SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Americans with Disabilities Act

ADA TRANSITION PLAN

June 7, 2002
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
ADA TRANSITION PLAN
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PART 1:

INTRODUCTION AND PURPOSE
1.1 OVERVIEW OF THE ADA

**Section Summary**

The Americans with Disabilities Act (ADA) was enacted on July 26, 1990. The ADA extended civil rights legislation to people with disabilities, and is companion to the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. The ADA has broad application to public agencies and private businesses in its protections against discrimination for people with disabilities.

The Americans with Disabilities Act (ADA), enacted on July 26, 1990, provides comprehensive civil rights protections to persons with disabilities in the areas of employment, state and local government services, access to public accommodations, transportation, and telecommunications. The ADA is companion civil rights legislation with the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973. This legislation mandates that qualified disabled individuals shall not be excluded from participation in, denied the benefit of, or be subjected to discrimination under any program or activity. The Act also provides disabled employees with certain protections and requires employers to make reasonable accommodation for disabled applicants and employees.

The ADA is divided into five parts, covering the following areas:

**Title I: EMPLOYMENT**

Under this title, employers, including governmental agencies, must ensure that their practices do not discriminate against persons with disabilities in the application, hiring, advancement, training, compensation, or discharge of an employee, or in other terms, conditions, and rights of employment.

**Title II: PUBLIC SERVICES**

This title prohibits state and local governments from discriminating against persons with disabilities or from excluding participation in or denying benefits of programs, services, or activities to persons with disabilities. It is under this Title that this self-evaluation is prepared. The self-evaluation is intended to outline programs and services of the San Francisco Unified School District and to evaluate what policies and procedures must be changed or implemented to effect the non-discrimination policies described in Title II.
Title III: PUBLIC ACCOMMODATIONS

Title III requires places of public accommodation to be accessible to and usable by persons with disabilities. The term “public accommodation” as used in the definition is often misinterpreted as applying to public agencies, but the intent of the term is to refer to any privately funded and operated facility serving the public.

Title IV: TELECOMMUNICATIONS

This title covers regulations regarding private telephone companies and requires common carriers offering telephone services to the public to increase the availability of interstate and intrastate telecommunications relay services to individuals with hearing and speech impairments.

Title V: MISCELLANEOUS PROVISIONS

This title contains several miscellaneous regulations, including construction standards and practices, provisions for attorney’s fees, and technical assistance provisions.

Title II dictates that a public entity must evaluate its services, programs, policies, and practices to determine whether they are in compliance with the nondiscrimination regulations of the ADA. The regulations detailing compliance requirements were issued in July, 1991. These regulations mandate that each public entity is required to examine activities and services, identify problems or physical barriers that may limit accessibility by the disabled, and describe potential compliance solutions. The entity must then proceed to make the necessary changes resulting from the self-evaluation. The ADA further requires that a transition plan be prepared to describe any structural or physical changes required to make programs accessible. The San Francisco Unified School District’s ADA Transition Plan is a companion to the self-evaluation, but it is prepared and formatted as a separate document.

In the ADA, the term “disability” means, with respect to an individual:

1) a physical or mental impairment that substantially limits one or more of the major life activities of such individual;

2) a record of such an impairment; or

3) being regarded as having such an impairment.

If an individual meets any one of these three tests, he or she is considered to be an individual with a disability for purposes of coverage under the Americans with Disabilities Act. The Final Rules of the ADA describe in greater detail the conditions included and excluded as disabilities under the ADA, and these rules should be referred to if more detailed descriptions of covered disabilities is desired.
1.2 SCHOOL DISTRICT RESPONSIBILITIES UNDER THE ADA

Section Summary
Title II of the ADA mandates that programs, services, and activities provided by government agencies be offered equally to people with disabilities. This is the primary section applied to the San Francisco Unified School District and the focus of the transition plan. Each government agency must demonstrate that its programs and activities are provided equally without discrimination.

The San Francisco Unified School District has various obligations under Title II of the ADA. Title II of the ADA is similar to Section 504 of the Rehabilitation Act of 1973, but differs in that Section 504 applies only to government agencies that receive federal financial assistance. The purpose of Section 504 is to ensure that no otherwise qualified individual with disabilities shall, solely by reason of his or her disability, be discriminated against under any program or activity receiving federal financial assistance. The District has been subject to and operated under the requirements of Section 504 for many years.

The ADA specifically states an intent not to apply lesser standards than are required under other federal, state, or local laws; therefore, the law which is the most stringent has precedence. This intent has particular application with respect to the District’s obligations under Section 504 or under Title 24 of the California Code of Regulations, which in some cases, exceed ADA requirements with respect to structural and physical changes.

Title II mandates that public entities, including public school districts, may not require eligibility criteria for participation in programs and activities that would screen persons with disabilities, unless it can be proven that such requirements are necessary for the mandatory provision of the service or program. A public entity must reasonably modify its policies and procedures to avoid discrimination toward individuals with disabilities. However, if the public entity can demonstrate that a modification would fundamentally alter the nature of its service, it would not be required to make that modification. Title II also discusses the use of auxiliary aids necessary to enable persons who have visual, hearing, mobility, or similar impairments to gain access to programs and activities provided by making an appropriate reasonable accommodation.
The lone exception to these requirements would be because of undue hardship. “Undue hardship” is defined in the ADA as an “action requiring significant difficulty or expense” when considering the nature and cost of the accommodation in relation to the size, resources, and structure of the specific operation. Undue hardship is determined on a case-by-case basis.

The District is required to prepare a self-evaluation, as described in a separate document, to assess its programs and services to assure that discriminatory practices are identified and removed. Where it is necessary to remove architectural barriers to program accessibility, the District must also prepare a transition plan. “Architectural barriers” are elements of the facility structure, i.e. permanent elements of the building that make the facility or portions inaccessible. The transition plan outlines the structural modifications it will implement to make its programs and services accessible to people with disabilities.

Identification signs accessible to persons with visual impairments should be installed at all permanent rooms and spaces.
1.3 COMPLIANCE, NOTICES, AND GRIEVANCE PROCEDURES

Section Summary
A public entity that employs 50 or more people is also required to adopt grievance procedures for resolving complaints alleging ADA violations, including the presence of architectural barriers to accessibility. Such procedures may take into account the findings of the transition plan, but grievances must be evaluated on a case-by-case basis and could result in a re-evaluation of findings or recommendations of this document.

The ADA states that a public entity is required to make available to applicants, participants, residents, and other interested parties information regarding the self-evaluation and its applicability to the services, programs, or activities of the public entity, and to apprise the public of the protections against discrimination afforded to them by the Title II, including information about how Title II requirements apply to its particular programs, services and activities [28 C.F.R. § 35.106]. A public entity is also required to provide an opportunity for interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the self-evaluation by submitting comments and making specific recommendations. A copy of the draft self-evaluation shall be made available for public inspection during a formal citizen review period.

A public entity that employs 50 or more persons is required by the ADA to adopt and publish grievance procedures providing for prompt and equitable resolution of complaints alleging any action that would be prohibited by Title II. The procedures should make allowance for complaints regarding physical or architectural barriers. The transition plan and self-evaluation should inform the process to resolve the complaint, but may not pre-determine the resolution. Each complaint must be evaluated on a case-by-case basis.

The San Francisco Unified School District’s compliance, noticing, and grievance procedures are described in the separate ADA self-evaluation. The ADA Coordinator for resolving grievances and implementing this transition plan is:

Mary Ilyin, ADA Coordinator,
Facilities Development / Capital Planning Office
135 Van Ness Avenue, Room 216
San Francisco, CA. 94102
Telephone: (415) 355-6964
TTY: (415) 355-6926
1.4 PUBLIC PROCESS AND INPUT

**Section Summary**
The ADA sets forth specific requirements for public input in the transition plan and requires that the public entity hold a public hearing to formalize the input. Public input and process for review of the transition plan will be in accordance with these requirements.

The transition plan must be formally adopted by the San Francisco Unified School District Board of Education. The District shall hold a public hearing to gather input on this transition plan, and shall make the document available to the public to allow submission of written comments. All comments must be addressed prior to adoption of the plan. Adoption of the plan commits the District to the barrier removal and modernization projects described in the transition plan, according to the schedule given. Any changes to the plan must be considered with the same standard of public input.

Refer to the District’s ADA self-evaluation for additional information on public process and input, as well as a history of the District’s ADA compliance efforts.

The primary facility entrance should always be accessible if possible. This example uses the slope of the sidewalk as part of the path to the main entry.
1.5 RELATIONSHIP OF SELF-EVALUATION & TRANSITION PLAN

Section Summary
The self-evaluation and transition plan are envisioned to be interdependent documents. The self-evaluation describes District programs and how they will be made accessible. The transition plan describes the structural modifications that will be made to meet the self-evaluation commitments. Information contained in the two documents provides all information regarding Title II compliance.

The self-evaluation describes all of the programs and services of the District and how they will be made accessible. Programs can be made accessible in three ways:

1) Minor programmatic changes, such as providing test material in alternate formats,

2) Moving the program to an accessible site, or

3) Making facility upgrades, “structural modifications”, to the program site.

It is rare that an entity’s facilities are completely accessible, or that they have enough accessible facilities to locate all programs at accessible locations without making some modifications. The transition plan documents facility accessibility and provides a plan for making necessary changes. It will inform those providing and using programs of the accessible locations.

Ramps and other accessibility features can be visually compatible with the historic design of older buildings.
1.6 TRANSITION PLAN REQUIREMENTS

Section Summary
A transition plan is required when alterations must be made to facilities to provide program access. The transition plan documents architectural barriers at the facilities where programs take place. It provides a description of structural modifications that are necessary and a timeline for completing the work.

The major purpose of a Transition Plan, as it relates to buildings and facilities owned and operated by a public entity, is to document the barriers to persons with disabilities, that are present in the facilities, and to propose the structural modifications that will be undertaken to provide program accessibility.

A major focus of the effort to produce this Transition Plan involved a series of comprehensive surveys and an evaluation of the architectural barriers present at District owned, operated, or utilized facilities. The term “facilities” is intended to include buildings, structures, or any part of real property that involves a specific use by persons. The overall surveying process was begun in 1996, leading up to the drafting of this Transition Plan. Data gathered in the entire survey process upon which this Transition Plan is based is maintained in a large computerized database, prepared in Microsoft Access. The database is to be maintained by the San Francisco Unified School District's Facility Planning / Capital Projects Office, and any part of it is available for public inspection at the Public Information Office during normal business hours, or by special request.

It is important to note that for the purposes of this Transition Plan, the date of accessibility survey serves as the “datum” point, representing of the state of the facility as included in the accessibility reports. Due to the District’s efforts to make as many accessibility improvements as possible on a continual basis, some physical improvements listed in the detailed surveys may have been begun, partially completed, or fully completed prior to the adoption of this Transition Plan.

It is probable that the District will continue to undertake some structural modifications as part of capital improvement projects, and that there will be one or more “specialized” projects focusing solely on disabled access improvements at the highest priority facilities.
1.7 DESCRIPTION OF FACILITY ACCESSIBILITY

**Section Summary**
For the purposes of an ADA Transition Plan, determination that a facility, or portion thereof, is accessible is based on the standards of the Americans with Disabilities Act Accessibility Guidelines (ADAAG) and the criteria established by this document.

Determination that a facility, or portion thereof, is accessible is based on the standards of the Americans with Disabilities Act Accessibility Guidelines (ADAAG), and the criteria established by this document. It is not required that all facilities, or facility areas, be accessible to meet the program compliance requirement of the ADA. The transition plan provides the scoping requirements in place of those provided by the ADA and ADAAG for new construction and remodeling.

The ADAAG sets standards for accessibility of specific elements, and establishes “scoping” requirements for new construction and remodeling. “Scoping” determines which elements need to be accessible for a given type of work. The transition plan establishes the scoping or school facility accessibility criteria. This criteria delineates the standards that will be used in determining accessibility of an entire facility or a portion of a facility by referencing specific facility elements. The criteria will be used for existing facilities where new construction or alterations are not otherwise being contemplated.

Where the District undertakes new construction or modernization not restricted to accessibility work, modifications to upgrade accessibility features may be required that are not proposed in this transition plan. Such work may also be triggered by the applicable state or local building codes and this work is separate from the program access requirement addressed by the self-evaluation and transition plan.

Where it is not feasible to provide access to the main entrance of a facility, it is essential to provide directional signage from the main entrance to the accessible entrance.
1.8 TRANSITION PLAN PRIORITIES

Section Summary
There are time constraints involved in the design and construction process, as well as limitations on public resources available to complete the necessary work. The transition plan establishes the time frame in which the work must be completed. The schedule for facility upgrades is based on priorities established within the plan.

One of the most important aspects of preparing a transition plan is assigning priorities to structural modifications necessary to achieve program access. Obviously, the highest priority items should be undertaken first, and the schedule is dependent on these determinations.

The assignment of priorities is a process that must involve input and recommendations from the local disability community. Therefore, the public review period is a critical component, and priorities and schedules proposed in the draft plan are subject to review by local groups representing persons with disabilities.

In general, there are actually two types of prioritizations that must take place:

1. Prioritization of individual facilities:
   One of the major determinants for this prioritization involves an analysis of the District's programs and services offered at each facility. Other factors, such as the number of students, type of programs offered, proximity to certain geographic areas, and proximity to transportation, also weigh in these determinations. However, it is impossible to generalize; each facility must be analyzed on a case-by-case basis.

   In the Facility Compliance Plan, each facility is assigned a completion date, at which time the facility is scheduled to be programmatically accessible for the public program, service, or activity for which it is intended. The period for all accessibility improvements required by this Transition Plan is generally between calendar years 2002 and 2009, which represents a 7-year completion from the time of anticipated adoption of this Transition Plan. The criteria used is based upon (1) the relative importance of the programs and services offered at the facility, (2) the amount and extent of the work proposed for the facility, and (3) whether accessibility-related or other modifications are already planned for the facility.
2. Prioritization of barriers and their removal within each individual facility.

High priority (Level 1) items would generally include those that affect the primary accessibility of a facility, that is, conditions that would generally make a facility unusable for a broad spectrum of persons with disabilities. Medium priority (Level 2) items would generally include items that adversely affect the "quality" of usage of a facility for persons with disabilities, as afforded to non-disabled persons. Low priority (Level 3) items would generally include items that might represent a small deviation from applicable codes and standards, or items where alternative means of usage are possibly available.

It is important to realize that any prioritization is not given to imply that some items are not important or that correction is not necessary. The applicable codes and standards do not distinguish between "important" or "unimportant" requirements, and certainly all requirements should be met for a facility to be deemed fully accessible. Rather, such a prioritization is intended to reflect the desires of the District and the local disability community in establishing which improvements should be undertaken first, or given priority in a phased implementation. Also, priority numbers are not static and are subject to re-evaluation as the review and approval process proceeds.

The table in the Facility Compliance Plan section summarizes the proposed priorities for individual items of work common at individual buildings and facilities.

A platform lift to the stage is an important feature in providing an integrated facility for students with disabilities.
1.9 MAINTENANCE OF ACCESSIBLE FEATURES

Section Summary
It is essential that accessibility features be maintained once they are in place. Some aspects of this maintenance are programmatic, such as not using an accessible toilet stall for storage. Other maintenance is related to structural modifications, such as re-adjusting door closers that become difficult to open.

Under Title II regulations of the ADA, public school systems must maintain in working condition those features of facilities and equipment that are required to be readily accessible to and usable by persons with disabilities under the ADA [28 C.F.R § 35.133(a)]. Inoperable elevators or wheelchair lifts, locked accessible doors, or accessible routes that are obstructed by furniture, filing cabinets, or potted plants are neither “accessible to” nor “usable by” individuals with disabilities [28 C.F.R. § 35.133 (Preamble)]. Section 504 regulations do not contain a comparable provision concerning the maintenance of accessible features.

It should be noted that ADA requirements regarding the maintenance of accessible features do not prohibit temporary obstructions or isolated instances of mechanical failure [28 C.F.R. § 35.133(b) (Preamble)]. Isolated or temporary interruptions in service or access due to maintenance or repairs are also not prohibited [28 C.F.R. § 35.133(b)]. However, allowing obstructions or “out of service” equipment to persist beyond a reasonable period of time would violate this requirement, as would repeated mechanical failures due to improper or inadequate maintenance [28 C.F.R. § 35.133 (Preamble)].

The San Francisco Unified School District should maintain a system of monitoring standard accessibility improvements at all school sites to assure continuing compliance with the ADA Accessibility Guidelines and to take all reasonable steps to provide both programmatic and physical access for persons with disabilities. Programmatic requirements, such as the provision of TTY’s, sign language interpreters, and alternative written formats, should be monitored by the ADA Coordinator (see the self-evaluation). Certain technical requirements, such as the maintenance of telephone lines to accommodate TTY’s, would probably need to be delegated to those responsible for such systems within the District.
Part 1: Introduction and Purpose

While physical access items should be reviewed and monitored at a general level by the ADA Coordinator and the ADA Management Committee, detailed monitoring of such items should be delegated to the District’s Department of Buildings and Grounds, who would ultimately be responsible for maintenance and repairs. Buildings and Grounds should designate a supervisor to oversee accessibility-related improvements at the various school sites, train personnel on how to keep systems in working order, and resolve details of potential or reported problems.

Maintenance of accessible features and specific conditions that should be maintained to provide physical accessibility include, but are not necessarily limited to, the following items:

1) Maintain exterior pathways and repair any surface irregularities that may become greater than 1/2" due to wear or cracking, and make other repairs to keep pathways from causing hazardous conditions.

2) Maintain disabled parking spaces to have all appropriate signage and to keep access aisles to the spaces and to the main entrances they serve clear and usable.

3) Maintain and replace as required all building signage that would direct persons with disabilities to the accessible paths of travel.

4) Maintain all doors providing primary accessibility to be fully operable and unlocked during normal hours of operation of the facility.

5) Maintain all door pressures required to open doors to be as low as possible, but in no case more than 8.5 pounds for exterior doors and 5 pounds for interior doors.

6) Maintain all elevators in proper working condition. Set up and monitor yearly maintenance inspections by contracted elevator maintenance companies and State Elevator Safety Unit for all elevators.

7) Maintain all wheelchair lifts in proper working condition, with keys prominently displayed at facility main offices (see also section 2.10). Set up and monitor yearly maintenance inspections by contracted lift maintenance companies and State Elevator Safety Unit for all lifts.

8) Maintain and monitor objects mounted on walls to protrude no more than 4" into paths of travel.
9) Maintain audible and visual fire alarms and pull stations to be fully operational.

10) Maintain all accessible plumbing fixtures, including toilets, urinals, lavatories, sinks, faucets, showers, and drinking fountains, to be fully operational and in compliance with accessibility codes.

11) Maintain all toilet accessories to be fully operational and mounted no more than 40” above the floor at all accessible restrooms. Maintain all grab bars to be tight and structurally sound.

Additional information on maintenance of accessible features is included as recommended policies and procedures within the ADA self-evaluation.
PART 2:

FACILITIES COMPLIANCE PLAN
2.1 BACKGROUND

The Facility Compliance Plan forms the backbone of the transition plan. The primary purpose of the transition plan is to document facility changes necessary to provide program access. Part 2, Facilities Compliance Plan of this transition plan establishes the facility modernization work necessary to achieve District-wide program access, as described in the self-evaluation.

Part 2 details the process and rationale of designating each facility into one of three categories, which denote the level of accessibility to be obtained. Facility elements are also broken down by three priorities. The priorities establish the specific work to be accomplished depending on the category of the facility. The result is a list of items for modernization at each facility category.

Where a ramp to the main entrance may not be feasible, placing the start of the ramp adjacent to the entrance will improve usability.
2.2 CATEGORIZATION OF FACILITIES

Each school or facility has been assigned a Category: 1, 2 or 3. Categories determine the level of accessibility to be present at the facility within a particular timeframe. The level of accessibility is further defined by the priorities (1, 2 and 3) listed in the next section.

Category 1 schools and facilities are scheduled to be made fully accessible for all programs, services and activities located at the site. It is intended that all identified barriers that are not complying with applicable codes be removed at these sites. Work for these facilities will be on the earliest possible schedule, without any cost or budget restrictions. The work will include items listed under all three priorities. The overall completion dates for all work at all Category 1 facilities are according to the following schedule:

- 6/30/2003: 25%
- 6/30/2004: 50%
- 6/30/2006: 75%
- 6/30/2007: 100%

Category 2 schools and facilities are scheduled to be made accessible for all programs, services and activities located at the site. It is intended that all Priority 1 and 2 barriers would be removed, although in some cases, some programs would need to be relocated within the facility to achieve program accessibility. Work for these facilities will be according to the following schedule:

- 6/30/2005: 25%
- 6/30/2007: 50%
- 6/30/2008: 75%
- 6/30/2010: 100%

Category 3 schools and facilities are scheduled to have all Priority 1 barriers removed as soon as funding is available. It is intended that these facilities achieve a basic level of accessibility that will allow selective program access. Other priority work would be undertaken as modernization projects are initiated and accessibility upgrades are triggered. Over time, all the accessibility work will be completed, though no specific schedule is stipulated. It has been determined that programs offered at Category 3 facilities are not generally unique. Work for these facilities will be according to the following schedule:

- 6/30/2012: 100% of Priority 1 barriers
BAR CHART OF WORK SCHEDULE BY CATEGORY

Years 2003 through 2012 showing percentage complete, per category, per year.

BY END OF FISCAL YEAR (FY) (6/30)
2.3 CRITERIA FOR CATEGORIZATION

Facilities were assigned to categories based on a number of criteria. The goal is to provide a schedule for facility access to support the programs being offered by the District at a reasonable number of locations relative to the overall program offering. Criteria, in the order of importance:

(1) **Nature of unique programs or services:**

Facilities with programs that are exclusive to one site, or only a few sites, are included in Category 1 or 2. It is intended that most programs will be included at Category 1 schools, and that all programs will be offered at Category 1 or 2 schools.

(2) **Location to provide equally distributed categories:**

Categories are distributed geographically as much as possible. All programs offered at Category 3 schools should be available at Category 1 or 2 sites a relatively short distance away.

(3) **Consensus of program planning and community input:**

Input from the community and other District constituents is an important part of the transition plan process. A public meeting has already been held to gather community input regarding current accessibility concerns and priorities for future work. At least one additional public hearing will be held on this plan prior to the School Board’s adoption of the plan. Additional input to this point has been from planning efforts by District staff, School Board, and their committees, as well as from some community members who have made their opinions known through various channels.

(4) **Nature of the proposed accessibility-related work:**

The nature of the work completed or scheduled at the facility and the timeframe in which it is possible to ensure that all programs at the site are accessible was a factor in categorizing the sites.
2.4 FACILITY COMPLIANCE LIST

Following is the list of facilities to be addressed in this transition plan arranged by category. Facilities are separated by service type: high school, middle school, elementary school, child development center, administrative facilities, and miscellaneous sites.

### Category 1 Facilities:

#### HIGH SCHOOLS: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>No.</th>
<th>School Name</th>
<th>Address</th>
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<tbody>
<tr>
<td>405</td>
<td>Abraham Lincoln High School</td>
<td>2162 24th Avenue</td>
</tr>
<tr>
<td>439</td>
<td>Balboa High School</td>
<td>1000 Cayuga Avenue</td>
</tr>
<tr>
<td>466</td>
<td>Independence High School</td>
<td>1717 44th Avenue</td>
</tr>
<tr>
<td>559</td>
<td>Galileo High School</td>
<td>1150 Francisco Street</td>
</tr>
<tr>
<td>571</td>
<td>George Washington High School</td>
<td>600 32nd Avenue</td>
</tr>
<tr>
<td>651</td>
<td>John O'Connell High School</td>
<td>2355 Folsom Street</td>
</tr>
<tr>
<td>697</td>
<td>Lowell High School</td>
<td>1101 Eucalyptus Drive</td>
</tr>
<tr>
<td>725</td>
<td>Luther Burbank High School</td>
<td>325 La Grande Avenue</td>
</tr>
<tr>
<td>738</td>
<td>Newcomer High School</td>
<td>2340 Jackson Street</td>
</tr>
<tr>
<td>853</td>
<td>Thurgood Marshall High School</td>
<td>45 Conkling Street</td>
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#### MIDDLE SCHOOLS: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>No.</th>
<th>School Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>404</td>
<td>A. P. Giannini Middle School</td>
<td>3151 Ortega Street</td>
</tr>
<tr>
<td>431</td>
<td>Aptos Middle School</td>
<td>105 Aptos Avenue</td>
</tr>
<tr>
<td>529</td>
<td>Everett Middle School</td>
<td>450 Church Street</td>
</tr>
<tr>
<td>618</td>
<td>Horace Mann Middle School</td>
<td>3351 23rd Street</td>
</tr>
<tr>
<td>632</td>
<td>James Denman Middle School</td>
<td>241 Oneida Avenue</td>
</tr>
<tr>
<td>641</td>
<td>Gloria R. Davis Middle School</td>
<td>1195 Hudson Avenue</td>
</tr>
<tr>
<td>701</td>
<td>Luther Burbank Middle School</td>
<td>325 La Grande Avenue</td>
</tr>
<tr>
<td>708</td>
<td>Marina Middle School</td>
<td>3500 Fillmore Street</td>
</tr>
</tbody>
</table>
## ELEMENTARY SCHOOLS: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>School Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>420</td>
<td>Alvarado Elementary School</td>
<td>625 Douglass Street</td>
</tr>
<tr>
<td>435</td>
<td>Argonne Alternative Elementary School</td>
<td>680 18th Avenue</td>
</tr>
<tr>
<td>456</td>
<td>Bryant Elementary School</td>
<td>1060 York Street</td>
</tr>
<tr>
<td>476</td>
<td>Chinese Education Center</td>
<td>657 Merchant Street St.</td>
</tr>
<tr>
<td>478</td>
<td>Clarendon Alternative Elementary School</td>
<td>500 Clarendon Avenue</td>
</tr>
<tr>
<td>479</td>
<td>Claire Lillienthal (3-8) Elementary School</td>
<td>3630 Divisadero Street</td>
</tr>
<tr>
<td>485</td>
<td>Alice Fong Yu Elementary School</td>
<td>1541 12th Avenue</td>
</tr>
<tr>
<td>488</td>
<td>Commodore Sloat Elementary School</td>
<td>50 Darien Way</td>
</tr>
<tr>
<td>505</td>
<td>Harvey Milk Civil Rights Academy</td>
<td>4235 19th Street</td>
</tr>
<tr>
<td>509</td>
<td>William R. De Avila Elementary School</td>
<td>1351 Haight Street</td>
</tr>
<tr>
<td>614</td>
<td>Hillcrest Elementary School</td>
<td>810 Silver Avenue</td>
</tr>
<tr>
<td>638</td>
<td>Jean Parker Elementary School</td>
<td>840 Broadway</td>
</tr>
<tr>
<td>652</td>
<td>John Swett Alternative Elementary School</td>
<td>727 Golden Gate Avenue</td>
</tr>
<tr>
<td>670</td>
<td>Lakeshore Alternative Elementary School</td>
<td>220 Middlefield Drive</td>
</tr>
<tr>
<td>676</td>
<td>Lawton Alternative Elementary School</td>
<td>1570 31st Avenue</td>
</tr>
<tr>
<td>724</td>
<td>Mission Education Center</td>
<td>1670 Noe Street</td>
</tr>
<tr>
<td>735</td>
<td>New Traditions Elementary School</td>
<td>2049 Grove Street</td>
</tr>
<tr>
<td>786</td>
<td>Rosa Parks Elementary School</td>
<td>1501 O'Farrell Street</td>
</tr>
<tr>
<td>796</td>
<td>Rooftop Elementary School (K-4)</td>
<td>443 Burnett Street</td>
</tr>
<tr>
<td>816</td>
<td>Sanchez Elementary School</td>
<td>325 Sanchez Street</td>
</tr>
<tr>
<td>823</td>
<td>Sherman Elementary School</td>
<td>1651 Union Street</td>
</tr>
<tr>
<td>834</td>
<td>Spring Valley Elementary School</td>
<td>1451 Jackson Street</td>
</tr>
<tr>
<td>848</td>
<td>Sutro Elementary School</td>
<td>235 12th Avenue</td>
</tr>
<tr>
<td>852</td>
<td>Treasure Island Elementary School</td>
<td>13th &amp; E Streets, T.I.</td>
</tr>
<tr>
<td>862</td>
<td>Ulloa Elementary School</td>
<td>2650 42nd Avenue</td>
</tr>
<tr>
<td>876</td>
<td>West Portal Elementary School</td>
<td>5 Lenox Way</td>
</tr>
<tr>
<td>880</td>
<td>Claire Lillienthal (K-2) Elementary School</td>
<td>3950 Sacramento Street</td>
</tr>
</tbody>
</table>

## CHILD DEVELOPMENT CENTERS: (Facility No. - School Name - Address)

Note: (###) following name references the related elementary school.

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>School Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>314</td>
<td>Sutro (848)</td>
<td>235 12th Avenue</td>
</tr>
<tr>
<td>315</td>
<td>Las Americas</td>
<td>801 Treat Avenue</td>
</tr>
<tr>
<td>316</td>
<td>Argonne (435)</td>
<td>750 16th Avenue</td>
</tr>
<tr>
<td>317</td>
<td>Burnett</td>
<td>1520 Oakdale Avenue</td>
</tr>
<tr>
<td>318</td>
<td>Commodore Stockton</td>
<td>949 Washington Street</td>
</tr>
<tr>
<td>323</td>
<td>Noriega</td>
<td>1775 44th Avenue</td>
</tr>
<tr>
<td>326</td>
<td>Jefferson</td>
<td>1350 25th Avenue</td>
</tr>
<tr>
<td>327</td>
<td>John McLaren</td>
<td>2055 Sunnydale Avenue</td>
</tr>
<tr>
<td>328</td>
<td>Junipero Serra Annex</td>
<td>155 Appleton Street</td>
</tr>
<tr>
<td>334</td>
<td>Raphael Weill (Rosa Parks-786)</td>
<td>1501 O'Farrell Street</td>
</tr>
</tbody>
</table>
San Francisco Unified School District  

ADA Transition Plan

Part 2: Facilities Compliance Plan

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>Site Name and Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>336</td>
<td>San Miguel 300 Seneca Avenue</td>
</tr>
<tr>
<td>342</td>
<td>Mission 2950 Mission Street</td>
</tr>
<tr>
<td>344</td>
<td>Kate Kennedy (Mission Ed Cntr-724) 1670 Noe Street</td>
</tr>
<tr>
<td>975</td>
<td>Presidio Building 387, Presidio</td>
</tr>
</tbody>
</table>

Administrative Facilities: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>Site Name and Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>District Administration Building 555 Franklin Street</td>
</tr>
<tr>
<td>208</td>
<td>School Health Program 1515 Quintara Street</td>
</tr>
<tr>
<td>213</td>
<td>Support for Families / Open Hand Office 300 Seneca Avenue</td>
</tr>
</tbody>
</table>

Miscellaneous Sites: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>Site Name and Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>262</td>
<td>Special Education Therapy Unit 1595 Quintara Street</td>
</tr>
</tbody>
</table>

District facilities feature some of the city’s most distinctive architecture.
Category 2 Facilities:

HIGH SCHOOLS: (Facility No. - School Name - Address)

- 440 Bay High School 1351 43rd Avenue
- 616 Hilltop Real Alternatives Program High School 1325 Florida Street
- 624 International Studies Academy High School 693 Vermont Street
- 630 J Eugene McAteer High School 555 Portola Avenue
- 742 Downtown Continuation High School 110 Bartlett Street
- 764 Philip & Sala Burton High School 400 Mansell Street
- 785 Raoul Wallenberg High School 40 Vega Street

MIDDLE SCHOOLS: (Facility No. - School Name - Address)

- 546 Francisco Middle School 2190 Powell Street
- 607 Herbert Hoover Middle School 2290 14th Avenue
- 634 James Lick Middle School 1220 Noe Street
- 710 Dr Martin L. King Jr. Middle School 350 Girard Street
- 778 Presidio Middle School 450 30th Avenue
- 795 Rooftop Middle School (5-8) 500 Corbett Street

ELEMENTARY SCHOOLS: (Facility No. - School Name - Address)

- 413 Alamo Elementary School 250 23rd Avenue
- 449 Bessie Carmichael Elementary School 55 Sherman Street
- 453 Bret Harte Elementary School 1035 Gilman Avenue
- 461 Buena Vista Elementary School 2641 25th Street
- 493 S.F. Community Alternative Elementary School 125 Excelsior Avenue
- 507 Dr. Charles R. Drew Alt. Elementary School 50 Pomona Avenue
- 513 E.R. Taylor Elementary School 423 Burrows Street
- 525 Dr. William Cobb Elementary School 2725 California Street
- 542 Filipino Education Center 824 Harrison Street
- 544 Francis Scott Key Elementary School 1530 43rd Avenue
- 549 Frank McCoppin Elementary School 651 6th Avenue
- 575 Glen Park Elementary School 151 Lippard Avenue
- 589 Grattan Elementary School 165 Grattan Street
- 644 Jefferson Elementary School 1725 Irving Street
- 650 John Muir Elementary School 380 Webster Street
- 656 Junipero Serra Elementary School 625 Holly Park Circle
- 680 Leonard R. Flynn Elementary School 3125 Cesar Chavez Street
- 714 Marshall Elementary School 1575 15th Street
San Francisco Unified School District  

ADA Transition Plan

Part 2: Facilities Compliance Plan

722    Miraloma Elementary School  175 Omar Way
723    George Moscone Elementary School  2576 Harrison Street
729    Monroe Elementary School  260 Madrid Street
750    Sunset Elementary School  1920 41\textsuperscript{st} Avenue
782    Robert Louis Stevenson Elementary School  2051 34\textsuperscript{th} Avenue
801    Yick Wo Elementary School  2245 Jones Street
809    Creative Arts Elementary School  1515 Quintara Street
820    Sheridan Elementary School  431 Capitol Avenue
830    Malcolm X Elementary School  350 Harbor Road
838    Starr King Elementary School  1215 Carolina Street
858    Twenty-First Century Academy  2055 Silver Avenue
859    Tenderloin Elementary School  627 Turk Street
867    Visitacion Valley Elementary School  55 Schwerin Street
872    John Yehall Chin Elementary School  350 Broadway Street

CHILD DEVELOPMENT CENTERS: (Facility No. - School Name - Address)
Note: (###) following name references the related elementary school.

321    Tenderloin (859)  627 Turk Street
302    Bret Harte (453)  950 Hollister Street
304    Buena Vista (461)  2641 25th Street
305    Dr. Charles R. Drew (507)  50 Pomona Avenue
307    Dr. William Cobb (525)  2725 California Street
310    Grattan (589)  165 Grattan Street
311    Jefferson SA (644)  1325 18th Avenue
312    Leonard R. Flynn (680)  3125 Cesar Chavez Street
328    Junipero Serra SA (656)  650 Holly Park Circle
338    Daniel Webster (497)  465 Missouri Street
340    Frank McCoppin (549)  651 6th Avenue
341    Excelsior @ Monroe (729)  260 Madrid Street
ADMINISTRATIVE FACILITIES: (Facility No. - School Name - Address)

205 Every Child Can Learn Foundation 255 Bush Street, Suite 530
209 Marshall School Annex 1950 Mission Street
212 Parkside Center 2550 25th Ave
214 Transportation Office 1000 Selby Street
215 Principal Development Center 3045 Santiago

MISCELLANEOUS SITES: (Facility No. - School Name - Address)

261 Fremont Counseling Center 3450 3rd. Street, Suite 203
264 Family Development Agency 2730 Bryant Street
267 Youth for Service Pier 96

The accessible entrance may not be obvious to the newly arriving student or visitor, especially in an older building, so signs are important.
## Category 3 Facilities:

### HIGH SCHOOLS: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>School Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>694</td>
<td>School of the Arts (SOTA) High School</td>
<td>700 Font Blvd.</td>
</tr>
<tr>
<td>743</td>
<td>Ida B. Wells Continuation High School</td>
<td>1099 Hayes Street</td>
</tr>
<tr>
<td>767</td>
<td>Phoenix High School</td>
<td>1950 Mission Street</td>
</tr>
</tbody>
</table>

### MIDDLE SCHOOLS: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>School Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>446</td>
<td>Benjamin Franklin Middle School</td>
<td>1430 Scott Street</td>
</tr>
<tr>
<td>773</td>
<td>Potrero Hill / Enola D. Maxwell Middle School</td>
<td>655 DeHaro Street</td>
</tr>
<tr>
<td>797</td>
<td>Roosevelt Middle School</td>
<td>460 Arguello Blvd.</td>
</tr>
<tr>
<td>868</td>
<td>Visitacion Valley Middle School</td>
<td>450 Raymond Avenue</td>
</tr>
</tbody>
</table>

### ELEMENTARY SCHOOLS: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>School Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>467</td>
<td>Cabrillo Elementary School</td>
<td>735 24th Avenue</td>
</tr>
<tr>
<td>481</td>
<td>Cleveland Elementary School</td>
<td>455 Athens Street</td>
</tr>
<tr>
<td>490</td>
<td>Gordon J. Lau Elementary School</td>
<td>950 Clay Street</td>
</tr>
<tr>
<td>497</td>
<td>Daniel Webster Elementary School</td>
<td>465 Missouri Street</td>
</tr>
<tr>
<td>521</td>
<td>El Dorado Elementary School</td>
<td>70 Delta Street</td>
</tr>
<tr>
<td>537</td>
<td>Fairmount Elementary School</td>
<td>65 Chenery Street</td>
</tr>
<tr>
<td>562</td>
<td>Garfield Elementary School</td>
<td>420 Filbert Street</td>
</tr>
<tr>
<td>569</td>
<td>George Peabody Elementary School</td>
<td>251 6th Avenue</td>
</tr>
<tr>
<td>579</td>
<td>Golden Gate Elementary School</td>
<td>1601 Turk Street</td>
</tr>
<tr>
<td>593</td>
<td>Guadalupe Elementary School</td>
<td>859 Prague Street</td>
</tr>
<tr>
<td>603</td>
<td>Cesar Chavez Elementary School</td>
<td>825 Shotwell Street</td>
</tr>
<tr>
<td>625</td>
<td>Dr. G.W. Carver Elementary School</td>
<td>1360 Oakdale Avenue</td>
</tr>
<tr>
<td>664</td>
<td>Lafayette Elementary School</td>
<td>4545 Anza Street</td>
</tr>
<tr>
<td>691</td>
<td>Longfellow Elementary School</td>
<td>755 Morse Street</td>
</tr>
<tr>
<td>718</td>
<td>Mckinley Elementary School</td>
<td>1025 14th Street</td>
</tr>
<tr>
<td>746</td>
<td>Jose Ortega Elementary School</td>
<td>400 Sargent Street</td>
</tr>
<tr>
<td>760</td>
<td>Paul Revere Elementary School &amp; Annex</td>
<td>555 Tompkins Avenue</td>
</tr>
<tr>
<td>790</td>
<td>Redding Elementary School</td>
<td>1421 Pine Street</td>
</tr>
<tr>
<td>842</td>
<td>Sunnyside Elementary School</td>
<td>250 Forester Street</td>
</tr>
</tbody>
</table>
CHILD DEVELOPMENT CENTERS: (Facility No. - School Name - Address)
Note: (###) following name references the related elementary school.

<table>
<thead>
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<th>Facility No.</th>
<th>School Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>303</td>
<td>Bryant (456)</td>
<td>1060 York Street</td>
</tr>
<tr>
<td>313</td>
<td>Redding (790)</td>
<td>1421 Pine Street</td>
</tr>
<tr>
<td>320</td>
<td>Theresa S. Mahler</td>
<td>990 Church Street</td>
</tr>
<tr>
<td>325</td>
<td>Yoey at Bessie Smith</td>
<td>95 Gough Street</td>
</tr>
<tr>
<td>330</td>
<td>Mission Annex</td>
<td>421 Bartlett Street</td>
</tr>
<tr>
<td>335</td>
<td>Sarah B. Cooper</td>
<td>940 Filbert Street</td>
</tr>
<tr>
<td>337</td>
<td>Tule Elk Park</td>
<td>2110 Greenwich Street</td>
</tr>
<tr>
<td>339</td>
<td>Excelsior at Guadalupe (593)</td>
<td>859 Prague Street</td>
</tr>
</tbody>
</table>

ADMINISTRATIVE FACILITIES: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>School Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Facilities Development / Capital Planning</td>
<td>135 Van Ness Avenue</td>
</tr>
<tr>
<td>206</td>
<td>Buildings And Grounds Facility</td>
<td>834 Toland Street</td>
</tr>
<tr>
<td>202</td>
<td>Gloria Davis District Service Center</td>
<td>Evans Avenue</td>
</tr>
<tr>
<td>211</td>
<td>Student Nutrition Offices</td>
<td>841 Ellis Street</td>
</tr>
<tr>
<td>240</td>
<td>Maintenance and Operations</td>
<td>801 Toland Street</td>
</tr>
</tbody>
</table>

MISCELLANEOUS SITES: (Facility No. - School Name - Address)

<table>
<thead>
<tr>
<th>Facility No.</th>
<th>School Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>260</td>
<td>Chinatown Youth Center</td>
<td>1693 Polk Street</td>
</tr>
<tr>
<td>263</td>
<td>Walden House Community Day School</td>
<td>214 Haight St</td>
</tr>
<tr>
<td>268</td>
<td>Richmond Community Center (Old Lucina Weeks)</td>
<td>741 30th Ave</td>
</tr>
</tbody>
</table>
DISTRIBUTION OF CATEGORIES BY SCHOOL TYPE

**High Schools**
- Category 3: 3
- Category 2: 6
- Category 1: 12

**Middle Schools**
- Category 3: 4
- Category 2: 6
- Category 1: 8

**Elementary Schools**
- Category 3: 19
- Category 2: 35
- Category 1: 25

**All Schools**
- Category 3: 26
- Category 2: 47
- Category 1: 45
2.5 DEFINITION OF FACILITY ELEMENTS

Section Summary
In order to organize and discuss the proposed work, data from each facility is separated into the 22 elements defined below.

Facility data and proposed accessibility improvements are separated into 22 facility elements. These elements are used within the transition plan database to help organize the survey data for each facility, and are used in discussing proposed work in the Facilities Compliance Plan, Part 2 of the transition plan. Numbers for elements are assigned in order of the way a person arriving at a site will experience the accessibility elements. These elements are defined below.

1. General Site Information- Programs that were identified in connection with surveys. The programs have been included in the self-evaluation program list, and appear in the detailed facility reports, but are not otherwise addressed in the transition plan.

2. Passenger Loading Zone- One or more sections of curb are located at each facility for passenger loading, usually the bus zone on the street nearest the main entrance. Passenger loading zones are usually located on City property and may not be under the control of the District.

3. Parking- One or more areas of a site specifically and exclusively identified for parking.

4. Curb Ramps and Crosswalks- Ramps to access sidewalks and street crossings, primarily along the public way (City property), though may include on-site sidewalks and driveway crossings.

5. Path of Travel- Pedestrian routes from the public way through the site to each element. This element includes protruding object hazards, elements accessed by stairs only, hallway lockers, broken pavement or other irregularities that may create barriers and/or hazards.

6. Ramps- Any sloped pathway exceeding 5% grade (1 inch rise in 20 inches run).

7. Stairs- Sets of steps connecting floors or levels.

8. Elevators- Enclosed vertical conveyance between floors or levels.

9. Platform Lift- Open vertical conveyance made especially for wheelchair users or people with mobility impairments to connect two levels, usually less than one story.
10. Doors- Interior or exterior doors serving public rooms or circulation areas.

11. Restroom- Adult and student restrooms are separated for school facilities. In-class restrooms are not included in the survey data, though should be made accessible when necessary to serve a specific area as required by this transition plan. Faculty restrooms are not included in the transition plan, except as necessary to serve as adult restrooms.

12. Drinking Fountains- Drinking fountains along primary paths of travel.

13. Telephone- Pay phones and office phones available for public use.

14. Offices- The main school office where visitors are required to check in, as well as other offices serving the students at the site.

15. Assembly Areas- Auditoriums, multi-purpose rooms, cafeterias, gymnasiums, and other areas used for assembly.

16. Library- The room or area used for book shelves, card catalogs, computer, and student and check-out desks.

17. Laboratories & Workstations- Classrooms with special elements for specific classes, such as chemistry labs and choir rooms.

18. Locker Rooms- Areas associated with physical education, includes showers.

19. Playground/Outdoor Sports- Outdoor facilities for physical education and recreation activities, includes permanent viewing areas.

20. Communication- Directional and identification signage, and assistive listening systems.


22. Areas of Rescue Assistance- Safe areas used in conjunction with the facilities emergency evacuation plan.
2.6 PRIORITIZATION OF FACILITY ELEMENTS

Section Summary
Accessibility barriers are labeled as Priority 1, 2, or 3 in order to ensure a consistent comparison between facilities.

Barriers under each facility element are characterized as Priority 1, 2, or 3. Priorities are used to establish consistent levels of accessibility to allow facility comparison. The numeric designation does not necessarily establish a level of importance relative to other work. The prioritization of facility elements should not be interpreted to mean that some work is more important than other work without regard to the facility. All work is equally important at Category 1 sites because it is determined that these facilities should be fully accessible to meet ADA Title II requirements.

High priority (Priority 1) items would generally include those that affect the primary accessibility of a facility, that is, conditions that would generally make a facility unusable for a broad spectrum of persons with disabilities. Medium priority (Priority 2) items would generally include items that adversely affect the "quality" of usage of a facility for persons with disabilities, as afforded to non-disabled persons. Low priority (Priority 3) items would generally include items that might represent a small deviation from applicable codes and standards, or items where alternative means of usage are possibly available.

Priority 1 work will be completed for all facilities, and sets a minimum level of accessibility for all facilities. Completion of priority 1 work will insure that a person with a disability can get into the facility and to the main office in order to conduct business with the school or the district. Priority 1 work includes upgrades to provide a minimum level of accessibility for students.

Priority 2 work will be completed at Category 1 and 2 facilities, and will achieve a high degree of accessibility insuring that all programs at those facilities can be provided in at least one accessible location. Completion of priority 2 work is essential to providing a reasonable level of access to school programs. The intention is that completion of Priority 2 work will provide at least one accessible area for each program offered at the site.

Priority 3 items will be completed only at Category 1 facilities under the transition plan. Completion of priority 3 items will provide full facility access, assuring that all programs at all of these locations are fully accessible.

It should be noted that the priorities established herein supersede priorities that appear with the survey data in the individual detailed facility reports, where different. The priorities set here are for this transition plan only. Modernization work not related to this transition plan may trigger a requirement to complete access work on a different schedule, or to complete work not scheduled in the transition plan.
2.7 REQUIRED WORK BY PRIORITY

This section identifies which elements are required to be accessible for each priority. The standard for accessibility for each element shall be the most restrictive of the California Building Code or the ADA Accessibility Guidelines. This section provides the transition plan “scoping” requirements, which are found in the codes for new construction and remodeling.

1. **General and Programmatic Data**: This category includes data related to the general usage or specific programs present at a particular facility. These may affect the application of other priorities described in other categories.

2. **Passenger Loading Zones**: A level area for loading or unloading passengers. The area should be close to the accessible entrance, and clearly marked if separated from the main facility loading area. A loading zone for private passenger vehicles, i.e. not school buses, should be away from public streets or bus zones if possible.
   - **Priority 1**: one loading zone on an accessible route to the main accessible entrance allowing private vehicle loading
   - **Priority 2**: main loading zone of the facility for bus loading
   - **Priority 3**: other loading zones

3. **Parking**: Number and size of parking spaces must comply with applicable codes, and be dispersed among accessible entrances.
   - **Priority 1**: new parking spaces to meet total allotment requirement (no restriping existing spaces, except to provide at least one with fully complying dimensions)
     - signs designating accessible spaces
   - **Priority 2**: restripe existing spaces that do not comply with overall size criteria
     - regrade and or repave existing spaces that do not comply with slope criteria
   - **Priority 3**: restripe existing spaces that comply with overall size criteria to conform pavement marking
4. Curbs, Curb Ramps, and Crosswalks:
   Curb ramps should be curb cut and installed at the head of each access aisle. Crosswalks should be provided when a path of travel crosses or adjoins a vehicular way.
   Priority 1:
   • main curb ramps at loading zones and parking
   • curb ramps on primary path of travel
   Priority 2:
   • curb ramps on secondary path of travel
   Priority 3:
   • other curb ramps

5. Path of Travel
   An accessible route should connect the public sidewalk and parking areas with all public elements of the building. An accessible route must have a hard-paved surface with any change in level more than ½” served by a ramp.
   Priority 1:
   • primary accessible route connecting public way, accessible parking, main accessible entrance, main office, and public assembly area
   • hazardous pathways, such as broken or uneven pavement, grates with slots greater than 1", abrupt changes in level
   • hazardous protruding objects, extending more than 4” into the path of travel
   Priority 2:
   • accessible path to facility main entrance
   • primary routes connecting common use rooms, and at least 50% of classrooms with priority 1 path elements
   • grates with wider than ½” slots
   • other protruding objects not in the main pedestrian route
   Priority 3:
   • secondary routes connecting alternate entrances or access routes and all classrooms and offices
6. **Ramps:**
   All exterior and interior ramps that are not part of the structure/floor of the facility should generally be made fully accessible unless prohibitively costly or technically infeasible.
   
   **Priority 1:**
   - new ramps required along the primary path of travel
   - hazardous ramps along the primary path of travel - regrade for slopes exceeding 10% or cross-slopes exceeding 5%, install curbs at drop-offs, etc.
   
   **Priority 2:**
   - ramp as necessary to main facility entrance
   - ramps not in compliance with current dimensional standards
   - ramps on secondary (priority 2) paths of travel
   - ramp handrails not in compliance
   
   **Priority 3:**
   - ramps on secondary paths of travel

7. **Stairs:**
   Although neither exterior nor interior stairs in existing buildings are required to be made accessible by applicable codes, unless there is no other means of vertical access to an area, the transition plan includes stairway modifications.
   
   **Priority 1:**
   - stairs and handrails to main facility entrance
   
   **Priority 2:**
   - open risers, non-complying nosings, no handrails, stair striping
   - stairs providing primary access to an area not otherwise served by an elevator, lift, or ramp
   
   **Priority 3:**
   - non-complying handrails
   - stairs providing secondary access
8. **Elevators:**
   Elevators provide vertical circulation between levels with more than 5 feet elevation change. Such distance usually cannot be efficiently ramped, and is in excess of the generally allowed height for a specialized platform lift. If an elevator is needed, it must serve each level including mezzanines and be on an accessible route.
   
   **Priority 1:**
   - modernize existing elevators
   - install new elevator(s) to provide access to all levels at Category 1 and 2 schools
   
   **Priority 2:**
   - install new elevator(s) to provide access to all levels at Category 3 schools
   
   **Priority 3:**
   - minor elevator-related barriers

9. **Platform Lifts:**
   Platform lifts will be used to connect levels where ramps or elevator are not feasible and shall facilitate unassisted entry, operation, and exit from the lift.
   
   **Priority 1:**
   - platform lift on primary path of travel where ramp not feasible
   
   **Priority 2:**
   - platform lift to stage
   
   **Priority 3:**
   - platform lift on secondary path of travel where ramp not feasible

10. **Doors:**
   Doors should comply with applicable codes. Elements include: width, strikeside clearance (alcoves), hardware, force to open, and threshold. Restroom doors are included under the restroom section.
   
   **Priority 1:**
   - all door elements at main accessible entrance and main office
   - door thresholds and widths on primary paths of travel
   
   **Priority 2:**
   - all elements, except strike-side clearance for 50% of classrooms
   - accessible door hardware on interior doors
   
   **Priority 3:**
   - non-complying door alcoves
   - all elements for remaining classrooms
11. **Restrooms:**
Each facility should have at least one set of accessible restrooms for students and adults. Where separate gender restrooms are provided, separate accessible restrooms should also be provided. Unisex restrooms are acceptable only where separate restrooms are not otherwise provided serving the area, or where it is technically infeasible to modify an existing multi-accommodation restroom.

**Priority 1:**
- one set of accessible restrooms for students
- one accessible kindergarten restroom
- one set of accessible adult restrooms

**Priority 2:**
- accessible student restrooms serving each floor or distinct area of the facility
- accessible adult restrooms serving public assembly spaces such as auditoriums and gymnasiums

**Priority 3:**
- classroom restrooms
- other student restrooms
- other adult restrooms

12. **Drinking Fountains:**
Each facility must have at least one wheelchair accessible drinking fountain. All new drinking fountains on primary paths of travel at a facility should be wheelchair accessible.

**Priority 1:**
- one "high-low" drinking fountain on main floor

**Priority 2:**
- one drinking fountain serving each floor or major area

**Priority 3:**
- other drinking fountains

13. **Public Pay Telephones:**
TDD’s or equally effective systems shall be made available and used to communicate with individuals with impaired hearing or speech. Signage shall be provided. If public pay phones are provided then they shall comply with applicable codes.

**Priority 1:**
- one accessible pay telephone, if provided.

**Priority 3:**
- other pay telephones

14. **School Office:**
The school office counter or one in close proximity to it should be accessible so that individuals in wheelchairs can write on it and hand materials back and forth over it. The path of travel to the office from the main accessible entrance should be accessible and signed.

Priority 1:
• path of travel and entry to main office

Priority 2:
• service counter for main office
• path of travel for other public offices

Priority 3:
• service counters for other offices

15. **Assembly Areas:**
Accessible seating shall be provided if fixed seating is provided. The stage, audience level and rooms used by performers must be accessible to all individuals with disabilities.

Cafeteria: Where fixed table or dining counters are provided, at least 5%, but not less than one shall be accessible and comply with applicable codes. Height and width at the food service line counter, return tray area, counter at student store, or other areas with input form users shall be altered to allow access by persons with disabilities.

Priority 1:
• entrance, path of travel, and seating for primary public assembly room(s)
• seating and path of travel for bleachers in gymnasium and outdoor sports fields used for interscholastic competition

Priority 2:
• entrance and seating for other assembly rooms, sports fields and gymnasium
• entrance, path of travel, seating, and service counters for cafeteria

Priority 3:
• service counters for secondary food service
16. **Library:**
Counters, computer stations, reading and study areas, stacks, reference rooms, reserve area, and special facilities or collections should be accessible so that individuals with disabilities have full access to them.

Priority 1:
- entrance, identification sign

Priority 2:
- counter, work station

Priority 3:
- aisle width at book shelves, card catalog

17. **Lab and Workstations:**
Classroom Work Stations: Accessible work stations shall allow individuals with disabilities to independently participate in specialized classes, and assistive services should kept at a minimum.

Choir and Band Rooms: Rooms with tiers or multiple levels that are not accessible should have space at an accessible level where a student may fully participate. At least one practice room, where available, should be accessible.

Priority 1:
- one workstation or participation area and emergency apparatus for each type of specialized classroom, identification signs

Priority 3:
- one workstation or participation area for additional specialized classrooms

18. **Locker Rooms:**
If there is more than one set of locker rooms, only one set should be made accessible. Accessible locker rooms shall provide an accessible entrance, restroom, shower stall, benches, lockers and mirrors.

Priority 1:
- identification sign

Priority 2:
- locker room for each gender (could be separate facility)

Priority 3:
- locker room for each gender (integrated facility)
19. **Playground and Outdoor Sports Areas:**
Generally, only one play area of each type at each facility needs to be made accessible. Ground and floor surface along accessible routes and in accessible rooms and spaces shall be stable, firm, slip resistant, and shall comply with applicable codes. Access should be provided to and between the most commonly used equipment and areas, and only one sport area of a kind needs to be made accessible, with accessible seating and viewing areas.

**Priority 1:** (see item 15 for sports assembly areas)
- at least one play area on an accessible route and free from hazards
- path of travel to each type of play area if designated for special activities
- one accessible play structure

**Priority 3:**
- path of travel to all other play areas

20. **Communication**

Assistive Listening Systems (ALS): Schools are required to have ALS devices available in assembly areas that have permanent seating and seat more than 50 people or have audio-amplification systems. Signage shall be provided indicating availability of a listening system.

**Signage:** Accessible parking spaces, passenger loading zones, entrances when not all are accessible (inaccessible entrances will have signs indicating location of accessible entrances), and restrooms when not all are accessible, shall be identified by the International Symbol of Accessibility.

**Priority 1:**
- ALS for main public assembly room
- sign at main entrance to accessible entrance
- directional sign to office
- room identification signs for common areas

**Priority 2:**
- ALS for other assembly areas
- directional signs to common use rooms
- room identification signs for all classrooms

**Priority 3:**
- sign to secondary facility entrance
   Priority 1:
   • visual and audible alarms in priority 1 spaces
   Priority 2:
   • visual and audible alarms in priority 2 spaces
   Priority 3:
   • visual and audible alarms in priority 3 spaces
   • pull boxes

22. Areas of Rescue Assistance
   Priority 1:
   • area of rescue assistance, if provided, on main office and/or public
     assembly level
   Priority 2:
   • area of rescue assistance, if provided, serving areas to be made
     accessible under priority 2
   Priority 3:
   • area of rescue assistance, if provided, serving remaining areas


2.8 LIST OF REQUIRED WORK BY PRIORITY

Categorization of facilities and prioritization of facility elements combine to establish the list of work to be completed by the District to achieve program compliance. The list of work is presented below as a summary of elements for each priority. As detailed above, all facilities will complete Priority 1 work, Category 1 and 2 facilities will complete Priority 2 work, and only Category 1 facilities will necessarily complete Priority 3 work. The costs of specific work necessary for each facility is given in the detailed Facility Evaluations included within the transition plan database.

PRIORITY 1 To be completed for CATEGORY 1, 2, and 3 facilities

- one loading zone on an accessible route to the main accessible entrance allowing private vehicle loading
- new parking spaces to meet total allotment requirement (no restriping existing spaces, except to provide at least one with fully complying dimensions)
- signs designating accessible spaces
- main curb ramps at loading zones and parking
- curb ramps on primary path of travel
- primary accessible route connecting public way, accessible parking, main accessible entrance, main office, and public assembly area
- hazardous pathways, such as broken or uneven pavement, grates with slots greater than 1”, abrupt changes in level
- hazardous protruding objects, extending more than 4” into the path of travel
- new ramps required along the primary path of travel
- hazardous ramps along the primary path of travel- regrade for slopes exceeding 10% or cross-slopes exceeding 5%, install curbs at drop-offs, etc.
- stairs and handrails to main facility entrance
- modernize existing elevators
- install new elevator(s) to provide access to all levels at Category 1 and 2 schools
- platform lift on primary path of travel where ramp not feasible
- all door elements at main accessible entrance and main office
- door thresholds and widths on primary paths of travel
- one set of accessible restrooms for students
- one accessible kindergarten restroom
- one set of accessible adult restrooms
- one "high-low" drinking fountain on main floor
- one accessible pay telephone, if provided.
- path of travel and entry to main office
PRIORITY 1 (continued):

- entrance, path of travel, and seating for public assembly room
- seating and path of travel for bleachers in gymnasium and outdoor sports fields used for interscholastic competition
- entrance, identification sign
- one workstation or participation area and emergency apparatus for each type of specialized classroom, identification signs
- identification sign to locker room
- at least one play area on an accessible route and free from hazards
- path of travel to each type of play area if designated for special activities
- one accessible play structure
- ALS for main public assembly room
- sign at main entrance to accessible entrance
- directional sign to office
- room identification signs for common areas
- visual and audible alarms in priority 1 spaces
- area of rescue assistance, if provided, on main office and/or public assembly level
PRIORITY 2 To be completed for CATEGORY 1, and 2 facilities

- main loading zone of the facility for bus loading
- restripe existing spaces that do not comply with overall size criteria
- regrade and or repave existing spaces that do not comply with slope criteria
- curb ramps on secondary path of travel
- accessible path to facility main entrance
- primary routes connecting common use rooms, and at least 50% of classrooms with priority 1 path elements
- grates with wider than ½” slots
- other protruding objects not in the main pedestrian route
- ramp as necessary to main facility entrance
- ramps not in compliance with current dimensional standards
- ramps on secondary (priority 2) paths of travel
- ramp handrails not in compliance
- open risers, non-complying nosings, no handrails, stair striping
- stairs providing primary access to an area not otherwise served by an elevator, lift, or ramp
- install new elevator(s) to provide access to all levels at Category 3 schools
- platform lift to stage
- all elements, except strike-side clearance for 50% of classrooms
- accessible door hardware on interior doors
- accessible student restrooms serving each floor or distinct area of the facility
- accessible adult restrooms serving public assembly spaces such as auditoriums and gymnasiums
- one drinking fountain serving each floor or major area
- service counter for main office
- path of travel for other public offices
- entrance and seating for all other assembly rooms, sports fields and gymnasium
- entrance, path of travel, seating, and service counters for cafeteria
- counter, work station
- locker room for each gender (could be separate facility)
- ALS for other assembly areas
- directional signs to common use rooms
- room identification signs for all classrooms
- visual and audible alarms in priority 2 spaces
- area of rescue assistance, if provided, serving areas to be made accessible under priority 2
PRIORITY 3 To be completed for CATEGORY 1 facilities

- other loading zones
- restripe existing spaces that comply with overall size criteria to conform pavement marking
- other curb ramps
- secondary routes connecting alternate entrances or access routes and all classrooms and offices
- ramps on secondary paths of travel
- non-complying handrails
- stairs providing secondary access
- minor elevator-related barriers
- platform lift on secondary path of travel where ramp not feasible
- non-complying door alcoves
- all elements for remaining classrooms
- classroom restrooms
- other student restrooms
- other adult restrooms
- other drinking fountains
- other pay telephones
- service counters for other offices
- service counters for secondary food service
- aisle width at book shelves, card catalog
- one workstation or participation area for additional specialized classrooms
- locker room for each gender (integrated facility)
- path of travel to all other play areas
- sign to secondary facility entrance
- visual and audible alarms in priority 3 spaces
- pull boxes
- area of rescue assistance, if provided, serving remaining areas
PART 3:

FACILITY DATA
3.1 DATA COLLECTION

**Section Summary**

Data compiled from 1996 to the present, including surveys, committee reports, self-evaluations, District distribution documents, annual school reports, and other site reviews, have been utilized in the development of the transition plan.

The San Francisco Unified School District has collected data on its facilities in a number of ways since the implementation of the ADA in 1992. It is important to remember that the Facilities Compliance Plan section of the transition plan is the guiding element for the District's ADA compliance efforts. Following are the sources of data used in the transition plan analysis:

A major survey of all its facilities was completed between 1996 and 2000, by Beverly Prior Associates and Disability Access Consultants, Inc. This collected data is the primary source of facility information used in the transition plan. Data is included for virtually every non-complying element in District-owned facilities.

Information has been maintained regarding facility upgrades and new construction, see 3.3 Interim Construction Projects below.

The District has various mechanisms for ongoing evaluation of programs, including District-wide and site committees. Committee evaluations and reports were primarily used for the self-evaluation, but they contain some information regarding the facilities.

The District produces documents and maps periodically for distribution, including an annual booklet describing the various schools for students and parents making selections for the next year.

Each school site prepares an annual report, “School Accountability Report Card,” that contains some information on the facility. The facility descriptions from these reports have been added to the data, so the school’s own words are included in the background information.

Logan Hopper Associates, Architects and Access Consultants, have visited each site and undertaken done various levels of review. The purpose of these site visits has been to become familiar with the sites, spot check the survey data, understand the magnitude of some of the issues sited, and check for new work done since the 1997 surveys for assistance in preparation of this Transition Plan.

It is intended that prior to any modernization project, as part of the preparation of construction documents, current conditions will be reviewed.
3.2 DATA INTERPRETATION

Section Summary
This transition plan is intended to be the basis for which the scope of work and budgets are made. If there are discrepancies between this plan’s recommendations and the earlier architectural barrier surveys, the guidelines for modifications described in Part 2 are to take precedent. However, when the modernization is begun, it is necessary to review current conditions at each site and verify the conditions and that the work is necessary.

The facility data used in this transition plan is intended to provide a baseline for planning purposes. The required work and estimates generated from the data should be used to determine scope of work and budgets when planning modernization projects. It is understood that each project to remove access barriers, as well as general modernization projects, will review current conditions at the site and in specific areas of work to verify the conditions and work necessary.

Recommended facility modifications form the basis for cost estimates. These modifications generally represent the best standard design solution to eliminate the identified barrier. In some cases, the solution or cost may be based on specific knowledge of the site conditions, in other cases it is based on a standard approach and/or average cost for that type of work. For example, the recommendation might be to install a ramp or lift between levels that are currently only connected by stairs. The standard solution would be to install a ramp, and the cost assigned would be an average cost for such work. In some cases, where we have more specific information, we have raised or lowered the cost, or determined that a platform lift or elevator is the best solution.

The 1997 survey data lists a finding for each barrier identified. Each finding is associated with a location, organized by the 22 facility elements described in Section 2.5. There is often more than one finding associated with each location. For example, a particular restroom may have separate findings for the clearance under the lavatory, the faucet operation, size of toilet stall, height of paper towel dispenser, etc. In some cases, there is more than one location associated with a particular finding. For example, a finding may site that some doors are located in narrow alcoves, then list a number of locations that have this condition.
The 1997 survey also includes recommendations for each alternative. In some cases, the recommendations are not in accordance with the standards for accessibility established in this transition plan. (See **Part 2 Facility Compliance Plan.**) There are a number of recommendations that suggest providing assistance as an alternative to facility modification. Making a facility modification is generally preferred over a solution that requires personal assistance because it is more reliable. Except in a few specific cases, personal assistance is not an acceptable alternative to physical barrier removal. Therefore, in some cases a value has been assigned where the recommendation in the survey data is to take no action. This will also be seen in the summary of construction projects to be completed that appears near the beginning of each detailed facility report. Again, where there is any discrepancy, the guidelines for modifications described in **Part 2** take precedent.
3.3 INTERIM ACCESS IMPROVEMENTS

Some modernization work and new construction has taken place since the detailed facility survey of 1997. Following is a list of projects that have been considered in this transition plan’s recommendations. The detailed survey data may or may not have been updated to reflect this information, but it should be reflected in the summary data and project list at the beginning of the detailed reports. The work has been started for each project, though may not be complete.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>MODIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of the Arts High School</td>
<td>Accessible entrance and parking, drinking fountains and labs upgraded</td>
</tr>
<tr>
<td>Alice Fong Eu Elementary School</td>
<td>Portables removed and three new building built</td>
</tr>
<tr>
<td>Claire Lilienthal Elementary School 3950 Sacramento</td>
<td>Portables removed, new building wing added; playgrounds re-graded and new playstructure installed</td>
</tr>
<tr>
<td>Washington High School</td>
<td>Science-labs upgraded</td>
</tr>
<tr>
<td>Lincoln High School</td>
<td>Science-labs upgraded</td>
</tr>
<tr>
<td>Hoover Middle School</td>
<td>Science-labs upgraded</td>
</tr>
<tr>
<td>Marina Middle School</td>
<td>Science-labs upgraded</td>
</tr>
<tr>
<td>Argonne Elementary School</td>
<td>All new building, playground and playstructure</td>
</tr>
<tr>
<td>Mission High School</td>
<td>Entry ramp, lift, exterior doors replaced, addition of seven new classroom labs</td>
</tr>
<tr>
<td>Balboa High School</td>
<td>Exterior door replacement, automatic door opener at one interior door, upgrades to four restrooms and four labs</td>
</tr>
<tr>
<td>Moscone Elementary School</td>
<td>New building</td>
</tr>
<tr>
<td>Sheridan Elementary School</td>
<td>Remove portables, add new building</td>
</tr>
<tr>
<td>John O’Connell High School</td>
<td>New building</td>
</tr>
<tr>
<td>Everett Middle School</td>
<td>Ramp to entry and other standard upgrades</td>
</tr>
</tbody>
</table>

In addition to the work listed above, modernization projects are scheduled for the following projects. These planned projects include major elements for the facility, but may not include all the items scheduled for upgrade in this transition plan.
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>MODIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aptos Middle School</td>
<td>ISA signage from entrance to new access from Upland and Aptos; Curb ramp at Upland and Aptos; Upgrades to existing elevator; Ramp from main building to lower yard; Lift to stage and dressing rooms; Restrooms and door widening in dressing rooms; Auditorium seating; Science Lab upgrades to counters; Door hardware replacement.</td>
</tr>
<tr>
<td>Hillcrest Elementary School</td>
<td>Upgrades to six restrooms, all new drinking fountains, new exterior doors and hardware, some replacements of interior doors.</td>
</tr>
<tr>
<td>Burbank Middle School</td>
<td>Lifts to stage, auditorium seating and elevator upgrades; new ramp between yards, Restroom upgrades, all new drinking fountains.</td>
</tr>
<tr>
<td>Sanchez Elementary School</td>
<td>New elevator, entry ramp, curb ramps at 17th and Sanchez, lift to stage, exterior doors and hardware, interior door and hardware replacement, new drinking fountains.</td>
</tr>
<tr>
<td>De Avila Elementary School</td>
<td>Ramps to Waller Street entry, new loading zone and curb cut; Elevator vestibule and signal upgrades, lift to stage, added handrails at exterior stairs, toilet room upgrades, some door and hardware replacement.</td>
</tr>
<tr>
<td>Lowell High School</td>
<td>New building, access road, paving; removal of some portables; Existing building upgrades to elevators, science classrooms, restrooms and hardware, six new drinking fountains and some door and hardware replacement.</td>
</tr>
<tr>
<td>John O’Connell High School</td>
<td>Adding automatic door openers.</td>
</tr>
<tr>
<td>Miraloma Elementary School</td>
<td>Two lifts in Auditorium, new elevator, new drinking fountains.</td>
</tr>
</tbody>
</table>
### Part 3: Facility Data

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>MODIFICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Galileo High School</td>
<td>New elevator; Upgrades to existing elevator; Lift to stage; Auditorium seating; Bleachers seating and restrooms; All drinking fountains; Staff restrooms; Door hardware; Add accessible lockers and shower; Lower café counter; Modify café layout; All restrooms not previously modified; Conversion of old surplus locker room to PE classroom; Ramp at gym entrance; Signage; Floors/thresholds at 2 Photo labs; 3 new classrooms.</td>
</tr>
<tr>
<td>Presidio Middle School</td>
<td>Ramps to Main Office and Auditorium entries; Lifts to stage and First Floor Corridor; Some new exterior doors with lever hardware; New drinking fountains; New Science Labs (6) and Pre Rooms (2); Remodeled Shop Room; New Toilet Rooms at First and Third Floors.</td>
</tr>
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PART 4:

FACILITY REPORTS
4.1 FACILITY EVALUATIONS FROM THE TRANSITION PLAN DATABASE

Section Summary
Detailed facility evaluations, including the actual architectural barriers and recommended solutions, for all sites included in this transition plan are contained in a Microsoft Access database. Copies of reports for individual school sites are available from the SFUSD Public Information Office.

As described in Section 3.1, the District has undertaken the ADA-required task of surveying its facilities, identifying the physical barriers present at each facility, and describing how each barrier will be removed to provide access to the District's programs, services, and activities. These surveys were undertaken by various accessibility consultants from 1996 through 2001.

The results of these detailed surveys create a voluminous body of data that is too large to be contained in a single written document. The fact that the District generally undertook these surveys to depict a large degree of detail (for example, each individual stairway is typically located, with each individual non-complying handrail condition described) compounds the size of the database. The database currently contains 195 facilities, and an individual ADA facility evaluation can run from 50 to 150 standard pages. That means a fully complete document would be over 10,000 pages long.

In order to expedite the need for staff and the public to review the detailed reports for any particular school, the District has set up a computer station at the SFUSD Public Information Office, 555 Franklin Street, San Francisco, CA., so that anyone may view or print ADA facility evaluations for a particular school site. In addition, the District will attempt to provide individual ADA facility evaluations in printed format at the San Francisco Main Library.

Each individual ADA facility evaluation is set up to contain summary information as the first (approximately) 10 pages of each detailed report. This detail may be sufficient for most public reviewers.

It should be noted that each ADA facility evaluation contains schematic construction cost estimates that have been assigned systematically to the various types of potential modifications at each location. These costs are intended to be very basic budget estimates that are still being reviewed by the District consultants, and these may be subject to change. The schematic construction costs are not to be inferred as being an integral part of the transition plan, but represent supplemental data that may be useful in evaluating the extent of the overall work required, either at a particular site or District-wide.

To demonstrate the content, format, and findings of a typical facility report, the report for Lowell High School is included on the following pages as a sample report.