



Board of Education Report

File #: Rep-340-17/18, **Version:** 1

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

March 13, 2018

Facilities Services Division and Division of Special Education

Action Proposed:

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

1. Carson High School
2. George Washington Carver (Carver) Middle School
3. Chapman Elementary School
4. Fairfax High School
5. Morris K. Hamasaki (Hamasaki) Elementary School
6. Patrick Henry (Henry) Middle School
7. Langdon Elementary School
8. Westchester Enriched Sciences Magnets High School (WESM)

Staff further proposes that the Board authorize the (Interim) 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.

The total combined budget, as currently estimated, for the eight proposed projects is \$67,959,080.

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.

Based on assessments of each school, its programs, and the programs as a whole campus-wide, as well as public input, each school is assigned to one of three groups (Category One, Two, or Three), by level of accessibility.

The assigned category reflects the level of accessibility the site needs to meet, and schools that do not yet meet the criteria for their assigned category will undergo accessibility improvements. 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 Two: These will be “program-accessible” schools. The core spaces and features of these schools would be made accessible; in addition, program accessibility would be provided to all programs and activities at the school.
- Category Three: These schools will have “core access,” which means that the core spaces (certain common spaces) would be made accessible, to ensure a basic level of access to the building. These include, for example, parking, the main entrance and main office, assembly areas, and some restrooms.

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

Expected Outcomes:

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

Board Options and Consequences:

Approval of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to immediately begin designing and constructing the accessibility enhancement projects at eight school sites. If the Board does not approve the proposal, staff will be unable to initiate the 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 2 and 3 schools, an appropriate number of classrooms will be identified to serve as accessible learning spaces, some of which may require facility improvements to meet the criteria for their assigned accessibility category. Any potential future room changes by Administrators or Principals should be reviewed by the Division of Special Education, the ADA Compliance Manager, and the Facilities Services Division to ensure that new accessibility problems are not created as a result of the classroom moves. This will be done in close coordination with school staff to ensure disruptions are minimized.

Budget Impact:

The total combined budget, as currently estimated, for the eight proposed accessibility enhancement projects is \$67,959,080. The projects will be funded by Bond Program funds in the School Upgrade Program 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:

As a result of the *Chanda Smith* litigation, in 2003, the District entered into a Modified Consent Decree (MCD) for the purpose of bringing the District into compliance with the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. The District has made substantial progress in its efforts to comply with the facilities-related provisions of the MCD, to make its school facilities, services, programs, and activities accessible. Despite the considerable progress made, the Federal Court-appointed Independent Monitor has not certified that the District has met the substantial compliance with program accessibility requirements set forth in the MCD.

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.

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 1, 2018. Staff has concluded that this proposed FSD-SEP amendment is in alignment with Bond Oversight Committee recommendations and will facilitate implementation of the FSD-SEP, and therefore, it will not adversely affect the District's ability to successfully complete the FSD-SEP.

Attachments:

- Exhibit A - Define and Approve Eight Accessibility Enhancement Projects
- Exhibit B - Student Eligibility by Program at 8 Schools
- BOC Resolution

Informatives:

None.

Submitted:

2/23/18

RESPECTFULLY SUBMITTED,


VIVIAN EKCHIAN
Interim 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 Eight Accessibility Enhancement Projects

1. Carson High School Accessibility Enhancement Project

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

- *Project Background and Scope* – The Carson High School site spans 29.4 acres and is comprised of four schools/programs, the traditional high school program, an academy of education and empowerment, an academy of medical arts, and Eagle Tree Continuation High School. The building area is nearly 260,000 square feet, and includes 23 permanent buildings, six of which are multi-story, and 21 relocatable buildings. The buildings were constructed between 1962 and 1976. Currently 329 students with mobility and non-mobility disabilities attend the schools/programs on site. The Carson High School site has been assigned a Category 2 accessibility level. In order for the site to meet the criteria for Category 2, various upgrades to 44 buildings are required, including: 108 new door/jambs, 261 new door hardware, 108 threshold upgrades, accessible paths of travel, 248 new signs, 34 restroom upgrades, 38 drinking fountain upgrades, installation of three new assistive listening devices, three new intercoms, 29 furniture accessibility upgrades, three new concrete ramps, 17 new ADA TMP ramps, six new assembly seats, three new railings, three locker room upgrades, two accessible parking stalls, one cafeteria counter upgrade, 13 new sinks, four new automatic door openers, 29 casework/counter upgrades, one new elevator, one new wheelchair lift, construction of one new passenger loading zone and Division of the State Architect (DSA) certification of 13 buildings.
- *Project Budget* -- \$15,127,140
- *Project Schedule* – Construction is anticipated to begin in Q3-2019, and complete in Q3-2020.

2. Carver Middle School Accessibility Enhancement Project

Local District Central, Board District 5 – Dr. Ref Rodriguez

- *Project Background and Scope* – The Carver Middle School site spans 12 acres, and is comprised of one traditional middle school/program. The building area is nearly 200,000 square feet, and includes nine permanent buildings, seven of which are multi-story, and one relocatable building. The buildings were constructed between 1923 and 1964. Currently 102 students with mobility and non-mobility disabilities attend the school. The Carver Middle School site has been assigned a Category 2 accessibility level. In order for the site to meet the criteria for Category 2, various upgrades at eight buildings are required, including: 17 new door/jambs, 50 new door hardware, 14 threshold upgrades, accessible paths of travel, 120 new signage, 10 restroom upgrades, 22 drinking fountain upgrades, one new assistive listening device, one new phone, one new intercom, four furniture/accessibility upgrades, one new assembly seat, five new railings, two locker room upgrades, 16 new sinks, 10 new automatic door openers, 10 casework/counter upgrades, one new elevator, construction of one new passenger loading zone, and DSA certification of one building.
- *Project Budget* -- \$6,854,275
- *Project Schedule* – Construction is anticipated to begin in Q3-2019, and complete in Q3-2020.



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

3. Chapman Elementary School Accessibility Enhancement Project

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

- *Project Background and Scope* – The Chapman Elementary School site spans 3.7 acres, and is comprised of one traditional elementary school program/school. The building area is nearly 35,000 square feet, and includes three one-story permanent buildings, and seven relocatable buildings. The buildings were constructed between 1948 and 1976. Currently 46 students with mobility and non-mobility disabilities attend the school. The Chapman Elementary School site has been assigned a Category 2 accessibility level. In order for the site to meet the criteria for Category 2, various upgrades to eight buildings are required, including: 12 new door/jambes, 41 new door hardware, 16 threshold upgrades, accessible paths of travel, 53 new signage, eight restroom upgrades, four drinking fountain upgrades, one new assistive listening device, three new ADA TMP ramps, three furniture/accessibility upgrades, one new assembly seat, three new railings, 15 new sinks, one cafeteria counter upgrade, one new wheelchair lift, one new passenger loading zone, and DSA certification of one building.
- *Project Budget* -- \$2,517,071
- *Project Schedule* – Construction is anticipated to begin in Q3-2019, and complete in Q3-2020.

4. Fairfax High School Accessibility Enhancement Project

Local District West, Board District 4 – Nick Melvoin

- *Project Background and Scope* – The Fairfax High School site spans 23.7 acres, and is comprised of three schools/programs, the traditional high school program, a visual arts magnet center, and Whitman Continuation High School. The building area is approximately 370,000 square feet, and includes nine permanent buildings, five of which are multi-story, and four relocatable buildings. The buildings were constructed between 1966 and 2004, and some accessibility related improvements have been undertaken in the past. Currently 227 students with mobility and non-mobility disabilities attend the schools/programs on site. The Fairfax High School site has been assigned a Category 2 accessibility level. In order for the site to meet the criteria for Category 2, various upgrades to 11 buildings are required, including: 20 new door/jambes, 249 new door hardware, 55 threshold upgrades, accessible paths of travel, 229 new signage, 17 restroom upgrades, 11 new drinking fountains, six new assistive listening devices, five new concrete ramps, one new ADA TMP ramp, one new phone, one new intercom, 51 furniture/accessibility upgrades, three new assembly seats, 18 new railings, three locker room upgrades, one accessible parking stall, 14 new sinks, nine new automatic door openers, three changing room upgrades, 28 casework/counter upgrades, one new portable wheelchair lift and associated upgrades to two stages, one new passenger loading zone, and DSA certification of two buildings.
- *Project Budget* -- \$8,681,028
- *Project Schedule* – Construction is anticipated to begin in Q3-2019, and complete in Q3-2020.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

5. **Hamasaki Elementary School Accessibility Enhancement Project**

Local District East, Board District 2 – Mónica García

- *Project Background and Scope* – The Hamasaki Elementary School site spans 2.8 acres, and is comprised of one traditional elementary program/school and a District adult school/program that operates out of one of the school’s classrooms. The building area is nearly 60,000 square feet, and includes two permanent multi-story buildings, and three relocatable buildings. The buildings were constructed between 1927 and 2001, and some are historically eligible. Moreover, the site has significant grade changes. Currently 79 students with mobility and non-mobility disabilities attend the school. The Hamasaki Elementary School site has been assigned a Category 3 accessibility level. In order for the site to meet the criteria for Category 3, various upgrades to two buildings are required, including: 14 new door hardware, three threshold upgrades, accessible paths of travel, 30 new signage, five restroom upgrades, four new drinking fountains, one new assistive listening device, one new intercom, two furniture/accessibility upgrades, one new assembly seat, one new railing, one new playground component, one new sink, five new automatic door openers, two casework/counter upgrades, one new wheelchair lift and one new passenger loading zone.
- *Project Budget* -- \$2,850,517
- *Project Schedule* – Construction is anticipated to begin in Q3-2019, and complete in Q3-2020.

6. **Henry Middle School Accessibility Enhancement Project**

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

- *Project Background and Scope* – The Patrick Henry Middle School site spans 16.7 acres, and is comprised of three programs/schools, the traditional middle school program, a computer/math/science magnet center, and a visual and performing arts magnet center. The building area is approximately 155,000 square feet, and includes 15 permanent buildings, three of which are multi-story, and one relocatable building. The buildings were constructed between 1957 and 1959. Currently 176 students with mobility and non-mobility disabilities attend programs/schools at the site. The Henry Middle School site has been assigned a Category 2 accessibility level. In order for the site to meet the criteria for Category 2, various upgrades to 11 buildings are required, including: 38 new door/jambes, 166 new door hardware, 73 threshold upgrades, accessible paths of travel, 156 new signage, 17 restroom upgrades, 27 new drinking fountains, two new assistive listening devices, six new concrete ramps, one new ADA TMP ramp, one new intercom, three furniture/accessibility upgrades, two new assembly seats, three new railings, one accessible parking stall, 20 new sinks, two cafeteria counter upgrades, six new automatic door openers, three changing room upgrades, 17 casework/counter upgrades, one new elevator, one new portable wheelchair lift and associated upgrades to two stages, two new passenger loading zones, and DSA certification of one building.
- *Project Budget* -- \$9,173,535 (Due to an urgent need to accommodate existing students/staff with disabilities as quickly as possible, the design of a portion of this project scope was expedited, and the activities were front funded. With this approval, any prior expenditures will be transferred to this project, which is funded by Bond Program funds).
- *Project Schedule* – Construction is anticipated to begin in Q3-2019, and complete in Q3-2020.



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

7. Langdon Avenue Elementary School Accessibility Enhancement Project

Local District Northwest, Board District 6 – Kelly Gonez

- *Project Background and Scope* – The Langdon Elementary School site spans 5.4 acres, and is comprised of one traditional elementary program/school. The building area is approximately 35,000 square feet, and includes nine permanent buildings, six of which are multi-story, and seven relocatable buildings. The buildings were constructed between 1948 and 1969. Currently 110 students with mobility and non-mobility disabilities attend the school. The Langdon Elementary School site has been assigned a Category 2 accessibility level. In order for the site to meet the criteria for Category 2, various upgrades to 12 buildings are required, including: 10 new door/jambes, 50 new door hardware, 18 threshold upgrades, accessible paths of travel, 55 new signage, eight restroom upgrades, three new drinking fountains, one new assistive listening device, five new ADA TMP ramps, 16 furniture/accessibility upgrades, two new assembly seats, one new railing, two accessible parking stalls, 17 new sinks, two new automatic door openers, upgrades to one nurse's exam room, 13 casework/counter upgrades, one new elevator, one new wheelchair lift, two new passenger loading zones, and DSA certification of five buildings.
- *Project Budget* -- \$6,069,501
- *Project Schedule* – Construction is anticipated to begin in Q3-2019, and complete in Q3-2020.

8. Westchester Enriched Sciences Magnet (WESM) Accessibility Enhancement Project

Local District West, Board District 4 – Nick Melvoin

- *Project Background and Scope* – The WESM site spans 35.4 acres, and is comprised of six programs/schools, an environmental and natural science magnet center, a gifted and high ability STEAM magnet center, a health and sports medicine magnet, the New Middle School Pathway school, and two charter school co-locations (Ocean Charter School and WISH Academy High). The building area is approximately 200,000 square feet, and includes 27 permanent buildings, four of which are multi-story, and 21 relocatable buildings. The buildings were constructed between 1956 and 2007. Moreover, there are significant grade changes throughout the campus. Approximately 200 students with mobility and non-mobility disabilities attend programs/schools at the site. Accessibility improvements/upgrades will be made to support all students on the campus. The WESM site has been assigned a Category 3 accessibility level. In order for the site to meet the criteria for Category 3, various upgrades to 27 buildings are required, including: 14 new door/jambes, 42 new door hardware, 10 threshold upgrades, accessible paths of travel, 51 new signage, 19 restroom upgrades, 14 new drinking fountains, six new assistive listening devices, 13 new concrete ramps, four new ADA TMP ramps, one new intercom, one furniture/accessibility upgrade, one new assembly seat, six new arcades, two new railings, one locker room upgrade, two locker upgrades, one new changing room, one new elevator, one new portable wheelchair lift and associated upgrades to three stages, one new passenger loading zone, and DSA certification of four buildings.
- *Project Budget* -- \$16,686,013 (Due to an urgent need to accommodate existing students/staff with disabilities as quickly as possible, the design of a portion of this project scope was expedited, and the activities were front funded. With this approval, any prior expenditures will be transferred to this project, which is funded by Bond Program funds).
- *Project Schedule* – Construction is anticipated to begin in Q3-2019, and complete in Q3-2020.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report
Exhibit B:
Student Eligibility by Program at 8 Schools

	Carson HS	Carver MS	Chapman ES	Fairfax HS	Hamasaki ES	Henry MS	Langdon Avenue ES	Westchester HS (WESM)	Total
Orthopedic Impairment (OI)	7		3	4	3	1	5	2	25
Other Health Impairment (OHI)	34	6	6	32	5	36	8	43	170
Visual Impairment (VI)								1	1
Sub Total	41	6	9	36	8	37	13	46	196

	Carson HS	Carver MS	Chapman ES	Fairfax HS	Hamasaki ES	Henry MS	Langdon Avenue ES	Westchester HS (WESM)	Total
Autism (AUT)	54	8	3	49	26	29	12	16	197
Deafness (DEAF)	6						1		7
Emotional Disturbance (ED)	2	3		3		1		6	15
Hard of Hearing (HH)	9	2	1	1	1			3	17
Intellectual Disability (ID)	19	12	20	19	15	1	1	1	88
Specific Learning Disability (SLD)	197	69	4	118	13	99	47	120	667
Speech or Language Impairment (SLI)		2	9	1	16	8	36	17	89
Traumatic Brain Injury (TBI)	1					1			2
Sub Total	288	96	37	191	71	139	97	163	1082

	Carson HS	Carver MS	Chapman ES	Fairfax HS	Hamasaki ES	Henry MS	Langdon Avenue ES	Westchester HS (WESM)	Total
Grand Total	329	102	46	227	79	176	110	209	1278

LOS ANGELES UNIFIED SCHOOL DISTRICT

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

Quynh Nguyen, Chair

LAUSD Student Parent

Barry Waite, Vice Chair

CA Tax Reform Assn.

Susan Linschoten, Secretary

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

Stuart Magruder, Executive Committee

American Institute of Architects

Rachel Greene, Executive Committee

Tenth District PTSA

Bevin Ashenmiller

LAUSD Student Parent

Arceli Sandoval-Gonzalez

Early Education Coalition

Greg Good

L.A. City Mayor's Office

Michael Keeley

CA Charter School Association

Karen Krygier

L.A. City Controller's Office

Kate Mergen

Assoc. General Contractors of CA

Ron Miller

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

Scott Pansky

L.A. Area Chamber of Commerce

Dolores Sobalvarro

AARP

Kathryn Steinberg

31st District PTSA

Celia Ayala (Alternate)

Early Education Coalition

Arlene Barrera (Alternate)

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

Joseph P. Buchman – Legal Counsel

Burke, Williams & Sorensen, LLP

(Vacant)

Oversight Committee Consultant

Timothy Popejoy

Bond Oversight Administrator

Daniel Hwang

Asst. Administrative Analyst

RESOLUTION 2018-03

BOARD REPORT NO. 340-17/18

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

WHEREAS, District Staff proposes that the Board of Education (Board) approve an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve eight accessibility enhancement projects at Carson High School, George Washington Carver Middle School, Chapman Elementary School, Fairfax High School, Morris K. Hamasaki Elementary School, Patrick Henry Middle School, Langdon Elementary School and Westchester Enriched Sciences Magnets High School, to support the implementation of the Board-approved Self-Evaluation and Transition Plan; and

WHEREAS, District Staff further proposes that the Board authorize the (Interim) 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, The total combined budget, as currently estimated, for the eight proposed projects is \$67,959,080; and

WHEREAS, The Board-approved Self-Evaluation and Transition Plan (Plan) under the Americans with Disabilities Act (ADA) furthered District efforts to comply with ADA Title II program accessibility requirements and 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; and

RESOLUTION 2018-03

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

WHEREAS, Based on assessments of each school, its programs, and the District's programs as a whole, as well as public input, each school is assigned to one of three groups (Category One, Two, or Three), by level of accessibility; and

WHEREAS, Category One schools will have the highest level of access, generally in accordance with applicable physical accessibility standards. Category Two 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 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 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; and

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

WHEREAS, The proposal furthers implementation of the Board-approved Self-Evaluation and Transition Plan; and

WHEREAS, Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise, and will be adjusted accordingly to enable the successful completion of each project; and

WHEREAS, 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 District programs and activities; and

WHEREAS, The District has made substantial progress in its efforts to comply with the facilities-related provisions of the Modified Consent Decree, to make its school facilities, services, programs, and activities accessible; and

WHEREAS, A key requirement for both the Title II of the ADA and Section 504 of the Rehabilitation Act of 1973 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

**RESOLUTION 2018-03
AMENDMENT TO THE FACILITIES SERVICES DIVISION STRATEGIC
EXECUTION PLAN TO DEFINE AND APPROVE EIGHT ACCESSIBILITY
ENHANCEMENT PROJECTS**

WHEREAS, District Staff has concluded that the proposed SEP amendment will facilitate implementation of the FSD SEP, and therefore, it will not adversely affect the District's ability to successfully complete the FSD SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Citizens' Bond Oversight Committee recommends that the Board of Education approve an amendment to the Facilities Services Division (FSD) Strategic Execution Plan (SEP) to define and approve eight accessibility enhancement projects to support the implementation of the Board-approved Self-Evaluation and Transition Plan, as defined in Board Report 340-17/18, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

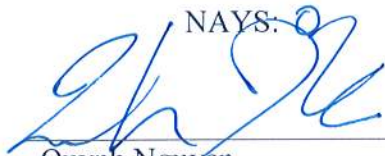
ADOPTED on March 01, 2018, by the following vote:

AYES: 12

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 3



Quynh Nguyen
Chair



Barry Waite
Vice Chair