

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

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Jose Zambrano (Alternate)

Tenth District PTSA

(Vacant)

LAUSD Student Parent

Joseph P. Buchman – Legal Counsel

Burke, Williams & Sorensen, LLP

Lori Raineri and Keith Weaver – Oversight Consultants

Government Financial Strategies

Timothy Popejoy

Bond Oversight Administrator

(Vacant)

Asst. Administrative Analyst

RESOLUTION 2018-32

BOARD REPORT NO. 137-18/19

**AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC
EXECUTION PLAN TO DEFINE AND APPROVE EIGHT ACCESSIBILITY
ENHANCEMENT PROJECTS**

WHEREAS, District Staff proposes that the Board of Education approve an amendment to the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to define and approve eight accessibility enhancement projects, at Mary McLeod Bethune Middle School, Eagle Rock Elementary School, Graham Elementary School, Charles Leroy Lowman Special Education and Career Transition Center, John Marshall High School, Ramona Elementary School, Russell Elementary School, and Sun Valley Magnet School, as described in Exhibit A, to support the implementation of the Board-approved Self-Evaluation and Transition Plan; and

WHEREAS, The total combined budget of the eight proposed projects is \$53,281,659. The projects will be funded by Bond Program funds in the School Upgrade Program (SUP) targeted for increasing special education facilities on general education campuses (transition program improvements) category of capital need. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise, and will be adjusted accordingly to enable the successful completion of each project; and

WHEREAS, Additionally, District Staff proposes that the Board authorize the Chief/Deputy Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute

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AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO DEFINE AND APPROVE EIGHT ACCESSIBILITY ENHANCEMENT PROJECTS

all instruments necessary, as legally permissible, to implement the projects including budget modifications and the purchase of equipment and materials; and

WHEREAS, On October 10, 2017, the Board approved the Self-Evaluation and Transition Plan (Plan) under the Americans with Disabilities Act (ADA) to further District efforts to comply with ADA Title II program accessibility requirements (Board Report No. 124-17/18); and

WHEREAS, Under the Plan, each school is assigned to one of three levels of accessibility (Category One, Two, or Three) based on assessments of more than two dozen criteria, including school programs, matriculation options, geographic location, known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities, type of instructional model, and public input; and

WHEREAS, Category One are “key” schools and will have the highest level of access, generally in accordance with applicable physical accessibility standards. Category Two will be “program-accessible” schools. Category Three schools will have “core access,” which means that the core spaces (certain common spaces) would be made accessible, to ensure a basic level of access to the building; and

WHEREAS, The eight school sites for which an accessibility enhancement project is being proposed do not yet meet their assigned category/level of accessibility and thus require facilities improvements; and

WHEREAS, Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to immediately begin designing the accessibility enhancement projects at eight school sites; and

WHEREAS, As outlined in the Plan, at Category One, Two and Three schools, an appropriate number of classrooms will be identified to serve as accessible learning spaces, some of which may require facility improvements to meet the criteria for their assigned accessibility category; and

WHEREAS, Any potential future room changes by Administrators or Principals should be reviewed by the Division of Special Education, the ADA Compliance Manager, and the Facilities Services Division to ensure that new accessibility problems are not created as a result of the classroom moves; and

WHEREAS, The proposed projects will remove barriers to program accessibility for students and qualified members of the community, and ensure that all have an equal opportunity to access programs and activities at each campus; and

WHEREAS, These proposed projects are in alignment with the District’s implementation of the Board-approved Self-Evaluation and Transition Plan; and

RESOLUTION 2018-32
AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC
EXECUTION PLAN TO DEFINE AND APPROVE EIGHT ACCESSIBILITY
ENHANCEMENT PROJECTS

WHEREAS, The Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA); and

WHEREAS, District Staff has concluded that the proposed Facilities SEP amendment is in alignment with Bond Oversight Committee recommendations and will facilitate implementation of the Facilities SEP, and therefore, it will not adversely affect the District's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens' Bond Oversight Committee recommends that the Board of Education adopt staff's proposal to approve an amendment to the Facilities SEP to define and approve eight accessibility enhancement projects, as described in Exhibit A, to support the implementation of the Board-approved Self-Evaluation and Transition Plan, as defined in Board Report 137-18/19, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on November 01, 2018, by the following vote:

AYES: 12

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 2

Rachel Greene

Rachel Greene
Chair

Bevin Ashenmiller

Bevin Ashenmiller
Vice-Chair



Board of Education Report

File #: Rep-137-18/19, **Version:** 1

Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Eight Accessibility Enhancement Projects

November 13, 2018

Facilities Services Division and Division of Special Education

Action Proposed:

Staff proposes that the Board of Education (Board) approve an amendment to the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to define and approve eight accessibility enhancement projects, at the following schools, as described in Exhibit A, to support the implementation of the Board-approved Self-Evaluation and Transition Plan:

1. Mary McLeod Bethune Middle School
2. Eagle Rock Elementary School
3. Graham Elementary School
4. Charles Leroy Lowman Special Education and Career Transition Center
5. John Marshall High School
6. Ramona Elementary School
7. Russell Elementary School
8. Sun Valley Magnet School

The total combined budget of the eight proposed projects is \$53,281,659.

Additionally, staff proposes that the Board authorize the Chief/Deputy Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all instruments necessary, as legally permissible, to implement the projects including budget modifications and the purchase of equipment and materials.

Background:

On October 10, 2017, the Board approved the Self-Evaluation and Transition Plan (Plan) under the Americans with Disabilities Act (ADA) to further District efforts to comply with ADA Title II program accessibility requirements (Board Report No. 124-17/18). The Plan outlined the District's proposed approach to providing program accessibility, which considers the characteristics of the District, student population, variety of educational programs, as well as the existing level of accessibility. The Plan established a specific approach and goals for achieving program accessibility within eight years through facility modifications and operational means. To date, accessibility enhancement projects have been approved for nearly 80 school sites, with a combined project budget of approximately \$350,000,000.

Under the Plan, each school is assigned to one of three levels of accessibility (Category One, Two, or Three) based on assessments of more than two dozen criteria, including school programs, matriculation options, geographic location, known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities, type of instructional model, and public input. The assigned category reflects the level of accessibility the site needs to meet. Schools that do not yet meet the criteria for their assigned

category will undergo accessibility improvements and are prioritized for project development based on the criteria mentioned above. The three categories of accessibility are as follows:

- Category One: These are “key” schools and will have the highest level of access, generally in accordance with applicable physical accessibility standards. Category 1A will provide “full accessibility” for the schools that were built to new construction standards, while Category 1B will provide “high accessibility” for schools that have been altered with some limited exceptions.
- Category Two: These will be “program-accessible” schools. The core spaces and features of these schools would be made accessible; in addition, program accessibility would be provided to all programs and activities at the school.
- Category Three: These schools will have “core access,” which means that the core spaces (certain common spaces) would be made accessible, to ensure a basic level of access to the building. These include, for example, parking, the main entrance and main office, assembly areas, and some restrooms.

The eight school sites for which an accessibility enhancement project is being proposed do not yet meet their assigned category/level of accessibility and thus require facilities improvements. The scope, schedule, and budget for each proposed accessibility enhancement project reflects the existing known conditions at each school site and the improvements necessary to meet each schools’ assigned category of accessibility. The conditions of significance include: acreage, topography, building square footage, existence of multi-story buildings, age of buildings, as well as the number of schools, programs, features and activities at a school site.

Expected Outcomes:

Staff anticipates that the Board will adopt the proposed amendment to the Facilities SEP to define and approve eight accessibility enhancement projects, as detailed in Exhibit A. Approval will authorize staff to proceed with the implementation of the proposed projects.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to immediately begin designing the accessibility enhancement projects at eight school sites.

If the Board does not approve the proposal, staff will be unable to initiate the eight proposed projects, which are necessary to achieve program accessibility as outlined in the Self-Evaluation and Transition Plan and required for compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Policy Implications:

The proposal furthers implementation of the Board-approved Self-Evaluation and Transition Plan. As outlined in the Plan, at Category One, Two and Three schools, an appropriate number of classrooms will be identified to serve as accessible learning spaces, some of which may require facility improvements to meet the criteria for their assigned accessibility category.

Any potential future room changes by Administrators or Principals should be reviewed by the Division of Special Education, the ADA Compliance Manager, and the Facilities Services Division to ensure that new accessibility problems are not created as a result of the classroom moves. This will be done in close coordination with school staff to ensure disruptions are minimized.

Budget Impact:

The total combined budget, as currently estimated, for the eight proposed accessibility enhancement projects is \$53,281,659. The projects will be funded by Bond Program funds in the School Upgrade Program (SUP) targeted for increasing special education facilities on general education campuses (transition program improvements) category of capital need.

Each project budget was prepared based on the current information known, and assumptions about the project scope, site conditions, and market conditions. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise, and will be adjusted accordingly to enable the successful completion of each project.

Student Impact:

The proposed projects will remove barriers to program accessibility for students and qualified members of the community, and ensure that all have an equal opportunity to access programs and activities at each campus.

Issues and Analysis:

Both Title II of the ADA and Section 504 of the Rehabilitation Act of 1973 impose broad-reaching prohibitions against discrimination on the basis of disability. As to facilities, a key requirement for both the ADA and Section 504 is program accessibility: programs, benefits, services and activities provided by public entities must be accessible to people with disabilities. This means that a qualified individual with a disability is not to be discriminated against because the entity's facilities are inaccessible; however, this does not necessarily mean that all facilities must be accessible. While both laws do require that newly constructed and altered facilities meet stringent accessibility requirements, they do not require that all existing facilities meet those standards, so long as the programs and services provided in those facilities are made accessible to people with disabilities. A program or service can be made accessible by relocating it, providing it in a different manner, or utilizing some other strategy to ensure that people with disabilities have an equal opportunity to benefit from the entity's programs and activities. These proposed projects are in alignment with the District's implementation of the Board-approved Self-Evaluation and Transition Plan.

The Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA).

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizen's Oversight Committee (BOC) at its meeting on November 1, 2018. Staff has concluded that this proposed FSD-SEP amendment is in alignment with Bond Oversight Committee recommendations and will facilitate implementation of the FSD-SEP, and therefore, it will not adversely affect the District's ability to successfully complete the FSD-SEP.

Attachments:

- Exhibit A - Define and Approve Eight Accessibility Enhancement Projects
- Exhibit B - Student Eligibility by Program at Eight Schools
- BOC Resolution

Informatives:

None.

Submitted:

10/26/18

RESPECTFULLY SUBMITTED,

APPROVED BY:

AUSTIN BEUTNER
Superintendent

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:

APPROVED BY:

DAVID HOLMQUIST
General Counsel

BETH KAUFFMAN
Associate Superintendent
Division of Special Education

___ Approved as to form.

REVIEWED BY:

PRESENTED BY:

CHERYL SIMPSON
Director, Budget Services and Financial Planning

AARON BRIDGEWATER
Director of Facilities Planning and Development
Facilities Services Division

___ Approved as to budget impact statement.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Define and Approve Eight Accessibility Enhancement Projects

1. Mary McLeod Bethune Middle School Accessibility Enhancement Project

Local District South, Board District 7 – Dr. Richard A. Vladovic

Project Background and Scope: The Mary McLeod Bethune Middle School site spans 15.35 acres and is comprised of three K-12 schools/programs, the traditional middle school, a Science/Tech/Math Magnet and a co-located charter (Animo Florence-Firestone Charter Middle School). The building area is nearly 230,000 square feet, and includes nine permanent buildings, five of which are multi-story, and 14 relocatable buildings. The buildings were constructed between 1927 and 1990. Currently 163 students with disabilities attend the schools/programs on site. The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to 22 buildings are required, including approximately: two new assembly seats, two new assistive listening devices, 19 new automatic door openers, upgrades to six casework/counters, five new concrete ramps, 13 new doors/jambs, 93 new door hardware, 14 new drinking fountains, one new intercom, six locker room upgrades, one parking lot upgrade, 19 accessible path of travel upgrades, 19 new railings, upgrades to 20 restrooms, 113 new signs, 17 new sinks, 20 new thresholds, one new ADA TMP ramp, one new stage lift, and construction of one new passenger loading zone.

Project Budget: \$8,598,851

Project Schedule: Construction is anticipated to begin in Q3-2020, and complete in Q1-2022.

2. Eagle Rock Elementary School Accessibility Enhancement Project

Local District Central, Board District 5 – Vacant

Project Background and Scope: The Eagle Rock Elementary School site spans 5.31 acres and is comprised of three K-12 schools/programs, the traditional elementary school and two magnet centers (Highly Gifted Magnet and Gifted Magnet). The building area is nearly 90,000 square feet, and includes three permanent buildings, two of which are multi-story and eight relocatable buildings. The buildings were constructed between 1917 and 1999 and some are identified as historical resources. Currently 103 students with disabilities attend the schools/programs on site. The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades at nine buildings are required, including approximately: one new assembly seat, two new assistive listening devices, 13 new automatic door openers, five casework/counter upgrades, eight new concrete ramps, 36 new door hardware, nine new drinking fountains, upgrades to two elevators, one new intercom, seven accessible path of travel upgrades, 19 new railings, upgrades to 11 restrooms, 84 new signs, 11 new sinks, 13 new thresholds, six new ADA TMP ramps, one new stage lift, construction of one new passenger loading zone, and Division of the State Architect (DSA) certification of four relocatable buildings.

Project Budget: \$5,731,119

Project Schedule: Construction is anticipated to begin in Q3-2020, and complete in Q1-2022.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Define and Approve Eight Accessibility Enhancement Projects

3. Graham Elementary School Accessibility Enhancement Project

Local District South, Board District 7 – Dr. Richard A. Vladovic

Project Background and Scope: The Graham Elementary School site spans 5.16 acres and is comprised of two K-12 schools/programs, the traditional elementary school and a Dual Language Program (Spanish & English). The building area is approximately 86,000 square feet, and includes six permanent buildings, four of which are multi-story buildings and seven relocatable buildings. The buildings were constructed between 1925 and 1991 and some are identified as historical resources. Currently 78 students with disabilities attend the schools/programs on site. The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to six buildings are required, including approximately: one new assembly seat, one new assistive listening device, one cafeteria counter upgrade, seven new doors/jambs, 57 new door hardware, six new drinking fountains, one new intercom, 37 accessible path of travel upgrades, seven new railings, upgrades to 12 restrooms, 79 new signs, 20 new sinks, 12 new thresholds, one new ADA TMP ramp, one new elevator, one new stage lift, construction of one new passenger loading zone, and DSA certification of one relocatable building.

Project Budget: \$6,353,452

Project Schedule: Construction is anticipated to begin in Q3-2020, and complete in Q1-2022.

4. Charles Leroy Lowman Special Education and Career Transition Center Accessibility Enhancement Project

Local District Northeast, Board District 6 – Kelly Gonez

Project Background and Scope: The Charles Leroy Lowman Special Education and Career Transition Center site spans 5.77 acres and is comprised of one Special Education Program. The building area is approximately 60,000 square feet, and includes six single-story permanent buildings and three relocatable buildings. The buildings were constructed between 1948 and 1972. Currently 128 students with disabilities attend the school. The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to four buildings are required, including approximately: three new doors/jambs, 67 new door hardware, three new drinking fountains, 15 accessible path of travel upgrades, eight new railings, upgrades to three restrooms, 68 new signs and 17 new sinks.

Project Budget: \$2,011,366

Project Schedule: Construction is anticipated to begin in Q3-2020, and complete in Q1-2022.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Define and Approve Eight Accessibility Enhancement Projects

5. John Marshall High School Accessibility Enhancement Project

Local District Central, Board District 5 – Vacant

Project Background and Scope: The John Marshall High School site spans 17.56 acres and is comprised of two K-12 schools/programs, the traditional high school and a Gifted Magnet. The building area is approximately 285,000 square feet, and includes 21 permanent buildings, 12 of which are multi-story, and 12 relocatable buildings. The buildings were constructed between 1931 and 2006, and some are identified as historical resources. Currently 249 students with disabilities attend the schools/programs on site. The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to 18 buildings are required, including approximately: four new assembly seats, three new assistive listening devices, 34 new automatic door openers, six casework/counter upgrades, three concrete ramp upgrades, 25 new doors/jambs, 75 new door hardware, 11 new drinking fountains, upgrades to four existing elevators, two locker room upgrades, 48 accessible path of travel upgrades, 11 new railings, upgrades to 24 restrooms, 146 new signs, three new sinks, 25 new thresholds, one new elevator, one new stage lift, and construction of two new passenger loading zones.

Project Budget: \$10,445,063

Project Schedule: Construction is anticipated to begin in Q3-2020, and complete in Q1-2022.

6. Ramona Elementary School Accessibility Enhancement Project

Local District West, Board District 5 – Vacant

Project Background and Scope: The Ramona Elementary School site spans 3.76 acres and is comprised of two K-12 schools/programs, the traditional elementary school and a co-located charter school (Citizens of the World Silver Lake). The building area is nearly 80,000 square feet, and includes nine permanent buildings, six of which are multi-story buildings. The buildings were constructed between 1924 and 2006, and some are identified as historical resources. Currently 109 students with disabilities attend the schools/programs on site. The site has been assigned a Category 1B accessibility level. In order to meet the criteria for Category 1B, various upgrades to six buildings are required, including approximately: one new assistive listening device, three concrete ramp upgrades, seven new doors/jambs, 29 new door hardware, four new drinking fountains, two new intercoms, one parking lot upgrade, 21 accessible path of travel upgrades, 10 new railings, upgrades to 13 restrooms, 41 new signs, 20 new sinks, 13 new thresholds, one new elevator, one new stage lift, and construction of two new passenger loading zones.

Project Budget: \$6,650,121

Project Schedule: Construction is anticipated to begin in Q3-2020, and complete in Q1-2022.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Define and Approve Eight Accessibility Enhancement Projects

7. Russell Elementary School Accessibility Enhancement Project

Local District South, Board District 7 – Dr. Richard A. Vladovic

Project Background and Scope: The Russell Elementary School site spans 7.48 acres and is comprised of three schools/programs, the traditional elementary school, a Gifted Magnet, and a State Preschool. The building area is nearly 80,000 square feet, and includes six permanent buildings, one of which is a multi-story building, and 17 relocatable buildings. The buildings were constructed between 1926 and 2005. Currently 105 students with disabilities attend the schools/programs on site. The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to 17 buildings are required, including approximately: one new assembly seat, one new assistive listening device, one new automatic door opener, one new concrete ramp, one new door/jamb, 32 new door hardware, six new drinking fountains, one new intercom, one new playground component, 13 accessible path of travel upgrades, six new railings, upgrades to 13 restrooms, 61 new signs, five new sinks, 19 new thresholds, nine new ADA TMP ramps, construction of one new passenger loading zone, and DSA certification of four relocatable buildings.

Project Budget: \$4,494,881

Project Schedule: Construction is anticipated to begin in Q3-2020, and complete in Q1-2022.

8. Sun Valley Magnet School Accessibility Enhancement Project

Local District Northeast, Board District 6 – Kelly Gonez

Project Background and Scope: The Sun Valley Magnet School site spans 16.57 acres and is comprised of four schools/programs, the three Magnet Centers (Biomed Science Engineering & Leadership, Engineering Technology, and Environmental Studies) and a co-located charter school (ISANA Cardinal Charter). The building area is approximately 183,000 square feet, and includes 13 permanent buildings, three of which are multi-story and 22 relocatable buildings. The buildings were constructed between 1944 and 2003 and some are identified as historical resources. Currently 240 students with disabilities attend schools/programs on site. The site has been assigned a Category 1B accessibility level. In order to meet the criteria for Category 1B, various upgrades to 23 buildings are required, including approximately: one new assembly seat, two new assistive listening devices, 28 new automatic door openers, two cafeteria counter upgrades, two casework/counter upgrades, two new concrete ramps, one new door/jamb, 67 new door hardware, 10 new drinking fountains, upgrades to one existing elevator, three locker room upgrades, one parking lot upgrade, 42 accessible path of travel upgrades, nine new railings, upgrades to 17 restrooms, 125 new signs, 18 new sinks, 17 new thresholds, 10 new ADA TMP ramps, one new stage lift, construction of two new passenger loading zones, and DSA certification of three relocatable buildings.

- Project Budget: \$8,996,806

- Project Schedule: Construction is anticipated to begin in Q3-2020, and complete in Q1-2022.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
Exhibit B:
Student Eligibility by Program at Eight Schools

	Mary McLeod Bethune MS	Eagle Rock ES	Graham ES	Charles Leroy Lowman Special Education and Career Transition Center	John Marshall HS	Ramona ES	Russell ES	Sun Valley Magnet School	Total
Orthopedic Impairment (OI)			2	94	4	2		1	103
Other Health Impairment (OHI)	23	6	1		18	11	6	24	89
Visual Impairment (VI)		2		4	25	1		1	33
Sub Total	23	8	3	98	47	14	6	26	225

	Mary McLeod Bethune MS	Eagle Rock ES	Graham ES	Charles Leroy Lowman Special Education and Career Transition Center	John Marshall HS	Ramona ES	Russell ES	Sun Valley Magnet School	Total
Autism (AUT)	22	22	28	10	44	19	12	18	175
Deafness (DEAF)					1		1		2
Emotional Disturbance (ED)	7	7	1		2			5	22
Hard of Hearing (HH)	1	1	2	1	1	1	2	3	12
Intellectual Disability (ID)	4	12	2	18	23	11	35	29	134
Specific Learning Disability (SLD)	104	33	25		129	44	25	152	512
Speech or Language Impairment (SLI)	2	20	17			19	24	6	88
Traumatic Brain Injury (TBI)				1	2	1		1	5
Sub Total	140	95	75	30	202	95	99	214	950

	Mary McLeod Bethune MS	Eagle Rock ES	Graham ES	Charles Leroy Lowman Special Education and Career Transition Center	John Marshall HS	Ramona ES	Russell ES	Sun Valley Magnet School	Total
Grand Total	163	103	78	128	249	109	105	240	1175