



Los Angeles Unified School District

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September 22, 2016

Dr. David Rostetter, Independent Monitor
Office of the Independent Monitor
Modified Consent Decree
333 South Beaudry Avenue, 18th Floor
Los Angeles, California 90017

Re: Categorization for Program Access Approach Discussed During September 6, 2016 Meeting

Dear Dr. Rostetter:

As discussed during our September 6, 2016 meeting regarding the development of the District's approach to transition planning under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the following is an expanded version of the District's approach to program access assessment and implementation outline contained in my September 1, 2016. The outline below also contains a schedule and measureable objectives in alignment with this approach.

CATEGORIZATION FOR PROGRAM ACCESS

A. GOAL

- Demonstrate that the District has no systemic program accessibility problems that prevent substantial compliance with its obligations under Section 17 of the Modified Consent Decree by showing –
 - The capacity to comply with the transition plan requirements under federal regulations
 - A plan for complying with the federal requirements for transition plans by –
 - Identifying barriers
 - Including a schedule for the removal of those barriers
- In doing so, achieve disengagement from consent decree by December 31, 2018.

B. SCHEDULE AND MEASURABLE OBJECTIVES

1. Obtained District Superintendent approval of outline of approach to program accessibility and timeframes on September 22, 2016.
2. By May 31, 2017, conduct high-level overview surveys of all schools, revise approach to site surveys, develop criteria for categorization, and obtain Superintendent approval of revised 10-year plan. Submit plan to OIM.

Interim steps:

- a. Hold listening sessions and obtain public input on the approach, individuals' experience, and other views by January 31, 2017.
 - b. Conduct high-level overview surveys by January 31, 2017 (train, conduct, compile results).
 - c. Revise approach to scoping and Site Remediation Reports by October 31, 2016 (survey for group 1, survey for group 2-3).
 - d. Concurrent with 2a-c, continue surveys with modified approach. Complete 150 surveys by January 31, 2018 and complete removal of barriers per 75 Site Remediation Reports by August 31, 2018.
 - e. Concurrent with 2a. through 2.d, and taking into account public input, finalize criteria for categorizing schools by March 15, 2017.
 - f. Based on those criteria, public input, and surveys, using internally-developed data analysis, with "smoothing" of data-based outcomes, by April 30, 2017 produce draft 10-year schedule for improvements to schools district-wide with currently-allocated funds, with indication of improvements to be made after that date.
3. Concurrent with 2, implement criteria and complete surveys as to feeder patterns within 1-2 complexes by March 31, 2017 and complete identified improvements by November 30, 2018.
 4. Make improvements to 20 schools to standards for Category 1 and 55 schools for Category 3 by December 2017, and 25 schools (to standards for Category 2) by March 2018.
 5. Undergo periodic assessment of work by OIM beginning May 1, 2017.
 6. Achieve disengagement from MCD Section 17 requirements by December 31, 2018.

C. OVERVIEW OF CATEGORIZATION FOR PROGRAM ACCESS

Divide all schools into three categories, based on criteria relating to use, population, complex, geography, etc. Make improvements to the standards developed for each category in the first phase of the project, with an ultimate goal of improving all schools to at least the Category 2 standards. It is noted that some schools that are designated as Category 2 may already meet, or may be improved to meet, the Category 1 standards; and some designated as Category 3 may already meet, or may be improved to meet, the Category 2 standards. The approximate

percentages below for each of the three categories are subject to change as the District obtains information from the activities in Section B above.

CATEGORY 1: KEY SCHOOLS/program access plus – Approximately 26% of schools
These schools would meet new construction/alterations standards to the maximum extent feasible (elevators would not have to meet exact standards where not feasible)

CATEGORY 2: PROGRAM-ACCESSIBLE SCHOOLS – Approximately 44%
The core spaces and features of these schools (see Category 3) would be made accessible, PLUS program accessibility would be provided to all programs and activities:

1. Access to and use of at least one accessible area for each program offered at the site, for example –
 - a. First-grade classroom, second-grade classroom, science classroom, etc.
 - b. Gymnasium and locker rooms;
 - c. Assembly areas (auditoriums, theaters);
 - d. Unique-use spaces such as biology labs, art studios, music rooms, swimming pools, play areas, football stadiums, tennis courts
2. Access to an adequate number of restrooms, drinking fountains, etc., serving the accessible spaces
3. Access between buildings
4. Signage

Further improvements would be made as needed, through the Rapid Access Program or other means.

CATEGORY 3: SCHOOLS WITH CORE ACCESS – Approximately 30%

Group Three – The core spaces of these schools would be made accessible, to ensure a basic level of access to the building (certain common spaces), including --

1. Parking and drop-off/approach points
2. The main entrance or alternate entrance in historical conditions
3. Access from parking/drop-off/approach points to the entrance
4. Access to the main office
5. Access to an assembly area (auditorium, gym, cafeteria) [Note: DOJ Said access to all these]
6. Some restrooms, drinking fountains, etc.
7. Directional signage

As needed, classrooms and other spaces would be made accessible and further improvements would be made, through the Rapid Access Program or other means; or programs would be moved to accessible locations within the school or to other schools.

D. CRITERIA FOR CATEGORY DESIGNATION

1. Known (or anticipated/matriculating) population of students or parents with disabilities (mobility, hearing, vision)
2. Equal opportunity to choose from wide range of options
 - a. Magnet schools and centers
 - b. Zone of choice
 - c. District charter schools
 - d. Offering-specific schools
 - e. Same-sex schools
 - f. Course offerings (language, specialized programs, etc.)
 - g. Type of instructional approach
3. Availability for public use (e.g., for after-school programs, community group meetings, league sports)
4. Use as polling place (all will meet DOJ checklist)
5. Use as emergency gathering point or overnight shelter (all will meet DOJ checklist)
6. Use for tournaments, swim meets, etc.
7. Timing of (and coordination with) other projects: comprehensive modernization, critical repair of asphalt, deferred maintenance, critical repair, etc.
8. Geographic distribution (e.g., distance from one school to another)
9. Access for entire complexes
10. Severity of current barriers
11. New construction or alteration since 1992
12. Known problems or complaints
13. Transiency of area served

The information contained in this approach will be helpful as we conduct the collaborative joint site walks on October 13 and 14, 2016. Please let me know if you have any questions regarding the information outlined above.

Sincerely,



Deneen Evans Cox
Associate General Counsel I

c: Superintendent Michelle King
David Holmquist, Esq.
Mark Hovatter