

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

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Government Financial Strategies

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RESOLUTION 2021-42

BOARD REPORT NO. 144-21/22

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FOUR
ACCESSIBILITY ENHANCEMENT PROJECTS AND AMEND THE FACILITIES
SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE
THEREIN**

WHEREAS, Los Angeles Unified School District (District) Staff proposes that the Board of Education (Board) define and approve four accessibility enhancement projects, at the following schools, to support the implementation of the Board-approved Self-Evaluation and Transition Plan under the Americans with Disabilities Act (ADA), and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) accordingly as described in Board Report No. 144-21/22:

1. Carthay Elementary School of Environmental Studies Magnet (Carthay ES)
2. Hollenbeck Middle School (Hollenbeck MS)
3. Sven Lokrantz Special Education Center (Lokrantz SEC)
4. San Pedro Street Elementary School (San Pedro ES); and

WHEREAS, District Staff also requests that the Board authorize the Chief 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; and

WHEREAS, Under the Transition 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, feeder cluster, 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

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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; and
- 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; and
- 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; and

WHEREAS, The four 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 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; and

WHEREAS, The total combined budget, as currently estimated, for the four proposed accessibility enhancement projects is \$40,418,109 and will be funded with Bond Program funds earmarked specifically for ADA Transition Plan Implementation; and

WHEREAS, Construction is anticipated to begin in the first quarter of 2024 and be completed in the third quarter of 2025; and

WHEREAS, District Staff has determined that the Projects are necessary to improve student health, safety and educational quality; and

WHEREAS, District Staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified’s ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Bond Citizens' Oversight Committee recommends that the Board define and approve four accessibility enhancement projects to support the implementation of the Board-approved Self-Evaluation and Transition Plan under the ADA, and amend the Facilities SEP, accordingly, as described in Board Report No. 144-

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21/22, 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 and posted on the Bond Oversight Committee's website.
3. Los Angeles Unified 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 Bond Oversight Committee and Los Angeles Unified.

ADOPTED on December 2, 2021, by the following vote:

AYES: 10

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 5

/Chris Hannan/

Chris Hannan
Vice-Chair

/Margaret Fuentes/

Margaret Fuentes
Secretary



Board of Education Report

File #: Rep-144-21/22, **Version:** 1

Define and Approve Four Accessibility Enhancement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

December 7, 2021

Facilities Services Division and Division of Special Education

Action Proposed:

Define and approve four accessibility enhancement projects, at the following schools, as described in Exhibit A, to support the implementation of the Board of Education (Board)-approved Self-Evaluation and Transition Plan under the Americans with Disabilities Act (ADA), and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein:

1. Carthay Elementary School of Environmental Studies Magnet (Carthay ES)
2. Hollenbeck Middle School (Hollenbeck MS)
3. Sven Lokrantz Special Education Center (Lokrantz SEC)
4. San Pedro Street Elementary School (San Pedro ES)

The total combined budget for the four proposed projects is \$40,418,109.

Authorize the Chief 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 (Transition Plan) under the Americans with Disabilities Act (ADA) to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements (Board Report No. 124-17/18). The Transition Plan outlined Los Angeles Unified's proposed approach to providing program accessibility, which considers the characteristics of Los Angeles Unified, student population, variety of educational programs, as well as the existing level of accessibility. The Transition Plan established a specific approach and goals for achieving program accessibility within eight years through facility modifications and operational means.

Under the Transition 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, feeder pattern, 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 four 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 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:

Define and approve four accessibility enhancement projects, as detailed in Exhibit A, and adopt the proposed amendment to the Facilities SEP to incorporate therein. 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 four school sites.

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

Policy Implications:

The proposal furthers implementation of the Transition Plan. As outlined in the Transition 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 will be reviewed by the Division of Special Education, the ADA Compliance Administrator, 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 four proposed accessibility enhancement projects is \$40,418,109. The projects will be funded with Bond Program funds earmarked specifically for ADA Transition Plan Implementation.

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 four 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 Los Angeles Unified'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 Citizens' Oversight Committee (BOC) at its meeting on December 2, 2021. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

Attachments:

Exhibit A: Define and Approve Four Accessibility Enhancement Projects

Exhibit B: Student Eligibility by Program at Four Schools

Exhibit C: BOC Resolution

Informatives:

None.

Submitted:

11/19/21



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Define and Approve Four Accessibility Enhancement Projects

1. Carthay Elementary School of Environmental Studies Magnet Accessibility Enhancement Project

Hamilton Community of Schools, Local District West, Board District 1 (Dr. George McKenna)

Project Background and Scope: The Carthay Elementary School of Environmental Studies Magnet site spans 3.46 acres and is comprised of a K-5 magnet school program. The building area is approximately 48,518 square feet and includes one multi-story permanent building and three relocatable buildings. The permanent building was constructed in 1926 and may be identified as a historical resource. As of the 2021-2022 E-CAR, the school served 290 students and currently 21 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to three buildings are required, including: corrections, installation or replacement of two new assistive listening devices, four new concrete ramps, four new doors/jambes, 31 new door hardware, 16 drinking fountain upgrades, nine furniture accessibility upgrades, two new intercoms, two playground component/matting upgrades, 29 accessible path of travel upgrades, three new railings, eight restroom upgrades, 26 new signs, one new wheelchair lift, four new thresholds, two new TMP ramps and one new elevator with covered bridge, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$11,081,237

Project Schedule: Construction is anticipated to begin in Q1-2024 and be completed in Q3-2025.

2. Hollenbeck Middle School Accessibility Enhancement Project

Boyle Heights Community of Schools, Local District East, Board District 2 (Mónica García)

Project Background and Scope: The Hollenbeck Middle School site spans 11.69 acres and is comprised of four 6-12 schools/programs, a traditional middle school program, a science, technology, engineering, math, and medicine magnet program, a law and public service magnet program, and a high school science, technology, engineering, math academy program. The building area is approximately 201,471 square feet and includes nine multi-story permanent buildings, four single-story permanent buildings and one relocatable building. The permanent buildings were constructed between 1923 and 1976, with some identified as historical resources. As of the 2021-2022 E-CAR, the school served 1,115 students and currently 182 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to 11 buildings and one elevator are required, including: corrections, installation or replacement of four assembly seat upgrades, two new assistive listening devices, nine casework /counter upgrades, 11 new concrete ramps, 87 new doors/jambes, 72 new door hardware, 17 drinking fountain upgrades, two existing elevator upgrades, 12 furniture accessibility upgrades, four locker room upgrades, 63 accessible path of travel upgrades, 31 new railings, 19 restroom upgrades, 76 new signs, five new sinks/cabinets, 21 new thresholds, one new elevator, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$18,930,912

Project Schedule: Construction is anticipated to begin in Q1-2024 and be completed in Q3-2025.



LOS ANGELES UNIFIED SCHOOL DISTRICT

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Exhibit A

Define and Approve Four Accessibility Enhancement Projects

3. **Sven Lokrantz Special Education Center Accessibility Enhancement Project**

Reseda Community of Schools, Local District Northwest, Board District 3 (Scott Schmerelson)

Project Background and Scope: The Sven Lokrantz Special Education Center site spans 6.48 acres and is comprised of a K-10 special education school/program. The building area is approximately 67,995 square feet and includes four single-story permanent buildings, and six relocatable buildings. The permanent buildings were constructed between 1960 and 1975, with some identified as historical resources. As of the 2021-2022 E-CAR, the school served 50 students and all have been identified as having a disability.

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: corrections, installation, or replacement of two new assistive listening devices, three casework counter upgrades, one new concrete ramp, 14 new doors/jambs, 83 new door hardware, two parking lot upgrades, one playground component/matting upgrade, 27 accessible path of travel upgrades, 12 restroom upgrades, 56 new signs, nine new sinks/cabinets, eight new thresholds and one onsite passenger loading zone, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$5,206,251

Project Schedule: Construction is anticipated to begin in Q1-2024, and be completed in Q3-2025

4. **San Pedro Street Elementary School Accessibility Enhancement Project**

Jefferson/South Central (West) Community of Schools, Local District Central, Board District 2 (Mónica García)

Project Background and Scope: The San Pedro Street Elementary School site spans 4.19 acres and is comprised of two preschool-5 schools/programs, a California State preschool program, and a traditional elementary school program. The building area is approximately 81,312 square feet and includes four multi-story permanent buildings, and one relocatable building. The buildings were constructed between 1927 and 1997, with some identified as historical resources. As of the 2021-2022 E-CAR, the school served 468 students and currently 77 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to five buildings are required, including: corrections, installation, or replacement of one assembly seat upgrade, two new assistive listening devices, seven new automatic door openers, 26 new door hardware, nine drinking fountain upgrades, six existing elevator upgrades, four furniture accessibility upgrades, two new intercoms, three parking lot upgrades, one playground component/matting upgrade, 33 accessible path of travel upgrades, five new railings, ten restroom upgrades, 24 new signs, one new sink/cabinet, six new thresholds, one new TMP ramp, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$5,199,709

Project Schedule: Construction is anticipated to begin in Q1-2024 and be complete in Q3-2025.

Exhibit B

Student Eligibility by Program at Four Schools

Disability Category	Carthay ES	Hollenbeck MS	Lokrantz SEC	San Pedro ES
Orthopedic Impairment (OI)	0	0	0	0
Other Health Impairment (OHI)	<11	22	0	<11
Visual Impairment (VI)	0	0	0	0
Autism (AUT)	<11	30	<11	18
Deaf Blindness (DB)	0	0	0	0
Deafness (DEAF)	0	0	0	0
Deferred Eligibility (Preschool Only)	0	0	<11	12
Emotional Disturbance (ED)	0	<11	0	<11
Hard of Hearing (HH)	<11	<11	0	0
Intellectual Disability (ID)	0	0	<11	<11
Multiple Disabilities Hearing (MDH)	0	0	0	0
Multiple Disabilities Orthopedic (MDO)	0	0	38	<11
Multiple Disabilities Vision (MDV)	0	0	0	0
Specific Learning Disability (SLD)	<11	120	0	<11
Speech or Language Impairment (SLI)	<11	<11	0	33
Traumatic Brain Injury (TBI)	0	0	0	0
Grand Total	21	182	50	77

To ensure confidentiality of individual student results and compliance with Los Angeles Unified policy and State guidelines, data is suppressed if the number of students included in calculations is less than 11.