



Board of Education Report

File #: Rep-007-22/23, **Version:** 1

Define and Approve Six Accessibility Enhancement Projects, One Barrier Removal Project, and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

August 30 2022

Facilities Services Division and Division of Special Education

Action Proposed:

Define and approve six accessibility enhancement projects, at the schools listed below, 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 one ADA barrier removal project at Glenn Hammond Curtiss Middle School (Curtiss MS), and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein:

1. 7th Street Elementary Arts Integration Magnet (7th St EAIM)
2. Arminta Street Elementary School (Arminta ES)
3. Atwater Avenue Elementary School (Atwater ES)
4. Chatsworth Park Elementary Urban Planning California Distinguished Magnet (Chatsworth Park EUPCDM)
5. Christopher Columbus Middle School (Columbus MS)
6. Florence Nightingale Middle School (Nightingale MS)

The total combined budget for the seven proposed projects is \$47,811,123

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 six 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.

A need to accommodate students and staff with disabilities to access the main entrance, multipurpose room, and restroom facilities at Curtiss MS has been identified. Facilities staff was 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” and have a project budget that does not exceed \$250,000. The proposed ADA barrier removal project at Curtiss MS does not meet the parameters of the RAP due to its scope and budget. As such, staff is presenting the project proposal to the Board for approval.

Expected Outcomes:

Define and approve six accessibility enhancement projects and one ADA barrier removal project, 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 proposed projects at seven school sites.

If the Board does not approve the proposal, staff will be unable to initiate the six proposed accessibility enhancement projects, which are necessary to achieve program accessibility as outlined in the Transition Plan, and the ADA barrier removal project at Curtiss MS, which is 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 seven proposed projects is \$47,811,123. 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 seven 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.

Equity Impact:

Please see attached impact statement.

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.

Curtiss MS has been assigned a Category Two accessibility level pursuant to the Transition Plan. Staff considered the possibility of reprioritizing the school on the Transition Plan list and proposing a more robust scope that would address all programmatic access requirements. However, it was determined that constructing two concrete ramps to provide students and staff with direct access to the entrance of the school, multipurpose room, and upgrading two restroom facilities was an immediate and pressing priority, and additional accessibility improvements could be undertaken under a new project and 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).

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on August 11, 2022. 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 Six Accessibility Enhancement Projects and One Barrier Removal Project
Exhibit B - Student Eligibility by Program at Seven Schools
Exhibit C - BOC Resolution

Informatives:

None.

Submitted:

8/3/2022

RESPECTFULLY SUBMITTED,


ALBERTO M. CARVALHO
Superintendent

APPROVED BY:



MEGAN K. REILLY
Deputy Superintendent

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:



MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:



TONY ATIENZA
Director, Budget Services and Financial Planning

✓ Approved as to budget impact statement.

APPROVED BY:


ANTHONY AGUILAR
Chief of Special Education, Equity and Access

PRESENTED BY:


AARON BRIDGEWATER
Director of Facilities Planning and Development
Facilities Services Division



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

Exhibit A

Define and Approve Six Accessibility Enhancement Projects and One Barrier Removal Project

1. 7th Street Elementary Arts Integration Magnet Accessibility Enhancement Project

San Pedro Community of Schools, Local District South, Board District 7 (Tanya Ortiz Franklin)

Project Background and Scope: The 7th Street Elementary Arts Integration Magnet site spans 6.06 acres and is comprised of a K-5 magnet school program. The building area is approximately 48,543 square feet and includes two multi-story permanent buildings, one single-story permanent building, and eight relocatable buildings. The permanent buildings were constructed between 1963 and 1976. As of the 2021-2022 Electronic Capacity Assessment Review (E-CAR), the school served 271 students and currently 55 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 one elevator with covered bridge, one new wheelchair lift, one concrete ramp, nine restroom upgrades, one sink/cabinet, one stage adapt, 13 path of travel upgrades, two railings/wing guards, two drinking fountain upgrades, three assembly seat upgrades, one assistive listening device, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$9,065,859

Project Schedule: Construction is anticipated to begin in Q3-2024 and be completed in Q1-2026.

2. Arminta Street Elementary School Accessibility Enhancement Project

Sun Valley Community of Schools, Local District Northeast, Board District 6 (Kelly Gonez)

Project Background and Scope: The Arminta Street Elementary School site spans 5.17 acres and is comprised of a traditional K-5 elementary school program. The building area is approximately 38,987 square feet and includes seven single-story permanent buildings, one multi-story permanent building and 11 relocatable buildings. The permanent buildings were constructed in 1953. As of the 2021-2022 E-CAR, the school served 346 students and currently 59 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 16 buildings are required, including: corrections, installation or replacement of three assembly seat upgrades, one assistive listening device, one cafeteria counter, one concrete ramp, 11 TMP ramps, six drinking fountain upgrades, 19 accessible path of travel upgrades, 12 railings/wing guards, 10 restroom upgrades, one stage adapt, one new wheelchair lift, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$7,947,569

Project Schedule: Construction is anticipated to begin in Q3-2024 and be completed in Q1-2026.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Define and Approve Six Accessibility Enhancement Projects and One Barrier Removal Project

3. Atwater Avenue Elementary School Accessibility Enhancement Project

Glassell Park / Los Feliz Community of Schools, Local District Central, Board District 5 (Jackie Goldberg)

Project Background and Scope: The Atwater Avenue Elementary School site spans 3.92 acres and is comprised of two K-6 schools/programs, a traditional elementary school program and a dual language two-way immersion Spanish program. The building area is approximately 41,729 square feet and includes two single-story permanent buildings, one multi-story permanent building and nine relocatable buildings. The permanent buildings were constructed between 1960 and 1975. As of the 2021-2022 E-CAR, the school served 283 students and currently 67 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 seven buildings are required, including: corrections, installation or replacement of one assistive listening device, one automatic door opener, one cafeteria counter, one concrete ramp, five drinking fountain upgrades, one existing elevator upgrade, two parking lot upgrades, 20 accessible path of travel upgrades, nine railings/wing guards, eight restroom upgrades, one sink/cabinet, one stage adapt, one new wheelchair lift, one TMP ramp, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$5,010,938

Project Schedule: Construction is anticipated to begin in Q3-2024 and be completed in Q1-2026.

4. Chatsworth Park Elementary Urban Planning/California Distinguished Magnet Accessibility Enhancement Project

Canoga Park / Chatsworth Community of Schools, Local District Northwest, Board District 3 (Scott Schmerelson)

Project Background and Scope: The Chatsworth Park Elementary Urban Planning/California Distinguished Magnet site spans 5.76 acres and is comprised of a K-5 magnet school program. The building area is approximately 32,650 square feet and includes four single-story permanent buildings, one multi-story permanent building and seven relocatable buildings. The permanent buildings were constructed between 1935 and 1959, with some identified as historical resources. As of the 2021-2022 E-CAR, the school served 375 students and currently 34 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 three assembly seat upgrades, two assistive listening devices, three concrete ramps, two drinking fountain upgrades, one playground component/matting, five accessible path of travel upgrades, seven railings/wing guards, seven restroom upgrades, two sinks/cabinets, one stage adapt, one new wheelchair lift, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$5,622,671

Project Schedule: Construction is anticipated to begin in Q3-2024 and be completed in Q1-2026



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Define and Approve Six Accessibility Enhancement Projects and One Barrier Removal Project

5. Christopher Columbus Middle School Accessibility Enhancement Project

Canoga Park / Chatsworth Community of Schools, Local District Northwest, Board District 3 (Scott Schmerelson)

Project Background and Scope: The Christopher Columbus Middle School site spans 19.96 acres and is comprised of four 6-8 schools/programs, a traditional middle school program, a medical/math/science magnet program, a media arts/communication magnet program, and a co-located charter school program. The building area is approximately 131,128 square feet and includes 18 single-story permanent buildings, four multi-story permanent buildings, and two relocatable buildings. The permanent buildings were constructed between 1959 and 1965. As of the 2021-2022 E-CAR, the school served 649 students and currently 114 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 21 buildings are required, including: corrections, installation, or replacement of five assistive listening devices, one automatic door opener, one cafeteria counter, six concrete ramps, 15 drinking fountain upgrades, two locker upgrades, one parking lot upgrade, 78 accessible path of travel upgrades, 13 railings/wing guards, 19 restroom upgrades, two sinks/cabinets, one stage adapt, one new wheelchair lift, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$12,002,244

Project Schedule: Construction is anticipated to begin in Q3-2024 and be completed in Q1-2026.

6. Florence Nightingale Middle School Accessibility Enhancement Project

Lincoln Heights / El Sereno Community of Schools, Local District East, Board District 2 (Mónica García)

Project Background and Scope: The Florence Nightingale Middle School site spans 8.85 acres and is comprised of four 6-8 schools/programs, one traditional middle school program, a medicine/health/kinesiology magnet program, a business entrepreneurship technology magnet program, and a gifted stem magnet program. The building area is approximately 154,568 square feet and includes three single-story permanent buildings, and nine multi-story buildings. The permanent buildings were constructed between 1937 and 1971, with some identified as historical resources. As of the 2021-2022 E-CAR, the school served 809 students and currently 146 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 three assembly seat upgrades, one assistive listening device, four automatic door openers, two concrete ramps, three drinking fountain upgrades, 12 accessible path of travel upgrades, four railings/wing guards, seven restroom upgrades, one stage adapt, one new wheelchair lift, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$5,651,586

Project Schedule: Construction is anticipated to begin in Q3-2024 and be complete in Q1-2026.



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

Exhibit A

Define and Approve Six Accessibility Enhancement Projects and One Barrier Removal Project

7. Glenn Hammond Curtiss Middle School Barrier Removal Project

Carson Community of Schools, Local District South, Board District 7 (Tanya Ortiz Franklin)

Project Background and Scope: The Glenn Hammond Curtiss Middle School site spans 19.88 acres and is comprised of three 6-8 schools/programs, a traditional middle school program, a science/technology/engineering/art/mathematics magnet program, and a co-located charter school program. The building area is approximately 159,950 square feet and includes three single-story permanent buildings, four multi-story buildings, and five relocatable buildings. The permanent buildings were constructed in 1969. As of the 2021-2022 E-CAR, the school served 359 students and currently 59 have been identified as having a disability.

This is an Americans with Disabilities Act barrier removal project to accommodate students and staff with disabilities to access the main entrance, multipurpose room, and restroom facilities at the school. The project will include the construction of two concrete ramps, two restroom upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$2,510,256

Project Schedule: Construction is anticipated to begin in Q1-2024 and be completed in Q4-2024.

Exhibit B

Student Eligibility by Program at Seven Schools

Disability Category	7th St EAIM	Arminta ES	Atwater ES	Chatsworth Park EUPCDM	Columbus MS	Nightingale MS	Curtiss MS
Orthopedic Impairment (OI)	<11	0	<11	<11	<11	<11	0
Other Health Impairment (OHI)	<11	<11	<11	<11	13	22	<11
Established Medical Disability (EMD)	0	0	0	0	0	0	0
Visual Impairment (VI)	0	0	0	0	0	0	0
Autism (AUT)	29	<11	30	<11	26	23	12
Deaf Blindness (DB)	0	0	0	0	0	0	0
Deafness (DEAF)	0	0	0	0	<11	0	0
Deferred Eligibility (Preschool Only)	0	0	0	0	0	0	0
Emotional Disturbance (ED)	<11	0	0	0	<11	<11	<11
Hard of Hearing (HH)	0	0	0	0	<11	<11	0
Intellectual Disability (ID)	<11	0	<11	0	<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
Specific Learning Disability (SLD)	<11	14	11	14	58	88	36
Speech or Language Impairment (SLI)	<11	29	14	<11	<11	<11	<11
Traumatic Brain Injury (TBI)	0	0	0	0	0	0	0
Grand Total	55	59	67	34	114	146	59

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.

LOS ANGELES UNIFIED SCHOOL DISTRICT**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE****Margaret Fuentes, Chair**

LAUSD Student Parent

D. Michael Hamner, Vice-Chair

American Institute of Architects

Jennifer McDowell, Secretary

L.A. City Mayor's Office

Susan Linschoten, Executive Committee

L.A. Co. Auditor-Controller's Office

Scott Pansky, Executive Committee

L.A. Area Chamber of Commerce

Jeffrey Fischbach

CA Tax Reform Assn.

Chris Hannan

L.A. Co. Federation of Labor AFL-CIO

Hyepin Im

L.A. City Controller's Office

Samantha Rowles

LAUSD Student Parent

Araceli Sandoval-Gonzalez

Early Education Coalition

Dolores Sobalvarro

AARP

Celia Ayala (Alternate)

Early Education Coalition

Chad Boggio (Alternate)

L.A. Co. Federation of Labor AFL-CIO

Connie Yee (Alternate)

L.A. Co. Auditor-Controller's Office

Vacant31st District PTSA**Vacant**

Assoc. General Contractors of CA

Vacant

CA Charter School Association

Vacant

Tenth District PTSA

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RESOLUTION 2022-36**BOARD REPORT NO. 007-22/23****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SIX ACCESSIBILITY ENHANCEMENT PROJECTS, ONE BARRIER REMOVAL PROJECT, 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 six accessibility enhancement projects, at the schools listed below, to support the implementation of the Board-approved Self-Evaluation and Transition Plan under the Americans with Disabilities Act (ADA) and one ADA barrier removal project at Glenn Hammond Curtiss Middle School (Curtiss MS), and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) accordingly as described in Board Report No. 007-22/23:

1. 7th Street Elementary Arts Integration Magnet (7th St EAIM)
2. Arminta Street Elementary School (Arminta ES)
3. Atwater Avenue Elementary School (Atwater ES)
4. Chatsworth Park Elementary Urban Planning California Distinguished Magnet (Chatsworth Park EUPCDM)
5. Christopher Columbus Middle School (Columbus MS)
6. Florence Nightingale Middle School (Nightingale MS); 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,

RESOLUTION 2022-36**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SIX ACCESSIBILITY ENHANCEMENT PROJECTS, ONE BARRIER REMOVAL PROJECT, AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

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; 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 six 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, A need to accommodate students and staff with disabilities to access the main entrance, multipurpose room, and restroom facilities at Curtiss MS has been identified. Facilities staff was 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” and have a project budget that does not exceed \$250,000. The proposed ADA barrier removal project at Curtiss MS does not meet the parameters of the RAP due to its scope and budget. As such, staff is presenting the project proposal to the Board for approval; and

WHEREAS, The total combined budget, as currently estimated, for the seven proposed projects is \$47,811,123 and will be funded with Bond Program funds earmarked specifically for ADA Transition Plan Implementation; and

WHEREAS, Construction of the six accessibility enhancement projects are anticipated to begin in the third quarter of 2024 and be completed in the first quarter of 2026. Construction of the Curtiss MS ADA barrier removal project is anticipated to begin in the first quarter of 2024 and be completed in the fourth quarter of 2024; and

RESOLUTION 2022-36**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE SIX ACCESSIBILITY ENHANCEMENT PROJECTS, ONE BARRIER REMOVAL PROJECT, AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

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 six accessibility enhancement projects to support the implementation of the Board-approved Self-Evaluation and Transition Plan under the ADA and one ADA barrier removal project, and amend the Facilities SEP, accordingly, as described in Board Report No. 007-22/23, 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 August 11, 2022, by the following vote:

AYES: 8

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 3

/Margaret Fuentes/

Margaret Fuentes
Chair

/Michael Hamner/

D. Michael Hamner
Vice-Chair