soils of the Initial Study/MND includes information that is incorrect or not consistent with the City's process and as such, both require revision. It should be noted that a field survey to identify fossil resources would not be effective at this location unless fossil bearing formations are exposed at the surface or fossil localities are known to exist in close proximity to the project site. Additionally, because the City of San Diego as a Responsible Agency pursuant to CEQA will rely on both the Draft Focused EIR and Initial Study/MND for issuance of a Coastal Development Permit, the following edits are requested to the GEO-1:

GEO-1 Prior to issuance of any construction permits, including but not limited to, the first Grading Permit, Demolition Plans/Permits and Building Plans/Permits or a Notice to Proceed for Subdivisions, but prior to the first preconstruction meeting, whichever is applicable, the Del Mar Union School District (Permittee) shall implement the City of San Diego's Paleontological Monitoring Program as described in Chapter 14, Article 2, Division 1 of the City of San Diego Municipal Code (Section 142.0151) Paleontological Resources Requirements for Grading Activities and the Land Development Manual – Appendix P – General Grading Guidelines For Paleontological Resources. The need for Paleontological monitoring shall be based on the results of a site specific paleontological records search as well as information regarding existing known soil conditions (native or formation) a field survey for paleontological resources shall be conducted by a qualified paleontologist. If unique paleontologist resources are not discovered during the field survey, then excavation and/or construction activities can commence. If unique paleontological resources are discovered during excavation and/or construction activities, construction shall stop within 25 feet of the find, and the qualified paleontologist shall be consulted to determine whether the resource requires further study. The paleontologist shall make recommendations to the District to protect the discovered resources determine the appropriate methodology for the salvage and recovery of fossil resources before construction activities can continue in the area. Any paleontological resources recovered shall be provided to the South Central Coastal Information Center and permanently curated with an appropriate institution, such as, but not limited to the San Diego Natural History Museum, in accordance with industry standards, or repository willing and able to accept and house the resource to preserve for future scientific study and a final monitoring report prepared and provided to the City of San Diego for review.

MM-16

**TRANSPORTATION AND STORM WATER DEPARTMENT – MARK G. STEPHENS, ASSOCIATE PLANNER – [MGSTEPHENS@SANDIEGO.GOV](mailto:MGSTEPHENS@SANDIEGO.GOV), (858) 541-4361**

We appreciate inclusion of the City of San Diego's comment letter on the Draft MND and the Del Mar School District's Responses to Comments in Appendix 1-2 of the Draft Focused EIR, and the City's comment letter on the NOP in Appendix 2-1. However, the entry in Table 2-1 NOP Comment Summary on page 2-3 under "Response to City of San Diego Planning

MM-17

## 2. Response to Comments

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Department” states (in part): “Section 5.1, Biological Resources, has been updated to mention that the site is within the Los Peñasquitos Water Management Area.”

MM-17  
CONT'D

This needs to be revised here and elsewhere in the document to reflect the correct name of the “Los Peñasquitos Watershed Management Area,” and avoid any potential misunderstanding or confusion. The Los Peñasquitos Watershed Management Area (WMA) Water Quality Improvement Plan (WQIP) sets forth highest priority water quality conditions to be addressed and includes sedimentation of Los Peñasquitos Lagoon. The State of California approved a Total Maximum Daily Load (TMDL) for Los Peñasquitos Lagoon Siltation and Sedimentation, and this background underscores the importance of effectively addressing erosion and other sources of sedimentation in the watershed.

MM-18

The Response to Comments also acknowledges the crucial role of a Stormwater Pollution Prevention Plan in addressing potential water quality impacts, including incorporating best management practices (BMPs) to facilitate retention and infiltration on-site and reduce downstream erosion, and a commitment to monitoring and maintenance of these BMPs over time. This background should help inform detailed design and implementation of planned drainage improvements, and slope stabilization and restoration efforts.

MM-19

• • •

Thank you for the opportunity to provide comments on the NOA. Please feel free to contact Rebecca Malone, Senior Planner, directly via email at [RMalone@sandiego.gov](mailto:RMalone@sandiego.gov) or by phone at (619) 446-5371 if there are any questions regarding the contents of this letter or if the Del Mar Union School District would like to meet with City staff to discuss these comments.

MM-20

Sincerely,



Seth Litchney, Program Manager  
Planning Department

SL/ta

cc: Reviewing Departments (via email)  
Review and Comment online file

## 2. Response to Comments

### MM. Response to Comments City of San Diego, Seth Litchney, Program Manager, Planning Department, dated June 11, 2021.

MM-1 The commenter states that the City of San Diego Planning Department received the Notice of Availability for the Focused Draft EIR and has reviewed and provided comments on the Focused Draft EIR as a Responsible Agency.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

MM-2 The commenter acknowledges that the City of San Diego is the Responsible Agency.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

MM-3 The commenter states that as the Responsible Agency, the goal of the City's comments is to aid the District in understanding the City's requirements and regulations in order to incorporate the analysis needed for the City to rely on for anticipated actions.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

MM-4 The commenter states that Section 3.4 of the Focused EIR should include foreseeable ministerial actions as identified by the City of San Diego's Planning Department's review comments.

Ministerial actions are anticipated to include encroachment permits related to work on Boquita Drive and Mira Montana Drive.

MM-5 The commenter states that a more robust explanation of the following City of San Diego regulatory framework should be listed under the Regulatory Setting in Chapter 5.1, *Biological Resources*, of the Focused EIR: San Diego Municipal Code Land Development Code, Environmentally Sensitive Lands, Brush Management, and the City of San Diego's Biology Guidelines (2018). The commenter also states that the City's MSCP/MHPA and CEQA Significant Determination Thresholds (2020) should be included.

The Focused Draft EIR focused on impacts pertaining to issues related to the lawsuit and Chapter 5.1, *Biological Resources*, only included regulatory framework pertaining to the impacts identified in the lawsuit. However, additional regulatory information has been added to the Regulatory Setting. See Section 3, *Revisions to the Focused Draft EIR*.

MM-6 The commenter requests edits to be made to PPP B-2 of Section 5.1.3, *Plans, Programs, and Policies*.

See Section 3, *Revisions to the Focused Draft EIR*, which includes the revised language to Section 5.1.3.

## 2. Response to Comments

MM-7 The commenter requests edits to be made to Section 5.1.1.2, *Existing Conditions under Brush Management*, of the EIR.

See Section 3, *Revisions to the Focused Draft EIR*, which includes the revised language to Section 5.1.1.2.

MM-8 The commenter requests edits to be made to Figure 5.1-1, *Biological Resources*, to include Brush Management Zone 1 on the southern portion of the site.

See Section 3, *Revisions to the Focused Draft EIR*, which includes the revised graphic.

MM-9 The commenter asks that a discussion of the City of San Diego's General Plan Noise Element and MSCP be included in the regulatory under Section 5.2, *Noise*.

A discussion of the City of San Diego General Plan Noise Element has been added to Section 5.2.1.1, *Regulatory Background*. In terms of noise impacts to biological resources, no special animal species were observed during the biological surveys, as discussed in Section 5.1, *Biological Resources*. None are expected within or adjacent to the project footprint given its disturbed, developed, and landscaped condition. Additionally, the adjacent southern maritime chaparral habitat is not considered to be suitable for the Federal listed threatened, and State Species of Special Concern coastal California gnatcatcher, a species sensitive to excessive noise such as that which can occur during construction. The adjacent habitat is not considered suitable for this species as it is chaparral, and the gnatcatcher's habitat is Diegan coastal sage scrub which does not occur on or adjacent to the project site. See Section 3, *Revisions to the Focused Draft EIR*, which includes the discussion on the City of San Diego General Plan Noise Element.

MM-10 The comment states that the project site is adjacent to MHPA and a discussion of the construction noise contours in the open space area should be included as it relates to the City of San Diego's Significant Determination Thresholds (2020) noise threshold for sensitive wildlife and the implementation of the MSCP Land Use Adjacency Guidelines as needed.

As discussed above, no special animal species were observed during the biological surveys, as discussed in Section 5.1, *Biological Resources*. None are expected within or adjacent to the project footprint given its disturbed, developed, and landscaped condition. Additionally, the adjacent southern maritime chaparral habitat is not considered to be suitable for the Federal listed threatened, and State Species of Special Concern coastal California gnatcatcher, a species sensitive to excessive noise such as that which can occur during construction. The adjacent habitat is not considered suitable for this species as it is chaparral, and the gnatcatcher's habitat is Diegan coastal sage scrub which does not occur on or adjacent to the project site.



## 2. Response to Comments

- MM-11 The commenter states that the project description of the EIR should describe any possible real estate or other discretionary actions, such as but not limited to a Coastal Development Permit that the City may be required to take as a Responsible Agency so ensure reliance on the analysis in the Final Focused EIR for any subsequent discretionary and/or ministerial actions by the City.
- Section 3.4 of the DFEIR identifies the City's discretionary actions related to the project. Ministerial actions are anticipated to include encroachment permits related to work on Boquita Drive and Mira Montana Drive.
- MM-12 The commenter states that any work within the City's Public Right-of-Way (ROW) will require ministerial review and approval in accordance with all applicable chapters of the San Diego Municipal Code including supplement development regulations contained in the Land Development Code.
- The District recognizes that any work within the City's Public Right-of-Way will require an encroachment permit.
- MM-13 The commenter states that the Development Services Department website includes guidance for requirements on ministerial submittal requirements.
- See response to Comment MM-12.
- MM-14 The commenter states that because the Initial Study/MND is included in the record analysis as Appendix 1-1 to the Focused Draft EIR, comments on the Initial Study/MND have been provided to assure the City can rely on the document for discretionary actions.
- The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.
- MM-15 The commenter requests edits to be made to Mitigation Measure CUL-1.
- See Section 3, *Revisions to the Focused Draft EIR*, which includes the revisions to Mitigation Measure CUL-1.
- MM-16 The commenter requests edits to be made to Mitigation Measure GEO-1.
- See Section 3, *Revisions to the Focused Draft EIR*, which includes the revisions to Mitigation Measure GEO-1.
- MM-17 The commenter states that the response to the City's comment letter on the NOP, as listed in Table 2-1, *NOP Comment Summary*, states that Chapter 5.1, *Biological Resources*, of the EIR has been updated to mention that the project site is in the Los Penasquitos Water Management Area.

## 2. Response to Comments

See Section 3, *Revisions to the Focused Draft EIR*, which includes a discussion on the Los Penasquitos Watershed Management Area.

- MM-18 The commenter states that the EIR needs to be revised in Table 2-1, *NOP Comment Summary*, of the Focused Draft EIR, and elsewhere to include the correct name of the “Los Penasquitos Watershed Management Area.”

The corrected reference to the “Los Penasquitos Watershed Management Area” is provided in Section 3, *Revisions to Focused Draft EIR*, below.

- MM-19 The commenter states that the Response to Comments also acknowledges the crucial role of a Stormwater Pollution Prevention Plan in addressing potential water quality impacts to reduce downstream erosion, and states that this information should help inform detailed design and implementation of planned drainage improvements, and slope stabilization and restoration efforts.

The District agrees with the statement concerning the importance of the Stormwater Pollution Prevention Plan in addressing potential water quality impacts to reduce downstream erosion. The District is committed to managing stormwater runoff to avoid damage to the adjoining sensitive habitat by repairing the two damaged stormwater outfalls. The outfalls will be improved with concrete energy dissipaters and rip rap to avoid future erosion by reducing flow velocities of stormwater, per the City’s requirements and jute-netting or straw blankets would be used on the reconstructed slopes to add stability. Surface runoff from the project site, that has been treated by bioswales in compliance with State permit regulations, will flow into these outfall drainages to avoid untreated stormwater from draining into the MHPA; the stormwater system design would not result in a net increase of flows. The outfalls would include new piping that would replace the existing stormwater pipes which have deteriorated and are contributing to the existing erosion. The proposed improvements would be irrigated by above-grade brown UV resistant PVC pipe and rotors that would provide the water needed for these native plant species to properly establish; the temporary irrigation would be disconnected from the school’s irrigation when the native plant species have been established.

Under the City’s Coastal Development Permit, the District is committed to maintaining stormwater outfalls to ensure they continue to function as designed. The revegetation program includes a biweekly maintenance schedule to remove invasive plant species identified by the California Invasive Plant Council. The revegetation would avoid future erosion and contribute to the biological diversity and value in the area. Invasive non-native plant species would not be introduced into area.

- MM-20 The commenter thanks the District for providing the City with the opportunity to comment on the NOA.

## 2. Response to Comments

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

LETTER NN – Shana Khoury (2 pages)

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**From:** shana khoury  
**Date:** Friday, June 11, 2021 at 11:18 AM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Comment on Focused EIR

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Mr. Delehanty:

Thank you for the opportunity to comment on the Del Mar Heights Focused Environmental Impact Report. The health, wellness, and safety of this community is very important to me, and to my neighbors, the residents of Del Mar Heights.

I am expressing my opposition to the “Rebuild Design” and I support the “Modernization Alternative” *without* portables.

The overall decline in district enrollment, reflects a worldwide decline in population. The decline in enrollment, combined with over 600 empty seats in the district (over 1300 empty seats after the new school opens), indicates the non-permitted portables are no longer necessary.

NN-1

## 2. Response to Comments

With Del Mar Heights enrollment down to 306 and the whole West side of Del Mar Heights enrollment declining, Modernization without portables has many benefits:

NN-2

The Focused Environmental Impact Report (FEIR) says that *modernization is better for the environment*. It enables the district to achieve all of its listed educational goals, as stated during the recent Del Mar Hills Modernization meeting and listed in the Del Mar Heights FEIR.

With the drastically reduced number of students, there is no need for the long car queue and extra parking.

NN-3

DM Heights School is in a Very High Fire Hazard Severity Zone. Defensible space, the buffer between the canyon and the buildings, is the most effective protection from wildfire. Modernization without portables improves the defensible space between our children and the Torrey Pines Reserve. Further, it improves overall evacuation by not trapping cars far from the exit. It reduces the number of cars going in, so they will not compete with the neighborhood to evacuate the slowest and most vulnerable schoolchildren and residents.

NN-4

NN-5

Modernization is a fiscally smart approach that will allow remaining Bond MM funds for other schools because it takes advantage of existing footings and studs. Using fewer materials when costs have jumped as much as 300%.

NN-6

Modernization will effectively end the loggerheads with the residents who oppose the mega buildout and allow construction to begin immediately- returning our kids to their classrooms sooner instead of continuing to ride the bus across the district.

Global and domestic social, environmental and economic situations have drastically changed since this was originally planned. In order to keep our children safe and keep them in their classrooms through future pandemics and crises, we must take advantage of this opportunity to make Del Mar Heights the best facility it can be for the students it serves, for the surrounding community, and for the district as a whole.

NN-7

I hope that you will seriously consider the above mentioned facts and see that modernization benefits all parties involved. No one is served by the School District continuing to champion a buildout that was not supported by the community, does not offer the facilities needed to keep our children safe in a post-pandemic world, and has been delayed at great cost and inconvenience to all. By choosing modernization, every party wins.

Please choose Modernization without portables now.

Sincerely,

S.N. Khoury

## 2. Response to Comments

### **NN. Response to Comments from Shana Khoury, dated June 11, 2021.**

NN-1 The commenter is opposed to the Rebuild Design and is in support of the Modernization Alternative without the portables. The commenter states that the overall decline in District enrollment, combined with over 600 empty seats in the District (over 1,300 empty seats after the school reopens), indicates the portables' excess capacity is no longer necessary.

See response to Comment GG-1.

NN-2 The commenter states that with the Del Mar Heights enrollment reduced to 306 and with the enrollment on the westside declining, Modernization without portables provides many benefits. The commenter states that Modernization is better for the environment as stated in the Focused DEIR, and Modernization enables the District to achieve all of its listed educational goals.

See response to Comment GG-2.

NN-3 The commenter states that Modernization without portables reduces the number of students, which eliminates the need of for the long car queue and extra parking.

See response to Comment JJ-3.

NN-4 The commenter states that Modernization without portables improves defensible space between the students and Torrey Pines Reserve.

See response to Comment GG-3.

NN-5 The commenter states that the Modernization would improve overall evacuation by not trapping cars from the exit and reduces the number of cars going into so that they do not compete with the neighborhood to evacuate students and residents.

See response to Comment GG-5.

NN-6 The commenter states that Modernization takes advantage of existing footings and studs, and that saving on material costs would make it possible to use Bond MM funds for other schools in the District.

See response to Comment GG-6.

NN-7 The commenter states that Modernization takes less time and students would be able to return to school sooner instead of continuing to be bused across the District.

See response to Comment GG-7.

## 2. Response to Comments

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## 2. Response to Comments

LETTER OO – Joyce and Mike Kushner (2 pages)

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**From:** Joyce Kushner  
**Date:** Friday, June 11, 2021 at 12:26 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Cc:** Mike Kushner  
**Subject:** Del Mar Heights Focused Environmental Impact Report

**CAUTION:** This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Thank you for the opportunity to comment on the Del Mar Heights Focused Environmental Impact Report. The health, wellness, and safety of this community is very important to me, and to the residents of Del Mar Heights.

We are expressing our opposition to the “Rebuild Design”, and we support the “Modernization Alternative” without portables.

The overall decline in district enrollment, combined with over 600 empty seats in the district (over 1300 empty seats after the new school opens), indicates the portables’ excess capacity is no longer necessary.

With Del Mar Heights enrollment down to 306 and the whole West side enrollment declining, Modernization without portables has the following benefits:

- Modernization is better for the environment, as stated in the Focused Environmental Impact Report (FEIR).
- Modernization enables the district to achieve all of its listed educational goals, as stated during the recent Del Mar

OO-1

OO-2

## 2. Response to Comments

Hills Modernization meeting and listed in the Del Mar Heights FEIR.	OO-2 CONT'D
- Modernization without portables reduces the number of students, which eliminates the need for the long car queue and extra parking.	OO-3
- Modernization without portables improves the defensible space between our children and the Torrey Pines Reserve. The school is in a Very High Fire Hazard Severity Zone, and defensible space is the #1 most effective protection from wildfire.	OO-4
- Modernization without portables increases the recreational blacktop space and preserves the recreational green space.	OO-5
- Modernization enables the district to continue to use the current kindergarten buildings, which gives our youngest students a magical space of their own.	OO-6
- Modernization improves overall evacuation by not trapping cars far from the exit.	OO-6
- Modernization improves school evacuation by keeping the South gate.	OO-7
- Modernization takes advantage of existing footings and studs. Using fewer materials when costs have jumped as much as 300% makes it possible to have Bond MM funds remaining for other district schools.	OO-7
- Modernization can take less time, returning our kids to their classrooms sooner instead of continuing to ride the bus across the district.	OO-8
The world has changed since this was originally planned, especially the fiscal and enrollment dynamics. Let's take advantage of this opportunity to make Del Mar Heights truly the best it can be for the community, and for the district as a whole.	
Please choose Modernization without portables.	
Thank you, Joyce & Mike Kushner Del Mar Heights Residents	

## 2. Response to Comments

### **OO. Response to Comments Joyce and Mike Kushner, dated June 11, 2021.**

OO-1 The commenters are opposed to the Rebuild Design and is in support of the Modernization Alternative without the portables. The commenters state that the overall decline in District enrollment, combined with over 600 empty seats in the District (over 1,300 empty seats after the school reopens), indicates the portables' excess capacity is no longer necessary.

See response to Comment GG-1.

OO-2 The commenters state that with the Del Mar Heights enrollment reduced to 306 and with the enrollment on the westside declining, Modernization without portables provides many benefits. The commenters state that Modernization is better for the environment as stated in the Focused DEIR, and Modernization enables the District to achieve all of its listed educational goals.

See response to Comment GG-2.

OO-3 The commenters state that Modernization without portables reduces the number of students, which eliminates the need of for the long car queue and extra parking.

See response to Comment JJ-3.

OO-4 The commenters state that Modernization without portables improves defensible space between the students and Torrey Pines Reserve.

See response to Comment GG-3.

OO-5 The commenters state that Modernization without portables increases the recreational blacktop space and preserves the recreational green space, and that Modernization would allow the current kindergarten buildings to remain for the kindergarten students.

See response to Comment GG-4.

OO-6 The commenters state that the Modernization would improve overall evacuation by not trapping cars from the exit and would improve school evacuation by keeping the south gate.

See response to Comment GG-5.

OO-7 The commenters state that Modernization takes advantage of existing footings and studs, and that saving on material costs would make it possible to use Bond MM funds for other schools in the District.

See response to Comment GG-6.

## 2. Response to Comments

OO-8      The commenters state that Modernization takes less time and students would be able to return to school sooner instead of continuing to be bused across the District.

See response to Comment GG-7.

## 2. Response to Comments

LETTER PP – Lilia Favelukis (1 page)

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**From:** L F  
**Date:** Friday, June 11, 2021 at 1:59 PM  
**To:** Christopher Delehanty <cdelehanty@dmusd.org>  
**Subject:** Save the field

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

To: [cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)

Thank you for the opportunity to comment on the Del Mar Heights Focused Environmental Impact Report. The health, wellness, and safety of this community is very important to me, and to the residents of Del Mar Heights.

I am expressing my opposition to the “Rebuild Design” and I support the “Modernization Alternative” without portables.

Lilia Favelukis

PP-1

## 2. Response to Comments

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## 2. Response to Comments

### **PP. Response to Comments Lilia Favelukis, dated June 11, 2021.**

PP-1 The commenter opposes the proposed project and supports the Modernization Alternative without portables.

See response to Comment GG-1.

## 2. Response to Comments

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## 2. Response to Comments

LETTER QQ – Christine Springer (2 pages)

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**From:** Christine Springer  
**Date:** Friday, June 11, 2021 at 2:26 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Modernization

**CAUTION:** This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Hi Chris: For the public record...

1 As we have all seen, there have been both personalized and institutional failings from many sectors as the DM Heights School rebuild/remodel has unfolded. This communicate is not to identify nor judge those issues but to consider where we (note inclusive pronoun here) as a concerned community can move forward to remodel the school in a manner that addresses all of the most important concerns as they now present themselves in a post pandemic environment.

2 Key topic #1 is that we (local community, students, faculty, staff, and the District administrators) are now able to revisit the remodel with new and significant data. These include post-pandemic guidelines on open-space learning (see new CDC campus guidelines) and updated demographics of a major reduction on current and projected student body for the school. The District has touted the rising costs of construction during the lawsuit but if you look carefully and objectively at the

QQ-1

## 2. Response to Comments

numbers, you will see that a smaller school, with a better retention of open space and less under-roof structures saves a substantial amount of money from the original over-built design.

3 Key topic #2 is that both popular opinion and rule of law is now favoring modernization over a complete rebuild. Most experts who have considered this issue favor retaining the current footprint (including the portables). As you know, Chris, this will save millions in costs, reduce the construction time, address the need for more “open air” education, and pacify those favoring the large field (that will be reduced between 45 and 68%--pending how the images are photo-shopped).

4 Key topic #3 is that modernization offers an immediate and thoughtful solution to the many issues that the remodel faces. It offers the District an opportunity to illustrate that, as elected officials, they have listened to the multiplicity of ideas, concerns, and legal challenges and have set aside any personal egos associated with the grandeur and unnecessary showcasing of an over-built, over-costed school.

5 during the continued pandemic we’ve all seen that adults and children are like need more exercise. That takes more open space to accomplish.

My vote would be to replace the portables with permanent units and leave the school as it is

Kind regards,

**Christine Springer CIH**

QQ-1

CONT'D

QQ-2

QQ-3

## 2. Response to Comments

### **QQ. Response to Comments Christine Springer, dated June 11, 2021.**

QQ-1 The commenter states that with the rising cost of construction, a smaller school with a better retention of open space and less under-roof structures save a substantial amount of money from the original over-built design.

See response to Comment II-1.

QQ-2 The commenter states that a Modernization of the school, as opposed to a complete rebuild would save millions in costs, reduce construction time, address the need for more open-air education, and maintain a large field.

See response to Comment II-2.

QQ-3 The commenter states that that the Modernization Alternative is a thoughtful solution to the issues that were brought up and shows that the District has listened to the community's concerns.

See response to Comment II-3.

## 2. Response to Comments

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## 2. Response to Comments

### LETTER RR – Michelle McGraw (1 page)

June 10, 2021

Del Mar Union School District  
Chris Delehanty, Executive Director, Capital Programs & Technology  
11232 El Camino Real  
San Diego, CA 92130

Subject: Support for the Draft Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights School Rebuild Project; SCH # 2020029070

Dear Mr. Delehanty and Del Mar Union School District,

I write to you today in strong support of the Draft Focused EIR (EIR) for the rebuild of Del Mar Heights School, which was developed in response to the court ruling (*Save the Field v. Del Mar Union School District*, Case No. 37-2020-00020207-CU-TT-CTL). I have reviewed the EIR in detail and I conclude that the EIR more than adequately addresses all environmental comments and mitigates all claimed environmental impacts. Specifically, I would like to call out the following items identified in the court ruling that called for further review:

RR-1

*1) Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species caused by proposed modification to storm water outfall pipes.*

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. Not only do I agree with this conclusion, but it should be pointed out that this is the second time that the district had a biological subject matter expert review this area. Not only that, but the rebuild plan will resolve existing drainage and erosion issues that potentially are faced by that habitat.

*2) Assess the potential impact of construction noise on adjacent residential sensitive receptors.*

The EIR concludes that while construction noise can be potentially significant, it is temporary and can be mitigated. It's no secret that construction makes noise, and this project hasn't proven that it will make any more noise than a usual construction site. The district has outlined a layered mitigation strategy that ranges from notifying neighbors of noisier events, performing these activities only at certain times, and even building temporary structures to help dampen the noise. These measures go above and beyond mitigation measures that would be put in place throughout the city. I fully support the district's mitigation strategy.

RR-2

*3) Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus.*

This item was resolved at the DMUSD Board's meeting on January 19, 2021. The ramp has been removed from the project, so it is a non-issue at this point.

RR-3

In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights School. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar and surrounding communities.

Kindly,

Michelle McGraw

## 2. Response to Comments

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## 2. Response to Comments

### **RR. Response to Comments Michelle McGraw, dated June 11, 2021.**

RR-1 The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

See response to Comment A-1.

RR-2 The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts, and states that noise impacts are not an environmental coastal zone issue but an issue with every construction project throughout the City. The commenter states that the mitigation measures go above and beyond mitigation measures that would be placed through the City.

See response to Comment A-2.

RR-3 The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

See response to Comment A-3.

## 2. Response to Comments

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## 2. Response to Comments

LETTER SS – Vicki Mirandon (3 pages)

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**From:** Vicki Mirandon  
**Date:** Friday, June 11, 2021 at 3:40 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Modernization of Del Mar Heights School, meeting needs of students and community and beyond

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Chris,

As a community member and mom of Del Mar Hills and Heights graduates, I am thrilled at the newly evolved solution now being proposed to meet the needs of our students and community!

The new proposal for Modernization, with no portables, will take the existing school building down to it's existing studs and foundation, to then create an exciting, new, creative, need-fulfilling structural environment for students and staff.

An amazing school building, combined with a unique field for the children to experience as they play,

SS-1

## 2. Response to Comments

bordering on Torrey Pines Reserve with spectacular ocean and canyon views, makes Del Mar Heights one of the most valued and elite schools in the nation, a school to set a vision for other educators to follow.

Not only will the district have the distinction of educational excellence, vision and discernment in creating a truly need-fulfilling campus, modeling for other schools; at the same time, the district will be educating the children, through modeling, how to discern what is of value, how to work together to serve the greater good, how to address all the elements alive within the project, and create solution through empathy and wisdom.

Our school belongs to us all - students, staff, families, the community of Del Mar. The school holds our hearts, our hopes, and dreams. It's a gathering place for learning, experiencing, creating, self expression. There is a freedom that fills souls at Del Mar Heights because of it's location and it's field that the larger community plays in. With a beautiful new building, the Del Mar Heights campus will abundantly contribute to many lives, many life stories.

Thank you for the opportunity to comment on the Del Mar Heights Focused Environmental Impact Report. The health, wellness, and safety of this community is very important to me, and to the residents of Del Mar Heights.

I am expressing my opposition to the "Rebuild Design" and I support the "Modernization Alternative" without portables.

The overall decline in district enrollment, combined with over 600 empty seats in the district (over 1300 empty seats after the new school opens), indicates the portables' excess capacity is no longer necessary.

With Del Mar Heights enrollment down to 306 and the whole West side enrollment declining, Modernization without portables has the following benefits:

- Modernization is better for the environment, as stated in the Focused Environmental Impact Report (FEIR).

- Modernization enables the district to achieve all of its listed educational goals, as stated during the recent Del Mar Hills Modernization meeting and listed in the Del Mar Heights FEIR.

- Modernization without portables reduces the number of students, which eliminates the need for the long car queue and extra parking.

- Modernization without portables improves the defensible space between our children and the Torrey Pines Reserve. The school is in a Very High Fire Hazard Severity Zone, and defensible space is the #1 most effective protection from wildfire.

- Modernization without portables increases the recreational blacktop space and preserves the recreational green space.

- Modernization enables the district to continue to use the current kindergarten buildings,

SS-1

CONT'D

SS-2

SS-3

SS-4

SS-5

## 2. Response to Comments

which gives our youngest students a magical space of their own.	SS-5 CONT'D
- Modernization improves overall evacuation by not trapping cars far from the exit.	SS-6
- Modernization improves school evacuation by keeping the South gate.	
- Modernization takes advantage of existing footings and studs. Using fewer materials when costs have jumped as much as 300% makes it possible to have Bond MM funds remaining for other district schools.	SS-7
- Modernization can take less time, returning our kids to their classrooms sooner instead of continuing to ride the bus across the district.	
The world has changed since this was originally planned, especially the fiscal and enrollment dynamics. Let's take advantage of this opportunity to make Del Mar Heights truly the best it can be for the community, and for the district as a whole.	SS-8
Please choose Modernization without portables. A Win-Win-Win for Students, Families, Community, and beyond ..	
Thank you,	
Vicki Mirandon *Please send a return receipt. Thank You!	

## 2. Response to Comments

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## 2. Response to Comments

### SS. Response to Comments Vicki Mirandon, dated June 11, 2021.

SS-1 The commenter is opposed to the Rebuild Design and is in support of the Modernization Alternative without the portables. The commenter states that the overall decline in District enrollment, combined with over 600 empty seats in the District (over 1,300 empty seats after the school reopens), indicates the portables' excess capacity is no longer necessary.

The commenter's comments concerning declining enrollment and the need for the school will be considered by the Board. The comment does not address the environmental conclusions reached in the DFEIR and no further response is necessary.

SS-2 The commenter states that with the Del Mar Heights enrollment reduced to 306 and with the enrollment on the westside declining, Modernization without portables provides many benefits. The commenter states that Modernization is better for the environment as stated in the Focused DEIR and Modernization enables the District to achieve all of its listed educational goals.

See response to Comment GG-2.

SS-3 The commenter states that Modernization without portables reduces the number of students, which eliminates the need of for the long car queue and extra parking.

See response to Comment JJ-3.

SS-4 The commenter states that Modernization without portables improves the defensible space between the students and Torrey Pines Reserve.

See response to Comment GG-3.

SS-5 The commenter states that Modernization without portables increases the recreational blacktop space and preserves the recreational green space, and that Modernization would allow the current kindergarten buildings to remain for the kindergarten students.

See response to Comment GG-4.

SS-6 The commenter states that the Modernization would improve overall evacuation by not trapping cars from the exit and would improve school evacuation by keeping the south gate.

See response to Comment GG-5.

SS-7 The commenter states that Modernization takes advantage of existing footings and studs, and that saving on material costs would make it possible to use Bond MM funds for other schools in the District.

See response to Comment GG-6.

## 2. Response to Comments

SS-8        The commenter states that Modernization takes less time and students would be able to return to school sooner instead of continuing to be bused across the District.

See response to Comment GG-7.

## 2. Response to Comments

### LETTER TT – Kimberly Hiland Belding (12 pages)

11 June 2021

Mr. Christopher Delehanty, Executive Director of Capital Programs and Technology  
Del Mar Union School District  
11232 El Camino Real San Diego, CA 92130-2657  
Sent via email to: cdelehanty@dmusd.org

Subject: Comments on the Del Mar Heights Rebuild Project Focused Draft Environmental Impact Report

Dear Mr. Delehanty,

I formally object to the use of a Focused EIR on the Del Mar Heights Rebuild project.

I demand that a Full EIR be developed to consider all the Environmental Impacts this project may create.

These might include, but are not limited to: Traffic, Evacuation, Wildfire, Recreation, Light and Vehicle Pollution

Please include the entirety of these comments on the Focused Draft Environmental Impact Report in the public comment section. I was quite disappointed to find part of my previous comments summarized and the other part excluded. I understand the initial oversight, but I am certain that you will take more care by completely including these.

I have emailed a digital copy of these comments to make it easier for you to include them.

Please provide proof of receipt.

Sincerely,

Kimberly Hiland Belding

TT-1

## 2. Response to Comments

### FDEIR Comments

**I formally object to the use of a Focused EIR on the Del Mar Heights Rebuild project.**

**I demand that a Full EIR be developed to consider all the Environmental Impacts this project may create.**

**These might include, but are not limited to: Traffic, Evacuation, Wildfire, Recreation, Light and Vehicle Pollution**

TT-1

CONT'D

#### 1.6.2.2 Campus Modernization Alternative

The campus modernization alternative, if modified to remove rather than replace portable temporary buildings, combined with a reduced student, teacher, and staff population, achieves district project objectives while also not being detrimental to the public health, safety, and welfare.

The proposed project rebuild design is detrimental to the public health, safety, and welfare. It maintains a student, teacher, and staff population that cannot be evacuated quickly in an emergency situation. The district has failed to show that the existing population can be reached by emergency services in a timely manner during an emergency (see the May 13, 2016 accident on page 11). They have also not proposed a plan that demonstrates this school population can be evacuated at the same time as local residents without being detrimental to the surrounding residents' safety.

By maintaining a comparable population that cannot be demonstrably evacuated quickly while also evacuating local residents, and by increasing the physical capacity of the buildings from 48,426 square feet to 66,823 square feet, so that an even higher on-site population is possible (regardless of policy limitations), the proposed design is detrimental to public health, safety, and welfare.

Reducing the site population achieves the district goals, as noted below:

TT-2

#### Site

- **Reduce Vehicle Congestion** – fewer cars at drop-off reduces vehicle congestion
- **Improve Pedestrian Safety** – fewer students using existing sidewalks improves pedestrian safety
- **Maximize On-Site Vehicle Queuing** – fewer cars at drop-off fit the existing space better
- **Maximize Parking** – fewer students translates to fewer staff and teachers for the site, as well as fewer cars dropping off students
- **Respect Neighborhood Views** – the existing campus buildings respect neighborhood views better than the 27-foot tall proposed MUR and “one story” building heights that equate to two story residential heights
- **Emergency Vehicle Access** – removal of portable buildings improves the available blacktop space for driving emergency vehicles to the interior of the campus
- **Outdoor Learning Spaces, Outdoor Play Areas and Fields** – current buildings open to the outdoors; modernization opens the opportunity to modify existing doorways



## 2. Response to Comments

### Building

- **Campus Interconnection** – in a post-pandemic world, interconnectedness that involves sharing indoor air space is a liability
- **Flexibility/Adaptability** – existing buildings can be modified to be more flexible, and outdoor learning spaces do not require changes to the physical buildings
- **Indoor/Outdoor** – existing buildings can have modified doors and windows to be more indoor/outdoor; they are also already oriented to the outdoors
- **Collaboration and Transparency** – in a post-pandemic world, outdoor spaces are safer for mixing groups of people; physical building spaces are not required for collaboration
- **Natural Light and Fresh Air** – existing buildings can be modified with new doors and windows; interior hallways impede fresh air compared to direct connection to the outdoors
- **Access to Views** – the proposed MUR and high roofs impede views; the existing campus has all of the views that elementary students need to learn
- **Flexible Technology** – what does this have to do with the facility? This is independent of the construction of a physical building

TT-2

CONT'D

### 3. Project Description

#### Access and Circulation

The original plan included construction of an ADA-compliant ramp and stairs from the Mira Montana Drive cul-de-sac down to the southeastern end of the campus. Due to concerns that improved student access from Mira Montana Drive would increase traffic along that road, the District Board removed the ADA ramp and stairs from the project.

“On the other hand, one aspect of these comments must be explored in further detail. The commenter notes that a reduced vehicle backup onto Cordero Road will permit vehicles with unfettered access to the Mira Montana Drive Cul-de-sac. This could result in a new or expanded drop-off / pick-up area on this residential street. This is compounded by the construction of an "ADA-compliant ramp and stairs" from this cul-de-sac onto the southeastern side of campus. Presently, there is a wall at this location inhibiting school access (unless students navigate a trail to the immediate west of the cul-de-sac). (AR00043) Mira Montana Drive ends at this location (the Torrey Pines Reserve lies to the south and west), such that the ramp is unlikely to be used by students walking to school. Thus, substantial evidence exists within the administrative record supporting a fair argument that the combination of increased vehicle access with construction of a new campus entry point will increase vehicle traffic on Mira Montana Drive. This could result in a significant impact that has not been addressed or mitigated. Therefore, the writ of mandate is granted on this basis as well.” (page 13 of the Minute Order, see also References page 11)

TT-3

The court did not order the removal of the Mira Montana ramp and stairs. The court stated this issue “must be explored in further detail”. While the FDEIR finds the removal of the Mira Montana stairs and ADA ramp to have Less than Significant Impact, the judge did not order its removal. The board’s removal of the Mira Montana stairs and ADA ramp has **Significant Impact** on the SB 187 Comprehensive School Safety Plan, Section G. Procedures for Safe Ingress and Egress. The judge’s ruling is based upon the Emergency Plan continuing to exist as it does today.

## 2. Response to Comments

**G. Procedures for Safe Ingress and Egress**

**School Daily Ingress and Egress Plan**  
Safety while entering, leaving, and on campus at Del Mar Heights School is high priority. The following precautions have been taken:

1. Students are not allowed in the parking lot areas without an adult escort
2. Drivers are reminded about laws regulating cell phone use
3. Parent volunteers are available in the morning to assist with arriving students
4. Staff supervises the students at dismissal
5. The need for drivers to slow down, pay attention, and use safe driving practices while entering and leaving our campus is communicated with parents
6. All visitors and volunteers coming on the campus are required to sign in at the office each and every time they are on campus
7. All visitors and volunteers are required to wear identification badges while on campus

**Considerations for Individuals with Disabilities**  
Schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deafblind or hearing, blind/visually impaired, mobility impaired and/or cognitively/emotionally impaired, must be assisted.

In an emergency, the responsibility for assisting the disabled student should be assigned to the teacher or person in charge of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student.

Responsibility for providing evacuation assistance for a disabled employee should be assigned to the staff member who works closest to the employee.

Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of checking areas of the building (such as restrooms) to make sure all areas are clear.

A list of special medical needs of students, employees, and visitors and any special equipment or apparatus that must accompany the students, employees, or visitors when evacuate from the building will be compiled annually and updated as needed.

**Guidelines for Assisting the Disabled**  
Always ask someone with a disability how you can help before attempting giving assistance. Listed below are some general examples of ways to assist the disabled.

**Assisting the visually impaired**

1. Offer to assist the visually impaired person to a safe location
2. Never grab a visually impaired person's arm. Ask him or her to hold your arm or elbow as you make your way to the nearest exit
3. Give verbal instruction or information as you travel

**Assisting the hearing impaired**  
Get the attention of the person with a hearing impairment by touch and eye contact and alert them that an emergency exists

1. Use written notes if needed which explain the existence and nature of the emergency
2. Use gestures to provide information and instruction

**Assisting the mobility impaired**  
Most mobility-impaired persons, in a one-story building, will be able to exit safely without assistance.

**Evacuation Locations**  
In the event of an emergency, either on-campus or off-campus evacuation may be necessary. In order to be prepared, Del Mar Heights has identified safe evacuation locations.

**On-Campus Evacuation/Assembly Location**  
In the event of an emergency and the school must be evacuated, all students, staff and visitors should proceed using the pre-designated evacuation routes to the field on the south side of the campus.

- School staff must take roll at the evacuation site to ensure all students are accounted for.
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- School staff should identify any students who need medical attention and provide appropriate care
- If it is determined school buildings are safe to re-enter, school staff will lead student back to their classrooms quickly and calmly
- Roll should be taken once all students are back in the room

**Off-Campus Evacuation/Assembly Location**  
In some emergency situations, the students, staff, and visitors may need to assemble at an alternate site. For these emergency situations (when remaining at the school location is not longer viable) two sites have been designated as the off-campus Assembly Locations. If evacuating to the north, students, staff, and visitors should proceed to the north end of Buquele Drive. If evacuation is to the south, students, staff, and visitors should proceed to Mira Montana Drive. Once it is determined an evacuation is needed.

- School staff should assemble students and use the pre-designated evacuation routes to report to the assigned off-campus location
- School staff must take roll at the evacuation location to ensure that account is made for all students
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- The Superintendent should be immediately notified of the evacuation

**SB 187 Comprehensive School Safety Plan 2020-2021; School: Del Mar Heights; Section G Procedures for Safe Ingress and Egress (see also SB 187 Comprehensive School Safety Plan on page 12)**

“In contrast, the Emergency Plan demonstrates that the school presently assembles students on the field before escorting them off campus. (AR04725) There is no evidence suggesting this will not continue to be the case. As discussed above, the IS / MND concludes that the addition of the expanded student loading area will decrease congestion on some of the surrounding streets (with the possible exception of Mira Montana Drive). This could improve emergency vehicle access to the surrounding neighborhood. Given all of these factors, there is no demonstrated potential for a significant impact related to wildfire and emergency/fire access, and this aspect of the writ of mandate lacks merit.” (page 15 of the Minute Order, see also References page 11)

The writ of mandate refers to an emergency plan that relies on access to Mira Montana as a means to escort students off campus. Removing the stairs and ADA ramp presents a challenge to disabled students that require a ramp, and removing the stairs presents a challenge to able-bodied students trying to access Mira Montana.

Removing access to the Mira Montana Drive cul-de-sac negatively impacts fire egress compared to today's existing (baseline) fire egress, and this change should require additional study for CEQA.

TT-4

## 2. Response to Comments

### Setback Misinformation

Figure 3-5 Site Plan Comparison

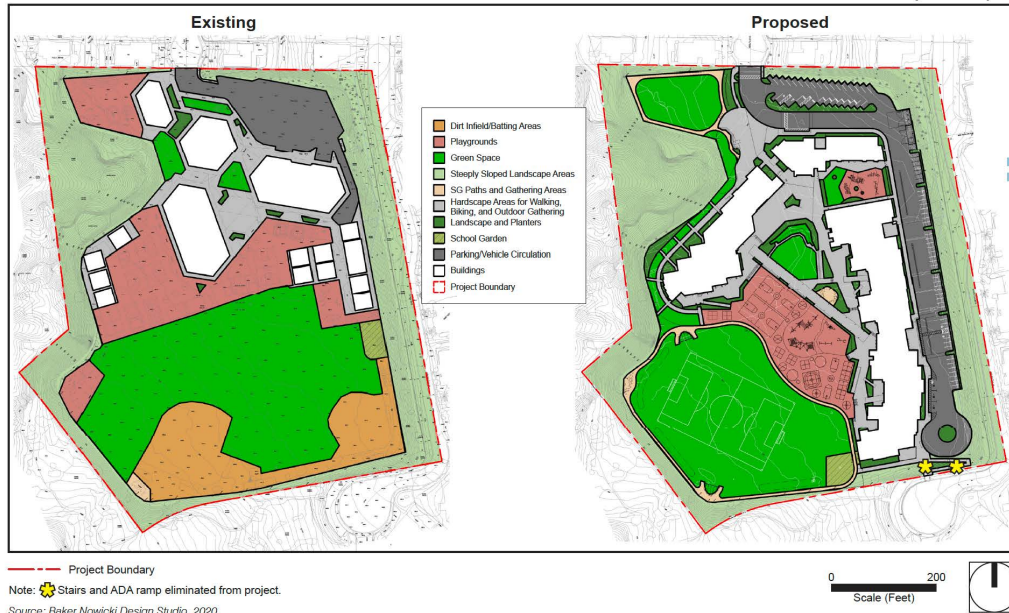


Figure 3-5 illustrates the rebuild design places buildings much closer to the Reserve on the South side than any of the existing buildings today.

“As discussed above, the Rebuild Project will alleviate current fire risk conditions by increasing the setback, not make these impacts worse. As a result, there is no demonstrated potential for a significant impact related to a 100-foot setback requirement, and this aspect of the writ of mandate lacks merit.” (page 16 of the Minute Order, see also References page 11)

The Minute order contains misinformation, as the proposed design is a much more dangerous design than today’s footprint, and this supports the Modernization alternative. Removing the portables makes the Modernization even safer by increasing the amount of defensible space.

### Fire Hydrant and Distance Misinformation

“The Rebuild Project will add four fire hydrants (there are currently none), move buildings an additional 20 feet from the canyon edge, and upgrade to more fire resistant buildings equipped with fire sprinklers.” (page 15 of the Minute Order, see also References page 11)

The judge’s order stated there are currently no fire hydrants on campus, when indeed there is one in plain view in the courtyard. The buildings on the south side move closer to the canyon edge, not further away. As illustrated by the Figure 3-5 and also the photo below, the ruling was based on faulty information.

TT-5

TT-6



## 2. Response to Comments



Please note the fire hydrant located on the Del Mar Heights School Campus.



Please note the portables are definitely not five feet from the reserve.

TT-6

CONT'D

### 4.3.2 Access and Parking

The ingress and egress to the campus is through the school's driveway on Boquita Drive, which leads to the school's parking lot. Vehicular access is via a two-way driveway. The parking lot contains 48 stalls and an approximately 317-foot passenger loading area, which can accommodate approximately 15 cars, adjacent to the administration building. The District's 2018 Facilities Master Plan recognizes the hazard presented along Boquita Drive and the adjoining neighborhood due to the limited drop-off/pick-up zones and insufficient onsite parking (DMUSD 2018). (see FDEIR on page 12)

TT-7

## 2. Response to Comments

Reducing the campus size to the original buildings mitigates the limitations of the drop-off/pick-up zones, as well as insufficient onsite parking.

TT-7

CONT'D

The following hazardous conditions are detrimental to the public health, safety, and welfare, as well as detrimental to students and parents of the district. A longer on-site queue does not remove the fundamental problem of too many people in a small space.

TT-8

The school's principal (Jason Soileau, 2020, see FDEIR) has observed the following hazardous conditions:

- Due to insufficient on-site parking, staff and parents are forced to park along Boquita Drive, which further narrows a two-lane neighborhood street.

Reducing the campus size to the original buildings mitigates the limitations of insufficient onsite parking.

- The long traffic queue backs up to the four-way stop at the Boquita Drive/Cordero Road intersection, and despite placement of a crossing guard, pedestrian crossing is difficult.

Reducing the campus size to the original buildings mitigates the long traffic queue by reducing the number of cars in the queue.

- The afternoon queue of cars waiting for student pick-up causes other drivers to drive on the wrong side of the road to access the parking lot.

Reducing the campus size to the original buildings mitigates the long traffic queue by reducing the number of cars in the queue.

- Emergency vehicle access is also constricted by the afternoon queue due to parked cars.

Reducing the campus size to the original buildings mitigates the long traffic queue by reducing the number of cars in the queue. Installing signs to restrict parking during school hours mitigates the parked cars.

- Mostly during afternoon pick-up, some parents park on Cordero Road and then walk on the east side of Boquita Drive instead of using the crosswalk on Cordero Road; parents cross Boquita Drive into the school, which stops traffic in both directions.

Reducing the campus size to the original buildings mitigates the need to park on Cordero Road and walk on Boquita Drive.

- Riding bikes to school is challenging due to the cars parked on both sides of the road, queuing in both lanes, and the narrow sidewalks do not provide enough space for safe riding.

Reducing the campus size to the original buildings mitigates the long traffic queue by reducing the number of cars in the queue. Installing signs to restrict parking during school hours mitigates the parked cars. Fewer people using the sidewalks mitigates the amount of sidewalk space for safe riding.

- Parked cars of both sides of the street limit the ability of mail and trash trucks to access residences, which further congests the street.

Installing signs to restrict parking during school hours mitigates the parked cars.

TT-9

## 2. Response to Comments

<ul style="list-style-type: none"> <li>During the afternoon pick-up, some parents abandon their cars in the travel lane to retrieve their child.</li> </ul> <p>The on-site queue does nothing to mitigate this problem. Reducing the campus size to the original buildings mitigates the long traffic queue by reducing the number of cars in the queue.</p>	TT-10
<ul style="list-style-type: none"> <li>Some parents complete an illegal and hazardous U-turn on Boquita Drive to avoid the time required to flow through the on-site loop.</li> </ul> <p>The on-site queue does nothing to mitigate this problem. One could argue the prospect of being stuck even further down a longer queue could provoke more of this behavior.</p>	
<ul style="list-style-type: none"> <li>The congestion on Boquita Drive causes a large number of parents to direct their children to walk to the canyon via Mira Montana Drive, which creates safety concerns.</li> </ul> <p>The mitigation for this problem was removed when the district removed the ADA ramp and stairs from Mira Montana. This continues to be a problem with the proposed design and population size. Reducing the campus size to the original buildings mitigates the long traffic queue by reducing the number of cars in the queue, and mitigates the congestion that provokes this behavior.</p>	TT-11
<ul style="list-style-type: none"> <li>Some parents arrive early in the afternoons and park on Boquita Drive, which results in blocking driveways.</li> </ul> <p>Reducing the campus size to the original buildings mitigates the long traffic queue by reducing the number of cars in the queue. Installing signs to restrict parking during school hours mitigates the parked cars. Enforcing parking restrictions also mitigates the parked cars.</p>	TT-12
<p><b>Declining Enrollment</b></p> <p>Table-4-1 on page 4-9 lists the average enrollment for ten years, from fall 2009 until fall 2018. The 2019-2020 enrollment is mentioned in the paragraph above it. None of these numbers take into account district-wide declining enrollment, or mention that the Heights enrollment is partially supported by overcapacity displacement at other schools. This document does not mention the construction and opening of another school, Pacific Sky School, expected in 2022.</p>	TT-13
<p>With the opening of Pacific Sky School, the overall district capacity increases to 5040 seats (according to the Facilities Master plan, as well as the FDEIR), and the overcapacity displacement is expected to disappear, as more students are able to attend their home school. Meanwhile, the average daily attendance projection is budgeted to support 3750 students, a difference of 1340 unused seats.</p>	TT-14
<p>Even prior to Pacific Sky School opening, the district has 689 unused seats, so it doesn't make sense to maintain a large school at the Del Mar Heights School site. Considering that the section of the district West of I5 supports two schools, Del Mar Heights School and Del Mar Hills Academy, it makes more sense to return Del Mar Heights to a smaller population to maintain two smaller, healthy schools that are not detrimental, but beneficial, to the health, safety, and welfare of their surrounding neighborhoods.</p> <p>The actual enrollment numbers also support a reduction in population. For the 2021-2022 school year, Del Mar Heights' initial spring enrollment came in at 306 students.</p>	TT-15

## 2. Response to Comments

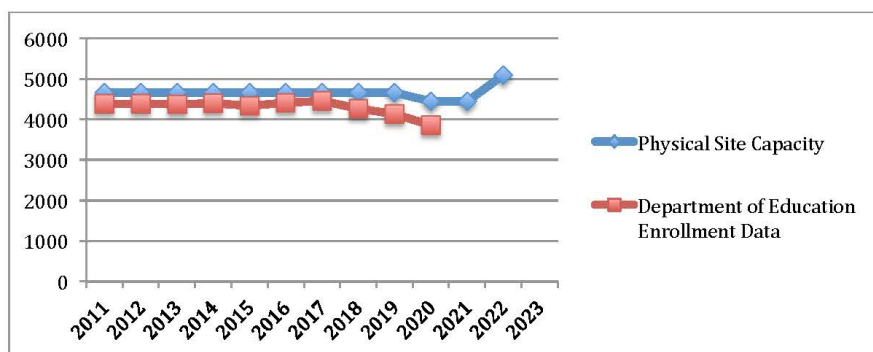


Chart showing physical site capacity rising as enrollment is falling. The 2021 excess capacity is 689 seats; opening the ninth school increases excess capacity to 1340 (see Physical Site Capacity Data on page 11, Department of Education Enrollment Data on page 11, and DMUSD Budget Data for Average Daily Attendance projections on page 11).

T-15

CONT'D

### NOP Comments

My comments on the NOP are misrepresented; half of my comment was poorly summarized, and the other half of my comment (made on time with proof of receipt) was excluded. I would appreciate all of my comments in this document being fully included. Please see my complete comment below:

I would like to know if the district is going to address the 2019 addition to CEQA, Appendix G, Section XX. I understand this specific section of the law was not addressed in previous documents.

I would like to know how the changes to the site address the emergency response plan and evacuation plan during drop-off and pick-up times when the on-site queue is expected to be full, as well as during a normal school day with the student population at full capacity. This is not a fire emergency scenario at a level that can be addressed by sprinklers; this is the scenario where a firestorm is sweeping through the reserve and the entire population needs to evacuate, including a specific plan for the disabled student community.

### "Wildfire Impacts

Given the extreme and devastating fire seasons in California during the past several years, it is no surprise that new requirements have been added to CEQA to address a project's impacts on wildfire hazards. A new Section XX has been added to Appendix G to address the need to evaluate wildfire impacts. This section focuses on whether projects located in or near state responsibility areas (where the state has financial responsibility of preventing and suppressing fires), or lands classified as very high fire severity zones by local agencies, would:

- "Substantially impair an adopted emergency response plan or emergency evacuation plan";
- "Due to slope, prevailing winds, and other factors, exacerbate wildfire risks, and thereby expose project occupants to, pollutant concentrations from a wildfire or the uncontrolled spread of a wildfire";
- "Require the installation or maintenance of associated infrastructure (such as roads, fuel breaks, emergency water sources, power lines, or other utilities) that may exacerbate fire risk or that may result in temporary or ongoing impacts to the environment"; or
- "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."

CalFire publishes Fire Hazard Severity Zone Maps for all regions in California, which can be viewed [here](#). The fire hazard measurement used as the basis for these maps includes the speed at which a wildfire moves, the amount of heat the fire produces, and most importantly, the burning fire brands that the fire sends ahead of the flaming front. Lead agencies and project proponents can review the CalFire maps to determine whether a given project site

T-16

## 2. Response to Comments

will be subject to the new CEQA wildfire impacts analysis."

### **MND Comments**

My previous comment on the now-decertified Mitigated Negative Declaration (MND), received on time with proof of receipt, was completely excluded.

TT-16

CONT'D

TT-17



## 2. Response to Comments

### References

1. May 13, 2016 accident
  - <https://www.nbcsandiego.com/news/local/del-mar-heights-elementary-school-crash-several-injured/61041/>
  - <https://www.delmartimes.net/news/local-news/del-mar/sddmt-del-mar-heights-school-crash-2016may13-story.html>
  - <https://www.kpbs.org/news/2016/may/13/6-children-hit-vehicle-near-del-mar-heights-elemen/>
  - <https://www.10news.com/news/several-children-struck-by-vehicle-near-del-mar-school-051316>
  - <https://timesofsandiego.com/crime/2016/05/13/6-children-struck-car-outside-del-mar-elementary-school/>
  - <https://losangeles.cbslocal.com/2016/05/13/6-children-hospitalized-after-car-crashes-into-them-outside-elementary-school/>
  - <https://fox5sandiego.com/news/several-hurt-in-crash-near-del-mar-heights-elementary-school/>
  - <https://patch.com/california/delmar-carmelvalley/6-children-hit-car-front-del-mar-heights-school>
2. Physical Site Capacity Data from the DMUSD Facilities Master Plan and DEIR
  - <https://www.dmusd.org/cms/lib/CA01001898/Centricity/Domain/1269/2018%20FMP%20FINAL.pdf>
  - <https://www.dmusd.org/cms/lib/CA01001898/Centricity/Domain/977/DMUSD%20FMP%20complete%20for%20web%20rev%203.18.pdf>
  - <https://www.dmusd.org/cms/lib/CA01001898/Centricity/Domain/1269/Del%20Mar%20Heights%20focused%20DEIR.pdf>
3. Department of Education Enrollment Data
  - <https://dq.cde.ca.gov/dataquest/Enrollment/EthnicGrade.aspx?cChoice=DstEnrAll&cYear=2013-14&cSelect=3768056--Del+Mar+Union+Elementary&TheCounty=&cLevel=District&cTopic=Enrollment&myTimeFrame=S&cType=ALL&cGender=B>
  - <https://dq.cde.ca.gov/dataquest/Enrollment/EthnicGrade.aspx?cChoice=DstEnrAll&cYear=2013-14&cSelect=3768056--Del+Mar+Union+Elementary&TheCounty=&cLevel=District&cTopic=Enrollment&myTimeFrame=S&cType=ALL&cGender=B>
  - <https://dq.cde.ca.gov/dataquest/Enrollment/EthnicGrade.aspx?cChoice=DstEnrAll&cYear=2013-14&cSelect=3768056--Del%20Mar%20Union%20Elementary&TheCounty=&cLevel=District&cTopic=Enrollment&myTimeFrame=S&cType=ALL&cGender=B>
  - <https://dq.cde.ca.gov/dataquest/dq census/EnrEthGrd.aspx?cds=3768056&agglevel=district&year=2014-15>
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4. DMUSD Budget Data for Average Daily Attendance projections
  - <https://www.dmusd.org/cms/lib/CA01001898/Centricity/Domain/56/2nd%20Interim%20Presentation.pdf>
5. Judgment Granting Peremptory Writ of Mandate, Minute Order
  - 37-2020-00020207-CU-TT-CTL\_ROA-57\_02-08-21\_Judgment\_1623437785261.pdf (available from the Superior Court of California, County of San Diego, Central)

## 2. Response to Comments

6. SB 187 Comprehensive School Safety Plan

- Comprehensive Safety DMH.pdf (Plan specific to Del Mar Heights; available from the Del Mar Union School District)
- CSSP Del Mar Heights 2020-21 - PUBLIC.pdf (Plan in its entirety; available from the Del Mar Union School District)

7. Del Mar Heights School Rebuild Project Focused Draft Environmental Impact Report (FDEIR)

- <https://www.dmusd.org/cms/lib/CA01001898/Centricity/Domain/1269/Del%20Mar%20Heights%20focused%20DEIR.pdf>

## 2. Response to Comments

### **TT. Response to Comments Kimberly Hiland Belding, dated June 11, 2021.**

TT-1 The commenter objects to the use of a Focused EIR and demands that a full EIR be drafted to consider the environmental impacts the project may create.

The District adopted a Mitigated Negative Declaration and approved the project. The approvals were challenged, and the court ruled that three issues needed further assessment. At its meeting on February 24, 2021, the Board vacated the findings on the biological resources and construction noise, vacated the approval of the project, and directed staff to reevaluate the biological and construction noise impacts and recirculate this analysis in a Focused Environmental Impact Report.

TT-2 The commenter states that the Campus Modernization Alternative, without the portables, combined with a reduced student, teacher, and staff population, achieves the District's project objectives without being detrimental to the public health, safety, and welfare. The commenter states that the proposed project is detrimental to public health, safety, and welfare. The commenter states that reducing the size of the site's population achieves the District's goals.

See response to Comment GG-2.

TT-3 The commenter states that the court did not order the removal of the Mira Montana ramp and stairs but indicated that the issue must be explored in further detail. The commenter states that the removal of the ramp and stairs has a significant impact on SB 187, Comprehensive School Safety Plan, Section G, Procedures for Safe Ingress and Egress. The commenter states that the judge's ruling is based upon the Emergency Plan continuing to exist as it does today.

The traffic issue raised in the legal challenge became moot upon the Board's removal of the stairs and ADA ramp. The project includes expansion of the on-site student pick-up and drop-off area and expanded on-site parking to enhance the safety of vehicle loading operations and reduce congestion in the neighborhood. The project does not change the existing entry points and the features will enhance campus safety related to ingress and egress. The stairs and ADA ramps are not included in the Comprehensive School Safety Plan.

TT-4 The commenter states that the writ of mandate refers to an emergency plan that relies on access to Mira Montana as a means to escort students off campus. Removing the stairs and ADA ramp presents a challenge to disabled students and able-bodied students trying to access Mira Montana. The commenter states that removing access to Mira Montana Drive cul-de-sac negatively impacts fire egress compared to today's existing fire egress and that this requires additional study.

Refer to Response TT-3.

## 2. Response to Comments

TT-5        The commenter states that Figure 3-5, *Site Plan Comparison*, illustrates the rebuild design places buildings closer to the Reserve on the south. The commenter states that the Minute Order contains misinformation as the proposed design is more dangerous than today's design, and that this supports the Modernization Alternative; removing the portables makes the Modernization even safer.

The District's plan contains a number of features that enhance campus safety and security. These include increasing the number of fire hydrants on-site; increasing the width of the fire access lane from 10 feet to 20 feet and eliminating the bottleneck; new buildings will meet current building codes; buildings will be sprinklered; and buildings will be constructed of non-combustible materials. Selection of the Modernization Alternative is unnecessary to reduce any significant impact and this alternative would not achieve project objectives.

TT-6        The commenter states that the judge's order stated that there are currently no fire hydrants on campus however there is one in the courtyard, and states that moving the buildings on the south side move closer to the canyon edge, not further away, and states that the ruling was based on faulty information.

The District acknowledges that there is currently one fire hydrant on the campus. The proposed project includes four fire hydrants and it fixes a number of other campus deficiencies, including widening the fire lane that currently blocks emergency access to portions of the campus.

TT-7        The commenter states that reducing the campus size to the original buildings mitigates the limitation of the drop-off/pick-up zones, as well as insufficient onsite parking.

A reduction in student capacity would reduce the number of vehicles accessing the campus. However, as noted in Section 7.4.2, Campus Modernization Alternative, this alternative would not fully achieve the project's objectives, as approved by the Board of Trustees.

TT-8        The commenter states that a longer on-site queue does not remove the fundamental problem of too many people in a small space.

Section 2.1.6, Transportation/Emergency Access, in the MND/IS Response to Comments addressed this issue. Figure 10, *Existing Access and Circulation*, shows the existing vehicle queue extending 500 feet into the neighborhood, which creates unsafe conditions for vehicles, pedestrians and bicyclists. Figure 11, *Queuing in with Project Conditions*, shows that the queue will be brought onto the campus and out of the neighborhood, which will improve safety and encourage students to walk and bike to school.

## 2. Response to Comments

- TT-9      The commenter states that most of the hazardous circulation conditions can be addressed by reducing the campus size to the original buildings and installing signs to restrict parking during school hours.
- The proposed increase in the student drop-off/pick-up area and the expanded parking lot would move the vehicle queue from the adjoining neighborhood onto the campus. The dangerous conditions that are identified in this comment would be reduced. The project as proposed would improve upon existing conditions and reducing the capacity of the school is unnecessary to address this issue.
- TT-10      The commenter states that onsite queuing does nothing to mitigate parents leaving their cars in the travel lane to pick up their children and making illegal U-turns.
- Refer to Response TT-8.
- TT-11      The commenter states that the removal of the ADA ramp and stairs would not address the congestion on Boquita Drive which causes a large number of parents to direct their children to walk to the canyon via Mira Montana Drive.
- The existing congestion on Boquita Drive causes a number of safety hazards for students and the adjoining residents. The project's improvement in congestion would result from the expansion of the drop-off/pick-up zone and expanded and reconfigured parking lot. Refer to Response TT-8.
- TT-12      The commenter states reducing the campus size to the original building mitigates the long traffic queue and installing signs to restrict parking during school hours mitigates the parked cars.
- Refer to Response TT-9.
- TT-13      The commenter states that the average enrollment, as shown in Table 4-1, does not take into account the District-wide declining enrollment or mention that Del Mar Heights School is partially supported by overcapacity displacement at other schools, and does not mention the opening of another school, Pacific Sky School, expected in 2022.
- Refer to Responses GG-1 and GG-2.
- TT-14      The commenter states that with the opening of Pacific Sky School, the overall District capacity increases to 5,040 seats and the overcapacity displacement would disappear. The commenter states that the average daily attendance projection is budgeted to support 3,750 students, a difference of 1,340 unused seats.
- Refer to Responses GG-1 and GG-2.

## 2. Response to Comments

TT-15 The commenter states that even prior to Pacific Sky School opening, the District has 689 unused seats, so maintaining a large school at Del Mar Heights School site does not make sense. The commenter states that the actual enrollment numbers also support a reduction in population, as the Del Mar Heights School's initial spring enrollment was 306 students.

Refer to Responses GG-1 and GG-2.

TT-16 The commenter asks if the District will address Wildfires, as it was not addressed in previous documents. The commenter asks how the changes to the site address the emergency response plan and evacuation plan during drop-off and pick-up times when the onsite queue is expected to be full, as well as during a normal day with the student population at full capacity.

Wildfire issues were addressed in Section 3.20 of the MND/IS and in Section 2.1.7 of the MND/Responses to Comments document. The Court ruled that this issue was adequately addressed and did not require further review. Also, refer to Response TT-9.

TT-17 The commenter states that their comments on the IS/MND were completely excluded.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

LETTER UU – Sandy Kantel (2 pages)

---

**From:** sandy kantel  
**Date:** Friday, June 11, 2021 at 3:53 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Comment on FEIR re: Bond Measure MM

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Mr. Delehanty,

I am in support of a rebuild or **modernization on the existing foot print** of the Del Mar Heights School as it will serve the purpose of getting the kids back on campus and create a safe environment for them and for the surrounding neighbors in a disaster or firestorm from the canyon.

The current design that was steamrolled through and did not afford the surrounding neighbors immediately adjacent to the school any notice. They were unaware of the District's plans as they did not receive any mail, email or phone messages alerting them to this major project that impacts their daily lives and their health, safety and welfare in the eventuality of a firestorm or disaster.

UU-1

## 2. Response to Comments

Residents are keenly aware that their homes, and the school, are in a designated Extremely High Fire Hazard Zone. When a fire starts in the canyon, they have only minutes to evacuate before their homes are engulfed in flames. By adding more children and cars to the campus, you will rob them of their only opportunity to escape down a one way exit.

UU-2

The Del Mar Heights School enrollment has declined to only 306 students. There is no need to build to a capacity double that size, especially considering that this trend mirrors a global decline in population. Insisting on the current design is a waste of money that could be used for other Del Mar Heights and San Dieguito School District Campuses.

UU-3

The School Board backed a Focused EIR that did not address several critical safety aspects of this project. **I formally object to the use of a Focused EIR, or FEIR on the Del Mar Heights Rebuild project. A full EIR should be developed to consider all of the environmental impacts this project will create.**

These impacts may include but are not limited to the following:

- \* Traffic
- \* Evacuation
- \* Wild Fire
- \* Light Pollution at Night
- \* Car Emissions Pollution and Noise During School Hours
- \* Loss of the Last Valuable Outdoor Recreation Space in Del Mar.

UU-4

I ask that you advocate for full EIR to fully understand the environmental and safety impacts and support a modernization that takes into account all of the factors above and also eliminates the portables.

Thank you in advance for letting me know that you have received this letter.

Best Regards,

Sandy



## 2. Response to Comments

### UU. Response to Comments Sandy Kantel, dated June 11, 2021.

- UU-1 The commenter supports a rebuild or modernization on the existing footprint of the Del Mar Heights School as it will serve the purpose of getting students back on campus and create a safe environment for them and for the surrounding neighbors in a disaster or firestorm.
- The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.
- UU-2 The commenter states that the project site is in an Extremely High Fire Hazard Zone, and that when a fire starts, there are only minutes to evacuate. The commenter states that adding more students and cars to the campus would rob them of their chance to escape down a one way exit.
- The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.
- UU-3 The commenter states that the school enrollment declined to 306 students and that there is no need to build to a capacity double the size.
- See response to Comment GG-2.
- UU-4 The commenter states that a full EIR should be drafted to identify all of the environmental impacts the proposed project would create.
- See response to Comment TT-1.

## 2. Response to Comments

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## 2. Response to Comments

LETTER 1 – State of California, Department of Parks and Recreation, Darren Smith, Senior Environmental Scientist (2 pages)



State of California • Natural Resources Agency

DEPARTMENT OF PARKS AND RECREATION  
San Diego Coast District  
4477 Pacific Highway  
San Diego, CA 92110

Gavin Newsom, Governor

Armando Quintero, Director

June 11, 2021

Del Mar Union School District  
Chris Delehanty, Executive Director, Capital Programs & Technology  
11232 El Camino Real  
San Diego, CA 92130

**Re: Comments on Notice of Availability for the Draft Focused Environmental Impact Report for the Del Mar Heights Elementary School Rebuild Project**

Thank you for the opportunity to comment on the Notice of Availability of a Draft Focused Environmental Impact Report (Draft Focused EIR) for the proposed Del Mar Heights Elementary School Rebuild Project. The Project site is on the Del Mar Heights School campus on Boquita Drive, directly adjacent to the Torrey Pines State Natural Reserve (TPSNR). The State of California, Department of Parks and Recreation (State Parks) is a public trust agency that owns and operates TPSNR. In addition to being protected as a State Natural Reserve, TPSNR is included within the City of San Diego's Multiple Habitat Preserve Area (MHPA) boundary and is subject to protections offered by the Multiple Species Conservation Plan (MSCP). Because this land is environmentally very sensitive and important regionally, we have concerns about the Project that need to be better addressed or redesigned in the Focused EIR.

1-1

The soils, rare plants, wildlife habitats, and trails at TPSNR are highly susceptible to damage from concentrated storm water runoff. Site drainage should be managed onsite, with minimal concentrations of flow or volume reaching the outfall pipes. State Parks is concerned that if improperly implemented the outfall drainage revegetation efforts could result in unanticipated significant impacts. Long term potential impacts to surrounding habitats near the outfall pipes were not addressed in the Draft Focused EIR. Once installed, State Parks would like a written commitment from the School District to inspect and maintain these structures regularly.

1-2

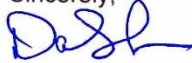
We do not fully support the use of hydroseeding to revegetate the repaired outfall drainages. State Parks strongly discourages the use of some of the plants proposed for revegetation, as they either do not occur at TPSNR or are cultivars with the potential to crossbreed with native species at TPSNR: *Baccharis pilularis* 'Pigeon Point', *Penstemon centranthifolius*, *Arctostaphylos* (species not specified), *Encelia farinose*, *Rhus ovata* and *Salvia leucophylla*. State Parks recommends the following alternatives: *Salvia mellifera*, *Salvia apiana*, *Encelia californica*, *Rhus integrifolia*, *Xylococcus bicolor* and *Eriogonum fasciculatum*. We look forward to working with you to review the revegetation plant palette for container plants and the hydroseed mix.

1-3

## 2. Response to Comments

Thank you for the opportunity to provide comments and recommendations. Should you have any questions or would like clarification on any of our comments, please contact me at [Darren.smith@parks.ca.gov](mailto:Darren.smith@parks.ca.gov) or (619) 952-3895.

Sincerely,



Darren Smith, Senior Environmental Scientist

Cc: Sean Homer, Lifeguard Supervisor I  
Dylan Hardenbrook, Supervising Ranger  
Cara Stafford, Environmental Scientist  
Reading File

## 2. Response to Comments

### 1. **Response to Comments State of California, Department of Parks and Recreation, Darren Smith, Senior Environmental Scientist, dated June 11, 2021.**

- 1-1 The commenter has concerns that the proposed project needs to be better addressed or redesigned because the TPSNR is environmentally sensitive and regionally important.

This comment summarizes the project area's sensitivity given the adjoining Multiple Habitat Preserve Area (MHPA) and that it is protected by the Multiple Species Conservation Plan (MSCP). Responses to detailed comments are provided below.

- 1-2 The commenter states that the soils, rare plants, wildlife habitats, and trails at TPSNR are highly susceptible to damage from concentrated stormwater runoff, and states that site drainage should be managed onsite with minimal concentrations of flow or volume reaching the outfall pipes. The commenter is concerned that if improperly implemented the outfall drainage revegetation efforts could result in unanticipated significant impacts. The commenter states that long-term potential impacts to surrounding habitats near the outfall pipes were not addressed in the Focused DEIR. The commenter asks for written commitment from the District to inspect and maintain these structures regularly.

The District is committed to managing stormwater runoff to avoid damage to the adjoining sensitive habitat by repairing the two damaged stormwater outfalls. The outfalls will be improved with concrete energy dissipaters and rip rap to avoid future erosion by reducing flow velocities of stormwater, per the City's requirements and jute-netting or straw blankets would be used on the reconstructed slopes to add stability. Surface runoff from the project site, that has been treated by bioswales in compliance with State permit regulations, will flow into these outfall drainages to avoid untreated stormwater from draining into the MHPA; the stormwater system design would not result in a net increase of flows. The outfalls would include new piping that would replace the existing stormwater pipes which have deteriorated and are contributing to the existing erosion. The proposed improvements would be irrigated by above-grade brown UV resistant PVC pipe and rotors that would provide the water needed for these native plant species to properly establish; the temporary irrigation would be disconnected from the school's irrigation when the native plant species have been established.

Under the City's Coastal Development Permit, the District is committed to maintaining stormwater outfalls to ensure they continue to function as designed. The revegetation program includes a biweekly maintenance schedule to remove invasive plant species identified by the California Invasive Plant Council. The revegetation would avoid future erosion and contribute to the biological diversity and value in the area. Invasive non-native plant species would not be introduced into area.

- 1-3 The commenter states that State Parks does not fully support the use of hydroseeding to revegetate the repaired outfall drainages and strongly discourages the use of some of the plants proposed for revegetation as they either do not occur at TPSNR or are cultivars

## 2. Response to Comments

with the potential to crossbreed with native species at TPSNR. The commenter would like to work with the District to review the revegetation plant palette for container plants and the hydroseed mix.

Hydroseeding will be removed from the outfall areas. The District agrees with the suggested plant species alternatives and will work with the City of San Diego to replace the current species with those recommended in this comment: *Salvia apiana*, *Encelia californica*, and *Rhus integrifolia*.

## 2. Response to Comments

LETTER 2 – Rosanna Alvarado-Martin (278 pages)

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**From:** Rosanna Martin  
**Date:** Friday, June 11, 2021 at 4:20 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Fw: Del Mar Heights Rebuild Focused Draft Environmental Impact Report Comments

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Chris, please see my updated comments.

Dear Mr. Delehanty and Del Mar Union School District,

I formally object to the use of a Focused EIR for the Del Mar Heights Rebuild project. There is no substitute for a full EIR to consider all the environmental impacts this project may create. These might include, but are not limited to: Wildfire, Traffic, Evacuation, Pollution, Stormwater, Recreation, Noise and Light pollution.

There has never been an environmental review under CEQA that approved the existing site

2-1

## 2. Response to Comments

even though most of the structures were installed after 1970, when CEQA became law. Therefore the district cannot use the current site structures as a legal basis to compare to the rebuild plans. The site was never approved to have number of buildings or students it recently housed. The judge ordered the district to comply with CEQA. The Del Mar Heights school site is an example of the very reason CEQA became law.

2-1  
CONT'D

I support the Modernization option without the portable structures. The enrollment for Del Mar Heights School has plummeted and is projected to continue to decline. The enrollment justifies a smaller school with the capacity of 300 or 2 classrooms per grade. If the district were to move forward with the Modernization of a smaller school, many of the environmental concerns would be eliminated. There would be no need for more parking or a larger MUR. The portables could be removed and provide additional defensible space. A smaller school equates to less traffic, parking, pollution and a smaller footprint on this already small school site.

2-2

I am requesting a Full Environmental Impact Report for the Del Mar Heights School rebuild in order to comply with CEQA. I have the following concerns about the current rebuild design and its effects on the public interest.

1. **Fire Protection Wild Fire Prevention**-The MND states "There are no fire hydrants currently on-site." Page 2-62 There is one fire hydrant on campus and two fire hydrants on Mira Montana Drive, above the campus.

The purposed rebuild project will be more dangerous with the recent removal of the ADA compliant ramp on Mira Montana Drive. That evacuation point at Mira Montana Drive is currently part of the Del Mar Heights Comprehensive School Safety Plan. Removing the ramp makes the project more dangerous than it currently is.

2-3

The proposed rebuild plan lacks a timed **Evacuation Study**. This study is essential for the safety of the students, staff and community members. Fourteen percent (14%) of Del Mar Heights' students are disabled. Many residents living near the school are elderly. The district removed the ADA compliant ramp on Mira Montana to avoid studying the Traffic. That eliminates Mira Montana Drive as an Off Campus Evacuation/Assembly Location. See The Comprehensive School Safety Plan attached.

2. The current design moved the buildings closer to the Torrey Pines State Natural Reserve. The proposed rebuild plan lacks the 100' defensible space required for Wildfire Prevention in a **Very High Fire Hazard Severity Zone**. Members of the community expressed concerns about proposing buildings where the current field provides defensible space. In the district's Response to Comments about Fire, the district states approximately 30 times, "the plan has been reviewed and pre-approved by the City of San Diego Fire Marshall." **Douglas Perry, the San Diego City Fire Marshal, DID NOT pre-approve the plans. San Diego City Fire Rescue doesn't pre-approve plans. Plans are reviewed and approved or rejected.**

2-4

3. **Biological Resources**- the MND failed to address the Torrey Pines State Natural Reserve's many sensitive animal and plant species, some federally-endangered. The close proximity to the Reserve requires special care regarding Light, Noise and Storm water runoff, in order to prevent negative impacts. The construction and additional permanent impervious surfaces will negative impact the environment by causing heat islands and runoff problems for the sensitive reserve below.

2-5

4. **Transportation and Traffic**-the MND studied the impact of temporarily housing the Del

2-6



## 2. Response to Comments

Mar Heights' students at Del Mar Hills Academy and Ocean Air. It didn't study the traffic impact on the streets surrounding Del Mar Heights School. The superintendent acknowledged the Traffic Safety concerns surrounding Del Mar Heights to the City of San Diego.

2-6

The current plan is based on some traffic diverted to Mira Montana Drive as a secondary access to the school but the district removed that access.

CONT'D

5. **Aesthetics-** Many community members enjoy the public views of the ocean and scenic vistas from Mira Montana Drive on their daily walks. For some, the ritual trek is multiple times per day to soak in the fresh air and beauty of the nature. The rebuild plans will obscure/block many of the views from the sidewalk on Mira Montana Drive.

2-7

6. **Recreation-**The field has a bioswale in the middle. The district says the rebuild will have no negative impact to the community. If there was no negative impact, why did the district spend \$993,048 to replace the Del Mar Heights baseball field to accommodate Little League Junior/Senior Baseball at **Torrey Hills School**? Elementary school age children don't play Junior/Senior Baseball. Please note that I am referring to Torrey Hills elementary school, not Torrey Pines High School as my comments were changed.

2-8

7. The project doesn't comply with the **Torrey Pines Community Plan**. The district failed to notify the Torrey Pines Community Planning Board about the rebuild during the planning process. The rebuild project is located in the **Coastal Zone**. The district failed to acknowledge the Coastal Zone, the MND failed to analyze it.

2-9

8. **The Air Quality and Greenhouse Gas Emissions-**Appendix B, Sensitive Receptors states "The nearest sensitive receptors to the proposed project site are the residences along Whitmore Street, Prospect Avenue, Garvey Avenue, and New Avenue to the north, east, south, and west, respectively." These streets are located in Rosemead, CA. This Copy and Paste error makes me question the validity of the entire document PlaceWorks assembled. The MND didn't address the City of San Diego's Climate Action Plan. More parking and idling cars are not in compliance with the CAP.

2-10

9. **Noise-**Construction Noise and Operational Noise are concerns for the community; however the limited analysis is flawed. A Baseline assessment wasn't conducted. How valid is the analysis?

In summary, a Full Environmental Impact Report is required for Del Mar Union School District to comply with CEQA and uphold their commitment to build a safe and responsible school for the community. This community has supported this school and the district for many years, now it's time for the district to do the right thing for the community and future generations.

2-11

Please provide proof of receipt.

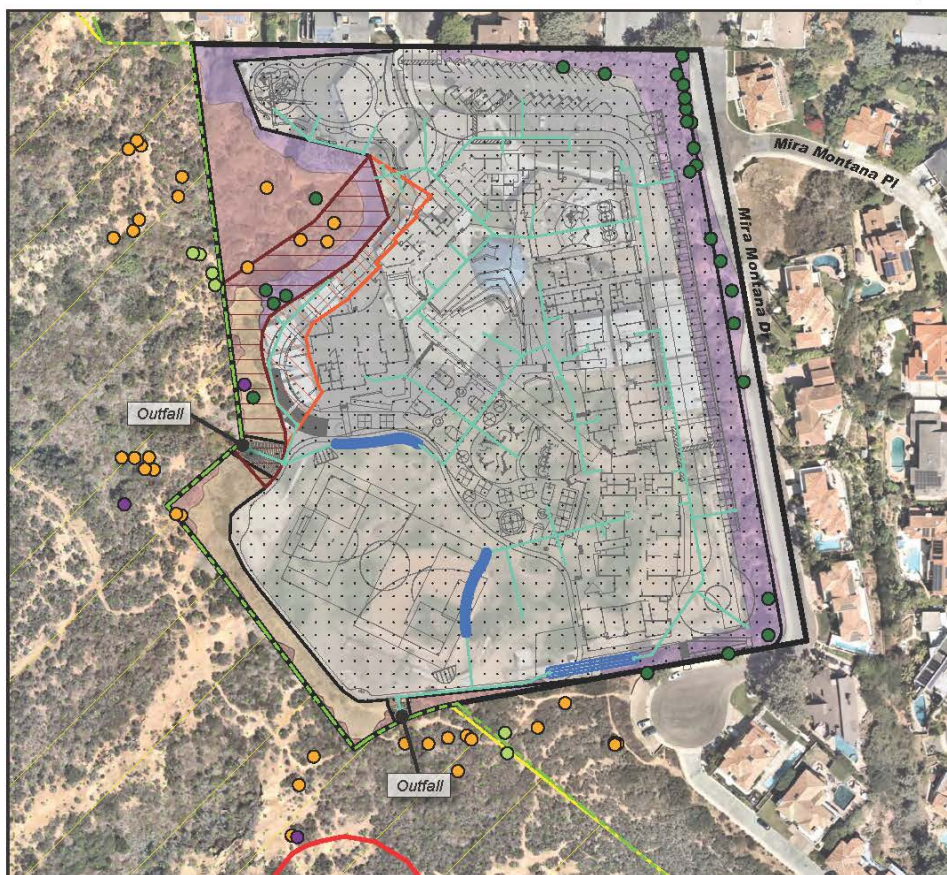
Sincerely,

Rosanna Alvarado-Martin

## 2. Response to Comments

DEL MAR HEIGHTS SCHOOL REBUILD PROJECT DEIR  
DEL MAR UNION SCHOOL DISTRICT

Figure 5.1-1 - Biological Resources  
5. Environmental Analysis



- Project Boundary
- Project Impacts
- Brush Management Zone 1
- Brush Management Zone 2<sup>1</sup>
- Storm Drain
- Bioretention Basin
- Energy Dissipator (Rip-rap)
- City of San Diego Multi-Habitat Planning Area (MHPA)
- Torrey Pines
- State Reserve Extension
- CNDDDB Record for Short-leaved Dudleya (*Dudleya brevifolia*)

### Vegetation

- Southern Maritime Chaparral
- Ornamental
- Disturbed Land
- Developed

### Special Status Species

- Del Mar Manzanita (*Arctostaphylos glandulosa* ssp. *crassifolia*)
- Nuttall's Scrub Oak (*Quercus dumosa*)
- Torrey Pine (*Pinus torreyana*), Ornamental, landscaped individual
- Wart-stemmed Ceanothus (*Ceanothus verrucosus*)

<sup>1</sup>Brush Management Zone 2 is Impact neutral

Source: Alden Environmental, Inc., 2021

0 175  
Scale (Feet)



PlaceWorks

## 2. Response to Comments

Del Mar Union School District

# **SB 187 Comprehensive School Safety Plan 2020-2021**

**School: Del Mar Heights**

**Address: 13555 Boquita Drive, Del Mar, CA 92014**

**Phone: 858-755-9367**

1 of 96

## 2. Response to Comments

### **SB 187: Comprehensive School Safety Plan**

*Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)*

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter. (Amended Ed. Code 35294.6)

The annual review and evaluation of the School Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

- Child Abuse Procedures
- Disaster Procedures
- Policies for Suspension and Expulsion
- Procedures to Notify Teachers of Dangerous Students
- Discrimination and Harassment Policy
- Provisions of a School-Wide Dress Code
- Procedures for Safe Ingress and Egress
- Safe and Orderly Environment Conducive to Learning
- Rules and Procedures for School Discipline
- Hate Crime Reporting Procedures

## 2. Response to Comments

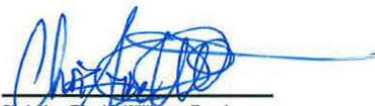
**Del Mar Heights School  
Comprehensive School Safety  
Plan  
Signature Page  
2020-2021**

The undersigned members of the Del Mar Heights  
School Safety Planning Committee certify that the  
requirements for the SB 187 Comprehensive School  
Safety Plan have been met.

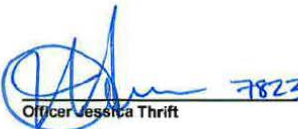
Principal:

  
Jason Soileau, Principal

School Site Council:

  
Christine Kinalii Williams, Teacher

Law Enforcement Representative:

  
Officer Jessica Thrift 7823

Classified Representative:

  
Karrie Beach, Administrative Assistant

## 2. Response to Comments

### **A. Child Abuse Reporting Procedures**

#### **School Child Abuse Communication Procedures**

Del Mar Heights School follows the District's policies related to procedures for reporting child abuse. As stated in the Board Policy 5141.4 "Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect." Once a mandated reporter determines that a reasonable suspicion of child abuse exists, they must report immediately or as soon as is practicably possible by telephone to the child abuse hotline 800-344-6000 or 858-560-2191 to make a verbal report. A written report must be sent to Child Protective services within 36 hours of the initial report.

#### **BOARD POLICY 5141.4: CHILD ABUSE PREVENTION AND REPORTING**

##### **Child Abuse Prevention**

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

##### **Child Abuse Reporting**

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and

## 2. Response to Comments

suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law. Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters. In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

### **ADMINISTRATIVE REGULATION 5141.4: CHILD ABUSE PREVENTION AND REPORTING**

#### **Definitions**

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child as defined in Penal Code 11165.1
3. Neglect as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)



## 2. Response to Comments

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters, or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

### **Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)



## 2. Response to Comments

### **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

### **Reporting Procedures**

#### **1. Initial Telephone Report**

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

Child Protective Services  
858-560-2191

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **2. Written Report**

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above form from either the district or the appropriate agency.

## 2. Response to Comments

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

### 3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name.

## 2. Response to Comments

Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### **Victim Interviews**

Whenever a representative of an agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

### **Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

## 2. Response to Comments

### **Parent/Guardian Complaints**

Upon request, the Superintendent or designee shall provide parents/guardians with procedures that describe how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

### **Notifications**

The Superintendent or designee shall provide all new employees who are mandated reporters a statement that informs them that they are mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The Superintendent or designee shall retain the signed statements. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her

## 2. Response to Comments

employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

## 2. Response to Comments

**Print**      **SUSPECTED CHILD ABUSE REPORT**      **Reset Form**

To Be Completed by Mandated Child Abuse Reporters  
Pursuant to Penal Code Section 11166  
PLEASE PRINT OR TYPE

CASE NAME: \_\_\_\_\_  
CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS      Street      City      Zip					DID MANDATED REPORTER WITNESS THE INCIDENT?
	REPORTER'S TELEPHONE (DAYTIME) (      )		SIGNATURE		TODAY'S DATE	
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS      Street      City      Zip					DATE/TIME OF PHONE CALL
<b>C. VICTIM</b> <small>One report per victim</small>	NAME (LAST FIRST MIDDLE)					BIRTHDATE OR APPROX. AGE
	ADDRESS      Street      City      Zip					TELEPHONE (      )
	PRESENT LOCATION OF VICTIM					SCHOOL
						CLASS
						GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)	
	PRIMARY LANGUAGE SPOKEN IN HOME					
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO					TYPE OF ABUSE (CHECK ONE OR MORE)
	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVES HOME					<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)
	RELATIONSHIP TO SUSPECT					DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK
<b>D. INVOLVED PARTIES</b> <small>VICTIMS SUSPECTS PARENTS/GUARDIANS</small>	1. NAME		BIRTHDATE		SEX    ETHNICITY	
	2. NAME		BIRTHDATE		SEX    ETHNICITY	
	3. NAME		BIRTHDATE		SEX    ETHNICITY	
	4. NAME		BIRTHDATE		SEX    ETHNICITY	
	NAME (LAST FIRST MIDDLE)					BIRTHDATE OR APPROX. AGE
	ADDRESS      Street      City      Zip					HOME PHONE (      )
	BUSINESS PHONE (      )					
	NAME (LAST FIRST MIDDLE)					BIRTHDATE OR APPROX. AGE
	ADDRESS      Street      City      Zip					HOME PHONE (      )
	BUSINESS PHONE (      )					
<b>E. INCIDENT INFORMATION</b>	SUSPECT'S NAME (LAST, FIRST MIDDLE)					BIRTHDATE OR APPROX. AGE
	ADDRESS      Street      City      Zip					TELEPHONE (      )
	OTHER RELEVANT INFORMATION					
	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER					
DATE / TIME OF INCIDENT						PLACE OF INCIDENT
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)


### DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

## 2. Response to Comments

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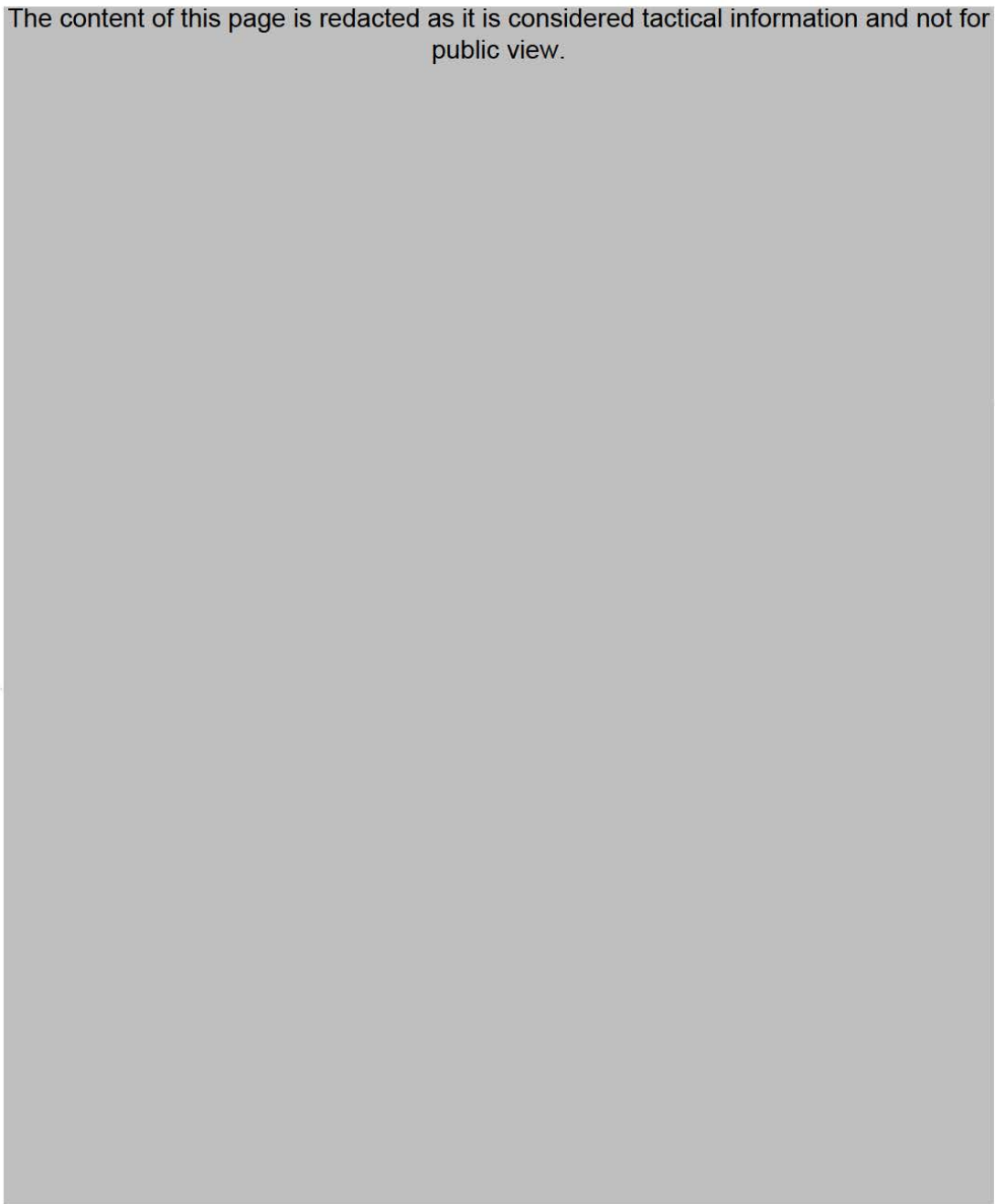
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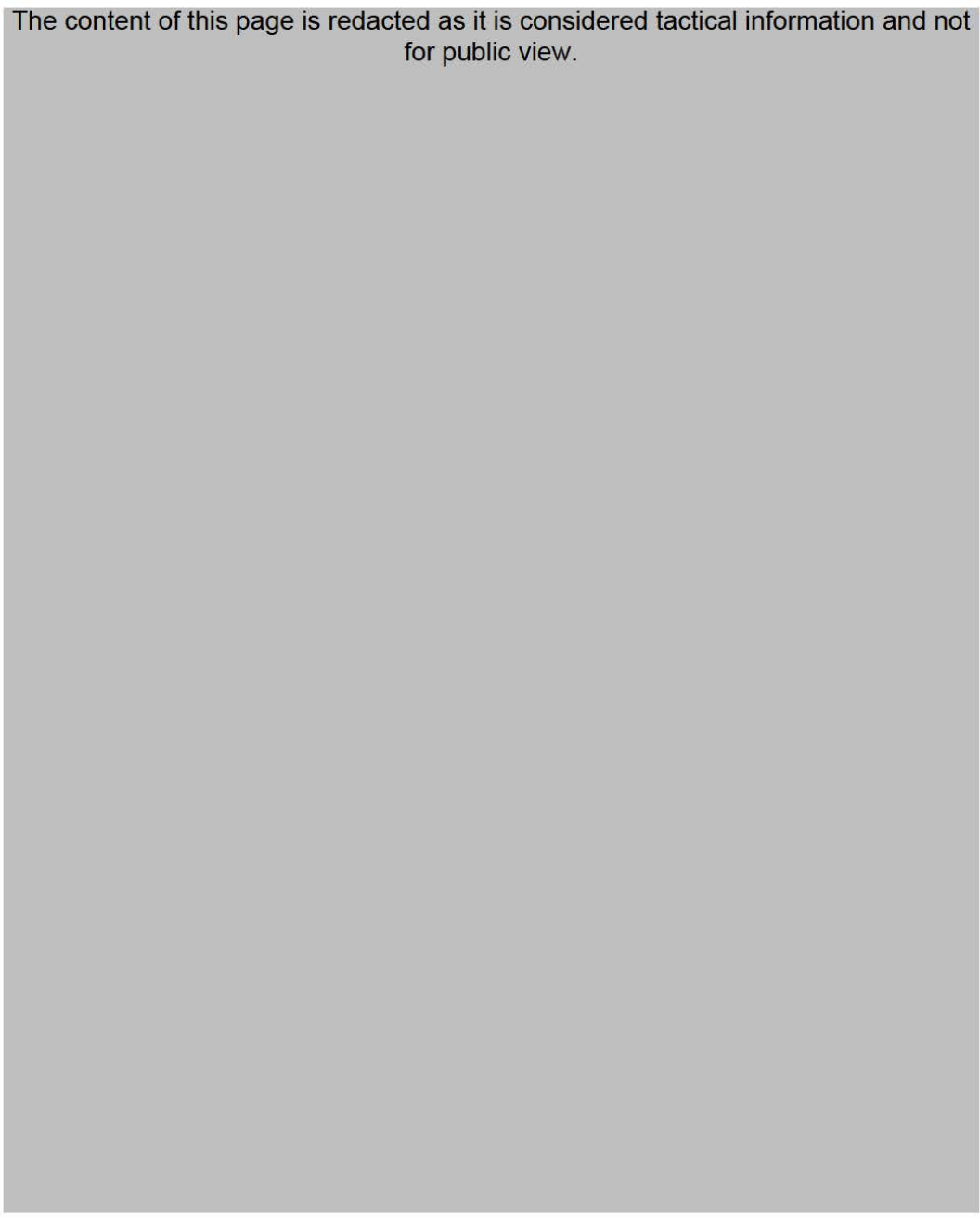
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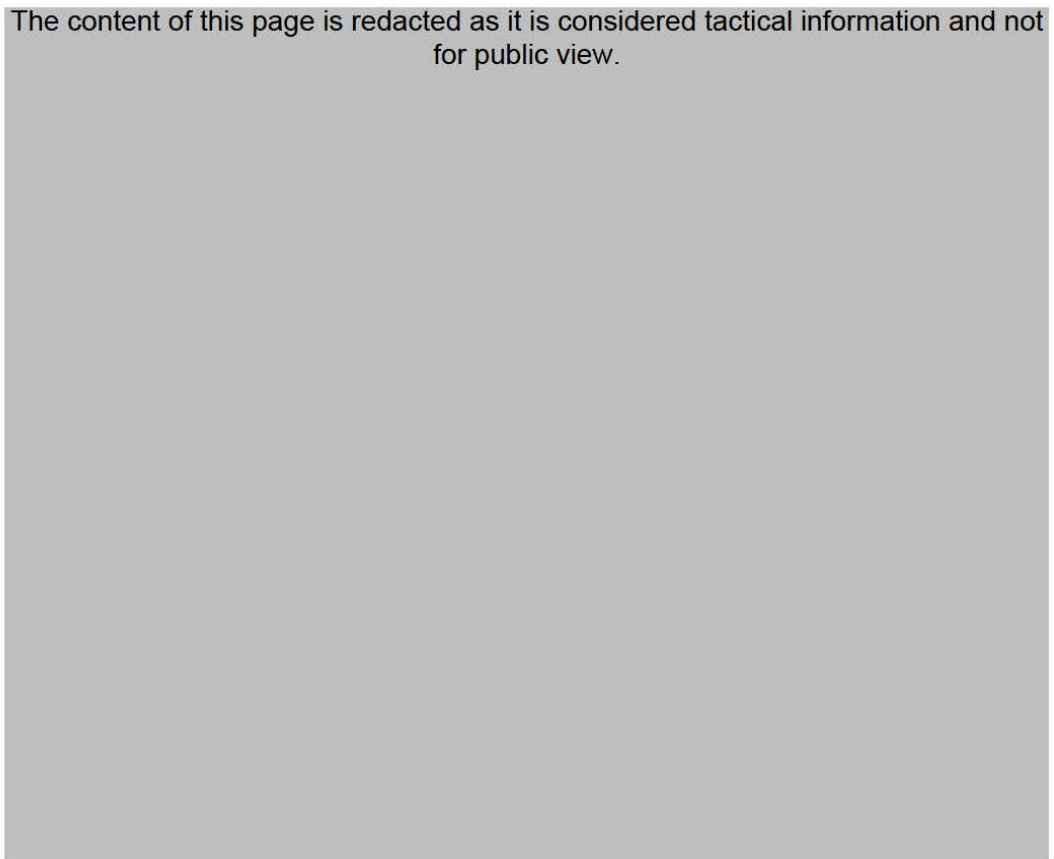
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## 2. Response to Comments

### **B. Emergency Response Procedures**

#### **District and Parent Responsibilities for Students**

##### **District Responsibility**

If the superintendent declares a District emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. until released to an adult authorized by the parent or legal guardian whose name appears on district records.
3. If students are on the way to school, they should proceed to school if walking.
4. If students are on the way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by District personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

##### **Parent Responsibility**

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

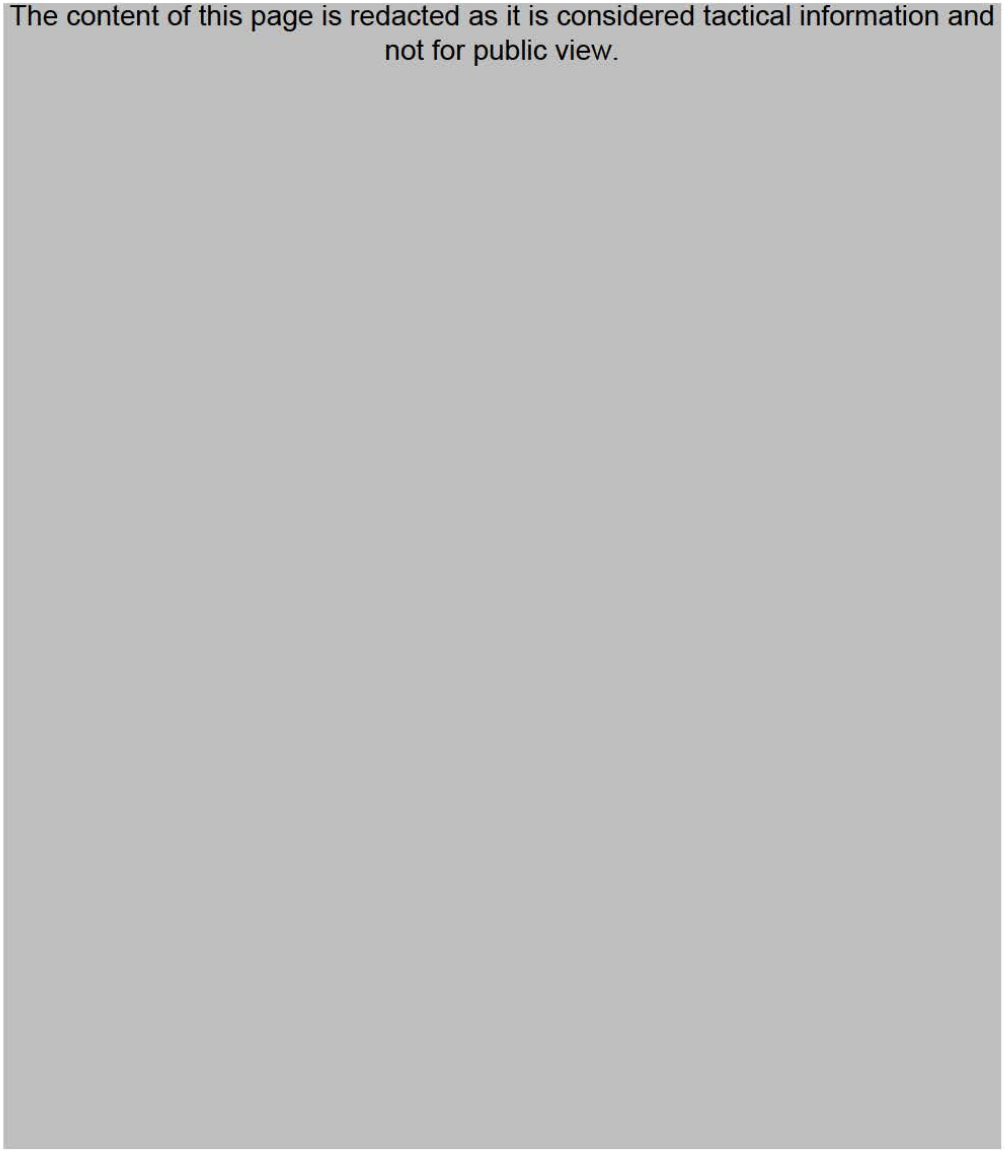
Parents are asked to share with the schools the responsibility for informing students what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under District supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

## 2. Response to Comments


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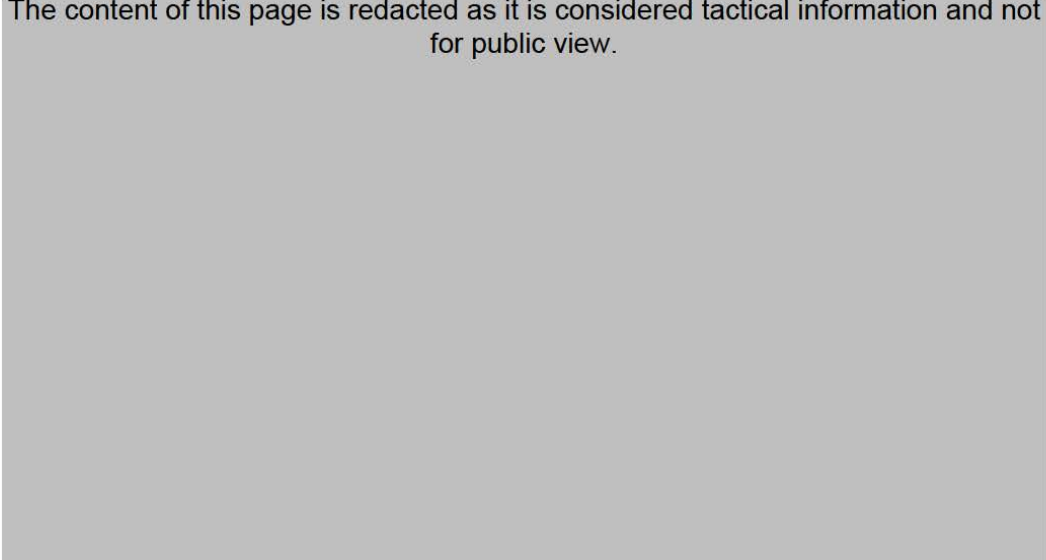
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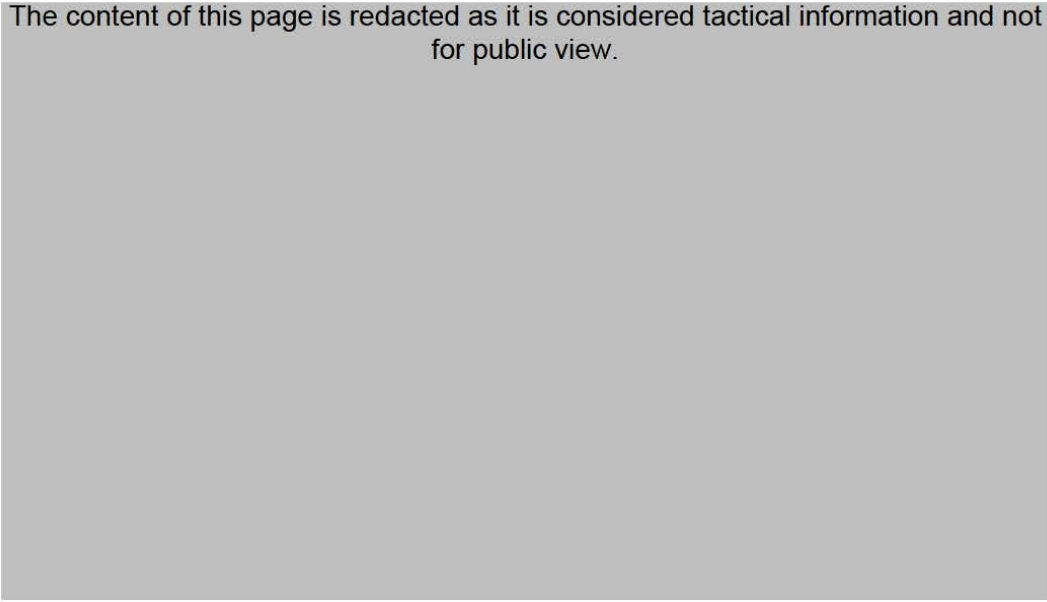
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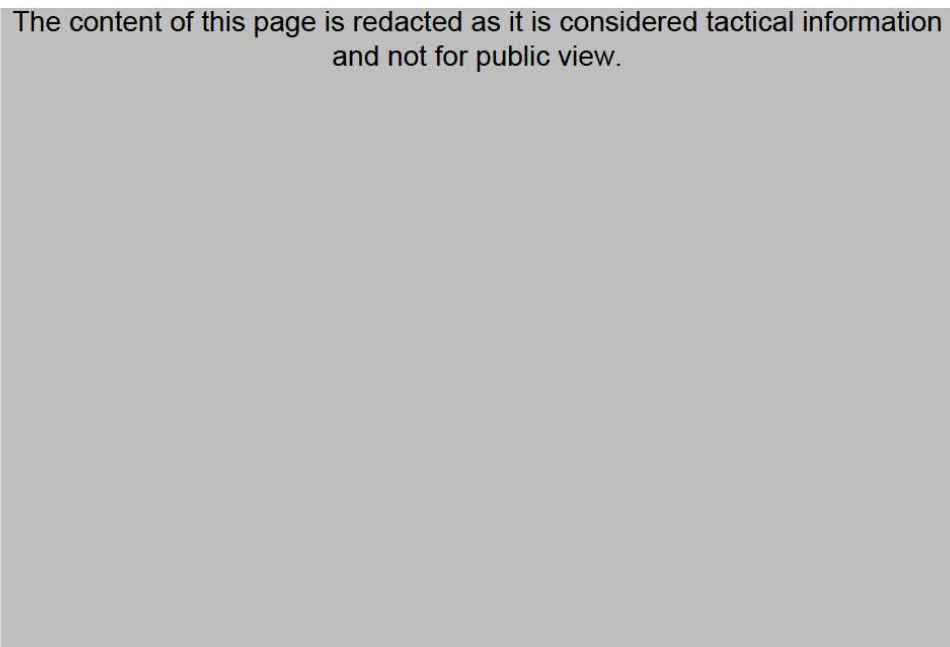
### **Earthquake**

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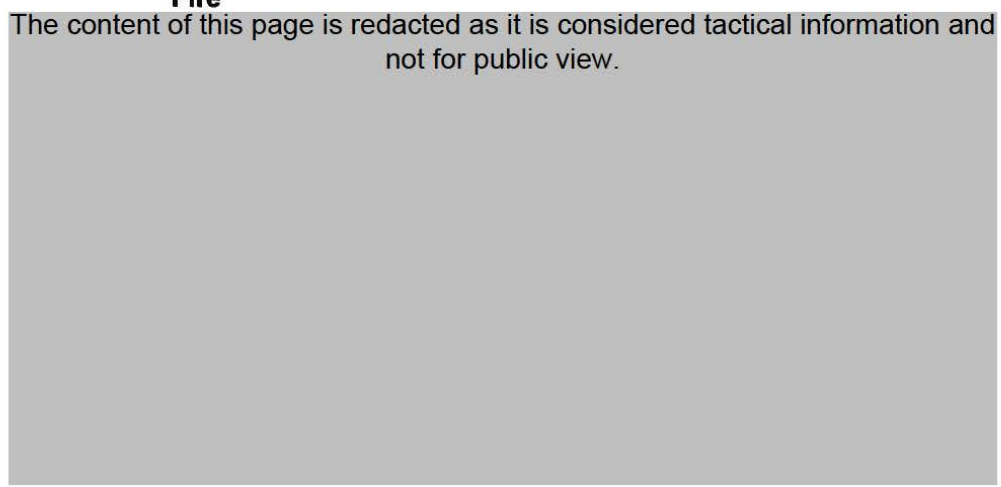
## 2. Response to Comments

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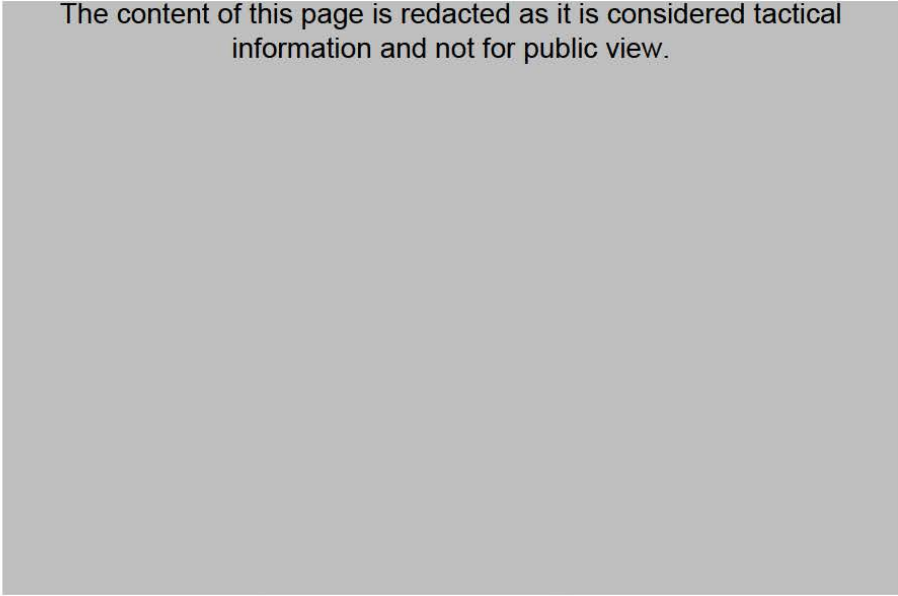
### **Fire**

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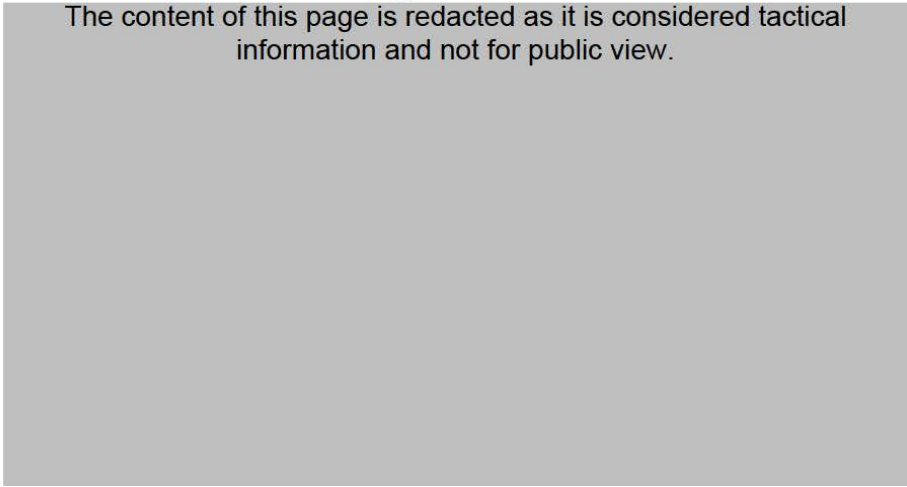
## 2. Response to Comments

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### **Power Outage / Rolling Blackouts**

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## 2. Response to Comments

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## 2. Response to Comments

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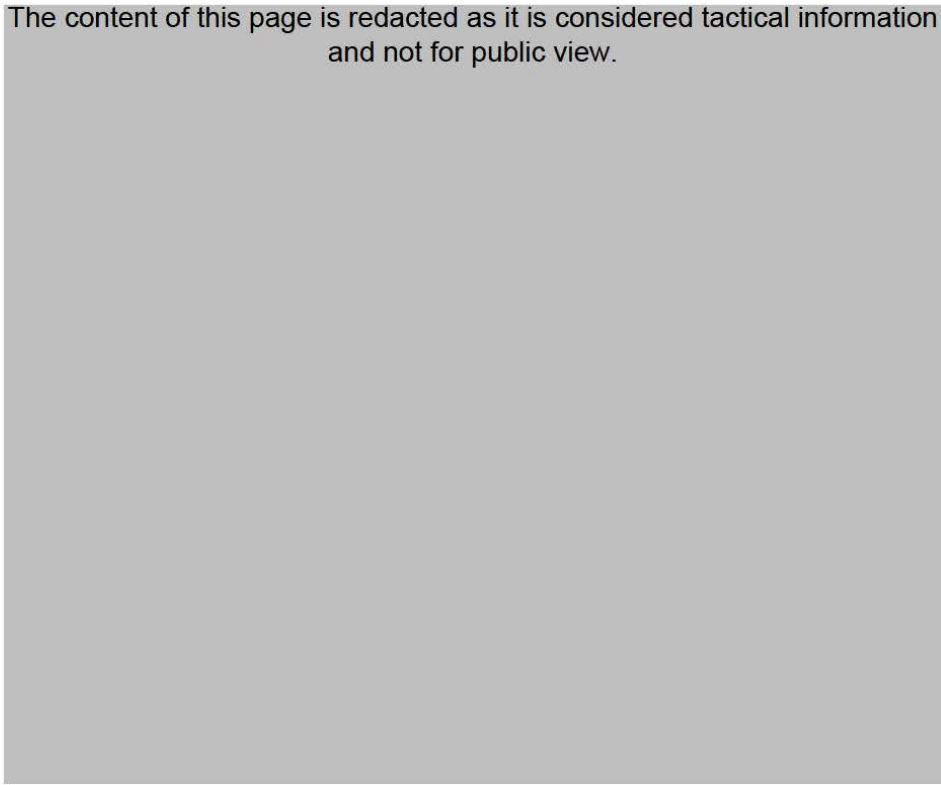
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### **Bomb Threat**

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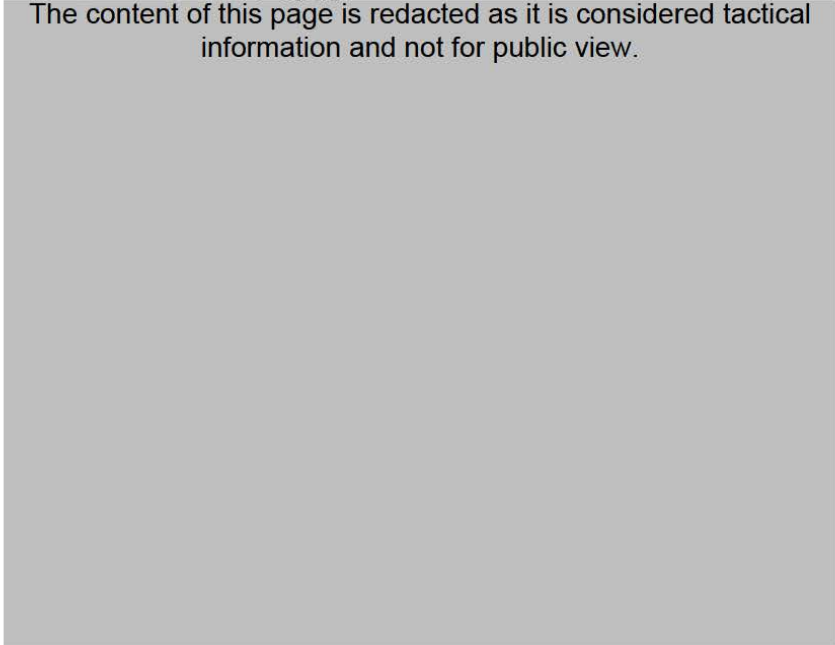




## 2. Response to Comments

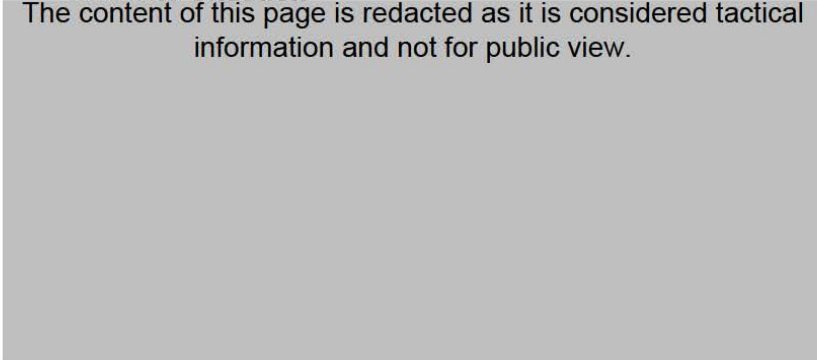
### **Intruder on Campus**

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### **Hostage Situation**

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## 2. Response to Comments

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## 2. Response to Comments

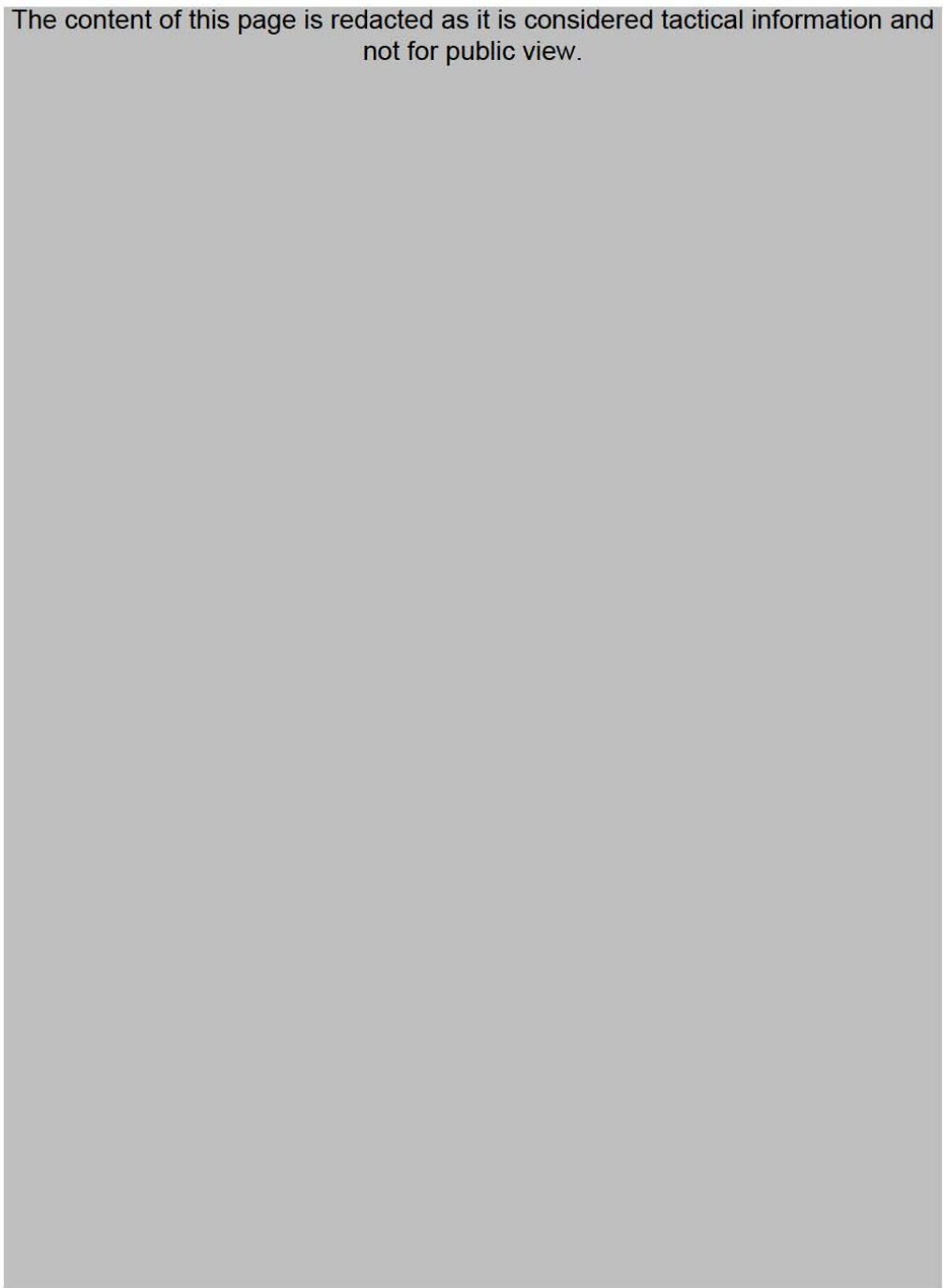
### **EMERGENCY RESPONSE Active Shooter/Armed Assailant**

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## 2. Response to Comments

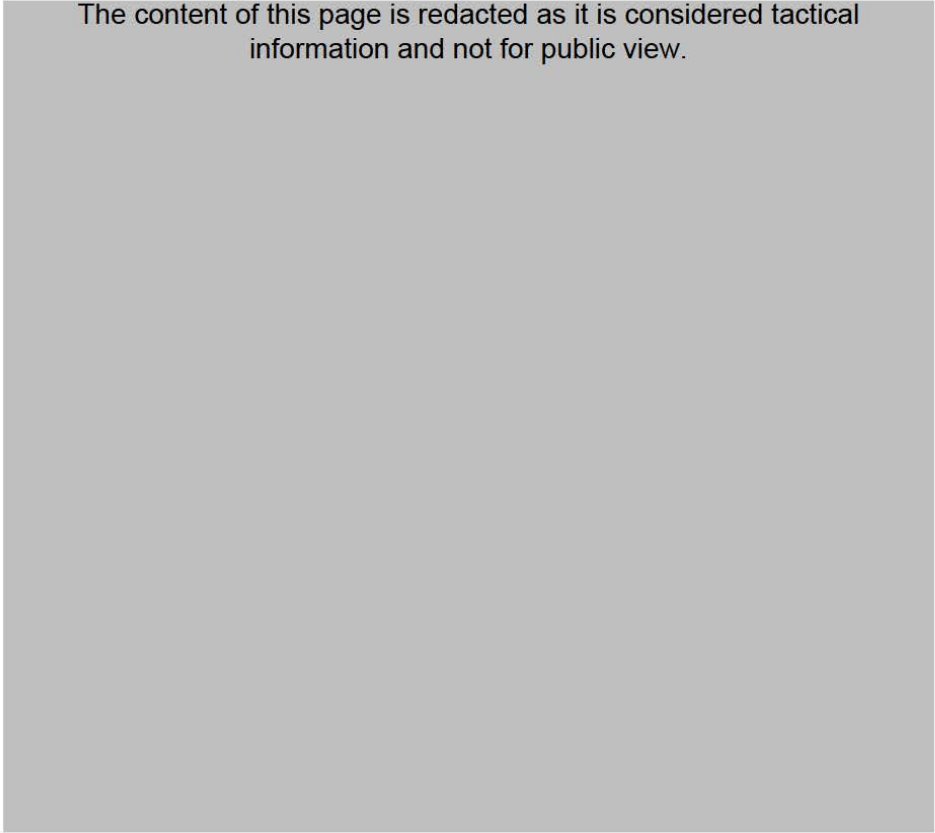
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## 2. Response to Comments

### **Poisoning, Chemical Spills, Hazardous Materials**

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## 2. Response to Comments

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### **Emergency Evacuation Routes**

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## 2. Response to Comments

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## 2. Response to Comments

### **Medical Emergencies**

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### **Triage Guidelines**

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## 2. Response to Comments

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### **Suicide**

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## 2. Response to Comments


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### **Bio Terrorism**

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## 2. Response to Comments

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## 2. Response to Comments


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### **Incident Command System**

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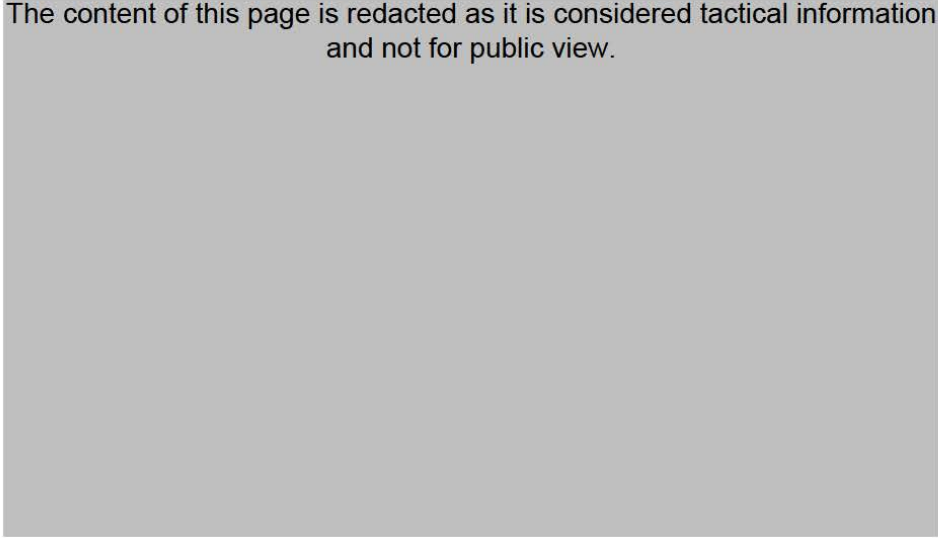
## 2. Response to Comments

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## 2. Response to Comments

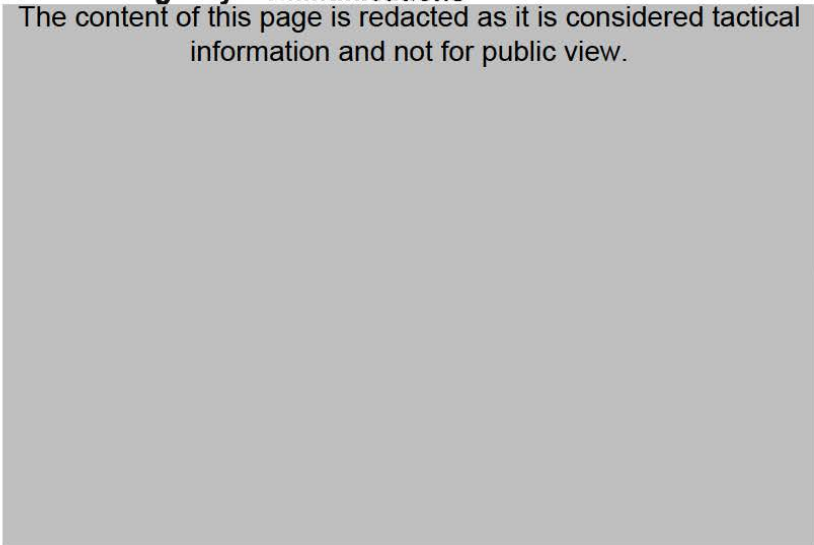
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## 2. Response to Comments

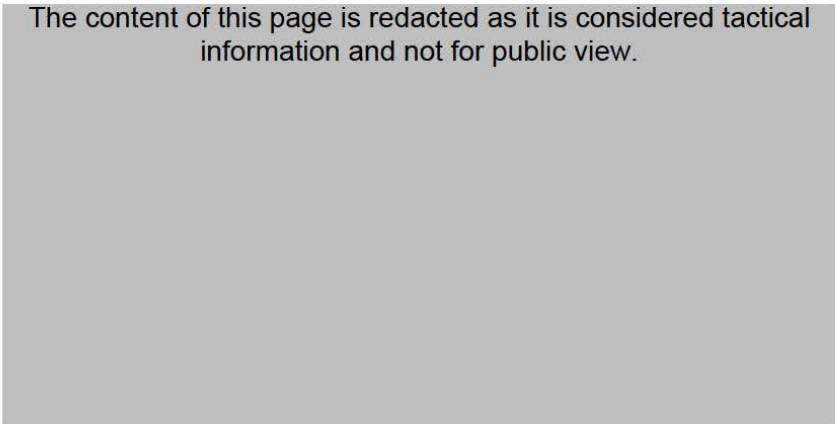
### **Emergency Communications**

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### **Recovery**

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## 2. Response to Comments

### **C. Policies for Suspension and Expulsion**

#### **School Efforts to Prevent and/or Reduce Suspensions**

Del Mar Heights School adheres to the District's policies on suspension and expulsion. In the previous year, 2014-2015, Del Mar Heights School recorded four suspensions and zero expulsions. Activities, interventions, and other means of correction implemented to prevent and/or reduce suspensions include a progressive discipline policy, which may include, parent conference, student study team, referral to support services staff.

#### **BOARD POLICY 5144.1: SUSPENSION AND EXPULSION/DUE PROCESS**

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.



## 2. Response to Comments

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

### **Student Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5)

### **Required Parental Attendance**

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code

## 2. Response to Comments

48900.1) The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

### **Decision Not to Enforce Expulsion Order**

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

## **ADMINISTRATIVE REGULATION 5144.1: SUSPENSION AND EXPULSION/DUE PROCESS**

### **Definitions**

Suspension from school means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910.

## 2. Response to Comments

Removal from a particular class shall not occur more than once every five school days.

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(s))

### Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. (Education Code 48900.1, 48980)

### Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))  
A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a

## 2. Response to Comments

- crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))
  3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
  4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))
  5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
  6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
  7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
  8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
  9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
  10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
  11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
  12. Knowingly received stolen school property or private property. (Education Code 48900(l))

## 2. Response to Comments

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
17. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050. (Education Code 48900(q))
18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A student in grades 4-6 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
21. Intentionally engaged in harassment, threats or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds
2. While going to or coming from school

## 2. Response to Comments

3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

### **Removal from Class by a Teacher/Parental Attendance**

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. The student shall be appropriately supervised during the class periods from which he/she has been removed. As soon as possible, the teacher may ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. A counselor or psychologist should attend the conference if it is practicable, and a school administrator may attend if either the parent/guardian or teacher so requests.

A student removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

A student removed from class shall not be placed in another regular class during the period of removal. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was removed. (Education Code 48910)

The teacher of any class from which a student is removed may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

## 2. Response to Comments

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

### **Suspension by Superintendent, Principal or Principal's Designee**

The Superintendent, principal or principal's designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife, as defined in Education Code 48915(g), at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possession of an explosive as defined in 18 USC 921 Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines that the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48912)

## 2. Response to Comments

The Superintendent or designee may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent with the student and, whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; the student shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))  
This conference may be omitted if the principal, designee or the Superintendent determines that an emergency situation exists. An emergency situation involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911(c))
2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911) This notice shall state the specific offense committed by the student. (Education Code 48900.8)  
In addition, the notice may state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.



## 2. Response to Comments

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved and any other pertinent matter. (Education Code 48914)  
While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied readmission solely because the parent/guardian failed to attend. (Education Code 48911)
5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension. Extension of the suspension may be made only if the Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's Designee" above. (Education Code 48912)

When the Board is considering a suspension, disciplinary action or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079.

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made

## 2. Response to Comments

in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **Authority to Expel**

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on either or both of the following finding(s): (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

### **Mandatory Recommendation for Expulsion**

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal, Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

### **Mandatory Recommendation and Mandatory Expulsion**

The Principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

## 2. Response to Comments

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

### **Student's Right to Expulsion Hearing**

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (Education Code 48918(a))

The student is entitled to one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

## 2. Response to Comments

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

### **Rights of Complaining Witness**

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing
2. Have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

### **Written Notice of the Expulsion Hearing**

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

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5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case, and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

### Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including but not limited to videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

## 2. Response to Comments

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20 (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. **Presentation of Evidence:** While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may

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be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f) and (h))  
In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918)
  - a. Any complaining witness shall be given five days' notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including but not limited to a parent/guardian or legal counsel, present during his/her testimony.
  - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
  - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
  - e. If one or both support persons are also witnesses, the hearing shall be conducted according to Penal Code 868.5.
  - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
  - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
    - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

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- (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
- (3) The person conducting the hearing may:
  - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
  - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
  - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
- 6. **Decision Within 10 School Days:** The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
- 7. **Decision Within 40 School Days:** If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

**Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing."



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The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for a period of one year.

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

### **Final Action by the Board**

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during the summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester

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following the summer session or intersession period in which the expulsion occurred.  
(Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review as well as assessment of the student at the time of review for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

### **Written Notice to Expel**

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed in Education Code 48900(a)-(q), Education Code 48900.2-48900.4, 48900.8, and 48915(c). (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian. (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board of Education. (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion. (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1. (Education Code 48918)

### **Decision Not to Enforce Expulsion Order**

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct

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3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program
- The suspension of the enforcement of an expulsion shall be governed by the following: (Education Code 48917)
1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program.
  2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
  3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion" above or violates any of the district's rules and regulations governing student conduct.
  4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
  5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings.
  6. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education.
  7. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education. (Education Code 48918(j)).

### **Right to Appeal**

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board of Education. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation. (Education Code 48919)

The student shall submit a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of

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appeal with the County Board of Education. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

### **Post-Expulsion Placements**

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6-13 and #18-21 under "Grounds for Suspension and Expulsion" above may be instead referred to a program of study that is provided at another elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

### **Readmission After Expulsion**

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met.

School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

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3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
5. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
6. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school. (Education Code 48916)
7. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

### **Maintenance of Records**

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

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### **Notifications to Law Enforcement Authorities**

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

### **Outcome Data**

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

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### **D. Procedure to Notify Teachers of Dangerous Students**

#### **Staff Notice of Dangerous Students**

Pursuant to Education Code 49079 the site administrator will meet with the classroom teacher if any of his or her students were engaged in, or reasonable suspected to have engaged in, for the previous three school years, any of the acts described in:

1. Education Code 48900 subdivision (except subdivision (h))
2. Education Code 48900.2 (sexual harassment)
3. Education Code 48900.3 (hate violence)
4. Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
5. Education Code 48900.7 (terrorist threat)

The site administrator and teacher shall keep this information in confidence and must not further disseminate.

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### **E. Discrimination and Harassment Policy**

#### **School Initiatives**

Del Mar Heights School supports the District's policies on nondiscrimination/harassment in the following ways: all employees and students at Del Mar Heights School will be given the Board Policy on Nondiscrimination/Harassment, Sexual Harassment at the beginning of each school year.

#### **BOARD POLICY 5145.3: NONDISCRIMINATION/HARASSMENT**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.



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The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent or designee  
11232 El Camino Real  
San Diego, CA 92130  
858-755-9301

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

### **BOARD POLICY 5145.7: SEXUAL HARASSMENT**

The Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

#### **Instruction/Information**

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

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1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

### **Complaint Process**

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

### **Disciplinary Measures**

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 6, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

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### **Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address and prevent repetitive harassing behavior in its schools.

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

### **ADMINISTRATIVE REGULATION 5145.7: SEXUAL HARASSMENT**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class

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7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects

### **Notifications**

A copy of the district's sexual harassment policy and regulation shall

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures and standards of conduct are posted (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures and standards of conduct (Education Code 231.5)
5. Be provided to employees and employee organizations

### **Investigation of Complaints at School (Site-Level Grievance Procedure)**

1. The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:
  - a. The student who is complaining
  - b. The person accused of harassment
  - c. Anyone who witnessed the conduct complained of
  - d. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee
  - b. The parent/guardian of the student who complained
  - c. If the alleged harasser is a student, his/her parent/guardian
  - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth

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- e. Child protective agencies responsible for investigating child abuse reports
  - f. Legal counsel for the district
4. When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.
5. In reaching a decision about the complaint, the principal or designee may take into account:
- a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of any past instances of harassment by the alleged harasser
  - e. Evidence of any past harassment complaints that were found to be untrue
6. To judge the severity of the harassment, the principal or designee may take into consideration:
- a. How the misconduct affected one or more students' education
  - b. The type, frequency and duration of the misconduct
  - c. The number of persons involved
  - d. The age and gender of the person accused of harassment
  - e. The subject(s) of harassment
  - f. The place and situation where the incident occurred
  - g. Other incidents at the school, including incidents of harassment that were not related to gender
7. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
8. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that sexual harassment occurred, this report shall describe the actions taken to end the harassment, address the effects of the harassment on the student harassed, and prevent retaliation or further harassment.
9. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been

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further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up.

### **Enforcement**

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
2. Providing staff inservice and student instruction or counseling.
3. Notifying parents/guardians of the actions taken.
4. Notifying child protective services.
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment, which he/she knew, was not true.

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### **F. Dress Code**

#### **School Dress Code**

Del Mar Heights School adheres and actively enforces the dress code policy of the District.

#### **BOARD POLICY 5132: DRESS AND GROOMING**

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process.

The Board authorizes the principal, staff, and parents/guardians at a school to establish a reasonable dress code. Parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Each school shall allow students to wear sun-protective clothing, including hats, for outdoor use during the school day. Each school site may adopt rules that specify the types of sun-protective clothing and hats that may be "inappropriate".

#### **ADMINISTRATIVE REGULATION 5132: DRESS AND GROOMING**

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing dress and grooming, which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed. In addition, the following guidelines shall apply to all regular school activities:

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The following items of clothing/accessories are considered inappropriate and/or disruptive to the educational process and are therefore NOT allowed:

Clothing, jewelry and/or personal items with writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice

Any attire which exposes the midriff

Shirts or shorts where undergarments are visible

Skirts, shorts, and dresses that are shorter than mid-thigh

Clothing and/or accessories that are distracting to the learning process

Flip-flops, sandals without a back-strap, and shoes with wheels

Students may seek exception to these regulations for legitimate cause, which will be considered by the Superintendent/designee pursuant to current law.



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### **G. Procedures for Safe Ingress and Egress**

#### **School Daily Ingress and Egress Plan**

Safety while entering, leaving, and on campus at Del Mar Heights School is high priority. The following precautions have been taken:

1. Students are not allowed in the parking lot areas without an adult escort
2. Drivers are reminded about laws regulating cell phone use
3. Parent volunteers are available in the morning to assist with arriving students
4. Staff supervises the students at dismissal
5. The need for drivers to slow down, pay attention, and use safe driving practices while entering and leaving our campus is communicated with parents
6. All visitors and volunteers coming on the campus are required to sign in at the office each and every time they are on campus
7. All visitors and volunteers are required to wear identification badges while on campus

#### **Considerations for Individuals with Disabilities**

Schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotional impaired, must be assisted.

In an emergency, the responsibility for assisting the disabled student should be assigned to the teacher or person in charge of the student at that time. As the student changes locations throughout the school day, responsibility will shift to the next person in charge of the student.

Responsibility for providing evacuation assistance for a disabled employee should be assigned to the staff member who works closest to the employee.

Responsibility for providing evacuation assistance to visitors should be assigned to staff members already assigned the duty of checking areas of the building (such as lavatories) to make sure all areas are clear

A list of special medical needs of students, employees, and visitors and any special equipment or apparatus that must accompany the students, employees, or visitors when evacuate from the building will be compiled annually and updated as needed.

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### **Guidelines for Assisting the Disabled**

Always ask someone with a disability how you can help before attempting giving assistance. Listed below are some general examples of ways to assist the disabled.

#### **Assisting the visually impaired**

1. Offer to assist the visually impaired person to a safe location
2. Never grab a visually impaired person's arm. Ask him or her to hold your arm or elbow as you make your way to the nearest exit
3. Give verbal instruction or information as you travel

#### **Assisting the hearing impaired**

Get the attention of the person with a hearing impairment by touch and eye contact and alert them that an emergency exists

1. Use written notes if needed which explain the existence and nature of the emergency
2. Use gestures to provide information and instruction

#### **Assisting the mobility impaired**

Most mobility-impaired persons, in a one-story building, will be able to exit safely without assistance.

### **Evacuation Locations**

In the event of an emergency, either on-campus or off-campus evacuation may be necessary. In order to be prepared, Del Mar Heights has identified safe evacuation locations.

#### **On-Campus Evacuation/Assembly Location**

In the event of an emergency and the school must be evacuated, all students, staff and visitors should proceed using the pre-designated evacuation routes to the field on the south side of the campus.

- School staff must take roll at the evacuation site to ensure all students are accounted for.
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- School staff should identify any students who need medical attention and provide appropriate care
- If it is determined school buildings are safe to re-enter, school staff will lead student back to their classrooms quickly and calmly
- Roll should be taken once all students are back in the room

## 2. Response to Comments

### **Off-Campus Evacuation/Assembly Location**

In some emergency situations, the students, staff, and visitors may need to assemble at an alternate site. For these emergency situations (when remaining at the school location is not longer viable) two sites have been designated as the off-campus Assembly Locations. If evacuating to the north, students, staff, and visitors should proceed to the north end of Boquita Drive. If evacuation is to the south, students, staff, and visitors should proceed to Mira Montana Drive. Once it is determined an evacuation is needed:

- School staff should assemble students and use the pre-designated evacuation routes to report to the assigned off-campus location
- School staff must take roll at the evacuation location to ensure that account is made for all students
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- The Superintendent should be immediately notified of the evacuation

## 2. Response to Comments

### **H. Safe and Orderly Environment Conducive to Learning**

#### **Del Mar Heights School Safety Planning Committee**

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Safety Planning Committee. Ed. Code 35294.1

The School Site Safety Committee is composed of the following members:

Jason Soileau, Principal

Karly Pecorella, Assistant Principal

Christine Rinaldi-Williams, Certificated School Site Council

Paige Rollins, Certificated School Site Council

Karrie Beach, Classified Staff Representative

Tricia Dixon, Parent Representative

Jonathon Soper, Parent Representative

## 2. Response to Comments

### **I. Rules and Procedures for School Discipline**

#### **School Discipline Referral Procedures**

The Del Mar Heights school wide discipline plan provides a structure to support a calm and safe school environment while helping children develop self-discipline, strong character, and a sense of responsibility. The primary goals of the plan are to:

- Establish a calm, orderly, safe, and fun environment for learning
- Help children develop self-control and self-discipline
- Teach children to think and act in socially responsible ways
- Promote respectful, kind and healthy teacher-student and student-student interactions

Our goal is to help children become aware of how their actions can bring positive and negative consequences to themselves and others. Students receive positive reinforcement for appropriate behavior. Some examples include: verbal praise, parent communication, PeaceBuilders Praise Notes, spirit awards and special privileges.

At Del Mar Heights, we utilize four types of logical consequences:

- *Reminder or redirection* - if a child is acting inappropriately, staff will give a verbal reminder or redirection.
- *"Take a break"* - if a child is losing self-control; s/he goes to a designated spot to cool off. A staff member will direct the child to "take a break" or the child may voluntarily "take a break".
- *Loss of privilege* - if a child does not abide by classroom expectations and playground standards, s/he may lose a privilege. Loss of privilege could include removal from class, playground activities, and/or special events.
- *Right the Wrong* - if a child continues to be disruptive, hurts another's feelings, or causes damage, s/he will be expected to repair the damage. Some examples of reparative action include; sincere written and verbal apologies, helping with an activity, or working to replace damaged items.

## 2. Response to Comments

### **BOARD POLICY 5144: DISCIPLINE**

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's individual needs.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

## 2. Response to Comments

### **J. Hate Crime Reporting Procedures**

Del Mar Heights actively promotes respect for others by participating in the PeaceBuilders program. The PeaceBuilder program provides a comprehensive approach to shifting Del Mar Heights school climate to a peaceful, productive and safe place for everyone on campus. The PeaceBuilders Pledge poster is in every classroom and the PeaceBuilders Pledge is recited by all students every Monday morning.

#### BOARD POLICY 5131.2: BULLYING PREVENTION

##### I. Introduction

The Governing Board affirms that every student and staff member has the right to a safe and secure school environment, free of humiliation, intimidation, fear, harassment, or any form of bullying behavior. Furthermore, the Board believes that a healthy, positive psychosocial school environment enhances and increases academic achievement and pro-social development and therefore the prevention, reduction, elimination and effective disposition of bullying are fundamental to educational goals. The District, students, families, and staff have an obligation to create an environment that celebrates and respects diversity and human dignity and admonishes bullying behavior. To this end, the District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as address incidents of bullying and harassment when they occur.

##### II. Applicability

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the Del Mar Union School District. (Educ. Code § 234.1(a).)

This policy also reminds school personnel of their obligation to intervene when safe to do so as required by Education Code Section 234.1(b)(1). (See Section VI below.)

##### III. Definitions

A. "Bullying" means any severe or pervasive physical or verbal act of conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

## 2. Response to Comments

(b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

B. "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Website, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager.

C. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

D. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device, camera, computer, or pager. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

### IV. Prohibition Against Bullying

The District will not tolerate bullying as defined in this policy – or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the District's jurisdiction, whether directed at an individual or group. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.55 and Education Code Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Educ. Code § 234.1(a); 48900(r).) [cf. Board Policy 5145.3 (Nondiscrimination in District Programs and Activities) and Board Policy 5145.7 (Sexual Harassment of Students)]

In addition, the District prohibits retaliation against complainants.

### V. Free Speech Protection

This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, Education Code Sections 48907 and 48950, and other applicable law.



## 2. Response to Comments

### VI. Duties and Responsibilities of School Employees

School staff who witness discrimination, harassment, intimidation or bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

### VII. Reporting and Investigating Complaints; Complaint Officer

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible. The site administrator shall notify the District's Nondiscrimination Officer within 24 hours. Students who have knowledge of discrimination, harassment, intimidation or bullying are encouraged to inform a teacher or school administrator as soon as possible. Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must be provide sufficient corroborating evidence to justify the commencement of an investigation. Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

When a student is reported to be engaging in bullying off campus, the District's Nondiscrimination Officer or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the District's Nondiscrimination Officer or designee also may file a complaint with the Internet site or service to have the material removed.

Formal complaints regarding violations of this policy shall be made pursuant to the District's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is:

Title: Director of Student Services  
Address: 11232 El Camino Real, San Diego, CA 92130  
Telephone Number: (858) 755-9301

The Nondiscrimination Officer is responsible for ensuring the District's compliance with nondiscrimination laws impacting California public school districts. The Nondiscrimination Officer shall notify the parents of the reported victim and the alleged

## 2. Response to Comments

perpetrator of the complaint, and, if appropriate, law enforcement officials. The Nondiscrimination Officer shall maintain documentation of complaints and their resolution for a minimum of one CPM review cycle. (Educ. Code § 234.1(e).)

### VIII. Confidentiality

The identity of a complainant alleging discrimination, harassment, intimidation, or bullying shall remain confidential as appropriate within the dual contexts of the District's legal obligation to ensure a learning environment free from discrimination, harassment, intimidation and bullying, and the right of the accused to be informed of the allegations. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the District will comply with requests for confidentiality to the extent possible.

### IX. Disciplinary Consequences

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

### X. Counseling Referrals

The Superintendent, the principal of a school, or the principal's designee may refer a victim of bullying, witness to bullying, other pupil affected by an act of bullying, or a student engaged in an act of bullying to the school counselor, school psychologist, social worker, school nurse, or other school support service personnel for case management, counseling, and participation in a restorative justice program, as appropriate.

### XI. Notifications

The District shall publicize this policy, including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board and the general public. The information shall be translated pursuant to education Code Section 48985. This policy shall be posted in all schools and offices, including staff lounges and pupil government meeting rooms. (Educ. Code § 234.1(c) and (d).)

To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

### XII. Anti-Bullying Education; Training for Educators

The District has an affirmative obligation to combat racism, sexism, and other forms of

## 2. Response to Comments

bias, and a responsibility to provide equal educational opportunity. The District shall undertake educational activities to prevent bullying and counter discriminatory incidents that impact the school environment, and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity. (Educ. Code § 201(g).)

As part of its Educational Technology plan and Acceptable/Responsible Use Policy, the District educates pupils about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. (Board Policy/Administrative Regulation 6162.7.) The District also educates pupils and teachers on the appropriate and ethical use of information technology in the classroom and Internet safety.

### **Education Code 48900(r)**

\*Reasonable pupil means, "a pupil including but not limited to an exceptional needs pupil who exercises average care, skill and judgment in conduct for a person of his or her age or for a person of his or her age with his or her exceptional needs."

### **ADMINISTRATIVE REGULATION 5131.2: BULLYING**

Bullying means, "any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of electronic act, as defined, including, but not limited to, sexual harassment, hate violence, or harassment, threats, or intimidation, that has the effect or can reasonably be predicted to have the effect of placing a reasonable pupil as defined\*, in fear of harm to that pupil's or those pupils' person or property, causing a reasonable pupil to experience a substantial detrimental effect on his or her physical or mental health, causing a reasonable pupil to experience substantial interference with his or her academic performance, or causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities or privileges provided by a school." Education Code 48900(r)

\*Reasonable pupil means, "a pupil including but not limited to an exceptional needs pupil who exercises average care, skill and judgment in conduct for a person of his or her age or for a person of his or her age with his or her exceptional needs." Education Code 48900.4(3)

#### **Guidelines**

## 2. Response to Comments

1. Adopt a policy that prohibits discrimination, harassment, and bullying based on actual or perceived characteristics.
2. Adopt a process for receiving and investigating complaints of discrimination, harassment, intimidation and bullying.

### **Receiving and Investigating Process Requirements:**

A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she is required to take immediate steps to intervene when safe to do so;

Establishment of a timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the school district;

An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to E.C. 234.1;

All forms developed pursuant to this process shall be translated E.C. 48985

Policy must be posted;

Complaints and resolution documentation must be maintained for one Categorical Program Monitoring review cycle;

Ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.

### **Reporting**

School personnel who witness acts of bullying shall take immediate steps to intervene when safe to do so. Students who are the targets of bullying, staff, or any community member who has witnessed bullying, shall report the abuse to the principal, the principal's designee, or a trusted school staff member. Staff members, upon receiving a complaint or witnessing bullying, are required to make a report to the principal or principal's designee. The submission of a Bullying Incident Form is required by the reporting party and will be made available from the principal of each school and the District office. Oral reports shall also be considered official reports. Reports may be

## 2. Response to Comments

made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Both oral and anonymous reports shall be documented and reported by the receiving administrator.

If a student or staff member feels that he/she is the target of cyberbullying, the student or staff member is encouraged to save and print any messages or other posts sent to them that they feel constitutes cyberbullying and to notify a teacher, principal or other employee so that the matter may be investigated.

### **Investigation**

Upon receiving a report either directly from the target of bullying, a witness of bullying, or from a teacher or staff member, the principal or principal's designee (or Superintendent/designee) must initiate the Investigation Procedures.

The investigation must be prompt, diligent and adhering to the Districts set timelines. All interviews of witnesses, the victim, and the accused shall be conducted separately. During an investigation, all individuals involved must, to the extent reasonably possible, maintain the confidentiality of the proceedings and the names of the complainant and students involved.

### **Victim's Rights**

The victim of bullying has the right to immediate support, including physical and psychological support. During and after the investigation, appropriate school personnel shall follow-up with the victim and provide the appropriate and necessary support. The victim should be provided a safety plan to deter further victimization in the future – the development of this plan should include parents, teachers, and other support personnel.

An appeal process shall be established for the complainant if he or she, should disagree with the resolution.

### **Intervention/Discipline**

The Principal or designee shall decide the appropriate way to deal with bullying behavior if the investigation has proven that the student who engaged in the bullying behavior has violated this policy. Interventions and consequences must be age-appropriate and equal to the severity of the violation. In dealing with bullying behavior, the designee should regard the bullying behavior and the situation as unique and create an intervention/discipline plan based on the particular characteristics of the situation to

## 2. Response to Comments

ensure that the plan remedies the bullying, decreases chances of retaliation, and helps rehabilitate the student who has engaged in bullying behavior (if appropriate). Some acts of bullying may be part of a larger pattern of bullying that requires a response either at the classroom, school site, or District levels or by law enforcement officials. Consequences and appropriate remedial actions for a student who commits an act of bullying may range from behavioral interventions and education up to and including suspension/expulsion, or referral to law enforcement.

In addition to the grounds specified in Education Code sections 48900, sections 48900.2, 48900.3, and 48900.4(3) provide additional authority to discipline a pupil in any grades 4 to 12, inclusive for conduct that amounts to bullying.

### **Education**

To address bullying, staff must be provided education and training regarding best practices in bullying prevention and intervention, which include:

- 1.Focus on the social environment of the school
- 2.Assess bullying at the school
- 3.Garner staff and parent support for bullying prevention
- 4.Form a group to coordinate the schools bullying prevention activities
- 5.Train staff on bullying prevention practices
- 6.Establish and enforce school rules and policies related to bullying
- 7.Increase trained adult supervision in "hot spots" where bullying occurs
- 8.Intervene consistently and appropriately in bullying situations
- 9.Focus class time on bullying prevention
- 10.Continue these efforts over time

### **False Reports and Statements**

Intentionally false reports, use of the complaint process, or statement to defame a fellow student or staff member or any illegitimate reason, will result in disciplinary consequences.

## 2. Response to Comments

### **Retaliation**

Retaliation against a complainant or any individual involved in the investigation of a bullying situation, either by the student who has allegedly engaged in bullying behavior, the friends of the student who allegedly engaged in bullying behavior, or any other individual, is strictly prohibited or is grounds for discipline.

### **Annual Report to the Board**

Each school site will make an annual report to the Director of Pupil Services in June detailing bullying incidents at the school and at a fall Board meeting, the Director of Pupil Services will report to the Board on bullying within the District and make recommendations as to how this policy can be more effectively implemented.

## 2. Response to Comments



11232 El Camino Real, San Diego, CA 92130 - Ph: (858) 755-9301 - Fax: (858) 755-4361

### BULLYING REPORT AND INCIDENT FORM

#### CONFIDENTIAL

Bullying, defined as any pattern of written or verbal expression, physical act or gesture that is intended to cause or is perceived as causing distress, by either an individual student or a group of students, is expressly prohibited and will not be tolerated. This includes the misuse of technology for the same purpose. This form is to be used to report alleged incidents of bullying. Please complete all sections of the form and return to the Building Principal/Supervisor. Please print.

Today's Date:		School:	
<b>Person Reporting Incident</b>			
Name:	Phone:	Email:	
Place an X in the appropriate box: <input type="checkbox"/> Student <input type="checkbox"/> Student (witness/bystander) <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Close adult relative <input type="checkbox"/> School staff			
Date(s) incident(s) occurred: _____ (MM/DD/YYYY)			
Name of victim(s):		Age:	
Name(s) of alleged offender(s) (if known):		Age	School (if known)
			Is he/she a student?
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
			<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Type of Bullying (X all that apply):</b>			
<input type="checkbox"/> Name calling/offensive remarks <input type="checkbox"/> Exclusion <input type="checkbox"/> Hit, kicked, punched <input type="checkbox"/> Told lies or false rumors <input type="checkbox"/> Threatened			
<input type="checkbox"/> Electronic communications (please explain) <input type="checkbox"/> Racial Comments <input type="checkbox"/> Sexual comments <input type="checkbox"/> Took/damaged possessions			
Other/Explanation:			
<b>Where did the bullying happen? (X all that apply):</b>			
<input type="checkbox"/> Field <input type="checkbox"/> Hallway <input type="checkbox"/> In class with teacher <input type="checkbox"/> In class without teacher <input type="checkbox"/> Bathroom			
<input type="checkbox"/> Line-up areas <input type="checkbox"/> Lunchroom <input type="checkbox"/> To from school <input type="checkbox"/> Bus stop <input type="checkbox"/> Bus			
<input type="checkbox"/> Other			
<b>People the victim has spoken to about the bullying incident (X all that apply):</b>			
<input type="checkbox"/> Teacher <input type="checkbox"/> Other adult at school <input type="checkbox"/> Parent/guardian <input type="checkbox"/> Sibling <input type="checkbox"/> Friend <input type="checkbox"/> Close adult relative			
<b>What did the alleged offender(s) say or do?</b>			
<b>Did a physical injury result from this incident?</b>			
<input type="checkbox"/> No <input type="checkbox"/> Yes but it did not require medical attention <input type="checkbox"/> Yes and it required medical attention (please explain)			
<b>Medical attention required:</b>			

☐ District Office



## 2. Response to Comments

Was the student victim absent from school as a result of the incident?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes, how many days was the student victim absent from school as a result of the incident?	
Is there any additional information you would like to provide?	

**Please Note:** This form is an internal document used by administrators to investigate reports of bullying. As such, it is not maintained in student cumulative files and is not considered a student record. Should a student receive discipline as a result of this report, a separate student discipline form will be completed and entered into the student's file for the period of time prescribed by law. The District is not authorized to disclose private educational information or personal data of an alleged perpetrator who is a student or employee of the District to either the victim or victim's family. However, the District will notify and share information with the parent or guardian of each student involved in a reported bullying incident to the extent permissible by law.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*\*\*\*

### INVESTIGATION REPORT

Investigated by:	Position:
Date:	
Final Report of Investigation of bullying complaint by _____ against _____ alleged offender	
In my/our investigation of the complaint, it is found (check appropriate response):	
<input type="checkbox"/> Found grounds to substantiate the allegations <input type="checkbox"/> Did not find grounds to substantiate the allegations <input type="checkbox"/> Did not find enough information to make a judgment on the allegations	
Summary of investigation, findings, and disciplinary action:	
Parent/Guardian contacted?	<input type="checkbox"/> Yes Date: ____/____/____ <small>(MM/DD/YYYY)</small> <input type="checkbox"/> No

Signature of Investigator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
(If not Investigator)

Supports offered to victim: \_\_\_\_\_

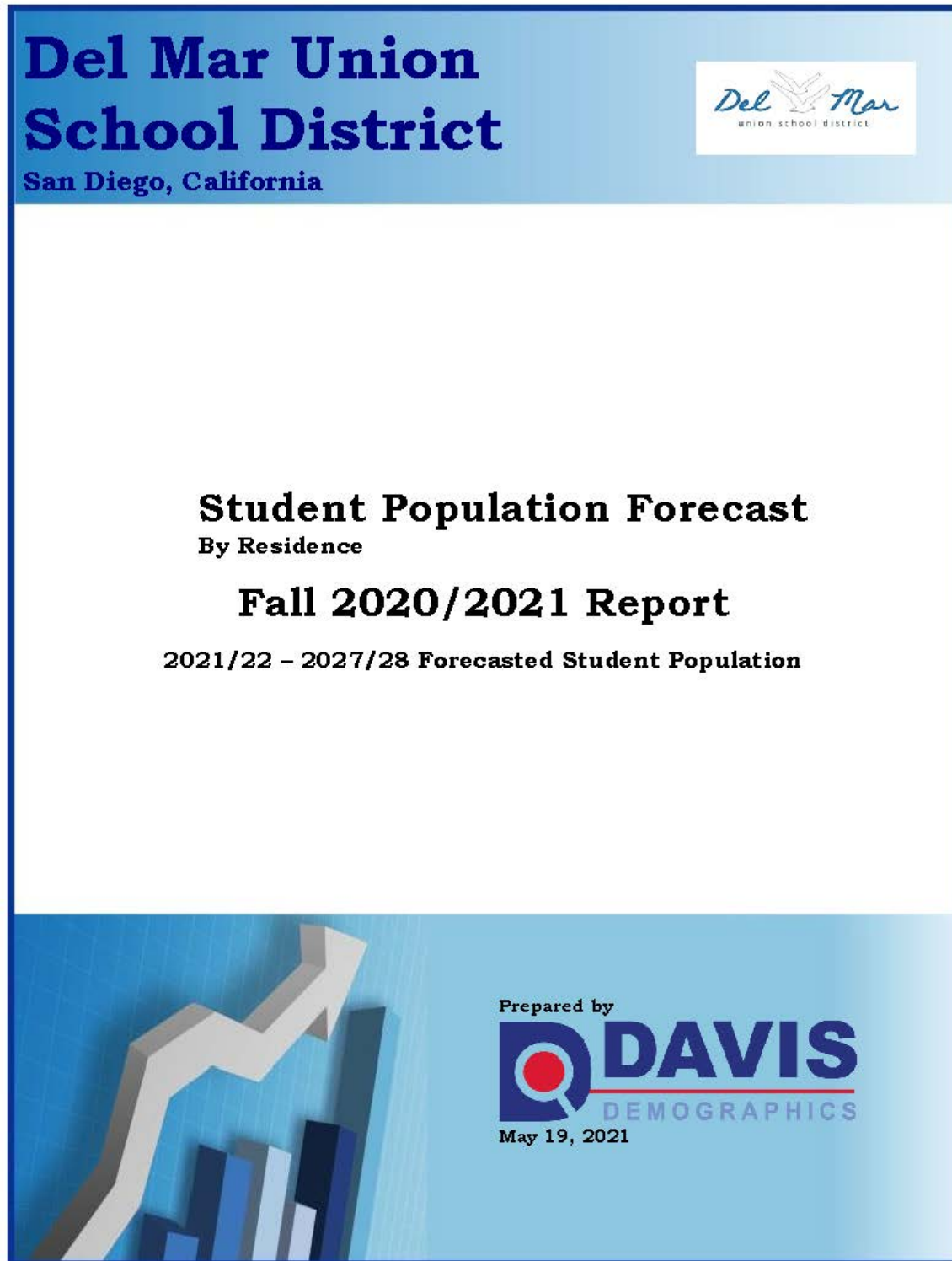
Safety Plan Developed? ☐ Yes ☐ No Date: \_\_\_\_\_

## 2. Response to Comments

### Goals for 2020-2021

<b><u>Goal 1:</u></b>	<b>In consultation with the County of San Diego Health and Human Services Agency, Public Health Services, and guidance articulated by the California Department of Public Health in its COVID-19 INDUSTRY GUIDANCE: Schools and School Based Programs, design and implement a Safe Reopening Plan for Ocean Air, Del Mar Hills, and Del Mar Heights</b>
Strategy 1.1	Develop a plan to address each of the following elements: <ul style="list-style-type: none"><li>• General Measures</li><li>• Promote Healthy Hygiene Practices</li><li>• Face Coverings</li><li>• Ensure teacher and Staff Safety</li><li>• Intensify Cleaning, disinfection, and Ventilation</li><li>• Implementing Distancing Inside and Outside the Classroom</li><li>• Limit Sharing</li><li>• Train All Staff and Education Families</li><li>• Check for Signs and Symptoms</li><li>• Plan for When a Staff Member, Child, or Visitor Becomes Sick</li><li>• Maintain Healthy Operations</li><li>• Considerations for Reopening and Partial or Total Closures</li></ul>
Strategy 1.2	Communicate Safe Reopening Plan with staff, students, and families
Strategy 1.3	Monitor the Safe Reopening Plan's implementation and make necessary modifications
<b><u>Goal 2:</u></b>	<b>Complete all steps necessary to become designated a No Place for Hate school in order to ensure a respectful, inclusive environment</b>
Strategy 2.1	Register to receive materials and training
Strategy 2.2	Form a committee comprised of students, staff and parents to lead efforts and identify schoolwide activities that foster equity and harmony in our school community

## 2. Response to Comments



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

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## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### **INTRODUCTION AND DISTRICT BACKGROUND**

The Del Mar Union School District has contracted with Davis Demographics to update and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work includes: mapping the District, geocoding a student file representative of October's official head count, developing and researching pertinent demographic data, identifying future residential development plans, if any, and developing a seven year student population projection. Davis Demographics will then assist the District in developing solutions for housing future student population. This study was prepared to assist the District's efforts in evaluating future site requirements and attendance area changes.

The purpose of this report is to identify and inform the District of the trends occurring in the community; how these trends may affect future student population; and to assist in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts. The District can then use this information to better plan for the need, location and timing of facility or boundary adjustments.

The **Sources of Data** section details where the two sources of data, geographic and non-geographic, are collected and how each data item is used in the seven year student population projection model.

The **Seven Year Projection Methodology** section discusses, in detail, how the factors used in the study were calculated and why they were used. These factors include: the calculation of incoming kindergarten classes, additional students from new housing (referred to as student yield), the effects of student cohort survival (typically referred to mobility by Davis Demographics), and a detailed review of planned residential development within the District.

The **Student Resident Projection Summary** sections are a review of school year 2020/21's student resident projection results. Included in these sections are a district-wide student population projection summary and a projected resident student population summary for each existing attendance area and study area.

While reading this report, it is important to remember that this is a snapshot of current and potential student population based upon data gathered in fall 2020. Population demographics change, development plans change, funding opportunities can change, District priorities can change, and therefore, new projections and adjustments to the overall Facilities Master Plan will continue to be necessary in the future.

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### **EXECUTIVE SUMMARY**

The Del Mar Union School District student population is projected to grow by 187 K-6 students over the seven-year projection time frame (using the modified projections). As of October 2020, the District served a total of 3,856 K-6 students, and by 2027 the K-6 student count may approach 4,269. Last year (October 2019) the District had 4,128 K-6 students, a decline of 272 from 2019 to 2020.

Due to the COVID-19 pandemic fall 2020 student enrollment came in much lower than previously expected. The decline in enrollment was initially carried out through the seven-year projections. Davis Demographics and District staff expect this drop was an anomaly due to the pandemic. Adjustments were made to projection factors to help account for some students returning to the district and to curb the decline shown in the initial draft stages.

#### **Demographic Trends**

Within the last decade, California has experienced many demographic shifts. These shifts include a loss in immigrants coming to California and the US as a whole. The immigrants who do arrive in California are arriving with smaller families than previous generations. Births as a whole have also been on a decline within the past decade. Del Mar Union School District has not been immune to the larger demographic shifts. The births in DMUSD, over the last twelve years, have gradually declined from year to year (a peak district-wide total in 2007 of 760 live births). The declining births are not expected to shift any time soon and it may be expected that during the projection timeframe births may continue to stay below the peak years. Even though birth rates as a whole are declining, the more recent births in the area have been higher than in previous years (still not close to the peak in 2007). The average number of births, from 2016 – 2019, has been 597. Compared to 2015, births have increased slightly and in 2019 total births were at 596. The low birth rates are resulting in small elementary school classes. The smaller class sizes are not enough to replace the larger sixth-grade classes that are progressing through the district or graduating out.

As students progress through the DMUSD grades, the enrollment in grades stays the same. The estimated students that leave the district are replaced by the same number of new students entering the district. Historically, the district has experienced a growth in class sizes as students matriculated. The decline in student enrollment for fall 2020 due to the COVID-19 pandemic shifted the progression and no growth was shown. To adjust for the pandemic and the eventual return of students Davis Demographics elected to use the fall 2019 progression with a growth of 3%. This varies by grade level and area within the district and those variations are taken into consideration in the forecast. Factors that attribute to the gain are new families moving into the District with school-age children, and to a lesser extent students moving into the District from private schools. The gain of students shows that Del Mar Union School District is a desirable District and families are choosing to move into the area and enroll their children at one of the District's schools.

Residential development is expected to slow down in coming years, with the majority of development now shifting to multi-family, condo/townhome type homes. Throughout the District 478 multi-family units may be built. This information was gathered at the time of writing the report from the area city's planning authorities and is subject to change in the future. The majority of the Pacific Highlands Ranch units in the District have been completed and developers are finishing the last of the multi-family homes. There are a few projects scattered throughout the District that aren't planned to start within the seven-year projection window. If more development picks up the District may experience more growth, but current development plans do not show that happening.



## 2. Response to Comments

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#### SECTION ONE – METHODOLOGY

##### SOURCES OF DATA

##### **Geographic Map Data**

Five (5) geographic data layers were updated for use in the seven year student population projections:

1. Street Centerline Database
2. Study Areas
3. Schools
4. Students – Historical and Current
5. Planned Residential Development

##### **1) Street Centerline Data**

The street database has associated attributes that contain, but are not limited to, the following fields: full street name, address range and street classification.

The main function of the streets is in the geocoding process of the student data. Each student is geocoded to the streets by their given residence address. The geocoding process places a point on the map for every student in the exact location that student resides. This enables Davis Demographics to analyze the student data in a geographic manner.

Another vital utilization of the digital street database is in the construction of study areas. Freeways, major streets and neighborhood streets are generally used as boundaries for the study areas.

##### **2) Study Areas**

Study areas are small geographic areas, similar to neighborhoods, and the building blocks of a school district. Study areas are geographically defined following logical boundaries of the neighborhood such as freeways, streets, railroad tracks, or rivers. Each study area is then coded with the elementary school that the area is assigned to attend. By gathering information about the district at the study area level, Davis Demographics and the District can closely monitor growth and demographic trends in particular regions and identify potential need for boundary adjustments or new facilities.

##### **3) Schools**

The District provided school facility location information to Davis Demographics for the purpose of mapping the District facilities. The school information includes school name, address, unique code and capacity.

##### **4) Student Data**

**a. Historical Student Data** - Historical enrollment is used to compare past student population growth and trends as well as the effects of cohort survival (move in, move out from existing housing) throughout the District. Davis Demographics utilized the three (3) previous year's (2017/18, 2018/19, and 2019/20) geocoded students as historical data.

**b. Current Student Data** - A student data file for October 7, 2020 (received by computer data file from the School District) summarized by grade level and by study area is used as a base for student population projections. Existing students were categorized by study area through the geocoding process that locates each student within a particular area based upon their given address. The projections run each of the next seven years from school year 2021/22 through school year 2027/28.



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**c. Student Accounting** The Student Accounting Summary (Table 1) indicates the total student enrollment as of October 07, 2020 and the number of student used in the seven year student population projections. The projection model is based upon student residence and excludes students residing outside of the District's boundaries, students unable to be address matched and special education students (special education students usually attend a school that services their particular need).

<b>Student Accounting Summary</b>	
<b>School Year 2020/21 Actual Enrollment (10/07/20)</b>	
<b>Total Students Provided by District</b>	<b>3,903</b>
Students Residing out of District	-80
Preschool Students	-47
<b>Students used in Residential Projections</b>	<b>3,776</b>
Students Residing out of District	80
Preschool Students	47
<b>Del Mar Union S.D. 2020/21 K-6 Enrollment</b>	<b>3,903</b>

*Table 1- Student Accounting Summary*

### 5) Planned Residential Development

This data was obtained through discussions with the District, city agencies, county agencies and major developers within the district boundaries. Data includes development name, location, housing type, total number of units and projected move in dates (phasing). Phasing for planned housing is factored into the seven year projections (See **SECTION 2** for a detailed listing of the planned residential development). In the student population projection Davis Demographics includes all Approved and Tentative tract maps in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. All of the information may change and should be updated annually.



## 2. Response to Comments

### **Del Mar Union School District**

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#### **Data Used for Variables**

Three sets of data were compiled and reviewed for use in the seven year student population projections by residence:

1. Births by Zip Code
2. Cohort Survival Factors
3. Student Yield Factors

#### **1) Births by Zip Code Data**

Birth data by postal zip code was obtained from the California State Department of Health for the years 2004 – 2019 and roughly correlated to the Del Mar Union School District. Past changes in historical birthrates are used to estimate future incoming kindergarten student population from existing housing.

#### **2) Cohort Survival Factors**

Cohort survival refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). Cohort survival, which is essentially a modified cohort, is applied as a percentage of increase/decrease among each grade for every year of the projections.

#### **3) Student Yield Factors (SYFs)**

These factors, combined with planned residential development units are used to determine the number of students generated from new residential housing development projects. The student yield factors are calculated by Davis Demographics from a housing count of existing dwelling units throughout the District for a seven-year period.

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#### SEVEN YEAR PROJECTION METHODOLOGY

The projection methodology used in this study combines historical student population counts, past and present demographic characteristics, and planned residential development to forecast future student population at the study area level. District-wide projections are summarized from the individual study area projections. **These projections are based on where the students reside and where they should be attending school. We use the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate estimate of where future school facilities should be located.** The best way to plan for future student population shifts is to know where the next group of students will be residing. The following details the methodology used in preparing the student population projections by residence.

#### **Seven Year Projections**

Projections are calculated out seven years from the date of projection for several reasons. The planning horizon for any type of facility is typically no less than five years, often longer. Seven years are usually sufficient to adequately plan for facility adjustments. It is a short to mid-term solution for planning needs. Projections beyond seven years are based on speculation due to the lack of reliable information on birthrates, new home construction and economic conditions.

#### **Why Projections are Calculated by Residence?**

Typically, school district projections are based on enrollment by school. However, this method is inadequate when used to locate future school facility needs, because the location of the students is not taken into consideration. A school's enrollment can fluctuate due to variables in the curriculum, program changes, school administration and open enrollment policies. These variables can skew the apparent need for new or additional facilities in an area.

The method used by Davis Demographics is unique because it modifies a standard cohort projection with demographic factors and actual student location. **Davis Demographics bases its projections on the belief that school facility planning is more accurate when facilities are located where the greatest number of students reside.**

The best way to plan for facility requirements is to know where the next group of students will be residing. The following details the methodology used in preparing the student population projections.

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#### PROJECTION VARIABLES

Each year of the projections, 6<sup>th</sup> grade students graduate and continuing students' progress through to the next grade level. This normal progression of students is modified by the following factors:

#### 1) Incoming Kindergarten

Live birth data is reported to the California State Department of Health by the resident postal zip code of the mother. Davis Demographics uses the birth data by zip code roughly correlating to the District boundary and applies the data accordingly. If need be a different birth factor can be applied to various areas of the District.

Incoming kindergarten classes, for existing homes, are estimated by comparing changes in past births in the area. Table 2 illustrates the total births for each zip code in the Del Mar Union School District from 2004 to 2019. Davis Demographics assumes the current kindergarten class (2020/21) was born five years ago (2015). Future incoming kindergarten classes are estimated by comparing the number of births in 2015 to the number of births in 2016 - 2019. Davis Demographics compared the total births in 2015 to the total births in 2016, to determine a factor for next year's kindergarten class (2021/22). The 2015 births were compared to 2017 (2022/23's K class), 2015 to 2018 (2023/24's K class), and 2015 to 2019 (2024/25's K class).

Births by Zip Code					Birth Rate		
Birth Year	Kinder Year	92014	92130	Total	% Change*	Birthrate Used in Forecast	School Year
2004	2009	114	635	749	129.1%		2009/10
2005	2010	88	628	716	123.4%		2010/11
2006	2011	101	586	687	118.4%		2011/12
2007	2012	92	668	760	131.0%		2012/13
2008	2013	111	628	739	127.4%		2013/14
2009	2014	105	629	734	126.6%		2014/15
2010	2015	87	571	658	113.4%		2015/16
2011	2016	91	592	683	117.8%		2016/17
2012	2017	88	554	642	110.7%		2017/18
2013	2018	99	534	633	109.1%		2018/19
2014	2019	92	490	582	100.3%		2019/20
2015	2020	82	498	580	Base Year		2020/21
2016	2021	82	526	608	104.8%	1.048	2021/22
2017	2022	83	477	560	96.6%	0.966	2022/23
2018	2023	89	536	625	107.8%	1.078	2023/24
2019	2024	85	511	596	102.8%	1.028	2024/25
2020	2025				102.4%	1.024	2025/26
2021	2026				102.4%	1.024	2026/27
2022	2027				102.4%	1.024	2027/28

\* % Change refers to the change in total births for each year compared to the base year.

Source: California Department of Health Statistics

Table 2 - Births by Zip

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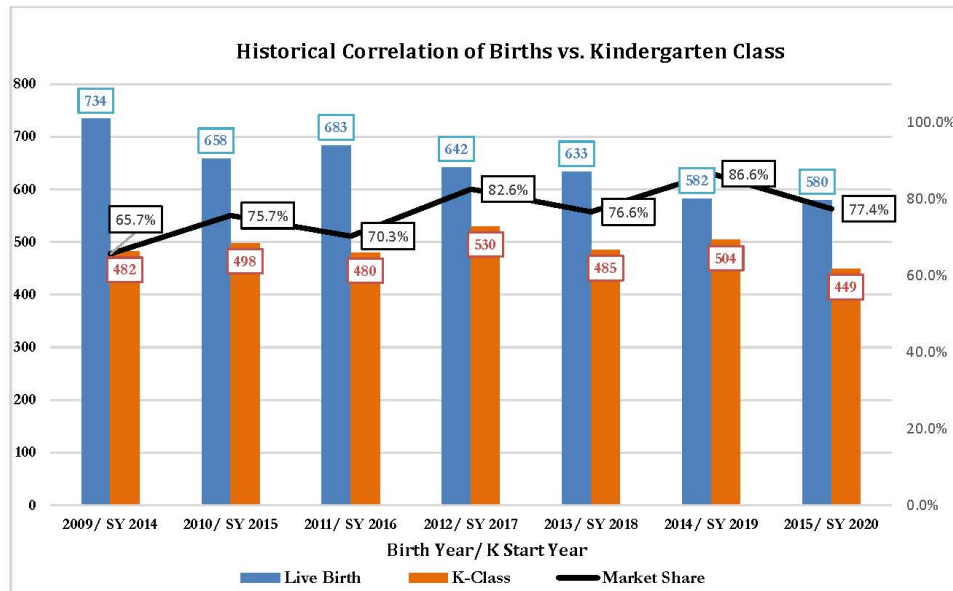


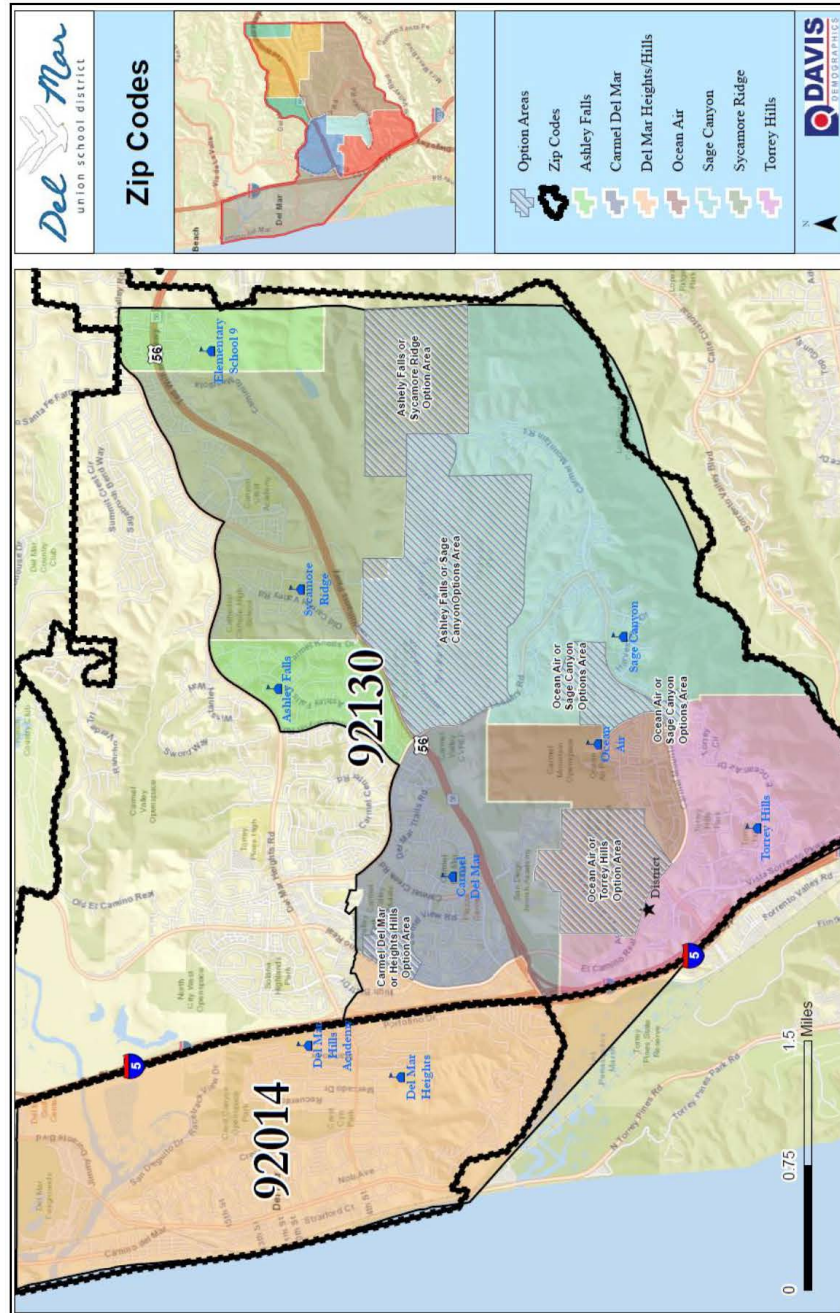
Chart 1 - Births to K Capture



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#### 2) Student Cohort Survival Factors

Student cohort survival factors further refine the seven-year student population projections. Cohort survival refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). Cohort survival is applied as a percentage of increase/decrease to each grade for every year of the projections.

Having historical student data categorized by study area is extremely helpful in calculating accurate student cohort survival factors. Davis Demographics was able to utilize the last four years (school years 2017/18, 2018/19, 2019/20, and 2020/21) student data. The 2017/18 student data was compared to 2018/19, 2018/19 to 2019/20, and 2019/20 to this year's student data at the study area level. Grades 1-6 cohort survival were all calculated to correspond with the elementary school district attendance areas.

A net increase or decrease of zero students over time is represented by a factor of **1.000**. A net student loss is represented by a factor less than **1.000** and a net gain by a factor greater than **1.000** (see Table 3).

Example:

$$\begin{aligned} & 100 \text{ K students in residing in the Ashley Falls area in fall 2020/21} \\ & \times 108\% \text{ (Ashley Falls ES area 1}^{\text{st}} \text{ grade cohort survival)} \\ & = 108 \text{ 1}^{\text{st}} \text{ grade students in fall 2021/22} \end{aligned}$$

Del Mar Union School District Cohort Survival by Elementary Attendance Area 2017/18 - 2020/21						
	K → G1	G1 → G2	G2 → G3	G3 → G4	G4 → G5	G5 → G6
Ashley Falls	108%	103%	109%	103%	98%	102%
Carmel Del Mar	111%	97%	102%	101%	101%	99%
Del Mar Heights/Hills	98%	98%	101%	98%	99%	94%
Ocean Air	108%	100%	101%	97%	97%	97%
Sage Canyon	103%	98%	97%	100%	95%	95%
Sycamore Ridge	112%	108%	101%	102%	106%	103%
Torrey Hills	99%	93%	98%	94%	93%	89%

Table 3 - Cohort survival - Not used in projection

District Wide Cohort Survival Comparison						
	K → G1	G1 → G2	G2 → G3	G3 → G4	G4 → G5	G5 → G6
Fall 2019 Average Cohort Survival	108%	103%	103%	102%	101%	99%
Fall 2020 Average Cohort Survival	106%	100%	101%	99%	98%	97%

Table 4 - Cohort survival Compared

Del Mar Union School District - USED IN 2020 PROJECTIONS Cohort Survival by Elementary Attendance Area 2016/17 - 2019/20						
	K → G1	G1 → G2	G2 → G3	G3 → G4	G4 → G5	G5 → G6
Ashley Falls ES	108%	108%	110%	104%	103%	103%
Carmel Del Mar ES	114%	100%	106%	100%	98%	101%
Del Mar Heights/Hills ES	103%	101%	105%	104%	103%	101%
Ocean Air ES	108%	104%	99%	100%	97%	99%
Sage Canyon ES	107%	101%	99%	101%	100%	96%
Sycamore Ridge ES	113%	111%	100%	107%	106%	103%
Torrey Hills ES	103%	95%	99%	100%	98%	92%

Table 5 - Fall 19 cohort survival - Used in projections

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Due to the COVID-19 pandemic and the decline in 2020 enrollment, cohort factors were lower than historical years. On average the district has experienced a 2-3% growth in classes as they progressed from grade to grade. For the fall 20 school year, the cohort factor showed an even pass, the district classes stayed the same size. To account for the eventual return of students Davis Demographics used the fall 19 cohort factor.

#### 4) Student Yield Factors

Closely related to planned residential development units are student yield factors. The student yield factors, when applied to residential development units, determine how many additional students will be generated from new construction within the District. Student yield factors for the Del Mar Union School District are calculated by geographically linking assessor parcel data with student data. Davis Demographics researched student yield factors by a sample of units built in the Pacific Highlands Ranch area between 2011 and 2016.

Davis Demographics specifically looked at new development in the Pacific Highlands Ranch area to determine the SFD student yield factor. The MFA and APT student yield factors were taken from a study completed for the San Dieguito Union High School District in November of 2016.

Student Yield Factors - Pacific Highlands Ranch			
	Units	K-6 Students	K-6 SYF
SFD	636	359	0.564

Student Yield Factors	
	GK-6
SFD	0.564
MFA	0.301
APT	0.161

SFD – Single Family Detached  
MFA – Multi-Family Attached  
APT - Apartments

## 2. Response to Comments

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#### 5) Planned Residential Development

Closely related to the student yield factors are planned residential development units. Planned residential development data is collected to determine the number of new residential units that will be built over the time frame of the student population projections. The units built within the next seven years will have the appropriate SYF applied to it to determine the number of new students the planned residential development will yield.

This data was obtained through discussions with the District, city agencies, county agencies and major developers within the District boundaries. Data includes development name, location, housing type, total number of units and projected move in dates (phasing). Phasing for planned housing is factored into the seven projections. (See **SECTION TWO** for a detailed listing of the planned residential development).

In the student population projection by residence Davis Demographics includes all Approved and Tentative tract maps in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. All of the information may change and should be updated annually.



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#### APPLYING THE VARIABLES TO GENERATE THE PROJECTIONS

Del Mar Union School District has been divided into 196 study areas. Every study area is coded with the school code of the elementary attendance area it falls within. The residential projections are calculated at the study area level. This means that Davis Demographics conducts 196 individual projections that are based upon the number of students residing in each study area.

The first step in calculating the projections is to tally the number of students that live in each study area by each grade (Kindergarten through 6<sup>th</sup> grade). The current student base (school year 2020/21) is then passed onto the next year's grade (2020/21's K become 2021/22's 1<sup>st</sup> graders, 2020/21's 1<sup>st</sup> graders become 2021/22's 2<sup>nd</sup> graders, and so on). After the natural progression of students through the grades is applied, then birth factors are multiplied to the current kindergarten class to generate a base for the following year's kindergarten class.

Next, a cohort survival factor is applied to all grades. Again, these factors take into account the natural in/out migration of students throughout the District. The cohort survival factor is applied to each student in every grade (K-6). A unique cohort survival factor is applied to each elementary school attendance area determined by the cohort survival factor study.

To finish generating the projections by residence, the same process is conducted for each of the 196 study areas. Once the projections have been run at the study area level, then it is simple addition to determine projections for each of the District's attendance areas or for a district-wide summary. For example, the residential projections for the Ashley Falls ES attendance area is simply the summary of all of the study areas that make up this specific attendance area (see **SECTION FIVE** for the projections of each elementary school attendance area).

The District Summary for the projections (**SECTION FOUR**) is a total summary of all 196 study areas. The projections excludes all of the students that attend a District school but live completely outside of the District's boundaries and students unable to be geocoded. These students are factored back into the projections by calculating their current overall percentage of student population, applying the percentage to future years and adding it to the resident projections (please see the Attendance Matrices in section two for a breakdown of the out-of-district, special education and unmatched students by school). Davis Demographics adds the current total out-of-district and unmatched students to each year of the projections because there is no way to accurately forecast these students in the future.

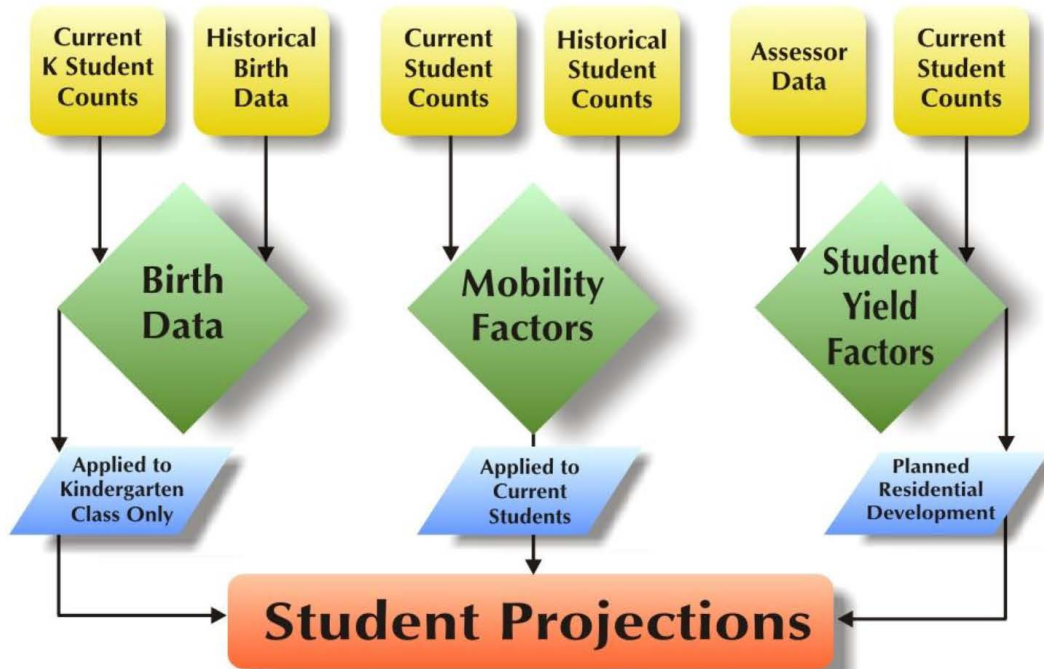
Current and historical students, geographic data and non-geographic data are used to calculate the factors used in the student population projections by residence. These factors are applied using SchoolSite and projections are calculated for each study area for each grade.

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Projections by Residence Flowchart



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#### SECTION TWO – PLANNED RESIDENTIAL DEVELOPMENT

This data was obtained through discussions with the major developers within the District boundaries, the Planning Department of Del Mar, San Diego County and local developers. A database and map of the planned residential development was created, including, when available, project name, location, housing type, total number of units and estimated move in dates (phasing schedule). Projected phasing is based upon occupancy of the unit and is used to help time the arrival of students from these new developments.

In the student population projection by residence Davis Demographics includes all Approved and Tentative tract maps in addition to any planned or proposed development that possibly will occur within the seven year projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. All of the information may change and should be updated annually.

Residential Development in Del Mar Union SD						
Study Area	Project	Developer	Type	Total Units	Contact	Status
30H	LUMEN	SHEA HOMES	MFA	102	John Finley	Planning
30H	Lin Property	KB Homes	MFA	348	CITYSD TAIT GALLOWAY	Planning
30H	Rancho Milagro	HALLMARK (WAS LAT 33)	MFA	29	Matt Semic	Active

\*INCLUDES APPROVED, TENTATIVE, AND PLANNING PHASE. PROJECTS NOT EXPECTED TO START OR HAVE NOT BEEN APPROVED ARE NOT INCLUDED IN THE SUMMARY OR PROJECTIONS.

SFD – Single Family Detached

MFA – Multi-Family Attached

APT – Apartments

#### Residential Development Summary

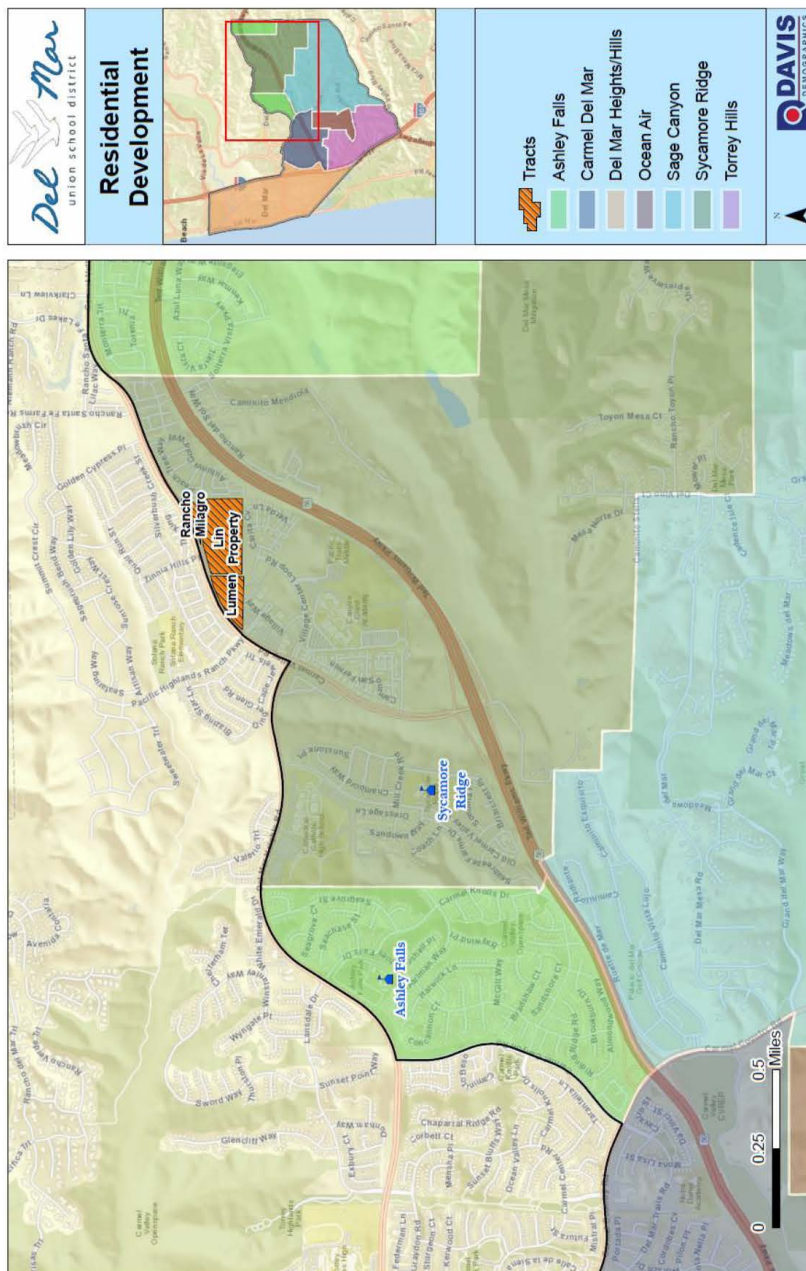
Total SFD = 0			Total MFA = 478						Total APT = 0																																
Study Area	10/2020 - 10/2021			10/2021 - 10/2022			10/2022 - 10/2023			10/2023 - 10/2024			10/2024 - 10/2025			10/2025 - 10/2026			10/2026 - 10/2027			Total	Elementary Boundary																		
	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT			Units																	
30H	0	11	0	0	28	0	0	115	0	0	126	0	0	75	0	0	75	0	0	48	0	478	Sycamore Ridge																		
Total	0	11	0	0	28	0	0	115	0	0	126	0	0	75	0	0	75	0	0	48	0	478																			
Total 20 / 21			11			Total 21 / 22			28			Total 22 / 23			115			Total 23 / 24			126			Total 24 / 25			75			Total 25 / 26			75			Total 26 / 27			48		

## 2. Response to Comments

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#### Residential Development Map





## 2. Response to Comments

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#### SECTION THREE – ATTENDANCE MATRIX

An Attendance Matrix has been included to provide a better understanding of where students reside and where they attend school. **Remember, Davis Demographics projections are based upon where the students reside, not the student's school of enrollment. This method allows Davis Demographics to provide the most accurate forecast of where shifts in student population may occur and changes to future facilities (if necessary) should be located.** Therefore, since the projections are based upon where the students reside, the figures we use as a base for each school's resident projection may be slightly higher or lower than the actual reported enrollment for each school. The best way to plan for future facilities is to know where the next group of students will be coming from, not necessarily which school they are currently attending.

Attendance matrices act as a check and balance for student accounting. Illustrating where the students reside (in what School of Residence) based upon their geocoded address and which school they attend (School of Attendance) based upon District provided student data. It is essential to show how the students used in the projections match up to the District's records of enrollment for each school. Furthermore, intra-district transferring patterns can be determined by comparing School of Residence data to the School of Attendance data.

#### READING THE MATRIX

To understand the matrix let's begin with Ashley Falls ES as an example. Following down the first column with the Ashley Falls ES heading, there are 236 students attending Ashley Falls ES and reside in the Ashley Falls ES attendance area. Continuing downward, 16 students attend Ashley Falls ES that resides in the Carmel Del Mar ES attendance area. Next it shows that 3 students attend Ashley Falls ES and resides in the Del Mar Heights/Hills ES attendance area, and so on.

Intra-District Transfers refers to students living outside of the district boundaries but attend a district school, there are 13 intra-district transfer students attending Ashley Falls ES. Total Enrollment is the total number of students attending a school regardless of where they reside, and reflects the District's enrollment counts for each school. There are 329 students attending Ashley Falls ES

The next step is to read across the matrix, beginning with the Ashley Falls ES attendance area row. We know 236 represent the total number of students residing and attending Ashley Falls ES. The next column, Carmel Del Mar ES, refers to the number of students residing in the Ashley Falls ES attendance area, but attend Carmel Del Mar ES there are 4 students residing in the Ashley Falls ES attendance area but attending Carmel Del Mar ES

The Total Residence column is the total number of students living in each particular attendance area. There are 449 students residing in the Ashley Falls ES attendance area and used as the base or actual number for each attendance area in the 2020/21 projections.

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### Del Mar Union School District

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#### Elementary School Attendance Matrix

Elementary School Attendance Matrix													
Attendance Area		SCHOOL OF ATTENDANCE										Residence Total	% Attending Resident School
		Ashley Falls ES	Carmel Del Mar ES	Del Mar Heights ES	Del Mar Hills ES	Ocean Air ES	Sage Canyon ES	Sycamore Ridge ES	Torrey Hills ES	DMUSD Launch			
S	Ashley Falls ES	236	4	3	3	1	1	19	1	181	449	55%	
C	Carmel Del Mar ES	16	346	9	11	10	8	5	10	212	627	55%	
H	Del Mar Heights/Hills ES	3	2	181	147	1	1	2	4	106	447	73%	
O	Ocean Air ES	2	0	2	1	148	4	0	1	104	262	56%	
L	Sage Canyon ES	1	1	3	2	12	245	2	5	127	398	62%	
O	Sycamore Ridge ES	36	9	5	6	5	2	317	1	183	564	56%	
F	Torrey Hills ES	1	4	7	4	24	12	1	262	184	499	53%	
R	Ashley Falls/Sage Canyon Option	13	0	2	1	1	58	0	0	31	106	67%	
S	Ashley Falls/Sycamore Ridge Option	6	0	0	0	12	4	1	0	1	24	29%	
I	Carmel Del Mar/Heights/Hills Option	2	35	25	25	1	0	0	1	45	134	63%	
D	Ocean Air/Sage Canyon Option	0	0	0	0	23	38	1	0	55	117	52%	
N	Ocean Air/Torrey Hills Option	0	1	5	3	75	3	2	11	49	149	58%	
C	Intra District Transfers (Out of District)	13	11	13	4	8	12	9	4	6	80		
Total Enrollment		3,856	413	255	207	321	388	359	300	1284	3,856		
Transfer Students		74	32	49	35	75	47	41	27	--	380		
% of Total Enrollment		27.5%	7.7%	19.2%	16.9%	23.4%	12.1%	11.4%	9.0%	--	9.9%		

1 - intra-District Transfers: Students living outside the District boundary but attending a DMUSD school.  
2 - 47 PK students enrolled in Torrey Hills are not included in the table above

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**Del Mar Union School District**

**2020/21 Projection Report**

### ***SECTION FOUR – DISTRICT-WIDE STUDENT POPULATION PROJECTION***

The student population is projected out seven years for each of the study areas, attendance areas and for the entire Del Mar Union School District. The District-wide Summary enables the District to see a broad overview of future population shifts and what impact these shifts may have on existing and future facilities. Each attendance area is summarized to give a more local view of population changes and identify variances in the district. The study area listings enable the District to monitor student population growth or decline in neighborhood areas within the District.

Together, these projection summaries, present the means for identifying the timing of future population shifts and overall facility adjustments needed to accommodate these shifts. At any time, study areas and their projected resident students can be shifted between schools to assist in balancing enrollment, school consolidation among various other analyses.

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### District-wide Projection

Historic Resident Counts				Actual	Projected	Forecasted Resident Counts						
Grade	2017	2018	2019	2020	2020	2021	2022	2023	2024	2025	2026	2027
K	530	485	504	449	503	528.0	487.7	548.5	526.5	525.2	526.9	527.5
1	544	564	525	515	547	546.3	573.9	534.5	601.1	574.9	573.5	574.1
2	610	546	562	514	540	562.6	562.3	594.9	555.4	621.8	595.0	592.3
3	599	611	583	557	576	555.5	579.7	583.1	616.9	573.9	642.1	613.3
4	638	624	626	553	597	588.3	569.6	598.4	602.6	635.1	591.4	660.1
5	711	654	611	607	631	602.3	592.2	579.8	609.5	611.8	644.8	599.7
6	747	706	653	581	608	626.6	599.5	593.3	583.9	611.4	613.8	645.6
Resident Student Totals by Grade Configuration												
K-6	4,379	4,190	4,064	3,776	4,003	4,010	3,965	4,033	4,096	4,154	4,188	4,213
Unmatched Students												
K-6	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Out-of-District Students												
K-6	75	71	64	80	80	57.0	57.0	57.0	57.0	57.0	57.0	57.0
Total Students*												
K-6	4,454	4,261	4,128	3,856	4,083	4,066.6	4,021.9	4,089.5	4,152.9	4,211.1	4,244.5	4,269.6
Annual Change												
K-6 Difference	-193	-133	-272	-45	-16.0	-44.7	67.6	63.4	58.2	33.4	25.1	
Notes												
Forecast based on student data as of 10/7/2020. (47) Preschool students not included in the above numbers. Projected 2020 class was pulled from the fall 2019 report												

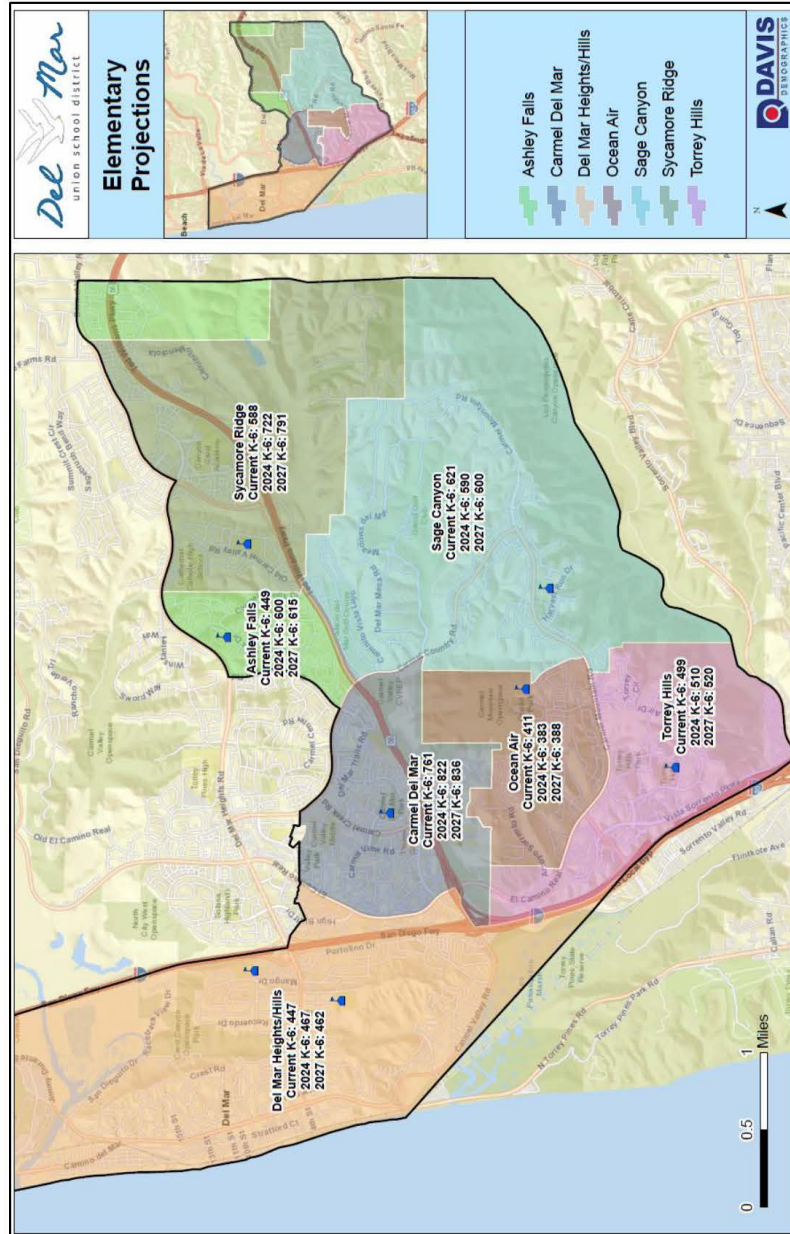


## 2. Response to Comments

Del Mar Union School District

2020/21 Projection Report

### SECTION FIVE – ATTENDANCE AREA PROJECTIONS BY RESIDENCE Elementary Projection Map

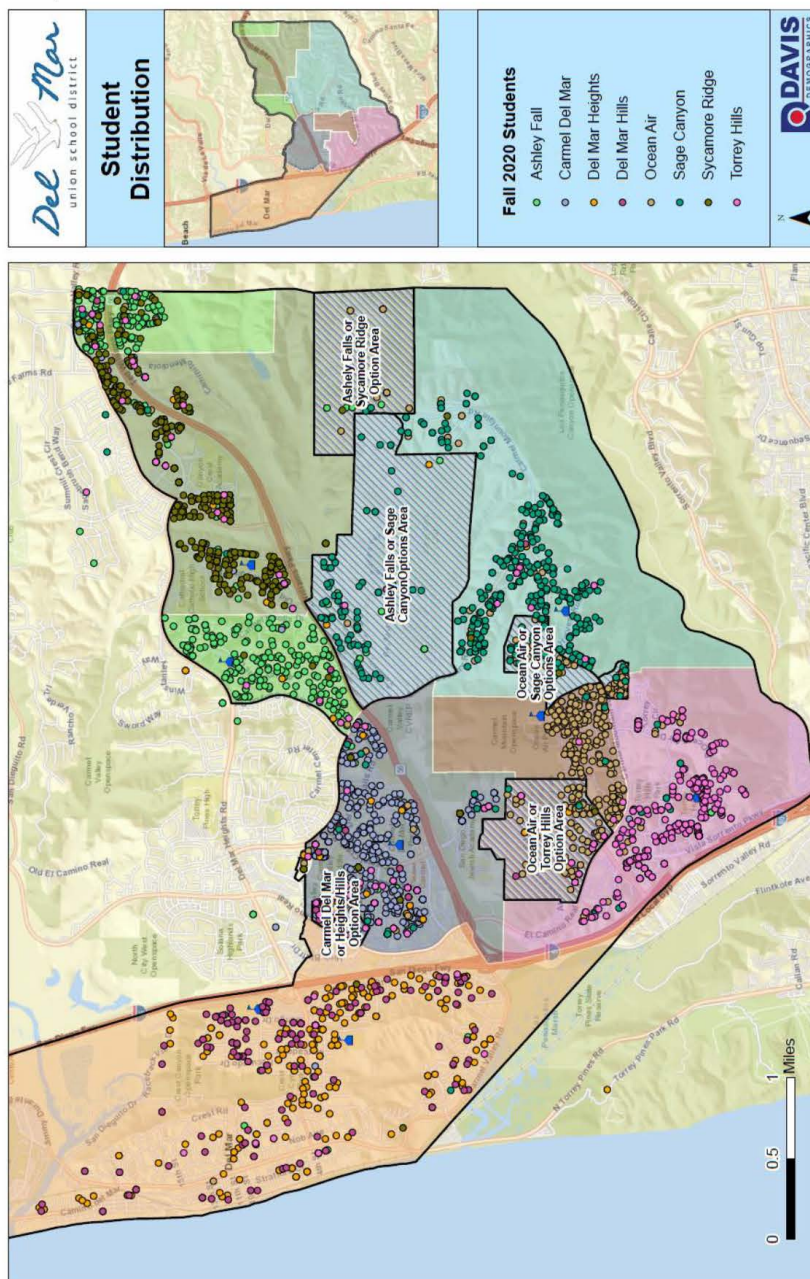


## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### Elementary Student Distribution



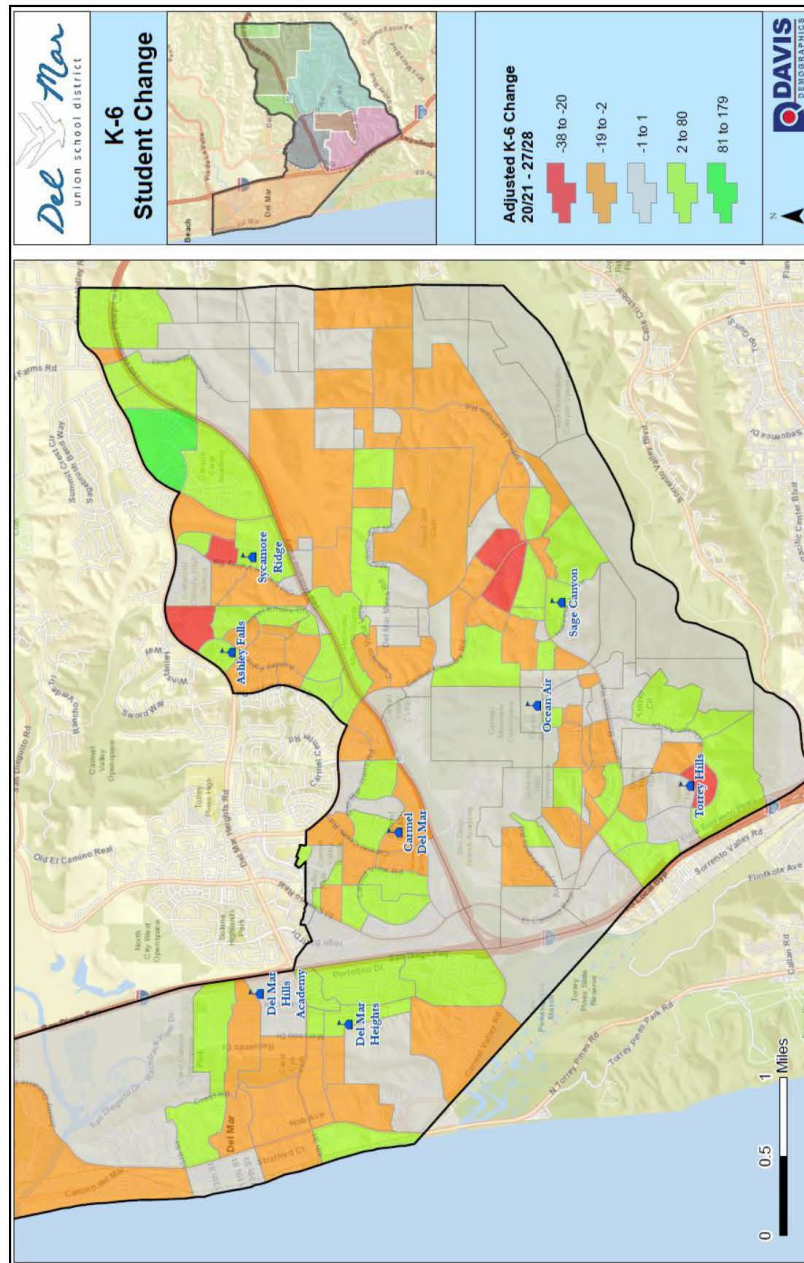


## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### Elementary Resident Net Change



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### Projections by Residences

Ashley Falls												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	44	65	69	66	69	72.5	66.8	74.6	71.1	70.9	70.9	70.9
1	61	49	68	69	75	74.7	78.3	72.2	80.6	76.8	76.5	76.5
2	60	56	54	71	74	81.0	80.7	84.6	78.0	87.0	83.0	82.6
3	58	66	63	54	60	81.3	89.0	88.8	93.0	85.8	95.7	91.3
4	61	64	68	62	66	62.2	84.5	92.6	92.3	96.8	89.2	99.5
5	79	68	61	67	71	67.9	64.1	87.0	95.4	95.1	99.7	91.9
6	80	85	70	60	63	72.6	70.0	66.0	89.7	98.2	98.0	102.7
Actual Resident Students						Forecasted Resident Students						
Total K-6	443	453	453	449	478	512.2	533.4	565.8	600.1	610.6	613.0	615.4

The Ashley Falls/Sage Canyon Option area is included in the Sage Canyon Resident Projections

The Ashley Falls/Sycamore Ridge Option area is included in the Sycamore Ridge Resident Projections

Carmel Del Mar												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	99	100	101	105	101	105.5	97.3	108.6	103.5	103.1	103.1	103.1
1	98	118	110	111	115	114.8	120.3	110.9	123.7	118.0	117.5	117.5
2	108	102	115	105	110	115.1	114.8	120.3	110.9	123.7	118.0	117.5
3	102	114	107	111	122	116.6	122.0	121.7	127.5	117.5	131.2	125.1
4	98	107	112	107	107	121.9	116.6	122.0	121.7	127.5	117.5	131.2
5	116	101	107	114	110	104.9	119.5	114.3	119.6	119.2	125.0	115.2
6	120	117	101	108	108	110.9	105.9	120.7	115.4	120.8	120.4	126.2
Actual Resident Students						Forecasted Resident Students						
Total K-6	741	759	753	761	773	789.7	796.4	818.5	822.3	829.8	832.7	835.8

The Carmel Del Mar/Heights and Hills Option area is included in the Carmel Del Mar Resident Projections

Del Mar Heights/Hills												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	77	69	59	41	59	61.6	56.8	63.4	60.5	60.2	60.2	60.2
1	75	75	69	56	61	60.6	63.5	58.5	65.3	62.3	62.0	62.0
2	86	77	72	66	70	61.4	61.2	64.1	59.1	66.0	62.9	62.7
3	80	87	81	70	76	73.2	64.4	64.3	67.3	62.1	69.3	66.1
4	91	83	87	73	84	78.6	76.1	67.0	66.8	70.0	64.6	72.0
5	84	102	79	78	90	86.8	81.0	78.4	69.0	68.8	72.1	66.5
6	110	89	96	63	80	90.5	87.6	81.8	79.2	69.7	69.5	72.9
Actual Resident Students						Forecasted Resident Students						
Total K-6	603	582	543	447	519	512.7	490.6	477.5	467.2	459.1	460.6	462.4

The Carmel Del Mar/Heights and Hills Option area is included in the Carmel Del Mar Resident Projections

Does not include: Inter-district transfers students and students unable to be address matched.

181 K-6 students live in Ashley Falls boundary and enroll in DMUSD Launch Program, 257 students live in Carmel Del Mar boundary and enroll in DMUSD Launch Program, and 106 students live in Del Mar Heights/Hills boundary and enroll in the DMUSD Launch Program



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### Projections by Residences

Ocean Air												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	71	48	50	38	50	52.2	48.2	53.7	51.2	51.0	51.0	51.0
1	56	77	53	53	54	53.8	56.4	52.0	58.0	55.3	55.1	55.1
2	73	57	78	51	55	56.2	56.0	58.7	54.1	60.4	57.6	57.3
3	74	66	61	82	77	54.6	55.6	55.4	58.1	53.5	59.8	57.0
4	79	70	70	55	61	77.2	54.6	55.6	55.4	58.1	53.5	59.8
5	87	76	69	67	68	59.2	74.9	52.9	53.9	53.8	56.3	51.9
6	108	87	74	65	68	67.2	58.6	74.2	52.4	53.4	53.2	55.8
Actual Resident Students						Forecasted Resident Students						
Total K-6	548	481	455	411	433	420.4	404.3	402.5	383.1	385.5	386.5	387.9

The Ocean Air/Sage Canyon Option area is included in the Sage Canyon Resident Projections

The Ocean Air/Torrey Hills Option area is included in the Ocean Air Resident Projections

Sage Canyon												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	94	76	79	54	79	82.5	76.1	84.9	81.0	80.7	80.7	80.7
1	93	100	80	83	85	84.3	88.3	81.4	90.8	86.6	86.3	86.3
2	120	99	95	76	81	85.4	85.1	89.2	82.2	91.8	87.5	87.2
3	111	120	96	92	94	80.0	84.5	84.3	88.3	81.4	90.8	86.6
4	127	117	125	92	97	95.0	80.8	85.4	85.1	89.2	82.2	91.7
5	140	127	113	118	125	97.0	95.0	80.8	85.4	85.1	89.2	82.2
6	144	129	122	106	109	120.0	93.1	91.2	77.6	82.0	81.7	85.6
Actual Resident Students						Forecasted Resident Students						
Total K-6	829	768	710	621	669	644.2	602.9	597.2	590.4	596.8	598.4	600.3

The Ashley Falls/Sage Canyon Option area is included in the Sage Canyon Resident Projections

The Ocean Air/Sage Canyon Option area is included in the Sage Canyon Resident Projections

Sycamore Ridge												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	59	61	71	80	71	75.2	70.3	82.7	82.2	82.7	84.4	85.0
1	72	65	74	70	81	81.1	86.3	85.0	99.5	96.6	97.1	97.7
2	75	74	72	79	83	90.2	91.3	101.3	100.4	114.1	110.8	110.1
3	97	79	91	70	73	83.1	91.4	96.3	106.7	103.6	117.3	112.9
4	88	107	87	91	98	78.1	90.3	103.1	108.8	117.6	114.3	127.7
5	101	95	111	90	93	104.3	84.0	100.9	115.0	118.8	128.1	123.4
6	86	115	114	108	115	96.0	108.6	91.6	109.5	121.8	125.6	134.1
Actual Resident Students						Forecasted Resident Students						
Total K-6	578	596	620	588	613	608.0	622.2	660.9	722.1	755.2	777.6	790.9

The Ashley Falls/Sycamore Ridge Option area is included in the Sycamore Ridge Resident Projections

Does not include: Inter-district transfers students and students unable to be address matched.

153 K-6 students live in Ocean Air boundary and enroll in the DMUSD Launch Program, 213 students live in Sage Canyon boundary and enroll in DMUSD Launch Program and 184 students live in Sycamore Ridge boundary and enroll in the DMUSD Launch Program

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### Projections by Residences

Torrey Hills												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	86	66	75	65	75	78.4	72.2	80.6	76.9	76.6	76.6	76.6
1	89	80	71	73	77	77.0	80.7	74.4	83.0	79.2	78.9	78.9
2	88	81	76	66	67	73.4	73.2	76.7	70.7	78.9	75.2	74.9
3	77	79	84	78	75	66.8	72.7	72.4	75.9	70.0	78.1	74.5
4	94	76	77	73	84	75.2	66.8	72.7	72.4	75.9	70.0	78.1
5	104	85	71	73	76	82.3	73.7	65.4	71.2	71.0	74.4	68.6
6	99	84	76	71	65	69.4	75.7	67.8	60.2	65.5	65.3	68.4
Actual Resident Students						Forecasted Resident Students						
Total K-6	637	551	530	499	519	522.5	515.0	510.0	510.3	517.1	518.5	520.0

The Ocean Air/Torrey Hills Option area is included in the Ocean Air Resident Projections

184 K-6 students live in Torrey Hills boundary and enroll in the DMUSD Launch Program

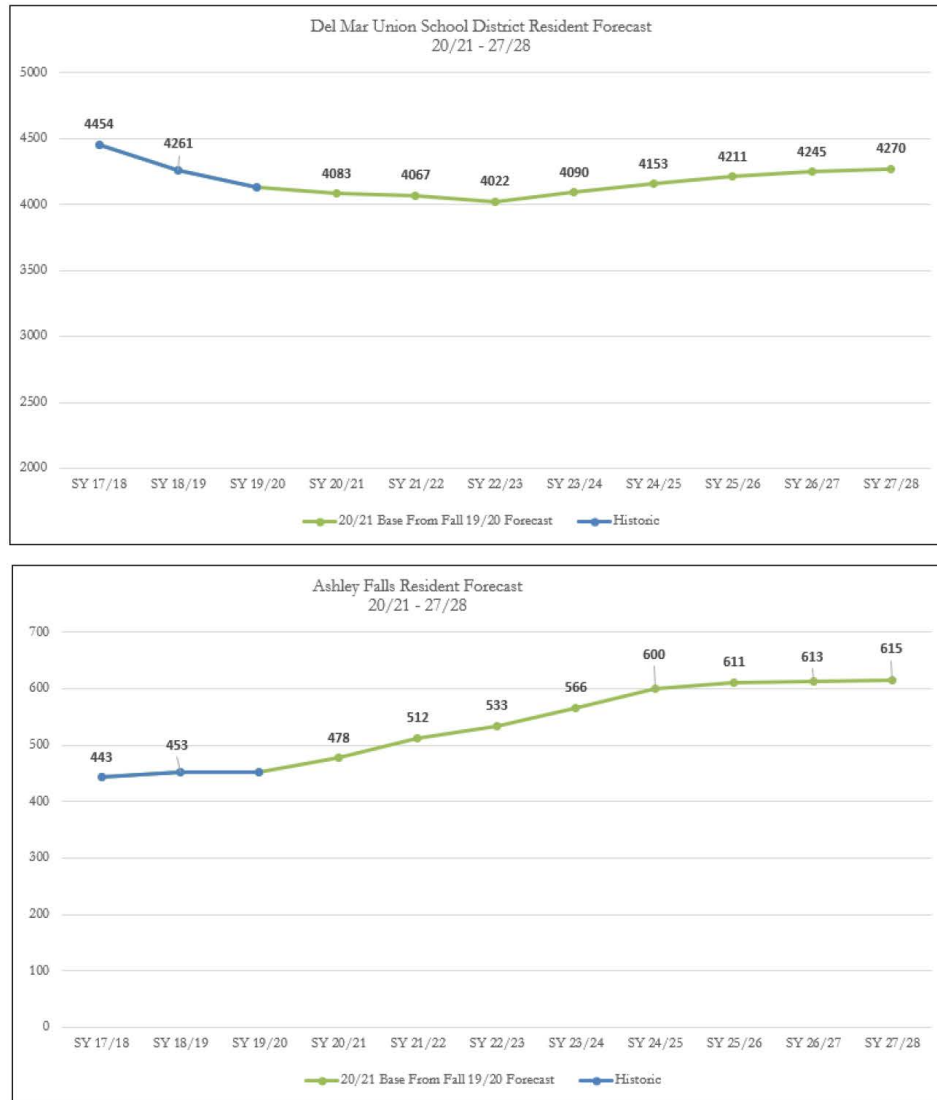
Does not include: Inter-district transfers students and students unable to be address matched.

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

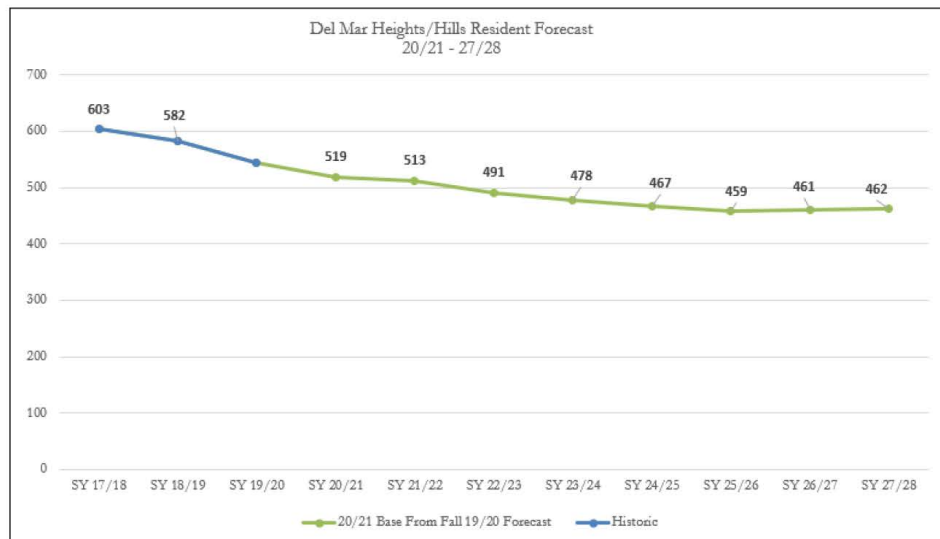
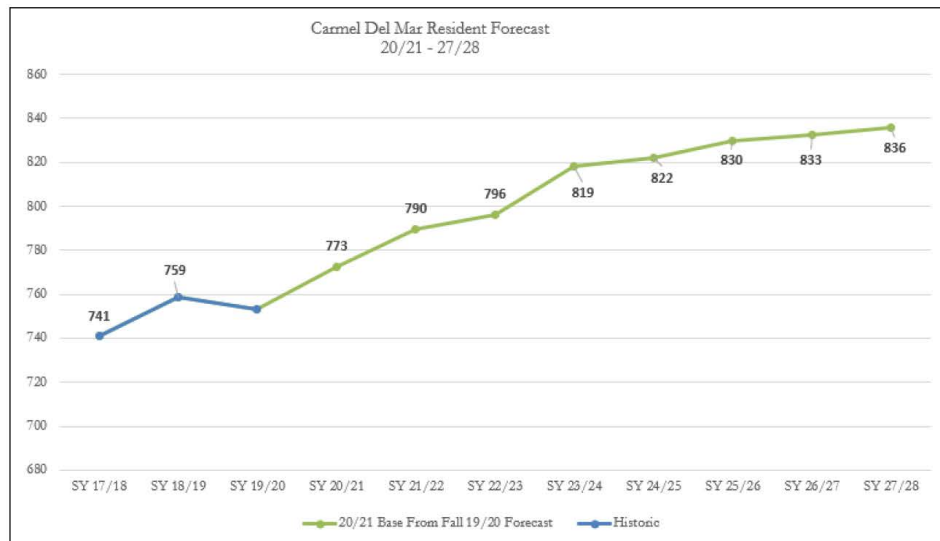
#### Modified Resident Projections vs Standard Projection



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

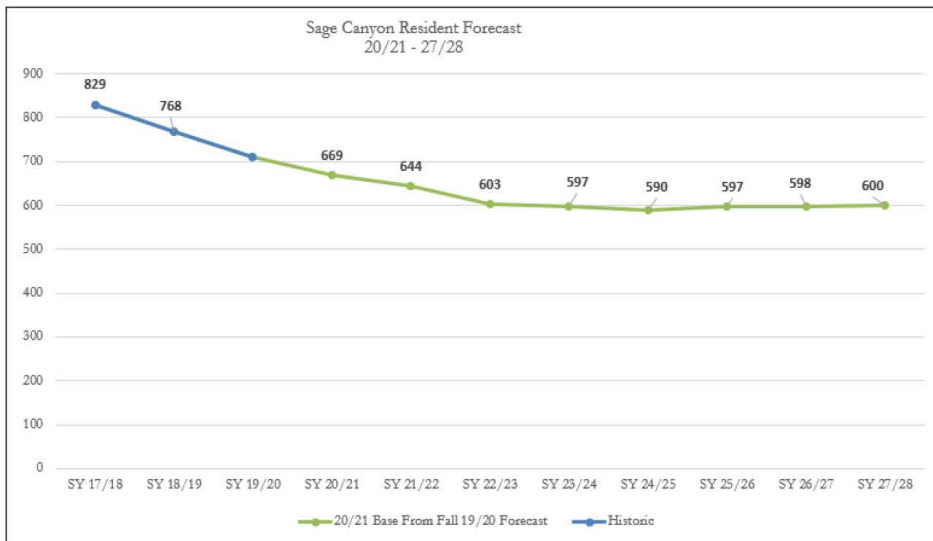
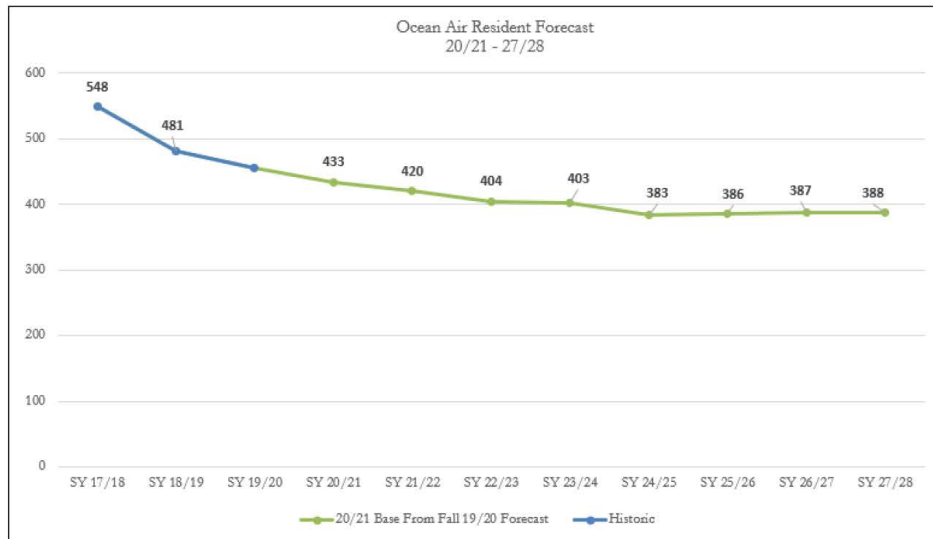




## 2. Response to Comments

### Del Mar Union School District

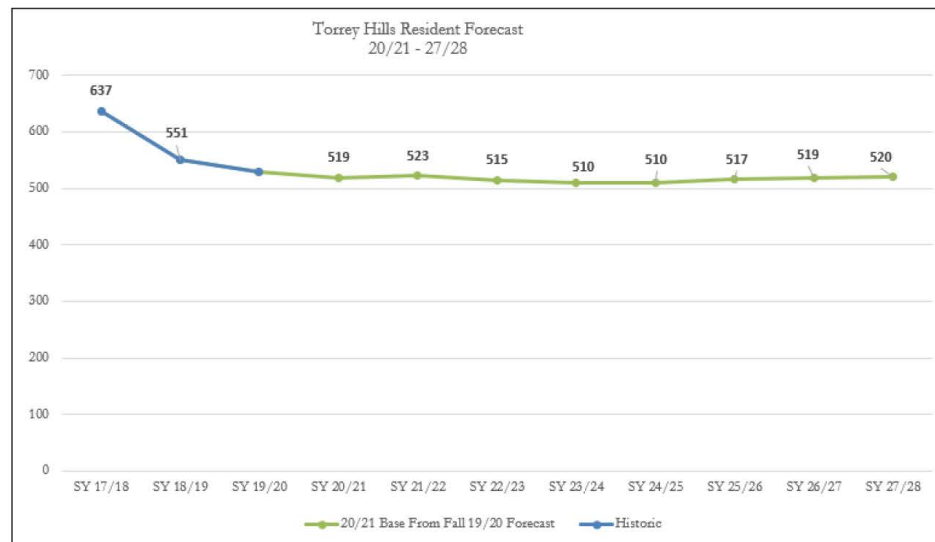
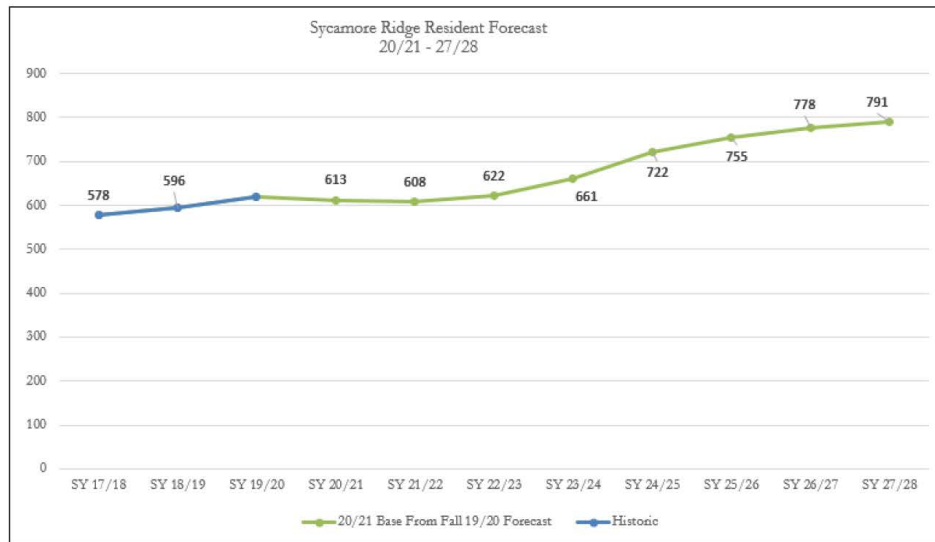
### 2020/21 Projection Report



## 2. Response to Comments

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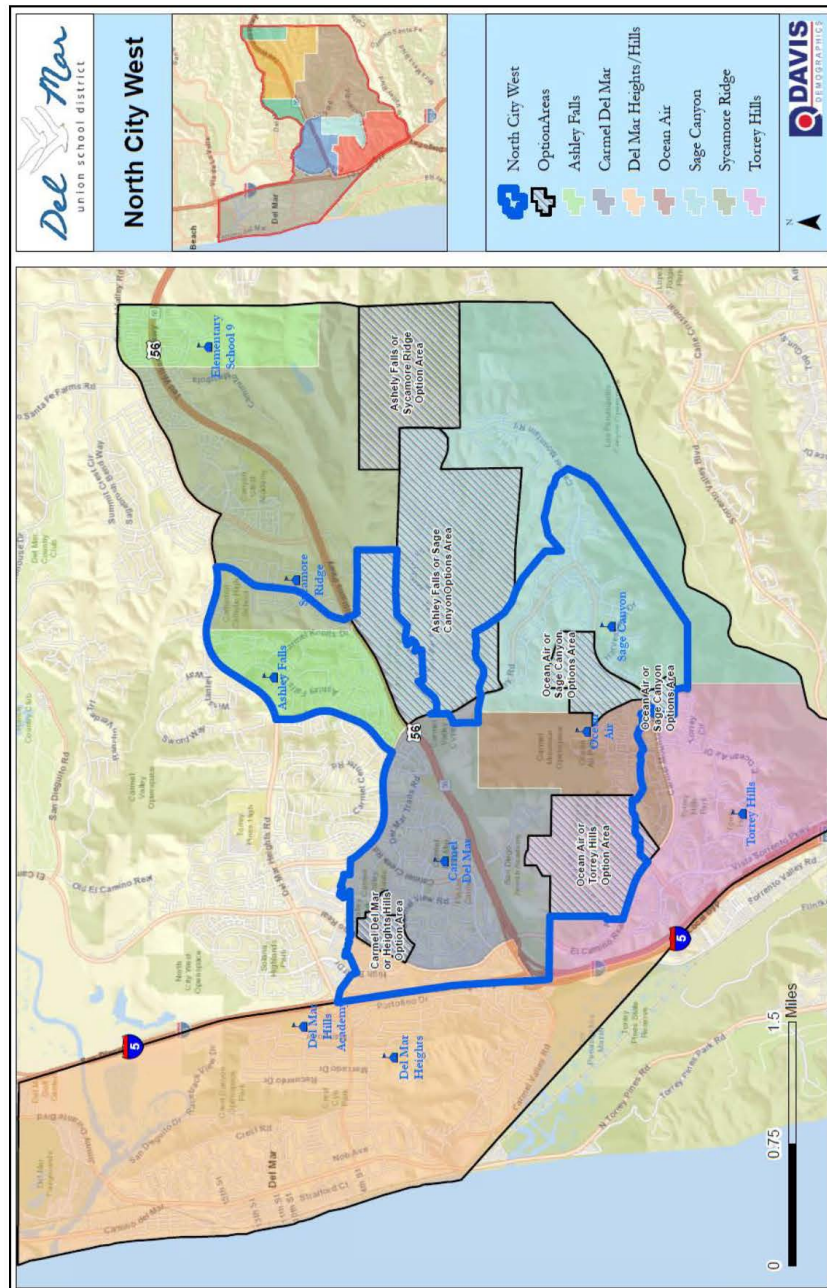


## 2. Response to Comments

Del Mar Union School District

2020/21 Projection Report

### APPENDIX A - NORTH CITY WEST PROJECTIONS BY RESIDENCE



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### North City West Projection by Residence

North City West											
Grade	Historic Resident Students			Current	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	258	240	240	217	251.3	233.5	257.8	246.9	246.1	246.1	246.1
1	260	289	261	253	235.2	272.3	253.1	279.4	267.6	266.7	266.7
2	325	268	287	253	249.4	231.9	268.6	249.5	275.5	263.9	263.0
3	300	326	282	280	256.9	252.3	236.1	273.4	254.0	280.4	268.6
4	308	310	332	266	280.7	258.4	253.4	237.4	274.9	255.4	282.0
5	379	309	300	317	261.7	276.3	254.4	249.5	234.7	271.8	252.5
6	401	375	305	291	310.0	256.6	270.9	250.1	244.8	231.2	267.7
Actual Resident Students					Forecasted Resident Students						
Total K-6	2,231	2,117	2,007	1,877	1,845.2	1,781.3	1,794.3	1,786.2	1,797.6	1,815.5	1,846.6

Does not include: Inter-district transfers students and students unable to be address matched.

## 2. Response to Comments

### Del Mar Union School District

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#### APPENDIX B – CAPTURE RATE ANALYSIS

##### Student Capture Rate Analysis

Estimated student capture rates are used to give the district a rough estimate of the school-age population of each attendance area compared to the number of DMUSD students residing there. The school-age population is derived from overlaying DMUSD attendance areas onto ESRI's estimated population by census block data.

Student Capture Rate by School Attendance Area K-6				
Attendance Area	ESRI 2020 Estimated Grade K-6 (Age 5-11) Population <sup>1</sup>	2020/21 K-6 Students Enrolled in DMUSD <sup>2</sup>	% Population	Potential Students
Ashley Falls ES	526	449	85%	77
Carmel Del Mar ES	588	761	129%	-173
Del Mar Heights/Hills	630	447	71%	183
Ocean Air ES	794	411	52%	383
Sage Canyon ES	998	621	62%	377
Sycamore Ridge ES	901	588	65%	313
Torrey Hills ES	641	499	78%	142
Del Mar Union S.D.	5,078	3,776	74%	1,302

1. Environmental Systems Research Institute (ESRI) 3rd party demographic firm's estimated population.
2. Students residing in DMUSD and enrolled in a DMUSD school. Including Special Education Students
3. Does not include DMUSD students residing out of the district boundaries

Comparison of Student Capture Rates			
Attendance Area	2019/20 Estimated Percentage of Population Captured	2020/21 Estimated Percentage of Population Captured	Change
Ashley Falls ES	78%	85%	↑
Carmel Del Mar ES	123%	129%	↑
Del Mar Heights/Hills	84%	71%	↓
Ocean Air ES	56%	52%	↓
Sage Canyon ES	68%	62%	↓
Sycamore Ridge ES	67%	65%	↓
Torrey Hills ES	80%	78%	↓
Del Mar Union S.D.	81%	74%	↓

1. Environmental Systems Research Institute (ESRI) 3rd party demographic firm's estimated population.
2. Students residing in DMUSD and enrolled in a DMUSD school. Including Special Education Students
3. Does not include DMUSD students residing out of the district boundaries

## 2. Response to Comments

### **Del Mar Union School District**

### **2020/21 Projection Report**

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#### **Staffing Projections (Projections by Enrollment)**

##### **Two-Year Staffing Projections**

Mid-term to long-term facilities planning is always best when it is based upon the resident location of future student populations, rather than the enrollment at the individual schools. However, a two year projected enrollment can be used to assist with estimating staffing and budget requirements over the short term.

##### **Methodology for Schools with Attendance Boundaries**

Calculating a staffing projection for schools with attendance boundaries is different from calculating it for a school without attendance boundaries. For school with attendance boundaries, the two year projected enrollment is calculated using a combination of future resident population and historic transfer patterns for each school.

Similar to the cohort survival factors in the residence projections, a cohort is derived by averaging four years of past transfer patterns. The cohort is calculated for both transfers into and out of each school for each grade between 1 and 12 that the school serves. This cohort is then applied to the current transfer by grade of the base year students to come up with estimated in and estimated out transfers for the future years. To estimate the transfers in and transfers out for the lowest grade served at each school, an average is taken of the last four years of transfers. Finally, projected enrollment by grade for each school is calculated by taking the projected resident population, and adding the estimated transfers in and transfers out.

##### **Methodology for Schools without Attendance Boundaries**

To calculate a staffing projection for schools without attendance boundaries, a different method of calculation is used. Transfers in and transfers out for the lowest grade served at each school are estimated by taking an average of the last four years of transfers. Each subsequent grade is calculated using the non-weighted cohort survival method and applied to the current year's enrollment.



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### Del Mar Union School District

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Here is a school's staffing projection report. The numbers were calculated using sample data.

#### Adams ES (sample report for a *boundary school* and 3 years of historical data)

Grade	17/18 Current Residence	18/19 Projected Residence	19/20 Projected Residence	Estimated In	Estimated Out	17/18 Current Enrollment	18/19 Projected Enrollment	19/20 Projected Enrollment
K	84	84	84	16	-20	80	80	80
1	77	84	84	17	-27	68	74	74
2	74	77	84	20	-17	77	80	87
3	93	74	77	22	-25	89	71	74
4	92	93	74	12	-23	80	82	63
5	72	92	93	16	-21	67	87	88
6	74	72	92	20	-24	70	68	88
K-6	556	576	588	123	-157	531	542	554
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>

#### **A and B - Projected Residence - Projected residence by grade for each school:**

Projected residence is taken from a 5, 7, or 10 year projection which is calculated using the SchoolSite Projections tool.

#### **C - Estimated Transfers In:**

Estimated transfers in is based on a cohort derived from four years of historical transfer data.

#### **D - Estimated Transfers Out:**

Estimated transfers out is based on a cohort derived from four years of historical transfer data.

#### **E - Actual Enrollment - Actual enrollment by grade for each school:**

Enrollment by grade can be derived by selecting all students attending each school and summarizing by grade.

#### **F - SchYr Projected Enrollment - Projected enrollment by grade for each school for the first year of projection:**

Calculated using projected residence by grade and adding the transfers in and transfers out.  $F=A+C+D$

#### **G - SchYr Projected Enrollment - Projected enrollment by grade for each school for the second year of projection:**

Calculated by using projected residence by grade and adding the transfers in and transfers out.  $G=B+C+D$

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Ashley Falls														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	44	65	69	66	72.5	66.8	10	-8	43	65	70	77	75	69
1	61	49	68	69	74.7	78.3	34	-7	76	62	66	78	102	105
2	60	56	54	71	81.0	80.7	15	-7	73	74	63	68	89	89
3	58	66	63	54	81.3	89.0	9	-14	69	82	79	63	76	84
4	61	64	68	62	62.2	84.5	18	-11	68	78	78	76	69	92
5	79	68	61	67	67.9	64.1	24	-8	84	83	75	72	84	80
6	80	85	70	60	72.6	70.0	17	-14	84	85	83	73	76	73
K-6	443	453	453	449	512.2	533.4	127	-69	497	529	514	507	571	592

Carmel Del Mar														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	99	100	101	105	105.5	97.3	5	-24	69	86	86	89	87	78
1	98	118	110	111	114.8	120.3	4	-27	65	70	92	99	92	97
2	108	102	115	105	115.1	114.8	22	-17	65	69	74	96	120	120
3	102	114	107	111	116.6	122.0	8	-16	67	66	78	81	109	114
4	98	107	112	107	121.9	116.6	11	-31	72	72	76	85	102	97
5	116	101	107	114	104.9	119.5	9	-26	93	74	76	83	88	102
6	120	117	101	108	110.9	105.9	6	-32	97	93	83	82	85	80
K-6	741	759	753	761	789.7	796.4	65	-173	528	530	565	615	683	688

Del Mar Heights														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	77	69	59	41	61.6	56.8	14	-23	71	63	48	26	53	48
1	75	75	69	56	60.6	63.5	9	-22	71	70	64	50	48	50
2	86	77	72	66	61.4	61.2	9	-17	71	70	65	55	53	53
3	80	87	81	70	73.2	64.4	13	-27	64	71	68	58	59	50
4	91	83	87	73	78.6	76.1	16	-30	75	66	69	57	65	62
5	84	102	79	78	86.8	81.0	15	-32	66	87	62	56	70	64
6	110	89	96	63	90.5	87.6	16	-36	86	68	82	51	71	68
K-6	603	582	543	447	512.7	490.6	92	-187	504	495	458	353	419	395

Ocean Air														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	71	48	50	38	52.2	48.2	20	-5	88	54	68	56	67	63
1	56	77	53	53	53.8	56.4	31	-6	66	97	66	78	79	81
2	73	57	78	51	56.2	56.0	34	-3	99	73	105	65	87	87
3	74	66	61	82	54.6	55.6	22	-7	94	92	84	105	70	71
4	79	70	70	55	77.2	54.6	36	-12	94	96	95	76	101	79
5	87	76	69	67	59.2	74.9	28	-4	123	97	95	97	83	99
6	108	87	74	65	67.2	58.6	41	-8	130	129	100	89	100	92
K-6	548	481	455	411	420.4	404.3	212	-45	694	638	613	566	587	572

Sage Canyon														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	94	76	79	54	82.5	76.1	6	-14	86	68	72	45	75	68
1	93	100	80	83	84.3	88.3	4	-15	89	87	72	74	73	77
2	120	99	95	76	85.4	85.1	12	-21	116	89	83	74	76	76
3	111	120	96	92	80.0	84.5	10	-11	92	113	87	85	79	84
4	127	117	125	92	95.0	80.8	10	-20	109	90	114	83	85	71
5	140	127	113	118	97.0	95.0	11	-19	111	107	89	110	89	87
6	144	129	122	106	120.0	93.1	16	-23	123	103	107	83	113	86
K-6	829	768	710	621	644.2	602.9	69	-123	726	657	624	554	590	549



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Sycamore Ridge														
Grade	Resident							Enrollment						
	17/18 HistRes	18/19 HistRes	19/20 HistRes	20/21 CurrentRes	21/22 ProjRes	22/23 ProjRes	Estimin	EstimOut	17/18 HistEnr	18/19 HistEnr	19/20 HistEnr	20/21 CurrentEnr	21/22 ProjEnr	22/23 ProjEnr
K	59	61	71	80	75.2	70.3	7	-9	60	64	74	67	73	68
1	72	65	74	70	81.1	86.3	5	-30	69	63	77	63	56	61
2	75	74	72	79	90.2	91.3	6	-21	81	67	65	73	75	76
3	97	79	91	70	83.1	91.4	9	-18	92	85	79	61	74	82
4	88	107	87	91	78.1	90.3	8	-17	84	104	86	84	69	81
5	101	95	111	90	104.3	84.0	9	-19	113	85	109	85	94	74
6	86	115	114	108	96.0	108.6	12	-31	83	115	86	104	77	90
K-6	578	596	620	588	608.0	622.2	56	-145	582	583	576	537	518	532

Torrey Hills														
Grade	Resident							Enrollment						
	17/18 HistRes	18/19 HistRes	19/20 HistRes	20/21 CurrentRes	21/22 ProjRes	22/23 ProjRes	Estimin	EstimOut	17/18 HistEnr	18/19 HistEnr	19/20 HistEnr	20/21 CurrentEnr	21/22 ProjEnr	22/23 ProjEnr
K	86	66	75	65	78.4	72.2	6	-10	85	68	63	59	74	68
1	89	80	71	73	77.0	80.7	4	-10	82	80	70	62	71	75
2	88	81	76	66	73.4	73.2	4	-15	69	79	76	65	62	62
3	77	79	84	78	66.8	72.7	11	-12	84	65	77	78	66	72
4	94	76	77	73	75.2	66.8	18	-14	104	81	71	70	79	71
5	104	85	71	73	82.3	73.7	11	-17	90	94	72	64	76	68
6	99	84	76	71	69.4	75.7	9	-15	99	82	85	69	63	70
K-6	637	551	530	499	522.5	515.0	63	-93	613	549	514	467	491	486

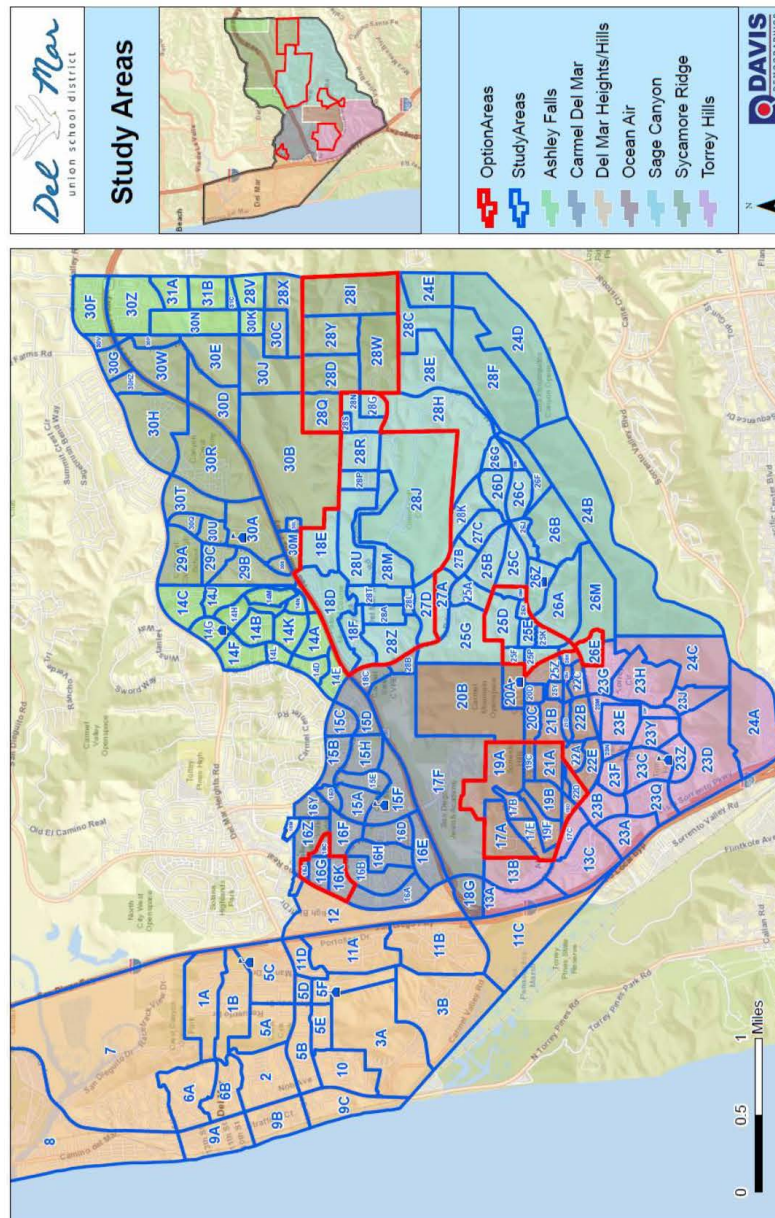
Del Mar Hills Academy Non-Boundary School							
Grade	17/18 Enrollmt	18/19 Enrollmt	19/20 Enrollmt	2017-21 Cohort %	20/21 CurrEnr	21/22 ProjEnr	22/23 ProjEnr
K	41	28	32	-----	44.0	36	36
1	39	44	28	94	23.0	41	34
2	47	38	42	96	27.0	22	40
3	46	46	41	101	41.0	27	22
4	46	43	44	93	36.0	38	25
5	39	43	38	96	47.0	35	37
6	52	38	39	97	39.0	45	34
K-6	310	280	264	-----	257.0	244	228

## 2. Response to Comments

Del Mar Union School District

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### APPENDIX D – STUDY AREA PROJECTIONS



## 2. Response to Comments

### Del Mar Union School District

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Study Area	1A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.2	5.1	5.4	5.0	5.5	5.3	5.3	5.3
2	4.0	5.2	5.2	5.4	5.0	5.6	5.3	5.3
3	5.2	4.2	5.5	5.4	5.7	5.3	5.9	5.6
4	6.2	5.5	4.4	5.7	5.7	5.9	5.5	6.1
5	4.1	6.4	5.6	4.5	5.9	5.8	6.1	5.6
6	6.1	4.2	6.5	5.7	4.6	5.9	5.9	6.2
K-6	35.8	35.8	37.4	37.1	37.5	38.9	39.1	39.2

Study Area	1B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.1	2.1	2.2	2.0	2.2	2.1	2.1	2.1
2	3.0	2.1	2.1	2.2	2.0	2.2	2.1	2.1
3	6.3	3.2	2.2	2.2	2.3	2.1	2.3	2.2
4	5.2	6.6	3.3	2.3	2.3	2.4	2.2	2.4
5	4.1	5.4	6.7	3.4	2.3	2.3	2.4	2.3
6	6.1	4.2	5.4	6.8	3.4	2.4	2.4	2.5
K-6	28.8	25.7	23.8	21.0	16.5	15.5	15.5	15.6

Study Area	2	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	4.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	4.2	4.2	1.1	1.1	1.1	1.1	1.2	1.1
4	3.1	4.4	4.4	1.1	1.1	1.2	1.1	1.2
5	6.2	3.2	4.5	4.5	1.2	1.2	1.2	1.1
6	7.1	6.2	3.2	4.5	4.6	1.2	1.2	1.2
K-6	26.6	21.0	16.3	14.4	11.1	7.9	7.9	7.8

Study Area	3A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	2.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	1.0	2.1	1.1	1.1	1.1	1.1	1.2	1.1
4	1.0	1.1	2.2	1.1	1.1	1.2	1.1	1.2
5	2.1	1.1	1.1	2.3	1.2	1.2	1.2	1.1
6	1.0	2.1	1.1	1.1	2.3	1.2	1.2	1.2
K-6	9.1	9.4	8.6	8.8	8.8	7.9	7.9	7.8

## 2. Response to Comments

### Del Mar Union School District

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Study Area	3B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.1	3.1	3.2	3.0	3.3	3.2	3.2	3.2
2	4.0	3.1	3.1	3.3	3.0	3.4	3.2	3.2
3	3.2	4.2	3.3	3.3	3.4	3.2	3.5	3.4
4	4.2	3.3	4.4	3.4	3.4	3.6	3.3	3.7
5	7.2	4.3	3.4	4.5	3.5	3.5	3.7	3.4
6	5.1	7.3	4.3	3.4	4.6	3.5	3.5	3.7
K-6	29.8	28.4	24.6	24.1	24.3	23.5	23.5	23.7

Study Area	5A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	2.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	5.2	2.1	1.1	1.1	1.1	1.1	1.2	1.1
4	2.1	5.5	2.2	1.1	1.1	1.2	1.1	1.2
5	7.2	2.1	5.6	2.3	1.2	1.2	1.2	1.1
6	2.0	7.3	2.2	5.7	2.3	1.2	1.2	1.2
K-6	20.5	20.0	14.2	13.4	8.8	7.9	7.9	7.8

Study Area	5B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.1	4.1	4.3	4.0	4.4	4.2	4.2	4.2
2	7.1	4.2	4.1	4.3	4.0	4.5	4.3	4.2
3	4.2	7.4	4.4	4.4	4.6	4.2	4.7	4.5
4	9.4	4.4	7.7	4.5	4.5	4.7	4.4	4.9
5	3.1	9.6	4.5	8.0	4.7	4.7	4.9	4.5
6	6.1	3.1	9.7	4.5	8.0	4.7	4.7	4.9
K-6	38.0	37.0	38.6	34.0	34.3	31.1	31.3	31.3

Study Area	5C	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.2	6.2	6.5	6.0	6.6	6.3	6.3	6.3
2	4.0	6.2	6.2	6.5	6.0	6.7	6.4	6.4
3	7.3	4.2	6.6	6.5	6.8	6.3	7.0	6.7
4	9.4	7.6	4.4	6.8	6.8	7.1	6.6	7.3
5	5.2	9.6	7.9	4.5	7.0	7.0	7.3	6.8
6	9.1	5.2	9.7	8.0	4.6	7.1	7.1	7.4
K-6	47.2	45.3	47.1	44.7	43.9	46.6	46.8	47.0

## 2. Response to Comments

### Del Mar Union School District

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Study Area	5D	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	CURRENT	2020	2021	2022	2023	2024	2025	2026
K		3.0	3.1	2.9	3.2	3.1	3.1	3.1
1		3.1	3.1	3.2	3.0	3.3	3.2	3.2
2		6.1	3.1	3.1	3.3	3.0	3.4	3.2
3		1.0	6.4	3.3	3.3	3.4	3.2	3.5
4		2.1	1.1	6.6	3.4	3.4	3.6	3.3
5		2.1	2.1	1.1	6.8	3.5	3.5	3.7
6		3.0	2.1	2.2	1.1	6.9	3.5	3.5
K-6		20.4	21.0	22.4	24.1	26.6	23.5	23.5

Study Area	5E	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	CURRENT	2020	2021	2022	2023	2024	2025	2026
K		0.0	0.0	0.0	0.0	0.0	0.0	0.0
1		0.0	0.0	0.0	0.0	0.0	0.0	0.0
2		0.0	0.0	0.0	0.0	0.0	0.0	0.0
3		3.2	0.0	0.0	0.0	0.0	0.0	0.0
4		1.0	3.3	0.0	0.0	0.0	0.0	0.0
5		0.0	1.1	3.4	0.0	0.0	0.0	0.0
6		2.0	0.0	1.1	3.4	0.0	0.0	0.0
K-6		6.2	4.4	4.5	3.4	0.0	0.0	0.0

Study Area	5F	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	CURRENT	2020	2021	2022	2023	2024	2025	2026
K		4.0	4.2	3.9	4.3	4.1	4.1	4.1
1		4.1	4.1	4.3	4.0	4.4	4.2	4.2
2		0.0	4.2	4.1	4.3	4.0	4.5	4.3
3		3.2	0.0	4.4	4.4	4.6	4.2	4.7
4		4.2	3.3	0.0	4.5	4.5	4.7	4.4
5		1.0	4.3	3.4	0.0	4.7	4.7	4.9
6		0.0	1.0	4.3	3.4	0.0	4.7	4.7
K-6		16.5	21.1	24.4	24.9	26.3	31.1	31.3

Study Area	6A	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	CURRENT	2020	2021	2022	2023	2024	2025	2026
K		2.0	2.1	1.9	2.1	2.0	2.0	2.0
1		2.1	2.1	2.2	2.0	2.2	2.1	2.1
2		1.0	2.1	2.1	2.2	2.0	2.2	2.1
3		0.0	1.1	2.2	2.2	2.3	2.1	2.3
4		1.0	0.0	1.1	2.3	2.3	2.4	2.2
5		3.1	1.1	0.0	1.1	2.3	2.3	2.4
6		1.0	3.1	1.1	0.0	1.1	2.4	2.4
K-6		10.2	11.6	10.6	11.9	14.2	15.5	15.5

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Study Area	6B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.1	3.2	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	2.2	3.3	0.0	0.0	0.0	0.0	0.0
5	2.1	0.0	2.2	3.4	0.0	0.0	0.0	0.0
6	6.1	2.1	0.0	2.3	3.4	0.0	0.0	0.0
K-6	13.3	7.5	5.5	5.7	3.4	0.0	0.0	0.0

Study Area	7	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.1	3.1	3.2	3.0	3.3	3.2	3.2	3.2
2	1.0	3.1	3.1	3.3	3.0	3.4	3.2	3.2
3	4.2	1.1	3.3	3.3	3.4	3.2	3.5	3.4
4	3.1	4.4	1.1	3.4	3.4	3.6	3.3	3.7
5	6.2	3.2	4.5	1.1	3.5	3.5	3.7	3.4
6	3.0	6.2	3.2	4.5	1.1	3.5	3.5	3.7
K-6	23.6	24.2	21.3	21.8	20.8	23.5	23.5	23.7

Study Area	8	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.1	3.1	3.2	3.0	3.3	3.2	3.2	3.2
2	2.0	3.1	3.1	3.3	3.0	3.4	3.2	3.2
3	4.2	2.1	3.3	3.3	3.4	3.2	3.5	3.4
4	4.2	4.4	2.2	3.4	3.4	3.6	3.3	3.7
5	7.2	4.3	4.5	2.3	3.5	3.5	3.7	3.4
6	3.0	7.3	4.3	4.5	2.3	3.5	3.5	3.7
K-6	26.7	27.4	23.5	23.0	22.0	23.5	23.5	23.7

Study Area	9A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	1.0	0.0	1.1	1.1	1.1	1.1	1.2	1.1
4	2.1	1.1	0.0	1.1	1.1	1.2	1.1	1.2
5	2.1	2.1	1.1	0.0	1.2	1.2	1.2	1.1
6	2.0	2.1	2.2	1.1	0.0	1.2	1.2	1.2
K-6	9.2	8.3	7.5	6.5	6.5	7.9	7.9	7.8



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	9B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	5.1	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	1.0	5.3	1.1	1.1	1.1	1.1	1.2	1.1
4	4.2	1.1	5.5	1.1	1.1	1.2	1.1	1.2
5	1.0	4.3	1.1	5.7	1.2	1.2	1.2	1.1
6	1.0	1.0	4.3	1.1	5.7	1.2	1.2	1.2
K-6	14.3	14.7	15.1	12.2	12.2	7.9	7.9	7.8

Study Area	9C	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	0.0	0.0	1.1	1.1	1.1	1.1	1.2	1.1
4	0.0	0.0	0.0	1.1	1.1	1.2	1.1	1.2
5	1.0	0.0	0.0	0.0	1.2	1.2	1.2	1.1
6	0.0	1.0	0.0	0.0	0.0	1.2	1.2	1.2
K-6	3.0	4.0	4.2	5.4	6.5	7.9	7.9	7.8

Study Area	10	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.1	1.1	0.0	0.0	0.0	0.0	0.0	0.0
4	4.2	2.2	1.1	0.0	0.0	0.0	0.0	0.0
5	3.1	4.3	2.2	1.1	0.0	0.0	0.0	0.0
6	3.0	3.1	4.3	2.3	1.1	0.0	0.0	0.0
K-6	13.4	10.7	7.6	3.4	1.1	0.0	0.0	0.0

Study Area	11A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	10.0	10.4	9.6	10.7	10.2	10.2	10.2	10.2
1	10.3	10.3	10.8	9.9	11.1	10.6	10.5	10.5
2	12.1	10.4	10.4	10.9	10.0	11.2	10.7	10.6
3	12.6	12.7	10.9	10.9	11.4	10.5	11.7	11.2
4	10.4	13.1	13.2	11.4	11.3	11.9	10.9	12.2
5	11.3	10.7	13.5	13.6	11.7	11.7	12.2	11.3
6	9.1	11.4	10.8	13.6	13.8	11.8	11.8	12.3
K-6	75.8	79.0	79.2	81.0	79.5	77.9	78.0	78.3

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area 11B		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.2	6.2	6.5	6.0	6.6	6.3	6.3	6.3
2	5.1	6.2	6.2	6.5	6.0	6.7	6.4	6.4
3	4.2	5.3	6.6	6.5	6.8	6.3	7.0	6.7
4	6.2	4.4	5.5	6.8	6.8	7.1	6.6	7.3
5	9.3	6.4	4.5	5.7	7.0	7.0	7.3	6.8
6	3.0	9.4	6.5	4.5	5.7	7.1	7.1	7.4
K-6	40.0	44.2	41.6	42.4	45.0	46.6	46.8	47.0

Study Area 11C		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 11D		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.1	2.1	2.2	2.0	2.2	2.1	2.1	2.1
2	3.0	2.1	2.1	2.2	2.0	2.2	2.1	2.1
3	0.0	3.2	2.2	2.2	2.3	2.1	2.3	2.2
4	1.0	0.0	3.3	2.3	2.3	2.4	2.2	2.4
5	1.0	1.1	0.0	3.4	2.3	2.3	2.4	2.3
6	1.0	1.0	1.1	0.0	3.4	2.4	2.4	2.5
K-6	10.1	11.6	12.8	14.2	16.5	15.5	15.5	15.6

Study Area 12		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



## 2. Response to Comments

### Del Mar Union School District

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Study Area	13A	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	13B	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	13C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.1	4.1	4.3	4.0	4.4	4.2	4.2	4.2
2	4.8	3.9	3.9	4.1	3.8	4.2	4.0	4.0
3	5.9	4.7	3.9	3.9	4.0	3.7	4.2	4.0
4	3.0	5.9	4.7	3.9	3.9	4.0	3.7	4.2
5	1.0	2.9	5.8	4.6	3.8	3.8	4.0	3.7
6	5.5	0.9	2.7	5.4	4.2	3.5	3.5	3.7
K-6	28.3	26.6	29.2	30.2	28.2	27.5	27.7	27.9

Study Area	14A	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.4	5.4	5.6	5.2	5.8	5.5	5.5	5.5
2	5.4	5.8	5.8	6.1	5.6	6.3	6.0	6.0
3	3.3	5.9	6.4	6.4	6.7	6.2	6.9	6.6
4	4.2	3.4	6.2	6.7	6.7	7.0	6.4	7.2
5	3.1	4.3	3.5	6.4	6.9	6.9	7.2	6.6
6	4.1	3.2	4.4	3.6	6.6	7.1	7.1	7.4
K-6	30.5	33.2	36.7	39.8	43.4	44.1	44.2	44.4

## 2. Response to Comments

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Study Area 14B		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	8.6	2.3	2.3	2.4	2.2	2.5	2.4	2.4
3	2.2	9.5	2.6	2.6	2.7	2.5	2.8	2.6
4	5.2	2.3	9.9	2.7	2.7	2.8	2.6	2.9
5	4.1	5.4	2.4	10.2	2.7	2.7	2.9	2.6
6	4.1	4.2	5.5	2.4	10.5	2.8	2.8	3.0
K-6	28.4	28.0	26.9	24.5	25.1	17.5	17.7	17.7

Study Area 14C		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	3.2	2.3	2.3	2.4	2.2	2.5	2.4	2.4
3	6.6	3.6	2.6	2.6	2.7	2.5	2.8	2.6
4	4.2	6.9	3.7	2.7	2.7	2.8	2.6	2.9
5	10.3	4.3	7.1	3.8	2.7	2.7	2.9	2.6
6	9.3	10.6	4.4	7.3	3.9	2.8	2.8	3.0
K-6	37.8	32.0	24.3	23.0	18.5	17.5	17.7	17.7

Study Area 14D		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.5	3.3	3.3	3.3
2	2.2	3.5	3.5	3.7	3.4	3.8	3.6	3.6
3	7.7	2.4	3.8	3.8	4.0	3.7	4.1	3.9
4	2.1	8.0	2.5	4.0	4.0	4.2	3.9	4.3
5	3.1	2.1	8.2	2.5	4.1	4.1	4.3	4.0
6	3.1	3.2	2.2	8.5	2.6	4.2	4.2	4.4
K-6	24.4	25.5	26.5	28.8	24.7	26.4	26.5	26.6

Study Area 14E		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.4	5.4	5.6	5.2	5.8	5.5	5.5	5.5
2	3.2	5.8	5.8	6.1	5.6	6.3	6.0	6.0
3	3.3	3.6	6.4	6.4	6.7	6.2	6.9	6.6
4	0.0	3.4	3.7	6.7	6.7	7.0	6.4	7.2
5	0.0	0.0	3.5	3.8	6.9	6.9	7.2	6.6
6	0.0	0.0	0.0	3.6	3.9	7.1	7.1	7.4
K-6	16.9	23.4	29.8	37.2	40.7	44.1	44.2	44.4

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	14F	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.5	3.3	3.3	3.3
2	5.4	3.5	3.5	3.7	3.4	3.8	3.6	3.6
3	4.4	5.9	3.8	3.8	4.0	3.7	4.1	3.9
4	6.2	4.6	6.2	4.0	4.0	4.2	3.9	4.3
5	9.3	6.4	4.7	6.4	4.1	4.1	4.3	4.0
6	5.2	9.5	6.6	4.9	6.6	4.2	4.2	4.4
K-6	36.7	36.2	31.1	29.1	28.7	26.4	26.5	26.6

Study Area	14G	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	2.2	1.2	1.2	1.2	1.1	1.3	1.2	1.2
3	0.0	2.4	1.3	1.3	1.3	1.2	1.4	1.3
4	2.1	0.0	2.5	1.3	1.3	1.4	1.3	1.4
5	0.0	2.1	0.0	2.5	1.4	1.4	1.4	1.3
6	0.0	0.0	2.2	0.0	2.6	1.4	1.4	1.5
K-6	6.4	7.8	9.3	8.4	9.9	8.8	8.8	8.8

Study Area	14H	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	3.2	1.2	1.2	1.2	1.1	1.3	1.2	1.2
3	0.0	3.6	1.3	1.3	1.3	1.2	1.4	1.3
4	0.0	0.0	3.7	1.3	1.3	1.4	1.3	1.4
5	2.1	0.0	0.0	3.8	1.4	1.4	1.4	1.3
6	3.1	2.1	0.0	0.0	3.9	1.4	1.4	1.5
K-6	10.5	9.0	8.3	9.7	11.2	8.8	8.8	8.8

Study Area	14J	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.5	3.3	3.3	3.3
2	3.2	3.5	3.5	3.7	3.4	3.8	3.6	3.6
3	2.2	3.6	3.8	3.8	4.0	3.7	4.1	3.9
4	5.2	2.3	3.7	4.0	4.0	4.2	3.9	4.3
5	6.2	5.4	2.4	3.8	4.1	4.1	4.3	4.0
6	1.0	6.4	5.5	2.4	3.9	4.2	4.2	4.4
K-6	24.0	27.5	25.2	24.0	26.0	26.4	26.5	26.6

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	14K	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	2.2	2.3	2.3	2.4	2.2	2.5	2.4	2.4
3	2.2	2.4	2.6	2.6	2.7	2.5	2.8	2.6
4	3.1	2.3	2.5	2.7	2.7	2.8	2.6	2.9
5	3.1	3.2	2.4	2.5	2.7	2.7	2.9	2.6
6	6.2	3.2	3.3	2.4	2.6	2.8	2.8	3.0
K-6	21.0	17.7	17.3	16.8	17.2	17.5	17.7	17.7

Study Area	14L	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	3.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	3.4	0.0	0.0	0.0	0.0	0.0	0.0
5	3.1	0.0	3.5	0.0	0.0	0.0	0.0	0.0
6	0.0	3.2	0.0	3.6	0.0	0.0	0.0	0.0
K-6	6.4	6.6	3.5	3.6	0.0	0.0	0.0	0.0

Study Area	14M	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	1.1	1.2	1.2	1.2	1.1	1.3	1.2	1.2
3	1.1	1.2	1.3	1.3	1.3	1.2	1.4	1.3
4	2.1	1.1	1.2	1.3	1.3	1.4	1.3	1.4
5	0.0	2.1	1.2	1.3	1.4	1.4	1.4	1.3
6	1.0	0.0	2.2	1.2	1.3	1.4	1.4	1.5
K-6	7.4	7.7	9.2	8.4	8.6	8.8	8.8	8.8

Study Area	14N	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	0.0	1.2	1.2	1.2	1.1	1.3	1.2	1.2
3	1.1	0.0	1.3	1.3	1.3	1.2	1.4	1.3
4	2.1	1.1	0.0	1.3	1.3	1.4	1.3	1.4
5	0.0	2.1	1.2	0.0	1.4	1.4	1.4	1.3
6	1.0	0.0	2.2	1.2	0.0	1.4	1.4	1.5
K-6	6.3	6.5	8.0	7.1	7.3	8.8	8.8	8.8

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area 14P		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 15A		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	9.1	9.1	9.5	8.8	9.8	9.3	9.3	9.3
2	5.0	9.1	9.1	9.5	8.8	9.8	9.3	9.3
3	7.4	5.3	9.7	9.6	10.1	9.3	10.4	9.9
4	5.0	7.4	5.3	9.7	9.6	10.1	9.3	10.4
5	5.9	4.9	7.3	5.2	9.5	9.4	9.9	9.1
6	7.1	5.9	4.9	7.3	5.2	9.6	9.5	10.0
K-6	47.5	50.1	53.5	58.7	61.2	65.7	65.9	66.2

Study Area 15B		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.6	4.5	4.8	4.4	4.9	4.7	4.7	4.7
2	2.0	4.6	4.5	4.8	4.4	4.9	4.7	4.7
3	6.4	2.1	4.8	4.8	5.1	4.7	5.2	5.0
4	6.0	6.4	2.1	4.8	4.8	5.1	4.7	5.2
5	3.9	5.9	6.2	2.1	4.7	4.7	4.9	4.6
6	6.1	4.0	5.9	6.3	2.1	4.8	4.8	5.0
K-6	33.0	31.7	32.2	31.5	30.1	33.0	33.1	33.3

Study Area 15C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	3.0	1.1	1.1	1.2	1.1	1.2	1.2	1.2
3	5.3	3.2	1.2	1.2	1.3	1.2	1.3	1.2
4	3.0	5.3	3.2	1.2	1.2	1.3	1.2	1.3
5	4.9	2.9	5.2	3.1	1.2	1.2	1.2	1.1
6	1.0	4.9	3.0	5.2	3.1	1.2	1.2	1.2
K-6	19.3	19.5	15.9	14.1	10.1	8.3	8.3	8.2

## 2. Response to Comments

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### 2020/21 Projection Report

Study Area	15D	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.4	3.4	3.6	3.3	3.7	3.5	3.5	3.5
2	3.0	3.4	3.4	3.6	3.3	3.7	3.5	3.5
3	7.4	3.2	3.6	3.6	3.8	3.5	3.9	3.7
4	6.0	7.4	3.2	3.6	3.6	3.8	3.5	3.9
5	2.9	5.9	7.3	3.1	3.6	3.5	3.7	3.4
6	3.0	3.0	5.9	7.3	3.1	3.6	3.6	3.7
K-6	28.7	29.4	29.9	27.7	24.2	24.7	24.8	24.8

Study Area	15E	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	0.0	1.1	1.1	1.2	1.1	1.2	1.2	1.2
3	0.0	0.0	1.2	1.2	1.3	1.2	1.3	1.2
4	2.0	0.0	0.0	1.2	1.2	1.3	1.2	1.3
5	2.9	2.0	0.0	0.0	1.2	1.2	1.2	1.1
6	2.0	3.0	2.0	0.0	0.0	1.2	1.2	1.2
K-6	9.0	8.2	6.5	5.8	7.0	8.3	8.3	8.2

Study Area	15F	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.6	4.5	4.8	4.4	4.9	4.7	4.7	4.7
2	11.0	4.6	4.5	4.8	4.4	4.9	4.7	4.7
3	2.1	11.7	4.8	4.8	5.1	4.7	5.2	5.0
4	5.0	2.1	11.7	4.8	4.8	5.1	4.7	5.2
5	6.9	4.9	2.1	11.4	4.7	4.7	4.9	4.6
6	8.1	6.9	4.9	2.1	11.5	4.8	4.8	5.0
K-6	41.7	38.9	36.7	36.6	39.5	33.0	33.1	33.3

Study Area	15G	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.3	2.3	2.4	2.2	2.5	2.3	2.3	2.3
2	3.0	2.3	2.3	2.4	2.2	2.5	2.3	2.3
3	1.1	3.2	2.4	2.4	2.5	2.3	2.6	2.5
4	3.0	1.1	3.2	2.4	2.4	2.5	2.3	2.6
5	2.9	2.9	1.0	3.1	2.4	2.4	2.5	2.3
6	4.0	3.0	3.0	1.0	3.1	2.4	2.4	2.5
K-6	18.3	16.9	16.2	15.6	17.1	16.4	16.4	16.5

## 2. Response to Comments

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Study Area 15H		Projection Date 10/7/2020						
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.6	4.5	4.8	4.4	4.9	4.7	4.7	4.7
2	5.0	4.6	4.5	4.8	4.4	4.9	4.7	4.7
3	5.3	5.3	4.8	4.8	5.1	4.7	5.2	5.0
4	4.0	5.3	5.3	4.8	4.8	5.1	4.7	5.2
5	1.0	3.9	5.2	5.2	4.7	4.7	4.9	4.6
6	4.0	1.0	4.0	5.2	5.2	4.8	4.8	5.0
K-6	27.9	28.8	32.5	33.5	33.2	33.0	33.1	33.3

Study Area 16A		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	16B	Projection Date		10/7/2020				
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	11.0	11.5	10.6	11.8	11.3	11.2	11.2	11.2
1	12.5	12.5	13.1	12.1	13.5	12.9	12.8	12.8
2	14.0	12.5	12.5	13.1	12.1	13.5	12.9	12.8
3	9.5	14.8	13.3	13.3	13.9	12.8	14.3	13.6
4	10.0	9.5	14.8	13.3	13.3	13.9	12.8	14.3
5	16.7	9.8	9.3	14.5	13.0	13.0	13.6	12.5
6	11.1	16.8	9.9	9.4	14.7	13.2	13.1	13.7
K-6	84.8	87.4	83.5	87.5	91.8	90.5	90.7	90.9

Study Area	16C	Projection Date 10/7/2020							
		CURRENT	PROJECTED		RESIDENT	STUDENTS			
		2020	2021	2022	2023	2024	2025	2026	2027
K		8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1		9.1	9.1	9.5	8.8	9.8	9.3	9.3	9.3
2		4.0	9.1	9.1	9.5	8.8	9.8	9.3	9.3
3		4.2	4.2	9.7	9.6	10.1	9.3	10.4	9.9
4		3.0	4.2	4.2	9.7	9.6	10.1	9.3	10.4
5		2.9	2.9	4.2	4.2	9.5	9.4	9.9	9.1
6		0.0	3.0	3.0	4.2	4.2	9.6	9.5	10.0
K-6		31.2	40.9	47.4	54.6	60.2	65.7	65.9	66.2

## 2. Response to Comments

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### 2020/21 Projection Report

Study Area 16D		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	1.0	1.1	1.1	1.2	1.1	1.2	1.2	1.2
3	3.2	1.1	1.2	1.2	1.3	1.2	1.3	1.2
4	1.0	3.2	1.1	1.2	1.2	1.3	1.2	1.3
5	2.9	1.0	3.1	1.0	1.2	1.2	1.2	1.1
6	0.0	3.0	1.0	3.1	1.0	1.2	1.2	1.2
K-6	10.2	11.5	9.7	9.9	8.0	8.3	8.3	8.2

Study Area 16E		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 16F		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.8	6.8	7.1	6.6	7.4	7.0	7.0	7.0
2	10.0	6.8	6.8	7.1	6.6	7.4	7.0	7.0
3	8.5	10.6	7.3	7.2	7.6	7.0	7.8	7.4
4	6.0	8.5	10.6	7.3	7.2	7.6	7.0	7.8
5	9.8	5.9	8.3	10.4	7.1	7.1	7.4	6.8
6	5.1	9.9	5.9	8.4	10.5	7.2	7.2	7.5
K-6	52.2	54.8	51.8	53.4	52.5	49.4	49.5	49.6

Study Area 16G		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	9.0	9.4	8.7	9.7	9.2	9.2	9.2	9.2
1	10.3	10.2	10.7	9.9	11.0	10.5	10.5	10.5
2	9.0	10.3	10.2	10.7	9.9	11.0	10.5	10.5
3	20.1	9.5	10.9	10.8	11.4	10.5	11.7	11.1
4	12.0	20.1	9.5	10.9	10.8	11.4	10.5	11.7
5	5.9	11.8	19.7	9.3	10.7	10.6	11.1	10.3
6	18.2	5.9	11.9	19.9	9.4	10.8	10.7	11.2
K-6	84.5	77.2	81.6	81.2	72.4	74.0	74.2	74.5



## 2. Response to Comments

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### 2020/21 Projection Report

Study Area	16H	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
2020	2021	2022	2023	2024	2025	2026	2027	
K	10.0	10.4	9.6	10.7	10.2	10.2	10.2	10.2
1	11.4	11.4	11.9	11.0	12.3	11.7	11.6	11.6
2	14.0	11.4	11.4	11.9	11.0	12.3	11.7	11.6
3	6.4	14.8	12.1	12.0	12.6	11.6	13.0	12.4
4	10.0	6.4	14.8	12.1	12.0	12.6	11.6	13.0
5	17.6	9.8	6.2	14.5	11.8	11.8	12.4	11.4
6	9.1	17.8	9.9	6.3	14.7	12.0	11.9	12.5
K-6	78.5	82.0	75.9	78.5	84.6	82.2	82.4	82.7

Study Area	16J	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
2020	2021	2022	2023	2024	2025	2026	2027	
K	7.0	7.3	6.7	7.5	7.2	7.1	7.1	7.1
1	8.0	8.0	8.3	7.7	8.6	8.2	8.1	8.1
2	1.0	8.0	8.0	8.3	7.7	8.6	8.2	8.1
3	3.2	1.1	8.5	8.4	8.8	8.1	9.1	8.7
4	0.0	3.2	1.1	8.5	8.4	8.8	8.1	9.1
5	2.0	0.0	3.1	1.0	8.3	8.3	8.7	8.0
6	2.0	2.0	0.0	3.1	1.0	8.4	8.3	8.7
K-6	23.2	29.6	35.7	44.5	50.0	57.5	57.6	57.8

Study Area	16K	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
2020	2021	2022	2023	2024	2025	2026	2027	
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.6	4.5	4.8	4.4	4.9	4.7	4.7	4.7
2	1.0	4.6	4.5	4.8	4.4	4.9	4.7	4.7
3	5.3	1.1	4.8	4.8	5.1	4.7	5.2	5.0
4	5.0	5.3	1.1	4.8	4.8	5.1	4.7	5.2
5	6.9	4.9	5.2	1.0	4.7	4.7	4.9	4.6
6	4.0	6.9	4.9	5.2	1.0	4.8	4.8	5.0
K-6	30.8	31.5	29.2	29.3	29.0	33.0	33.1	33.3

Study Area	16M	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
2020	2021	2022	2023	2024	2025	2026	2027	
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.3	2.3	2.4	2.2	2.5	2.3	2.3	2.3
2	4.0	2.3	2.3	2.4	2.2	2.5	2.3	2.3
3	1.1	4.2	2.4	2.4	2.5	2.3	2.6	2.5
4	2.0	1.1	4.2	2.4	2.4	2.5	2.3	2.6
5	2.0	2.0	1.0	4.2	2.4	2.4	2.5	2.3
6	1.0	2.0	2.0	1.0	4.2	2.4	2.4	2.5
K-6	14.4	16.0	16.2	16.7	18.2	16.4	16.4	16.5

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Study Area 16Y		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	9.1	9.1	9.5	8.8	9.8	9.3	9.3	9.3
2	12.0	9.1	9.1	9.5	8.8	9.8	9.3	9.3
3	13.8	12.7	9.7	9.6	10.1	9.3	10.4	9.9
4	11.0	13.8	12.7	9.7	9.6	10.1	9.3	10.4
5	3.9	10.8	13.5	12.5	9.5	9.4	9.9	9.1
6	13.1	4.0	10.9	13.6	12.6	9.6	9.5	10.0
K-6	70.9	67.9	73.1	72.3	68.6	65.7	65.9	66.2

Study Area 16Z		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 17A		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0
5	1.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0
6	0.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0
K-6	3.0	3.0	2.0	2.0	1.0	0.0	0.0	0.0

Study Area 17B		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	0.0	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	1.0	0.0	1.1	1.1	1.2	1.1	1.2	1.1
4	0.0	1.0	0.0	1.1	1.1	1.2	1.1	1.2
5	0.0	0.0	1.0	0.0	1.1	1.1	1.1	1.0
6	2.0	0.0	0.0	1.0	0.0	1.1	1.1	1.1
K-6	5.1	4.2	5.3	6.5	6.7	7.8	7.8	7.6

## 2. Response to Comments

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Study Area 17C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 17E		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 17F		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	9.1	9.1	9.5	8.8	9.8	9.3	9.3	9.3
2	8.0	9.1	9.1	9.5	8.8	9.8	9.3	9.3
3	11.7	8.5	9.7	9.6	10.1	9.3	10.4	9.9
4	13.0	11.7	8.5	9.7	9.6	10.1	9.3	10.4
5	7.8	12.7	11.4	8.3	9.5	9.4	9.9	9.1
6	9.1	7.9	12.9	11.5	8.4	9.6	9.5	10.0
K-6	66.7	67.4	68.8	66.0	64.4	65.7	65.9	66.2

Study Area 18C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area 18D		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	7.0	7.3	6.7	7.5	7.2	7.1	7.1	7.1
1	7.5	7.5	7.8	7.2	8.0	7.7	7.6	7.6
2	6.1	7.6	7.5	7.9	7.3	8.1	7.8	7.7
3	6.9	6.0	7.5	7.5	7.8	7.2	8.0	7.7
4	6.1	7.0	6.1	7.6	7.5	7.9	7.3	8.1
5	6.0	6.1	7.0	6.1	7.6	7.5	7.9	7.3
6	4.8	5.8	5.8	6.7	5.8	7.3	7.2	7.6
K-6	44.4	47.3	48.4	50.5	51.2	52.8	52.9	53.1

Study Area 18E		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	4.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	4.0	2.0	0.0	0.0	0.0	0.0	0.0
5	6.0	1.0	4.0	2.0	0.0	0.0	0.0	0.0
6	1.9	5.8	1.0	3.8	1.9	0.0	0.0	0.0
K-6	14.9	12.8	7.0	5.8	1.9	0.0	0.0	0.0

Study Area 18F		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	2.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	2.0	2.0	1.1	1.1	1.1	1.0	1.1	1.1
4	3.0	2.0	2.0	1.1	1.1	1.1	1.0	1.2
5	7.0	3.0	2.0	2.0	1.1	1.1	1.1	1.0
6	4.8	6.7	2.9	1.9	1.9	1.0	1.0	1.1
K-6	20.9	16.9	11.2	9.3	8.3	7.5	7.4	7.6

Study Area 18G		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area 19A		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	3.1	2.2	2.2	2.3	2.2	2.4	2.3	2.3
3	1.0	3.1	2.2	2.2	2.3	2.1	2.4	2.3
4	3.0	1.0	3.1	2.2	2.2	2.3	2.1	2.4
5	1.0	2.9	1.0	3.0	2.2	2.2	2.3	2.1
6	3.0	1.0	2.9	1.0	3.0	2.1	2.1	2.2
K-6	15.3	14.5	15.6	14.9	16.2	15.3	15.4	15.5

Study Area 19B		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.0	2.1	0.0	0.0	0.0	0.0	0.0	0.0
4	4.0	2.0	2.1	0.0	0.0	0.0	0.0	0.0
5	1.0	3.9	1.9	2.0	0.0	0.0	0.0	0.0
6	1.0	1.0	3.8	1.9	2.0	0.0	0.0	0.0
K-6	10.1	9.0	7.8	3.9	2.0	0.0	0.0	0.0

Study Area	19C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	19D	Projection Date 10/7/2020						
	CURRENT	PROJECTED		RESIDENT	STUDENTS			
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	3.1	2.2	2.2	2.3	2.2	2.4	2.3	2.3
3	6.9	3.1	2.2	2.2	2.3	2.1	2.4	2.3
4	3.0	6.9	3.1	2.2	2.2	2.3	2.1	2.4
5	2.9	2.9	6.7	3.0	2.2	2.2	2.3	2.1
6	4.0	2.9	2.9	6.7	3.0	2.1	2.1	2.2
K-6	24.1	22.3	21.3	20.6	16.2	15.3	15.4	15.5

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Study Area 19F		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.4	5.4	5.6	5.2	5.8	5.5	5.5	5.5
2	4.2	5.6	5.6	5.9	5.4	6.0	5.8	5.7
3	7.9	4.1	5.6	5.5	5.8	5.4	6.0	5.7
4	3.0	7.9	4.1	5.6	5.5	5.8	5.4	6.0
5	8.7	2.9	7.7	4.0	5.4	5.4	5.6	5.2
6	4.0	8.6	2.9	7.6	4.0	5.3	5.3	5.6
K-6	38.2	39.7	36.3	39.2	37.0	38.5	38.7	38.8

Study Area 20A		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 20B		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 20C		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	20D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.3	4.3	4.5	4.2	4.6	4.4	4.4	4.4
2	2.1	4.5	4.5	4.7	4.3	4.8	4.6	4.6
3	4.0	2.1	4.4	4.4	4.6	4.3	4.8	4.6
4	0.0	4.0	2.1	4.4	4.4	4.6	4.3	4.8
5	3.9	0.0	3.8	2.0	4.3	4.3	4.5	4.2
6	4.0	3.8	0.0	3.8	2.0	4.3	4.3	4.5
K-6	22.3	22.9	23.2	27.8	28.3	30.8	31.0	31.2

Study Area	21A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.5	6.5	6.8	6.2	7.0	6.6	6.6	6.6
2	3.1	6.7	6.7	7.0	6.5	7.2	6.9	6.9
3	6.9	3.1	6.7	6.7	7.0	6.4	7.2	6.8
4	8.0	6.9	3.1	6.7	6.7	7.0	6.4	7.2
5	5.8	7.8	6.7	3.0	6.5	6.5	6.8	6.2
6	7.9	5.8	7.7	6.7	3.0	6.4	6.4	6.7
K-6	44.2	43.1	43.5	42.7	42.8	46.2	46.4	46.5

Study Area	21B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.5	6.5	6.8	6.2	7.0	6.6	6.6	6.6
2	5.2	6.7	6.7	7.0	6.5	7.2	6.9	6.9
3	8.9	5.1	6.7	6.7	7.0	6.4	7.2	6.8
4	9.0	8.9	5.1	6.7	6.7	7.0	6.4	7.2
5	10.7	8.7	8.6	5.0	6.5	6.5	6.8	6.2
6	5.9	10.6	8.6	8.6	4.9	6.4	6.4	6.7
K-6	52.2	52.8	48.3	46.6	44.7	46.2	46.4	46.5

Study Area	21C	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
K-6	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0

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Study Area	21D	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0
5	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0
6	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
K-6	5.0	4.0	3.0	2.0	1.0	0.0	0.0	0.0

Study Area	22A	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	2.1	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	2.1	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0
K-6	2.1	2.1	2.1	2.0	2.0	0.0	0.0	0.0

Study Area	22B	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	6.2	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	4.9	6.2	1.1	1.1	1.2	1.1	1.2	1.1
4	4.0	4.9	6.2	1.1	1.1	1.2	1.1	1.2
5	3.9	3.9	4.8	6.0	1.1	1.1	1.1	1.0
6	3.0	3.8	3.8	4.8	5.9	1.1	1.1	1.1
K-6	24.1	22.0	19.1	16.3	12.6	7.8	7.8	7.6

Study Area	22C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.3	4.3	4.5	4.2	4.6	4.4	4.4	4.4
2	2.1	4.5	4.5	4.7	4.3	4.8	4.6	4.6
3	5.9	2.1	4.4	4.4	4.6	4.3	4.8	4.6
4	2.0	5.9	2.1	4.4	4.4	4.6	4.3	4.8
5	2.9	1.9	5.8	2.0	4.3	4.3	4.5	4.2
6	8.9	2.9	1.9	5.7	2.0	4.3	4.3	4.5
K-6	30.1	25.8	27.1	29.7	28.3	30.8	31.0	31.2



## 2. Response to Comments

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Study Area	22D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	4.2	2.2	2.2	2.3	2.2	2.4	2.3	2.3
3	6.9	4.1	2.2	2.2	2.3	2.1	2.4	2.3
4	3.0	6.9	4.1	2.2	2.2	2.3	2.1	2.4
5	3.9	2.9	6.7	4.0	2.2	2.2	2.3	2.1
6	4.0	3.8	2.9	6.7	4.0	2.1	2.1	2.2
K-6	26.2	24.2	22.3	21.6	17.2	15.3	15.4	15.5

Study Area	22E	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	8.6	8.6	9.0	8.3	9.3	8.9	8.8	8.8
2	5.2	9.0	9.0	9.4	8.7	9.7	9.2	9.2
3	6.9	5.1	8.9	8.9	9.3	8.6	9.6	9.1
4	7.0	6.9	5.1	8.9	8.9	9.3	8.6	9.6
5	5.8	6.8	6.7	5.0	8.6	8.6	9.0	8.3
6	8.9	5.8	6.7	6.7	4.9	8.5	8.5	8.9
K-6	50.4	50.6	53.1	55.8	57.9	61.8	61.9	62.1

Study Area	23A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	16.0	16.7	15.4	17.2	16.4	16.3	16.3	16.3
1	16.5	16.4	17.2	15.9	17.7	16.9	16.8	16.8
2	18.0	15.7	15.6	16.4	15.1	16.8	16.0	16.0
3	13.9	17.9	15.5	15.5	16.2	14.9	16.7	15.9
4	15.0	13.9	17.9	15.5	15.5	16.2	14.9	16.7
5	12.7	14.7	13.6	17.5	15.2	15.1	15.9	14.6
6	11.0	11.7	13.5	12.5	16.1	14.0	13.9	14.6
K-6	103.1	107.0	108.7	110.5	112.2	110.2	110.5	110.9

Study Area	23B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.1	4.1	4.3	4.0	4.4	4.2	4.2	4.2
2	1.9	3.9	3.9	4.1	3.8	4.2	4.0	4.0
3	4.0	1.9	3.9	3.9	4.0	3.7	4.2	4.0
4	5.0	4.0	1.9	3.9	3.9	4.0	3.7	4.2
5	3.9	4.9	3.9	1.8	3.8	3.8	4.0	3.7
6	2.8	3.6	4.5	3.6	1.7	3.5	3.5	3.7
K-6	25.7	26.6	26.3	25.6	25.7	27.5	27.7	27.9

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Study Area	23C	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.1	3.1	3.2	3.0	3.3	3.2	3.2	3.2
2	1.9	2.9	2.9	3.1	2.8	3.2	3.0	3.0
3	6.9	1.9	2.9	2.9	3.0	2.8	3.1	3.0
4	3.0	6.9	1.9	2.9	2.9	3.0	2.8	3.1
5	2.0	2.9	6.8	1.8	2.8	2.8	3.0	2.7
6	1.8	1.8	2.7	6.2	1.7	2.6	2.6	2.7
K-6	21.7	22.6	23.3	23.1	19.6	20.7	20.8	20.8

Study Area	23D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	16.0	16.7	15.4	17.2	16.4	16.3	16.3	16.3
1	16.5	16.4	17.2	15.9	17.7	16.9	16.8	16.8
2	11.4	15.7	15.6	16.4	15.1	16.8	16.0	16.0
3	13.9	11.3	15.5	15.5	16.2	14.9	16.7	15.9
4	10.0	13.9	11.3	15.5	15.5	16.2	14.9	16.7
5	18.6	9.8	13.6	11.1	15.2	15.1	15.9	14.6
6	11.0	17.1	9.0	12.5	10.2	14.0	13.9	14.6
K-6	97.4	100.9	97.6	104.1	106.3	110.2	110.5	110.9

Study Area	23E	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	23F	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	1.9	1.0	1.0	1.0	0.9	1.1	1.0	1.0
3	3.0	1.9	1.0	1.0	1.0	0.9	1.0	1.0
4	4.0	3.0	1.9	1.0	1.0	1.0	0.9	1.0
5	2.0	3.9	2.9	1.8	0.9	0.9	1.0	0.9
6	4.6	1.8	3.6	2.7	1.7	0.9	0.9	0.9
K-6	17.5	13.6	12.5	9.6	7.6	6.9	6.9	6.9

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Study Area	23G	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	23H	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	13.0	13.6	12.5	14.0	13.3	13.3	13.3	13.3
1	13.4	13.3	14.0	12.9	14.4	13.7	13.7	13.7
2	8.6	12.7	12.7	13.3	12.3	13.7	13.0	13.0
3	9.9	8.5	12.6	12.6	13.2	12.1	13.5	12.9
4	14.0	9.9	8.5	12.6	12.6	13.2	12.1	13.5
5	10.8	13.7	9.7	8.3	12.3	12.3	12.9	11.9
6	9.2	9.9	12.6	8.9	7.6	11.4	11.3	11.9
K-6	78.9	81.6	82.6	82.6	85.7	89.7	89.8	90.2

Study Area	23J	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.1	2.1	2.2	2.0	2.2	2.1	2.1	2.1
2	0.0	2.0	2.0	2.0	1.9	2.1	2.0	2.0
3	0.0	0.0	1.9	1.9	2.0	1.9	2.1	2.0
4	1.0	0.0	0.0	1.9	1.9	2.0	1.9	2.1
5	2.0	1.0	0.0	0.0	1.9	1.9	2.0	1.8
6	0.9	1.8	0.9	0.0	0.0	1.7	1.7	1.8
K-6	8.0	9.0	8.9	9.9	11.9	13.7	13.8	13.8

Study Area	23M	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## 2. Response to Comments

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Study Area	23N	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	23P	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	23Q	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	9.0	9.4	8.7	9.7	9.2	9.2	9.2	9.2
1	9.3	9.2	9.7	8.9	10.0	9.5	9.5	9.5
2	10.4	8.8	8.8	9.2	8.5	9.5	9.0	9.0
3	5.9	10.3	8.7	8.7	9.1	8.4	9.4	8.9
4	12.0	5.9	10.3	8.7	8.7	9.1	8.4	9.4
5	9.8	11.8	5.8	10.1	8.5	8.5	8.9	8.2
6	6.4	9.0	10.8	5.4	9.3	7.9	7.8	8.2
K-6	62.8	64.4	62.8	60.7	63.3	62.1	62.2	62.4

Study Area	23Y	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	2.8	1.0	1.0	1.0	0.9	1.1	1.0	1.0
3	1.0	2.8	1.0	1.0	1.0	0.9	1.0	1.0
4	3.0	1.0	2.8	1.0	1.0	1.0	0.9	1.0
5	2.0	2.9	1.0	2.8	0.9	0.9	1.0	0.9
6	0.9	1.8	2.7	0.9	2.5	0.9	0.9	0.9
K-6	11.7	11.5	10.6	8.8	8.4	6.9	6.9	6.9

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Study Area 23Z		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.2	6.2	6.5	6.0	6.6	6.3	6.3	6.3
2	5.7	5.9	5.9	6.1	5.7	6.3	6.0	6.0
3	10.9	5.6	5.8	5.8	6.1	5.6	6.2	6.0
4	14.0	10.9	5.6	5.8	5.8	6.1	5.6	6.2
5	10.8	13.7	10.7	5.5	5.7	5.7	6.0	5.5
6	11.0	9.9	12.6	9.8	5.1	5.2	5.2	5.5
K-6	64.6	58.5	52.9	45.4	41.1	41.3	41.4	41.6

Study Area 24A		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 24B		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 24C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	24D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	24E	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	25A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	1.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	4.0	1.0	3.2	3.2	3.4	3.1	3.4	3.3
4	5.1	4.0	1.0	3.2	3.2	3.4	3.1	3.5
5	3.0	5.1	4.0	1.0	3.2	3.2	3.4	3.1
6	6.7	2.9	4.8	3.8	1.0	3.1	3.1	3.3
K-6	26.0	22.5	22.5	20.9	20.4	22.7	22.7	22.9

Study Area	25B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	9.1	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	7.9	9.0	3.2	3.2	3.4	3.1	3.4	3.3
4	11.1	8.0	9.1	3.2	3.2	3.4	3.1	3.5
5	16.0	11.1	8.0	9.1	3.2	3.2	3.4	3.1
6	10.6	15.4	10.7	7.7	8.7	3.1	3.1	3.3
K-6	60.9	53.0	40.5	32.9	28.1	22.7	22.7	22.9

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Study Area	25C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	10.0	10.4	9.6	10.7	10.2	10.2	10.2	10.2
1	10.7	10.7	11.2	10.3	11.5	11.0	10.9	10.9
2	9.1	10.8	10.8	11.3	10.4	11.6	11.1	11.0
3	6.9	9.0	10.7	10.7	11.2	10.3	11.5	11.0
4	9.1	7.0	9.1	10.8	10.8	11.3	10.4	11.6
5	12.0	9.1	7.0	9.1	10.8	10.8	11.3	10.4
6	3.8	11.5	8.7	6.7	8.7	10.4	10.3	10.8
K-6	61.6	68.5	67.1	69.6	73.6	75.6	75.7	75.9

Study Area	25D	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.3	5.3	5.6	5.2	5.7	5.5	5.5	5.5
2	3.0	5.4	5.4	5.6	5.2	5.8	5.5	5.5
3	6.9	3.0	5.3	5.3	5.6	5.2	5.7	5.5
4	5.1	7.0	3.0	5.4	5.4	5.6	5.2	5.8
5	8.0	5.1	7.0	3.0	5.4	5.4	5.6	5.2
6	7.7	7.7	4.8	6.7	2.9	5.2	5.2	5.4
K-6	41.0	38.7	35.9	36.6	35.3	37.8	37.8	38.0

Study Area	25E	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.3	4.3	4.5	4.1	4.6	4.4	4.4	4.4
2	5.1	4.3	4.3	4.5	4.2	4.6	4.4	4.4
3	1.0	5.0	4.3	4.3	4.5	4.1	4.6	4.4
4	2.0	1.0	5.0	4.3	4.3	4.5	4.2	4.6
5	1.0	2.0	1.0	5.0	4.3	4.3	4.5	4.2
6	5.8	1.0	1.9	1.0	4.8	4.1	4.1	4.3
K-6	23.2	21.8	24.9	27.5	30.8	30.1	30.3	30.4

Study Area	25F	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	25G	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.4	6.4	6.7	6.2	6.9	6.6	6.6	6.6
2	3.0	6.5	6.5	6.8	6.2	7.0	6.6	6.6
3	6.9	3.0	6.4	6.4	6.7	6.2	6.9	6.6
4	2.0	7.0	3.0	6.5	6.5	6.8	6.2	7.0
5	3.0	2.0	7.0	3.0	6.5	6.5	6.8	6.2
6	2.9	2.9	1.9	6.7	2.9	6.2	6.2	6.5
K-6	30.2	34.1	37.3	42.0	41.8	45.4	45.4	45.6

Study Area	25H	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	1.0	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	2.0	1.0	1.1	1.1	1.2	1.1	1.2	1.1
4	0.0	2.0	1.0	1.1	1.1	1.2	1.1	1.2
5	3.9	0.0	1.9	1.0	1.1	1.1	1.1	1.0
6	2.0	3.8	0.0	1.9	1.0	1.1	1.1	1.1
K-6	11.0	10.0	7.2	8.4	7.7	7.8	7.8	7.6

Study Area	25J	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	1.0	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	0.0	1.0	1.1	1.1	1.2	1.1	1.2	1.1
4	1.0	0.0	1.0	1.1	1.1	1.2	1.1	1.2
5	1.9	1.0	0.0	1.0	1.1	1.1	1.1	1.0
6	1.0	1.9	1.0	0.0	1.0	1.1	1.1	1.1
K-6	7.0	7.1	6.3	6.5	7.7	7.8	7.8	7.6

Study Area	25K	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	1.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	2.0	1.0	1.1	1.1	1.1	1.0	1.1	1.1
4	1.0	2.0	1.0	1.1	1.1	1.1	1.0	1.2
5	2.0	1.0	2.0	1.0	1.1	1.1	1.1	1.0
6	1.9	1.9	1.0	1.9	1.0	1.0	1.0	1.1
K-6	10.0	9.1	8.3	8.3	7.4	7.5	7.4	7.6



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Study Area	25M	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	0.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	2.0	0.0	3.2	3.2	3.4	3.1	3.4	3.3
4	1.0	2.0	0.0	3.2	3.2	3.4	3.1	3.5
5	0.0	1.0	2.0	0.0	3.2	3.2	3.4	3.1
6	1.0	0.0	1.0	1.9	0.0	3.1	3.1	3.3
K-6	10.2	12.5	15.7	18.0	19.4	22.7	22.7	22.9

Study Area	25N	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	25P	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	25X	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	25Y CURRENT	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	2.1	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	3.0	2.1	1.1	1.1	1.2	1.1	1.2	1.1
4	4.0	3.0	2.1	1.1	1.1	1.2	1.1	1.2
5	1.9	3.9	2.9	2.0	1.1	1.1	1.1	1.0
6	4.0	1.9	3.8	2.9	2.0	1.1	1.1	1.1
K-6	17.1	14.1	13.1	10.4	8.7	7.8	7.8	7.6

Study Area	25Z CURRENT	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.5	6.5	6.8	6.2	7.0	6.6	6.6	6.6
2	6.2	6.7	6.7	7.0	6.5	7.2	6.9	6.9
3	5.9	6.2	6.7	6.7	7.0	6.4	7.2	6.8
4	9.0	5.9	6.2	6.7	6.7	7.0	6.4	7.2
5	7.8	8.7	5.8	6.0	6.5	6.5	6.8	6.2
6	4.0	7.7	8.6	5.7	5.9	6.4	6.4	6.7
K-6	45.4	48.0	46.6	44.7	45.7	46.2	46.4	46.5

Study Area	26A CURRENT	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	7.0	7.3	6.7	7.5	7.2	7.1	7.1	7.1
1	7.5	7.5	7.8	7.2	8.0	7.7	7.6	7.6
2	4.0	7.6	7.5	7.9	7.3	8.1	7.8	7.7
3	5.9	4.0	7.5	7.5	7.8	7.2	8.0	7.7
4	8.1	6.0	4.0	7.6	7.5	7.9	7.3	8.1
5	11.0	8.1	6.0	4.0	7.6	7.5	7.9	7.3
6	8.6	10.6	7.8	5.8	3.9	7.3	7.2	7.6
K-6	52.1	51.1	47.3	47.5	49.3	52.8	52.9	53.1

Study Area	26B CURRENT	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	3.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	0.0	3.0	3.2	3.2	3.4	3.1	3.4	3.3
4	5.1	0.0	3.0	3.2	3.2	3.4	3.1	3.5
5	3.0	5.1	0.0	3.0	3.2	3.2	3.4	3.1
6	2.9	2.9	4.8	0.0	2.9	3.1	3.1	3.3
K-6	20.2	20.5	20.5	19.1	22.3	22.7	22.7	22.9

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Study Area	26C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.4	6.4	6.7	6.2	6.9	6.6	6.6	6.6
2	8.1	6.5	6.5	6.8	6.2	7.0	6.6	6.6
3	4.9	8.0	6.4	6.4	6.7	6.2	6.9	6.6
4	5.1	5.0	8.1	6.5	6.5	6.8	6.2	7.0
5	8.0	5.1	5.0	8.1	6.5	6.5	6.8	6.2
6	2.9	7.7	4.8	4.8	7.8	6.2	6.2	6.5
K-6	41.4	45.0	43.3	45.2	46.7	45.4	45.4	45.6

Study Area	26D	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.1	2.1	2.2	2.1	2.3	2.2	2.2	2.2
2	3.0	2.2	2.2	2.3	2.1	2.3	2.2	2.2
3	3.0	3.0	2.1	2.1	2.2	2.1	2.3	2.2
4	3.0	3.0	3.0	2.2	2.2	2.3	2.1	2.3
5	1.0	3.0	3.0	3.0	2.2	2.2	2.3	2.1
6	2.9	1.0	2.9	2.9	2.9	2.1	2.1	2.2
K-6	17.0	16.4	17.3	16.7	15.9	15.2	15.2	15.2

Study Area	26E	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.4	6.4	6.7	6.2	6.9	6.6	6.6	6.6
2	6.1	6.5	6.5	6.8	6.2	7.0	6.6	6.6
3	4.9	6.0	6.4	6.4	6.7	6.2	6.9	6.6
4	6.1	5.0	6.1	6.5	6.5	6.8	6.2	7.0
5	10.0	6.1	5.0	6.1	6.5	6.5	6.8	6.2
6	6.7	9.6	5.8	4.8	5.8	6.2	6.2	6.5
K-6	46.2	45.9	42.3	43.2	44.7	45.4	45.4	45.6

Study Area	26F	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0
5	1.0	1.0	2.0	0.0	0.0	0.0	0.0	0.0
6	1.0	1.0	1.0	1.9	0.0	0.0	0.0	0.0
K-6	5.0	4.0	3.0	1.9	0.0	0.0	0.0	0.0

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Study Area 26G		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 26J		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0
4	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0
5	5.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0
6	1.0	4.8	2.9	1.9	2.9	0.0	0.0	0.0
K-6	14.0	12.8	7.9	4.9	2.9	0.0	0.0	0.0

Study Area 26K		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 26M		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area 26Z		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	0.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	1.0	0.0	3.2	3.2	3.4	3.1	3.4	3.3
4	1.0	1.0	0.0	3.2	3.2	3.4	3.1	3.5
5	5.0	1.0	1.0	0.0	3.2	3.2	3.4	3.1
6	4.8	4.8	1.0	1.0	0.0	3.1	3.1	3.3
K-6	18.0	16.3	14.7	17.1	19.4	22.7	22.7	22.9

Study Area 27A		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	2.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	1.0	2.0	1.1	1.1	1.1	1.0	1.1	1.1
4	1.0	1.0	2.0	1.1	1.1	1.1	1.0	1.2
5	3.0	1.0	1.0	2.0	1.1	1.1	1.1	1.0
6	1.0	2.9	1.0	1.0	1.9	1.0	1.0	1.1
K-6	10.1	10.1	8.3	8.4	8.3	7.5	7.4	7.6

Study Area 27B		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	1.0	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	1.0	1.0	0.0	1.1	1.1	1.1	1.0	1.2
5	1.0	1.0	1.0	0.0	1.1	1.1	1.1	1.0
6	4.8	1.0	1.0	1.0	0.0	1.0	1.0	1.1
K-6	9.9	6.2	6.3	6.4	6.4	7.5	7.4	7.6

Study Area 27C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	5.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	3.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0
4	6.1	3.0	5.0	0.0	0.0	0.0	0.0	0.0
5	4.0	6.1	3.0	5.0	0.0	0.0	0.0	0.0
6	1.9	3.8	5.8	2.9	4.8	0.0	0.0	0.0
K-6	20.1	17.9	13.8	7.9	4.8	0.0	0.0	0.0

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Study Area 27D		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 28A		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 28B		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 28C		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	28D	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	3.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0
4	4.3	3.2	1.2	0.0	0.0	0.0	0.0	0.0
5	3.2	4.5	3.4	1.3	0.0	0.0	0.0	0.0
6	3.1	3.3	4.7	3.5	1.3	0.0	0.0	0.0
K-6	14.7	12.1	9.3	4.8	1.3	0.0	0.0	0.0

Study Area	28E	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	4.9	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	0.0	5.0	0.0	1.1	1.1	1.1	1.0	1.2
5	2.0	0.0	5.0	0.0	1.1	1.1	1.1	1.0
6	1.9	1.9	0.0	4.8	0.0	1.0	1.0	1.1
K-6	10.9	10.1	9.3	10.2	6.4	7.5	7.4	7.6

Study Area	28F	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	28G	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
K-6	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0

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Study Area	28H	Projection Date		10/7/2020				
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	3.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	3.0	3.0	3.2	3.2	3.4	3.1	3.4	3.3
4	6.1	3.0	3.0	3.2	3.2	3.4	3.1	3.5
5	4.0	6.1	3.0	3.0	3.2	3.2	3.4	3.1
6	5.8	3.8	5.8	2.9	2.9	3.1	3.1	3.3
K-6	28.1	25.4	24.5	22.0	22.3	22.7	22.7	22.9

Study Area	28I	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
1	0.5	0.5	0.6	0.5	0.6	0.6	0.6	0.6
2	0.5	0.6	0.6	0.6	0.6	0.7	0.6	0.6
3	1.5	0.5	0.6	0.6	0.6	0.6	0.7	0.6
4	1.6	1.6	0.6	0.6	0.6	0.7	0.6	0.7
5	2.6	1.7	1.7	0.6	0.7	0.7	0.7	0.7
6	0.5	2.7	1.7	1.7	0.6	0.7	0.7	0.7
K-6	7.7	8.1	6.3	5.1	4.2	4.5	4.4	4.4

Study Area	28J	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
6	2.9	0.0	1.0	0.0	0.0	0.0	0.0	0.0
K-6	3.9	1.0	1.0	0.0	0.0	0.0	0.0	0.0

Study Area	28K	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



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Study Area	28L	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	28M	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	3.0	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	1.0	3.0	0.0	1.1	1.1	1.1	1.0	1.2
5	1.0	1.0	3.0	0.0	1.1	1.1	1.1	1.0
6	1.0	1.0	1.0	2.9	0.0	1.0	1.0	1.1
K-6	8.1	8.2	8.3	8.3	6.4	7.5	7.4	7.6

Study Area	28N	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	1.9	1.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	2.9	1.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	28P	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
5	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0
6	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0
K-6	2.0	2.0	2.0	1.0	1.0	0.0	0.0	0.0

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Study Area 28Q		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
2020	2021	2022	2023	2024	2025	2026	2027	
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 28R		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
2020	2021	2022	2023	2024	2025	2026	2027	
K	1.0	1.0	1.1	1.0	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	0.0	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	0.0	0.0	0.0	1.1	1.1	1.1	1.0	1.2
5	0.0	0.0	0.0	0.0	1.1	1.1	1.1	1.0
6	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.1
K-6	2.1	3.2	4.3	5.4	6.4	7.5	7.4	7.6

Study Area 28S		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
2020	2021	2022	2023	2024	2025	2026	2027	
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
K-6	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0

Study Area 28T		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
2020	2021	2022	2023	2024	2025	2026	2027	
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	28U	Projection Date	10/7/2020					
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	2.0	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	0.0	2.0	0.0	1.1	1.1	1.1	1.0	1.2
5	1.0	0.0	2.0	0.0	1.1	1.1	1.1	1.0
6	1.0	1.0	0.0	1.9	0.0	1.0	1.0	1.1
K-6	6.1	6.2	6.3	7.3	6.4	7.5	7.4	7.6

Study Area	28V	Projection Date	10/7/2020					
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	28W	Projection Date	10/7/2020					
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0
5	1.1	0.0	1.1	0.0	0.0	0.0	0.0	0.0
6	1.0	1.1	0.0	1.2	0.0	0.0	0.0	0.0
K-6	3.1	2.2	1.1	1.2	0.0	0.0	0.0	0.0

Study Area	28X	Projection Date	10/7/2020					
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	28Y	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	28Z	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
5	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0
6	1.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0
K-6	3.0	2.0	2.0	1.0	1.0	0.0	0.0	0.0

Study Area	29A	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	29B	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	2.2	1.3	1.3	1.3	1.2	1.3	1.3	1.3
3	3.0	2.2	1.3	1.3	1.3	1.2	1.3	1.3
4	4.3	3.2	2.4	1.3	1.3	1.4	1.3	1.4
5	4.2	4.5	3.4	2.5	1.4	1.4	1.5	1.4
6	7.2	4.4	4.7	3.5	2.6	1.5	1.5	1.5
K-6	23.0	17.7	15.3	12.1	10.0	9.0	9.1	9.1

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Study Area	29C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.3	2.3	2.4	2.2	2.4	2.3	2.3	2.3
2	3.3	2.5	2.5	2.6	2.4	2.7	2.6	2.6
3	2.0	3.3	2.5	2.5	2.6	2.4	2.7	2.6
4	5.3	2.1	3.6	2.7	2.7	2.8	2.6	2.9
5	4.2	5.7	2.3	3.8	2.8	2.8	3.0	2.7
6	9.3	4.4	5.8	2.3	3.9	2.9	2.9	3.1
K-6	28.4	22.4	21.0	18.2	18.8	17.9	18.1	18.2

Study Area 30A		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	9.0	9.0	9.4	8.7	9.7	9.3	9.2	9.2
2	12.2	10.0	10.0	10.5	9.7	10.8	10.3	10.2
3	3.0	12.2	10.0	10.0	10.5	9.7	10.8	10.3
4	11.8	3.2	13.1	10.7	10.7	11.2	10.3	11.5
5	12.7	12.5	3.4	13.8	11.4	11.3	11.9	11.0
6	13.4	13.1	12.9	3.5	14.3	11.7	11.7	12.2
K-6	70.1	68.4	66.5	65.8	74.5	72.2	72.4	72.6

Study Area	30B	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0
4	1.1	0.0	1.2	0.0	0.0	0.0	0.0	0.0
5	0.0	1.1	0.0	1.3	0.0	0.0	0.0	0.0
6	1.0	0.0	1.2	0.0	1.3	0.0	0.0	0.0
K-6	3.2	2.2	2.4	1.3	1.3	0.0	0.0	0.0

Study Area 30C		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	30D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30E	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30F	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	21.3	22.4	20.6	23.0	21.9	21.9	21.9	21.9
1	23.1	23.0	24.2	22.3	24.8	23.7	23.6	23.6
2	19.9	25.0	24.9	26.1	24.0	26.8	25.6	25.5
3	14.7	21.9	27.5	27.4	28.7	26.4	29.5	28.1
4	15.0	15.3	22.7	28.6	28.5	29.8	27.5	30.7
5	9.7	15.4	15.8	23.4	29.4	29.3	30.7	28.3
6	10.7	10.0	15.9	16.3	24.1	30.3	30.2	31.7
K-6	114.4	133.0	151.6	167.1	181.4	188.2	189.0	189.8

Study Area	30G	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.7	5.6	5.9	5.4	6.1	5.8	5.8	5.8
2	2.2	6.3	6.3	6.6	6.0	6.7	6.4	6.4
3	2.0	2.2	6.3	6.3	6.6	6.0	6.7	6.4
4	3.2	2.1	2.4	6.7	6.7	7.0	6.5	7.2
5	5.3	3.4	2.3	2.5	7.1	7.1	7.4	6.9
6	7.2	5.5	3.5	2.3	2.6	7.3	7.3	7.7
K-6	30.6	30.3	31.5	35.2	40.2	45.0	45.2	45.5

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Study Area	30H	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	16.9	18.2	17.8	24.1	26.4	27.1	28.8	29.4
1	19.2	19.7	22.0	25.7	33.4	33.5	34.2	34.9
2	12.2	21.8	23.2	29.9	34.6	40.6	40.7	40.3
3	18.0	12.7	23.1	28.1	35.3	37.8	43.9	42.8
4	18.2	19.8	14.9	30.0	35.9	41.2	43.9	49.1
5	20.1	19.8	22.2	21.0	37.5	41.5	47.1	48.7
6	12.4	21.2	21.6	28.0	27.2	41.9	46.0	50.6
K-6	117.0	133.2	144.8	186.8	230.3	263.6	284.6	295.8

Study Area	30J	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30K	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30L	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	30M	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30N	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30P	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30Q	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.5	4.5	4.7	4.4	4.9	4.6	4.6	4.6
2	5.6	5.0	5.0	5.2	4.8	5.4	5.1	5.1
3	0.0	5.6	5.0	5.0	5.2	4.8	5.4	5.1
4	3.2	0.0	5.9	5.4	5.4	5.6	5.2	5.8
5	3.2	3.4	0.0	6.3	5.7	5.7	5.9	5.5
6	2.1	3.3	3.5	0.0	6.5	5.9	5.8	6.1
K-6	22.6	26.0	28.0	30.6	36.6	36.1	36.1	36.3



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	30R	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	18.9	19.9	18.3	20.4	19.5	19.4	19.4	19.4
1	21.5	21.4	22.4	20.7	23.1	22.0	21.9	21.9
2	23.3	23.8	23.8	24.9	23.0	25.6	24.4	24.3
3	14.0	23.3	23.8	23.8	24.9	23.0	25.6	24.4
4	23.5	15.0	24.9	25.5	25.4	26.6	24.6	27.4
5	21.2	25.0	15.9	26.4	27.0	26.9	28.2	26.0
6	21.6	21.8	25.7	16.4	27.2	27.8	27.8	29.1
K-6	144.0	150.2	154.8	158.1	170.1	171.3	171.9	172.5

Study Area	30S	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30T	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	3.3	1.3	1.3	1.3	1.2	1.3	1.3	1.3
3	3.0	3.3	1.3	1.3	1.3	1.2	1.3	1.3
4	3.2	3.2	3.6	1.3	1.3	1.4	1.3	1.4
5	0.0	3.4	3.4	3.8	1.4	1.4	1.5	1.4
6	6.2	0.0	3.5	3.5	3.9	1.5	1.5	1.5
K-6	17.8	13.3	15.3	13.4	11.3	9.0	9.1	9.1

Study Area	30U	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	3.3	1.3	1.3	1.3	1.2	1.3	1.3	1.3
3	6.0	3.3	1.3	1.3	1.3	1.2	1.3	1.3
4	2.1	6.4	3.6	1.3	1.3	1.4	1.3	1.4
5	7.4	2.3	6.8	3.8	1.4	1.4	1.5	1.4
6	10.3	7.6	2.3	7.0	3.9	1.5	1.5	1.5
K-6	31.2	23.0	17.5	16.9	11.3	9.0	9.1	9.1

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### Del Mar Union School District

### 2020/21 Projection Report

Study Area	30V	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	2.2	1.3	1.3	1.3	1.2	1.3	1.3	1.3
3	2.0	2.2	1.3	1.3	1.3	1.2	1.3	1.3
4	2.1	2.1	2.4	1.3	1.3	1.4	1.3	1.4
5	1.1	2.3	2.3	2.5	1.4	1.4	1.5	1.4
6	2.1	1.1	2.3	2.3	2.6	1.5	1.5	1.5
K-6	11.6	11.1	11.8	10.9	10.0	9.0	9.1	9.1

Study Area	30W	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	7.0	7.3	6.7	7.5	7.2	7.1	7.1	7.1
1	7.9	7.9	8.3	7.6	8.5	8.1	8.1	8.1
2	4.4	8.8	8.8	9.2	8.5	9.4	9.0	9.0
3	10.0	4.4	8.8	8.8	9.2	8.5	9.4	9.0
4	9.6	10.7	4.8	9.4	9.4	9.8	9.0	10.1
5	3.2	10.2	11.3	5.0	10.0	9.9	10.4	9.6
6	9.3	3.3	10.5	11.7	5.2	10.3	10.2	10.7
K-6	51.4	52.6	59.2	59.2	58.0	63.1	63.2	63.6

Study Area	30Z	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	18.9	19.9	18.3	20.4	19.5	19.4	19.4	19.4
1	20.5	20.5	21.4	19.8	22.1	21.0	20.9	20.9
2	14.0	22.2	22.1	23.2	21.3	23.8	22.7	22.6
3	7.7	15.4	24.4	24.3	25.5	23.5	26.2	25.0
4	14.6	8.0	16.1	25.4	25.3	26.5	24.4	27.2
5	16.5	15.0	8.2	16.5	26.1	26.0	27.3	25.1
6	14.4	17.0	15.4	8.5	17.0	26.9	26.8	28.1
K-6	106.6	118.0	125.9	138.1	156.8	167.1	167.7	168.3

Study Area	31A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## 2. Response to Comments

### Del Mar Union School District

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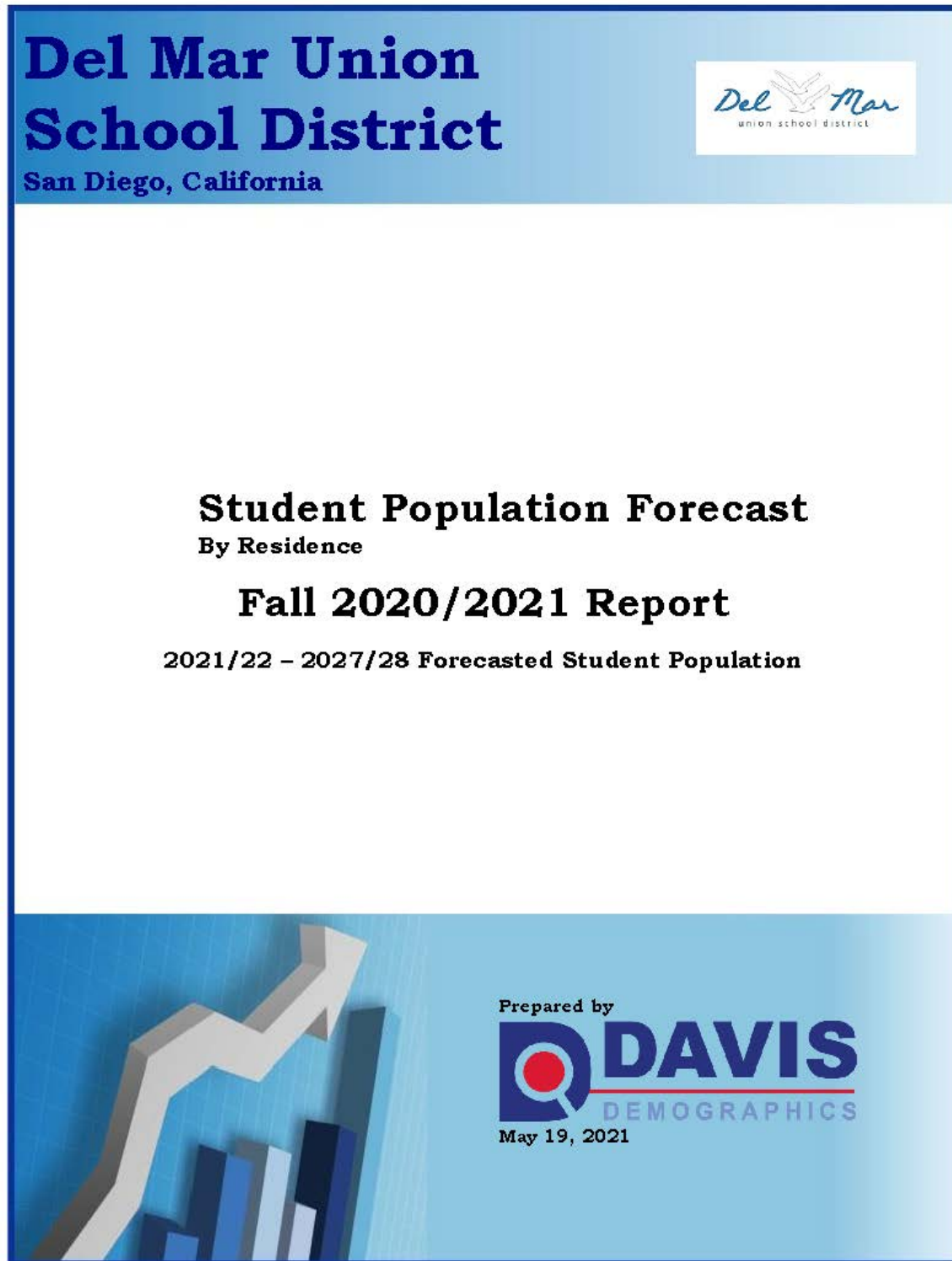
Study Area	31B	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	31C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	32F	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30HZ	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.7	5.6	5.9	5.4	6.1	5.8	5.8	5.8
2	5.6	6.3	6.3	6.6	6.0	6.7	6.4	6.4
3	4.0	5.6	6.3	6.3	6.6	6.0	6.7	6.4
4	4.3	4.3	5.9	6.7	6.7	7.0	6.5	7.2
5	3.2	4.5	4.5	6.3	7.1	7.1	7.4	6.9
6	7.2	3.3	4.7	4.7	6.5	7.3	7.3	7.7
K-6	35.0	34.8	38.4	41.4	44.1	45.0	45.2	45.5

## 2. Response to Comments



## 2. Response to Comments

### Del Mar Union School District

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#### **INTRODUCTION AND DISTRICT BACKGROUND**

The Del Mar Union School District has contracted with Davis Demographics to update and analyze demographic data relevant to the District's facility planning efforts. The scope of contracted work includes: mapping the District, geocoding a student file representative of October's official head count, developing and researching pertinent demographic data, identifying future residential development plans, if any, and developing a seven year student population projection. Davis Demographics will then assist the District in developing solutions for housing future student population. This study was prepared to assist the District's efforts in evaluating future site requirements and attendance area changes.

The purpose of this report is to identify and inform the District of the trends occurring in the community; how these trends may affect future student population; and to assist in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts. The District can then use this information to better plan for the need, location and timing of facility or boundary adjustments.

The **Sources of Data** section details where the two sources of data, geographic and non-geographic, are collected and how each data item is used in the seven year student population projection model.

The **Seven Year Projection Methodology** section discusses, in detail, how the factors used in the study were calculated and why they were used. These factors include: the calculation of incoming kindergarten classes, additional students from new housing (referred to as student yield), the effects of student cohort survival (typically referred to mobility by Davis Demographics), and a detailed review of planned residential development within the District.

The **Student Resident Projection Summary** sections are a review of school year 2020/21's student resident projection results. Included in these sections are a district-wide student population projection summary and a projected resident student population summary for each existing attendance area and study area.

While reading this report, it is important to remember that this is a snapshot of current and potential student population based upon data gathered in fall 2020. Population demographics change, development plans change, funding opportunities can change, District priorities can change, and therefore, new projections and adjustments to the overall Facilities Master Plan will continue to be necessary in the future.



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#### **EXECUTIVE SUMMARY**

The Del Mar Union School District student population is projected to grow by 187 K-6 students over the seven-year projection time frame (using the modified projections). As of October 2020, the District served a total of 3,856 K-6 students, and by 2027 the K-6 student count may approach 4,269. Last year (October 2019) the District had 4,128 K-6 students, a decline of 272 from 2019 to 2020.

Due to the COVID-19 pandemic fall 2020 student enrollment came in much lower than previously expected. The decline in enrollment was initially carried out through the seven-year projections. Davis Demographics and District staff expect this drop was an anomaly due to the pandemic. Adjustments were made to projection factors to help account for some students returning to the district and to curb the decline shown in the initial draft stages.

#### **Demographic Trends**

Within the last decade, California has experienced many demographic shifts. These shifts include a loss in immigrants coming to California and the US as a whole. The immigrants who do arrive in California are arriving with smaller families than previous generations. Births as a whole have also been on a decline within the past decade. Del Mar Union School District has not been immune to the larger demographic shifts. The births in DMUSD, over the last twelve years, have gradually declined from year to year (a peak district-wide total in 2007 of 760 live births). The declining births are not expected to shift any time soon and it may be expected that during the projection timeframe births may continue to stay below the peak years. Even though birth rates as a whole are declining, the more recent births in the area have been higher than in previous years (still not close to the peak in 2007). The average number of births, from 2016 – 2019, has been 597. Compared to 2015, births have increased slightly and in 2019 total births were at 596. The low birth rates are resulting in small elementary school classes. The smaller class sizes are not enough to replace the larger sixth-grade classes that are progressing through the district or graduating out.

As students progress through the DMUSD grades, the enrollment in grades stays the same. The estimated students that leave the district are replaced by the same number of new students entering the district. Historically, the district has experienced a growth in class sizes as students matriculated. The decline in student enrollment for fall 2020 due to the COVID-19 pandemic shifted the progression and no growth was shown. To adjust for the pandemic and the eventual return of students Davis Demographics elected to use the fall 2019 progression with a growth of 3%. This varies by grade level and area within the district and those variations are taken into consideration in the forecast. Factors that attribute to the gain are new families moving into the District with school-age children, and to a lesser extent students moving into the District from private schools. The gain of students shows that Del Mar Union School District is a desirable District and families are choosing to move into the area and enroll their children at one of the District's schools.

Residential development is expected to slow down in coming years, with the majority of development now shifting to multi-family, condo/townhome type homes. Throughout the District 478 multi-family units may be built. This information was gathered at the time of writing the report from the area city's planning authorities and is subject to change in the future. The majority of the Pacific Highlands Ranch units in the District have been completed and developers are finishing the last of the multi-family homes. There are a few projects scattered throughout the District that aren't planned to start within the seven-year projection window. If more development picks up the District may experience more growth, but current development plans do not show that happening.

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#### **SECTION ONE – METHODOLOGY**

##### **SOURCES OF DATA**

##### **Geographic Map Data**

Five (5) geographic data layers were updated for use in the seven year student population projections:

1. Street Centerline Database
2. Study Areas
3. Schools
4. Students – Historical and Current
5. Planned Residential Development

##### **1) Street Centerline Data**

The street database has associated attributes that contain, but are not limited to, the following fields: full street name, address range and street classification.

The main function of the streets is in the geocoding process of the student data. Each student is geocoded to the streets by their given residence address. The geocoding process places a point on the map for every student in the exact location that student resides. This enables Davis Demographics to analyze the student data in a geographic manner.

Another vital utilization of the digital street database is in the construction of study areas. Freeways, major streets and neighborhood streets are generally used as boundaries for the study areas.

##### **2) Study Areas**

Study areas are small geographic areas, similar to neighborhoods, and the building blocks of a school district. Study areas are geographically defined following logical boundaries of the neighborhood such as freeways, streets, railroad tracks, or rivers. Each study area is then coded with the elementary school that the area is assigned to attend. By gathering information about the district at the study area level, Davis Demographics and the District can closely monitor growth and demographic trends in particular regions and identify potential need for boundary adjustments or new facilities.

##### **3) Schools**

The District provided school facility location information to Davis Demographics for the purpose of mapping the District facilities. The school information includes school name, address, unique code and capacity.

##### **4) Student Data**

**a. Historical Student Data** - Historical enrollment is used to compare past student population growth and trends as well as the effects of cohort survival (move in, move out from existing housing) throughout the District. Davis Demographics utilized the three (3) previous year's (2017/18, 2018/19, and 2019/20) geocoded students as historical data.

**b. Current Student Data** - A student data file for October 7, 2020 (received by computer data file from the School District) summarized by grade level and by study area is used as a base for student population projections. Existing students were categorized by study area through the geocoding process that locates each student within a particular area based upon their given address. The projections run each of the next seven years from school year 2021/22 through school year 2027/28.





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**c. Student Accounting** The Student Accounting Summary (Table 1) indicates the total student enrollment as of October 07, 2020 and the number of student used in the seven year student population projections. The projection model is based upon student residence and excludes students residing outside of the District's boundaries, students unable to be address matched and special education students (special education students usually attend a school that services their particular need).

<b>Student Accounting Summary</b>	
<b>School Year 2020/21 Actual Enrollment (10/07/20)</b>	
<b>Total Students Provided by District</b>	<b>3,903</b>
Students Residing out of District	-80
Preschool Students	-47
<b>Students used in Residential Projections</b>	<b>3,776</b>
Students Residing out of District	80
Preschool Students	47
<b>Del Mar Union S.D. 2020/21 K-6 Enrollment</b>	<b>3,903</b>

*Table 1- Student Accounting Summary*

### 5) Planned Residential Development

This data was obtained through discussions with the District, city agencies, county agencies and major developers within the district boundaries. Data includes development name, location, housing type, total number of units and projected move in dates (phasing). Phasing for planned housing is factored into the seven year projections (See **SECTION 2** for a detailed listing of the planned residential development). In the student population projection Davis Demographics includes all Approved and Tentative tract maps in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. All of the information may change and should be updated annually.

## 2. Response to Comments

### **Del Mar Union School District**

### **2020/21 Projection Report**

#### **Data Used for Variables**

Three sets of data were compiled and reviewed for use in the seven year student population projections by residence:

1. Births by Zip Code
2. Cohort Survival Factors
3. Student Yield Factors

#### **1) Births by Zip Code Data**

Birth data by postal zip code was obtained from the California State Department of Health for the years 2004 – 2019 and roughly correlated to the Del Mar Union School District. Past changes in historical birthrates are used to estimate future incoming kindergarten student population from existing housing.

#### **2) Cohort Survival Factors**

Cohort survival refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). Cohort survival, which is essentially a modified cohort, is applied as a percentage of increase/decrease among each grade for every year of the projections.

#### **3) Student Yield Factors (SYFs)**

These factors, combined with planned residential development units are used to determine the number of students generated from new residential housing development projects. The student yield factors are calculated by Davis Demographics from a housing count of existing dwelling units throughout the District for a seven-year period.

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### SEVEN YEAR PROJECTION METHODOLOGY

The projection methodology used in this study combines historical student population counts, past and present demographic characteristics, and planned residential development to forecast future student population at the study area level. District-wide projections are summarized from the individual study area projections. These projections are based on where the students reside and where they should be attending school. We use the actual location of where the students reside, as opposed to their school of enrollment, in order to provide the most accurate estimate of where future school facilities should be located. The best way to plan for future student population shifts is to know where the next group of students will be residing. The following details the methodology used in preparing the student population projections by residence.

#### **Seven Year Projections**

Projections are calculated out seven years from the date of projection for several reasons. The planning horizon for any type of facility is typically no less than five years, often longer. Seven years are usually sufficient to adequately plan for facility adjustments. It is a short to mid-term solution for planning needs. Projections beyond seven years are based on speculation due to the lack of reliable information on birthrates, new home construction and economic conditions.

#### **Why Projections are Calculated by Residence?**

Typically, school district projections are based on enrollment by school. However, this method is inadequate when used to locate future school facility needs, because the location of the students is not taken into consideration. A school's enrollment can fluctuate due to variables in the curriculum, program changes, school administration and open enrollment policies. These variables can skew the apparent need for new or additional facilities in an area.

The method used by Davis Demographics is unique because it modifies a standard cohort projection with demographic factors and actual student location. **Davis Demographics bases its projections on the belief that school facility planning is more accurate when facilities are located where the greatest number of students reside.**

The best way to plan for facility requirements is to know where the next group of students will be residing. The following details the methodology used in preparing the student population projections.

## 2. Response to Comments

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#### PROJECTION VARIABLES

Each year of the projections, 6<sup>th</sup> grade students graduate and continuing students' progress through to the next grade level. This normal progression of students is modified by the following factors:

##### 1) Incoming Kindergarten

Live birth data is reported to the California State Department of Health by the resident postal zip code of the mother. Davis Demographics uses the birth data by zip code roughly correlating to the District boundary and applies the data accordingly. If need be a different birth factor can be applied to various areas of the District.

Incoming kindergarten classes, for existing homes, are estimated by comparing changes in past births in the area. Table 2 illustrates the total births for each zip code in the Del Mar Union School District from 2004 to 2019. Davis Demographics assumes the current kindergarten class (2020/21) was born five years ago (2015). Future incoming kindergarten classes are estimated by comparing the number of births in 2015 to the number of births in 2016 - 2019. Davis Demographics compared the total births in 2015 to the total births in 2016, to determine a factor for next year's kindergarten class (2021/22). The 2015 births were compared to 2017 (2022/23's K class), 2015 to 2018 (2023/24's K class), and 2015 to 2019 (2024/25's K class).

Births by Zip Code					Birth Rate		
Birth Year	Kinder Year	92014	92130	Total	% Change*	Birthrate Used in Forecast	School Year
2004	2009	114	635	749	129.1%		2009/10
2005	2010	88	628	716	123.4%		2010/11
2006	2011	101	586	687	118.4%		2011/12
2007	2012	92	668	760	131.0%		2012/13
2008	2013	111	628	739	127.4%		2013/14
2009	2014	105	629	734	126.6%		2014/15
2010	2015	87	571	658	113.4%		2015/16
2011	2016	91	592	683	117.8%		2016/17
2012	2017	88	554	642	110.7%		2017/18
2013	2018	99	534	633	109.1%		2018/19
2014	2019	92	490	582	100.3%		2019/20
2015	2020	82	498	580	Base Year		2020/21
2016	2021	82	526	608	104.8%	1.048	2021/22
2017	2022	83	477	560	96.6%	0.966	2022/23
2018	2023	89	536	625	107.8%	1.078	2023/24
2019	2024	85	511	596	102.8%	1.028	2024/25
2020	2025				102.4%	1.024	2025/26
2021	2026				102.4%	1.024	2026/27
2022	2027				102.4%	1.024	2027/28

\* % Change refers to the change in total births for each year compared to the base year.

Source: California Department of Health Statistics

Table 2 – Births by Zip

## 2. Response to Comments

Del Mar Union School District

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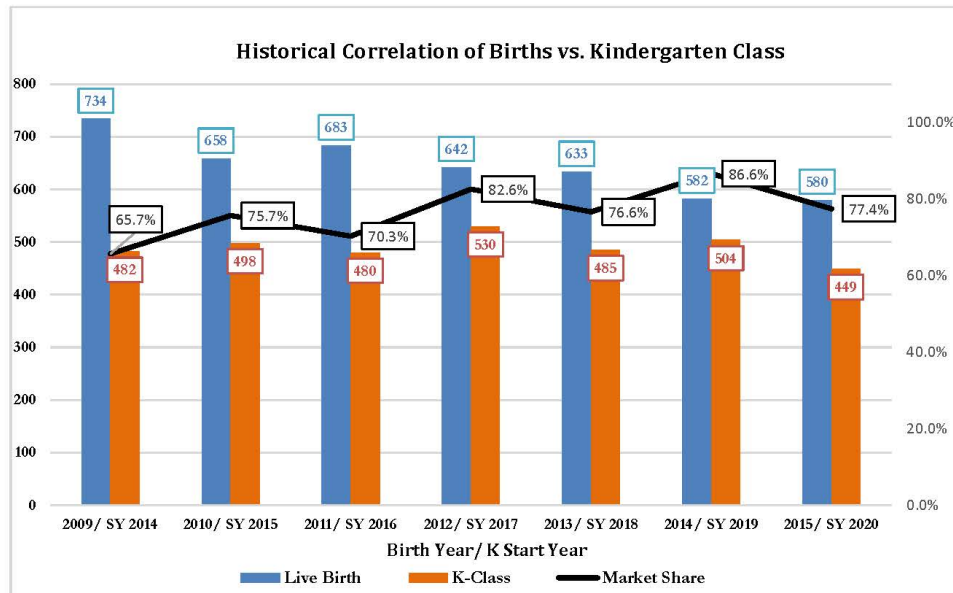


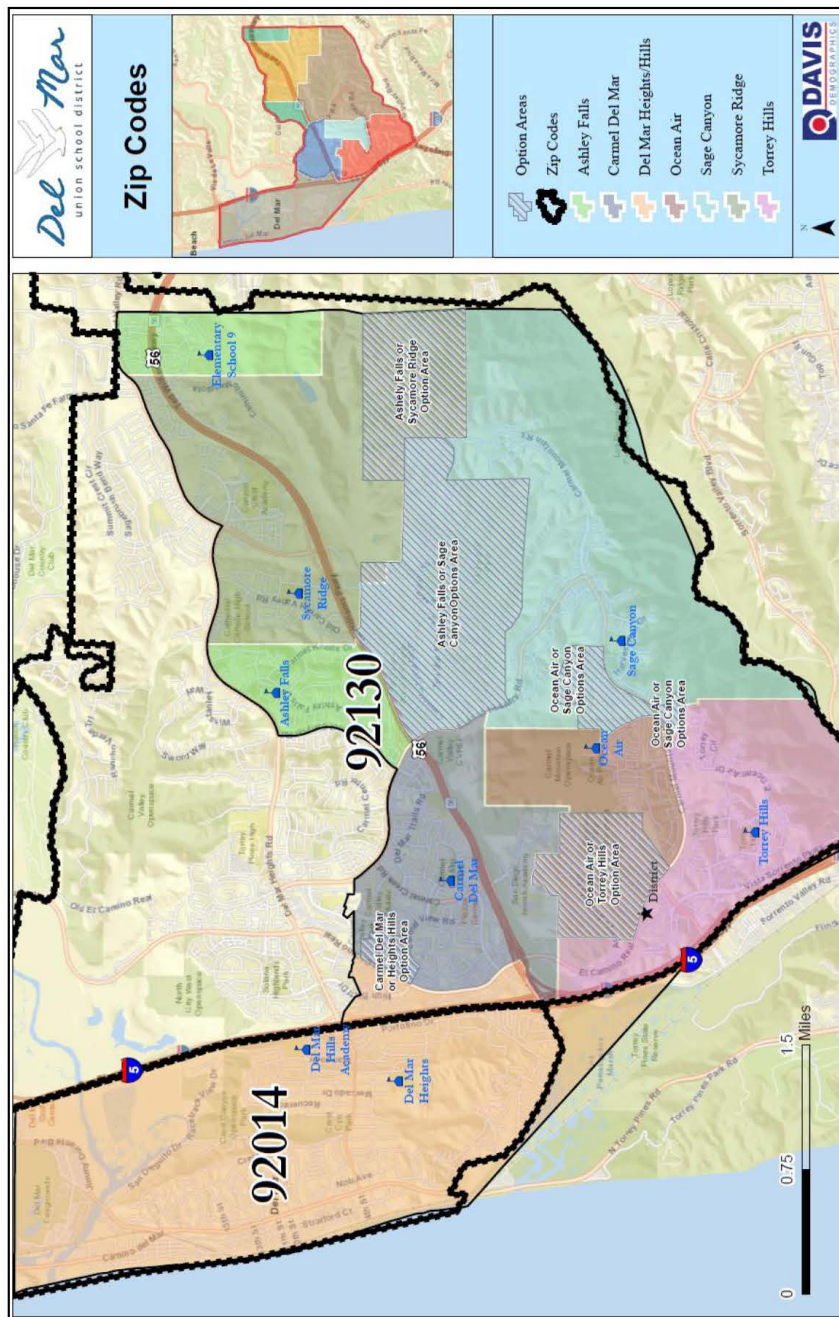
Chart 1 - Births to K Capture



## 2. Response to Comments

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#### 2) Student Cohort Survival Factors

Student cohort survival factors further refine the seven-year student population projections. Cohort survival refers to the increase/decrease in the migration of students within the District boundary (move-in/move-out of students from existing housing). Cohort survival is applied as a percentage of increase/decrease to each grade for every year of the projections.

Having historical student data categorized by study area is extremely helpful in calculating accurate student cohort survival factors. Davis Demographics was able to utilize the last four years (school years 2017/18, 2018/19, 2019/20, and 2020/21) student data. The 2017/18 student data was compared to 2018/19, 2018/19 to 2019/20, and 2019/20 to this year's student data at the study area level. Grades 1-6 cohort survival were all calculated to correspond with the elementary school district attendance areas.

A net increase or decrease of zero students over time is represented by a factor of **1.000**. A net student loss is represented by a factor less than **1.000** and a net gain by a factor greater than **1.000** (see Table 3).

Example:

$$\begin{aligned} & 100 \text{ K students in residing in the Ashley Falls area in fall 2020/21} \\ & \times 108\% \text{ (Ashley Falls ES area 1}^{\text{st}} \text{ grade cohort survival)} \\ & = 108 \text{ 1}^{\text{st}} \text{ grade students in fall 2021/22} \end{aligned}$$

Del Mar Union School District Cohort Survival by Elementary Attendance Area 2017/18 - 2020/21						
	K → G1	G1 → G2	G2 → G3	G3 → G4	G4 → G5	G5 → G6
Ashley Falls	108%	103%	109%	103%	98%	102%
Carmel Del Mar	111%	97%	102%	101%	101%	99%
Del Mar Heights/Hills	98%	98%	101%	98%	99%	94%
Ocean Air	108%	100%	101%	97%	97%	97%
Sage Canyon	103%	98%	97%	100%	95%	95%
Sycamore Ridge	112%	108%	101%	102%	106%	103%
Torrey Hills	99%	93%	98%	94%	93%	89%

Table 3 - Cohort survival - Not used in projection

District Wide Cohort Survival Comparison						
	K → G1	G1 → G2	G2 → G3	G3 → G4	G4 → G5	G5 → G6
Fall 2019 Average Cohort Survival	108%	103%	103%	102%	101%	99%
Fall 2020 Average Cohort Survival	106%	100%	101%	99%	98%	97%

Table 4 - Cohort survival Compared

Del Mar Union School District - USED IN 2020 PROJECTIONS Cohort Survival by Elementary Attendance Area 2016/17 - 2019/20						
	K → G1	G1 → G2	G2 → G3	G3 → G4	G4 → G5	G5 → G6
Ashley Falls ES	108%	108%	110%	104%	103%	103%
Carmel Del Mar ES	114%	100%	106%	100%	98%	101%
Del Mar Heights/Hills ES	103%	101%	105%	104%	103%	101%
Ocean Air ES	108%	104%	99%	100%	97%	99%
Sage Canyon ES	107%	101%	99%	101%	100%	96%
Sycamore Ridge ES	113%	111%	100%	107%	106%	103%
Torrey Hills ES	103%	95%	99%	100%	98%	92%

Table 5 - Fall 19 cohort survival - Used in projections

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### Del Mar Union School District

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Due to the COVID-19 pandemic and the decline in 2020 enrollment, cohort factors were lower than historical years. On average the district has experienced a 2-3% growth in classes as they progressed from grade to grade. For the fall 20 school year, the cohort factor showed an even pass, the district classes stayed the same size. To account for the eventual return of students Davis Demographics used the fall 19 cohort factor.

#### 4) Student Yield Factors

Closely related to planned residential development units are student yield factors. The student yield factors, when applied to residential development units, determine how many additional students will be generated from new construction within the District. Student yield factors for the Del Mar Union School District are calculated by geographically linking assessor parcel data with student data. Davis Demographics researched student yield factors by a sample of units built in the Pacific Highlands Ranch area between 2011 and 2016.

Davis Demographics specifically looked at new development in the Pacific Highlands Ranch area to determine the SFD student yield factor. The MFA and APT student yield factors were taken from a study completed for the San Dieguito Union High School District in November of 2016.

Student Yield Factors - Pacific Highlands Ranch			
	Units	K-6 Students	K-6 SYF
SFD	636	359	0.564

Student Yield Factors	
	GK-6
SFD	0.564
MFA	0.301
APT	0.161

SFD – Single Family Detached  
MFA – Multi-Family Attached  
APT - Apartments



## 2. Response to Comments

### Del Mar Union School District

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#### 5) Planned Residential Development

Closely related to the student yield factors are planned residential development units. Planned residential development data is collected to determine the number of new residential units that will be built over the time frame of the student population projections. The units built within the next seven years will have the appropriate SYF applied to it to determine the number of new students the planned residential development will yield.

This data was obtained through discussions with the District, city agencies, county agencies and major developers within the District boundaries. Data includes development name, location, housing type, total number of units and projected move in dates (phasing). Phasing for planned housing is factored into the seven projections. (See **SECTION TWO** for a detailed listing of the planned residential development).

In the student population projection by residence Davis Demographics includes all Approved and Tentative tract maps in addition to any planned or proposed development that possibly will occur within the projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. All of the information may change and should be updated annually.

## 2. Response to Comments

### **Del Mar Union School District**

### **2020/21 Projection Report**

#### **APPLYING THE VARIABLES TO GENERATE THE PROJECTIONS**

Del Mar Union School District has been divided into 196 study areas. Every study area is coded with the school code of the elementary attendance area it falls within. The residential projections are calculated at the study area level. This means that Davis Demographics conducts 196 individual projections that are based upon the number of students residing in each study area.

The first step in calculating the projections is to tally the number of students that live in each study area by each grade (Kindergarten through 6<sup>th</sup> grade). The current student base (school year 2020/21) is then passed onto the next year's grade (2020/21's K become 2021/22's 1<sup>st</sup> graders, 2020/21's 1<sup>st</sup> graders become 2021/22's 2<sup>nd</sup> graders, and so on). After the natural progression of students through the grades is applied, then birth factors are multiplied to the current kindergarten class to generate a base for the following year's kindergarten class.

Next, a cohort survival factor is applied to all grades. Again, these factors take into account the natural in/out migration of students throughout the District. The cohort survival factor is applied to each student in every grade (K-6). A unique cohort survival factor is applied to each elementary school attendance area determined by the cohort survival factor study.

To finish generating the projections by residence, the same process is conducted for each of the 196 study areas. Once the projections have been run at the study area level, then it is simple addition to determine projections for each of the District's attendance areas or for a district-wide summary. For example, the residential projections for the Ashley Falls ES attendance area is simply the summary of all of the study areas that make up this specific attendance area (see **SECTION FIVE** for the projections of each elementary school attendance area).

The District Summary for the projections (**SECTION FOUR**) is a total summary of all 196 study areas. The projections excludes all of the students that attend a District school but live completely outside of the District's boundaries and students unable to be geocoded. These students are factored back into the projections by calculating their current overall percentage of student population, applying the percentage to future years and adding it to the resident projections (please see the Attendance Matrices in section two for a breakdown of the out-of-district, special education and unmatched students by school). Davis Demographics adds the current total out-of-district and unmatched students to each year of the projections because there is no way to accurately forecast these students in the future.

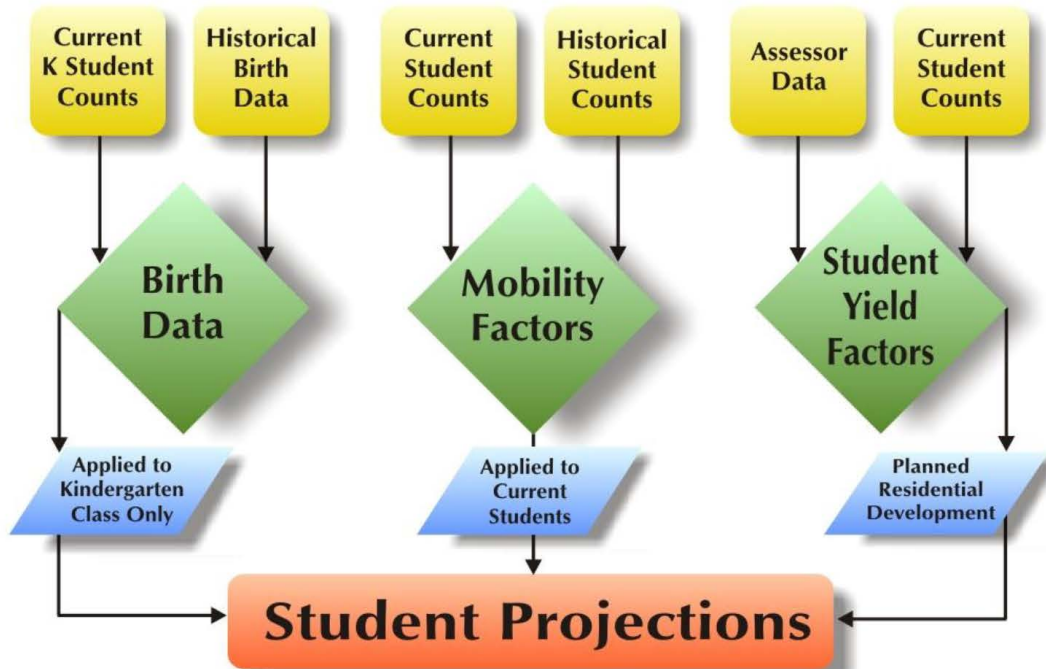
Current and historical students, geographic data and non-geographic data are used to calculate the factors used in the student population projections by residence. These factors are applied using SchoolSite and projections are calculated for each study area for each grade.

## 2. Response to Comments

Del Mar Union School District

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Projections by Residence Flowchart



## 2. Response to Comments

### Del Mar Union School District

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#### SECTION TWO – PLANNED RESIDENTIAL DEVELOPMENT

This data was obtained through discussions with the major developers within the District boundaries, the Planning Department of Del Mar, San Diego County and local developers. A database and map of the planned residential development was created, including, when available, project name, location, housing type, total number of units and estimated move in dates (phasing schedule). Projected phasing is based upon occupancy of the unit and is used to help time the arrival of students from these new developments.

In the student population projection by residence Davis Demographics includes all Approved and Tentative tract maps in addition to any planned or proposed development that possibly will occur within the seven year projection timeframe. The planned residential development information and phasing estimates is a snapshot of the District at the time of this study. All of the information may change and should be updated annually.

Residential Development in Del Mar Union SD						
Study Area	Project	Developer	Type	Total Units	Contact	Status
30H	LUMEN	SHEA HOMES	MFA	102	John Finley	Planning
30H	Lin Property	KB Homes	MFA	348	CITYSD TAIT GALLOWAY	Planning
30H	Rancho Milagro	HALLMARK (WAS LAT 33)	MFA	29	Matt Semic	Active

\*INCLUDES APPROVED, TENTATIVE, AND PLANNING PHASE. PROJECTS NOT EXPECTED TO START OR HAVE NOT BEEN APPROVED ARE NOT INCLUDED IN THE SUMMARY OR PROJECTIONS.

SFD – Single Family Detached

MFA – Multi-Family Attached

APT – Apartments

#### Residential Development Summary

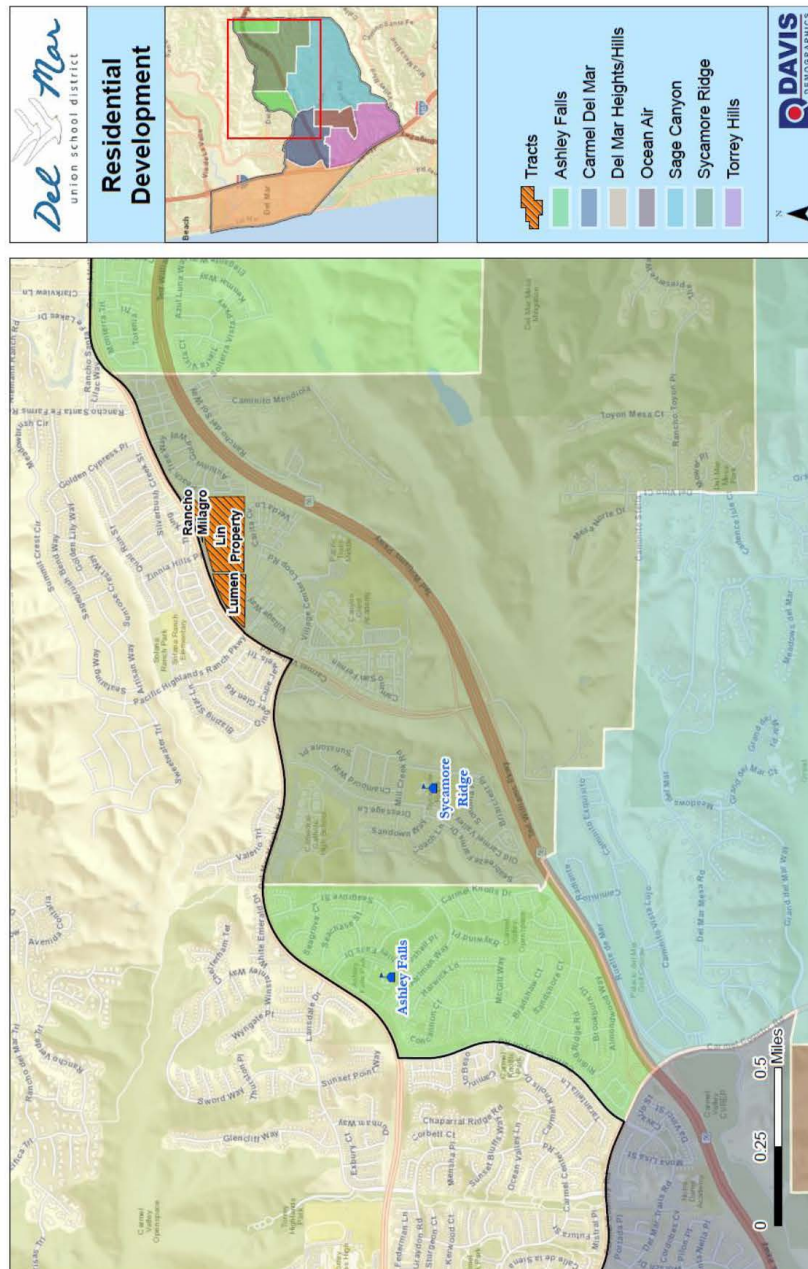
Total SFD = 0    Total MFA = 478    Total APT = 0																																									
Study Area	10/2020 - 10/2021			10/2021 - 10/2022			10/2022 - 10/2023			10/2023 - 10/2024			10/2024 - 10/2025			10/2025 - 10/2026			10/2026 - 10/2027			Total	Elementary																		
	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT	SFD	MFA	APT	Units	Boundary																		
30H	0	11	0	0	28	0	0	115	0	0	126	0	0	75	0	0	75	0	0	48	0	478	Sycamore Ridge																		
Total	0	11	0	0	28	0	0	115	0	0	126	0	0	75	0	0	75	0	0	48	0	478																			
Total 20 / 21			11			Total 21 / 22			28			Total 22 / 23			115			Total 23 / 24			126			Total 24 / 25			75			Total 25 / 26			75			Total 26 / 27			48		

## 2. Response to Comments

Del Mar Union School District

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Residential Development Map





## 2. Response to Comments

### Del Mar Union School District

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#### **SECTION THREE – ATTENDANCE MATRIX**

An Attendance Matrix has been included to provide a better understanding of where students reside and where they attend school. **Remember, Davis Demographics projections are based upon where the students reside, not the student's school of enrollment. This method allows Davis Demographics to provide the most accurate forecast of where shifts in student population may occur and changes to future facilities (if necessary) should be located.** Therefore, since the projections are based upon where the students reside, the figures we use as a base for each school's resident projection may be slightly higher or lower than the actual reported enrollment for each school. The best way to plan for future facilities is to know where the next group of students will be coming from, not necessarily which school they are currently attending.

Attendance matrices act as a check and balance for student accounting. Illustrating where the students reside (in what School of Residence) based upon their geocoded address and which school they attend (School of Attendance) based upon District provided student data. It is essential to show how the students used in the projections match up to the District's records of enrollment for each school. Furthermore, intra-district transferring patterns can be determined by comparing School of Residence data to the School of Attendance data.

#### **READING THE MATRIX**

To understand the matrix let's begin with Ashley Falls ES as an example. Following down the first column with the Ashley Falls ES heading, there are 236 students attending Ashley Falls ES and reside in the Ashley Falls ES attendance area. Continuing downward, 16 students attend Ashley Falls ES that resides in the Carmel Del Mar ES attendance area. Next it shows that 3 students attend Ashley Falls ES and resides in the Del Mar Heights/Hills ES attendance area, and so on.

Intra-District Transfers refers to students living outside of the district boundaries but attend a district school, there are 13 intra-district transfer students attending Ashley Falls ES. Total Enrollment is the total number of students attending a school regardless of where they reside, and reflects the District's enrollment counts for each school. There are 329 students attending Ashley Falls ES

The next step is to read across the matrix, beginning with the Ashley Falls ES attendance area row. We know 236 represent the total number of students residing and attending Ashley Falls ES. The next column, Carmel Del Mar ES, refers to the number of students residing in the Ashley Falls ES attendance area, but attend Carmel Del Mar ES there are 4 students residing in the Ashley Falls ES attendance area but attending Carmel Del Mar ES

The Total Residence column is the total number of students living in each particular attendance area. There are 449 students residing in the Ashley Falls ES attendance area and used as the base or actual number for each attendance area in the 2020/21 projections.

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### Del Mar Union School District

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#### Elementary School Attendance Matrix

Elementary School Attendance Matrix														
Attendance Area		SCHOOL OF ATTENDANCE										Residence Total	Residence Total	% Attending Resident School
		Ashley Falls ES	Carmel Del Mar ES	Del Mar Heights ES	Del Mar Hills ES	Ocean Air ES	Sage Canyon ES	Sycamore Ridge ES	Torrey Hills ES	DMUSD Launch				
S	Ashley Falls ES	236	4	3	3	1	1	19	1	181	449	53%		
C	Carmel Del Mar ES	16	346	9	11	10	8	5	10	212	627	55%		
H	Del Mar Heights/Hills ES	3	2	181	147	1	1	2	4	106	447	73%		
O	Ocean Air ES	2	0	2	1	148	4	0	1	104	262	56%		
L	Sage Canyon ES	1	1	3	2	12	245	2	5	127	398	62%		
O	Sycamore Ridge ES	36	9	5	6	5	2	317	1	183	564	56%		
F	Torrey Hills ES	1	4	7	4	24	12	1	262	184	499	53%		
R	Ashley Falls/Sage Canyon Option	13	0	2	1	1	58	0	0	31	106	67%		
S	Ashley Falls/Sycamore Ridge Option	6	0	0	0	12	4	1	0	1	24	29%		
I	Carmel Del Mar/Heights/Hills Option	2	35	25	25	1	0	0	1	45	134	63%		
D	Ocean Air/Sage Canyon Option	0	0	0	0	23	38	1	0	55	117	52%		
N	Ocean Air/Torrey Hills Option	0	1	5	3	75	3	2	11	49	149	58%		
E	Intra-District Transfers (Out of District)	13	11	13	4	8	12	9	4	6	80			
Total Enrollment		3,856	413	255	207	321	388	359	300	1284	3,856			
Transfer Students		74	32	49	35	75	47	41	27	--	380			
% of Total Enrollment		27.5%	7.7%	19.2%	16.9%	23.4%	12.1%	11.4%	9.0%	--	9.9%			

1 - Intra-District Transfers: Students living outside the District boundary but attending a DMUSD school.  
2 - 47 PK students enrolled in Torrey Hills are not included in the table above

## 2. Response to Comments

**Del Mar Union School District**

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### ***SECTION FOUR – DISTRICT-WIDE STUDENT POPULATION PROJECTION***

The student population is projected out seven years for each of the study areas, attendance areas and for the entire Del Mar Union School District. The District-wide Summary enables the District to see a broad overview of future population shifts and what impact these shifts may have on existing and future facilities. Each attendance area is summarized to give a more local view of population changes and identify variances in the district. The study area listings enable the District to monitor student population growth or decline in neighborhood areas within the District.

Together, these projection summaries, present the means for identifying the timing of future population shifts and overall facility adjustments needed to accommodate these shifts. At any time, study areas and their projected resident students can be shifted between schools to assist in balancing enrollment, school consolidation among various other analyses.



## 2. Response to Comments

### Del Mar Union School District

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#### District-wide Projection

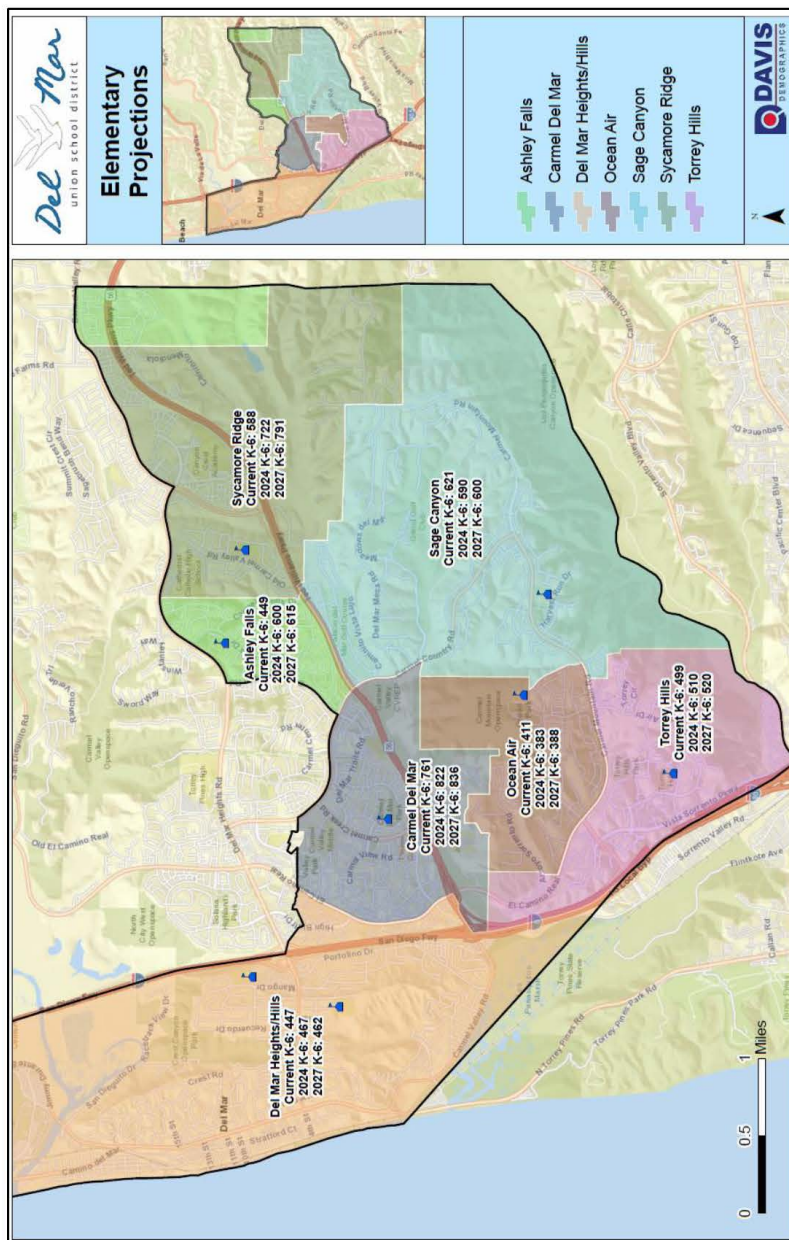
Historic Resident Counts				Actual	Projected	Forecasted Resident Counts						
Grade	2017	2018	2019	2020	2020	2021	2022	2023	2024	2025	2026	2027
K	530	485	504	449	503	528.0	487.7	548.5	526.5	525.2	526.9	527.5
1	544	564	525	515	547	546.3	573.9	534.5	601.1	574.9	573.5	574.1
2	610	546	562	514	540	562.6	562.3	594.9	555.4	621.8	595.0	592.3
3	599	611	583	557	576	555.5	579.7	583.1	616.9	573.9	642.1	613.3
4	638	624	626	553	597	588.3	569.6	598.4	602.6	635.1	591.4	660.1
5	711	654	611	607	631	602.3	592.2	579.8	609.5	611.8	644.8	599.7
6	747	706	653	581	608	626.6	599.5	593.3	583.9	611.4	613.8	645.6
<b>Resident Student Totals by Grade Configuration</b>												
K-6	4,379	4,190	4,064	3,776	4,003	4,010	3,965	4,033	4,096	4,154	4,188	4,213
<b>Unmatched Students</b>												
K-6	0	0	0	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Out-of-District Students</b>												
K-6	75	71	64	80	80	57.0	57.0	57.0	57.0	57.0	57.0	57.0
<b>Total Students*</b>												
K-6	4,454	4,261	4,128	3,856	4,083	4,066.6	4,021.9	4,089.5	4,152.9	4,211.1	4,244.5	4,269.6
<b>Annual Change</b>												
K-6 Difference	-193	-133	-272	-45	-45	-16.0	-44.7	67.6	63.4	58.2	33.4	25.1
<b>Notes</b>												
Forecast based on student data as of 10/7/2020. (47) Preschool students not included in the above numbers. Projected 2020 class was pulled from the fall 2019 report												

## 2. Response to Comments

Del Mar Union School District

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### SECTION FIVE – ATTENDANCE AREA PROJECTIONS BY RESIDENCE Elementary Projection Map

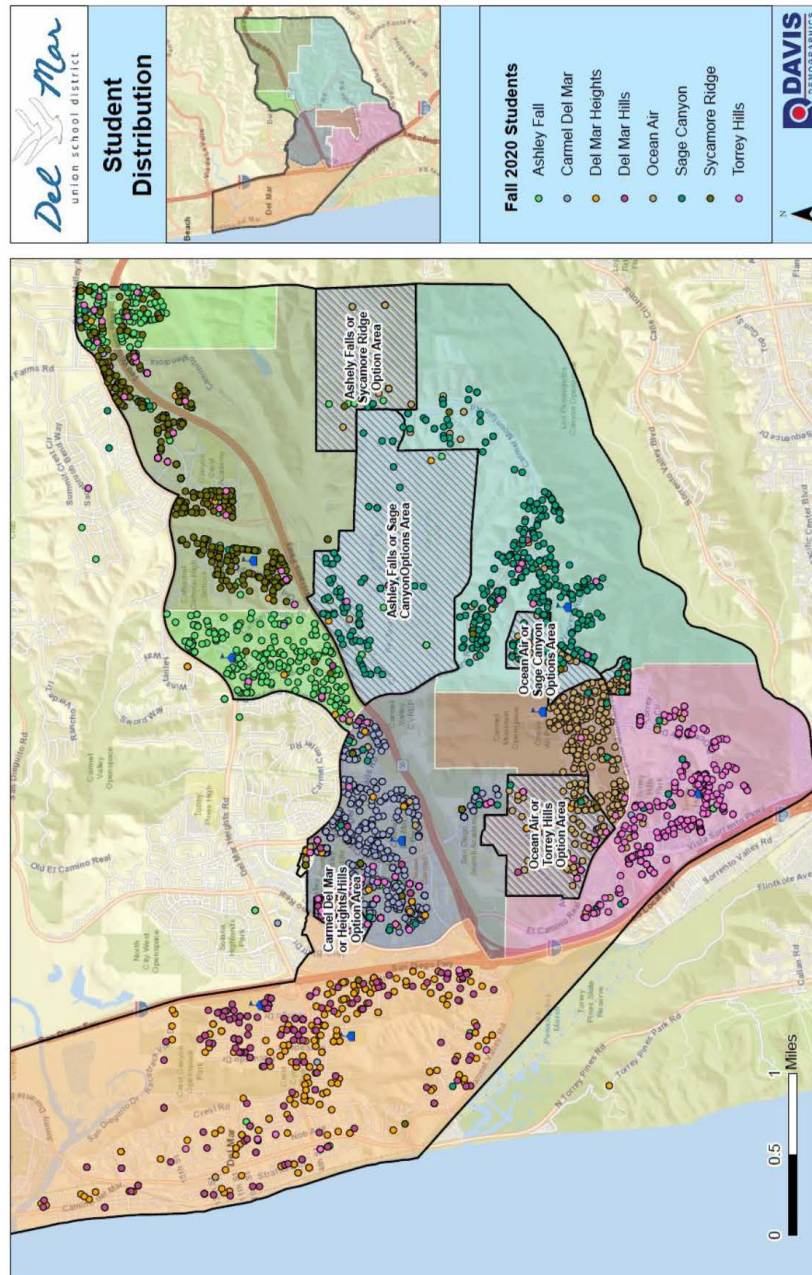


## 2. Response to Comments

Del Mar Union School District

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### Elementary Student Distribution



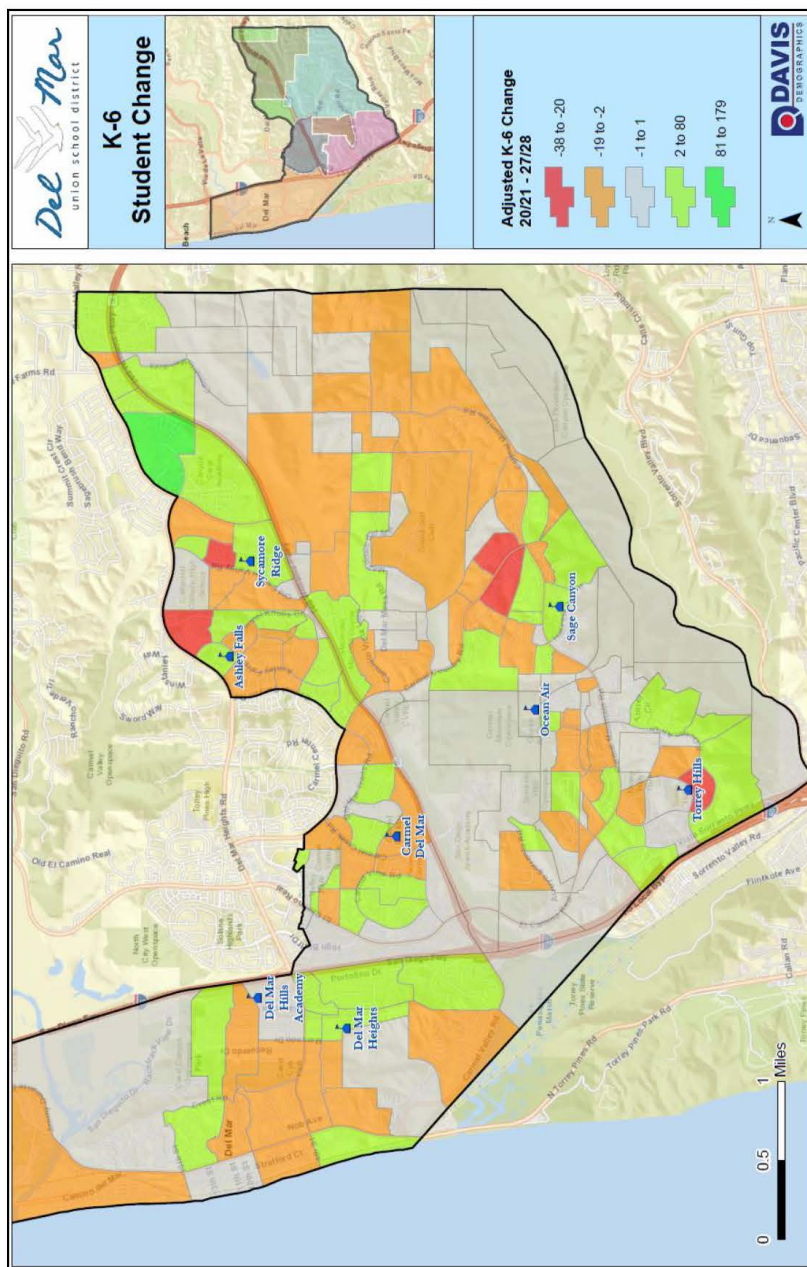


## 2. Response to Comments

### Del Mar Union School District

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#### Elementary Resident Net Change



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### Del Mar Union School District

### 2020/21 Projection Report

#### Projections by Residences

Ashley Falls												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	44	65	69	66	69	72.5	66.8	74.6	71.1	70.9	70.9	70.9
1	61	49	68	69	75	74.7	78.3	72.2	80.6	76.8	76.5	76.5
2	60	56	54	71	74	81.0	80.7	84.6	78.0	87.0	83.0	82.6
3	58	66	63	54	60	81.3	89.0	88.8	93.0	85.8	95.7	91.3
4	61	64	68	62	66	62.2	84.5	92.6	92.3	96.8	89.2	99.5
5	79	68	61	67	71	67.9	64.1	87.0	95.4	95.1	99.7	91.9
6	80	85	70	60	63	72.6	70.0	66.0	89.7	98.2	98.0	102.7
Actual Resident Students						Forecasted Resident Students						
Total K-6	443	453	453	449	478	512.2	533.4	565.8	600.1	610.6	613.0	615.4

The Ashley Falls/Sage Canyon Option area is included in the Sage Canyon Resident Projections

The Ashley Falls/Sycamore Ridge Option area is included in the Sycamore Ridge Resident Projections

Carmel Del Mar												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	99	100	101	105	101	105.5	97.3	108.6	103.5	103.1	103.1	103.1
1	98	118	110	111	115	114.8	120.3	110.9	123.7	118.0	117.5	117.5
2	108	102	115	105	110	115.1	114.8	120.3	110.9	123.7	118.0	117.5
3	102	114	107	111	122	116.6	122.0	121.7	127.5	117.5	131.2	125.1
4	98	107	112	107	107	121.9	116.6	122.0	121.7	127.5	117.5	131.2
5	116	101	107	114	110	104.9	119.5	114.3	119.6	119.2	125.0	115.2
6	120	117	101	108	108	110.9	105.9	120.7	115.4	120.8	120.4	126.2
Actual Resident Students						Forecasted Resident Students						
Total K-6	741	759	753	761	773	789.7	796.4	818.5	822.3	829.8	832.7	835.8

The Carmel Del Mar/Heights and Hills Option area is included in the Carmel Del Mar Resident Projections

Del Mar Heights/Hills												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	77	69	59	41	59	61.6	56.8	63.4	60.5	60.2	60.2	60.2
1	75	75	69	56	61	60.6	63.5	58.5	65.3	62.3	62.0	62.0
2	86	77	72	66	70	61.4	61.2	64.1	59.1	66.0	62.9	62.7
3	80	87	81	70	76	73.2	64.4	64.3	67.3	62.1	69.3	66.1
4	91	83	87	73	84	78.6	76.1	67.0	66.8	70.0	64.6	72.0
5	84	102	79	78	90	86.8	81.0	78.4	69.0	68.8	72.1	66.5
6	110	89	96	63	80	90.5	87.6	81.8	79.2	69.7	69.5	72.9
Actual Resident Students						Forecasted Resident Students						
Total K-6	603	582	543	447	519	512.7	490.6	477.5	467.2	459.1	460.6	462.4

The Carmel Del Mar/Heights and Hills Option area is included in the Carmel Del Mar Resident Projections

Does not include: Inter-district transfers students and students unable to be address matched.

181 K-6 students live in Ashley Falls boundary and enroll in DMUSD Launch Program, 257 students live in Carmel Del Mar boundary and enroll in DMUSD Launch Program, and 106 students live in Del Mar Heights/Hills boundary and enroll in the DMUSD Launch Program



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### Projections by Residences

Ocean Air												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	71	48	50	38	50	52.2	48.2	53.7	51.2	51.0	51.0	51.0
1	56	77	53	53	54	53.8	56.4	52.0	58.0	55.3	55.1	55.1
2	73	57	78	51	55	56.2	56.0	58.7	54.1	60.4	57.6	57.3
3	74	66	61	82	77	54.6	55.6	55.4	58.1	53.5	59.8	57.0
4	79	70	70	55	61	77.2	54.6	55.6	55.4	58.1	53.5	59.8
5	87	76	69	67	68	59.2	74.9	52.9	53.9	53.8	56.3	51.9
6	108	87	74	65	68	67.2	58.6	74.2	52.4	53.4	53.2	55.8
Actual Resident Students						Forecasted Resident Students						
Total K-6	548	481	455	411	433	420.4	404.3	402.5	383.1	385.5	386.5	387.9

The Ocean Air/Sage Canyon Option area is included in the Sage Canyon Resident Projections

The Ocean Air/Torrey Hills Option area is included in the Ocean Air Resident Projections

Sage Canyon												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	94	76	79	54	79	82.5	76.1	84.9	81.0	80.7	80.7	80.7
1	93	100	80	83	85	84.3	88.3	81.4	90.8	86.6	86.3	86.3
2	120	99	95	76	81	85.4	85.1	89.2	82.2	91.8	87.5	87.2
3	111	120	96	92	94	80.0	84.5	84.3	88.3	81.4	90.8	86.6
4	127	117	125	92	97	95.0	80.8	85.4	85.1	89.2	82.2	91.7
5	140	127	113	118	125	97.0	95.0	80.8	85.4	85.1	89.2	82.2
6	144	129	122	106	109	120.0	93.1	91.2	77.6	82.0	81.7	85.6
Actual Resident Students						Forecasted Resident Students						
Total K-6	829	768	710	621	669	644.2	602.9	597.2	590.4	596.8	598.4	600.3

The Ashley Falls/Sage Canyon Option area is included in the Sage Canyon Resident Projections

The Ocean Air/Sage Canyon Option area is included in the Sage Canyon Resident Projections

Sycamore Ridge												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	59	61	71	80	71	75.2	70.3	82.7	82.2	82.7	84.4	85.0
1	72	65	74	70	81	81.1	86.3	85.0	99.5	96.6	97.1	97.7
2	75	74	72	79	83	90.2	91.3	101.3	100.4	114.1	110.8	110.1
3	97	79	91	70	73	83.1	91.4	96.3	106.7	103.6	117.3	112.9
4	88	107	87	91	98	78.1	90.3	103.1	108.8	117.6	114.3	127.7
5	101	95	111	90	93	104.3	84.0	100.9	115.0	118.8	128.1	123.4
6	86	115	114	108	115	96.0	108.6	91.6	109.5	121.8	125.6	134.1
Actual Resident Students						Forecasted Resident Students						
Total K-6	578	596	620	588	613	608.0	622.2	660.9	722.1	755.2	777.6	790.9

The Ashley Falls/Sycamore Ridge Option area is included in the Sycamore Ridge Resident Projections

Does not include: Inter-district transfers students and students unable to be address matched.

153 K-6 students live in Ocean Air boundary and enroll in the DMUSD Launch Program, 213 students live in Sage Canyon boundary and enroll in DMUSD Launch Program and 184 students live in Sycamore Ridge boundary and enroll in the DMUSD Launch Program

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### Projections by Residences

Torrey Hills												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	86	66	75	65	75	78.4	72.2	80.6	76.9	76.6	76.6	76.6
1	89	80	71	73	77	77.0	80.7	74.4	83.0	79.2	78.9	78.9
2	88	81	76	66	67	73.4	73.2	76.7	70.7	78.9	75.2	74.9
3	77	79	84	78	75	66.8	72.7	72.4	75.9	70.0	78.1	74.5
4	94	76	77	73	84	75.2	66.8	72.7	72.4	75.9	70.0	78.1
5	104	85	71	73	76	82.3	73.7	65.4	71.2	71.0	74.4	68.6
6	99	84	76	71	65	69.4	75.7	67.8	60.2	65.5	65.3	68.4
Actual Resident Students						Forecasted Resident Students						
Total K-6	637	551	530	499	519	522.5	515.0	510.0	510.3	517.1	518.5	520.0

The Ocean Air/Torrey Hills Option area is included in the Ocean Air Resident Projections

184 K-6 students live in Torrey Hills boundary and enroll in the DMUSD Launch Program

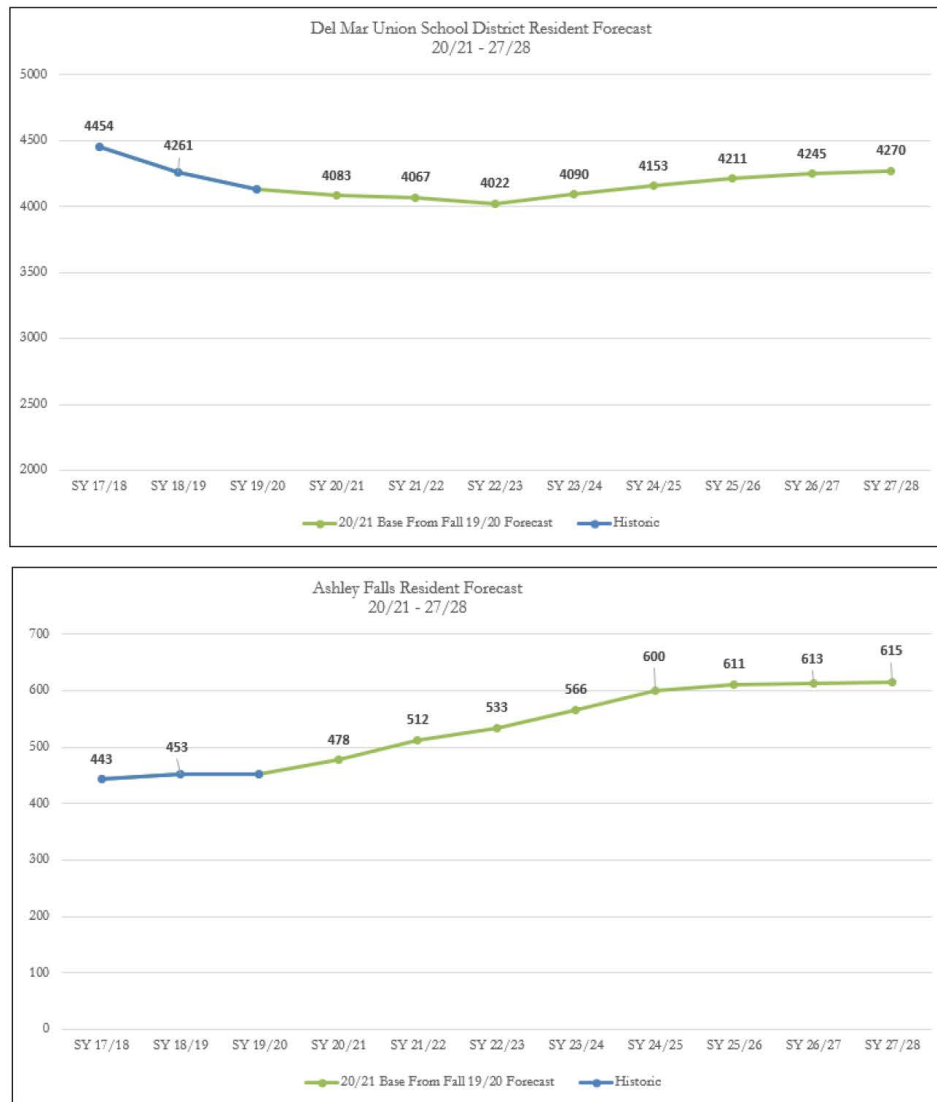
Does not include: Inter-district transfers students and students unable to be address matched.

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### Modified Resident Projections vs Standard Projection

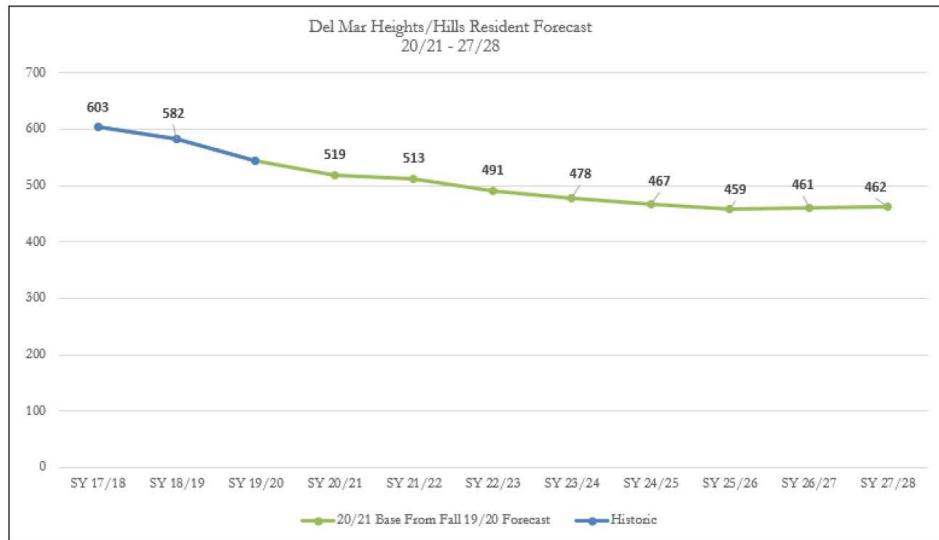
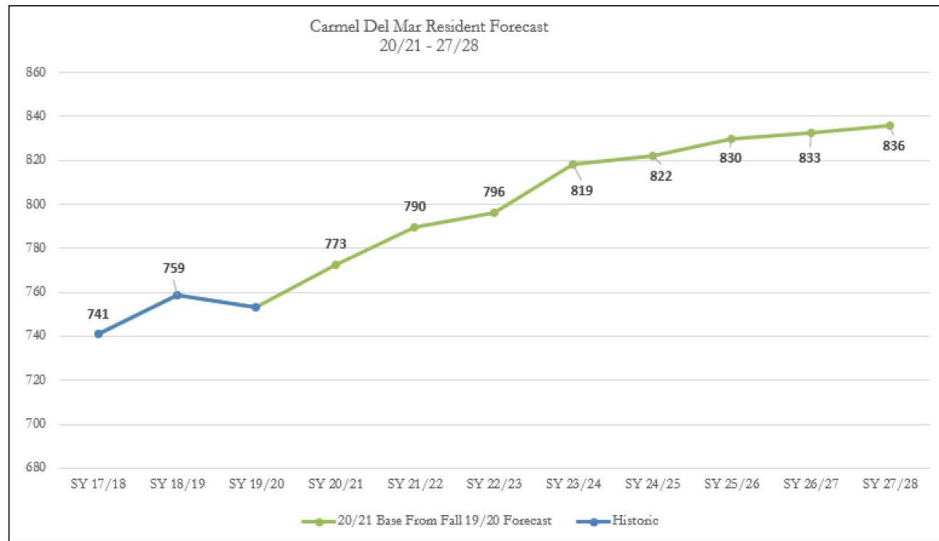




## 2. Response to Comments

### Del Mar Union School District

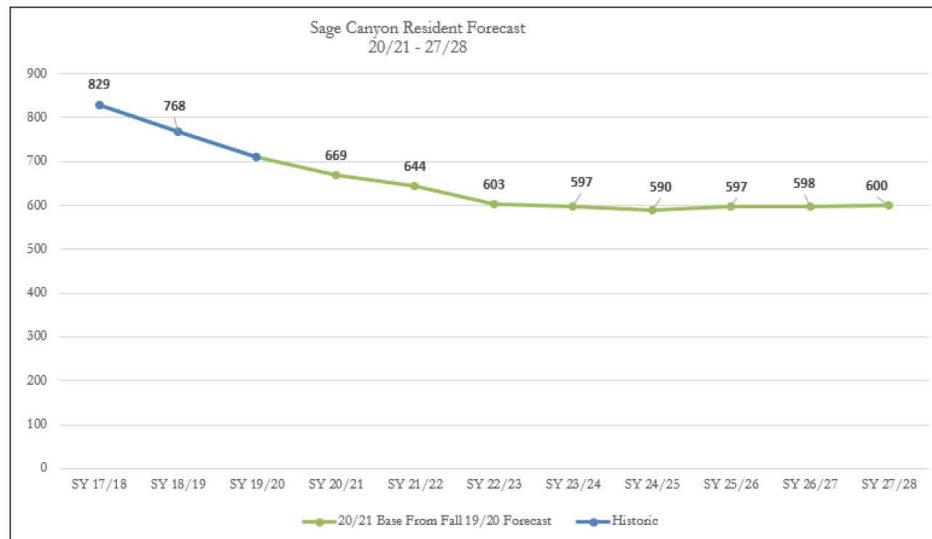
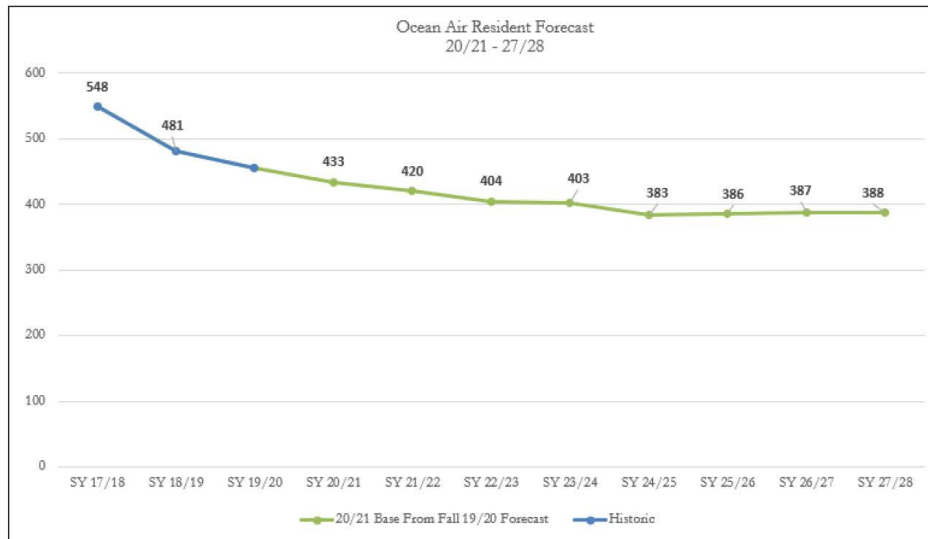
### 2020/21 Projection Report



## 2. Response to Comments

### Del Mar Union School District

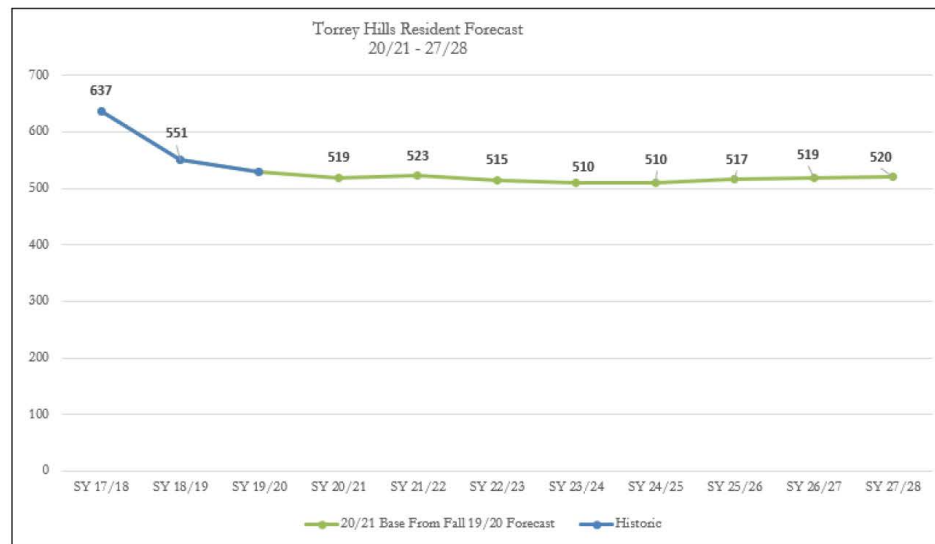
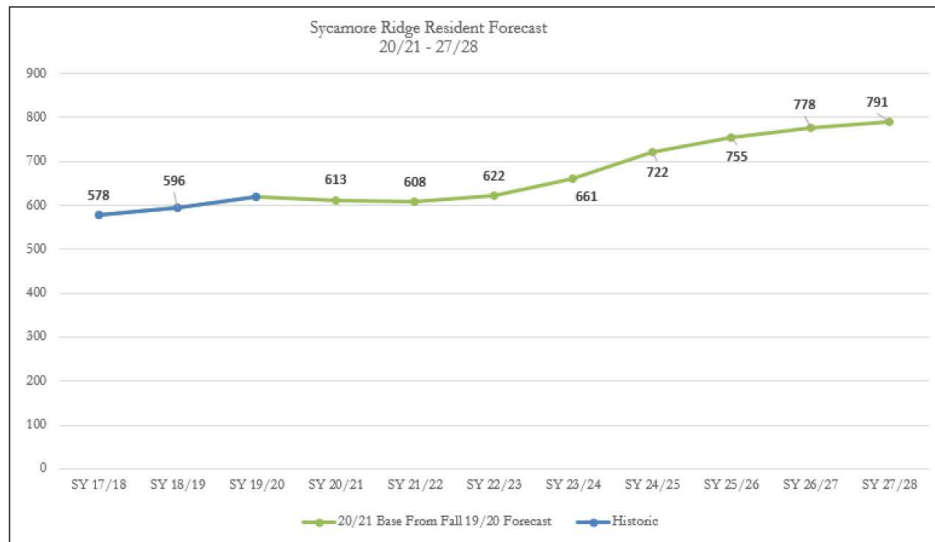
### 2020/21 Projection Report



## 2. Response to Comments

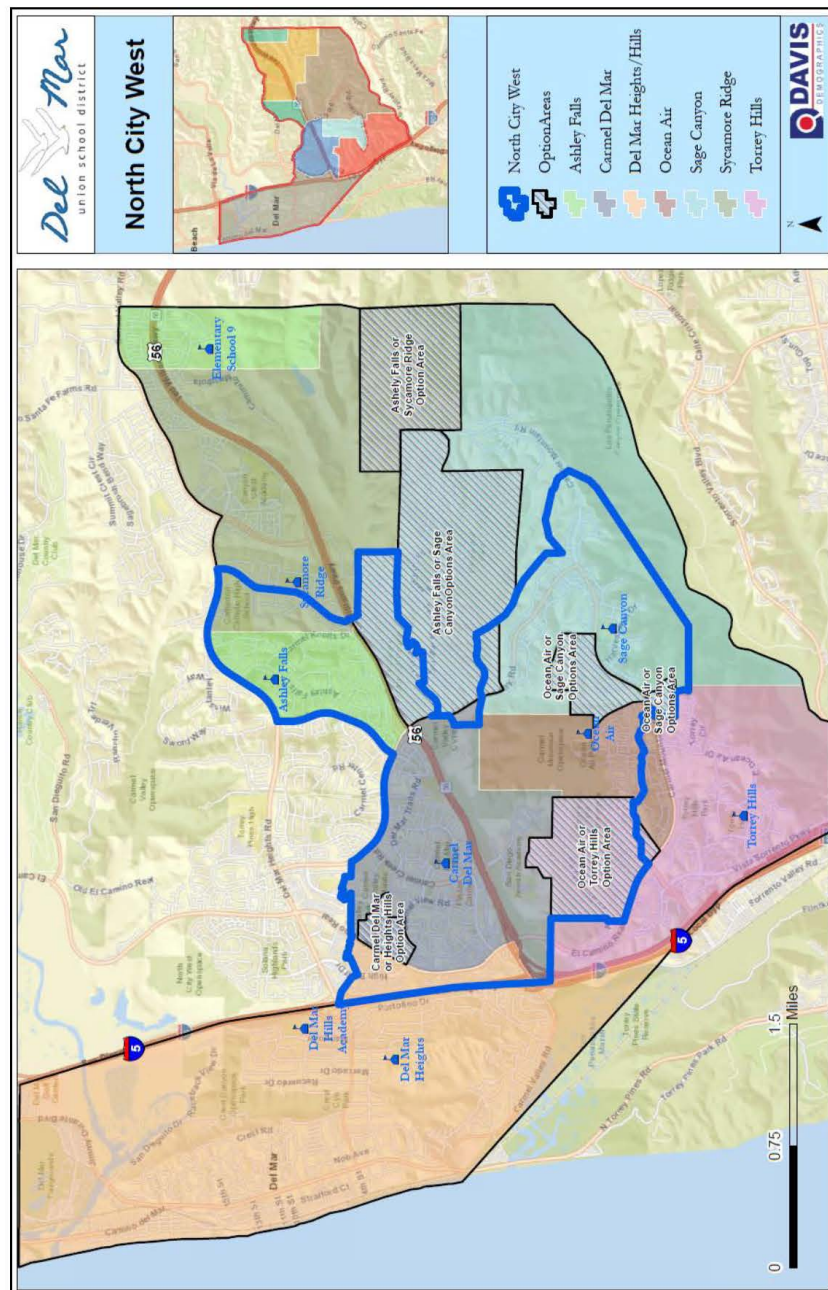
### Del Mar Union School District

### 2020/21 Projection Report



## 2. Response to Comments

## APPENDIX A - NORTH CITY WEST PROJECTIONS BY RESIDENCE



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### North City West Projection by Residence

North City West											
Grade	Historic Resident Students			Current	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	258	240	240	217	251.3	233.5	257.8	246.9	246.1	246.1	246.1
1	260	289	261	253	235.2	272.3	253.1	279.4	267.6	266.7	266.7
2	325	268	287	253	249.4	231.9	268.6	249.5	275.5	263.9	263.0
3	300	326	282	280	256.9	252.3	236.1	273.4	254.0	280.4	268.6
4	308	310	332	266	280.7	258.4	253.4	237.4	274.9	255.4	282.0
5	379	309	300	317	261.7	276.3	254.4	249.5	234.7	271.8	252.5
6	401	375	305	291	310.0	256.6	270.9	250.1	244.8	231.2	267.7
Actual Resident Students					Forecasted Resident Students						
Total K-6	2,231	2,117	2,007	1,877	1,845.2	1,781.3	1,794.3	1,786.2	1,797.6	1,815.5	1,846.6

Does not include: Inter-district transfers students and students unable to be address matched.

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

#### APPENDIX B – CAPTURE RATE ANALYSIS

##### Student Capture Rate Analysis

Estimated student capture rates are used to give the district a rough estimate of the school-age population of each attendance area compared to the number of DMUSD students residing there. The school-age population is derived from overlaying DMUSD attendance areas onto ESRI's estimated population by census block data.

Student Capture Rate by School Attendance Area K-6				
Attendance Area	ESRI 2020 Estimated Grade K-6 (Age 5-11) Population <sup>1</sup>	2020/21 K-6 Students Enrolled in DMUSD <sup>2</sup>	% Population	Potential Students
Ashley Falls ES	526	449	85%	77
Carmel Del Mar ES	588	761	129%	-173
Del Mar Heights/Hills	630	447	71%	183
Ocean Air ES	794	411	52%	383
Sage Canyon ES	998	621	62%	377
Sycamore Ridge ES	901	588	65%	313
Torrey Hills ES	641	499	78%	142
Del Mar Union S.D.	5,078	3,776	74%	1,302

1. Environmental Systems Research Institute (ESRI) 3rd party demographic firm's estimated population.

2. Students residing in DMUSD and enrolled in a DMUSD school. Including Special Education Students

3. Does not include DMUSD students residing out of the district boundaries

Comparison of Student Capture Rates			
Attendance Area	2019/20 Estimated Percentage of Population Captured	2020/21 Estimated Percentage of Population Captured	Change
Ashley Falls ES	78%	85%	↑
Carmel Del Mar ES	123%	129%	↑
Del Mar Heights/Hills	84%	71%	↓
Ocean Air ES	56%	52%	↓
Sage Canyon ES	68%	62%	↓
Sycamore Ridge ES	67%	65%	↓
Torrey Hills ES	80%	78%	↓
Del Mar Union S.D.	81%	74%	↓

1. Environmental Systems Research Institute (ESRI) 3rd party demographic firm's estimated population.

2. Students residing in DMUSD and enrolled in a DMUSD school. Including Special Education Students

3. Does not include DMUSD students residing out of the district boundaries



## 2. Response to Comments

### **Del Mar Union School District**

### **2020/21 Projection Report**

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#### **Staffing Projections (Projections by Enrollment)**

##### **Two-Year Staffing Projections**

Mid-term to long-term facilities planning is always best when it is based upon the resident location of future student populations, rather than the enrollment at the individual schools. However, a two year projected enrollment can be used to assist with estimating staffing and budget requirements over the short term.

##### **Methodology for Schools with Attendance Boundaries**

Calculating a staffing projection for schools with attendance boundaries is different from calculating it for a school without attendance boundaries. For school with attendance boundaries, the two year projected enrollment is calculated using a combination of future resident population and historic transfer patterns for each school.

Similar to the cohort survival factors in the residence projections, a cohort is derived by averaging four years of past transfer patterns. The cohort is calculated for both transfers into and out of each school for each grade between 1 and 12 that the school serves. This cohort is then applied to the current transfer by grade of the base year students to come up with estimated in and estimated out transfers for the future years. To estimate the transfers in and transfers out for the lowest grade served at each school, an average is taken of the last four years of transfers. Finally, projected enrollment by grade for each school is calculated by taking the projected resident population, and adding the estimated transfers in and transfers out.

##### **Methodology for Schools without Attendance Boundaries**

To calculate a staffing projection for schools without attendance boundaries, a different method of calculation is used. Transfers in and transfers out for the lowest grade served at each school are estimated by taking an average of the last four years of transfers. Each subsequent grade is calculated using the non-weighted cohort survival method and applied to the current year's enrollment.

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Here is a school's staffing projection report. The numbers were calculated using sample data.

#### **Adams ES (sample report for a boundary school and 3 years of historical data)**

Grade	17/18 Current Residence	18/19 Projected Residence	19/20 Projected Residence	Estimated In	Estimated Out	17/18 Current Enrollment	18/19 Projected Enrollment	19/20 Projected Enrollment
K	84	84	84	16	-20	80	80	80
1	77	84	84	17	-27	68	74	74
2	74	77	84	20	-17	77	80	87
3	93	74	77	22	-25	89	71	74
4	92	93	74	12	-23	80	82	63
5	72	92	93	16	-21	67	87	88
6	74	72	92	20	-24	70	68	88
K-6	556	576	588	123	-157	531	542	554
		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>

#### **A and B - Projected Residence - Projected residence by grade for each school:**

Projected residence is taken from a 5, 7, or 10 year projection which is calculated using the SchoolSite Projections tool.

#### **C - Estimated Transfers In:**

Estimated transfers in is based on a cohort derived from four years of historical transfer data.

#### **D - Estimated Transfers Out:**

Estimated transfers out is based on a cohort derived from four years of historical transfer data.

#### **E - Actual Enrollment - Actual enrollment by grade for each school:**

Enrollment by grade can be derived by selecting all students attending each school and summarizing by grade.

#### **F - SchYr Projected Enrollment - Projected enrollment by grade for each school for the first year of projection:**

Calculated using projected residence by grade and adding the transfers in and transfers out.  $F=A+C+D$

#### **G - SchYr Projected Enrollment - Projected enrollment by grade for each school for the second year of projection:**

Calculated by using projected residence by grade and adding the transfers in and transfers out.  $G=B+C+D$



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Ashley Falls														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	44	65	69	66	72.5	66.8	10	-8	43	65	70	77	75	69
1	61	49	68	69	74.7	78.3	34	-7	76	62	66	78	102	105
2	60	56	54	71	81.0	80.7	15	-7	73	74	63	68	89	89
3	58	66	63	54	81.3	89.0	9	-14	69	82	79	63	76	84
4	61	64	68	62	62.2	84.5	18	-11	68	78	78	76	69	92
5	79	68	61	67	67.9	64.1	24	-8	84	83	75	72	84	80
6	80	85	70	60	72.6	70.0	17	-14	84	85	83	73	76	73
K-6	443	453	453	449	512.2	533.4	127	-69	497	529	514	507	571	592

Carmel Del Mar														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	99	100	101	105	105.5	97.3	5	-24	69	86	86	89	87	78
1	98	118	110	111	114.8	120.3	4	-27	65	70	92	99	92	97
2	108	102	115	105	115.1	114.8	22	-17	65	69	74	96	120	120
3	102	114	107	111	116.6	122.0	8	-16	67	66	78	81	109	114
4	98	107	112	107	121.9	116.6	11	-31	72	72	76	85	102	97
5	116	101	107	114	104.9	119.5	9	-26	93	74	76	83	88	102
6	120	117	101	108	110.9	105.9	6	-32	97	93	83	82	85	80
K-6	741	759	753	761	789.7	796.4	65	-173	528	530	565	615	683	688

Del Mar Heights														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	77	69	59	41	61.6	56.8	14	-23	71	63	48	26	53	48
1	75	75	69	56	60.6	63.5	9	-22	71	70	64	50	48	50
2	86	77	72	66	61.4	61.2	9	-17	71	70	65	55	53	53
3	80	87	81	70	73.2	64.4	13	-27	64	71	68	58	59	50
4	91	83	87	73	78.6	76.1	16	-30	75	66	69	57	65	62
5	84	102	79	78	86.8	81.0	15	-32	66	87	62	56	70	64
6	110	89	96	63	90.5	87.6	16	-36	86	68	82	51	71	68
K-6	603	582	543	447	512.7	490.6	92	-187	504	495	458	353	419	395

Ocean Air														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	71	48	50	38	52.2	48.2	20	-5	88	54	68	56	67	63
1	56	77	53	53	53.8	56.4	31	-6	66	97	66	78	79	81
2	73	57	78	51	56.2	56.0	34	-3	99	73	105	65	87	87
3	74	66	61	82	54.6	55.6	22	-7	94	92	84	105	70	71
4	79	70	70	55	77.2	54.6	36	-12	94	96	95	76	101	79
5	87	76	69	67	59.2	74.9	28	-4	123	97	95	97	83	99
6	108	87	74	65	67.2	58.6	41	-8	130	129	100	89	100	92
K-6	548	481	455	411	420.4	404.3	212	-45	694	638	613	566	587	572

Sage Canyon														
Grade	Resident							Enrollment						
	17/18	18/19	19/20	20/21	21/22	22/23	EstimIn	EstimOut	17/18	18/19	19/20	20/21	21/22	22/23
HistRes	HistRes	HistRes	CurrentRes	ProjRes	ProjRes				HistEnr	HistEnr	HistEnr	CurrentEnr	ProjEnr	ProjEnr
K	94	76	79	54	82.5	76.1	6	-14	86	68	72	45	75	68
1	93	100	80	83	84.3	88.3	4	-15	89	87	72	74	73	77
2	120	99	95	76	85.4	85.1	12	-21	116	89	83	74	76	76
3	111	120	96	92	80.0	84.5	10	-11	92	113	87	85	79	84
4	127	117	125	92	95.0	80.8	10	-20	109	90	114	83	85	71
5	140	127	113	118	97.0	95.0	11	-19	111	107	89	110	89	87
6	144	129	122	106	120.0	93.1	16	-23	123	103	107	83	113	86
K-6	829	768	710	621	644.2	602.9	69	-123	726	657	624	554	590	549

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Sycamore Ridge														
Grade	Resident							Enrollment						
	17/18 HistRes	18/19 HistRes	19/20 HistRes	20/21 CurrentRes	21/22 ProjRes	22/23 ProjRes	Estimin	EstimOut	17/18 HistEnr	18/19 HistEnr	19/20 HistEnr	20/21 CurrentEnr	21/22 ProjEnr	22/23 ProjEnr
K	59	61	71	80	75.2	70.3	7	-9	60	64	74	67	73	68
1	72	65	74	70	81.1	86.3	5	-30	69	63	77	63	56	61
2	75	74	72	79	90.2	91.3	6	-21	81	67	65	73	75	76
3	97	79	91	70	83.1	91.4	9	-18	92	85	79	61	74	82
4	88	107	87	91	78.1	90.3	8	-17	84	104	86	84	69	81
5	101	95	111	90	104.3	84.0	9	-19	113	85	109	85	94	74
6	86	115	114	108	96.0	108.6	12	-31	83	115	86	104	77	90
K-6	578	596	620	588	608.0	622.2	56	-145	582	583	576	537	518	532

Torrey Hills														
Grade	Resident							Enrollment						
	17/18 HistRes	18/19 HistRes	19/20 HistRes	20/21 CurrentRes	21/22 ProjRes	22/23 ProjRes	Estimin	EstimOut	17/18 HistEnr	18/19 HistEnr	19/20 HistEnr	20/21 CurrentEnr	21/22 ProjEnr	22/23 ProjEnr
K	86	66	75	65	78.4	72.2	6	-10	85	68	63	59	74	68
1	89	80	71	73	77.0	80.7	4	-10	82	80	70	62	71	75
2	88	81	76	66	73.4	73.2	4	-15	69	79	76	65	62	62
3	77	79	84	78	66.8	72.7	11	-12	84	65	77	78	66	72
4	94	76	77	73	75.2	66.8	18	-14	104	81	71	70	79	71
5	104	85	71	73	82.3	73.7	11	-17	90	94	72	64	76	68
6	99	84	76	71	69.4	75.7	9	-15	99	82	85	69	63	70
K-6	637	551	530	499	522.5	515.0	63	-93	613	549	514	467	491	486

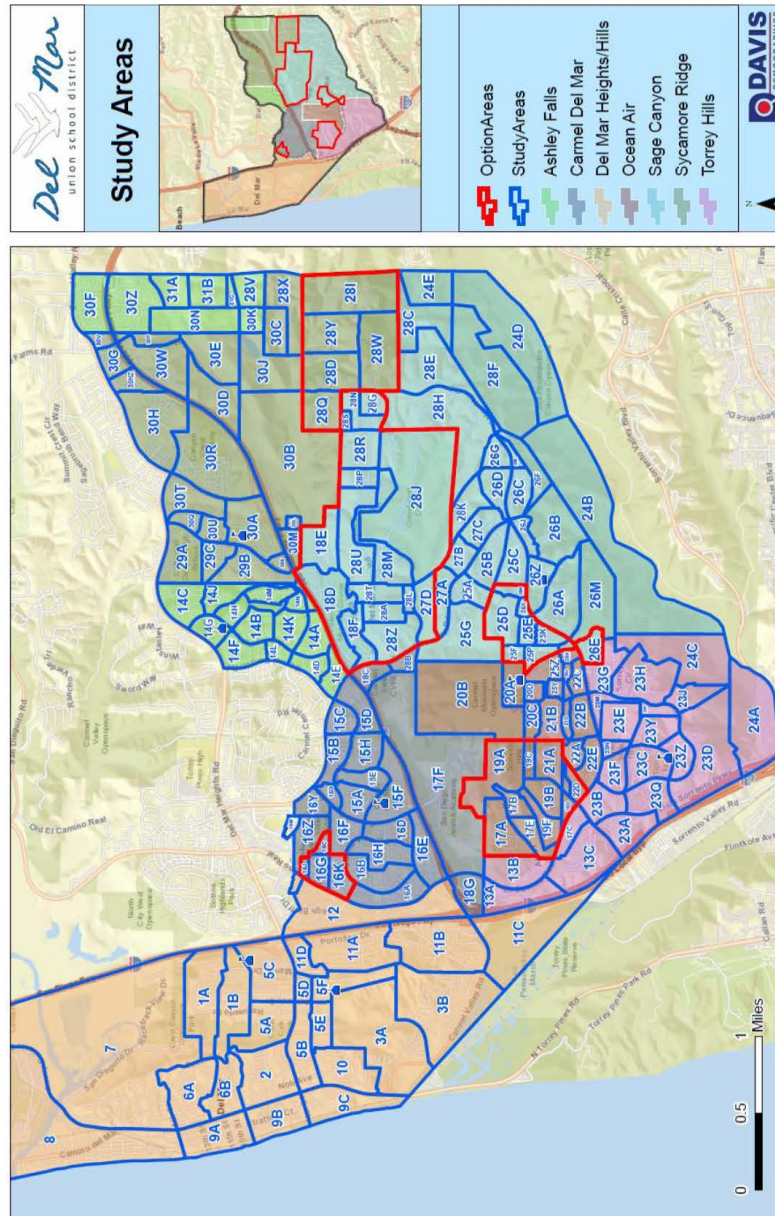
Del Mar Hills Academy Non-Boundary School							
Grade	17/18 Enrollmt	18/19 Enrollmt	19/20 Enrollmt	2017-21 Cohort %	20/21 CurrEnr	21/22 ProjEnr	22/23 ProjEnr
K	41	28	32	-----	44.0	36	36
1	39	44	28	94	23.0	41	34
2	47	38	42	96	27.0	22	40
3	46	46	41	101	41.0	27	22
4	46	43	44	93	36.0	38	25
5	39	43	38	96	47.0	35	37
6	52	38	39	97	39.0	45	34
K-6	310	280	264	-----	257.0	244	228

## 2. Response to Comments

Del Mar Union School District

2020/21 Projection Report

### APPENDIX D – STUDY AREA PROJECTIONS



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	1A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.2	5.1	5.4	5.0	5.5	5.3	5.3	5.3
2	4.0	5.2	5.2	5.4	5.0	5.6	5.3	5.3
3	5.2	4.2	5.5	5.4	5.7	5.3	5.9	5.6
4	6.2	5.5	4.4	5.7	5.7	5.9	5.5	6.1
5	4.1	6.4	5.6	4.5	5.9	5.8	6.1	5.6
6	6.1	4.2	6.5	5.7	4.6	5.9	5.9	6.2
K-6	35.8	35.8	37.4	37.1	37.5	38.9	39.1	39.2

Study Area	1B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.1	2.1	2.2	2.0	2.2	2.1	2.1	2.1
2	3.0	2.1	2.1	2.2	2.0	2.2	2.1	2.1
3	6.3	3.2	2.2	2.2	2.3	2.1	2.3	2.2
4	5.2	6.6	3.3	2.3	2.3	2.4	2.2	2.4
5	4.1	5.4	6.7	3.4	2.3	2.3	2.4	2.3
6	6.1	4.2	5.4	6.8	3.4	2.4	2.4	2.5
K-6	28.8	25.7	23.8	21.0	16.5	15.5	15.5	15.6

Study Area	2	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	4.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	4.2	4.2	1.1	1.1	1.1	1.1	1.2	1.1
4	3.1	4.4	4.4	1.1	1.1	1.2	1.1	1.2
5	6.2	3.2	4.5	4.5	1.2	1.2	1.2	1.1
6	7.1	6.2	3.2	4.5	4.6	1.2	1.2	1.2
K-6	26.6	21.0	16.3	14.4	11.1	7.9	7.9	7.8

Study Area	3A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	2.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	1.0	2.1	1.1	1.1	1.1	1.1	1.2	1.1
4	1.0	1.1	2.2	1.1	1.1	1.2	1.1	1.2
5	2.1	1.1	1.1	2.3	1.2	1.2	1.2	1.1
6	1.0	2.1	1.1	1.1	2.3	1.2	1.2	1.2
K-6	9.1	9.4	8.6	8.8	8.8	7.9	7.9	7.8



## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	3B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.1	3.1	3.2	3.0	3.3	3.2	3.2	3.2
2	4.0	3.1	3.1	3.3	3.0	3.4	3.2	3.2
3	3.2	4.2	3.3	3.3	3.4	3.2	3.5	3.4
4	4.2	3.3	4.4	3.4	3.4	3.6	3.3	3.7
5	7.2	4.3	3.4	4.5	3.5	3.5	3.7	3.4
6	5.1	7.3	4.3	3.4	4.6	3.5	3.5	3.7
K-6	29.8	28.4	24.6	24.1	24.3	23.5	23.5	23.7

Study Area	5A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	2.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	5.2	2.1	1.1	1.1	1.1	1.1	1.2	1.1
4	2.1	5.5	2.2	1.1	1.1	1.2	1.1	1.2
5	7.2	2.1	5.6	2.3	1.2	1.2	1.2	1.1
6	2.0	7.3	2.2	5.7	2.3	1.2	1.2	1.2
K-6	20.5	20.0	14.2	13.4	8.8	7.9	7.9	7.8

Study Area	5B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.1	4.1	4.3	4.0	4.4	4.2	4.2	4.2
2	7.1	4.2	4.1	4.3	4.0	4.5	4.3	4.2
3	4.2	7.4	4.4	4.4	4.6	4.2	4.7	4.5
4	9.4	4.4	7.7	4.5	4.5	4.7	4.4	4.9
5	3.1	9.6	4.5	8.0	4.7	4.7	4.9	4.5
6	6.1	3.1	9.7	4.5	8.0	4.7	4.7	4.9
K-6	38.0	37.0	38.6	34.0	34.3	31.1	31.3	31.3

Study Area	5C	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.2	6.2	6.5	6.0	6.6	6.3	6.3	6.3
2	4.0	6.2	6.2	6.5	6.0	6.7	6.4	6.4
3	7.3	4.2	6.6	6.5	6.8	6.3	7.0	6.7
4	9.4	7.6	4.4	6.8	6.8	7.1	6.6	7.3
5	5.2	9.6	7.9	4.5	7.0	7.0	7.3	6.8
6	9.1	5.2	9.7	8.0	4.6	7.1	7.1	7.4
K-6	47.2	45.3	47.1	44.7	43.9	46.6	46.8	47.0

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	5D	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.1	3.1	3.2	3.0	3.3	3.2	3.2	3.2
2	6.1	3.1	3.1	3.3	3.0	3.4	3.2	3.2
3	1.0	6.4	3.3	3.3	3.4	3.2	3.5	3.4
4	2.1	1.1	6.6	3.4	3.4	3.6	3.3	3.7
5	2.1	2.1	1.1	6.8	3.5	3.5	3.7	3.4
6	3.0	2.1	2.2	1.1	6.9	3.5	3.5	3.7
K-6	20.4	21.0	22.4	24.1	26.6	23.5	23.5	23.7

Study Area	5E	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	3.3	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	1.1	3.4	0.0	0.0	0.0	0.0	0.0
6	2.0	0.0	1.1	3.4	0.0	0.0	0.0	0.0
K-6	6.2	4.4	4.5	3.4	0.0	0.0	0.0	0.0

Study Area	5F	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.1	4.1	4.3	4.0	4.4	4.2	4.2	4.2
2	0.0	4.2	4.1	4.3	4.0	4.5	4.3	4.2
3	3.2	0.0	4.4	4.4	4.6	4.2	4.7	4.5
4	4.2	3.3	0.0	4.5	4.5	4.7	4.4	4.9
5	1.0	4.3	3.4	0.0	4.7	4.7	4.9	4.5
6	0.0	1.0	4.3	3.4	0.0	4.7	4.7	4.9
K-6	16.5	21.1	24.4	24.9	26.3	31.1	31.3	31.3

Study Area	6A	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.1	2.1	2.2	2.0	2.2	2.1	2.1	2.1
2	1.0	2.1	2.1	2.2	2.0	2.2	2.1	2.1
3	0.0	1.1	2.2	2.2	2.3	2.1	2.3	2.2
4	1.0	0.0	1.1	2.3	2.3	2.4	2.2	2.4
5	3.1	1.1	0.0	1.1	2.3	2.3	2.4	2.3
6	1.0	3.1	1.1	0.0	1.1	2.4	2.4	2.5
K-6	10.2	11.6	10.6	11.9	14.2	15.5	15.5	15.6

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	6B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.1	3.2	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	2.2	3.3	0.0	0.0	0.0	0.0	0.0
5	2.1	0.0	2.2	3.4	0.0	0.0	0.0	0.0
6	6.1	2.1	0.0	2.3	3.4	0.0	0.0	0.0
K-6	13.3	7.5	5.5	5.7	3.4	0.0	0.0	0.0

Study Area	7	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.1	3.1	3.2	3.0	3.3	3.2	3.2	3.2
2	1.0	3.1	3.1	3.3	3.0	3.4	3.2	3.2
3	4.2	1.1	3.3	3.3	3.4	3.2	3.5	3.4
4	3.1	4.4	1.1	3.4	3.4	3.6	3.3	3.7
5	6.2	3.2	4.5	1.1	3.5	3.5	3.7	3.4
6	3.0	6.2	3.2	4.5	1.1	3.5	3.5	3.7
K-6	23.6	24.2	21.3	21.8	20.8	23.5	23.5	23.7

Study Area	8	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.1	3.1	3.2	3.0	3.3	3.2	3.2	3.2
2	2.0	3.1	3.1	3.3	3.0	3.4	3.2	3.2
3	4.2	2.1	3.3	3.3	3.4	3.2	3.5	3.4
4	4.2	4.4	2.2	3.4	3.4	3.6	3.3	3.7
5	7.2	4.3	4.5	2.3	3.5	3.5	3.7	3.4
6	3.0	7.3	4.3	4.5	2.3	3.5	3.5	3.7
K-6	26.7	27.4	23.5	23.0	22.0	23.5	23.5	23.7

Study Area	9A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	1.0	0.0	1.1	1.1	1.1	1.1	1.2	1.1
4	2.1	1.1	0.0	1.1	1.1	1.2	1.1	1.2
5	2.1	2.1	1.1	0.0	1.2	1.2	1.2	1.1
6	2.0	2.1	2.2	1.1	0.0	1.2	1.2	1.2
K-6	9.2	8.3	7.5	6.5	6.5	7.9	7.9	7.8

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	9B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	5.1	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	1.0	5.3	1.1	1.1	1.1	1.1	1.2	1.1
4	4.2	1.1	5.5	1.1	1.1	1.2	1.1	1.2
5	1.0	4.3	1.1	5.7	1.2	1.2	1.2	1.1
6	1.0	1.0	4.3	1.1	5.7	1.2	1.2	1.2
K-6	14.3	14.7	15.1	12.2	12.2	7.9	7.9	7.8

Study Area	9C	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1
3	0.0	0.0	1.1	1.1	1.1	1.1	1.2	1.1
4	0.0	0.0	0.0	1.1	1.1	1.2	1.1	1.2
5	1.0	0.0	0.0	0.0	1.2	1.2	1.2	1.1
6	0.0	1.0	0.0	0.0	0.0	1.2	1.2	1.2
K-6	3.0	4.0	4.2	5.4	6.5	7.9	7.9	7.8

Study Area	10	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.1	1.1	0.0	0.0	0.0	0.0	0.0	0.0
4	4.2	2.2	1.1	0.0	0.0	0.0	0.0	0.0
5	3.1	4.3	2.2	1.1	0.0	0.0	0.0	0.0
6	3.0	3.1	4.3	2.3	1.1	0.0	0.0	0.0
K-6	13.4	10.7	7.6	3.4	1.1	0.0	0.0	0.0

Study Area	11A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	10.0	10.4	9.6	10.7	10.2	10.2	10.2	10.2
1	10.3	10.3	10.8	9.9	11.1	10.6	10.5	10.5
2	12.1	10.4	10.4	10.9	10.0	11.2	10.7	10.6
3	12.6	12.7	10.9	10.9	11.4	10.5	11.7	11.2
4	10.4	13.1	13.2	11.4	11.3	11.9	10.9	12.2
5	11.3	10.7	13.5	13.6	11.7	11.7	12.2	11.3
6	9.1	11.4	10.8	13.6	13.8	11.8	11.8	12.3
K-6	75.8	79.0	79.2	81.0	79.5	77.9	78.0	78.3



## 2. Response to Comments

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Study Area 11B		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.2	6.2	6.5	6.0	6.6	6.3	6.3	6.3
2	5.1	6.2	6.2	6.5	6.0	6.7	6.4	6.4
3	4.2	5.3	6.6	6.5	6.8	6.3	7.0	6.7
4	6.2	4.4	5.5	6.8	6.8	7.1	6.6	7.3
5	9.3	6.4	4.5	5.7	7.0	7.0	7.3	6.8
6	3.0	9.4	6.5	4.5	5.7	7.1	7.1	7.4
K-6	40.0	44.2	41.6	42.4	45.0	46.6	46.8	47.0

Study Area 11C		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 11D		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.1	2.1	2.2	2.0	2.2	2.1	2.1	2.1
2	3.0	2.1	2.1	2.2	2.0	2.2	2.1	2.1
3	0.0	3.2	2.2	2.2	2.3	2.1	2.3	2.2
4	1.0	0.0	3.3	2.3	2.3	2.4	2.2	2.4
5	1.0	1.1	0.0	3.4	2.3	2.3	2.4	2.3
6	1.0	1.0	1.1	0.0	3.4	2.4	2.4	2.5
K-6	10.1	11.6	12.8	14.2	16.5	15.5	15.5	15.6

Study Area 12		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## 2. Response to Comments

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Study Area 13A		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 13B		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 13C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.1	4.1	4.3	4.0	4.4	4.2	4.2	4.2
2	4.8	3.9	3.9	4.1	3.8	4.2	4.0	4.0
3	5.9	4.7	3.9	3.9	4.0	3.7	4.2	4.0
4	3.0	5.9	4.7	3.9	3.9	4.0	3.7	4.2
5	1.0	2.9	5.8	4.6	3.8	3.8	4.0	3.7
6	5.5	0.9	2.7	5.4	4.2	3.5	3.5	3.7
K-6	28.3	26.6	29.2	30.2	28.2	27.5	27.7	27.9

Study Area 14A		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.4	5.4	5.6	5.2	5.8	5.5	5.5	5.5
2	5.4	5.8	5.8	6.1	5.6	6.3	6.0	6.0
3	3.3	5.9	6.4	6.4	6.7	6.2	6.9	6.6
4	4.2	3.4	6.2	6.7	6.7	7.0	6.4	7.2
5	3.1	4.3	3.5	6.4	6.9	6.9	7.2	6.6
6	4.1	3.2	4.4	3.6	6.6	7.1	7.1	7.4
K-6	30.5	33.2	36.7	39.8	43.4	44.1	44.2	44.4

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Study Area 14B		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	8.6	2.3	2.3	2.4	2.2	2.5	2.4	2.4
3	2.2	9.5	2.6	2.6	2.7	2.5	2.8	2.6
4	5.2	2.3	9.9	2.7	2.7	2.8	2.6	2.9
5	4.1	5.4	2.4	10.2	2.7	2.7	2.9	2.6
6	4.1	4.2	5.5	2.4	10.5	2.8	2.8	3.0
K-6	28.4	28.0	26.9	24.5	25.1	17.5	17.7	17.7

Study Area	14C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	3.2	2.3	2.3	2.4	2.2	2.5	2.4	2.4
3	6.6	3.6	2.6	2.6	2.7	2.5	2.8	2.6
4	4.2	6.9	3.7	2.7	2.7	2.8	2.6	2.9
5	10.3	4.3	7.1	3.8	2.7	2.7	2.9	2.6
6	9.3	10.6	4.4	7.3	3.9	2.8	2.8	3.0
K-6	37.8	32.0	24.3	23.0	18.5	17.5	17.7	17.7

Study Area	14D CURRENT	Projection Date 10/7/2020						
				PROJECTED		RESIDENT	STUDENTS	
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.5	3.3	3.3	3.3
2	2.2	3.5	3.5	3.7	3.4	3.8	3.6	3.6
3	7.7	2.4	3.8	3.8	4.0	3.7	4.1	3.9
4	2.1	8.0	2.5	4.0	4.0	4.2	3.9	4.3
5	3.1	2.1	8.2	2.5	4.1	4.1	4.3	4.0
6	3.1	3.2	2.2	8.5	2.6	4.2	4.2	4.4
K-6	24.4	25.5	26.5	28.8	24.7	26.4	26.5	26.6

Study Area	14E	Projection Date 10/7/2020						
		CURRENT	PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.4	5.4	5.6	5.2	5.8	5.5	5.5	5.5
2	3.2	5.8	5.8	6.1	5.6	6.3	6.0	6.0
3	3.3	3.6	6.4	6.4	6.7	6.2	6.9	6.6
4	0.0	3.4	3.7	6.7	6.7	7.0	6.4	7.2
5	0.0	0.0	3.5	3.8	6.9	6.9	7.2	6.6
6	0.0	0.0	0.0	3.6	3.9	7.1	7.1	7.4
K-6	16.9	23.4	29.8	37.2	40.7	44.1	44.2	44.4

## 2. Response to Comments

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Study Area	14F	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.5	3.3	3.3	3.3
2	5.4	3.5	3.5	3.7	3.4	3.8	3.6	3.6
3	4.4	5.9	3.8	3.8	4.0	3.7	4.1	3.9
4	6.2	4.6	6.2	4.0	4.0	4.2	3.9	4.3
5	9.3	6.4	4.7	6.4	4.1	4.1	4.3	4.0
6	5.2	9.5	6.6	4.9	6.6	4.2	4.2	4.4
K-6	36.7	36.2	31.1	29.1	28.7	26.4	26.5	26.6

Study Area	14G	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	2.2	1.2	1.2	1.2	1.1	1.3	1.2	1.2
3	0.0	2.4	1.3	1.3	1.3	1.2	1.4	1.3
4	2.1	0.0	2.5	1.3	1.3	1.4	1.3	1.4
5	0.0	2.1	0.0	2.5	1.4	1.4	1.4	1.3
6	0.0	0.0	2.2	0.0	2.6	1.4	1.4	1.5
K-6	6.4	7.8	9.3	8.4	9.9	8.8	8.8	8.8

Study Area	14H	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	3.2	1.2	1.2	1.2	1.1	1.3	1.2	1.2
3	0.0	3.6	1.3	1.3	1.3	1.2	1.4	1.3
4	0.0	0.0	3.7	1.3	1.3	1.4	1.3	1.4
5	2.1	0.0	0.0	3.8	1.4	1.4	1.4	1.3
6	3.1	2.1	0.0	0.0	3.9	1.4	1.4	1.5
K-6	10.5	9.0	8.3	9.7	11.2	8.8	8.8	8.8

Study Area	14J	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.5	3.3	3.3	3.3
2	3.2	3.5	3.5	3.7	3.4	3.8	3.6	3.6
3	2.2	3.6	3.8	3.8	4.0	3.7	4.1	3.9
4	5.2	2.3	3.7	4.0	4.0	4.2	3.9	4.3
5	6.2	5.4	2.4	3.8	4.1	4.1	4.3	4.0
6	1.0	6.4	5.5	2.4	3.9	4.2	4.2	4.4
K-6	24.0	27.5	25.2	24.0	26.0	26.4	26.5	26.6

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Study Area	14K	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	2.2	2.3	2.3	2.4	2.2	2.5	2.4	2.4
3	2.2	2.4	2.6	2.6	2.7	2.5	2.8	2.6
4	3.1	2.3	2.5	2.7	2.7	2.8	2.6	2.9
5	3.1	3.2	2.4	2.5	2.7	2.7	2.9	2.6
6	6.2	3.2	3.3	2.4	2.6	2.8	2.8	3.0
K-6	21.0	17.7	17.3	16.8	17.2	17.5	17.7	17.7

Study Area	14L	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	3.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	3.4	0.0	0.0	0.0	0.0	0.0	0.0
5	3.1	0.0	3.5	0.0	0.0	0.0	0.0	0.0
6	0.0	3.2	0.0	3.6	0.0	0.0	0.0	0.0
K-6	6.4	6.6	3.5	3.6	0.0	0.0	0.0	0.0

Study Area	14M	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	1.1	1.2	1.2	1.2	1.1	1.3	1.2	1.2
3	1.1	1.2	1.3	1.3	1.3	1.2	1.4	1.3
4	2.1	1.1	1.2	1.3	1.3	1.4	1.3	1.4
5	0.0	2.1	1.2	1.3	1.4	1.4	1.4	1.3
6	1.0	0.0	2.2	1.2	1.3	1.4	1.4	1.5
K-6	7.4	7.7	9.2	8.4	8.6	8.8	8.8	8.8

Study Area	14N	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	0.0	1.2	1.2	1.2	1.1	1.3	1.2	1.2
3	1.1	0.0	1.3	1.3	1.3	1.2	1.4	1.3
4	2.1	1.1	0.0	1.3	1.3	1.4	1.3	1.4
5	0.0	2.1	1.2	0.0	1.4	1.4	1.4	1.3
6	1.0	0.0	2.2	1.2	0.0	1.4	1.4	1.5
K-6	6.3	6.5	8.0	7.1	7.3	8.8	8.8	8.8

## 2. Response to Comments

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Study Area	14P	Projection Date		10/7/2020				
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 15A	Projection Date 10/7/2020							
CURRENT	PROJECTED RESIDENT STUDENTS							
	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	9.1	9.1	9.5	8.8	9.8	9.3	9.3	9.3
2	5.0	9.1	9.1	9.5	8.8	9.8	9.3	9.3
3	7.4	5.3	9.7	9.6	10.1	9.3	10.4	9.9
4	5.0	7.4	5.3	9.7	9.6	10.1	9.3	10.4
5	5.9	4.9	7.3	5.2	9.5	9.4	9.9	9.1
6	7.1	5.9	4.9	7.3	5.2	9.6	9.5	10.0
K-6	47.5	50.1	53.5	58.7	61.2	65.7	65.9	66.2

Study Area 15B		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.6	4.5	4.8	4.4	4.9	4.7	4.7	4.7
2	2.0	4.6	4.5	4.8	4.4	4.9	4.7	4.7
3	6.4	2.1	4.8	4.8	5.1	4.7	5.2	5.0
4	6.0	6.4	2.1	4.8	4.8	5.1	4.7	5.2
5	3.9	5.9	6.2	2.1	4.7	4.7	4.9	4.6
6	6.1	4.0	5.9	6.3	2.1	4.8	4.8	5.0
K-6	33.0	31.7	32.2	31.5	30.1	33.0	33.1	33.3

Study Area 15C		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	3.0	1.1	1.1	1.2	1.1	1.2	1.2	1.2
3	5.3	3.2	1.2	1.2	1.3	1.2	1.3	1.2
4	3.0	5.3	3.2	1.2	1.2	1.3	1.2	1.3
5	4.9	2.9	5.2	3.1	1.2	1.2	1.2	1.1
6	1.0	4.9	3.0	5.2	3.1	1.2	1.2	1.2
K-6	19.3	19.5	15.9	14.1	10.1	8.3	8.3	8.2

## 2. Response to Comments

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Study Area	15D	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.4	3.4	3.6	3.3	3.7	3.5	3.5	3.5
2	3.0	3.4	3.4	3.6	3.3	3.7	3.5	3.5
3	7.4	3.2	3.6	3.6	3.8	3.5	3.9	3.7
4	6.0	7.4	3.2	3.6	3.6	3.8	3.5	3.9
5	2.9	5.9	7.3	3.1	3.6	3.5	3.7	3.4
6	3.0	3.0	5.9	7.3	3.1	3.6	3.6	3.7
K-6	28.7	29.4	29.9	27.7	24.2	24.7	24.8	24.8

Study Area	15E	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	0.0	1.1	1.1	1.2	1.1	1.2	1.2	1.2
3	0.0	0.0	1.2	1.2	1.3	1.2	1.3	1.2
4	2.0	0.0	0.0	1.2	1.2	1.3	1.2	1.3
5	2.9	2.0	0.0	0.0	1.2	1.2	1.2	1.1
6	2.0	3.0	2.0	0.0	0.0	1.2	1.2	1.2
K-6	9.0	8.2	6.5	5.8	7.0	8.3	8.3	8.2

Study Area	15F	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.6	4.5	4.8	4.4	4.9	4.7	4.7	4.7
2	11.0	4.6	4.5	4.8	4.4	4.9	4.7	4.7
3	2.1	11.7	4.8	4.8	5.1	4.7	5.2	5.0
4	5.0	2.1	11.7	4.8	4.8	5.1	4.7	5.2
5	6.9	4.9	2.1	11.4	4.7	4.7	4.9	4.6
6	8.1	6.9	4.9	2.1	11.5	4.8	4.8	5.0
K-6	41.7	38.9	36.7	36.6	39.5	33.0	33.1	33.3

Study Area	15G	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.3	2.3	2.4	2.2	2.5	2.3	2.3	2.3
2	3.0	2.3	2.3	2.4	2.2	2.5	2.3	2.3
3	1.1	3.2	2.4	2.4	2.5	2.3	2.6	2.5
4	3.0	1.1	3.2	2.4	2.4	2.5	2.3	2.6
5	2.9	2.9	1.0	3.1	2.4	2.4	2.5	2.3
6	4.0	3.0	3.0	1.0	3.1	2.4	2.4	2.5
K-6	18.3	16.9	16.2	15.6	17.1	16.4	16.4	16.5

## 2. Response to Comments

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Study Area 15H		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.6	4.5	4.8	4.4	4.9	4.7	4.7	4.7
2	5.0	4.6	4.5	4.8	4.4	4.9	4.7	4.7
3	5.3	5.3	4.8	4.8	5.1	4.7	5.2	5.0
4	4.0	5.3	5.3	4.8	4.8	5.1	4.7	5.2
5	1.0	3.9	5.2	5.2	4.7	4.7	4.9	4.6
6	4.0	1.0	4.0	5.2	5.2	4.8	4.8	5.0
K-6	27.9	28.8	32.5	33.5	33.2	33.0	33.1	33.3

Study Area 16A		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 16B		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	11.0	11.5	10.6	11.8	11.3	11.2	11.2	11.2
1	12.5	12.5	13.1	12.1	13.5	12.9	12.8	12.8
2	14.0	12.5	12.5	13.1	12.1	13.5	12.9	12.8
3	9.5	14.8	13.3	13.3	13.9	12.8	14.3	13.6
4	10.0	9.5	14.8	13.3	13.3	13.9	12.8	14.3
5	16.7	9.8	9.3	14.5	13.0	13.0	13.6	12.5
6	11.1	16.8	9.9	9.4	14.7	13.2	13.1	13.7
K-6	84.8	87.4	83.5	87.5	91.8	90.5	90.7	90.9

Study Area 16C		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	9.1	9.1	9.5	8.8	9.8	9.3	9.3	9.3
2	4.0	9.1	9.1	9.5	8.8	9.8	9.3	9.3
3	4.2	4.2	9.7	9.6	10.1	9.3	10.4	9.9
4	3.0	4.2	4.2	9.7	9.6	10.1	9.3	10.4
5	2.9	2.9	4.2	4.2	9.5	9.4	9.9	9.1
6	0.0	3.0	3.0	4.2	4.2	9.6	9.5	10.0
K-6	31.2	40.9	47.4	54.6	60.2	65.7	65.9	66.2



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Study Area	16D	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	1.0	1.1	1.1	1.2	1.1	1.2	1.2	1.2
3	3.2	1.1	1.2	1.2	1.3	1.2	1.3	1.2
4	1.0	3.2	1.1	1.2	1.2	1.3	1.2	1.3
5	2.9	1.0	3.1	1.0	1.2	1.2	1.2	1.1
6	0.0	3.0	1.0	3.1	1.0	1.2	1.2	1.2
K-6	10.2	11.5	9.7	9.9	8.0	8.3	8.3	8.2

Study Area	16E	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	16F	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.8	6.8	7.1	6.6	7.4	7.0	7.0	7.0
2	10.0	6.8	6.8	7.1	6.6	7.4	7.0	7.0
3	8.5	10.6	7.3	7.2	7.6	7.0	7.8	7.4
4	6.0	8.5	10.6	7.3	7.2	7.6	7.0	7.8
5	9.8	5.9	8.3	10.4	7.1	7.1	7.4	6.8
6	5.1	9.9	5.9	8.4	10.5	7.2	7.2	7.5
K-6	52.2	54.8	51.8	53.4	52.5	49.4	49.5	49.6

Study Area	16G	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	9.0	9.4	8.7	9.7	9.2	9.2	9.2	9.2
1	10.3	10.2	10.7	9.9	11.0	10.5	10.5	10.5
2	9.0	10.3	10.2	10.7	9.9	11.0	10.5	10.5
3	20.1	9.5	10.9	10.8	11.4	10.5	11.7	11.1
4	12.0	20.1	9.5	10.9	10.8	11.4	10.5	11.7
5	5.9	11.8	19.7	9.3	10.7	10.6	11.1	10.3
6	18.2	5.9	11.9	19.9	9.4	10.8	10.7	11.2
K-6	84.5	77.2	81.6	81.2	72.4	74.0	74.2	74.5

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Study Area 16H		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	10.0	10.4	9.6	10.7	10.2	10.2	10.2	10.2
1	11.4	11.4	11.9	11.0	12.3	11.7	11.6	11.6
2	14.0	11.4	11.4	11.9	11.0	12.3	11.7	11.6
3	6.4	14.8	12.1	12.0	12.6	11.6	13.0	12.4
4	10.0	6.4	14.8	12.1	12.0	12.6	11.6	13.0
5	17.6	9.8	6.2	14.5	11.8	11.8	12.4	11.4
6	9.1	17.8	9.9	6.3	14.7	12.0	11.9	12.5
K-6	78.5	82.0	75.9	78.5	84.6	82.2	82.4	82.7

Study Area 16J		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	7.0	7.3	6.7	7.5	7.2	7.1	7.1	7.1
1	8.0	8.0	8.3	7.7	8.6	8.2	8.1	8.1
2	1.0	8.0	8.0	8.3	7.7	8.6	8.2	8.1
3	3.2	1.1	8.5	8.4	8.8	8.1	9.1	8.7
4	0.0	3.2	1.1	8.5	8.4	8.8	8.1	9.1
5	2.0	0.0	3.1	1.0	8.3	8.3	8.7	8.0
6	2.0	2.0	0.0	3.1	1.0	8.4	8.3	8.7
K-6	23.2	29.6	35.7	44.5	50.0	57.5	57.6	57.8

Study Area 16K		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.6	4.5	4.8	4.4	4.9	4.7	4.7	4.7
2	1.0	4.6	4.5	4.8	4.4	4.9	4.7	4.7
3	5.3	1.1	4.8	4.8	5.1	4.7	5.2	5.0
4	5.0	5.3	1.1	4.8	4.8	5.1	4.7	5.2
5	6.9	4.9	5.2	1.0	4.7	4.7	4.9	4.6
6	4.0	6.9	4.9	5.2	1.0	4.8	4.8	5.0
K-6	30.8	31.5	29.2	29.3	29.0	33.0	33.1	33.3

Study Area 16M		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.3	2.3	2.4	2.2	2.5	2.3	2.3	2.3
2	4.0	2.3	2.3	2.4	2.2	2.5	2.3	2.3
3	1.1	4.2	2.4	2.4	2.5	2.3	2.6	2.5
4	2.0	1.1	4.2	2.4	2.4	2.5	2.3	2.6
5	2.0	2.0	1.0	4.2	2.4	2.4	2.5	2.3
6	1.0	2.0	2.0	1.0	4.2	2.4	2.4	2.5
K-6	14.4	16.0	16.2	16.7	18.2	16.4	16.4	16.5

## 2. Response to Comments

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Study Area 16Y		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	9.1	9.1	9.5	8.8	9.8	9.3	9.3	9.3
2	12.0	9.1	9.1	9.5	8.8	9.8	9.3	9.3
3	13.8	12.7	9.7	9.6	10.1	9.3	10.4	9.9
4	11.0	13.8	12.7	9.7	9.6	10.1	9.3	10.4
5	3.9	10.8	13.5	12.5	9.5	9.4	9.9	9.1
6	13.1	4.0	10.9	13.6	12.6	9.6	9.5	10.0
K-6	70.9	67.9	73.1	72.3	68.6	65.7	65.9	66.2

Study Area 16Z		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 17A		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0
5	1.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0
6	0.0	1.0	0.0	1.0	1.0	0.0	0.0	0.0
K-6	3.0	3.0	2.0	2.0	1.0	0.0	0.0	0.0

Study Area 17B		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	0.0	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	1.0	0.0	1.1	1.1	1.2	1.1	1.2	1.1
4	0.0	1.0	0.0	1.1	1.1	1.2	1.1	1.2
5	0.0	0.0	1.0	0.0	1.1	1.1	1.1	1.0
6	2.0	0.0	0.0	1.0	0.0	1.1	1.1	1.1
K-6	5.1	4.2	5.3	6.5	6.7	7.8	7.8	7.6

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Study Area 17C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 17E		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 17F		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	9.1	9.1	9.5	8.8	9.8	9.3	9.3	9.3
2	8.0	9.1	9.1	9.5	8.8	9.8	9.3	9.3
3	11.7	8.5	9.7	9.6	10.1	9.3	10.4	9.9
4	13.0	11.7	8.5	9.7	9.6	10.1	9.3	10.4
5	7.8	12.7	11.4	8.3	9.5	9.4	9.9	9.1
6	9.1	7.9	12.9	11.5	8.4	9.6	9.5	10.0
K-6	66.7	67.4	68.8	66.0	64.4	65.7	65.9	66.2

Study Area 18C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT								
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## 2. Response to Comments

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Study Area	18D	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	7.0	7.3	6.7	7.5	7.2	7.1	7.1	7.1
1	7.5	7.5	7.8	7.2	8.0	7.7	7.6	7.6
2	6.1	7.6	7.5	7.9	7.3	8.1	7.8	7.7
3	6.9	6.0	7.5	7.5	7.8	7.2	8.0	7.7
4	6.1	7.0	6.1	7.6	7.5	7.9	7.3	8.1
5	6.0	6.1	7.0	6.1	7.6	7.5	7.9	7.3
6	4.8	5.8	5.8	6.7	5.8	7.3	7.2	7.6
K-6	44.4	47.3	48.4	50.5	51.2	52.8	52.9	53.1

Study Area	18E	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	4.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	4.0	2.0	0.0	0.0	0.0	0.0	0.0
5	6.0	1.0	4.0	2.0	0.0	0.0	0.0	0.0
6	1.9	5.8	1.0	3.8	1.9	0.0	0.0	0.0
K-6	14.9	12.8	7.0	5.8	1.9	0.0	0.0	0.0

Study Area	18F	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	2.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	2.0	2.0	1.1	1.1	1.1	1.0	1.1	1.1
4	3.0	2.0	2.0	1.1	1.1	1.1	1.0	1.2
5	7.0	3.0	2.0	2.0	1.1	1.1	1.1	1.0
6	4.8	6.7	2.9	1.9	1.9	1.0	1.0	1.1
K-6	20.9	16.9	11.2	9.3	8.3	7.5	7.4	7.6

Study Area	18G	Projection Date	10/7/2020					
CURRENT				PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## 2. Response to Comments

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### 2020/21 Projection Report

Study Area	19A	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	3.1	2.2	2.2	2.3	2.2	2.4	2.3	2.3
3	1.0	3.1	2.2	2.2	2.3	2.1	2.4	2.3
4	3.0	1.0	3.1	2.2	2.2	2.3	2.1	2.4
5	1.0	2.9	1.0	3.0	2.2	2.2	2.3	2.1
6	3.0	1.0	2.9	1.0	3.0	2.1	2.1	2.2
K-6	15.3	14.5	15.6	14.9	16.2	15.3	15.4	15.5

Study Area	19B	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.0	2.1	0.0	0.0	0.0	0.0	0.0	0.0
4	4.0	2.0	2.1	0.0	0.0	0.0	0.0	0.0
5	1.0	3.9	1.9	2.0	0.0	0.0	0.0	0.0
6	1.0	1.0	3.8	1.9	2.0	0.0	0.0	0.0
K-6	10.1	9.0	7.8	3.9	2.0	0.0	0.0	0.0

Study Area	19C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 19D		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	3.1	2.2	2.2	2.3	2.2	2.4	2.3	2.3
3	6.9	3.1	2.2	2.2	2.3	2.1	2.4	2.3
4	3.0	6.9	3.1	2.2	2.2	2.3	2.1	2.4
5	2.9	2.9	6.7	3.0	2.2	2.2	2.3	2.1
6	4.0	2.9	2.9	6.7	3.0	2.1	2.1	2.2
K-6	24.1	22.3	21.3	20.6	16.2	15.3	15.4	15.5

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area 19F		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.4	5.4	5.6	5.2	5.8	5.5	5.5	5.5
2	4.2	5.6	5.6	5.9	5.4	6.0	5.8	5.7
3	7.9	4.1	5.6	5.5	5.8	5.4	6.0	5.7
4	3.0	7.9	4.1	5.6	5.5	5.8	5.4	6.0
5	8.7	2.9	7.7	4.0	5.4	5.4	5.6	5.2
6	4.0	8.6	2.9	7.6	4.0	5.3	5.3	5.6
K-6	38.2	39.7	36.3	39.2	37.0	38.5	38.7	38.8

Study Area 20A		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 20B		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 20C		Projection Date 10/7/2020						
CURRENT		PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## 2. Response to Comments

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### 2020/21 Projection Report

Study Area	20D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.3	4.3	4.5	4.2	4.6	4.4	4.4	4.4
2	2.1	4.5	4.5	4.7	4.3	4.8	4.6	4.6
3	4.0	2.1	4.4	4.4	4.6	4.3	4.8	4.6
4	0.0	4.0	2.1	4.4	4.4	4.6	4.3	4.8
5	3.9	0.0	3.8	2.0	4.3	4.3	4.5	4.2
6	4.0	3.8	0.0	3.8	2.0	4.3	4.3	4.5
K-6	22.3	22.9	23.2	27.8	28.3	30.8	31.0	31.2

Study Area	21A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.5	6.5	6.8	6.2	7.0	6.6	6.6	6.6
2	3.1	6.7	6.7	7.0	6.5	7.2	6.9	6.9
3	6.9	3.1	6.7	6.7	7.0	6.4	7.2	6.8
4	8.0	6.9	3.1	6.7	6.7	7.0	6.4	7.2
5	5.8	7.8	6.7	3.0	6.5	6.5	6.8	6.2
6	7.9	5.8	7.7	6.7	3.0	6.4	6.4	6.7
K-6	44.2	43.1	43.5	42.7	42.8	46.2	46.4	46.5

Study Area	21B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.5	6.5	6.8	6.2	7.0	6.6	6.6	6.6
2	5.2	6.7	6.7	7.0	6.5	7.2	6.9	6.9
3	8.9	5.1	6.7	6.7	7.0	6.4	7.2	6.8
4	9.0	8.9	5.1	6.7	6.7	7.0	6.4	7.2
5	10.7	8.7	8.6	5.0	6.5	6.5	6.8	6.2
6	5.9	10.6	8.6	8.6	4.9	6.4	6.4	6.7
K-6	52.2	52.8	48.3	46.6	44.7	46.2	46.4	46.5

Study Area	21C	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
K-6	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0



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### 2020/21 Projection Report

Study Area	21D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0
5	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0
6	1.0	1.0	1.0	1.0	1.0	0.0	0.0	0.0
K-6	5.0	4.0	3.0	2.0	1.0	0.0	0.0	0.0

Study Area	22A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	2.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	2.1	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	2.1	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	2.0	0.0	0.0	0.0
K-6	2.1	2.1	2.1	2.0	2.0	0.0	0.0	0.0

Study Area	22B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	6.2	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	4.9	6.2	1.1	1.1	1.2	1.1	1.2	1.1
4	4.0	4.9	6.2	1.1	1.1	1.2	1.1	1.2
5	3.9	3.9	4.8	6.0	1.1	1.1	1.1	1.0
6	3.0	3.8	3.8	4.8	5.9	1.1	1.1	1.1
K-6	24.1	22.0	19.1	16.3	12.6	7.8	7.8	7.6

Study Area	22C	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.3	4.3	4.5	4.2	4.6	4.4	4.4	4.4
2	2.1	4.5	4.5	4.7	4.3	4.8	4.6	4.6
3	5.9	2.1	4.4	4.4	4.6	4.3	4.8	4.6
4	2.0	5.9	2.1	4.4	4.4	4.6	4.3	4.8
5	2.9	1.9	5.8	2.0	4.3	4.3	4.5	4.2
6	8.9	2.9	1.9	5.7	2.0	4.3	4.3	4.5
K-6	30.1	25.8	27.1	29.7	28.3	30.8	31.0	31.2

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Study Area	22D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.2	2.2	2.3	2.1	2.3	2.2	2.2	2.2
2	4.2	2.2	2.2	2.3	2.2	2.4	2.3	2.3
3	6.9	4.1	2.2	2.2	2.3	2.1	2.4	2.3
4	3.0	6.9	4.1	2.2	2.2	2.3	2.1	2.4
5	3.9	2.9	6.7	4.0	2.2	2.2	2.3	2.1
6	4.0	3.8	2.9	6.7	4.0	2.1	2.1	2.2
K-6	26.2	24.2	22.3	21.6	17.2	15.3	15.4	15.5

Study Area	22E	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	8.6	8.6	9.0	8.3	9.3	8.9	8.8	8.8
2	5.2	9.0	9.0	9.4	8.7	9.7	9.2	9.2
3	6.9	5.1	8.9	8.9	9.3	8.6	9.6	9.1
4	7.0	6.9	5.1	8.9	8.9	9.3	8.6	9.6
5	5.8	6.8	6.7	5.0	8.6	8.6	9.0	8.3
6	8.9	5.8	6.7	6.7	4.9	8.5	8.5	8.9
K-6	50.4	50.6	53.1	55.8	57.9	61.8	61.9	62.1

Study Area	23A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	16.0	16.7	15.4	17.2	16.4	16.3	16.3	16.3
1	16.5	16.4	17.2	15.9	17.7	16.9	16.8	16.8
2	18.0	15.7	15.6	16.4	15.1	16.8	16.0	16.0
3	13.9	17.9	15.5	15.5	16.2	14.9	16.7	15.9
4	15.0	13.9	17.9	15.5	15.5	16.2	14.9	16.7
5	12.7	14.7	13.6	17.5	15.2	15.1	15.9	14.6
6	11.0	11.7	13.5	12.5	16.1	14.0	13.9	14.6
K-6	103.1	107.0	108.7	110.5	112.2	110.2	110.5	110.9

Study Area	23B	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.1	4.1	4.3	4.0	4.4	4.2	4.2	4.2
2	1.9	3.9	3.9	4.1	3.8	4.2	4.0	4.0
3	4.0	1.9	3.9	3.9	4.0	3.7	4.2	4.0
4	5.0	4.0	1.9	3.9	3.9	4.0	3.7	4.2
5	3.9	4.9	3.9	1.8	3.8	3.8	4.0	3.7
6	2.8	3.6	4.5	3.6	1.7	3.5	3.5	3.7
K-6	25.7	26.6	26.3	25.6	25.7	27.5	27.7	27.9

## 2. Response to Comments

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Study Area	23C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.1	3.1	3.2	3.0	3.3	3.2	3.2	3.2
2	1.9	2.9	2.9	3.1	2.8	3.2	3.0	3.0
3	6.9	1.9	2.9	2.9	3.0	2.8	3.1	3.0
4	3.0	6.9	1.9	2.9	2.9	3.0	2.8	3.1
5	2.0	2.9	6.8	1.8	2.8	2.8	3.0	2.7
6	1.8	1.8	2.7	6.2	1.7	2.6	2.6	2.7
K-6	21.7	22.6	23.3	23.1	19.6	20.7	20.8	20.8

Study Area	23D	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	16.0	16.7	15.4	17.2	16.4	16.3	16.3	16.3
1	16.5	16.4	17.2	15.9	17.7	16.9	16.8	16.8
2	11.4	15.7	15.6	16.4	15.1	16.8	16.0	16.0
3	13.9	11.3	15.5	15.5	16.2	14.9	16.7	15.9
4	10.0	13.9	11.3	15.5	15.5	16.2	14.9	16.7
5	18.6	9.8	13.6	11.1	15.2	15.1	15.9	14.6
6	11.0	17.1	9.0	12.5	10.2	14.0	13.9	14.6
K-6	97.4	100.9	97.6	104.1	106.3	110.2	110.5	110.9

Study Area	23E	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	23F	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	1.9	1.0	1.0	1.0	0.9	1.1	1.0	1.0
3	3.0	1.9	1.0	1.0	1.0	0.9	1.0	1.0
4	4.0	3.0	1.9	1.0	1.0	1.0	0.9	1.0
5	2.0	3.9	2.9	1.8	0.9	0.9	1.0	0.9
6	4.6	1.8	3.6	2.7	1.7	0.9	0.9	0.9
K-6	17.5	13.6	12.5	9.6	7.6	6.9	6.9	6.9

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Study Area	23G	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	23H	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	13.0	13.6	12.5	14.0	13.3	13.3	13.3	13.3
1	13.4	13.3	14.0	12.9	14.4	13.7	13.7	13.7
2	8.6	12.7	12.7	13.3	12.3	13.7	13.0	13.0
3	9.9	8.5	12.6	12.6	13.2	12.1	13.5	12.9
4	14.0	9.9	8.5	12.6	12.6	13.2	12.1	13.5
5	10.8	13.7	9.7	8.3	12.3	12.3	12.9	11.9
6	9.2	9.9	12.6	8.9	7.6	11.4	11.3	11.9
K-6	78.9	81.6	82.6	82.6	85.7	89.7	89.8	90.2

Study Area	23J	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.1	2.1	2.2	2.0	2.2	2.1	2.1	2.1
2	0.0	2.0	2.0	2.0	1.9	2.1	2.0	2.0
3	0.0	0.0	1.9	1.9	2.0	1.9	2.1	2.0
4	1.0	0.0	0.0	1.9	1.9	2.0	1.9	2.1
5	2.0	1.0	0.0	0.0	1.9	1.9	2.0	1.8
6	0.9	1.8	0.9	0.0	0.0	1.7	1.7	1.8
K-6	8.0	9.0	8.9	9.9	11.9	13.7	13.8	13.8

Study Area	23M	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	23N	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	23P	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	23Q	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	9.0	9.4	8.7	9.7	9.2	9.2	9.2	9.2
1	9.3	9.2	9.7	8.9	10.0	9.5	9.5	9.5
2	10.4	8.8	8.8	9.2	8.5	9.5	9.0	9.0
3	5.9	10.3	8.7	8.7	9.1	8.4	9.4	8.9
4	12.0	5.9	10.3	8.7	8.7	9.1	8.4	9.4
5	9.8	11.8	5.8	10.1	8.5	8.5	8.9	8.2
6	6.4	9.0	10.8	5.4	9.3	7.9	7.8	8.2
K-6	62.8	64.4	62.8	60.7	63.3	62.1	62.2	62.4

Study Area	23Y	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.0	1.0	1.1	1.0	1.1	1.1	1.1	1.1
2	2.8	1.0	1.0	1.0	0.9	1.1	1.0	1.0
3	1.0	2.8	1.0	1.0	1.0	0.9	1.0	1.0
4	3.0	1.0	2.8	1.0	1.0	1.0	0.9	1.0
5	2.0	2.9	1.0	2.8	0.9	0.9	1.0	0.9
6	0.9	1.8	2.7	0.9	2.5	0.9	0.9	0.9
K-6	11.7	11.5	10.6	8.8	8.4	6.9	6.9	6.9

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Study Area 23Z		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.2	6.2	6.5	6.0	6.6	6.3	6.3	6.3
2	5.7	5.9	5.9	6.1	5.7	6.3	6.0	6.0
3	10.9	5.6	5.8	5.8	6.1	5.6	6.2	6.0
4	14.0	10.9	5.6	5.8	5.8	6.1	5.6	6.2
5	10.8	13.7	10.7	5.5	5.7	5.7	6.0	5.5
6	11.0	9.9	12.6	9.8	5.1	5.2	5.2	5.5
K-6	64.6	58.5	52.9	45.4	41.1	41.3	41.4	41.6

Study Area 24A		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 24B		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 24C		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	24D	Projection Date	10/7/2020					
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	24E	Projection Date	10/7/2020					
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	25A	Projection Date	10/7/2020					
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	1.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	4.0	1.0	3.2	3.2	3.4	3.1	3.4	3.3
4	5.1	4.0	1.0	3.2	3.2	3.4	3.1	3.5
5	3.0	5.1	4.0	1.0	3.2	3.2	3.4	3.1
6	6.7	2.9	4.8	3.8	1.0	3.1	3.1	3.3
K-6	26.0	22.5	22.5	20.9	20.4	22.7	22.7	22.9

Study Area	25B	Projection Date	10/7/2020					
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	9.1	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	7.9	9.0	3.2	3.2	3.4	3.1	3.4	3.3
4	11.1	8.0	9.1	3.2	3.2	3.4	3.1	3.5
5	16.0	11.1	8.0	9.1	3.2	3.2	3.4	3.1
6	10.6	15.4	10.7	7.7	8.7	3.1	3.1	3.3
K-6	60.9	53.0	40.5	32.9	28.1	22.7	22.7	22.9

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Study Area	25C	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	10.0	10.4	9.6	10.7	10.2	10.2	10.2	10.2
1	10.7	10.7	11.2	10.3	11.5	11.0	10.9	10.9
2	9.1	10.8	10.8	11.3	10.4	11.6	11.1	11.0
3	6.9	9.0	10.7	10.7	11.2	10.3	11.5	11.0
4	9.1	7.0	9.1	10.8	10.8	11.3	10.4	11.6
5	12.0	9.1	7.0	9.1	10.8	10.8	11.3	10.4
6	3.8	11.5	8.7	6.7	8.7	10.4	10.3	10.8
K-6	61.6	68.5	67.1	69.6	73.6	75.6	75.7	75.9

Study Area	25D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.3	5.3	5.6	5.2	5.7	5.5	5.5	5.5
2	3.0	5.4	5.4	5.6	5.2	5.8	5.5	5.5
3	6.9	3.0	5.3	5.3	5.6	5.2	5.7	5.5
4	5.1	7.0	3.0	5.4	5.4	5.6	5.2	5.8
5	8.0	5.1	7.0	3.0	5.4	5.4	5.6	5.2
6	7.7	7.7	4.8	6.7	2.9	5.2	5.2	5.4
K-6	41.0	38.7	35.9	36.6	35.3	37.8	37.8	38.0

Study Area	25E	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.3	4.3	4.5	4.1	4.6	4.4	4.4	4.4
2	5.1	4.3	4.3	4.5	4.2	4.6	4.4	4.4
3	1.0	5.0	4.3	4.3	4.5	4.1	4.6	4.4
4	2.0	1.0	5.0	4.3	4.3	4.5	4.2	4.6
5	1.0	2.0	1.0	5.0	4.3	4.3	4.5	4.2
6	5.8	1.0	1.9	1.0	4.8	4.1	4.1	4.3
K-6	23.2	21.8	24.9	27.5	30.8	30.1	30.3	30.4

Study Area	25F	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



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Study Area	25G	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.4	6.4	6.7	6.2	6.9	6.6	6.6	6.6
2	3.0	6.5	6.5	6.8	6.2	7.0	6.6	6.6
3	6.9	3.0	6.4	6.4	6.7	6.2	6.9	6.6
4	2.0	7.0	3.0	6.5	6.5	6.8	6.2	7.0
5	3.0	2.0	7.0	3.0	6.5	6.5	6.8	6.2
6	2.9	2.9	1.9	6.7	2.9	6.2	6.2	6.5
K-6	30.2	34.1	37.3	42.0	41.8	45.4	45.4	45.6

Study Area	25H	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	1.0	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	2.0	1.0	1.1	1.1	1.2	1.1	1.2	1.1
4	0.0	2.0	1.0	1.1	1.1	1.2	1.1	1.2
5	3.9	0.0	1.9	1.0	1.1	1.1	1.1	1.0
6	2.0	3.8	0.0	1.9	1.0	1.1	1.1	1.1
K-6	11.0	10.0	7.2	8.4	7.7	7.8	7.8	7.6

Study Area	25J	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	1.0	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	0.0	1.0	1.1	1.1	1.2	1.1	1.2	1.1
4	1.0	0.0	1.0	1.1	1.1	1.2	1.1	1.2
5	1.9	1.0	0.0	1.0	1.1	1.1	1.1	1.0
6	1.0	1.9	1.0	0.0	1.0	1.1	1.1	1.1
K-6	7.0	7.1	6.3	6.5	7.7	7.8	7.8	7.6

Study Area	25K	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	1.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	2.0	1.0	1.1	1.1	1.1	1.0	1.1	1.1
4	1.0	2.0	1.0	1.1	1.1	1.1	1.0	1.2
5	2.0	1.0	2.0	1.0	1.1	1.1	1.1	1.0
6	1.9	1.9	1.0	1.9	1.0	1.0	1.0	1.1
K-6	10.0	9.1	8.3	8.3	7.4	7.5	7.4	7.6

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Study Area	25M	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	0.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	2.0	0.0	3.2	3.2	3.4	3.1	3.4	3.3
4	1.0	2.0	0.0	3.2	3.2	3.4	3.1	3.5
5	0.0	1.0	2.0	0.0	3.2	3.2	3.4	3.1
6	1.0	0.0	1.0	1.9	0.0	3.1	3.1	3.3
K-6	10.2	12.5	15.7	18.0	19.4	22.7	22.7	22.9

Study Area	25N	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	25P	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	25X	Projection Date		10/7/2020				
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	25Y CURRENT	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.2	1.1	1.1	1.1
2	2.1	1.1	1.1	1.2	1.1	1.2	1.2	1.1
3	3.0	2.1	1.1	1.1	1.2	1.1	1.2	1.1
4	4.0	3.0	2.1	1.1	1.1	1.2	1.1	1.2
5	1.9	3.9	2.9	2.0	1.1	1.1	1.1	1.0
6	4.0	1.9	3.8	2.9	2.0	1.1	1.1	1.1
K-6	17.1	14.1	13.1	10.4	8.7	7.8	7.8	7.6

Study Area	25Z CURRENT	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.5	6.5	6.8	6.2	7.0	6.6	6.6	6.6
2	6.2	6.7	6.7	7.0	6.5	7.2	6.9	6.9
3	5.9	6.2	6.7	6.7	7.0	6.4	7.2	6.8
4	9.0	5.9	6.2	6.7	6.7	7.0	6.4	7.2
5	7.8	8.7	5.8	6.0	6.5	6.5	6.8	6.2
6	4.0	7.7	8.6	5.7	5.9	6.4	6.4	6.7
K-6	45.4	48.0	46.6	44.7	45.7	46.2	46.4	46.5

Study Area	26A CURRENT	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	7.0	7.3	6.7	7.5	7.2	7.1	7.1	7.1
1	7.5	7.5	7.8	7.2	8.0	7.7	7.6	7.6
2	4.0	7.6	7.5	7.9	7.3	8.1	7.8	7.7
3	5.9	4.0	7.5	7.5	7.8	7.2	8.0	7.7
4	8.1	6.0	4.0	7.6	7.5	7.9	7.3	8.1
5	11.0	8.1	6.0	4.0	7.6	7.5	7.9	7.3
6	8.6	10.6	7.8	5.8	3.9	7.3	7.2	7.6
K-6	52.1	51.1	47.3	47.5	49.3	52.8	52.9	53.1

Study Area	26B CURRENT	Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	3.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	0.0	3.0	3.2	3.2	3.4	3.1	3.4	3.3
4	5.1	0.0	3.0	3.2	3.2	3.4	3.1	3.5
5	3.0	5.1	0.0	3.0	3.2	3.2	3.4	3.1
6	2.9	2.9	4.8	0.0	2.9	3.1	3.1	3.3
K-6	20.2	20.5	20.5	19.1	22.3	22.7	22.7	22.9

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Study Area 26C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.4	6.4	6.7	6.2	6.9	6.6	6.6	6.6
2	8.1	6.5	6.5	6.8	6.2	7.0	6.6	6.6
3	4.9	8.0	6.4	6.4	6.7	6.2	6.9	6.6
4	5.1	5.0	8.1	6.5	6.5	6.8	6.2	7.0
5	8.0	5.1	5.0	8.1	6.5	6.5	6.8	6.2
6	2.9	7.7	4.8	4.8	7.8	6.2	6.2	6.5
K-6	41.4	45.0	43.3	45.2	46.7	45.4	45.4	45.6

Study Area 26D		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.1	2.1	2.2	2.1	2.3	2.2	2.2	2.2
2	3.0	2.2	2.2	2.3	2.1	2.3	2.2	2.2
3	3.0	3.0	2.1	2.1	2.2	2.1	2.3	2.2
4	3.0	3.0	3.0	2.2	2.2	2.3	2.1	2.3
5	1.0	3.0	3.0	3.0	2.2	2.2	2.3	2.1
6	2.9	1.0	2.9	2.9	2.9	2.1	2.1	2.2
K-6	17.0	16.4	17.3	16.7	15.9	15.2	15.2	15.2

Study Area 26E		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	6.0	6.3	5.8	6.4	6.1	6.1	6.1	6.1
1	6.4	6.4	6.7	6.2	6.9	6.6	6.6	6.6
2	6.1	6.5	6.5	6.8	6.2	7.0	6.6	6.6
3	4.9	6.0	6.4	6.4	6.7	6.2	6.9	6.6
4	6.1	5.0	6.1	6.5	6.5	6.8	6.2	7.0
5	10.0	6.1	5.0	6.1	6.5	6.5	6.8	6.2
6	6.7	9.6	5.8	4.8	5.8	6.2	6.2	6.5
K-6	46.2	45.9	42.3	43.2	44.7	45.4	45.4	45.6

Study Area 26F		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0
5	1.0	1.0	2.0	0.0	0.0	0.0	0.0	0.0
6	1.0	1.0	1.0	1.9	0.0	0.0	0.0	0.0
K-6	5.0	4.0	3.0	1.9	0.0	0.0	0.0	0.0

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Study Area	26G	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	26J	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	3.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	2.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0
4	3.0	2.0	3.0	0.0	0.0	0.0	0.0	0.0
5	5.0	3.0	2.0	3.0	0.0	0.0	0.0	0.0
6	1.0	4.8	2.9	1.9	2.9	0.0	0.0	0.0
K-6	14.0	12.8	7.9	4.9	2.9	0.0	0.0	0.0

Study Area	26K	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	26M	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area 26Z		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	0.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	1.0	0.0	3.2	3.2	3.4	3.1	3.4	3.3
4	1.0	1.0	0.0	3.2	3.2	3.4	3.1	3.5
5	5.0	1.0	1.0	0.0	3.2	3.2	3.4	3.1
6	4.8	4.8	1.0	1.0	0.0	3.1	3.1	3.3
K-6	18.0	16.3	14.7	17.1	19.4	22.7	22.7	22.9

Study Area 27A		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	2.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	1.0	2.0	1.1	1.1	1.1	1.0	1.1	1.1
4	1.0	1.0	2.0	1.1	1.1	1.1	1.0	1.2
5	3.0	1.0	1.0	2.0	1.1	1.1	1.1	1.0
6	1.0	2.9	1.0	1.0	1.9	1.0	1.0	1.1
K-6	10.1	10.1	8.3	8.4	8.3	7.5	7.4	7.6

Study Area 27B		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	1.0	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	1.0	1.0	0.0	1.1	1.1	1.1	1.0	1.2
5	1.0	1.0	1.0	0.0	1.1	1.1	1.1	1.0
6	4.8	1.0	1.0	1.0	0.0	1.0	1.0	1.1
K-6	9.9	6.2	6.3	6.4	6.4	7.5	7.4	7.6

Study Area 27C		Projection Date 10/7/2020						
CURRENT				PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	5.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	3.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0
4	6.1	3.0	5.0	0.0	0.0	0.0	0.0	0.0
5	4.0	6.1	3.0	5.0	0.0	0.0	0.0	0.0
6	1.9	3.8	5.8	2.9	4.8	0.0	0.0	0.0
K-6	20.1	17.9	13.8	7.9	4.8	0.0	0.0	0.0

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Study Area 27D		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 28A		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 28B		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 28C		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	28D	Projection Date		10/7/2020				
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	3.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0
4	4.3	3.2	1.2	0.0	0.0	0.0	0.0	0.0
5	3.2	4.5	3.4	1.3	0.0	0.0	0.0	0.0
6	3.1	3.3	4.7	3.5	1.3	0.0	0.0	0.0
K-6	14.7	12.1	9.3	4.8	1.3	0.0	0.0	0.0

Study Area	28E	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	4.9	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	0.0	5.0	0.0	1.1	1.1	1.1	1.0	1.2
5	2.0	0.0	5.0	0.0	1.1	1.1	1.1	1.0
6	1.9	1.9	0.0	4.8	0.0	1.0	1.0	1.1
K-6	10.9	10.1	9.3	10.2	6.4	7.5	7.4	7.6

Study Area	28F	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 28G		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
K-6	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0



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Study Area	28H	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	3.0	3.1	2.9	3.2	3.1	3.1	3.1	3.1
1	3.2	3.2	3.4	3.1	3.4	3.3	3.3	3.3
2	3.0	3.2	3.2	3.4	3.1	3.5	3.3	3.3
3	3.0	3.0	3.2	3.2	3.4	3.1	3.4	3.3
4	6.1	3.0	3.0	3.2	3.2	3.4	3.1	3.5
5	4.0	6.1	3.0	3.0	3.2	3.2	3.4	3.1
6	5.8	3.8	5.8	2.9	2.9	3.1	3.1	3.3
K-6	28.1	25.4	24.5	22.0	22.3	22.7	22.7	22.9

Study Area	28I	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
1	0.5	0.5	0.6	0.5	0.6	0.6	0.6	0.6
2	0.5	0.6	0.6	0.6	0.6	0.7	0.6	0.6
3	1.5	0.5	0.6	0.6	0.6	0.6	0.7	0.6
4	1.6	1.6	0.6	0.6	0.6	0.7	0.6	0.7
5	2.6	1.7	1.7	0.6	0.7	0.7	0.7	0.7
6	0.5	2.7	1.7	1.7	0.6	0.7	0.7	0.7
K-6	7.7	8.1	6.3	5.1	4.2	4.5	4.4	4.4

Study Area	28J	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
6	2.9	0.0	1.0	0.0	0.0	0.0	0.0	0.0
K-6	3.9	1.0	1.0	0.0	0.0	0.0	0.0	0.0

Study Area	28K	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	28L	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	28M	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	3.0	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	1.0	3.0	0.0	1.1	1.1	1.1	1.0	1.2
5	1.0	1.0	3.0	0.0	1.1	1.1	1.1	1.0
6	1.0	1.0	1.0	2.9	0.0	1.0	1.0	1.1
K-6	8.1	8.2	8.3	8.3	6.4	7.5	7.4	7.6

Study Area	28N	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	1.9	1.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	2.9	1.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	28P	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
5	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0
6	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0
K-6	2.0	2.0	2.0	1.0	1.0	0.0	0.0	0.0

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Study Area 28Q		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 28R		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	0.0	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	0.0	0.0	0.0	1.1	1.1	1.1	1.0	1.2
5	0.0	0.0	0.0	0.0	1.1	1.1	1.1	1.0
6	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.1
K-6	2.1	3.2	4.3	5.4	6.4	7.5	7.4	7.6

Study Area 28S		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0
K-6	1.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0

Study Area 28T		Projection Date 10/7/2020		PROJECTED RESIDENT STUDENTS				
CURRENT	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Study Area	28U	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.1	1.0	1.1	1.1	1.1	1.1
2	0.0	1.1	1.1	1.1	1.0	1.2	1.1	1.1
3	2.0	0.0	1.1	1.1	1.1	1.0	1.1	1.1
4	0.0	2.0	0.0	1.1	1.1	1.1	1.0	1.2
5	1.0	0.0	2.0	0.0	1.1	1.1	1.1	1.0
6	1.0	1.0	0.0	1.9	0.0	1.0	1.0	1.1
K-6	6.1	6.2	6.3	7.3	6.4	7.5	7.4	7.6

Study Area	28V	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	28W	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0
5	1.1	0.0	1.1	0.0	0.0	0.0	0.0	0.0
6	1.0	1.1	0.0	1.2	0.0	0.0	0.0	0.0
K-6	3.1	2.2	1.1	1.2	0.0	0.0	0.0	0.0

Study Area	28X	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## 2. Response to Comments

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Study Area	28Y	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	28Z	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0
4	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0
5	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0
6	1.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0
K-6	3.0	2.0	2.0	1.0	1.0	0.0	0.0	0.0

Study Area	29A	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	29B	Projection Date	10/7/2020					
CURRENT			PROJECTED RESIDENT STUDENTS					
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	2.2	1.3	1.3	1.3	1.2	1.3	1.3	1.3
3	3.0	2.2	1.3	1.3	1.3	1.2	1.3	1.3
4	4.3	3.2	2.4	1.3	1.3	1.4	1.3	1.4
5	4.2	4.5	3.4	2.5	1.4	1.4	1.5	1.4
6	7.2	4.4	4.7	3.5	2.6	1.5	1.5	1.5
K-6	23.0	17.7	15.3	12.1	10.0	9.0	9.1	9.1

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Study Area	29C	Projection Date		10/7/2020				
	CURRENT			PROJECTED	RESIDENT	STUDENTS		
	2020	2021	2022	2023	2024	2025	2026	2027
K	2.0	2.1	1.9	2.1	2.0	2.0	2.0	2.0
1	2.3	2.3	2.4	2.2	2.4	2.3	2.3	2.3
2	3.3	2.5	2.5	2.6	2.4	2.7	2.6	2.6
3	2.0	3.3	2.5	2.5	2.6	2.4	2.7	2.6
4	5.3	2.1	3.6	2.7	2.7	2.8	2.6	2.9
5	4.2	5.7	2.3	3.8	2.8	2.8	3.0	2.7
6	9.3	4.4	5.8	2.3	3.9	2.9	2.9	3.1
K-6	28.4	22.4	21.0	18.2	18.8	17.9	18.1	18.2

Study Area	30A	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	8.0	8.4	7.7	8.6	8.2	8.2	8.2	8.2
1	9.0	9.0	9.4	8.7	9.7	9.3	9.2	9.2
2	12.2	10.0	10.0	10.5	9.7	10.8	10.3	10.2
3	3.0	12.2	10.0	10.0	10.5	9.7	10.8	10.3
4	11.8	3.2	13.1	10.7	10.7	11.2	10.3	11.5
5	12.7	12.5	3.4	13.8	11.4	11.3	11.9	11.0
6	13.4	13.1	12.9	3.5	14.3	11.7	11.7	12.2
K-6	70.1	68.4	66.5	65.8	74.5	72.2	72.4	72.6

Study Area 30B		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0
4	1.1	0.0	1.2	0.0	0.0	0.0	0.0	0.0
5	0.0	1.1	0.0	1.3	0.0	0.0	0.0	0.0
6	1.0	0.0	1.2	0.0	1.3	0.0	0.0	0.0
K-6	3.2	2.2	2.4	1.3	1.3	0.0	0.0	0.0

Study Area 30C		Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## 2. Response to Comments

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Study Area	30D	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30E	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30F	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	21.3	22.4	20.6	23.0	21.9	21.9	21.9	21.9
1	23.1	23.0	24.2	22.3	24.8	23.7	23.6	23.6
2	19.9	25.0	24.9	26.1	24.0	26.8	25.6	25.5
3	14.7	21.9	27.5	27.4	28.7	26.4	29.5	28.1
4	15.0	15.3	22.7	28.6	28.5	29.8	27.5	30.7
5	9.7	15.4	15.8	23.4	29.4	29.3	30.7	28.3
6	10.7	10.0	15.9	16.3	24.1	30.3	30.2	31.7
K-6	114.4	133.0	151.6	167.1	181.4	188.2	189.0	189.8

Study Area	30G	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.7	5.6	5.9	5.4	6.1	5.8	5.8	5.8
2	2.2	6.3	6.3	6.6	6.0	6.7	6.4	6.4
3	2.0	2.2	6.3	6.3	6.6	6.0	6.7	6.4
4	3.2	2.1	2.4	6.7	6.7	7.0	6.5	7.2
5	5.3	3.4	2.3	2.5	7.1	7.1	7.4	6.9
6	7.2	5.5	3.5	2.3	2.6	7.3	7.3	7.7
K-6	30.6	30.3	31.5	35.2	40.2	45.0	45.2	45.5

## 2. Response to Comments

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Study Area	30H	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	16.9	18.2	17.8	24.1	26.4	27.1	28.8	29.4
1	19.2	19.7	22.0	25.7	33.4	33.5	34.2	34.9
2	12.2	21.8	23.2	29.9	34.6	40.6	40.7	40.3
3	18.0	12.7	23.1	28.1	35.3	37.8	43.9	42.8
4	18.2	19.8	14.9	30.0	35.9	41.2	43.9	49.1
5	20.1	19.8	22.2	21.0	37.5	41.5	47.1	48.7
6	12.4	21.2	21.6	28.0	27.2	41.9	46.0	50.6
K-6	117.0	133.2	144.8	186.8	230.3	263.6	284.6	295.8

Study Area	30J	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30K	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30L	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0



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Study Area	30M	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30N	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30P	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30Q	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	4.0	4.2	3.9	4.3	4.1	4.1	4.1	4.1
1	4.5	4.5	4.7	4.4	4.9	4.6	4.6	4.6
2	5.6	5.0	5.0	5.2	4.8	5.4	5.1	5.1
3	0.0	5.6	5.0	5.0	5.2	4.8	5.4	5.1
4	3.2	0.0	5.9	5.4	5.4	5.6	5.2	5.8
5	3.2	3.4	0.0	6.3	5.7	5.7	5.9	5.5
6	2.1	3.3	3.5	0.0	6.5	5.9	5.8	6.1
K-6	22.6	26.0	28.0	30.6	36.6	36.1	36.1	36.3

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	30R	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	18.9	19.9	18.3	20.4	19.5	19.4	19.4	19.4
1	21.5	21.4	22.4	20.7	23.1	22.0	21.9	21.9
2	23.3	23.8	23.8	24.9	23.0	25.6	24.4	24.3
3	14.0	23.3	23.8	23.8	24.9	23.0	25.6	24.4
4	23.5	15.0	24.9	25.5	25.4	26.6	24.6	27.4
5	21.2	25.0	15.9	26.4	27.0	26.9	28.2	26.0
6	21.6	21.8	25.7	16.4	27.2	27.8	27.8	29.1
K-6	144.0	150.2	154.8	158.1	170.1	171.3	171.9	172.5

Study Area	30S	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	30T	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	3.3	1.3	1.3	1.3	1.2	1.3	1.3	1.3
3	3.0	3.3	1.3	1.3	1.3	1.2	1.3	1.3
4	3.2	3.2	3.6	1.3	1.3	1.4	1.3	1.4
5	0.0	3.4	3.4	3.8	1.4	1.4	1.5	1.4
6	6.2	0.0	3.5	3.5	3.9	1.5	1.5	1.5
K-6	17.8	13.3	15.3	13.4	11.3	9.0	9.1	9.1

Study Area	30U	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	3.3	1.3	1.3	1.3	1.2	1.3	1.3	1.3
3	6.0	3.3	1.3	1.3	1.3	1.2	1.3	1.3
4	2.1	6.4	3.6	1.3	1.3	1.4	1.3	1.4
5	7.4	2.3	6.8	3.8	1.4	1.4	1.5	1.4
6	10.3	7.6	2.3	7.0	3.9	1.5	1.5	1.5
K-6	31.2	23.0	17.5	16.9	11.3	9.0	9.1	9.1

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	30V	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	1.0	1.0	1.0	1.1	1.0	1.0	1.0	1.0
1	1.1	1.1	1.2	1.1	1.2	1.2	1.2	1.2
2	2.2	1.3	1.3	1.3	1.2	1.3	1.3	1.3
3	2.0	2.2	1.3	1.3	1.3	1.2	1.3	1.3
4	2.1	2.1	2.4	1.3	1.3	1.4	1.3	1.4
5	1.1	2.3	2.3	2.5	1.4	1.4	1.5	1.4
6	2.1	1.1	2.3	2.3	2.6	1.5	1.5	1.5
K-6	11.6	11.1	11.8	10.9	10.0	9.0	9.1	9.1

Study Area	30W	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	7.0	7.3	6.7	7.5	7.2	7.1	7.1	7.1
1	7.9	7.9	8.3	7.6	8.5	8.1	8.1	8.1
2	4.4	8.8	8.8	9.2	8.5	9.4	9.0	9.0
3	10.0	4.4	8.8	8.8	9.2	8.5	9.4	9.0
4	9.6	10.7	4.8	9.4	9.4	9.8	9.0	10.1
5	3.2	10.2	11.3	5.0	10.0	9.9	10.4	9.6
6	9.3	3.3	10.5	11.7	5.2	10.3	10.2	10.7
K-6	51.4	52.6	59.2	59.2	58.0	63.1	63.2	63.6

Study Area	30Z	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	18.9	19.9	18.3	20.4	19.5	19.4	19.4	19.4
1	20.5	20.5	21.4	19.8	22.1	21.0	20.9	20.9
2	14.0	22.2	22.1	23.2	21.3	23.8	22.7	22.6
3	7.7	15.4	24.4	24.3	25.5	23.5	26.2	25.0
4	14.6	8.0	16.1	25.4	25.3	26.5	24.4	27.2
5	16.5	15.0	8.2	16.5	26.1	26.0	27.3	25.1
6	14.4	17.0	15.4	8.5	17.0	26.9	26.8	28.1
K-6	106.6	118.0	125.9	138.1	156.8	167.1	167.7	168.3

Study Area	31A	Projection Date		10/7/2020				
	CURRENT			PROJECTED RESIDENT STUDENTS				
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## 2. Response to Comments

### Del Mar Union School District

### 2020/21 Projection Report

Study Area	31B	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	31C	Projection Date 10/7/2020						
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area	32F	Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K-6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Study Area 30HZ		Projection Date		10/7/2020				
	CURRENT	PROJECTED RESIDENT STUDENTS						
	2020	2021	2022	2023	2024	2025	2026	2027
K	5.0	5.2	4.8	5.4	5.1	5.1	5.1	5.1
1	5.7	5.6	5.9	5.4	6.1	5.8	5.8	5.8
2	5.6	6.3	6.3	6.6	6.0	6.7	6.4	6.4
3	4.0	5.6	6.3	6.3	6.6	6.0	6.7	6.4
4	4.3	4.3	5.9	6.7	6.7	7.0	6.5	7.2
5	3.2	4.5	4.5	6.3	7.1	7.1	7.4	6.9
6	7.2	3.3	4.7	4.7	6.5	7.3	7.3	7.7
K-6	35.0	34.8	38.4	41.4	44.1	45.0	45.2	45.5

## 2. Response to Comments

### 2. Response to Comments Rosanna Alvarado-Martin, dated June 11, 2021.

- 2-1 The commenter objects to the use of a Focused EIR and states that a full EIR should be drafted to consider all the environmental impacts of the proposed project. The commenter states that there has never been an environmental review under CEQA that approved the existing site, and therefore, the District cannot use the current site structures as a legal basis to compare the rebuild.

The campus predates the passage of CEQA and so there would be no environmental review completed when it was planned. CEQA uses the concept of “baseline”, which is the current condition of the site and the start of the CEQA process. So, a comparison of the project against the current site conditions is required under CEQA.

- 2-2 The commenter supports the Modernization option without portables and states that the enrollment for the schools as declined. The commenter states that the Modernization Alternative would eliminate many environmental concerns, more parking would not be needed, and additional defensible space would be added if the portables are removed. The commenter states that a smaller school equates to less traffic, parking, and pollution.

See response to Comment JJ-2 through Comment JJ-4.

- 2-3 The commenter states that the MND indicates that there are no fire hydrants onsite, but the commenter says there is one fire hydrant on campus and two fire hydrants on Mira Montana Drive. The commenter states that the proposed rebuild would be more dangerous with the recent removal of the ADA ramp, this evacuation point at Mira Montana Drive is currently part of the Del Mar Heights Comprehensive School Safety Plan. The commenter states that the proposed project lacks a timed Evacuation Study.

There is one fire hydrant located on-site. The proposed project would provide four fire hydrants to provide multiple fire defense locations around the campus. The proposed project would introduce fully sprinkled buildings to the campus while the existing campus are non-sprinkled buildings. The proposed project would increase the width of the fire lane to 20 feet from 10 feet and eliminate a bottleneck that limits access to the campus. The statement concerning the ADA ramp being included in the current Comprehensive School Safety Plan is incorrect. The access points to Mira Montana Drive remain and would not change as a result of the project.

- 2-4 The commenter states that the current building design moved buildings closer to the Reserve and that the plan lacks the 100-foot defensible space. The commenter states that the City Fire Department does not pre-approve plans.

The District fully recognizes that the site is in a Very High Fire Hazard Severity Zone (VHFHSZ; CAL FIRE) and the proposed site plan has been designed very carefully with these concerns in mind. The existing fire access lane is inadequate as the width of the lane

## 2. Response to Comments

is only 10 feet between the edge of the slope and the building. The minimum width is 20 feet per the 2019 California Fire Code. The proposed fire lane is 20 feet in width throughout its length and it eliminates the existing restricted access point. The fire lane includes hammerhead turnarounds and the hose length distances are in compliance with the 2019 California Fire Code. Further, the plan has been reviewed by the City of San Diego Fire Marshall.

The existing campus has four portable classroom buildings that are approximately 5 to 10 feet from the canyon edge and existing Kindergarten, Administration and Classroom Building D are approximately 20 feet from the canyon edge.

The proposed buildings will all meet current building standards. The new buildings are noncombustible construction with the building envelope (walls, roofs, eaves, and soffits) designed to be ignition-resistant construction and glass will be tempered, per 2019 California Building Code, Chapter 7A, Materials and Construction Methods for Exterior Wildfire Exposure. The existing portables are of combustible construction.

The proposed project provides another fire safety improvement. The proposed project includes three new and one replaced fire hydrants to provide multiple fire defense locations around the campus. The proposed project would introduce fully sprinkled buildings to the campus. The existing campus are non-sprinkled buildings.

The slopes on the west and south sides (buffer area between the developed school campus and the Reserve) ranges from 2 feet to over 200 feet wide. This buffer area is currently maintained by the school district, in compliance with San Diego Fire-Rescue Department's city-wide Brush Management and Weed Abatement regulations. Additionally, door to door brush inspections, by uniformed Code Compliance Officer with the Fire-Rescue Department's Brush Management, are conducted for properties on canyon rim areas (located within the Wildland Urban Interface). This practice would not change with the proposed project. No additional brush management area would be required for the project. While the plan does not provide the full 100-foot defensible space along the entire perimeter of the site, the Government Code 51182 provides for exemption or variances. In this case, the District desires to be good stewards of the environment and avoid all intrusions into the Reserve. The numerous safety features justify the current design. The City of San Diego Fire Marshall has reviewed the plan.

- 2-5 The commenter states that the MND failed to address the Reserve's sensitive animal and plant species, and the need to prevent light, noise, stormwater runoff impacts. The commenter states that the construction and additional permanent impervious surfaces would negatively impact the environment and cause heat islands and runoff problems to the Reserve.

Chapter 5.1, *Biological Resources*, of the Focused Draft EIR addresses these comments.

## 2. Response to Comments

- 2-6 The commenter states that the MND studied the impact of temporarily housing the Del Mar Heights School students at Del Mar Hills Academy and Ocean Air but it did not study traffic impacts on streets surrounding Del Mar Heights School.

The geographical limits of the study area for the traffic analysis were determined by using the criteria outlined in the City of San Diego “Traffic Impact Study Manual.” The “Study Area” section of that document states that street segments would warrant inclusion in the traffic study if the proposed project would result in an increase in the volume/capacity (V/C) ratio of 0.10 or greater for roadway segments operating at level of service (LOS) A, 0.06 or greater for roadway segments operating at LOS B, 0.04 or greater for roadway segments operating at LOS C, or 0.02 or greater for roadways operating at LOS D, E, or F (based on daily traffic volumes). According to the Carmel Valley Community Plan, the capacity of Del Mar Heights Road is 40,000 vehicles per day (vpd) west of Interstate 5 (four-lane major arterial) and 60,000 vpd east of Interstate 5 (six-lane primary arterial). The capacity of Carmel Mountain Road is 40,000 vpd in the vicinity of Ocean Air School (four-lane major arterial) and 60,000 vpd between Interstate 5 and El Camino Real (six-lane primary arterial). Based on the estimated increases in daily traffic volumes that would be generated by the school project (280 vpd at Ocean Air School and 800 vpd at Del Mar Hills Academy) and the assumed geographical distribution of school-generated traffic, the anticipated percentage increase in the V/C ratios would be 0.008 on Del Mar Heights Road west of Mango Drive and 0.006 on Del Mar Heights Road east of Mango Drive. The anticipated percentage increase in the V/C ratios would be 0.0046 on Carmel Mountain Road west of Canter Heights Drive and 0.0025 on Carmel Mountain Road east of Canter Heights Drive. As these increases in V/C ratios are well below the threshold levels for determining if a traffic study is warranted, a detailed impact analysis was not required and was not conducted for any intersections on the segments of Del Mar Heights Road east and west of Mango Drive or on Carmel Mountain Road east and west of Canter Heights Drive. Even if 100 percent of the additional traffic at Ocean Air Academy were to be assigned to Carmel Mountain Road west of Canter Heights Drive, the increase in the V/C ratio would be 0.007, which is well below the allowable increase in the V/C ratio. Based on these criteria, the traffic study was appropriately focused on the intersections most-directly affected by the project, which included the signalized intersections closest to each school site.

- 2-7 The commenter states that the proposed project would block public views of the ocean and scenic vistas from the sidewalk on Mira Montana Drive.

Comments about views from Mira Montana Drive were addressed in the Response to Comments document from IS/MND, where visual simulations were provided from various viewpoints within the project site’s surroundings. As demonstrated in the Response to Comments and the visual simulations, impacts to views were not considered to be significant.

## 2. Response to Comments

- 2-8 The commenter states that the field has a bioswale in the middle and that the District stated the rebuild would have no negative impact to the community. The commenter asks, if there was no negative impact, why the District spent \$993,048 to replace the Del Mar Heights baseball field to accommodate Little League Junior/Senior Baseball at Torrey Hills School, as elementary school age students do not play Junior/Senior Baseball.

The commenter is correct that the project would not have a significant impact on green space/recreation as determined in the MND/IS. The Board of Education is within its authority to fund needed public facilities.

- 2-9 The commenter states that the proposed project does not comply with the Torrey Pines Community Plan, and states that the District failed to notify the Torrey Pines Community Planning Board. The commenter states that the project site is in the Coastal Zone and that the District and MND failed to acknowledge this.

The District acknowledges that the project site is in the Coastal Zone. The project is consistent with the Torrey Pines Community Plan. Refer to Table 16, *Project Consistency with Torrey Pines Community Plan Key Policies* in the MND/IS/Response to Comments.

- 2-10 The commenter states that the street names in Appendix B of the MND listed the wrong street names and states that the MND did not address the City's Climate Action Plan. The commenter states more parking and idling would not be in compliance with the City's Climate Action Plan.

The commenter is correct in stating that the street names listed on page 11 of Appendix B to the Initial Study were incorrect, and these revisions were made in the MND's Response to Comments Section 3, Errata. As identified on page 27 of Initial Study Appendix B, Air Quality and Greenhouse Gas Emissions Analysis, the measures listed in the City's Climate Action Plan (CAP) only apply to development projects under the City's authority. Because the project is under the jurisdiction of the Del Mar Union School District, the City's CAP is not directly applicable.

- 2-11 The commenter states that the limited analysis of the construction and operational noise concerns for the community is flawed and a baseline assessment was not conducted.

This comment is incorrect. Noise measurements were taken along Mira Montana and at the Boquita Drive entrance. Refer to Figure 5.2-2, *Approximate Noise Monitoring Locations in the Focused DEIR*.



## 2. Response to Comments

### LETTER 3 – Raveendran Venugopal (2 pages)

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Hello:

Thank you for the opportunity to comment on the Del Mar Heights Focused Environmental Impact Report. The health, wellness, and safety of this community is very important to me, and to the residents of Del Mar Heights.

I am expressing my opposition to the "Rebuild Design" and I support the "Modernization Alternative" without portables.

3-1

The overall decline in district enrollment, combined with over 600 empty seats in the district (over 1300 empty seats after the new school opens), indicates the portables' excess capacity is no longer necessary.

With Del Mar Heights enrollment down to 306 and the whole West side enrollment declining, Modernization without portables has the following benefits:

- Modernization is better for the environment, as stated in the Focused Environmental Impact Report (FEIR).

3-2

- Modernization enables the district to achieve all of its listed educational goals, as stated during the recent Del Mar Hills Modernization meeting and listed in the Del Mar Heights FEIR.

- Modernization without portables reduces the number of students, which eliminates the need for the long car queue and extra parking.

3-3

- Modernization without portables improves the defensible space between our children and the Torrey Pines Reserve. The school is in a Very High Fire Hazard Severity Zone, and defensible space is the #1 most effective protection from wildfire.

3-4

- Modernization without portables increases the recreational blacktop space and preserves the recreational green space.

3-5

- Modernization enables the district to continue to use the current kindergarten buildings, which gives our youngest students a magical space of their own.

- Modernization improves overall evacuation by not trapping cars far from the exit.

3-6

- Modernization improves school evacuation by keeping the South gate.

- Modernization takes advantage of existing footings and studs. Using fewer materials when costs have jumped as much as 300% makes it possible to have Bond MM funds remaining for other district schools.

3-7

- Modernization can take less time, returning our kids to their classrooms sooner instead of continuing to ride the bus across the district.

3-8

The world has changed since this was originally planned, especially the fiscal and enrollment dynamics. Let's take advantage of this opportunity to make Del Mar Heights truly the best it can be for the community, and for the district as a whole.

## 2. Response to Comments

Please choose Modernization without portables.

Thank you

Raveendran Venugopal

3-8

CONT'D

## 2. Response to Comments

### 3. Response to Comments Raveendran Venugopal, dated June 11, 2021.

- 3-1 The commenter is opposed to the Rebuild Design and is in support of the Modernization Alternative without the portables. The commenter states that the overall decline in District enrollment, combined with over 600 empty seats in the District (over 1,300 empty seats after the school reopens), indicates the portables' excess capacity is no longer necessary.

See response to Comment JJ-1.

- 3-2 The commenter states that with the Del Mar Heights enrollment reduced to 306 and with the enrollment on the westside declining, Modernization without portables provides many benefits. The commenter states that Modernization is better for the environment as stated in the Focused DEIR and Modernization enables the District to achieve all of its listed educational goals.

See response to Comment GG-2.

- 3-3 The commenter states that Modernization without portables reduces the number of students, which eliminates the need of for the long car queue and extra parking.

Under existing conditions, there are congestion and circulation issues in the neighborhood. Therefore, increasing the number of onsite parking spaces and vehicle queuing is needed to ensure circulation and congestion impacts to the neighborhood north of the project site are reduced.

- 3-4 The commenter states that Modernization without portables improves the defensible space between the students and Torrey Pines Reserve.

See response to Comment GG-3.

- 3-5 The commenter states that Modernization without portables increases the recreational blacktop space and preserves the recreational green space, and that Modernization would allow the current kindergarten buildings to remain for the kindergarten students.

See response to Comment GG-4.

- 3-6 The commenter states that the Modernization would improve overall evacuation by not trapping cars from the exit and would improve school evacuation by keeping the south gate.

See response to Comment GG-5.

- 3-7 The commenter states that Modernization takes advantage of existing footings and studs, and that saving on material costs would make it possible to use Bond MM funds for other schools in the District.

## 2. Response to Comments

See response to Comment GG-6.

3-8 The commenter states that Modernization takes less time and students would be able to return to school sooner instead of continuing to be bused across the District.

See response to Comment GG-7.

## 2. Response to Comments

### LETTER 4 – Amy Hellenkamp (1 page)

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

To whom it may concern,

As a member of the Del Mar Heights community, I am concerned about the District's current Draft EIR.

First, with respect to the district's removal of an entrance at the southern point of the school, I feel that this is an unacceptable response to the Court's order for further traffic studies. It is clearly an effort by the District to avoid any type of traffic study for this site, because the District is well aware that any such study would show that the Del Mar Heights site will never be safe for a school of over 500 children. Moreover, the elimination of this entrance raises new concerns, both for the safety of the students and for the community's access to the playfields. A back entrance to the school has existed since the school was built, and has been used for community access during non-school hours. Removing this access is unfair to members of the community. Further, in the event of an emergency, the lack of a back exit from the school puts children at risk, and increases the traffic burden on Boquita Drive.

4-1

4-2

As a member of the community, I strongly support the option of modernization. The current and projected enrollment of Del Mar Heights is around 300 students. There is simply no need for a school for over 500 students. Community members shouldn't be subjected to increased construction noise and traffic, and children of the north San Diego community shouldn't lose precious athletic fields, for classrooms that will forever sit empty. The permanent structures of Del Mar Heights housed 360 students. A modernization could easily be done to provide a beautiful school for the expected 300 students, while preserving the fields that benefit all the children of the area.

4-3

Modernization would be better for the environment, causing less run-off and other impact to the adjacent Torrey Pines Reserve.

4-4

The health and safety of this community and its children should come first. Studies done during the COVID pandemic showed that communities where residents had more access to green spaces had lower death rates than communities with less green space.

4-5

There is no reason for the District to build a massive school for over 500 students when it only needs one for about 300. Please modernize.

4-6

Thank you,  
Amy Hellenkamp

## 2. Response to Comments

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## 2. Response to Comments

### 4. Response to Comments Amy Hellenkamp, dated June 11, 2021.

- 4-1 The commenter states that the removal of the southern entry is an unacceptable response to the Court's order for further traffic studies, and it shows that the District wanted to avoid a traffic study because the District is aware that the study would show that the Del Mar Heights School will never be safe for a school of over 500 students.

Section 2.1.6, Transportation/Emergency Access, in the MND/IS Response to Comments addressed this issue. Figure 10, *Existing Access and Circulation*, shows the existing vehicle queue extending 500 feet into the neighborhood, which creates unsafe conditions for vehicles, pedestrians and bicyclists. Figure 11, *Queuing in with Project Conditions*, shows that the queue will be brought onto the campus and out of the neighborhood, which will improve safety and encourage students to walk and bike to school.

- 4-2 The commenter states that the elimination of this entry raises concerns for the safety of the students and the community's access to the playfields. The commenter states that in the event of an emergency, the lack of a back exit from the school puts children at risk and increases the traffic burden on Boquita Drive.

The existing gate located along the southern edge will be replaced at the same location.

- 4-3 The commenter states that they strongly support the Modernization option as the current and projected enrollment of Del Mar Heights is around 300 students. The commenter states that community members should not be subjected to increased construction noise and traffic, and children should not lose athletic fields for classrooms that will forever sit empty. The commenter states that the permanent structures at the school housed 306 students and that a modernization could easily be done to provide a school for 300 students while preserving the fields.

See response to Comment GG-2.

- 4-4 The commenter states that Modernization would cause less runoff and other impacts to the Reserve.

As with the proposed project, the Modernization Alternative would repair the stormwater outfalls and revegetate the slopes. Impacts to the Reserve under the Modernization Alternative would be the same as the proposed project. However, it should be noted that the Modernization Alternative does not achieve the project objectives to the same extent as the proposed project.

- 4-5 The commenter states that studies conducted during the COVID-19 pandemic showed that communities where residents had more access to green spaces had lower death rates than communities with less green space.

## 2. Response to Comments

The MND/IS and Responses to Comments document reviewed in depth the project's impacts on green space and recreation. The Court ruled that these issues were adequately addressed. Refer to those documents for more information.

- 4-6      The commenter states that there is no reason to build a school for over 500 students when it only needs one for about 300 students and asks that District modernize the school instead.

See response to Comment 4-3.



## 2. Response to Comments

### LETTER 5 – Shawnie Mirandon (2 pages)

Dear Chris,

I am a graduate of Del Mar Heights School. I loved going to school there where I thought it was especially amazing and fortunate to have such an amazing space with fields overlooking the beautiful Torrey Pines preserve. My whole family spent so many hours there too. It'll be great for the students to have a fresh new school and still have such a wonderful field to grow up on like I did.

Thank you for the opportunity to comment on the Del Mar Heights Focused Environmental Impact Report. The health, wellness, and safety of this community is very important to me, and to the residents of Del Mar Heights.

I am expressing my opposition to the "Rebuild Design" and I support the "Modernization Alternative" without portables.

The overall decline in district enrollment, combined with over 600 empty seats in the district (over 1300 empty seats after the new school opens), indicates the portables' excess capacity is no longer necessary.

With Del Mar Heights enrollment down to 306 and the whole West side enrollment declining, Modernization without portables has the following benefits:

- Modernization is better for the environment, as stated in the Focused Environmental Impact Report (FEIR).
- Modernization enables the district to achieve all of its listed educational goals, as stated during the recent Del Mar Hills Modernization meeting and listed in the Del Mar Heights FEIR.
- Modernization without portables reduces the number of students, which eliminates the need for the long car queue and extra parking.
- Modernization without portables improves the defensible

5-1

5-2

5-3

5-4

## 2. Response to Comments

space between our children and the Torrey Pines Reserve. The school is in a Very High Fire Hazard Severity Zone, and defensible space is the #1 most effective protection from wildfire.

5-4

CONT'D

- Modernization without portables increases the recreational blacktop space and preserves the recreational green space.

5-5

- Modernization enables the district to continue to use the current kindergarten buildings, which gives our youngest students a magical space of their own.

- Modernization improves overall evacuation by not trapping cars far from the exit.

5-6

- Modernization improves school evacuation by keeping the South gate.

- Modernization takes advantage of existing footings and studs. Using fewer materials when costs have jumped as much as 300% makes it possible to have Bond MM funds remaining for other district schools.

5-7

- Modernization can take less time, returning our kids to their classrooms sooner instead of continuing to ride the bus across the district.

The world has changed since this was originally planned, especially the fiscal and enrollment dynamics. Let's take advantage of this opportunity to make Del Mar Heights truly the best it can be for the community, and for the district as a whole.

5-8

Please choose Modernization without portables.  
Thank you,

Shawnie Mirandon

\*Please send a return receipt. Thank You!

## 2. Response to Comments

### 5. Response to Comments Shawnie Mirandon, dated June 11, 2021.

- 5-1 The commenter is opposed to the Rebuild Design and is in support of the Modernization Alternative without the portables. The commenter states that the overall decline in District enrollment, combined with over 600 empty seats in the District (over 1,300 empty seats after the school reopens), indicates the portables' excess capacity is no longer necessary.

See response to Comment JJ-1.

- 5-2 The commenter states that with the Del Mar Heights enrollment reduced to 306 and with the enrollment on the westside declining, Modernization without portables provides many benefits. The commenter states that Modernization is better for the environment as stated in the Focused DEIR and Modernization enables the District to achieve all of its listed educational goals.

See response to Comment GG-2.

- 5-3 The commenter states that Modernization without portables reduces the number of students, which eliminates the need of for the long car queue and extra parking.

Under existing conditions, there are congestion and circulation issues in the neighborhood. Therefore, increasing the number of onsite parking spaces and vehicle queuing is needed to ensure circulation and congestion impacts to the neighborhood north of the project site are reduced.

- 5-4 The commenter states that Modernization without portables improves the defensible space between the students and Torrey Pines Reserve.

See response to Comment GG-3.

- 5-5 The commenter states that Modernization without portables increases the recreational blacktop space and preserves the recreational green space, and that Modernization would allow the current kindergarten buildings to remain for the kindergarten students.

See response to Comment GG-4.

- 5-6 The commenter states that the Modernization would improve overall evacuation by not trapping cars from the exit and would improve school evacuation by keeping the south gate.

See response to Comment GG-5.

- 5-7 The commenter states that Modernization takes advantage of existing footings and studs, and that saving on material costs would make it possible to use Bond MM funds for other schools in the District.

## 2. Response to Comments

See response to Comment GG-6.

5-8 The commenter states that Modernization takes less time and students would be able to return to school sooner instead of continuing to be bused across the District.

See response to Comment GG-7.

## 2. Response to Comments

### LETTER 6 – Irene Young (1 page)

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Hi Chris: For the public record...

We have all seen, there have been both personalized and institutional failings from many sectors as the DM Heights School rebuild/remodel has unfolded.

Key topic #1 is that we (local community, students, faculty, staff, and the District administrators) are now able to revisit the remodel with new and significant data. These include post-pandemic guidelines on open-space learning (see new CDC campus guidelines) and updated demographics of a major reduction on current and projected student body for the school. The District has touted the rising costs of construction during the lawsuit but if you look carefully and objectively at the numbers, you will see that a smaller school, with a better retention of open space and less under-roof structures saves a substantial amount of money from the original over-built design.

6-1

Key topic #2 is that both popular opinion and rule of law is now favoring modernization over a complete rebuild. Most experts who have considered this issue favor retaining the current footprint (including the portables). As you know, Chris, this will save millions in costs, reduce the construction time, address the need for more “open air” education, and pacify those favoring the large field (that will be reduced between 45 and 68%—pending how the images are photo-shopped).

6-2

Key topic #3 is that modernization offers an immediate and thoughtful solution to the many issues that the remodel faces. It offers the District an opportunity to illustrate that, as elected officials, they have listened to the multiplicity of ideas, concerns, and legal challenges and have set aside any personal egos associated with the grandeur and unnecessary showcasing of an over-built, over-costed school.

6-3

You don’t judge the value of a school by how fancy it looks. But by the quality of the education.

Irene Young

Sent from my iPhone

## 2. Response to Comments

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## 2. Response to Comments

### 6. Response to Comments Irene Young, dated June 11, 2021.

- 6-1 The commenter states that with the rising cost of construction, a smaller school with a better retention of open space and less under-roof structures save a substantial amount of money from the original over-built design.

The commenter's comments concerning construction of a smaller school to retain open space and reduce costs will be considered by the Board. The comment does not address the environmental conclusions reached in the DFEIR and no further response is necessary.

- 6-2 The commenter states that a Modernization of the school, as opposed to a complete rebuild would save millions in costs, reduce construction time, address the need for more open-air education, and maintain a large field.

As substantiated in Chapter 7 of the EIR, the Modernization Alternative would not meet all project objectives. The Modernization Alternative would upgrade various systems, but it is not possible to satisfy the design parameters through a modernization program. The Modernization Alternative would not address issues identified in the Facilities Master Plan (FMP) and Community Design Symposium.

- 6-3 The commenter states that that the Modernization Alternative is a thoughtful solution to the issues that were brought up and shows that the District has listened to the community's concerns.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

### LETTER 7 – Ursula Krane (1 page)

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

First I would like to express my opposition to the “Rebuilt Design”. With enrollment being down it certainly is not needed. I can support Modernization for the Del Mar Heights School. This also would be so much better for the environment as stated in the FEIR.

It should be a goal to preserve the fields for sport and play. There is nothing more needed than a sports field and the one at the school is a perfect place. There is none other like it in this area. In fact there is no other good sports field and playground in this area for the children/youth to go.

7-1

7-2

## 2. Response to Comments

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## 2. Response to Comments

### 7. **Response to Comments Ursula Krane, dated June 11, 2021.**

7-1 The commenter is opposed to the proposed project and states that the Modernization Alternative is better for the environment and is needed since enrollment is down.

See response to Comment GG-2.

7-2 The commenter states that it should be a goal to preserve the fields for sport and play.

The MND/IS and Responses to Comments document reviewed in depth the project's impacts on green space and recreation. The Court ruled that these issues were adequately addressed. Refer to those documents for more information.

## 2. Response to Comments

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## 2. Response to Comments

LETTER 8 – Kelley Huggett (30 pages)

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**From:** Kelley Huggett  
**Date:** Friday, June 11, 2021 at 5:18 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Fw: Fwd: Del Mar Heights rebuild CEQA comments

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Resending CEQA comments. For some reason your email address says undeliverable.

Please verify receipt.

Thank you,

Kelley Huggett

## 2. Response to Comments

[Sent from Yahoo Mail fo:](#)

Begin forwarded message:

**From:** Kelley Huggett  
**Date:** June 11, 2021 at 4:59:41 PM PDT  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Del Mar Heights rebuild CEQA comments

Please verify receipt

Thank you for the opportunity to comment on the Del Mar Heights Focused EIR.

The health, wellness and safety of this community is very important to our overall community. Therefore, I send this email to oppose the “Rebuild Design” and support the “Modernization Alternative” (without portables). With the recent decline in enrollment, portables are clearly no longer necessary.

### **1.6.2.2 Campus Modernization Alternative**

Since there have been many dynamic changes to the school community since the planning of this project, please re-evaluate the best way to achieve the overall goals for the school and community. In fact, Del Mar Heights enrollment has diminished from 504 to 306 students and is projected to decline further. (Appendix A)

### **Appendix A**

In addition, the most recent Del Mar Heights School Accountability Report Card (Appendix B) gives the campus an “exemplary” rating.

### **Appendix B**

Therefore, a “grand” modernization can achieve all goals. A gut renovation of the existing buildings can:

1. Incorporate all educational goals
2. Finish faster, and return students and staff back to campus sooner
3. Creates significant savings, especially as construction costs have skyrocketed

Also, the recent Del Mar Hills Modernization meeting highlights that all education goals CAN be achieved with a grand “Modernization” plan.

*Fortunately all design drivers can be achieved with a grand “Modernization” plan,*

2-1

2-2

2-3

## 2. Response to Comments

*especially with 300 students.*

2-3

CONT'D

### 2.2 History of the Initial Study

Removing the south ADA gate eliminates the only southern pedestrian evacuation route and makes the campus potentially unsafe (Appendix C)

2-4

In addition, removing the southern gate does not eliminate the need to study traffic and evacuation. Since the district is well aware of the traffic issues, please work to reduce the number of cars driving into the community rather than encourage additional driving by expanding parking and significantly increasing the queue. The attached district letter to the city of San Diego shows the need for a traffic study.

2-5

Please do the right thing and evaluate the best way to resolve the traffic issue. (Appendix D)

### Appendix C

#### 3.2 STATEMENT OF OBJECTIVES

1. Modernize and renovate the campus to address issues identified in the Facilities Master Plan:

***With the new decreased enrollment of 300, this can easily be done with Modernization.***

2-6

2. Provide a safe and up-to-date campus to enhance and facilitate students' learning environment:

***With the new decreased enrollment of 300, this can easily be done with Modernization.***

3. Improve circulation and reduce offsite congestion by increasing onsite parking and drop-off/pick-up zones:

***The new design offers no expert testimony on IF this will truly solve the traffic congestion and safety. Every traffic expert that has evaluated the new parking and queue states it is LESS safe because:***

2-7

***-the increased number of parking spots encourages more cars driving in vs. encouraging foot, bike and car pooling***

***- it moves cars into a new south end bottleneck that will be impossible to evacuate -parents will likely drop kids off on Cordero to avoid the long bottleneck queue, which creates significant student risk.***

## 2. Response to Comments

4. Provide the general public with updated recreational amenities, including an amphitheater, stand-alone green spaces, and a decomposed granite path.  
***The plan ignores 2 years of the community pleading with DMUSD to bring back the recreational space. It also:  
-ignores all Torrey Pines Community recreational goals  
-defies every objective in the San Diego Mayors green space/park priority plan***

***A 50% reduction in open space, a small patch of grass outside a classroom and an amphitheater that is empty most of the time, do not equate to updated recreational space.***

2-8

***One of the highest priorities for this community is the ability to have multiple activities happening at once on the field, which is also gone forever. This is NOT an updated recreational amenity for the Del Mar Heights community.***

### **4.3.2 Access and Parking**

This section only describes the current traffic congestion and hazards. There is no traffic study or evaluation of how the extra long queue will impact parent behavior. Most will avoid the new extra long queue bottleneck and choose alternate drop off points, which potentially creates new safety issues. There are no professional studies or opinions to back up the claim that the new long queue will be safer for daily school trips or evacuation.

2-9

### **Table 4-1 Del Mar Heights School 10 Year Enrollment History**

Please add the 2019/2020 and 2020/21 enrollments. The chart gives an inaccurate average number of students. There is no mention of the significant decline in enrollment for 2021/22, projected declines. In addition, opening the new Pacific Sky School may cause further declines.

2-10

***In closing, a quote from a Land Use expert about the importance of a school as an overall community asset, not just an educational facility:***

For starters, your neighborhood school is a fundamental “anchor” to your community. While its primary purpose is to educate children, schools regularly are places where parents meet and form friendships and bonds. We vote at these schools. We send our kids to play in the school yards.

2-11

When we lose touch with the anchor, we are at risk of losing touch with our sense of community. When we know each other, we watch and care for each other.

Source: "The School Choice Debate is missing a key Element-The Environment" Voice of San Diego, Gary London

[The School Choice Debate Is Missing a Key Element — the Environment](#)





## 2. Response to Comments

### **The School Choice Debate Is Missing a Key Element — the Environment**

More than 40 percent of parents in San Diego Unified send their kids to schools outside their neighborhoods. The program came from a good place. But its contrary to the city's climate goals and ignores the real problem.

[Sent from Yahoo Mail for iPad](#)

## 2. Response to Comments



Please note the fire hydrant located on the Del Mar Heights School Campus.



Please note the portables are definitely not five feet from the reserve.

TT-6

CONT'D

### 4.3.2 Access and Parking

The ingress and egress to the campus is through the school's driveway on Boquita Drive, which leads to the school's parking lot. Vehicular access is via a two-way driveway. The parking lot contains 48 stalls and an approximately 317-foot passenger loading area, which can accommodate approximately 15 cars, adjacent to the administration building. The District's 2018 Facilities Master Plan recognizes the hazard presented along Boquita Drive and the adjoining neighborhood due to the limited drop-off/pick-up zones and insufficient onsite parking (DMUSD 2018). (see FDEIR on page 12)

TT-7

## 2. Response to Comments

**Table 3-1 Design Drivers**

Site	Building
Reduce Vehicle Congestion	Campus Interconnection
Improve Pedestrian Safety	Flexibility/Adaptability
Maximize On-Site Vehicle Queuing	Indoor/Outdoor
Maximize Parking	Collaboration and Transparency
Respect Neighborhood Views	Natural Light and Fresh Air
Emergency Vehicle Access	Access to Views
Outdoor Learning Spaces, Outdoor Play Areas and Fields	Flexible Technology

## 2. Response to Comments

### Del Mar Heights Elementary

#### School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/k/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

### Mr. Jason Soileau, Principal

Principal, Del Mar Heights Elementary

#### About Our School

The quality of instruction and leadership at Del Mar Heights is excellent due to the cooperative effort of the entire staff and community. Our principal, Jason Soileau, has over 25 years of experience in education and holds a master's degree in Educational Administration/Supervision. Prior to coming to Del Mar Heights, Mr. Soileau worked as an elementary teacher, special education teacher, assistant principal, and principal in both Texas and Louisiana.

Del Mar Heights is guided by shared decision making with all parties. We have weekly staff or Professional Learning Community team meetings. Staff meetings are held bimonthly and all staff participate in ongoing professional learning through our collaborative learning Wednesdays. The School Site Council (SSC), which is represented equally by parents and staff, meets quarterly. Our active PTA provides ongoing support for the total school program. We update our detailed Single Plan for Student Achievement (SPSA) annually. Del Mar Heights teachers develop and align curriculum in accordance with the state framework, model curriculum standards, district policies, and student instructional needs. Del Mar Heights is committed to our District Design 2022, a bold plan that pushes us in an unrelenting pursuit of the extraordinary school experience.

#### Contact

Del Mar Heights Elementary  
13555 Boquita Dr.  
Del Mar, CA 92014-3453

Phone: 858-755-9367  
Email: [jsoileau@dmusd.org](mailto:jsoileau@dmusd.org)

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### About This School

#### Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)		School Contact Information (School Year 2019—20)	
<b>District Name</b>	Del Mar Union Elementary	<b>School Name</b>	Del Mar Heights Elementary
<b>Phone Number</b>	(858) 755-9301	<b>Street</b>	13555 Boquita Dr.
<b>Superintendent</b>	Holly McClurg	<b>City, State, Zip</b>	Del Mar, Ca, 92014-3453
<b>Email Address</b>	<a href="mailto:hmcclurg@dmusd.org">hmcclurg@dmusd.org</a>	<b>Phone Number</b>	858-755-9367
<b>Website</b>	<a href="http://www.dmusd.org">http://www.dmusd.org</a>	<b>Principal</b>	Mr. Jason Soileau, Principal
		<b>Email Address</b>	<a href="mailto:jsoileau@dmusd.org">jsoileau@dmusd.org</a>
		<b>Website</b>	<a href="http://www.dmusd.org/heights">www.dmusd.org/heights</a>
		<b>County-District-School (CDS) Code</b>	37680566038111

Last updated: 1/7/2020

#### School Description and Mission Statement (School Year 2019—20)

Built in 1959 and the oldest standing school in Del Mar, Del Mar Heights Elementary School is a safe, attractive learning community composed of 470 students in kindergarten through sixth grade. We celebrate the diversity of our families within our school. An environment of high expectations for social and academic success has created a positive, child-centered learning environment that strives to meet the individual needs and talents of each child in order to assist them in reaching their maximum potential. A shared vision of high expectations has empowered our students to consistently perform above the county and state average and exhibit exemplary interpersonal skills in preparation to become leaders in our global society.

The Del Mar Heights certificated staff includes a principal, 22 classroom teachers, and STEAM+ specialist teachers offering instruction in the arts, physical education, science, and technology, 2 special day class teachers, 2 resource specialist teachers, 2 speech and language pathologists, and a school psychologist. Support staff includes an administrative assistant and office assistant, health technician, librarian, school plant manager and night custodian, and 13 instructional assistants. This outstanding, dedicated staff diligently works together to provide support for each child and to promote excellence for the entire school program.

Del Mar Heights has highly qualified, caring teachers and support staff who are fully credentialed and who regularly collaborate using a Professional Learning Community model. Staff regularly attends professional learning trainings and conferences to strengthen their teaching strategies. Teachers work in collaborative teams, planning lessons together, analyzing the results of student assessments, and planning ways to differentiate instruction to meet the needs of individual students.

Shared decision making is the norm at Del Mar Heights. We have weekly certificated staff or Professional Learning Community meetings or trainings. The School Site Council (SSC), comprised of equal representation of parents and staff, meets throughout the year. Our active Parent Teacher Association (PTA) supports of success of all students with total school programming assistance. Del Mar Heights teachers develop and align curriculum in accordance with the state framework, curriculum standards, district policies, and student instructional needs.

Del Mar Heights is focused on creating programs and experiences that honor the intellectual and social/emotional development of the whole child. Our multifaceted programs are designed to provide experiences in art, music, technology, science, and physical education as extensions of the classroom. Classroom teachers work collaboratively with our science lab teacher to offer inquiry-based science lessons.

At Del Mar Heights, we are committed to building and sustaining a collaborative, community of learners among teachers. Teachers within a grade level work together to design students' learning experiences and collaborate with teachers in other grade levels to create an articulated program. The staff as a whole regularly participates in professional learning and engages in dialogue about best practices.

Del Mar Heights School epitomizes a collaborative and dynamic partnership between the students, parents, teachers, and staff. We highly value this relationship and observe daily how powerful it can be when everyone is working together. By capitalizing on our collective talents, our school flourishes. Further school information is available at [www.dmusd.org/heights](http://www.dmusd.org/heights).

School Vision: We will make a positive impact on the world by developing confident, compassionate global leaders.

Page 2 of 17

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

School Mission: We will provide a dynamic academic environment that ignites and unites the passions of its community to deliver a world class learning experience for every child

### Major Achievements – Most Recent Year

Del Mar Heights School is focused on creating programs and experiences that honor the intellectual and social/emotional development of the whole child. Our multifaceted programs are designed to provide experiences in art, drama, music, technology, science, and physical education as extensions of the classroom. Classroom teachers work collaboratively with our science teacher to offer inquiry-based science activities in our Science Lab. Our specialist teachers work collaboratively and dynamically with classroom teachers to create programs that inspire our students through our STEAM+ curriculum.

In addition to the STEAM+ curriculum, students have the opportunity to participate in Dolphin Leadership, Robotics Club, and Mileage and Running Clubs. Each spring our students share their accomplishments at our annual Art Show, Science Fair, and Open House. The entire school community participates in our annual Harvestfest, Winterfest and Dancefest celebrations.

A great strength of Del Mar Heights School is the strong level of parent and community support. Our dedicated volunteers facilitate classroom learning, activities, and events. Most classrooms use volunteers for a variety of support and instructional tasks. Our active PTA is an essential component of this volunteer effort. The PTA's annual sponsorship of activities and programs includes: Arts and Music residencies and assemblies, Drama Production, SciFri, Garden Club, Dads' Club, Fall Harvestfest, Talent Show, Arts Contest, Jogathon, Used Book Fair, Cultural Heights, Understanding Differences, Heights Cares, Countdown to Summer, Technology grants, Staff Appreciation activities, and mini-grants for staff members. The many thousands of hours of volunteer support provided by the PTA helps to create the positive school atmosphere enjoyed at Del Mar Heights School.

### Focus for Improvement – Most Recent Year

The Del Mar Heights School Site Council (SSC) and Site Strategic Planning Team meet regularly to monitor progress toward meeting the school's goals. To ensure goals are achieved, all grade levels will do the following:

- Regularly analyze student work then share information and strategies to improve consistency of instruction and increase continuity between grade levels.
- Collaborate in Professional Learning Community teams to analyze data, and recommend and implement instructional strategies to challenge students who are achieving at a high level and to support students who are having difficulties.
- Differentiate (customize) instruction to meet the needs of all students. Use technology as an instructional tool.

Our mathematics goals include using common problem-solving strategies and protocols in all classes within and across grade levels, and explicitly teaching mathematical vocabulary. Teachers will continue their professional training in Cognitively Guided Instruction (CGI) to increase their understanding and use of best instructional practices to develop deep mathematical thinking. Our reading goals include: emphasizing reading comprehension strategies through the use of close reading at all grade levels; teaching reading strategies to students in upper grades to support comprehension of expository text, including social studies and science texts; developing vocabulary and using fluency exercises in all classes. Our writing goal focuses on improving writing proficiency in all common core designated genres of writing at all grade levels.

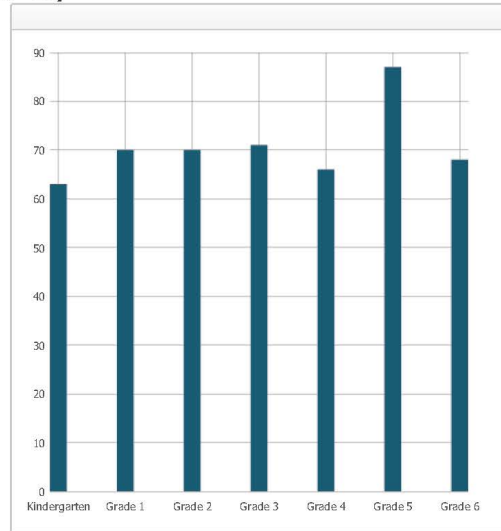
Last updated: 1/7/2020

## 2. Response to Comments

**Student Enrollment by Grade Level (School Year 2018–19)**

2018-19 SARC - Del Mar Heights Elementary

Grade Level	Number of Students
Kindergarten	63
Grade 1	70
Grade 2	70
Grade 3	71
Grade 4	66
Grade 5	87
Grade 6	68
Total Enrollment	495



Last updated: 1/7/2020

**Student Enrollment by Student Group (School Year 2018–19)**

Student Group	Percent of Total Enrollment
Black or African American	0.80 %
American Indian or Alaska Native	0.20 %
Asian	10.50 %
Filipino	1.00 %
Hispanic or Latino	8.70 %
Native Hawaiian or Pacific Islander	0.20 %
White	69.70 %
Two or More Races	8.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.30 %
English Learners	4.00 %
Students with Disabilities	16.00 %
Foster Youth	%
Homeless	%

Page 4 of 17

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### A. Conditions of Learning

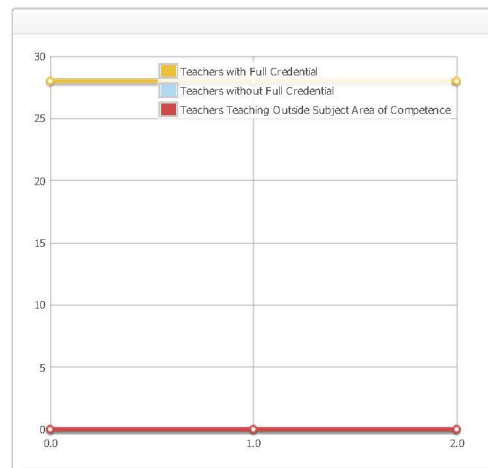
#### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

##### Teacher Credentials

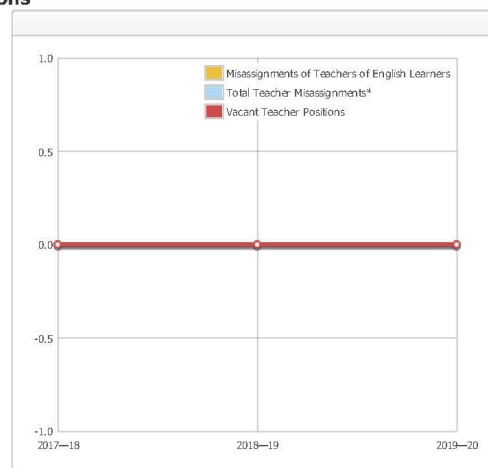
Teachers	School 2017— 18	School 2018— 19	School 2019— 20	District 2019— 20
With Full Credential	28	28	28	242
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

##### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/7/2020



## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync, Grade 6	Yes	0.00 %
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Pearson Investigations Common Core State Standards Math, Grades 1-5 Pearson Connected Math, CMP3, Grade 6	Yes	0.00 %
Science	Houghton-Mifflin Science CA, Grades K-5 Prentice Hall Earth Science, Grade 6 Foss NGSS Kits, Grades K-6	Yes	0.00 %
History-Social Science	Harcourt Brace, Grades K-6	Yes	0.00 %
Foreign Language	Not Applicable		0.00 %
Health	SPARK P.E., Grades K-6	Yes	0.00 %
Visual and Performing Arts	Share the Music, McGraw-Hill, Grades K-6 Site-Based	Yes	0.0 %
Science Lab Eqpmnt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/7/2020

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### School Facility Conditions and Planned Improvements

Our school was designed to create an optimal learning environment that accommodates the educational needs of all our students. Daytime and evening custodians clean the school according to an established cleaning schedule. District personnel provide maintenance and landscaping upkeep. Maintenance of school restroom facilities for students and staff are a high priority for the maintenance and custodial staff. The goal is to keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

Last updated: 1/10/2020

### School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

### Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Exemplary
----------------	-----------

Last updated: 1/7/2020

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### B. Pupil Outcomes

#### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	91.0%	90.0%	86.0%	86.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	89.0%	90.0%	84.0%	84.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/7/2020

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	273	99.27%	0.73%	90.48%
Male	132	132	100.00%	0.00%	88.64%
Female	143	141	98.60%	1.40%	92.20%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	19	19	100.00%	0.00%	94.74%
Filipino	--	--	--	--	
Hispanic or Latino	23	23	100.00%	0.00%	86.96%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	203	202	99.51%	0.49%	90.59%
Two or More Races	25	24	96.00%	4.00%	87.50%
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	76.47%
English Learners	16	15	93.75%	6.25%	73.33%
Students with Disabilities	47	47	100.00%	0.00%	76.60%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2020

## 2. Response to Comments

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018–19)**

2018-19 SARC - Del Mar Heights Elementary

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	273	99.27%	0.73%	89.74%
Male	132	131	99.24%	0.76%	90.08%
Female	143	142	99.30%	0.70%	89.44%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	19	19	100.00%	0.00%	94.74%
Filipino	--	--	--	--	
Hispanic or Latino	23	23	100.00%	0.00%	78.26%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	203	202	99.51%	0.49%	90.10%
Two or More Races	25	24	96.00%	4.00%	91.67%
Socioeconomically Disadvantaged	17	16	94.12%	5.88%	75.00%
English Learners	16	16	100.00%	0.00%	75.00%
Students with Disabilities	47	47	100.00%	0.00%	70.21%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/7/2020

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

#### California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	3.50%	11.50%	83.50%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/8/2020*

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

##### Opportunities for Parental Involvement (School Year 2019—20)

We strongly support community involvement through multiple venues. The School Site Council is an elected group of parents and staff who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for many school programs and activities. Our Dads' Club encourages and facilitates the participation of students' fathers on campus, but welcomes any family members to events. Our Del Mar Schools Education Foundation leadership plays an active role in the school to inform parents about our STEAM+ program. Parents are welcome to participate in their children's education by serving as volunteers in classrooms or for schoolwide events. For more information on additional involvement opportunities, please contact the school.

#### State Priority: Pupil Engagement

*Last updated: 1/7/2020*

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

#### Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.60%	0.20%	0.00%	0.50%	0.30%	0.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

*Last updated: 1/7/2020*

#### School Safety Plan (School Year 2019—20)

A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. The principal and custodian work with the district leadership personnel to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

Our school complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Our adult crossing guards ensure students cross the streets safely. Staff members supervise students 15 minutes prior to the start of school, and at each recess and lunch periods. All visitors to the campus must check in at the school office and wear a visitor's badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

*Last updated: 1/10/2020*



## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Average Class Size and Class Size Distribution (Elementary) School Year (2016–17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	17.00	4		
1	22.00		3	
2	18.00	3		
3	22.00		3	
4	22.00		3	
5	23.00	1	3	
6	24.00		3	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### Average Class Size and Class Size Distribution (Elementary) School Year (2017–18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	3	
1	22.00		3	
2	23.00		3	
3	21.00		3	
4	24.00		3	
5	22.00		3	
6	27.00		3	
Other**	10.00	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

#### Average Class Size and Class Size Distribution (Elementary) School Year (2018–19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	2	1	
1	23.00		3	
2	22.00	1	2	
3	23.00		3	
4	21.00		3	
5	23.00	1	3	
6	23.00		3	
Other**	8.00	1		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/7/2020

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## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### Ratio of Academic Counselors to Pupils (School Year 2018–19)

Title	Ratio**
Counselors*	0.00

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.  
\*\*Average Number of Pupils per Counselor

Last updated: 1/7/2020

### Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.62
Psychologist	0.83
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	0.80
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/7/2020

## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13154.00	\$3330.00	\$9824.00	\$95418.00
District	N/A	N/A	\$9743.00	\$91008.00
Percent Difference – School Site and District	N/A	N/A	0.83%	4.85%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	30.87%	22.93%

Note: Cells with N/A values do not require data.

Last updated: 1/17/2020

### Types of Services Funded (Fiscal Year 2018—19)

Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports STEAM+ learning, which includes content specialists in the areas of science, technology, art, music, and physical education.

Last updated: 1/9/2020

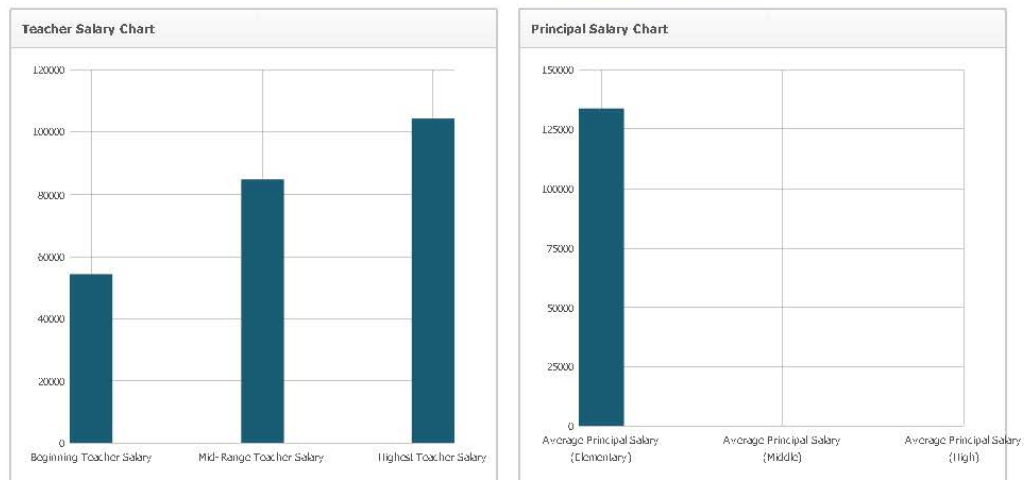
## 2. Response to Comments

2018-19 SARC - Del Mar Heights Elementary

### Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,333	\$49,378
Mid-Range Teacher Salary	\$84,910	\$77,190
Highest Teacher Salary	\$104,185	\$96,607
Average Principal Salary (Elementary)	\$133,477	\$122,074
Average Principal Salary (Middle)	\$	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$221,000	\$189,346
Percent of Budget for Teacher Salaries	44.00%	36.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/7/2020

### Professional Development

A comprehensive professional learning program has been designed to support staff in key district and site priorities. Professional learning is differentiated for each professional based on their level of experience, prior level of training and role within the district. The numbers provided in the table represent an average number of professional learning days for educators in Del Mar Union School District.

Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

## 2. Response to Comments

11232 El Camino Real  
San Diego, CA 92130-2657  
(858) 755-9301  
(858) 723-6114 Fax  
[www.dmusd.org](http://www.dmusd.org)



Superintendent  
Holly McClurg, Ph.D.

Board of Trustees  
Erica Halpern, President  
Scott Wooden, Ph.D., Clerk  
Stephen Cochrane, Ph.D., Member  
Katherine Fitzpatrick, Member  
Doug Rafner, Esq., Member

January 25, 2019

Barbara Bry  
Council President Pro Tem  
District 1  
City Administration Building  
202 C Street, MS #10A  
San Diego, California 92101

**Re: *Improvements Requested for Schools in the Del Mar Union School District***

Dear Council President Bry,

This letter follows our previous conversation regarding important improvements needed that affect the parents and their children attending schools in the Del Mar Union School District located within the City of San Diego. The following items 1-5 will correspond to the attached photos.

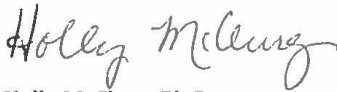
1. Del Mar Hills Academy –As depicted by the attached photograph we recommend the crosswalk at the intersection of Mango Drive and Lozana Road be improved with new paving, paint and the potential addition of crosswalk blinking lights. The house located on the west corner adjacent to the crosswalk has plants encroaching onto the sidewalk reducing the area for pedestrians. Additionally, we recommend the city perform a traffic study to determine if other improvements are appropriate based on the volume of student and adult pedestrian traffic.
2. Del Mar Heights Road and Mango Drive – Analysis and implementation of traffic calming measures at this intersection for pedestrians traveling from the north side of Del Mar Heights Road crossing over to the south side of Del Mar Heights Road.
3. Del Mar Heights Road – Many parents and students cross Del Mar Heights Road at the Mango Drive intersection on their way to Del Mar Heights School. After rain there is significant runoff of water and dirt from the hillside erosion located along Del Mar Heights Road, at the southern/west sidewalk at the Mango Drive intersection forcing pedestrians to walk closer to the street or on the street. As you are well aware, Del Mar Heights Road is a busy roadway. Having pedestrians walking on the street creates a dangerous condition that may necessitate the installation of guardrails to protect pedestrians. Furthermore, individuals are crossing Del Mar Heights Road at the end of the Boquita Drive cul-de-sac. We are unaware of the owner of the Boquita Drive easement that is currently being used by pedestrians.
4. Del Mar Heights School – Please be aware that parents are directing traffic between Cordera Road and Boquita Drive in an effort to assist pedestrians. The parents are volunteering without authorization from the school district.

## 2. Response to Comments

5. Del Mar Heights School Campus Surrounding Area– Parents and students are walking onto the campus from Boquita Drive, which has a very narrow and uneven sidewalk. The overflow of pedestrians onto Boquita Drive creates a dangerous condition. We recommend a study be performed of the traffic crossing east to west on Boquita Drive. Please note, the District would like the results of the traffic study to be utilized in the upcoming reconstruction of the Del Mar Heights School.

I would appreciate your office contacting me in the very near future to follow up with our request so we may respond to any questions you may have. Thank you for your service to our community.

Sincerely,



Holly McClurg, Ph.D.  
Superintendent  
Del Mar Union School District

Cc    City of San Diego  
Transportation & Storm Water Department  
9370 Chesapeake Drive, Suite 100  
San Diego, CA 92123

## 2. Response to Comments

### 1. Del Mar Hills Academy



### 2. Del Mar Heights Road and Mango Drive





## 2. Response to Comments

### 3. Del Mar Heights Road



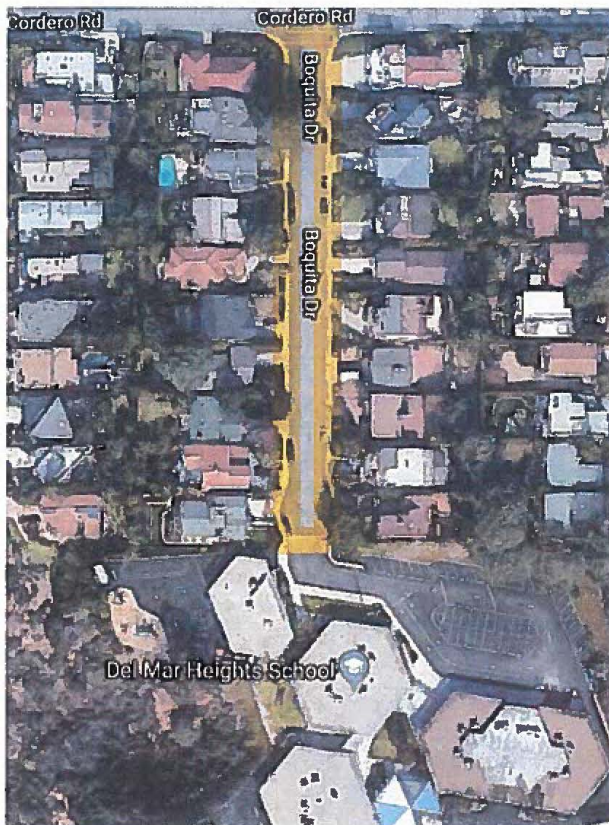


## 2. Response to Comments

### 4. Del Mar Heights School



### 5. Del Mar Heights Campus



## 2. Response to Comments

### Del Mar Hills Academy/Del Mar Heights

Del Mar Heights/Hills												
Grade	Historic Resident Students			Actual	Projected	Forecasted Resident Students						
	SY 2017	SY 2018	SY 2019	SY 2020	SY 2020	SY 2021	SY 2022	SY 2023	SY 2024	SY 2025	SY 2026	SY 2027
K	77	69	59	41	59	61.6	56.8	63.4	60.5	60.2	60.2	60.2
1	75	75	69	56	61	60.6	63.5	58.5	65.3	62.3	62.0	62.0
2	86	77	72	66	70	61.4	61.2	64.1	59.1	66.0	62.9	62.7
3	80	87	81	70	76	73.2	64.4	64.3	67.3	62.1	69.3	66.1
4	91	83	87	73	84	78.6	76.1	67.0	66.8	70.0	64.6	72.0
5	84	102	79	78	90	86.8	81.0	78.4	69.0	68.8	72.1	66.5
6	110	89	96	63	80	90.5	87.6	81.8	79.2	69.7	69.5	72.9
Actual Resident Students						Forecasted Resident Students						
Total K-6	603	582	543	447	519	512.7	490.6	477.5	467.2	459.1	460.6	462.4

The Carmel Del Mar/Heights and Hills Option area is included in the Carmel Del Mar Resident Projections

## 2. Response to Comments

### 8. **Response to Comments Kelley Huggett, dated June 11, 2021.**

- 8-1 The commenter opposes the proposed project and supports the Modernization Alternative without portables. The commenter states that the District should reevaluate the best way to achieve the overall goals for the school since enrollment has been reduced to 306 students and is projected to decline further.

See response to Comment GG-1 and Comment GG-2.

- 8-2 The commenter states that the Del Mar Heights School Accountability Report Card gives the campus an exemplary rating, and states that a “grand” modernization can achieve all goals, return students to campus sooner, and save on construction costs.

See response to Comment GG-2, Comment GG-6, and Comment GG-7.

- 8-3 The commenter states that the recent Del Mar Hills Modernization meeting highlights that all education goals can be achieved with a grand modernization plan.

After considerable review of the condition of the Del Mar Heights campus and the issues identified in the Facilities Master Plan (FMP) and the Community Design Symposium, the District determined it is not possible to satisfy the District’s educational goals through a modernization program. The District determined that the project as currently proposed is preferable to the Modernization Alternative.

- 8-4 The commenter states that removing the south ADA gate eliminates the only southern pedestrian evacuation route and makes the campus potentially unsafe.

See response to Comment R-1. The maintenance gate would be used for evacuation, if needed.

- 8-5 The commenter states that removing the southern gate does not eliminate the need to study traffic and evacuation. The commenter states that the District should attempt to reduce the number of cars entering the community as opposed to encouraging additional driving by expanding parking. The comment asks that the District evaluate the best way to resolve traffic.

The Focused DEIR only addresses the impacts that the court ruled required further assessment. Traffic, circulation, and evacuation impacts were addressed in original IS/MND. Note that reducing congestion in the neighborhood will reduce the hazards that currently discourage the number of students walking and biking to school, which adds to the number of parents driving students to school.

- 8-6 The commenter states the Modernization Alternative would be able to meet the first two objectives due to the decreased enrollment.

## 2. Response to Comments

The layout of the existing campus and characteristics of the existing buildings do not support the educational programs proposed by the Board of Trustees. The Campus Modernization Alternative would upgrade various systems, but it is not possible to satisfy the design parameters through a modernization program. The existing campus is beyond its useful life, and this alternative would not address issues identified in the FMP and Community Design Symposium, and therefore would not achieve the District's project objective. The Campus Modernization Alternative would not expand the existing parking lot or extend the campus drop-off zone, and the traffic congestion within the adjoining neighborhood would continue. The cars parked on the adjacent roads and the drop-offs that occur there create a hazard for students walking or biking to school. This hazardous condition would remain under the Campus Modernization Alternative, and this project objective would not be achieved.

- 8-7 The commenter states that the proposed project does not offer expert testimony on whether the proposed project would meet objective 3. The commenter states that every traffic expert that has evaluated the new parking and queue states it is less safe because it encourages more driving, it moves cars to the southern end which would create a bottleneck making evacuation difficult, and parents would likely drop off students on Cordero to avoid the long bottleneck queue which creates significant student risk.

The proposed project would not increase the number of cars as student capacity will decrease based on the reduction of one classroom. The traffic analysis completed by traffic engineering at the IBI Group determined that congestion would be reduced by the expansion of the drop-off/pick-up zone and the expansion of parking spaces onsite. Vehicle queuing would be shorter due to the parking lot being designed to accommodate parking to assist with kindergarten drop-off/pick-up operations rotating counterclockwise which ensures safe and efficient onsite circulation. Vehicles exiting the campus are directed to go through the northern parking lot which would eliminate potential conflict between inbound and outbound traffic.

Figure 10, *Existing Access and Circulation*, shows that the existing vehicle queue extends 500 feet into the neighborhood, which creates hazardous conditions. These hazardous conditions currently discourage students from walking and biking to school, which adds to the number of parents driving students to school. Figure 11, *Queuing With Project Conditions*, shows that the queue would be brought onto the campus and off neighborhood streets.

- 8-8 The commenter states objective 4 is not met because it ignores all of the Torrey Pines Community recreational goals, defies every objective in the San Diego Mayor's green space/park priority plan, and a reduction in open space does not equate to updated recreational space.

See response to Comment 11-2.

## 2. Response to Comments

8-9 The commenter states that Section 4.3.2, *Access and Parking*, of the Focused DEIR only describes the current traffic congestion and hazards and does not evaluate how the long queue will impact parent behavior.

See response to Comment 11-5. Chapter 4 of the Focused DEIR discusses the existing environmental setting only.

8-10 The commenter states that enrollment for the academic years 2019-2020 and 2020-2021 should be added to Table 4-1, *Del Mar Heights School 10-Year Enrollment History*, of the Focused DEIR. The commenter states that there is no mention of the significant decline in enrollment for the 2021-2022 academic year, and with the opening of the new Pacific Sky School, there may be further declines.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

8-11 The commenter states schools are an important community asset not just an educational facility.

The comment does not describe any inadequacies in the CEQA analysis or conclusion in the Focused Draft EIR, therefore no changes to the Focused Draft EIR are necessary.

## 2. Response to Comments

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## 2. Response to Comments

### LETTER 9 – Laura DeMarco (1 page)

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

As former Del Mar Heights parents and long-time Del Mar residents, we support the modernization alternative of the original school buildings, excluding the portables that were never permitted. This would preserve the large playing fields that were originally designed to be an effective fire break and buffer between the school and the adjacent highly flammable Torrey Pines Preserve Extension filled with dense brush and sensitive habitats for wildlife.

9-1

The proposed "rebuild" project is a misnomer as the proposed new structures will not be built within the footprint of the originally permitted school buildings. This endangers hundreds of K-8 students, of which 16% are disabled, as the proposed new school buildings are sited much closer to the high wildfire area, at the top of a steep canyon where the speed and temperature of a wildfire are the most dangerous. The modernization alternative sites most of the school beyond the required 100 foot defensible space. The proposed "rebuild" shifts more of the school buildings and the sheltering students within the required 100 foot defensible space.

9-2

Given the increasing wildfire risk from climate change, extreme weather events like our current drought that makes the Preserve a tinderbox and the dangerous topography of Del Mar Heights School at the top of steep brush-filled canyons, please select the modernization alternative and add another fire hydrant to the existing one already there.

9-3

## 2. Response to Comments

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## 2. Response to Comments

### 9. Response to Comments Laura DeMarco, dated June 11, 2021.

- 9-1 The commenter is opposed to the proposed project and states that the Modernization Alternative, without portables, would preserve the fields that were originally designed to be an effective fire break and buffer between the school and Reserve.

See responses to Comment GG-3 and Comment 2-4.

- 9-2 The commenter states that the proposed project would build new structures that will not be within the same footprint as the existing buildings, and that the proposed project would move buildings closer to Reserve and within the defensible space area.

See responses to Comment GG-3 and Comment 2-4.

- 9-3 The commenter states that given the increasing wildfire risk from climate change, the commenter asks that the District select the Modernization option and add an additional fire hydrant to the existing one.

See responses to Comment GG-3 and Comment 2-4.

## 2. Response to Comments

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## 2. Response to Comments

LETTER 10 – Wes Huggett (1 page)

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CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Mr. Delehanty,

I appreciate the opportunity to comment on the Del Mar Heights Focused EIR. I'm in full support of the Modernization Alternative or a smaller design. This EIR should be updated to take into account the latest Del Mar Heights School enrollment numbers (approximately 300) and future declining projections with increasing DMUSD seats! There is no need for a such a large sprawling "junior college" type campus. It is completely unnecessary/wasteful, takes financial resources away from other DMUSD schools, and eliminates valuable recreational resources and green space for future generations of 92014 children.

10-1

From a Mira Montana Drive neighbor's perspective, we are concerned about night light pollution from the east parking lot and campus causing potential sleeping disruptions and harm to wildlife in the Torrey Pines State Reserve. Not to mention parking lot car and van noise in the morning and potentially late at night. Will there be an east parking lot gate that will be locked at night?

10-2

Best Regards,  
Wes Huggett

## 2. Response to Comments

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## 2. Response to Comments

### 10. Response to Comments Wes Huggett, dated June 11, 2021.

10-1 The commenter is opposed to the proposed project and supports the Modernization Alternative or a smaller design since enrollment is enrollment. The commenter states that it is wasteful, takes away financial resources from other District schools, and eliminates recreational resources.

See responses to Comment GG-2 and Comment GG-6. Comments concerning the need for the project and use of financial resources will be considered by the Board, but these are not environmental issues.

10-2 The commenter states that they are concerned about night light pollution disrupting sleep and impact wildlife in the Reserve. The commenter is concerned about noise from the parking lot in the morning and potentially late at night. The commenter asks if the east parking lot gate would be locked at night.

Chapter 5.1, *Biological Resources*, of the Focused Draft EIR addresses light impacts to the Reserve. The District adopted a Mitigated Negative Declaration and approved the project. The approvals were challenged, and the court ruled that three issues needed further assessment. At its meeting on February 24, 2021, the Board vacated the findings on the biological resources and construction noise, vacated the approval of the project, and directed staff to reevaluate the biological and construction noise impacts and recirculate this analysis in a Focused Environmental Impact Report. Operational noise was adequately addressed in the MND.

The reference to a gate at the east parking lot will be locked at night is unclear. This may be a reference to the access point at the south end of the east parking lot, which was eliminated when the Board of Education eliminated the stairs and ADA ramp at this location.

## 2. Response to Comments

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## 2. Response to Comments

### LETTER 11 – Alex Kwoka (3 pages)

On 6/11/21, 7:08 PM, "Alex Kwoka" wrote:

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

As a parent of two children who attended the Del Mar Heights school, and used and played sports on the fields, and a 49 year resident of the Riviera Del Mar community, a neighborhood close to the school, who is familiar with traffic, safety, environmental, noise and other issues related to and purportedly considered, I understand the objective: modernization. However I disagree with the conclusions reached in the original EIR. I disagree also with the DFEIR. Increasing the size of the parking lot has a deleterious impact on the environment; and the design with its concomitant decrease of the size of the fields and recreational opportunities in my opinion adversely impacts both the students and family recreational opportunity, but also the community and environment.

11-1

The open fields before “modernization”, and the original and modified plans do not provide for a similar sized, equally inviting and multi-use and community park. I suggest “the initial renderings” do not equate to what will be built in reality. Moreover, I am concerned that safety has not been sufficiently considered- the fencing might in reality make it difficult to provide emergency assistance to children within, if needed.

11-2

11-3

Alex Kwoka

Sent from my iPad

## 2. Response to Comments

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**From:** Alex Kwoka  
**Date:** Friday, June 11, 2021 at 7:11 PM  
**To:** Schoolwires Admin Team <[sw\\_admin@dmusd.org](mailto:sw_admin@dmusd.org)>  
**Subject:** Fwd: Comment re: Del Mar heights school rebuild plan

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

I correct the earlier email - I am a 40 year resident of Riviera Del Mar, not a "49" year resident.

Alex Kwoka

Sent from my iPad

Begin forwarded message:

**From:** Alex Kwoka  
**Date:** June 11, 2021 at 7:08:30 PM PDT  
**To:** [sw\\_admin@dmusd.org](mailto:sw_admin@dmusd.org)

3-4



## 2. Response to Comments

**Subject: Comment re: Del Mar heights school rebuild plan**

As a parent of two children who attended the Del Mar Heights school, and used and played sports on the fields, and a 49 year resident of the Riviera Del Mar community, a neighborhood close to the school, who is familiar with traffic, safety, environmental, noise and other issues related to and purportedly considered, I understand the objective: modernization. However I disagree with the conclusions reached in the original EIR. I disagree also with the DFEIR. Increasing the size of the parking lot has a deleterious impact on the environment; and the design with its concomitant decrease of the size of the fields and recreational opportunities in my opinion adversely impacts both the students and family recreational opportunity, but also the community and environment.

The open fields before “modernization”, and the original and modified plans do not provide for a similar sized, equally inviting and multi-use and community park. I suggest “the initial renderings” do not equate to what will be built in reality. Moreover, I am concerned that safety has not been sufficiently considered- the fencing might in reality make it difficult to provide emergency assistance to children within, if needed.

Alex Kwoka

Sent from my iPad

3-4

CONT'D

## 2. Response to Comments

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## 2. Response to Comments

### 11. Response to Comments Alex Kwoka, dated June 11, 2021.

- 11-1 The commenter states that they disagree with the conclusions of the IS/MND and the Focused DEIR, and states that increasing the size of the parking lot has a negative impact on the environment and the decrease in field and recreational opportunities has a negative impact on students, the community, and environment.

Increasing the size of the parking lot would reduce congestion and idling which would reduce air quality impacts. Additionally, the reduced congestion would create safer traffic conditions which would encourage students to walk and/or ride bicycles to school. The expanded parking lot and access improvements are intended to alleviate the existing queuing and therefore, would reduce air quality impacts. Idling that could occur, specifically at the southern portion of the Mira Montana Drive would be minimal and temporary and would not pose significant health risks to residents in the area or environmental impacts.

- 11-2 The commenter states that the fields before the modernization, and the original and modified plans do not provide for a similar sized multi-use and community park.

While the proposed project would result in a reduction of field space and recreational opportunities, the new field would provide similar activity levels, and an outdoor learning area would be created onsite which would be used by both the school and community. The proposed project would include grass infield areas, green space, playgrounds, decomposed granite paths and gathering areas, amphitheater, and hardscape areas which would be accessible to both students and the community. In addition to these proposed field and recreational opportunities, the proposed project would include a school garden and indoor learning/gathering areas for student-use only.

- 11-3 The commenter states that fencing might make it difficult to provide emergency assistance.

The final design for the campus included open space intended to serve as an outdoor learning area. Fencing is required to ensure student safety. The proposed gate would allow access into the park during emergencies.

- 11-4 This comment is a repeat of Comment 11-1 through Comment 11-3.

See response to Comment 11-1 through Comment 11-3.

## 2. Response to Comments

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## 2. Response to Comments

LETTER 12 – Tricia Dixon (2 pages)

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**From:** Tricia Dixon  
**Date:** Friday, June 11, 2021 at 10:01 PM  
**To:** Christopher Delehanty <[cdelehanty@dmusd.org](mailto:cdelehanty@dmusd.org)>  
**Subject:** Support for the Final Focused Environmental Impact Report (EIR) for the Proposed Del Mar Heights Elementary School Rebuild Project; SCH # 2020029070

CAUTION: This email originated from outside your organization. Exercise caution when opening attachments or clicking links, especially from unknown senders.

Dear Mr. Delehanty and Del Mar Union School District,

I write to you today in strong support of The Final Focused EIR (EIR) for the rebuild of Del Mar Heights Elementary.

I am aware of a Notice of Availability regarding a Focused Environmental Impact Report (EIR) for the proposed Del Mar Heights Elementary School Rebuild Project, as recommended by the court ruling (Save the Field v. Del Mar Union School District, Case No. 37-2020-00020207-CU-TT-CTL).

12-1

## 2. Response to Comments

I have reviewed the EIR in detail, and I conclude that the EIR more than adequately addresses all environmental comments and mitigates all claimed environmental impacts, as follows:

1) Assess the potential impact to Southern Maritime Chaparral habitat and any endangered plant species caused by proposed modification to storm water outfall pipes.

12-1

The EIR concludes that impacts to biological resources would be less than significant and no mitigation efforts are necessary. I agree with this conclusion. Further, the rebuild plan will improve the surrounding habitat and resolve ongoing drainage and erosion issues.

CONT'D

2) Assess the potential impact of construction noise on adjacent residential sensitive receptors.

The EIR concludes that mitigation measures are specified that would reduce noise impact to a less than significant level. I agree with this conclusion. The construction noise is temporary and is mitigated.

12-2

3) Assess potential traffic impacts caused by the proposed construction of new stairs and ramp at the southern tip of the campus. This was resolved by the Board's removal of these proposed components from the project at its meeting on January 19, 2021.

This item is resolved. The ramp has been removed from the project.

12-3

In summary, I fully support the focused EIR and commend the District for their ongoing commitment to the children and families of Del Mar Heights Elementary. To continue to allow a small group of wealthy individuals to misappropriate environmental law and subvert a safe educational environment for our children is a tragedy. I hope the Court sees the importance of prompt resolution of these items without any further delay for the sake of the Del Mar community.

Thank you.  
Tricia Dixon

## 2. Response to Comments

### 12. Response to Comments Tricia Dixon, dated June 11, 2021.

12-1 The commenter supports the project and states that the EIR more than adequately addresses and mitigates environmental impacts, including impacts to biological resources, which were found to be less than significant. The commenter also states that the rebuild plan would improve the surrounding habitat and address and resolve drainage and erosion issues.

See response to Comment A-1.

12-2 The commenter states that the EIR concluded that mitigation measures would be required to reduce temporary construction noise impacts.

See response to Comment A-2.

12-3 The commenter states that the potential traffic impacts of the new stairs and ramp that were originally proposed were removed as project components.

See response to Comment A-3.

## 2. Response to Comments

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### 3. Revisions to the Focused Draft EIR

## 3. Revisions to the Focused Draft EIR

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### 3.1 INTRODUCTION

This section contains revisions to the Focused Draft EIR based upon (1) additional or revised information required to prepare a response to a specific comment; (2) applicable updated information that was not available at the time of Focused Draft EIR publication; and/or (3) typographical errors. This section also includes additional mitigation measures to fully respond to commenter concerns as well as provide additional clarification to mitigation requirements included in the Focused Draft EIR. The provision of these additional mitigation measures does not alter any impact significance conclusions as disclosed in the Focused Draft EIR. Changes made to the Focused Draft EIR are identified here in ~~strikeout text~~ to indicate deletions and in underlined text to signify additions.

### 3.2 FOCUSED DRAFT EIR REVISIONS IN RESPONSE TO WRITTEN COMMENTS

The following text has been revised in response to comments received on the Focused Draft EIR.

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The following is hereby sections added to Section 5.1.1.1, *Regulatory Background*. The analysis of the project's biological impacts in Section 5.1.4, *Environmental Impacts*, is consistent with the policies and regulations presented below.

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#### Local

##### *City of San Diego*

##### ***San Diego Multiple Species Conservation Program***

The City, USFWS, CDFW, other local jurisdictions, and members of the environmental and building and development communities joined together in the late 1990s to develop the MSCP, a comprehensive program to preserve a network of habitat and open space in the region and ensure the viability of (generally) upland habitat and species that is compatible with growth and development.

The City's MSCP Subarea Plan (1997a) was prepared pursuant to the outline developed by USFWS and CDFW to meet the requirements of the State Natural Communities Conservation Planning (NCCP) Act of 1992. Adopted by the City in March 1997, the City's Subarea Plan forms the basis for the MSCP Implementing Agreement (IA), which is the contract between the City, USFWS, and CDFW (City 1997b). The IA ensures implementation of the City's Subarea Plan and thereby allows the City to issue "take" permits under the FESA and State Endangered Species Act to address impacts at the local level. Under the FESA, an Incidental Take

### 3. Revisions to the Focused Draft EIR

Permit is required when non-federal activities would result in “take” of a threatened or endangered species. A Habitat Conservation Plan, such as the City’s Subarea Plan, must accompany an application for a federal Incidental Take Permit. In July 1997, the USFWS, CDFW, and City entered into the 50-year MSCP IA, wherein the City received its FESA Section 10(a) Incidental Take Permit (City 1997b).

Pursuant to its MSCP permit issued under Section 10(a), the City has incidental “take” authority over 85 rare, threatened, endangered and regionally sensitive species that it aims to conserve (i.e., “MSCP Covered Species”). “MSCP Covered” refers to species that are covered by the City’s Incidental Take Permit and considered to be adequately protected within the City’s Preserve, the MHPA. Special conditions apply to Covered Species that would be potentially impacted including, for example, designing a project to avoid impacts to Covered Species in the MHPA where feasible. Outside the MHPA, projects must incorporate measures (i.e., Area Specific Management Directives) for the protection of Covered Species as identified in Appendix A of the City’s Subarea Plan.

In addition to identifying preserve areas within the City (and guiding implementation of the MSCP within its corporate boundaries), the City’s Subarea Plan also regulates effects on natural communities throughout the City. Section 1.4.2 of the of the City’s Subarea Plan outlines general planning policies and design guidelines for projects within or adjacent to the MHPA. In addition, Section 1.5.3 of the City’s Subarea Plan outlines general management directives that apply to all areas of the City’s MSCP Subarea plan, as appropriate.

#### ***City of San Diego Multi-Habitat Planning Area***

The MHPA was developed by the City in cooperation with the USFWS, CDFW, property owners, developers, and environmental groups using the Preserve Design Criteria contained in the MSCP Plan, and the City Council-adopted criteria for the creation of the MHPA.

MHPA lands are large blocks of native habitat that have the ability to support a diversity of plant and animal life and, therefore, have been included within the City’s Subarea Plan for conservation. The MHPA also delineates core biological resource areas and corridors targeted for conservation as these lands have been determined to provide the necessary habitat quality, quantity, and connectivity to sustain the unique biodiversity of the San Diego region. The MHPA occurs to the west of the site.

#### ***Land Use Adjacency Guidelines***

Development adjacent to the MHPA must ensure that indirect impacts to the MHPA are minimized. Sections 1.4.2 and 1.4.3 of the City’s Subarea Plan outline the requirements to address indirect effects related to drainage and toxics, lighting, noise, public access, invasive plant species, brush management, and grading/land development. Because the project would occur adjacent to the MHPA, conformance with the adjacency guidelines would be required.

#### ***Environmentally Sensitive Lands Regulations***

Mitigation requirements for sensitive biological resources follow the requirements of the City’s Biology Guidelines (2018) as outlined in the City’s Municipal Code Environmentally Sensitive Lands (ESL) Regulations (Chapter 14, Article 3, Division 1). ESL include sensitive biological resources, steep hillsides, coastal beaches, sensitive coastal bluffs, and 100-year floodplains (San Diego Municipal Code [SDMC] 143.0110).

### 3. Revisions to the Focused Draft EIR

The ESL regulations also specify development requirements inside and outside of the MHPA. The entire site is adjacent to the MHPA. Inside the MHPA, development must be located in the least sensitive portion of a given site.

#### ***Biology Guidelines***

The City's Biology Guidelines (2018) have been formulated by the Development Services Department to aid in the implementation and interpretation of the ESL Regulations; San Diego Land Development Code, Chapter 14, Division 1, Section 143.0101 et seq; and the Open Space Residential (OR-1-2) Zone, Chapter 13, Division 2, Section 131.0201 et seq. Section III of the Biology Guidelines (Biological Impact Analysis and Mitigation Procedures) also serves as standards for the determination of impact and mitigation under CEQA. The Biology Guidelines are the baseline biological standards for processing permits issued pursuant to ESL Regulations.

#### ***Significance Thresholds***

The City of San Diego uses the following significance criteria for sensitive biological resources:

1. Would the project result in substantial adverse impacts, either directly or through habitat modifications, to any species identified as a candidate, sensitive or special status species in the MSCP or other local or regional plans, policies or regulations, or by the CDFW or USFWS?
2. Would the project result in a substantial adverse impact on any Tier I, Tier II, Tier IIIA or Tier IIIB habitats as identified in the Biology Guidelines or other sensitive natural community identified in local or regional plans, policies, regulations or by the CDFW or USFWS?
3. Would the project result in a substantial adverse impact on wetlands (including, but not limited to, marsh, vernal pools, riparian areas, etc.) through direct removal, filling, hydrological interruption, or other means?
4. Would the project substantially interfere with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, including linkages identified in the MSCP Plan, or impede the use of native wildlife nursery sites?
5. Would the project conflict with the provisions of an adopted Habitat Conservation Plan, NCCP, or other approved local, regional or state habitat conservation plan, either within the MSCP plan area or in the surrounding region?
6. Would the project introduce a land use within an area adjacent to the MHPA that would result in adverse edge effects?
7. Would the project conflict with any local policies or ordinances protecting biological resources?
8. Would the project introduce invasive species of plants into natural open space?

### 3. Revisions to the Focused Draft EIR

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PPP B-2 in Section 5.1.3, *Plans, Programs, and Policies*, of Chapter 5.1, *Biological Resources*, has been revised to fix a typographical error.

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PPP B-2     The proposed project would be required to comply with the Land Use Adjacency Guidelines of the ~~MSHCP~~ MSCP.

---

The Brush Management subsection in Section 5.1.1.2, *Existing Conditions*, of Chapter 5.1, *Biological Resources*, has been revised to include details on the City's Brush Management requirements.

---

#### *Brush Management*

The project includes brush management to protect the school from wildfire. ~~Brush Management Zone 1 has been incorporated on the development pad, and its width has been increased allowing for a corresponding decrease in Zone 2. The Brush Management program is based on a standard 35-ft Zone 1 with a corresponding 65-ft Zone 2. Where Zone 1 is increased beyond 35-ft, Zone 2 is decreased as allowed per 142.0412(f) to minimize impacts to habitat. Where Zone 1 is decreased, the project incorporates alternative compliance measures to achieve and equivalency of full brush management as allowed per 142.0412(i), and FPB Policies B-08-01 and B-18-01.~~ Zone 1 would consist of pavement and permanently irrigated ornamental plantings. Zone 2 would receive seasonal maintenance such as removal of dead, woody plants and periodic pruning and thinning of trees and shrubs. Where Zone 2 overlaps with an outfall repair, the revegetation would be with native species that are low fuel, fire resistive, and do not grow to more than two feet in height. Temporary irrigation would be installed, if necessary, to establish the plants.

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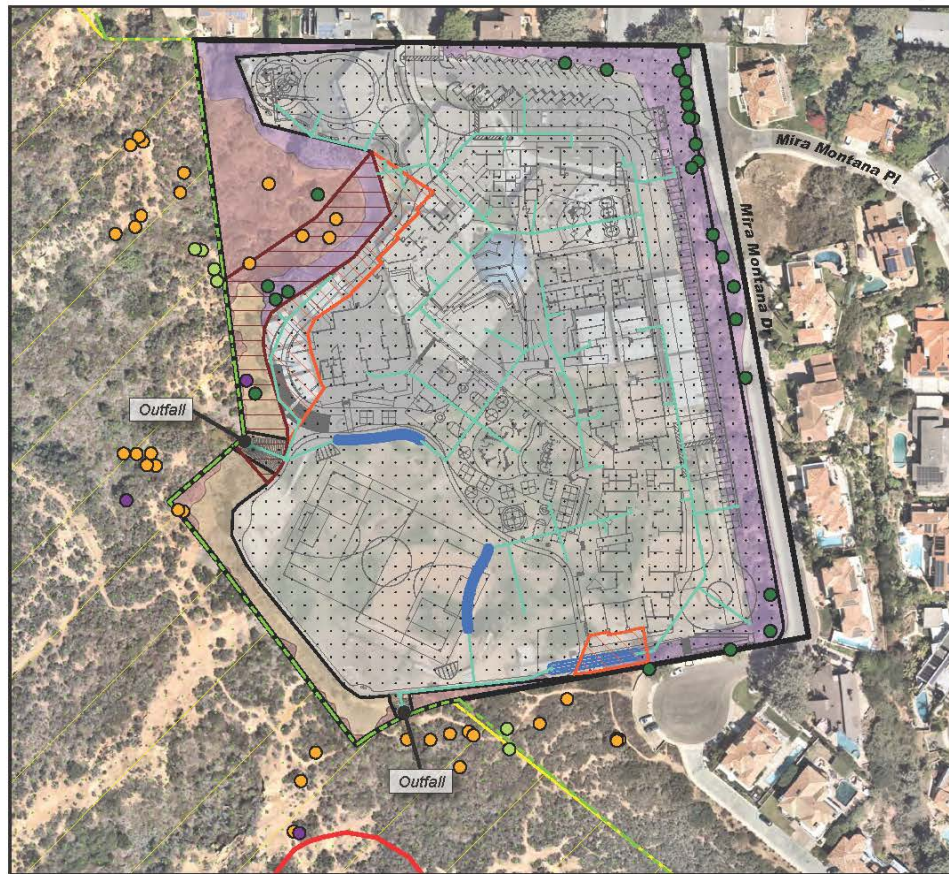
Figure 5.1-1, *Biological Resources*, of Chapter 5.1, *Biological Resources*, has been revised to include Brush Management Zone 1.

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### 3. Revisions to the Focused Draft EIR

DEL MAR HEIGHTS REBUILD PROJECT FEIR  
DEL MAR UNION SCHOOL DISTRICT

Figure 5.1-1 - Biological Resources  
5. Environmental Analysis



- Project Boundary
- Project Impacts
- Brush Management Zone 1
- Brush Management Zone 2<sup>1</sup>
- Storm Drain
- Bioretention Basin
- Energy Dissipator (Rip-rap)
- City of San Diego Multi-Habitat Planning Area (MHPA)
- Torrey Pines
- State Reserve Extension
- CNDDDB Record for Short-leaved Dudleya (*Dudleya brevifolia*)

#### Vegetation

- Southern Maritime Chaparral
- Ornamental
- Disturbed Land
- Developed

#### Special Status Species

- Del Mar Manzanita (*Arctostaphylos glandulosa* ssp. *crassifolia*)
- Nuttall's Scrub Oak (*Quercus dumosa*)
- Torrey Pine (*Pinus torreyana*), Ornamental, landscaped individual
- Wart-stemmed Ceanothus (*Ceanothus verrucosus*)

<sup>1</sup>Brush Management Zone 2 is Impact neutral

Source: Alden Environmental, Inc, 2021

0 175  
Scale (Feet)



PlaceWorks

### 3. Revisions to the Focused Draft EIR

A discussion of the City of San Diego General Plan Noise Element has been added to Section 5.2.1.1, *Regulatory Background*, of Chapter 5.2, *Noise*.

#### Local

##### City of San Diego General Plan Noise Element

The City of San Diego General Plan Noise Element (2015) guides noise policy in the City. The purpose of the noise element is to protect people living and working in the City from excessive noise. The noise element includes discussions on land use compatibility, transportation noise, stationary noise, and special event noise. The element establishes goals and policies to control noise levels, and lists potential mitigation measures.

The Noise Element includes the standards shown in Table 5.2-3, *General Plan Noise Element Land Use Compatibility Guidelines*, as a guide to provide urban planners with a tool to gauge the compatibility of land uses relative to existing and future noise levels.

**Table 5.2-3 General Plan Noise Element Land Use Compatibility Guidelines**

Land Use Category	Exterior Noise Exposure (dBA CNEL)			
	60	65	70	75
<b><u>Parks and Recreational</u></b>				
<u>Parks, Active and Passive Recreation</u>				
<u>Outdoor Spectator Sports, Golf Courses; Water Recreational Facilities; Indoor Recreation Facilities</u>				
<b><u>Agricultural</u></b>				
<u>Crop Raising &amp; Farming; Community Gardens, Aquaculture, Dairies; Horticulture Nurseries &amp; Greenhouses; Animal Raising, Maintain &amp; Keeping; Commercial Stables</u>				
<b><u>Residential</u></b>				
<u>Single Dwelling Units; Mobile Homes</u>		45		
<u>Multiple Dwelling Units *For uses affected by aircraft noise, refer to Policies NE-D.2 &amp; NE-D.3</u>		45	45*	
<b><u>Institutional</u></b>				
<u>Hospitals; Nursing Facilities; Intermediate Care Facilities; Kindergarten Through Grade 12 Educational Facilities; Libraries; Museums; Child Care Facilities</u>		45		
<u>Other Educational Facilities Including Vocational/Trade Schools and Colleges and Universities</u>		45	45	
<u>Cemeteries</u>				
<b><u>Retail Sales</u></b>				

### 3. Revisions to the Focused Draft EIR

<u>Building Supplies/Equipment; Food, Beverages &amp; Groceries; Pets &amp; Pet Supplies &amp; Convenience Sales; Wearing Apparel &amp; Accessories</u>			<u>50</u>	<u>50</u>	
<b><u>Commercial Services</u></b>					
<u>Building Services; Business Support; Eating &amp; Drinking; Financial Institutions; Maintenance &amp; Repair; Personal Services; Assembly &amp; Entertainment (includes Public and Religious Assembly); Radio &amp; Television Studios; Golf Course Support</u>			<u>50</u>	<u>50</u>	
<u>Visitor Accommodations</u>		<u>45</u>	<u>45</u>	<u>45</u>	
<b><u>Offices</u></b>					
<u>Business &amp; Professional; Government; Medical, Dental &amp; Health Practitioner; Regional &amp; Corporate Headquarters</u>			<u>50</u>	<u>50</u>	
<b><u>Vehicle and Vehicular Equipment Sales and Services Use</u></b>					
<u>Commercial or Personal Vehicle Repair &amp; Maintenance; Commercial or Personal Vehicle Sales &amp; Rentals; Vehicle Equipment &amp; Supplies Sales &amp; Rentals; Vehicle Parking</u>					
<b><u>Wholesale, Distribution, Storage Use Category</u></b>					
<u>Equipment &amp; Materials Storage Yards; Moving &amp; Storage Facilities; Warehouse; Wholesale Distribution</u>					
<b><u>Industrial</u></b>					
<u>Heavy Manufacturing; Light Manufacturing; Marine Industry; Trucking &amp; Transportation Terminals; Mining &amp; Extractive Industries</u>					
<u>Research &amp; Development</u>				<u>50</u>	

#### **Explanatory Notes**

	<u>Compatible</u>	<u>Indoor Uses</u>	<u>Standard construction methods should attenuate exterior noise to an acceptable indoor noise level.<sup>1</sup></u>
		<u>Outdoor Uses</u>	<u>Activities associated with the land use may be carried out.</u>
<u>45, 50</u>	<u>Conditionally Compatible</u>	<u>Indoor Uses</u>	<u>Building structure must attenuate exterior noise to the indoor noise level indicated by the number (45 or 50) for occupied areas.<sup>1</sup></u>
		<u>Outdoor Uses</u>	<u>Feasible noise mitigation techniques should be analyzed and incorporated to make the outdoor activities acceptable.<sup>1</sup></u>
	<u>Incompatible</u>	<u>Indoor Uses</u>	<u>New construction should not be undertaken.</u>
		<u>Outdoor Uses</u>	<u>Severe noise interference makes outdoor activities unacceptable.</u>

Source: City of San Diego, General Plan Noise Element, Table NE-3 *Land Use – Noise Compatibility Guidelines*. (2015)

1. Refer to Section I of the General Plan Noise Element.

#### **City of San Diego Noise RegulationsMunicipal Code**

The City of San Diego Municipal Code includes noise standards in Chapter 5, Article 9.5, Noise Abatement and Control. This section provides noise regulations from the municipal code that are applicable to the proposed project. Per Section 59.5.0404 of the municipal code, construction activities are limited to the hours

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of 7:00 am to 7:00 pm Monday through Saturday and are prohibited on legal holidays (except Columbus Day and Washington's Birthday) and Sundays. Construction noise is limited to an average of 75 dBA  $L_{eq}$  at or beyond a residential property line during the 12-hour period from 7:00 am to 7:00 pm.

The City of San Diego does not establish vibration thresholds; therefore, for the purposes of this analysis the Federal Transit Administration (FTA) threshold of 0.2 inches/second (in/sec) peak particle velocity (PPV) will be used to assess vibration impacts at non-engineered structures (e.g., wood-frame residential) (FTA 2018). This FTA criterion is commonly used and accepted as standard practice for assessing potential vibration impacts.

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Mitigation Measure CUL-1 of the Initial Study/Mitigated Negative Declaration, included as Appendix 1-1 to the Focused DEIR, has been revised based on comments from the City of San Diego.

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CUL-1      Prior to issuance of any construction permits, including but not limited to, the first Grading Permit, Demolition Plans/Permits and Building Plans/Permits or a Notice to Proceed for Subdivisions, but prior to the first preconstruction meeting, whichever is applicable, the Del Mar Union School District (Permittee) shall implement the City of San Diego's Archaeological Monitoring Program grading permits, and verify that a qualified archaeological monitor and Native American monitor shall be identified to be on call present full-time during all soil disturbing and grading/excavation/trenching activities which could result in impacts to archaeological and/or tribal cultural resources as identified on the archaeological monitoring exhibit prepared by the Archaeological Principal Investigator during ground-disturbing activities. If archaeological resources are discovered during excavation and/or construction activities, construction shall stop within 25 feet of the find, and the qualified archaeologist shall be consulted to determine whether the resource requires further study. The archaeologist in consultation with the Native American monitor shall make recommendations to the District for the protection, avoidance of, or additional treatment of the discovered resources. Archaeological resources recovered shall be provided to the South Central Coastal Information Center and San Diego Natural History Museum, or any other local museum or repository willing and able to accept and house the resource to preserve for future scientific study permanently curated with an appropriate local institution in accordance with industry standards, and a final monitoring report prepared and provided to the City of San Diego for review.

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Mitigation Measure GEO-1 of the Initial Study/Mitigated Negative Declaration, included as Appendix 1-1 to the Focused DEIR, has been revised based on comments from the City of San Diego.

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GEO-1      Prior to issuance of any construction permits, including but not limited to, the first Grading Permit, Demolition Plans/Permits and Building Plans/Permits or a Notice to Proceed for Subdivisions, but prior to the first preconstruction meeting, whichever is applicable, the Del Mar Union School District (Permittee) shall implement the City of San Diego's Paleontological Monitoring Program as described in Chapter 14, Article 2, Division 1 of the City of San Diego Municipal Code (Section 142.0151) Paleontological Resources Requirements for Grading Activities and the Land Development Manual - Appendix P - General Grading Guidelines For Paleontological Resources. The need for Paleontological monitoring shall be based on the results of a site specific paleontological records search as well as information regarding existing known soil conditions (native or formation) a field survey for paleontological resources shall be conducted by a qualified

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paleontologist. ~~If unique paleontologist resources are not discovered during the field survey, then excavation and/or construction activities can commence. If unique paleontological resources are discovered during excavation and/or construction activities, construction shall stop within 25 feet of the find, and the qualified paleontologist shall be consulted to determine whether the resource requires further study. The paleontologist shall make recommendations to the District to protect the discovered resources determine the appropriate methodology for the salvage and recovery of fossil resources before construction activities can continue in the area. Any paleontological resources recovered shall be provided to the South Central Coastal Information Center and permanently curated with an appropriate institution, such as, but not limited to the San Diego Natural History Museum, in accordance with industry standards, or repository willing and able to accept and house the resource to preserve for future scientific study and a final monitoring report prepared and provided to the City of San Diego for review.~~

References to “Los Penasquitos Water Management Area” has been revised to “Los Peñasquitos Watershed Management Area” in Table 2-1, *NOP Comment Summary*, of Chapter 2, *Introduction*.

**Table 2-1 NOP Comment Summary**

Commenting Agency/Person	Date	Comment Topic	Comment Summary	Issue Addressed in Chapter/Section:
<b>Agencies</b>				
City of San Diego, Planning Department - Heidi Vonblum, Deputy Director	3/29/21	<ul style="list-style-type: none"> <li>• Issuance of Permits</li> <li>• CEQA Determination Thresholds</li> <li>• Biological Resources</li> <li>• Greenhouse Gases</li> <li>• Tribal Consultation</li> <li>• Brush Management</li> <li>• Watershed Management Area</li> </ul>	<ul style="list-style-type: none"> <li>• Asks that the anticipated actions required by the City be listed.</li> <li>• States that the City's CEQA Significant Determination Thresholds should be used.</li> <li>• States that the biological report should identify environmentally sensitive lands (ESL) and impacts to biological resources in accordance with the City's Biology Guidelines, and states that the project should be evaluated for conformance with the City's Multiple Species Conservation Program Subarea Plan.</li> <li>• States that the City does not use a bright-line threshold and that the project should analyze compliance with the City's Climate Action Plan.</li> <li>• States that the environmental documents should be distributed to the San Pasqual Band of Mission Indians, Iipay Nation of Santa Ysabel, and Jamul Indian Village.</li> <li>• States that brush management should be evaluated as the school is located in a Very High Fire Hazard Severity Zone.</li> <li>• States that the environmental document should note that the project site is in the Los Penasquitos Peñasquitos Water Watershed Management Area.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 3, <i>Project Description</i></li> <li>• Chapter 5.1, <i>Biological Resources</i></li> <li>• Chapter 8, <i>Impacts Found Not to Be Significant</i></li> </ul> <p>Additional response is provided below.</p>
		<b>Response to City of San Diego Planning Department:</b> <ul style="list-style-type: none"> <li>• See Section 3.4, <i>Intended Uses of the EIR</i>, for a list of actions required by the City.</li> <li>• Although not required under AB 52, the District contacted the San Pasqual Band of Mission Indians, Iipay Nation of Santa Ysabel, and Jamul Indian Village in compliance with AB 52.</li> </ul>		

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**Table 2-1 NOP Comment Summary**

Commenting Agency/Person	Date	Comment Topic	Comment Summary	Issue Addressed in Chapter/Section:
		<ul style="list-style-type: none"><li>Section 5.1, <i>Biological Resources</i>, has been updated to mention that the site is within the Los Peñasquitos Peñasquitos Water Watershed Management Area.</li><li>These issues were addressed in the Initial Study/Mitigated Negative Declaration and response to comments. As indicated by the court ruling, the only topics that require further evaluation are potential impacts to Southern maritime chaparral and any endangered plant species and construction noise to adjacent residential sensitive receptors.</li></ul>		

A discussion of the “Los Peñasquitos Watershed Management Area” has been added to Impact 5.1-1, in Chapter 5.1, *Biological Resources*.

#### *Direct Impacts to Vegetation Communities*

Project construction would remain almost entirely within the fenced limits of the existing school, and removal of disturbed land and ornamental vegetation (as well as developed land) would occur there, and because those vegetation communities are not sensitive, the impacts would not be significant. Where construction would occur outside the fenced school limits, two small areas would be directly impacted by the removal of disturbed land and southern maritime chaparral for stormwater outfall repairs. The repair of one of the outfalls, located along the southern project boundary, would encroach slightly into sensitive southern maritime chaparral where no special status species occur and would temporarily impact less than 0.01 acre, which would be revegetated with native species. Therefore, this impact would be less than significant.

Brush Management Zone 2 activities (i.e., removal of dead, woody plants and periodic pruning and thinning) would not remove or result in a significant impact to sensitive vegetation communities or sensitive species. Therefore, this impact is considered to be less than significant.

Moreover, the project site is within the Los Peñasquitos Watershed Management Area (WMA), which is addressed through the Los Peñasquitos WMA Water Quality Improvement Plan. The plan sets the highest priority water quality conditions to be addressed, such as erosion and other sources of sedimentation into the watershed. The repair is designed to prevent further erosion and degradation of the habitat. The repair would include filling in the deep erosional gullies. Upon completion, the outfalls would be revegetated. Additionally, the District will use cultivar and landscape variety seeds from local plant populations found within the Los Peñasquitos watershed and within three miles of the coast or closely related varieties chosen in consultation with the State Parks.