

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

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Burke, Williams & Sorensen, LLP  
**Lori Raineri and Keith Weaver – Oversight Consultants**  
Government Financial Services Joint Powers Authority

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CA Tax Reform Assn.  
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Assoc. of CA School Admin - Retired  
**Vacant**  
LAUSD Student Parent

**Timothy Popejoy**  
Bond Oversight Administrator  
**Perla Zitle**  
Bond Oversight Coordinator

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RESOLUTION 2025-23

BOARD REPORT 377-24/25

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FIVE ACCESSIBILITY  
ENHANCEMENT PROJECTS AND TWO BARRIER REMOVAL 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 five accessibility enhancement projects at Beethoven ES, Dominguez ES, Gage MS, Leland Street ES, and Miles ES, and two barrier removal projects at Cheremoya ES and Ritter ES, to support the implementation of the Board approved Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA), and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) accordingly; 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 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.

## **RESOLUTION 2025-23**

### **RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FIVE ACCESSIBILITY ENHANCEMENT PROJECTS AND TWO BARRIER REMOVAL PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

- 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.

WHEREAS, The five 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, 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, A need to accommodate students and staff with disabilities to access classroom buildings at Cheremoya ES and Ritter ES has been identified. Facilities staff were previously delegated authority to execute and expend Bond Program funds for Rapid Access Program (RAP) projects in response to an individual student’s need for programmatic access. These projects require minor installments and adjustments to facilities to ensure a barrier-free learning environment, do not require Division of the State Architect (DSA) approval and thus can be completed “rapidly” with a project budget that does not exceed \$250,000. The proposed barrier removal projects at Cheremoya ES and Ritter ES do not meet the parameters of the RAP due to their scope and budget. As such, the staff is presenting the project proposals to the Board for approval; and

WHEREAS, The total combined budget, as currently estimated, for the seven proposed projects is \$43,447,077 and will be funded by Bond Program funds embarked specifically for ADA Transition Plan Implementation; and

WHEREAS, the District Office of General Counsel has reviewed the proposed Projects and determined that they may proceed to the Bond Oversight Committee for its consideration for recommendation to the Board of Education; 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.

**RESOLUTION 2025-23**

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

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Bond Citizens' Oversight Committee recommends that the Board define and approve five accessibility enhancement projects and two barrier removal projects, and amend the Facilities SEP accordingly, as described in Board Report No. 377-24/25, 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 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 Oversight Committee and the District.

ADOPTED on May 22, 2025, by the following vote:

AYES: 9

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner  
Chair

/Robert Campbell/

Robert Campbell  
Vice-Chair



## Board of Education Report

**File #:** Rep-377-24/25, **Version:** 1

**Agenda Date:** 6/3/2025

**In Control:** Facilities

### **Define and Approve Five Accessibility Enhancement Projects and Two Barrier Removal Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein**

Facilities Services Division and Division of Special Education

#### **Brief Description:**

(Define and Approve Five Accessibility Enhancement Projects and Two Barrier Removal Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of five accessibility enhancement projects and two barrier removal projects, as detailed in Exhibits A and B, and the amendment of the Facilities Services Division Strategic Execution Plan to incorporate therein, for a combined budget of \$43,447,077.

#### **Action Proposed:**

Define and approve five accessibility enhancement projects at Beethoven ES, Dominguez ES, Gage MS, Leland Street ES, and Miles ES as described in Exhibit A, and two barrier removal projects at Cheremoya ES and Ritter ES as described in Exhibit B, to support the implementation of the Board of Education (Board) approved Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA), and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for the seven proposed projects is \$43,447,077.

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 Transition Plan under the ADA to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements. 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:

**In Control: Facilities**

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- 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 five 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 school’s assigned category of accessibility. The conditions of significance include acreage, topography, 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.

A need to accommodate students and staff with disabilities to access classroom buildings at Cheremoya ES and Ritter ES has been identified. Facilities staff were previously delegated authority to execute and expend Bond Program funds for Rapid Access Program (RAP) projects in response to an individual student’s need for programmatic access. These projects require minor installments and adjustments to facilities to ensure a barrier-free learning environment, do not require Division of the State Architect (DSA) approval and thus can be completed “rapidly” with a project budget that does not exceed \$250,000. The proposed barrier removal projects at Cheremoya ES and Ritter ES do not meet the parameters of the RAP due to their scope and budget. As such, the staff is presenting the project proposals to the Board for approval.

**Bond Oversight Committee Recommendations:**

This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its meeting on May 22, 2025, as referenced in Exhibit D. The presentation that was provided is included as Exhibit E. 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.

**Expected Outcomes:**

Define and approve five accessibility enhancement projects and two barrier removal projects, as detailed in Exhibits A and B, 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 proposed projects at seven school sites.

If the Board does not approve the proposal, staff will be unable to initiate the five proposed accessibility enhancement projects, which are necessary to achieve program accessibility as outlined in the Transition Plan,

and the two barrier removal projects, which are required for compliance with Section 504 of the Rehabilitation Act and the ADA.

**Policy Implications:**

The proposal furthers the 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. Additionally, the proposed action will advance the Los Angeles Unified 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by implementing accessibility improvements at schools.

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 seven proposed projects is \$43,447,077. The proposed 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 proposed project scopes, 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 seven proposed projects will remove barriers to program accessibility for approximately 3,600 current and future students and qualified members of the community and ensure that all have an equal opportunity to access programs and activities at each campus.

**Equity Impact:**

Facilities work to coordinate Los Angeles Unified efforts under the ADA to ensure programs are accessible by students, parents, and community members with disabilities.

**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.

Cheremoya ES and Ritter ES have been assigned a Category Two accessibility level pursuant to the Transition Plan. Staff considered the possibility of reprioritizing the schools on the Transition Plan list and proposing more robust scopes that would address all programmatic access requirements. However, it was determined that providing three path of travel upgrades, one concrete ramp, one accessible gate, and two intercoms at Cheremoya ES and providing one path of travel upgrade, one restroom upgrade, one concrete ramp, three door hardware, two intercoms, and two miscellaneous upgrades at Ritter ES would provide students and staff direct access to the classroom buildings. Additional accessibility improvements could be undertaken under new projects at a later date, as anticipated under the Transition Plan.

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

**Attachments:**

Exhibit A - Five Accessibility Enhancement Projects

Exhibit B - Two Barrier Removal Projects

Exhibit C - Student Eligibility by Program at Seven Schools

Exhibit D - BOC Resolution

Exhibit E - BOC Presentation

**Informatives:**

None

**Submitted:**

05/05/25

**RESPECTFULLY SUBMITTED,**

**APPROVED BY:**

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ALBERTO M. CARVALHO  
Superintendent

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PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations

**REVIEWED BY:**

**APPROVED BY:**

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DEVORA NAVERA REED  
General Counsel

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KRISZTINA TOKES  
Chief Facilities Executive  
Facilities Services Division

\_\_\_ Approved as to form.

**REVIEWED BY:**

**PRESENTED BY:**

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NOLBERTO DELGADILLO  
Deputy Chief Financial Officer

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ISSAM DAHDUL  
Director of Facilities  
Planning & Development  
Facilities Services Division

\_\_\_ Approved as to budget impact statement.





# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit A

#### Five Accessibility Enhancement Projects

#### 1. Beethoven Elementary School Accessibility Enhancement Project

*Region West, Board District 4 (Nick Melvoin)*

Project Background and Scope: The Beethoven Elementary School site spans 5.64 acres and is comprised of a traditional elementary school program. The building area is approximately 38,055 square feet and includes four single-story permanent buildings, one multi-story permanent building, and four relocatable buildings. The buildings were constructed between 1949 and 1997. As of the 2024-2025 Electronic Capacity Assessment Review (E-CAR), the school serves approximately 315 students and currently 61 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 six buildings are required including corrections, installation, or replacement of: 38 paths of travel, nine restrooms, five drinking fountains, one concrete ramp, one new stage lift, one parking area, and other accessibility upgrades such as door hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$8,295,733

Project Schedule: Construction is anticipated to begin in Q1-2028 and be completed in Q3-2029.

#### 2. Dominguez Elementary School Accessibility Enhancement Project

*Region South, Board District 7 (Tanya Ortiz Franklin)*

Project Background and Scope: The Dominguez Elementary School site spans 6.71 acres and is comprised of a traditional elementary school program and a dual language program. The building area is approximately 54,760 square feet and includes five single-story permanent buildings and 10 relocatable buildings. The permanent buildings were constructed between 1926 and 2007. As of the 2024-2025 E-CAR, the school serves approximately 453 students and currently 46 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 twelve buildings are required including corrections, installation, or replacement of: eight paths of travel, 15 restrooms, five drinking fountains, two concrete ramps, two metal ramps, one parking area, and other accessibility upgrades such as door hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$7,799,748

Project Schedule: Construction is anticipated to begin in Q1-2028 and be completed in Q3-2029.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit A

#### Five Accessibility Enhancement Projects

#### 3. Gage Middle School Accessibility Enhancement Project

*Region East, Board District 5 (Karla Griego)*

Project Background and Scope: The Gage Middle School site spans 13.56 acres and is comprised of a traditional middle school program and a STEAM magnet program. The building area is approximately 193,650 square feet and includes two single-story permanent buildings, 14 multi-story permanent buildings, and 13 relocatable buildings. The buildings were constructed between 1922 and 1992. As of the 2024-2025 Electronic Capacity Assessment Review (E-CAR), the school serves approximately 1,144 students and currently 201 have been identified as having a disability.

The site has been assigned a Category Three accessibility level. In order to meet the criteria for Category Three, various upgrades to five buildings are required including corrections, installation, or replacement of: 49 paths of travel, seven restrooms, three drinking fountains, one concrete ramp, five parking areas, and other accessibility upgrades such as door hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$6,834,502

Project Schedule: Construction is anticipated to begin in Q1-2028 and be completed in Q3-2029.

#### 4. Leland Street Elementary School Accessibility Enhancement Project

*Region South, Board District 7 (Tanya Ortiz Franklin)*

Project Background and Scope: The Leland Street Elementary School site spans 3.72 acres and is comprised of a traditional UTK-5 elementary school and a magnet program. The building area is approximately 66,400 square feet and includes two single-story permanent buildings, three multi-story permanent buildings, and 10 relocatable buildings. The buildings were constructed between 1924 and 2007. As of the 2024-2025 E-CAR, the school serves approximately 418 students and currently 94 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 ten buildings are required including corrections, installation, or replacement of: two assembly seats, one assistive listening device, 11 furniture, 50 signage, 14 sinks, one stage adapt, 16 threshold, 38 paths of travel, seven restrooms, three drinking fountains, one concrete ramp, four metal ramps, one new stage lift, one playground component/matting area, one parking area, and other accessibility upgrades such as door jamb/hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$10,422,384

Project Schedule: Construction is anticipated to begin in Q1-2028 and be completed in Q3-2029.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit A

#### Five Accessibility Enhancement Projects

#### 5. Miles Elementary School Accessibility Enhancement Project

*Region East, Board District 5 (Karla Griego)*

Project Background and Scope: The Miles Elementary School site spans 8.14 acres and is comprised of a traditional elementary school program, a science/technology/math magnet program, and a dual language program. The building area is approximately 136,062 square feet and includes five single-story permanent buildings, six multi-story permanent buildings, and one relocatable building. The buildings were constructed between 1936 and 2005. As of the 2024-2025 E-CAR, the school serves approximately 779 students and currently 149 have been identified as having a disability.

The site has been assigned a Category Three accessibility level. In order to meet the criteria for Category Three, various upgrades to nine buildings are required including corrections, installation, or replacement of: 21 paths of travel, nine restrooms, three drinking fountains, one concrete ramp, one metal ramp, one new stage lift, one playground component/matting area, two parking areas, and other accessibility upgrades such as door hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$8,118,227

Project Schedule: Construction is anticipated to begin in Q1-2028 and be completed in Q3-2029.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit B

#### Two Barrier Removal Projects

#### 1. Cheremoya Elementary School Barrier Removal Project

*Region West, Board District 5 (Karla Griego)*

Project Background and Scope: Cheremoya Elementary School site spans 2 acres and is comprised of a traditional elementary school program. The building area is approximately 45,346 square feet and includes one multi-story permanent building and two relocatable buildings. The buildings were constructed between 1922 and 1956. As of the 2024-2025 E-CAR, the school serves 162 students and 20 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. To meet the criteria for Category Two, upgrades to the school site are required including: three path of travel upgrades, one concrete ramp, one accessible gate, and two intercoms, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$1,095,565

Project Schedule: Construction is anticipated to begin in Q2-2027 and be completed in Q4-2027.

#### 2. Ritter Elementary School Barrier Removal Project

*Region South, Board District 7 (Tanya Ortiz Franklin)*

Project Background and Scope: Ritter Elementary School site spans 4.31 acres and is comprised of a traditional elementary school program. The building area is approximately 47,136 square feet and includes three single-story permanent buildings, two multi-story permanent buildings, and eight relocatable buildings. The permanent buildings were constructed between 1932 and 1968. As of the 2024-2025 E-CAR, the school serves 302 students and 40 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. To meet the criteria for Category Two, upgrades to the school site are required including: one path of travel upgrade, one restroom upgrade, one concrete ramp, three door hardware, two intercoms, two miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$880,918

Project Schedule: Construction is anticipated to begin in Q2-2027 and be completed in Q4-2027.

# Student Eligibility by Program at Seven Schools

Disability Category	Beethoven ES	Cheremoya ES	Dominguez ES	Gage MS	Leland ES	Miles ES	Ritter ES
Autism (AUD)	18	<11	<11	49	41	71	<11
Deaf-Blindness (DF)	0	0	0	0	0	0	0
Deferred Eligibility (Preschool)	0	0	0	0	<11	0	0
Emotional Disturbance (ED)	0	0	0	<11	0	0	0
Hard of Hearing (HH)	<11	0	0	<11	<11	<11	0
Intellectual Disability (ID)	0	0	0	15	<11	<11	0
Multiple Disabilities – Hearing (MDH)	0	0	0	0	0	0	0
Multiple Disabilities – Orthopedic (MDO)	0	0	0	0	0	0	0
Multiple Disabilities – Vision (MDV)	0	0	0	0	0	0	0
Orthopedic Impairment (OI)	0	0	0	0	0	0	<11
Other Health Impairment (OHI)	<11	<11	<11	15	9	14	<11
Specific Learning Disability (SLD)	<11	<11	<11	109	14	26	<11
Speech or Language Impairment (SLI)	24	<11	18	<11	26	34	15
Visual Impairment (VI)	0	0	0	<11	<11	0	<11
<b>Grand Total</b>	<b>61</b>	<b>20</b>	<b>46</b>	<b>201</b>	<b>94</b>	<b>149</b>	<b>40</b>