

**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE**

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LAUSD Student Parent

**D. Michael Hamner, FAIA, Vice-Chair**

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**Jennifer McDowell, Secretary**

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CA Charter School Association

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

**Jeffrey Fischbach**

CA Tax Reform Assn.

**Chris Hannan**

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

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Early Education Coalition

**Chad Boggio (Alternate)**

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**Connie Yee (Alternate)**

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

**Joseph P. Buchman – Legal Counsel**

Burke, Williams & Sorensen, LLP

**Lori Raineri and Keith Weaver – Oversight**

**Consultants**

Government Financial Strategies Joint

Powers Authority

**Timothy Popejoy**

Bond Oversight Administrator

**Perla Zitle**

Bond Oversight Coordinator

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**RESOLUTION 2023-16**

**BOARD REPORT 280-22/23**

**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 186th St. Elementary School, Bassett Elementary School, Charnock Elementary School, Harrison Elementary School, Walter Reed Middle School, and Wilbur Charter for Enriched Academics, to support the implementation of the Board approved Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA), one ADA barrier removal project at Soto Elementary School, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) accordingly; and

WHEREAS, The total combined budget, as currently estimated, for the seven proposed projects is \$51,330,592 and will be funded by Bond Program funds earmarked specifically for ADA Transition Plan Implementation; 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

## **RESOLUTION 2023-16**

### **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**

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 with disabilities to access the play yard, administration building, and classroom buildings at Soto ES 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 Soto ES does not meet the parameters of the RAP due to the scope and budget. As such, staff is presenting the project proposal to the Board for approval; and

WHEREAS, Construction of the six accessibility enhancement projects are anticipated to begin in the first quarter of 2026 and be completed in the third quarter of 2027. Construction of the one ADA barrier removal project is anticipated to begin in the first quarter of 2025 and be completed in the first quarter of 2026; and

**RESOLUTION 2023-16**

**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 Transition Plan, one ADA barrier removal project, and amend the Facilities SEP accordingly, as described in Board Report No. 280-22/23, 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 of Education and posted on the 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 18, 2023, by the following vote:

AYES: 10

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 5

*/Margaret Fuentes/*

Margaret Fuentes  
Chair

*/Michael Hamner/*

D. Michael Hamner  
Vice-Chair



## Board of Education Report

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**File #:** Rep-280-22/23, **Version:** 1

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

**June 13, 2023**

**Facilities Services Division and Division of Special Education**

#### **Action Proposed:**

Define and approve six accessibility enhancement projects at 186<sup>th</sup> St. Elementary School, Bassett Elementary School, Charnock Elementary School, Harrison Elementary School, Walter Reed Middle School, and Wilbur Charter for Enriched Academics, as described in Exhibit A, 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), one ADA barrier removal project at Soto Elementary School as described in Exhibit B, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total combined budget for the seven proposed projects is \$51,330,592.

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.

#### **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:

- 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 with disabilities to access the play yard, administration building, and classroom buildings at Soto Elementary School 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 Soto Elementary School does not meet the parameters of the RAP due to the scope and budget. As such, staff is presenting the project proposal 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 18, 2023. 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 six accessibility enhancement projects, one ADA barrier removal project, 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 six proposed accessibility enhancement projects and one barrier removal project.

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 one ADA barrier removal project, 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 \$51,330,592. 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:**

Facilities works 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 Transition Plan.

Soto Elementary School has been assigned a Category Three 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 one new concrete ramp to provide students and staff with direct access to the play yard, administration building, and classroom building was in immediate and pressing priority, and additional accessibility improvements could be undertaken under a new project at a later date, as anticipated under the Transition Plan.

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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 - Define and Approve Six Accessibility Enhancement Projects

Exhibit B - Define and Approve One Barrier Removal Project

Exhibit C - Student Eligibility by Program at Seven Schools

Exhibit D - BOC Resolution

Previously adopted Board Report referenced in the Background section:

- Adopted October 10, 2017: [Board Report No. 124-17/18](https://drive.google.com/file/d/18zHxaDasBg3yrXydAj0lol7Ni2M_oPCP/view?usp=sharing)  
[<https://drive.google.com/file/d/18zHxaDasBg3yrXydAj0lol7Ni2M\\_oPCP/view?usp=sharing>](https://drive.google.com/file/d/18zHxaDasBg3yrXydAj0lol7Ni2M_oPCP/view?usp=sharing)

**Informatives:**

None

**Submitted:**

05/10/2023

**RESPECTFULLY SUBMITTED,**

**APPROVED BY:**

\_\_\_\_\_  
ALBERTO M. CARVALHO  
Superintendent

\_\_\_\_\_  
PEDRO SALCIDO  
Deputy Superintendent, Business Services and Operations

**REVIEWED BY:**

**APPROVED BY:**

\_\_\_\_\_  
DEVORA NAVERA REED  
General Counsel

\_\_\_\_\_  
MARK HOVATTER  
Chief Facilities Executive  
Facilities Services Division

\_\_\_ Approved as to form.

**REVIEWED BY:**

**APPROVED BY:**

\_\_\_\_\_  
TONY ATIENZA  
Director, Budget Services and Financial Planning

\_\_\_\_\_  
ANTHONY AGUILAR  
Chief of Special Education, Equity, and Access

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

**PRESENTED BY:**

\_\_\_\_\_  
AARON BRIDGEWATER  
Director of Facilities Planning and Development  
Facilities Services Division





# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit A

#### Six Accessibility Enhancement Projects

#### 1. 186th St. Elementary School Accessibility Enhancement Project

*Gardena Community of Schools, Region South, Board District 7 (Tanya Ortiz Franklin)*

Project Background and Scope: The 186th St. Elementary School site spans 8.34 acres and is comprised of one traditional K-5 elementary program. The building area is approximately 63,631 square feet and includes 15 single-story permanent building, one multi-story permanent buildings and 15 relocatable buildings. The permanent buildings were constructed between 1920 and 2007. As of the 2022-2023 Electronic Capacity Assessment Review (E-CAR), the school served 634 students and currently 80 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to 11 buildings are required, including: corrections, installation, or replacement of 14 restroom upgrades, five drinking fountains, 27 path of travel upgrades, two assembly seat upgrades, one parking lot upgrade, 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: \$6,909,771

Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2027.

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

*Reseda Community of Schools, Region North, Board District 3 (Scott M Schmerelson)*

Project Background and Scope: The Bassett Elementary School site spans 5.78 acres and is comprised of three elementary school programs including a traditional K-5 elementary school program, a dual language program, and a media arts/technology magnet program. The building area is approximately 54,793 square feet and includes six single-story permanent buildings, one multi-story permanent building and 19 relocatable buildings. The permanent buildings were constructed between 1950 and 1999. As of the 2022-2023 E-CAR, the school served 590 students and currently 101 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 concrete ramps, one new stage lift and stage adapt, one changing room with accessible restroom, four restroom upgrades, 18 path of travel upgrades, four drinking fountain upgrades, one parking lot upgrade, three assembly seat upgrades, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$5,101,961

Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2027.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit A

#### Six Accessibility Enhancement Projects

#### 3. Charnock Elementary School Accessibility Enhancement Project

*Hamilton Community of Schools, Region West, Board District 1 (Dr. George J McKenna)*

Project Background and Scope: The Charnock Elementary School site spans 5.84 acres and is comprised of one traditional K-5 elementary school program. The building area is approximately 37,839 square feet and includes five single-story permanent buildings, one multi-story permanent building and 11 relocatable buildings. The permanent buildings were constructed between 1949 and 1999. As of the 2022-2023 E-CAR, the school served 239 students and currently 88 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to five buildings are required, including: corrections, installation, or replacement of one new stage lift, eight restroom upgrades, one new changing room, 16 path of travel upgrades, three new concrete ramps, four drinking fountain upgrades, two assembly seat upgrades, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$6,515,817

Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2027.

#### 4. Harrison Elementary School Accessibility Enhancement Project

*Lincoln Heights/El Sereno Community of Schools, Region East, Board District 2 (Dr. Rocio Rivas)*

Project Background and Scope: The Harrison Elementary School site spans 5.75 acres and is comprised of two schools/programs including a traditional K-6 elementary school program and a dual language immersion program. The building area is approximately 58,497 square feet and includes four single-story permanent buildings, four multi-story buildings and one relocatable building. The permanent buildings were constructed between 1962 and 20095. As of the 2022-2023 E-CAR, the school served 290 students and currently 68 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 seven buildings are required, including: corrections, installation, or replacement of one new stage lift, 10 restroom upgrades, 16 path of travel upgrades, four new concrete ramps, seven drinking fountain upgrades, two assembly seat upgrades, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$6,292,188

Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2027.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit A

#### Six Accessibility Enhancement Projects

##### 5. **Walter Reed Middle School Accessibility Enhancement Project**

*North Hollywood/Valley Village Community of Schools, Region North, Board District 3  
(Scott Schmerelson)*

Project Background and Scope: The Walter Reed Middle School site spans 13.27 acres and is comprised of one traditional 6-8 middle school program. The building area is approximately 171,000 square feet and includes 12 single-story permanent buildings, seven multi-story permanent buildings and 10 relocatable buildings. The permanent buildings were constructed between 1937 and 1990. As of the 2022-2023 E-CAR, the school served 1463 students and currently 173 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 18 buildings are required, including: corrections, installation, or replacement of one new changing room with accessible restroom, one new stage lift, 10 restroom upgrades, 42 path of travel upgrades, six new concrete ramps, 16 drinking fountain upgrades, three assembly seat upgrades, five TMP ramps, two parking lot upgrades, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$16,643,812

Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2027.

##### 6. **Wilbur Charter for Enriched Academics Accessibility Enhancement Project**

*Taft Community of Schools, Region North, Board District 4 (Nick Melvoin)*

Project Background and Scope: The Wilbur Charter for Enriched Academics site spans 6.95 acres and is comprised of one K-5 elementary school program. The building area is approximately 51,831 square feet and includes five single-story permanent buildings, two multi-story permanent buildings and ten relocatable buildings. The permanent buildings were constructed between 1959 and 1967. As of the 2022-2023 E-CAR, the school served 540 students and currently 86 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 eight buildings are required, including: corrections, installation, or replacement of one new changing room with lavatory, one new stage lift, eight restroom upgrades, six path of travel upgrades, five new concrete ramps, five drinking fountain upgrades, three assembly seat upgrades, two parking lot upgrades, other miscellaneous upgrades, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$8,161,860

Project Schedule: Construction is anticipated to begin in Q1-2026 and be completed in Q3-2027.



# LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

## Exhibit B One Barrier Removal Project

### 1. Soto Elementary School Barrier Removal Project

*Boyle Heights Community of Schools, Region East, Board District 2 (Dr. Rocio Rivas)*

Project Background and Scope: Soto Elementary School site spans 4.42 acres and is comprised of one traditional elementary school program TK-6. The building area is approximately 40,611 square feet and includes one single-story permanent building, one multi-story permanent building and nine relocatable buildings. The permanent buildings were constructed between 1927-2009. As of the 2022-2023 E-CAR, the school serves 196 students and currently 96 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, upgrades to one building are required, including corrections, installation, or replacement of one new concrete ramp, one parking lot upgrade, one accessible gate and one intercom.

Project Budget: \$1,705,183

Project Schedule: Construction is anticipated to begin in Q1-2025 and be completed in Q1-2026.

# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### Exhibit C: Student Eligibility by Program at Seven Schools

Disability Category	186th St. ES	Bassett ES	Charnock ES	Harrison ES	Walter Reed MS	Wilbur CEA	Soto ES
Intellectual Disability (ID)	<11	0	<11	<11	<11	<11	<11
Hard of Hearing (HH)	0	<11	<11	0	0	0	0
Deafness (DEAF)/Hearing Impairment (HI)	<11	0	0	0	0	0	0
Speech or Language Impairment (SLI)	27	25	26	<11	14	26	18
Visual Impairment (VI)	0	<11	0	0	0	<11	0
Emotional Disturbance (ED)	0	0	0	0	<11	0	0
Orthopedic Impairment (OI)	0	<11	<11	0	<11	0	0
Other Health Impairment (OHI)	<11	<11	<11	<11	41	11	<11
Specific Learning Disability (SLD)	20	32	16	31	83	19	12
Multiple Disabilities (MD)	0	<11	<11	0	0	0	0
Autism (AUT)	24	31	35	26	23	28	62
Traumatic Brain Injury (TBI)	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>80</b>	<b>101</b>	<b>88</b>	<b>68</b>	<b>173</b>	<b>86</b>	<b>96</b>

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.