



Board of Education Report

File #: Rep-289-18/19, **Version:** 1

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

March 19, 2019

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 five 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. Glen Alta Elementary School
2. Mar Vista Elementary School
3. Marlton School
4. Nevada Avenue Elementary School
5. Wilmington Middle School STEAM Magnet

The total combined budget of the five proposed projects is \$29,146,326.

Additionally, staff proposes that the Board authorize the (Interim) 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 90 school sites, with a combined project budget of approximately \$415,000,000.

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 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 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 five 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 five school sites.

If the Board does not approve the proposal, staff will be unable to initiate the five 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 five proposed accessibility enhancement projects is \$29,146,326. 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 March 7, 2019. Staff has concluded that this 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.

Attachments:

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

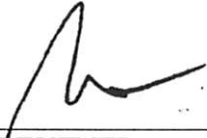
Informatives:

None.

Submitted:

3/1/19

RESPECTFULLY SUBMITTED,



AUSTIN BEUTNER
Superintendent

APPROVED BY:



MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:



DAVID HOLMQUIST
General Counsel

APPROVED BY:



BETH KAUFFMAN
Associate Superintendent
Division of Special Education

Approved as to form.

REVIEWED BY:



CHERYL SIMPSON
Director, Budget Services and Financial Planning

PRESENTED BY:



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 Five Accessibility Enhancement Projects

1. Glen Alta Elementary School Accessibility Enhancement Project

Local District East, Board District 2 – Mónica García

Project Background and Scope: The Glen Alta Elementary School site spans 3.28 acres and is comprised of one K-8 span school/program. The building area is approximately 44,801 square feet, and includes four permanent buildings/structures, one of which is multi-story, and one relocatable building. The buildings were constructed between 1975 and 1997. Currently, 27 students with disabilities attend the school/program on site. 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 approximately: one new assistive listening device, five new concrete ramps, 24 new door/jambs, 46 new door hardware, one new drinking fountain, five furniture accessibility upgrades, two new intercoms, two locker upgrades, one parking lot upgrade, one new playground component, 21 accessible path of travel upgrades, eight new railings, 59 new signs, 22 new sinks, 34 new thresholds, one new stage lift, construction of one new passenger loading zone, upgrades to 12 restrooms and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$5,643,883

Project Schedule: Construction is anticipated to begin in Q4-2020, and complete in Q3-2022.

2. Mar Vista Elementary School Accessibility Enhancement Project

Local District West, Board District 4 – Nick Melvoin

Project Background and Scope: The Mar Vista Elementary School site spans 5.27 acres and is comprised of one K-5 school/program, the traditional elementary school. The building area is approximately 51,063 square feet, and includes five single-story permanent buildings/structures and four relocatable buildings. The buildings were constructed between 1948 and 1998, and some are identified as historical resources. Currently, 63 students with disabilities attend the school/program on site. 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: 14 new assembly seats, one new assistive listening device, one cafeteria counter upgrade, three new concrete ramps, 11 new door/jambs, 57 new door hardware, six new drinking fountains, five furniture accessibility upgrades, 24 accessible path of travel upgrades, 13 new railings, 56 new signs, 12 new sinks, 28 new thresholds, one new stage lift, construction of one new passenger loading zone, upgrades to nine restrooms and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$4,103,497

Project Schedule: Construction is anticipated to begin in Q4-2020, and complete in Q3-2022.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Define and Approve Five Accessibility Enhancement Projects

3. Marlton School Accessibility Enhancement Project

Local District West, Board District 1 – Dr. George J. McKenna III

Project Background and Scope: The Marlton School site spans 4.17 acres and is comprised of two PK-12 schools/programs, a Deaf and Hard of Hearing Program for Pre-K/K-12 and General Education for K-5. The building area is approximately 110,869 square feet, and includes three permanent buildings/structures, one of which is a multi-story building and no relocatable building. The buildings were constructed between 1967 and 1975, and some are identified as historical resources. Currently, 130 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 two buildings are required, including approximately: 19 new assembly seats, three new automatic door openers, two casework/counter upgrades, two new concrete ramps, one new door/jamb, 93 new door hardware, nine new drinking fountains, four furniture accessibility upgrades, seven new intercoms, two locker room upgrades, three locker upgrades, one parking lot upgrade, one new phone, one new playground component, 28 accessible path of travel upgrades, 10 new railings, 93 new signs, 24 new sinks, 15 new thresholds, construction of one new passenger loading zone, upgrades to 14 restrooms and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$6,658,194

Project Schedule: Construction is anticipated to begin in Q4-2020, and complete in Q3-2022.

4. Nevada Avenue Elementary School Accessibility Enhancement Project

Local District Northwest, Board District 3 – Scott M. Schmerelson

Project Background and Scope: The Nevada Avenue Elementary School site spans 7.12 acres and is comprised of two K-5 schools/programs, the traditional elementary school and a Dual Language Program (Spanish & English). The building area is approximately 60,763 square feet, and includes seven single story permanent buildings/structures and seven relocatable buildings. The buildings were constructed between 1959 and 1997, and some are identified as historical resources. Currently, 85 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 eight buildings are required, including approximately: eight new assembly seats, one new assistive listening device, one new automatic door opener, three cafeteria counter upgrades, one casework/counter upgrade, four new concrete ramps, 14 new doors/jamb, 38 new door hardware, six new drinking fountains, four furniture accessibility upgrades, 15 accessible path of travel upgrades, seven new railings, 46 new signs, 16 new sinks, one new stage lift, 30 new thresholds, one new ADA TMP ramp, two new passenger loading zones, upgrades to nine restrooms and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$3,991,165

Project Schedule: Construction is anticipated to begin in Q4-2020, and complete in Q3-2022.



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

Exhibit A Define and Approve Five Accessibility Enhancement Projects

5. Wilmington Middle School STEAM Magnet Accessibility Enhancement Project

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

Project Background and Scope: The Wilmington Middle School STEAM Magnet site spans 15.47 acres and is comprised of a 6-8 Science Technology Engineering Arts Mathematics Magnet Program. The building area is approximately 189,144 square feet, and includes 18 permanent buildings/structures, five of which are multi-story, and 11 relocatable buildings. The buildings were constructed between 1949 and 1973. Currently, 223 students with disabilities attend the school/program on site. The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to 16 buildings are required, including approximately: one new assembly seat, one new assistive listening device, one new automatic door opener, four cafeteria counter upgrades, one casework/counter upgrade, three new concrete ramps, 52 new doors/jambs, 67 new door hardware, 14 new drinking fountains, one new elevator, five furniture accessibility upgrades, two locker room upgrades, one new playground component, 19 accessible path of travel upgrades, 13 new railings, 78 new signs, 10 new sinks, one new wheelchair lift stage adapt, 43 new thresholds, one new elevator, construction of one new passenger loading zone, DSA certification of one relocatable building, upgrades to 22 restrooms and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

- Project Budget: \$8,749,587
- Project Schedule: Construction is anticipated to begin in Q4-2020, and complete in Q3-2022.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
Exhibit B:
Student Eligibility by Program at 5 Schools

STUDENT ELIGIBILITY

	Glen Alta ES	Mar Vista ES	Marlton School	Nevada Ave ES	Wilmington MS STEAM Magnet	Total
Orthopedic Impairment (OI)	2	3	1	1		7
Other Health Impairment (OHI)	2	6	2	5	10	25
Visual Impairment (VI)			1			1
Sub Total	4	9	4	6	10	33

	Glen Alta ES	Mar Vista ES	Marlton School	Nevada Ave ES	Wilmington MS STEAM Magnet	Total
Autism (AUT)	1	24	3	34	19	81
Deafness (DEAF)		1	93			94
Emotional Disturbance (ED)					1	1
Hard of Hearing (HH)		1	26	1	5	33
Intellectual Disability (ID)		11	1	5	16	33
Specific Learning Disability (SLD)	15	11	3	17	168	214
Speech or Language Impairment (SLI)	7	6		22	4	39
Traumatic Brain Injury (TBI)						0
Sub Total	23	54	126	79	213	495

	Glen Alta ES	Mar Vista ES	Marlton School	Nevada Ave ES	Wilmington MS STEAM Magnet	Total
Grand Total	27	63	130	85	223	528

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

Rachel Greene, Chair
Tenth District PTSA
Bevin Ashenmiller, Vice-Chair
LAUSD Student Parent
Susan Linschoten, Secretary
L.A. Co. Auditor-Controller's Office
Araceli Sandoval-Gonzalez, Executive Committee
Early Education Coalition
Karen Krygier, Executive Committee
L.A. City Controller's Office

Jeffrey Fischbach
CA Tax Reform Assn.
Greg Good
L.A. City Mayor's Office
Michael Keeley
CA Charter School Association
Kate Mergen
Assoc. General Contractors of CA
Scott Pansky
L.A. Area Chamber of Commerce
Dolores Sobalvarro
AARP

Douglas Teiger
American Institute of Architects
Celia Ayala (Alternate)
Early Education Coalition
Arlene Barrera (Alternate)
L.A. Co. Auditor-Controller's Office
Jose Zambrano (Alternate)
Tenth District PTSA
(Vacant)
L.A. Co. Federation of Labor AFL-CIO
(Vacant)
LAUSD Student Parent
(Vacant)
31st District PTSA

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Strategies

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Asst. Administrative Analyst

RESOLUTION 2019-6

BOARD REPORT NO. 289-18/19

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

WHEREAS, District 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 five 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; and

1. Glen Alta Elementary School
2. Mar Vista Elementary School
3. Marlton School
4. Nevada Avenue Elementary School
5. Wilmington Middle School STEAM Magnet

WHEREAS, The total combined budget of the five proposed projects is \$29,146,326. 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

Bond Oversight Committee

**RESOLUTION 2019-6
AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC
EXECUTION PLAN TO DEFINE AND APPROVE FIVE ACCESSIBILITY
ENHANCEMENT PROJECTS**

WHEREAS, Additionally, District Staff proposes that the Board authorize the Interim 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; 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. The core spaces and features of Category Two schools would be made accessible; in addition, program accessibility would be provided to all programs and activities at the school. 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 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; and

WHEREAS, Approval will authorize District Staff to proceed with the implementation of the proposed projects; and

WHEREAS, Adoption of the proposed action will authorize District Staff to proceed with the expenditure of Bond Program funds to immediately begin designing the accessibility enhancement projects at five 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

**RESOLUTION 2019-6
AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC
EXECUTION PLAN TO DEFINE AND APPROVE FIVE ACCESSIBILITY
ENHANCEMENT PROJECTS**

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, 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; and

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 this 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 District Staff's proposal to approve an amendment to the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to define and approve five accessibility enhancement projects, as described in Exhibit A, to support the implementation of the Board-approved Self-Evaluation and Transition Plan, with a total combined budget of \$29,146,326, as described in Board Report 289-18/19, 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 Bond 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 Bond Oversight Committee and the District.

**RESOLUTION 2019-6
AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC
EXECUTION PLAN TO DEFINE AND APPROVE FIVE ACCESSIBILITY
ENHANCEMENT PROJECTS**

ADOPTED on March 7, 2019, by the following vote:

AYES: 8

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4



Rachel Greene
Chair



~~Bevin Ashenmiller~~

Vice-Chair

Susan Linschoten
Secretary