



AMERICANS WITH DISABILITIES ACT AND SECTION 504 SELF-EVALUATION AND TRANSITION PLAN REPORT

December 2018

It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. Consistent with that policy, this ADA/504 Self-Evaluation and Transition Plan is available in alternative formats (such as large print, Braille or accessible electronic text). Please contact the Vice Chancellor of Human Resources at (714) 480-7484 for needed alternate formats.



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Executive Summary

The Americans with Disabilities Act (ADA) is a comprehensive national civil rights law for persons with disabilities in both employment and the provision of goods and services. The ADA states that its purpose is to provide a “clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The United States Congress emphasized that the ADA seeks to dispel stereotypes and assumptions about disabilities and to assure equality of opportunity, full participation, independent living and economic self-sufficiency for people with disabilities.

This ADA Self-Evaluation and Transition Plan was prepared in partial fulfillment of the requirements set forth in Title II of the Americans with Disabilities Act (ADA). The ADA states that a public entity must reasonably modify its policies, practices or procedures to avoid discrimination against people with disabilities. This report assists the Rancho Santiago Community College District, its Board of Trustees, faculty and staff in identifying policy, programmatic and physical barriers to accessibility and in developing barrier removal solutions that facilitate the opportunity of access to all individuals.

This report describes the process by which policies, programs and facilities were evaluated for compliance with the ADA; presents the findings of that evaluation; and provides recommendations for ensuring compliance. The Facilities section provides the requirements for developing the Transition Plan and outlines the plan implementation process. Subsequent sections describe and evaluate policies and programs and establish the relationship between physical and programmatic barriers to accessibility.

In 2016 the Rancho Santiago Community College District established a Transition Plan Working Group comprised of staff and representatives from across various sites and program areas. This Working Group was integral to the review of physical deficiencies and policy and programmatic review. This effort has created a plan which serves a “living document” to guide



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the district over the next several years as it aligns its practices, policies, programs, infrastructure and staffing to better align with the findings and recommendations contained in the report.

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Introduction to Rancho Santiago Community College District (RSCCD) Self-Evaluation and Transition Plan

As discussed more fully below, [Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794](#), and the [Americans with Disabilities Act of 1990](#), as amended, 42 U.S.C. § 12101 et seq. (ADA) requires public entities, including the RSCCD, to undertake a **Self-Evaluation** of their policies, programs and activities and take necessary steps to ensure that those programs and activities are accessible to and usable by persons with disabilities. To the extent that structural changes in facilities are needed in order to provide programmatic access, the public entity is required to develop a **Transition Plan** describing the facility modifications. This document, (The Plan) sets forth the results of the Self-Evaluation with recommendations for policy and programmatic changes and the Transition Plan for needed modification of facilities conducted by the District with the assistance of Creative Design Associates and the Galvin Group Consultancy.

Overview of Applicable Laws

The following laws contain the legal basis for the work undertaken in this report.

Section 504 of the Rehabilitation Act of 1973 provides that:

“No otherwise qualified individual with a disability in the United States, as defined in [Section 705 \(20\)](#) of this title, shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service.”

Section 504 was the first major disability nondiscrimination law which covered public and most private colleges and universities. It applies to all California Community Colleges, including Rancho Santiago Community College District (RSCCD). Section 504 requires Federally funded entities to conduct a Self-Evaluation and Transition Plan.



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The Americans with Disabilities Act (ADA)

The ADA extended the prohibition of discrimination on the basis of disability to all types of public or private entities, regardless of whether or not they receive Federal financial assistance. The ADA is a comprehensive civil rights law that prohibits discrimination against individuals with disabilities in the areas of employment, public services, public accommodations, transportation, and telecommunications.

In the ADA, a "qualified individual with a disability" is defined as a person who, with or without reasonable modifications to policies or practices, removal of architectural, communication, or transportation barriers, or provision of auxiliary aids and services, meets the essential eligibility requirements to receive services or participate in programs. For the purposes of employment, a "qualified individual with a disability" is a person who can perform the essential functions of the job, either held or sought, with or without reasonable accommodation.

There are five sections (Titles) in the ADA: Employment ([Title I](#)), Public Services and Transportation ([Title II](#)), Public Accommodations ([Title III](#)), Telecommunications ([Title IV](#)), and Other Provisions ([Title V](#)).

Requirements Under the Act

Title I of the Americans with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies and labor unions, including community colleges in California, from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. The ADA covers employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations.

Title II of the ADA took effect on January 26, 1992. Under this Title, all programs, activities, and services of public entities, including Community Colleges in California (their auxiliaries and student governments), must be readily accessible to and usable by individuals with disabilities



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unless doing so would result in a fundamental alteration in the nature of the programs, activities or services, or would result in undue financial and administrative burdens, or would threaten or destroy the historic significance of an historic property. This concept is known as ***program accessibility***. It can be achieved by a number of methods. These include, but are not limited to, provision of adaptive equipment, reassignment of services to accessible buildings, provision of auxiliary aids and services, delivery of services at alternate accessible sites, or the alteration of existing facilities. When choosing a method of providing program access, a public entity must give priority to the one that results in the most integrated setting appropriate to encourage interaction among all users, including individuals with disabilities.

*If a public entity identifies policies and practices that deny or limit the participation of individuals with disabilities in its programs, activities, and services, it should take immediate remedial action to eliminate the impediments to full and equivalent participation.*¹

Although the primary focus of this Self-Evaluation and Transition Plan is the application of Section 504 and the ADA to District programs and activities, there are other laws which also prohibit discrimination on the bases of disability which are applicable to the District that may be referenced in this report. [California Government Code Sections 11135](#) through 11139.8 provides protection from discrimination from any program or activity that is conducted, funded directly by, or receives any financial assistance from the State. This Section brings into State law the protection of Title II of the ADA which ensures accessibility to government programs. The California Fair Employment and Housing Act (Government Code Section 12920 et. seq.) sets forth state law prohibitions related to employment discrimination on various bases (including on the basis of mental or physical disability) which may afford somewhat broader protection than Federal law in certain circumstances. [Section 508 of the Rehabilitation Act \(29 U.S.C. § 794d\)](#) and [California Government Code Section 7405](#) require public entities, including Community Colleges in California, to ensure that electronic and information technology

¹ Excerpt from ADA Title II Technical Assistance manual (1993) U.S. Department of Justice. Washington DC



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resources (such as websites, course management software, other software packages, and instructional videos) which they purchase or use meet accessibility standards.

Need for ADA/§ 504 Self-Evaluation and Transition Plan

The regulations implementing Section 504 and Title II of the ADA require, among other things, that public entities conduct a Self-Evaluation of their policies, programs and activities to ensure that they do not create barriers which result in discriminatory treatment of individuals with disabilities (34 C.F.R. part 104.6 and 28 C.F.R. part 35.105). Barriers that deny or limit access to programs, services or activities may be structural or nonstructural. Nonstructural barriers may be due to policies, practices or procedures that limit, segregate or discriminate against individuals with disabilities. Structural barriers may deny access due to the physical environment.

Where structural barriers are identified, 34 C.F.R. part 104.22 and 28 C.F.R. part 35.150(d) require the development of a Transition Plan. This plan is to describe the structural barriers, specify the steps which will be taken to address those barriers, set forth the timetable for barrier removal, and identify the official responsible for overseeing implementation of the Transition Plan.

The goal of the Self-Evaluation is to set forth detailed recommendations for modifications (including, without limitation, modifications to policies, procedures, practices and services) necessary in order to bring the RSCCD (including Santa Ana College and Santiago Canyon College) into compliance with the requirements of the ADA. These recommendations and the Transition Plan, with its sequence and schedule, described in this report are designed to inform the District, to enable it to take all steps mandated or recommended to comply with the ADA, as expeditiously as possible.



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Rancho Santiago Community College District (RSCCD/District) is home to two colleges and two continuing education centers throughout the Central Orange County area. In addition, the District presents convenient community education courses in many other locations in cooperation with its education and community partners.

The Rancho Santiago Community College Mission

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of its diverse students and communities. The District is committed to allocating resources and adjusting programs and services to meet the needs of all students and to partnering with community and business organizations to collaboratively meet the needs of students and the community-at-large. In addition, RSCCD seeks to improve educational outcomes for students through integrated planning, innovations, implementation of effective strategies, and other actions.

The District serves over 53,000 students respectively as noted below:

RSCCD Student Head Count (Fall 2017)	
College Credit	39,269
Non-Credit	14,419
Total	53,688

The [Rancho Santiago Community College District](#) Office (DO) serves as the operations center comprised of several departments that provide centralized services to students, employees, vendors and the public. These departments include: Business Operations and Fiscal Services, Human Resources, Risk Management, Security and Safety, Information Technology Services, Public Affairs and Publications, Educational Services, Research, Purchasing Services, Facility Planning, District Construction and Support Services and Child Development Services.



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Santa Ana College (SAC), founded in 1915, is a comprehensive community college preparing students for the workplace, as well as to transfer to four-year higher learning institutions. SAC is known for its highly regarded academic programs, as well as its top-ranked student services. A wide variety of courses are available in business, mathematics and sciences, arts and humanities, and career and technical education. SAC offers 273 degrees and certificates in credit programs. The College also offers 28 Associate Degrees for Transfer. In fall 2017, SAC began offering a bachelor's degree in occupational studies. Santa Ana College ranks 19th among the top 100 associate degree producers for "total minority" students and ninth in associate degrees for Hispanic students nationwide, according to *Community College Week* (2016). In 2017-18, 787 students utilized DSPS services at SAC.

Santiago Canyon College (SCC), one of the state's newest community colleges. Santiago Canyon College began in 1971 after the Orange Unified School District joined with the Santa Ana Unified School District to create the Rancho Santiago Community College District. The City of Orange voted to levy a self-imposed tax to purchase the original 30 acres of land in East Orange that would ultimately become the foundation for Santiago Canyon College. SCC offers a comprehensive curriculum that includes university transfer and associate degree programs. Honors courses are offered to those with high academic achievement goals. In addition, the college provides community services, technical certificate programs, non-credit courses and basic skills instruction. Highlights at SCC include the award-winning forensics program, nationally recognized model United Nations program and championship women's soccer program. In 2017-18, 705 students utilized DSPS services at SCC.

Centennial Education Center (CEC) presents a wide variety of continuing education courses such as adult basic education, citizenship, English as a Second Language, high school completion subjects, parent education, and vocational training.

Orange Education Center (OEC) emphasizes non-credit courses to prepare individuals for occupations and independent living. These courses include adult basic education, business



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skills, citizenship, English as a Second Language and many other offerings designed to help individuals become employable.

Digital Media Center (DMC) is the first facility of its kind in Orange County combining education and business in the digital media industry. The DMC was created to stimulate economic growth in Orange County by attracting emerging businesses to the area and providing educational programs in digital media arts, TV/video communication, digital music and business seminars.

Orange County Sheriff's Regional Training Academy, a 53,000-square-foot training facility, enables Santa Ana College and the Sheriff's Department to serve more than 800 Academy cadets annually, while offering weekend and evening education and training opportunities for existing law enforcement officers in Orange County and around the State. The facility includes: classrooms, lecture halls, training yards, an auditorium/gymnasium, a physical fitness obstacle course and offices. Certificates are awarded by Santa Ana College.

Joint Powers Fire Training Centers are used for fire technology and prevention lectures and applied practice courses. Operated jointly by the District and the Cities of Anaheim and Huntington Beach, both are used by students enrolled in the Fire Academy, as well as, by fire professionals for continuing education purposes. Certificates are awarded by Santa Ana College.



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Background and Self-Evaluation Methodology

In 2016, RSCCD began the effort to review its facilities in order to identify and remove architectural barriers as part of a Transition Plan update. It became apparent that facilities was only one component to the assessment and evaluation. Thus, a Transition Plan and Self-Evaluation Working Group (Working Group) was established in the spring semester of 2017 to further guide a more comprehensive districtwide self-evaluation effort. The District began work on the Self-Evaluation to assess the extent to which its policies, programs and activities comply with the requirements of the ADA. The programmatic review has occurred for more than a year and involved all departments at both Santa Ana and Santiago Canyon Colleges.

The members of the Working Group initially identified the types of evaluation tools to be used, who would be surveyed, who would facilitate both administrative and programmatic policy and procedure reviews, and the organization of public forums. With assistance from Creative Design Associates and the Galvin Group Consultancy (Consultants), assessment activities and evaluation tools were expanded to ensure all departments of the District, SAC and SCC were reviewed in person, by means of formal interviews, online surveys and/or document review. Every survey and department specific questionnaire was formulated and discussed internally, prior to being sent out.

Survey questions were created and disseminated to all departments at both Colleges, as well as the District Office. These various questionnaires addressed the specific RSCCD related programs, services and activities within the scope of the thirteen categories identified on page 19. Staff at the District, SAC and SCC worked extensively with faculty, students and staff to gather data and report on the status of each program and activity. Survey tools were developed for outreach to all Department Chairs at both Colleges, and for students who utilize DSPS services.² The results of these surveys can be found in the Appendices VII-XII.

² Although major architectural barriers were identified during the development of the Transition Plan, some minor facility modifications which were identified during the programmatic review are discussed separately in the various sections of the report dealing with specific programs.



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The list of ADA Transition Plan Workgroup members can be found in Appendix I, and the list of all individuals contacted, with their affiliations, can be found in Appendix II.

This Self-Evaluation and Transition Plan Report was developed as a Districtwide report, with discussions of overarching administrative policies and procedures followed by discrete elements of both Santa Ana College and Santiago Canyon College.

Every effort was made in good faith by District staff and Consultants to ensure that the Self-Evaluation involved a thorough and comprehensive review. However, Consultants cannot guarantee that every relevant policy, program or administrative practice was reviewed or that every potential violation of the ADA and/or Section 504 has been identified.

While nothing in the analysis or recommendations contained in this report should be interpreted as providing legal advice, Consultants have employed their professional judgment to recommend actions designed to assist the District with satisfying the requirements of law. The District's intention is to provide educational and employment opportunities to persons with disabilities which are equal to those afforded to all students, employees and members of the general public.

However, any individual with a disability may, with or without sound justification, file a complaint with an enforcement agency or seek judicial enforcement of the law and Consultants cannot guarantee that, even if all recommendations herein are fully implemented, the District will be completely shielded from liability in all such proceedings.

Nevertheless, it is the considered judgment of Consultants that the District will do an effective job of providing equal opportunities to its students, employees, and the communities it serves and will be far better able to defend against any potential claims for violation of the ADA and Section 504, if it adopts and promptly implements the recommendations in this report.



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Self-Evaluation Components and Programmatic Findings

The ADA Title II Technical Assistance Manual ([Section II-8.2000](#)) identifies important elements which are to be considered as part of an ADA Self-Evaluation. These are:

1. Identification of any additional structural barriers which need to be removed in coordination with the current Transition Plan;
2. Policies that limit or exclude the participation of qualified persons with disabilities;
3. Communications;
4. Auxiliary Aids and services;
5. Emergency management for persons with disabilities;
6. Disability awareness;
7. Programs, services and activities provided through a bona fide historic site;
8. Policies and procedures that address policy modification and fundamental alteration of programs;
9. Access to public meetings;
10. Employment programs;
11. Construction policies;
12. Staff training and guidance systems; and
13. Policy prohibiting discrimination against persons who are former drug users and have been rehabilitated.

ADA Transition Plan Public Forums

In the development of the RSCCD Transition Plan, the Self-Evaluation exercise contained a methodology for input from the general public, faculty/staff and from students with disabilities. During 2017, two public forums were held on November 1 at SAC and November 8 at SCC. In addition, in 2018, a survey was put in place to assess the level of satisfaction students with



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disabilities had with their experience at both SAC and SCC. The complete, unedited comments of forum attendees can be found in Appendix XIII.

It should be noted that the Self-Evaluation involved all College departments looking for specific barriers within their areas. By the completion of the process, virtually all of the areas of concern were observed and addressed with issues and recommendations contained in this report.

ADA/504 Self-Evaluation Student Survey

A student survey was emailed to all students registered with DSPS at both SAC and SCC. The survey was made available in late May of 2018 and concluded on October 31, 2018. During this period, several reminders were sent to students and, ultimately, approximately 400 students from across the District chose to respond. Complete, unedited comments from students who responded to the survey, along with summary data, can be found in Appendices VII and X. As stated above, approximately 400 of the 1,560 students Districtwide responded to the survey. The sample size is not large enough to attach any statistical significance to the results, however, the information is useful in observing trends and offering anecdotal experiences. This information is as relevant as input from the public forums.

The survey consisted of fourteen questions. Two questions requested disability information, six questions used a Likert scale to rate the effectiveness/ease of obtaining DSPS and campus services and six open-ended questions gave students the opportunity to comment on their scaled responses. The survey questions covered the following topics, with each question exploring multiple facets of the area and allowing for comments:

- Type of disability
- Ease of applying for DSPS services
- Effectiveness of DSPS services
- Satisfaction with DSPS services
- Satisfaction with access to all college services



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- Satisfaction with physical access of campus

For the most part, the students responding to the survey were “satisfied” to “very satisfied” with the ease of obtaining services and the effectiveness of such services from both DSPS and other campus programs. That being said, there were a few areas that showed more concern among the respondents than others. Again, without statistical significance, these areas correlate somewhat with the results of the surveys administered to the instructional Department Chairs.

Notably, one campus had 16-17% of the respondents indicating that DSPS effectiveness with regards to educating faculty about disability and faculty interactions about accommodations is “poor” or “needs improvement.” While not conclusive of a Districtwide problem, these responses support the findings that disability-related training for faculty has been lacking and standardized procedures for accommodations, such as video captioning, were not found in several academic departments. This issue does not reside only with DSPS, rather, it is a Districtwide training issue and reflects the lack of written policies and procedures at both Colleges. These issues are addressed in detail on pages 37-51 of this report. Other areas of concern, expressed by 15-25% of the respondents, included accessible parking, bookstore services, restrooms, note taker services, academic counseling, classroom/desk access, outdoor seating and financial aid. As with the matters raised by the public forums, the issues identified in the student survey were also observed during the internal reviews of SAC’s and SCC’s instructional and non-instructional departments.

ADA/§504 Department Chair and Division Dean Survey

Methodology and Rationale

One of the methods employed by the RSCCD to assist in the ADA Self-Evaluation was to survey instructional divisions and departments. The survey sought information to establish a baseline of knowledge of District policies associated with nondiscrimination, in general, and, specifically, to evaluate the level of understanding of responsibilities under the ADA and state



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law towards RSCCD students with disabilities. The decision to forgo a direct survey of all faculty and staff within the instructional divisions at Santa Ana College, Santiago Canyon College, Centennial Education Center and the Orange Education Center was made in favor of surveying Divisional Deans and Department Chairs.

The rationale for this decision was three-fold: First, the likelihood of receiving a response, even if required, from approximately 1300 full and part-time faculty and staff was unrealistic. However, mandating responses from 12 Divisional Deans and over 80 instructional departments seemed more likely. Secondly, it was determined that asking supervisors the right questions about their staff could provide valuable and meaningful information, even if the answer was "Not Sure." Finally, some of the questions could only be answered accurately by those in leadership positions. For these reasons, the survey as constituted was put in place.

It was most important that the questions be answered as accurately as possible. To facilitate this outcome, the instructions presented were as follows:

"The following survey should take less than 10 minutes.

The Americans with Disabilities Act (ADA) requires that colleges periodically review their compliance with the law. This procedure is called a Self-Evaluation and it is completely internal. The results of the Self-Evaluation are incorporated into a Transition Plan which becomes a road map to eliminate any unintentional or inadvertent biases toward individuals with disabilities. All college departments and entities undergo the Self-Evaluation. As you complete the survey please be aware that answers of "no" or "not sure" only indicate areas of need and do not reflect poorly upon anyone or any entity. It is highly unlikely that a college district of this size has an entire staff who is completely trained and knowledgeable regarding the requirements of the ADA. The sole purpose of this exercise is to assist in the design and implementation of useful and effective training and in-service programs for college staff to assist students with disabilities in their educational endeavors. If you have any questions, please contact me. Thank you for your participation in this effort."



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It was critical, for both the purpose of the Self-Evaluation and the accuracy of the survey, that respondents understood that admission to lack of a policy, lack of knowledge of a policy, or uncertainty regarding a policy was not detrimental to the division/department. On the contrary, it was only through truthful responses that a portrait could be developed that would enable the RSCCD to allocate the necessary resources to ensure that District instructional programs were up-to-date with regard to knowledge and understanding of the requirements of the ADA. As a result, the survey provides an accurate snapshot of the state of faculty knowledge of the ADA.

For practical purposes, the data received from the non-credit departments at Centennial and Orange were combined with the for-credit departments at their respective Colleges.

Question Make-up and Rationale

The questions were designed to gauge the level of knowledge of the faculty of SAC and SCC, as well as, to query the Department Chairs about policies and procedures that may have been created internally. Questions dealt with faculty knowledge of educational access laws, such as the ADA and Section 504, awareness of RSCCD nondiscrimination and course substitution policies and internal policies and training.

In order to obtain maximum information and foster a high response rate, the survey was short, requiring as little time as possible from these high-level respondents. It was determined that the questions asked must be answerable with brief, unambiguous answers. As a result, “Yes” “No” and “Not Sure” were chosen as the possible answers. All questions had to be answered for the survey to be submitted.

The survey assumed that an affirmative answer would indicate that the Department Chair or Division Dean felt confident that their faculty were aware of, adhering to, appropriately completing, and/or knowledgeable in the various subjects queried. A negative answer would indicate that some faculty would fail to meet that standard. A variety of reasons were proposed in this case, including no recent disability-related training at the department/division level, faculty recalcitrance, faculty hired after the last training cycle or a lack of general



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department discussion of disability issues. As well, the “Not Sure” response could show that no disability-related training or issue discussion had recently occurred at the department level, new faculty have arrived since the last comprehensive training, or the Department Chair might be new and is unaware of the knowledge level of faculty. In either case, the “No” or “Not Sure,” responses would be an indication that disability-related training, and the content of that training, should be considered at the department level.

The Department Chair surveys contained nineteen questions consisting of the following:

- 1 question asking Department name
- 3 questions regarding laws and regulations
- 2 questions regarding student access
- 6 questions regarding Department policies and procedures
- 3 questions regarding District policies
- 2 questions regarding training
- 1 question regarding notifications
- 1 question asking for comments

The Division Dean surveys included:

- 1 question asking Division name
- 4 questions regarding laws and regulations
- 1 question regarding student access
- 5 questions regarding Division policies and procedures
- 3 questions regarding District policies
- 2 questions regarding training
- 2 question regarding notifications
- 1 question asking for comments



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Analysis

The survey was responded to by 100% of the Department Chairs and Division Deans at both SAC and SCC. Given this response rate, the confidence level is very high that the perceptions captured in the survey accurately reflect the understanding of both Divisional Deans and Department Chairs of the RSCCD. Appendices VIII, IX, XI, and XII contain the data graphically displayed. The following summarizes the critical findings.

The two overarching themes that have been previously detailed in this report, a lack of policies and procedures and a general lack of current disability-related training, were also evidenced in the instructional departments surveys. There were no departments at either College that could profess a complete knowledge and understanding among all faculty of disability awareness, knowledge of accommodations, and processes for assisting students with disabilities. This is not to say that the District has severely problematic areas that are ripe for complaints. Rather, it demonstrates that gaps exist in the knowledge base of faculty and there is a level of uncertainty of awareness of disability access laws. These gaps were not unexpected. In fact, based on the lack of an established training regimen, ongoing hiring of new and adjunct faculty, and limited written procedures, it would have been surprising if the outcome were different. The survey showed that most faculty are aware of their responsibilities and of appropriate methods of accommodation, but that enough uncertainty exists to conclude that best practices need to be put in place to ensure good service and complaint prevention. *(See pages 37-51 for explanation and recommendations to mitigate these issues.)*



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Districtwide Transition Plan Methodology and Assessment of Physical Facility Barriers

The District's original Transition Plan was completed in 1994 to identify physical barriers at District owned facilities, and the current 2018 Plan update represents the first major comprehensive Districtwide effort. Beginning in 2015, RSCCD's Facility Planning, District Construction and Support Services department began the effort to update its Transition Plan, a requirement of the ADA, to identify and remove architectural barriers in District facilities. The District hired Disability Access Consultants to undertake facility, building and site condition assessments for all District-owned properties to identify any physical accessibility barriers and deficiencies that need to be improved or corrected. The District's comprehensive assessment of all its facilities identified over 10,000 ADA deficiencies Districtwide. The assessment was completed in 2016 and there is a current database of deficiencies which now serves as the District's baseline condition assessment.

In 2016, RSCCD continued efforts to update this comprehensive Plan to develop a process of self-review, assessment, identify corrective actions and facilitate reporting that meets the needs of District constituents (students, staff, and community members) with respect to accessibility of District programs, services, and activities.

This current 2018 Plan update identifies ADA physical barriers and deficiencies, priorities, rough-order-of-magnitude costs, and a plan for implementation. The District proposes a target 10-year timeframe to complete the accessibility improvements. Deficiencies are identified in a cloud-based software system called DACTrak. DACTrak will serve as an active database from which the District can utilize to plan, coordinate and track corrective measures that are implemented over time.

As public input is important to develop and prioritize the Plan, the District conducted extensive public outreach and held public forums on November 1, 2017 at Santa Ana College and on November 8, 2017 at Santiago Canyon College (see Appendix XIII). The District obtained public input and comments regarding accessibility of District facilities at these meetings and via



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e-mail at adapubliccomments@rsccd.edu . The District recognizes that input from stakeholders is a valuable component of an updated, usable and responsive plan. As such, in development of the RSCCD Transition Plan, the Self-Evaluation exercise captured input from the general public, faculty/staff and from students with disabilities. In addition, in 2018, online surveys were put in place to assess the level of satisfaction students with disabilities had with their experience at both SAC and SCC. *(See Appendices VII and X.)* The complete, unedited comments of forum attendees can be found in Appendix XIV. The following is a summation of the issues and topics raised. Issues raised at the public forums were varied. Comments were provided by the public regarding the following entities/issues:

- District Office/Administration
- District Websites
- Santa Ana College
 - Administration
 - DSPS
 - Websites
 - Documents
 - Phillips Hall
 - Deaf Services
 - Buildings and Campus grounds
 - Classrooms and Offices
 - Signage
 - Parking
- Digital Media Center
 - Access
- Centennial Education Center
 - Signage
 - Parking
 - Safety issues
- Santiago Canyon College
 - Signage
 - Buildings and Campus grounds
 - Safety issues
 - Websites
 - Documents



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The Self-Evaluation continued with all College departments identifying specific barriers within their respective areas of concern. As part of the facilities assessment of all physical ADA barriers, the public comments were reviewed and incorporated as part of the issues and recommendations contained in this report.

The Transition Plan seeks to identify and remove architectural barriers by categorizing each deficiency utilizing several metrics, identified by the District and its consultant team, to facilitate prioritizing and scheduling barrier removal work. The Plan outlines ADA deficiencies by site location, building, category of barrier removal deficiency, the severity of the deficiency, and project type.

In order to implement effective corrective actions, deficiencies have been categorized by type and severity. They are then organized by date with the most severe being identified for corrective action early in the Plan and the least severe later in the Plan. How and when the District ultimately addresses deficiencies will vary based on a variety of factors such as the magnitude of the scope, whether the Division of State Architect (DSA) agency approval is required and funding availability are a few of many factors that will impact implementation. For example, a single disabled parking stall may have multiple deficiencies noted. The parking stall may have a broken and uneven asphalt which would be a trip and fall hazard. However, that same parking stall may have ADA signage that is not at the required height. The broken uneven asphalt is a safety hazard and the sign height is a minor code deviation. Both deficiencies would likely be corrected at the same time, but in some cases deficiencies in certain locations cannot be corrected concurrently. Therefore, the scope of projects can vary in size, cost, location and time.

The prioritization matrices methodology (classifying items by Barrier Removals types, Severity, and Project Types) is detailed on the next page.



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Barrier Removal Types

- 1 Safety Hazard**
All Items that are Severity A
- 2 Readily Achievable (Possibly by District personnel)**
Items such as signage, accessories or furniture that are required to be relocated
- 3 Medium to High Exposure to Risk**
Not Used
- 4 Requires Outside Support to Correct – Low to Moderate Cost**
Items requiring installation or replacement, such as asphalt, signage and non-fixed Items (tables, computer stations. etc.)
- 5 Medium Exposure to Risk**
Not Used
- 6 Requires Outside Support to Correct - Moderate Cost**
Items such as casework and counters, handrails, door closers/hardware, etc.
- 7 Requires Outside Support - Moderately to Very Costly**
Items that require concrete repairs, plumbing repairs or replacement and minor to moderate construction repair
- 8 Low Exposure to Risk / Minor Deviation from Applicable Standards**
Typically, Items that are substantially compliant

Severity

- A Safety Hazard**
Protruding objects, uninsulated supply lines, abrupt changes in level, etc.
- B Severe or Complete Barrier to Access**
Non-accessible operable parts, door opening pressure, no room ID sign, non-compliant knee clearance, etc.
- C Partial Barrier to Access**
Incorrect or missing markings at parking spaces, handrail extensions, hardware mounting height, etc.
- D Minor Code Deviation**
Incorrect height of signage, non-compliant Braille on signage, etc.
- E Substantially Compliant Item**
Door height that is 78" or higher, grooved borders at ramps, etc.

Severity A items are exclusively associated with potential walking surface trip hazards. This is aligned with the Americans with Disabilities Act Title II Regulations in § 35.150 (d) (2) that prioritizes accessible paths of travel for pedestrian walking areas.



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Items associated with Severity Categories B through D address other non-compliant walking surfaces, heights of counters, reach ranges, door clearances, restrooms and signs that are not in compliance to facilitate wayfinding for persons who are blind or who have low vision. Items under Categories B through D can also be distinguished by the relative degree of non-compliance documented. In contrast to Severity A items, these items do not pose a potentially immediate threat of a trip and fall hazard or other injury. All documented deficiencies are also paired with other key identifiers that categorize items by kinds of barrier removals and by barrier removal project types.

The District's reports of physical deficiencies are included in Appendix XVII in matrices which list District site, location type and planned dates of corrective action. Deficiency matrices are included for the Centennial Education Center (CEC), Digital Media Center (DMC), District Operations Center (DO), Orange County Sheriff's Regional Training Academy (OCSRTA), Santa Ana College (SAC) and Santiago Canyon College (SCC).

An inventory of all properties, both owned and leased, where District programs, services, and activities operate is listed in Appendix XVIII. This list can fluctuate significantly from year to year depending on the terms of the arrangements and programmatic needs. For many of the facilities not owned by the Colleges – Remington Education Center, the College and Workforce Preparation Center, OEC Provisional Education Facility – leases did not exist, or the lease terms were anticipated to be short term. Many of the sites in Appendix XVIII denoted with an "I" (for instruction) are "instructional use agreements." These agreements are brokered by the program or College department and the leased facility for a term or event or series of periodic events. As part of the implementation of the Districtwide ADA Transition Plan, current long term and future instructional and program leases should be assessed for compliance with ADA laws and delineate responsibility for ensuring compliance.



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RSCCD Transition Plan: Summary of Facility Findings

Rancho Santiago Community College District (RSCCD) serves 700,000 residents in the communities of Anaheim Hills, Orange, Santa Ana, Villa Park and portions of Anaheim, Costa Mesa, Irvine, Fountain Valley, Garden Grove and Tustin.

The District's Santa Ana College (SAC) seated on 65 acres and Santiago Canyon College (SCC) on roughly 83 acres are among the oldest and newest campuses respectively as part of California's 115 Community Colleges. Including Santa Ana College and Santiago Canyon College, the District owns seven properties and leases three others. Programs and services including adult education and non-credit courses are also offered at the locations below:

1	Centennial Education Center (CEC)*	2900 W. Edinger Avenue, Santa Ana CA 92704
2	Digital Media Center (DMC)	1300 S. Bristol Street, Santa Ana, CA 92704
3	District Operations Center (DO)	2323 N. Broadway, Santa Ana CA 92706
4	Orange Education Center - Provisional Education Facility **	1937 W. Chapman Avenue, Orange, CA 92868
5	Orange County Sheriff's Regional Training Academy (OCSRTA)	15991 Armstrong Avenue, Tustin, CA 92782
6	Orange Education Center (OEC)	1465 N. Batavia Street, Orange, CA 92867
7	Remington Education Center**	1325 E. 4th Street, Santa Ana, CA 92701
8	Santa Ana College (SAC)	1530 W. 17th Street, Santa Ana CA 92706
9	Santiago Canyon College (SCC)	8045 E. Chapman Avenue, Orange CA 92869
10	College and Workforce Preparation Center**	1572 Main Street, Orange CA 92867

* Leased Property

** Leased Facility



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This Transition Plan is a planning document for the District to identify and track deficiencies and any corrections required to improve accessibility. In 2016, the condition assessment identified over 10,000 ADA deficiencies across District owned facilities and were as follows:

CEC	595
DMC	241
DO	526
OCSTA	385
SAC	5,593
SCC	2,936
TOTAL	10,276

The condition assessment was undertaken as a snapshot in time (2016) based on comparison to current ADA codes to develop a more up to date view of deficiencies across facilities. This exercise was not inclusive of an assessment based on what prior projects may have had an existing project approval from the Division of State Architect which may result in a current legacy or grandfathered condition that is deficient under today's new codes and standards. Nevertheless, the District is now required to have an updated Transition Plan that seeks to remedy the barriers under today's newer standards for accessibility.

This facilities section of the Transition Plan is intended to communicate with students, staff and the community the District's progress towards identified barrier removal projects and its stated accessibility goals. Further, it provides guidance to assist the District in developing a pipeline of ongoing and future projects that include accessibility improvements for new construction and alterations aligned with the District's stated project goals and mission.



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Cost Estimating Barrier Removal for Facilities

It is extremely difficult, if not impossible, to determine what a specific project will cost 10 years into the future. There are multiple microeconomic and macroeconomic factors that may influence cost. The estimates provided herein are for planning purposes to assist staff in the future when more specific project scopes are developed. The District has already initiated several projects over the last few years that are in various phases of implementation from the planning and design phase, to even construction and completion. Certain projects over the year have also observed significant price escalation due to present market conditions (i.e. rising costs for asphalt and concrete repairs). It is anticipated that costs may increase more significantly for projects to correct ADA deficiencies in the outer years of the Plan, and this will have an impact on ongoing and future funding needs.

The stated rough-order-of-magnitude costs noted below are developed based on estimates which use the ADA repair recommendations noted in the condition assessment database provided by Disability Access Consultants from the field site assessments conducted from 2016 as a baseline of deficiencies. The District utilized the assistance of a cost estimator, HL Construction Management to develop a mock-up construction cost estimate for Santa Ana College, as a tool to assess the magnitude of projected costs for budget planning purposes. The estimated budgets are based on anticipated market pricing with industry accepted allowances for escalation and contingency. The quantities are based on the deficiency database information, site visits, as-built drawings, and verbal guidance from the District's facilities team. The estimates were further developed using the most recent information available at the time of this report's completion. The forecasts for costs are provided as a point of reference in this Plan and are subject to change over time. It is further recommended that the scope and budget be revisited as more detail, and scope clarity becomes available.



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Sample Rough-Order-of-Magnitude of Costs for Santa Ana College

(November 10, 2018 Estimate see Appendix XIX)

The following assumptions were made to create a mock-up cost estimate for the over 5,500 deficiencies noted at Santa Ana College:

- Construction start date of January 2020, and a 36-month schedule of construction with phasing.
- General Conditions and Requirements – 13.5%
- Overhead and Profit – 10%
- Bonds and Insurance – 2.5%
- Phasing – 4.0%
- Design Contingency – 20%
- Escalation to midpoint of construction (MOC) assumed 7/1/2021 – 13.8%
- Use of prevailing wage
- Assumed a design-bid-build construction delivery method, prequalification not included.

Exclusions (not included in construction estimate): professional fees, inspections and testing, escalation beyond the MOC, Furniture, Fixtures, Equipment, Furnishings, plan check or building agency permit fees, construction or owner contingency costs, construction management fees, other soft costs, off site work costs, accelerated schedules for construction, Building R is excluded due to its anticipated demolition, unforeseen sub-surface conditions, changes to scope of work not identified in the current scope of work report, sole source procurement, changes or delays from projected construction schedule.

- Total estimated **construction cost** for SAC is: \$26,925,708 based on November 2018 estimate
- Add on typical **soft costs** at approximately 40% of total costs: \$18,000,000



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- **TOTAL ESTIMATED PROJECT COSTS FOR SANTA ANA COLLEGE: \$44,925,708**

Santa Ana College accounts for a little over half of the total ADA deficiencies noted districtwide across all **owned** facilities. Given the mock-up cost estimate for Santa Ana College, it is reasonable to project that the anticipated costs for the entire district could be an additional \$40 million or more, making the projected need in a range over \$80 million districtwide. Furthermore, if the completion of projects is anticipated to take ten years or longer, the projects completed in later years will be subject to additional escalation costs.

Recommendations and Implementation Timeline

The facilities section of the District's Transition Plan and Appendix XVII includes a target completion timeline of ten years for barrier removal. As discussed above, projects are grouped by severity and priority. With this organizing criteria, the District's intent is to execute the Plan consistent with identified priorities. It may be necessary for the Plan timeframe to be extended or re-prioritized due to unforeseen conditions, extended time due to agency or government approvals, including the availability of funding in the future. The order in which deficiencies are addressed and corrected may change from what is presented in the Plan. In practice, planning and scoping of specific construction projects may involve grouping lower priority barrier removal items with other high priority accessibility improvements based on the type of construction trades involved, timing and correlation to other priority capital improvements work, or other District considerations, including the availability of funding.

As an example, a common deficiency that is relatively low in the priority methodology is protective wrapping on hot water pipes in some restrooms. This type of deficiency could be addressed in a single project scope, by campus or Districtwide, or it could be included in various restroom remodel projects. Thus, the listing of deficiencies is akin to a roadmap in which there is often more than one possible route to arrive at the intended destination. This document is very much a conceptual planning tool and its execution of projects will rely on current, real-world information as projects move forward.



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As the list of identified physical barriers is stored in an active database, this portion of the Plan is uniquely suited to be a living document. As such, deficiencies are documented in the database, as they are corrected, on a project-by-project basis. This is actively occurring, and projects are underway now to remove physical access barriers. Currently as of November 2018, the District has corrected approximately 4.95% of deficiencies at SAC and 13.0% of deficiencies at SCC, totaling Districtwide just under 18% of corrected items noted from the 2016 condition assessment. The District seeks to make every effort to align barrier removal projects and other corrective actions, including program-based measures, with regulatory guidance stated in the ADA and other Federal and State legislation in support of enhancing access to District programs, services, and activities.



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RSCCD Self Evaluation

Districtwide Programmatic Findings and Recommendations

During the conduct of the Self-Evaluation, a number of common issues were found in multiple programs and activities. Since these issues were prevalent Districtwide, the Galvin Group Consultancy determined it would be clearer and more effective to consolidate these findings into one section. These issues relate to most, if not all, programs and activities conducted by the District. It will generally be necessary or desirable to adopt consistent and coordinated strategies to address these issues Districtwide. In some instances, unique aspects or impacts of these issues may be discussed in sections of this report applicable to particular programs, but even where that is not the case, each program should review and, as appropriate, implement the recommendations in this section.

The Districtwide Issues and Recommendations are outlined below:

1. ADA Compliance Issue – Lack of ADA Notice and Related Information:

The regulations adopted by the U.S. Department of Justice to implement Title II of the ADA require that public entities provide individuals with disabilities notice of the protections afforded by the law (28 C.F.R. parts 35.106 & 35.107). The Department of Justice has developed a wide variety of technical assistance materials designed to provide information about the requirements of the law and guidance on its implementation. One such document is the ADA Best Practices Toolkit for State and Local Governments:

www.ada.gov/pcatoolkit/toolkitmain.htm

The Toolkit recommends that the ADA notice include relevant information regarding Title II of the ADA and how it applies to the programs, services, and activities of the public entity. It should include the name and contact information of the ADA Coordinator and information about how to obtain needed accommodations or file complaints. Public entities are expected to provide the information on an ongoing basis in printed and broadcast outreach materials, on



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websites, on job or program application forms, in program schedules and handbooks, and in announcements concerning public meetings and events ([ADA Title II Toolkit, pp. 3-5](#)).

Additionally, 28 C.F.R. part 35.160 requires that communications with persons with disabilities are as effective as communications with other individuals. This means that, for printed materials, the notice must indicate how an individual with a disability can obtain the document in an alternate format such as Braille, large print, or accessible electronic text. On webpages, the notice should explain how an individual with a disability can obtain accommodations necessary to participate in the programs or activities described on that page and how to obtain technical assistance, if he or she experiences difficulty accessing any portion of the webpage using assistive technology. For meeting notices and other public events (e.g., commencement exercises, athletic events or theater performances) the notice should explain how an individual with a disability can obtain accommodations, such as sign language interpreters or captioning, which the person needs in order to participate in the meeting or event.

Some District publications do contain notices concerning nondiscrimination or address at least some of the elements that an ADA notice should contain. However, most publications and webpages for SAC, SCC and the RSCCD District administration do not contain any type of ADA notice and those which do exist are incomplete and inconsistent. For a more detailed discussion of this issue and examples, see the portions of this report dealing with the College catalogs on page 53 and agendas for Board of Trustee meetings on pages 85-86.

It appears that each page on the RSCCD website contains a link to a notice concerning accessibility of the website. However, this notice does not satisfy the requirements of the ADA Regulations because it does not provide information about how to request disability-related accommodations for the programs and services described on each webpage. In addition to the current “accessibility” link, each webpage on the website should contain a notice such as the one set forth below.



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Recommendation: As a best practice, the RSCCD Board of Trustees should adopt a policy which provides a comprehensive and coordinated approach to complying with the ADA. The Board Policy should include all the required elements for the ADA notice and complaint procedures. *(See page 53 for a full discussion of this issue and Appendix III for the suggested text of such a policy.)*

Recommendation: The District needs to develop ADA notices for use on printed materials, meeting or event announcements, and webpages. If the detailed requirements of the law have been satisfied by adoption of the Board Policy as recommended above, the notices can be relatively brief, and the following language is suggested for these notices:

Notice for printed materials:

It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. (Add Board Policy number.) Consistent with that policy, this material is available in alternative formats (such as large print, Braille or accessible electronic text). Such materials and other disability accommodations will be provided as needed for program access, upon request. Please contact [name, email address and telephone number, including a TTY number] for needed accommodations or alternate formats.

Notice for meeting and event announcements:

It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. (Add Board Policy number.) Consistent with that policy, the facilities where this event will be held are wheelchair accessible. Upon request, this announcement and the agenda or program for the event and any related materials, will be provided in alternative formats (such as large print, Braille or accessible electronic text). If you need such materials or other disability accommodations or more information, please call (name) at (xxx)xxx-xxxx at least seven days before the scheduled event.



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Notice for webpages:

It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. (Add Board Policy number.) Consistent with that policy, disability accommodations will be provided as needed for program access, upon request. Please contact [name, email address and telephone number, including a TTY number] for needed accommodations or alternate formats.

Recommendation: The District must ensure that all current publications include the appropriate ADA notice. On existing materials, this notice may be added by adhering stickers or other attachments. The District must also adopt policies and procedures to ensure that all publications developed in the future will contain such notices. These procedures should identify the specific types of publications and announcements which must include some version of the ADA notice and indicate, in each case, who is responsible for incorporating the notice, customizing it as necessary, and updating it when names or contact information changes. At a minimum, an ADA notice satisfying the above-described requirements should be included in all of the following: a) brochures; b) public service announcements; c) outreach materials; d) applications for employment; e) College or program admission/participation statements; f) meeting agendas or event announcements; g) College catalogs and course schedules; h) District and College webpages; and i) social media platforms where the District maintains a presence.

2. ADA Compliance Issue – Need for Effective Methods of Administration:

Providing notice about the District's commitment to compliance with the ADA is an important first step, but the District must also be prepared to respond in the event that a student, employee or member of the public who has a disability requests an accommodation. The regulations implementing Title II of the ADA make clear that a public entity may not use "methods of administration" which have the purpose or effect of denying individuals with disabilities equal opportunity to participate in the programs and activities offered by the entity (28 C.F.R. part 35.130(b)(3)). A public entity risks violating this requirement when it fails to put in place policies and procedures which make it possible to respond in a timely and effective



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manner to individual requests for accommodations (OCR CCC System-wide Review, OCR Docket no. 09-97-6001 January 22, 1998). Additionally, methods of administration are only effective if staff are trained on their presence and implementation.

One consequence of this responsibility is that community colleges need to have in place procedures for promptly responding to requests by students for instructional materials in alternate formats such as Braille, large print, or accessible electronic text (*see also 28 C.F.R. part 35.160*). The Chancellor's Office for the California Community Colleges issued guidelines on this subject several years ago and, in response to a review by the State Auditor's Office, recently issued additional guidance designed to ensure that procedures used by colleges are consistent with the latest court decisions and settlement agreements on this topic.

[Addendum to Alternate Media Guidance 2018](#)

While this guidance relates to providing instructional materials for students with disabilities in alternate formats, it is vital to note that responding to accommodation requests requires policies and procedures that go beyond this issue. Employees with disabilities or members of the public who wish to access programs and activities open to the public may also need materials in alternate formats. Moreover, students, employees and members of the public may need other types of accommodations.

For example, if a member of the public requests a sign language interpreter for a play performed by the theater arts program, the District needs to have policies and procedures in place to respond to such a request in time to be able to provide the interpreter when the performance occurs. Since DSPS state funding can only be used to provide accommodations to students with disabilities, this will most likely require having a contractual arrangement in place with an agency that can provide interpreter services on short notice. In addition, staff who may receive such requests need to know procedures to use in order to schedule interpreters for the specific event and what funding source to use to pay for the service.

Staff in most programs indicated an understanding that the ADA requires making accommodations to the needs of individuals with disabilities and a willingness to address such



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issues, but there appear to be no established policies or procedures for actually providing accommodations. The DSPS programs at both SAC and SCC routinely provide auxiliary aides to students with disabilities, but neither program has established a system for providing instructional materials in alternate formats which complies with the above-referenced guidelines issued by the Chancellor's Office. Other student services programs indicated that they work informally with DSPS to provide accommodations that may be needed by students participating in those programs, but there do not seem to be established procedures for handling such requests.

Programs which provide activities open to the general public, such as Performing Arts and Athletics, do not have policies and procedures for responding in a timely manner to accommodation requests from members of the public who may wish to attend events or participate in activities. Thus, the methods of administration currently used by the District are seriously deficient and it is highly likely that at least some individuals with disabilities may not consistently receive services and auxiliary aids in a timely and effective manner, as required by law. The lack of written procedures is frequently named as a primary or contributing cause in accreditation reports, OCR investigations, Chancellor's Office audits and lawsuits.

Aside from the legal ramifications, adopting written policies and procedures is a practical necessity for an effective delivery of services. Without policies and procedures, requests do not address staff absences, vacations, vacancies or departures. The process for fulfilling a request may be well-known and well-executed by the staff member responsible and there are no issues until that staff person, for whatever reason, is not available. Procedures document the who, what, when and how of task performance. An individual procedure for a single task defines who is responsible for completion of the task, what steps are involved in the process, when each step is undertaken and how the progression of steps is performed to complete the procedure.

With a documented procedure, a set of clearly written instructions, requests can be handled by any competent staff with the expectation that the accommodation will be



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appropriately provided. Training new staff is made exponentially easier if there are written materials to accompany a verbal presentation. A documented process does take time and resources to develop, however, the returns, from fewer complaints to easier staff training, are worth the investment. A well-written handbook with policies and procedures for staff along with the basic training would provide an excellent foundation for consistent service delivery and an accepting culture.

Recommendation: The District needs to adopt and implement written policies and procedures, Districtwide, to ensure that all programs are prepared to respond in a timely and effective manner to requests from students, employees or members of the public for auxiliary aides, materials in alternate formats and other disability accommodations.

3. ADA Compliance Issue – Designation of ADA Coordinator:

28 C.F.R. part 35.107 requires that public entities designate one or more individuals to coordinate their efforts to comply with the ADA and to respond to any complaints alleging violation of the law.

RSCCD has designated the Vice Chancellor for Human Resources to serve as the District ADA Coordinator. This technically satisfies the requirements of the regulation, but it is not clear that this individual, who has many other duties, can effectively carry out this responsibility, particularly once the District begins the process of implementing the many recommendations in this report.

Recommendation: As a best practice, the District should consider the possibility of establishing a full-time position dedicated exclusively to ADA coordination which would include accommodations for students with disabilities who choose not to use DSPS services, the public, and staff. *(See Appendix IV for a list of ADA Coordinator roles.)*

Recommendation: Whether the ADA Coordinator is a dedicated position or remains an additional assignment for the Vice Chancellor, the District needs to establish clear procedures by which the Coordinator can obtain support from other staff to investigate complaints and



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carry out other activities necessary to ensure that accommodations are provided as needed to students, employees and members of the public who may have disabilities.

4. ADA Compliance Issue – Need for Accessible Information:

The regulations implementing Title II of the ADA require that public entities take steps to ensure that their communications with persons with disabilities are as effective as communications with all other individuals (28 C.F.R. part 35.160). This requires that websites, online forms, course management systems, instructional materials, and other information technology resources are accessible to and usable by individuals with disabilities. ***Dudley v. Miami University*** Settlement No. 1:14-cv-38 (S.D. Ohio, Dec. 14, 2016):

https://www.ada.gov/miami_university_cd.html

In addition, entities that receive State and Federal funds, including Community College Districts, are required to adhere to specific accessibility standards when they develop, procure, maintain, or use electronic or information technology (Section 508 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794d), 36 C.F.R. Part 1194, and California Government Code Section 7405).

As discussed further on pages 55 and 56 the District has adopted Board Policy and Administrative Regulations intended to implement these legal provisions and ensure that contracts for purchase of electronic and information technology contain provisions requiring vendors to supply compliant products. However, the District does not appear to have any mechanism in place for ensuring that these policies are effectively implemented or that electronic and information technology products purchased by the District do, indeed, comply with the law.

A review of all District electronic and information technology resources for compliance with Section 508 access standards was beyond the scope of this Self-Evaluation project. However, District staff and Consultants did examine many District, College, and program webpages and a variety of online forms and resources in the course of reviewing program accessibility under the



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ADA. In general, most webpages seemed usable by persons with disabilities who may be using assistive technology, such as screen reading software for the visually impaired. Nevertheless, some deficiencies with particular webpages are discussed later in this report. Also, a number of online forms do not seem to be fully accessible.

Recommendation: As a best practice, the District should seek assistance from the State Chancellor's Office, or engage a consultant with appropriate expertise, to conduct a thorough review of all District and college electronic and information technology resources and determine the extent to which they comply with accessibility standards required by the ADA and Section 508.

Recommendation: As a best practice, the District should establish procedures to confirm that products purchased pursuant to AR 3412 actually comply with the law and to utilize the contractual provisions required by that policy to hold vendors accountable when problems are identified.

Recommendation: As a best practice, the District should establish procedures providing for ongoing review by qualified individuals to ensure that all electronic and information technology resources comply with the requirements of the ADA and Section 508. This review should include, but not be limited to, electronic forms and instructional materials, which are created by faculty or staff. The review should occur before such materials are deployed for use by students, employees or members of the public.

5. ADA Compliance Issue – Need for Accessible Spaces and Pathways:

In order for the RSCCD to comply with the ADA, its facilities and pathways must be accessible to and useable by persons with disabilities. While many of these accessibility issues would be identified in the facilities review in the ADA Transition Plan, the items cited here are not strictly architectural in nature or would be outside the scope of the facilities review. Moreover, even where a room, pathway or other architectural feature is designed and



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constructed to meet access standards, it must be maintained and used in a manner which ensures the accessibility of the feature (28 C.F.R. part 35.133).

The first issue identified was the lack of sufficient space for persons using wheelchairs to have confidential counseling and other services in the EOPS and DSPS programs (see pages 122 and 133). These issues may exist in other campus offices where students or staff seek services. In addition, all programs and activities serving students, or the public, should be mindful of accessibility requirements when cubicles are installed or re-configured. Service areas should have lowered, accessible counters where staff can serve students, staff, or the public using wheelchairs. Also, people responsible for various campus programs and their facilities need to be aware that the placement of furniture, trash receptacles, and other items can easily negate the presence of an accessible path of travel.

Recommendation: All District programs and activities should survey their office space and common paths of travel to ensure that accessible paths of travel are not blocked and that lowered service counters are available as needed. In addition, they need to identify where space is insufficient for confidential service delivery and either locate confidential space for such staff or identify readily available office space, including conference rooms, where services can be delivered. Finally, staff should be trained on these access issues and the remedies available to address them.

The Need for Districtwide Training

The need for training on disability issues was an overarching theme during various phases of the self-evaluation. This need was cited on staff and student surveys, as well as during interviews. In addition, the need for training is associated with the Districtwide issue on the development of new policies and procedures. Without training for faculty and staff, the new policies and procedures cannot be effectively implemented to ensure effective “methods of administration” of the ADA. The need for training is emphasized in the ADA Technical Assistance Manual which states:



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“The most effective means of preventing ADA complaints may be the provision of campus wide training.”¹ Given the fact that the need for training is cited in practically all sections of this report, the following recommendations are critical to ongoing compliance with the ADA.

The Self-Evaluation has revealed the need for a comprehensive training plan in both instructional and non-instructional departments. Training is needed in two global areas: 1) general disability awareness training which includes the various topics as outlined below; and 2) the overarching recommendation for development of a wide range of policies and procedures addressing the provision of services to students, faculty, staff and the general public with disabilities. Once the procedures are developed, a plan must be in place to train all staff in the application and use of the new methodology.

This training can be presented in a positive manner focusing on disability as a part of campus diversity, as well as on the abilities of students with disabilities and their desire to complete college as a path to employment and independent living. The need for inclusion of students, staff, and the public with apparent and non-apparent disabilities that makes the institution a complete community and fosters an understanding of various perspectives and experiences can also be discussed. Possible topics may include:

- Knowledge of disability etiquette and inclusive language;
- An understanding of what it means for a person to use their preferred method of communication, such as interpreters vs. note writing or an UbiDuo (a device for communicating with individuals who are deaf); and
- Examples of inclusive behavior vs. micro-aggression, such as when the only space in a room where a wheelchair fits also blocks the emergency exit.
- Examples of auxiliary aids and services for specific disabilities and specific situations.

In addition, some training needs to focus on the provisions of Section 504 and the ADA. This training may include the following list of topics (not all inclusive) to be covered either in general trainings or specific department exercises²:



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- Highlights of the ADA
- Definition of who is covered by the ADA/504
- What can and cannot be asked of applicants
- Confidentiality
- The accommodation procedures that are being developed
- Harassment issues
- The connection between the ADA and College policy – and the expectation of compliance
- Campus resources, including the ADA Coordinator, services for persons with disabilities, AT/ITS specialists and HR experts on the ADA
- Issues of drug and alcohol use (current use not covered by the ADA)
- Identifying a request for reasonable accommodations when asked for using different terms
- Knowledge of the interactive process
- Separation of accommodation and performance issues
- Prohibition of retaliation for reporting discrimination
- Compliance with other relevant laws (e.g., Sections 504 and 508 of the Rehabilitation Act, Telecommunications Act of 1996, Title 5 and other State access laws

For some the training is a refresher for many it might be their introduction to these important topics.

It is recommended that the RSCCD form a Districtwide taskforce to develop a comprehensive training plan that encompasses all District faculty and staff. This plan should include short-term activities to remedy ADA compliance issues associated with the development and application of new procedures, as well as long-term components to incorporate disability awareness information in new employee orientations, faculty and staff in-



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service training, and regular training at the department level. Informal topical discussions could be web-based, and/or include planned interactions between students and faculty with disabilities and their non-disabled peers. The charge to the taskforce should be to research and establish best practice strategies for maximum impact on the RSCCD community.

The methods of building understanding and awareness should be as diverse as types of people being trained. Faculty, administrators, support staff, supervisors, security officers, maintenance personnel all will require information and may require specialized approaches to obtaining it. While all groups need some of the same information, some groups will find the information more critical in their daily activities. As a result, some time should be taken to tailor the same information to the audience receiving it. It is also important to remember that ADA obligations not only cover the students receiving an education, but also those with disabilities employed by the institution and the general public. As long as the training is seen as a multi-phase activity and developed with a comprehensive plan, some of the methods might include interactive presentations, brown bag lunches, online webinars, newsletters, panel discussions or departmental specific issues. The length of the trainings may vary as well as the presenters, always remembering that faculty and students with disabilities are often the best advocates.

1. State Law Compliance Issue—Providing accommodations for those not eligible for services from DSPS.

During the course of the Self-Evaluation, staff in various programs at both Colleges indicated that they work closely with the DSPS program to provide academic adjustments and other types of accommodations to students with disabilities. However, there are limitations on the uses of State funds provided to Community College Districts for operation of the DSPS program. First and most obviously, those funds can only be used to serve students with disabilities, so DSPS funds cannot be used to provide accommodations to employees with disabilities or members of the public who may wish to participate in some district-sponsored activity such as a play, athletic event, or commencement exercises. Finally, DSPS funds cannot



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be used to serve students with disabilities when they are participating in activities which do not receive state-funding, such as fee-supported community services classes or extracurricular activities which are not part of an educational course or program. *(See the section of this report concerning the DSPS program on page 123 for further discussion of this issue.)*

Staff in many programs seem unaware of these restrictions and appear to assume that any accommodation issue can be addressed by referring the individual to DSPS. Furthermore, even if staff do recognize that DSPS funds cannot be used in all situations, if there is no established process for handling such requests or no funding source identified in advance to pay for them, it is unlikely that a request for an accommodation will be dealt with in a timely and effective manner.

Recommendation: The District should establish policies and procedures to ensure that necessary accommodations can be made in a timely and effective manner for employees, members of the public, and students participating in activities which do not receive state support without reliance on funding provided for the DSPS program.

2. State Law Compliance Issue—Students who do not choose to participate in DSPS.

California Education Code Section 67313 provides “Nothing in this chapter shall be construed to be directing any student, or students, toward a particular program or service for students with disabilities nor shall anything in this chapter be used to deny any student an education because he or she does not wish to receive state funded disabled student programs and services.” Therefore, there may occasionally be students who need accommodations but who do not wish to be served through the DSPS program. In order to meet its obligations under Section 504 and the ADA, the District needs to have an alternative mechanism for arranging and paying for accommodations in such situations. During the course of this review, several instances were found where program policies and procedures specifically indicated that



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students must register with DSPS in order to receive accommodations. This is contrary to Section 67313 and such policies need to be revised where they exist.

Recommendation: The District should establish a policy and procedure for handling requests for accommodations from students who decline to participate in the DSPs program and ensure that all programs and activities, including those at both Colleges and other educational centers, make changes in their program-specific policies and procedures to utilize the new process. As a best practice, this procedure for handling requests from students who do not choose to participate in DSPS should involve having the ADA Coordinator review and approve such accommodations. They may consult with the DSPS Coordinator on disability issues and possible accommodations, if needed. The procedure should also identify a source of funding other than state DSPS funds which can be used, when necessary, to provide the accommodation.



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Board Policy and Administrative Regulation Review

All relevant Board Policies and Administrative Regulations and procedures, and all programmatic policies, procedures and practices were reviewed to determine compliance with the ADA/Section 504. If there were any issues or findings, they were identified, and recommendations were made for modifications.

General Prohibition Against Discrimination and Grievance Procedures: The following policies and procedures were reviewed: [BP 3410 Nondiscrimination](#) and [AR 3410 Nondiscrimination](#), [BP 3420 Equal Employment Opportunity](#), [AR 3420 Equal Employment Opportunity](#), and [AR 5530 Student Rights and Grievances](#)

Board Policy 3410 Nondiscrimination states: “The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Chancellor shall establish administrative procedures that ensure all members of the College community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 Regulations and those of other agencies that administer State and Federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race,



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color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or because of his or her association with a person or group with one or more of these actual or perceived characteristics.”

According to its policies, Rancho Santiago Community College District does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, sex, age or handicap in its employment or in its educational programs and activities.

The RSCCD policies state that students may file a grievance when they believe they have been deprived of a right granted to students by the Board of Trustees in any of the policies or regulations of the Rancho Santiago Community College District. The purpose of these grievance procedures is to resolve differences as fairly and expeditiously as possible while preserving the rights of students and staff members.

ADA Compliance Issue: As discussed more fully in the report section on Districtwide Programmatic Findings and Recommendations, regulations adopted by the U.S. Department of Justice to implement the ADA require that public entities provide individuals with disabilities notice of the protections afforded by the law and establish and publicize a procedure for filing grievances when those rights have allegedly been violated (28 C.F.R. parts 35.106 & 35.107).

Although both the Board Policies and Administrative Regulations clearly identify the types of discrimination that are prohibited, including disability, they do not satisfy the notice requirements of the law or clearly explain how a student or employee with a disability can file a complaint alleging a violation of the ADA.

The College catalogs (page 1) state that the catalogs are available in alternate formats and the nondiscrimination policy (page 8) is stated in Spanish and Vietnamese, as well as English. Each of the catalogs provides detailed information on various laws and requirements, but they do not include the required ADA notice. In addition, at the District Office Human Resources Department notices are clearly posted regarding discrimination in hiring practices. However,



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there is nothing specifically stated regarding ADA compliance and the processes for making complaints, including a specific ADA Grievance Policy.

Recommendation: As a best practice, the Board of Trustees should adopt a comprehensive policy to comply with the notice and grievance requirements of the ADA Regulations. A proposed draft is set forth in Appendix III. This policy will ensure that the requirements of the law are satisfied and coordinate references to other relevant policies.

Once this policy is in place, an abbreviated ADA notice which references the Board Policy should be developed and included on meeting announcements, event flyers, application forms, and other appropriate public documents. *(See discussion in the Districtwide Programmatic Findings and Recommendations section of this report on pages 37-51 for recommendations on the text of such notices.)*

Recommendation: Once the proposed Board Policy on ADA compliance has been adopted, a section should be added in each of the catalogs in the area where various laws are discussed which sets forth the text of the adopted policy. If RSCCD decides not to adopt a Board Policy, more detailed notices will need to be given in individual programs and other Board policies would need to be reviewed and amended as necessary to include ADA provisions. In addition, information should be provided on how to obtain the catalog and other applicable materials in alternate formats along with examples of types of formats that are available.

Issue: The language in AR 5530 uses the term ‘handicap’ which is outdated terminology.

Recommendation: The language in AR 5530 should be updated and the term “handicap” should be replaced with the term “disability.”

Service Animal Policy [BP 3440 Service Animals](#) and [AR 3440 Service Animals](#)

In compliance with the ADA/Section 504, the RSCCD states that, in order to prevent discrimination on the basis of disability, the District will allow an individual with a disability to use a trained service dog or miniature horse in District facilities and on District campus facilities in compliance with State and Federal law.



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No issues identified in this Board Policy and the Administrative Regulations.

Emergency Planning Policies [BP 3505 Emergency Response Plan](#) and [AR 3505 Emergency Response Plan](#)

The District has emergency response and evacuation procedures for notifying the campus community in the event of a significant emergency or dangerous situation occurring on the campus that involves an immediate threat to the health or safety of students or employees.

Several issues related to AR 3505 the Emergency Response Plan were found and these issues and recommendations can be found on page 71 under Emergency Planning and Management.

Accessibility of Electronic and Information Technology [BP 3411 Accessibility of Electronic and Information Technology](#), [BP 3720 Computer and Network Use](#) and [AR 3720 Information Resource Use](#)

BP 3411 states: “Electronic and information technologies (EIT) are a means by which Rancho Santiago Community College District provides information to students, faculty, staff, and other constituents. The need to ensure accessibility to all members of the campus community is critical as more administrative services and learning environments are based on EIT. It is also a part of the District's ongoing commitment to establishing a barrier-free learning community, or universal access, to all individuals.

As mandated by Federal and State laws and the California Community Colleges Chancellor's Office, it is required that Rancho Santiago Community College District comply with Section 508 Standards to ensure accessibility to EIT for individuals with disabilities. The Chancellor or designee shall act to enforce compliance with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d) and its implementing regulations set forth at Title 36 CFR Part 1194.”

AR 3411 states in part: “Individuals with disabilities are guaranteed access to educational institutions and systems of communication under the Rehabilitation Act of 1973 and the



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Americans with Disabilities Act of 1990. Amendments to Section 508 of the Rehabilitation Act clarify accessibility requirements for electronic and information technologies developed, procured, maintained, or used by Federal agencies.” The AR also references California Government Code Section 11135.

Issue: Although no substantive issues were identified in these Board Policies and the Administrative Regulations, there is one technical problem which should be noted. The State law provisions dealing with accessibility of electronic and information technology have been moved and now appear in California Government Code Section 7405. In addition, the Self-Evaluation revealed that some program staff are not familiar with the District policies and regulations and there does not appear to be a consistent mechanism for enforcement of these requirements. *(See the section on Districtwide Programmatic Findings and Recommendations on pages 37-51 for specific recommendations on this topic.)*

Recommendation: The Board Policies and Administrative Regulations on this topic should be revised to reflect the correct reference to the Government Code.

Academic Adjustments Policy

The regulations implementing the ADA require colleges to make reasonable modifications in academic policies and requirements when doing so would not impose an undue financial or administrative burden on the college or result in a fundamental alteration in the program or activity (28 C.F.R. part 35.130(b)(7) and 35.150(a)). In recognition of this obligation, the Title 5 regulations governing the California Community Colleges require each district to adopt a policy related to the process for responding to requests from students with disabilities for reasonable modifications in academic requirements. (California Code of Regulations, Title 5, Section 56027.)

Issue: Although both Colleges do have academic adjustment policies on their websites, there is no RSCCD Board Policy or Administrative Regulations on Academic Adjustments as contemplated by Title 5, Section 56027. Moreover, the College policies which do exist may not



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ensure timely and effective provision of accommodations to students with disabilities, as required by Section 504 and the ADA, in all circumstances. *(See the section of this report related to the DSPS program on page 119 for a full discussion of this topic.)*

Recommendation: The existing College policies should be reviewed, revised as discussed on page 37, and used as the basis for developing a single policy on Academic Adjustments which should then be presented to the Board of Trustees for adoption.



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Review and Survey of Specific Programs, Services and Activities Provided by the District Office

Business Operations – Contracts and Procurement

The issue of contracts is complicated, ranging from the building of new facilities and the leasing of buildings from Title III entities, to contracts for renovations, computer hardware and software, and coffee cart services, to name just a few. Currently, the process at RSCCD is decentralized, except for new building contracts. Each College develops their own contracts for leases, services and products.

Public entities are not subject to Title III of the ADA, which covers only private entities. Conversely, private entities are not subject to Title II. In many situations, however, public entities have a close relationship to private entities that are covered by Title III, with the result that certain activities may be, at least indirectly, affected by both Titles (www.ada.gov/taman2.html#II-6.4000). Therefore, RSCCD is obligated to ensure by contract that any facility it leases for short or long-term use meets its Title II obligations, even if it is owned by a Title III entity.

There appears to be no common approach or standardized language regarding compliance with the ADA in the many contracts held by the District. There is a need for the design, administration, and implementation of the District's contracts process to be standardized and technical assistance provided to all levels of management in regard to contract form, contract process, necessity for outside legal counsel, and other specialized requests.

Issue: The regulations implementing the ADA make clear that if a public entity uses contractual arrangements with any outside entity to provide its programs or activities, it must ensure that contractors do not discriminate against individuals with disabilities and comply with all other requirements of the law (28 C.F.R. part 35.130(b)(1)). The District does not have centralized control over contracting and leasing activities and does not have standard language



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which is included in all contracts, leases and/or procurement documents to ensure ADA compliance.

Recommendation: As a best practice, the District should add a position for centralized contracts management. Given current workloads it is not feasible to designate one or more individuals at the District level to oversee procurement, contracting and leasing activities to ensure that the requirements of the ADA and other State and Federal laws are addressed in all contracts, leases and procurement documents.

At a minimum, the District should ask its legal counsel to develop and periodically review and update standard language which all District personnel would be required to incorporate, with any necessary adjustments, into contracts, leases and procurement documents that are developed. This standard contract language should include, but not be limited to, addressing all of the following matters:

- All contracts related to the purchase, lease, or substantial renovation of facilities to be used by the District should require that facilities meet applicable State and Federal standards for physical access and identify who will be responsible for paying for any costs associated with complying with such requirements. *(In addition to other applicable laws, see California Civil Code Section 1938 with regard to commercial leases.)*
- Where the District has arrangements providing for internships or clinical placements for students, contracts with outside entities providing such placements should include language ensuring compliance with the requirements of the ADA and other State and Federal nondiscrimination laws. Additionally, these contracts should describe a process for providing programmatic accommodations (such as auxiliary aides or reasonable modification of program requirements) for students with disabilities and should identify who is responsible for providing and paying for such accommodations.



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- All contracts or procurement documents involving the purchase, lease or development of electronic and information technology should require that such materials comply with AR 3412. *(See the discussion of this issue in Districtwide Programmatic Findings and Recommendations on page 44.)*
- All contracts or procurement documents involving the purchase, lease, or development of instructional materials should require that such materials are accessible to and usable by individuals with disabilities.

Human Resources/Employment

The U.S. Department of Justice, which enforces the ADA and Section 504, has developed a wide variety of technical assistance materials to assist covered entities in understanding these laws and complying with their requirements. The ADA Title I Technical Assistance Manual ([Section I](#)) defines 14 employment-related areas for review. Employers cannot discriminate against people with disabilities in regard to any employment practices or terms, conditions, and privileges of employment. This prohibition covers all aspects of the employment process, including:

1. application;
2. promotion;
3. testing;
4. medical examinations;
5. hiring;
6. layoff/recall;
7. assignments;
8. termination;
9. evaluation;
10. compensation;
11. disciplinary actions;



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12. leave;
13. training; and
14. benefits.

California Community Colleges are required to adhere to the Americans with Disabilities Act Title II and Section 504 of the Rehabilitation Act of 1973 regarding physical and programmatic access to college programs and services, as well as Title I of the ADA. The RSCCD Human Resources Department is the area primarily affected by Title I Regulations of the ADA. Human Resources responsibilities, including recruitment, retention, termination and benefits for both Santa Ana College and Santiago Canyon College, as well as the several satellite campuses, are centralized at the District level. Led by the Vice Chancellor of Human Resources, the Department is comprised of thirteen staff and is responsible for all aspects of employment-related services, including the development and maintenance of the Equal Employment Opportunity and Human Resources Plan.

There are a number of important considerations in determining a Human Resources Department's compliance with ADA requirements. Among these are:

- Level of knowledge of the ADA and its regulations and the impact of disability on employment with respect to reasonable accommodation and undue hardship;
- The level of support received from top management for compliance to the ADA;
- The existence and appropriate placement of an ADA Coordinator;
- Whether there is regular input into the Human Resources system from persons with disabilities;
- Whether a regular review of relevant policies, procedures and forms affecting the Human Resources Department is conducted, including a regular review of job descriptions to ensure the relevance of job requirements;



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- The existence of a process for making accommodations and determining undue hardship;
- The existence of a regular training program for all staff that includes ADA-related material; and
- A review of contracts and bargaining agreements to ensure that ADA compliance is respected.

Human Resources staff were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Their findings are as follows:

Board Policies, and Administrative Regulations were determined to meet basic ADA compliance. BP 3410 is a general nondiscrimination policy and ARs 7120-7120.3 include non-discriminatory language and the inclusion of an EEO Monitor in the recruitment and hiring process. In addition, nondiscrimination statements are on all public documents and webpages.

The Equal Opportunity and Human Resources Plan, as well as the relevant ARs, discuss required nondiscrimination training for screening and selection committees and outline the role of the EEO Monitor to provide training, technical assistance and dispute resolution for the hiring committees. Should an issue arise with an applicant with a disability, it would be the EEO Monitor's responsibility to resolve the problem or recommend elevation to a higher authority.

Staff acknowledge the need for regular training in order to remain proficient in disability law, accommodation techniques and recruitment and hiring processes. While some of these training needs are being met during annual training days, additional training in the form of HR conferences or seminars with specific disability-related curriculum would assist in the day-to-day work of providing quality service and information to faculty, staff and students.

As is evidenced by the directive for an update to the RSCCD Transition Plan through this Self-Evaluation exercise, the Board of Trustees and top administration demonstrate their efforts



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to support both students and employees with disabilities. In addition, a regular review of Board Policies is required (every three years) and the District maintains a comprehensive EEO and Human Resources Plan which provides well-defined complaint and appeals procedures.

Staff discussions have led to the realization that they are aware of the responsibility to provide reasonable accommodations for the recruitment, hiring and retention processes. However, there are no written guidelines to ensure constancy of practice and training information for new staff. Additionally, it was discerned that while the practice of interview question review takes place, there are no written guidelines or checklists to ensure the consistency of the review process or by which to train new staff or others who may author questions.

Staff also noted that the title of ADA Coordinator currently resides with the Vice Chancellor which can be problematic, as this position should be available for day-to-day issues of employees and students.

With regard to the Human Resources web presence, staff indicated that online application pages have the following statement:

"The District will make reasonable accommodations for applicants with disabilities. Applicants should contact the Human Resources Department for assistance."

Unfortunately, there is no contact information in the statement and the statement was absent on one of the three pages leading to the actual application.

Overall, Human Resources staff are comfortable with their findings of strong support for the recruitment, hiring and retention of persons with disabilities. That being said, the staff are making the following recommendations that they feel will improve their day-to-day process:

Issue: The ADA Coordinator title rests with the Vice Chancellor which creates an issue with the availability of this position for day-to-day activities.



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Recommendations: Create a staff level ADA Coordinator position reporting to the Assistant Vice Chancellor. The ADA Coordinator should be the “go-to” person for employees with disabilities and their supervisors. As well, State law indicates that students with disabilities do not need to use the DSPS program in order to receive appropriate and timely academic accommodations. Therefore, ADA coordination should be available for these students as well as a dispute resolution resource for DSPS students with complaints or appeals. *(See page 43 in the section on Districtwide Programmatic Findings and Recommendations for a full discussion of this issue and Appendix IV for information on the role of the ADA Coordinator.)*

Issue: There are no written internal policies or process/procedures for the provision for reasonable accommodations to either applicants who need such for the interview process or for employees who require such for their work environment.

Recommendations: Develop written policies/procedure regarding reasonable accommodations for both the recruitment/interview process and subsequent employment. In the case of the hiring process such policies/procedures should include references to timeliness of the accommodation and the efficacy of the accommodation, relying on the applicant’s past interview experience when possible. Unusual occurrences, such as demonstrations or presentations essential to the job being sought, should be conducted using accommodations matching those that would be used during actual employment. Policies/procedures for employees seeking accommodations should include: timeliness, confidentiality, appropriate assessment, employee’s past experience, supervisory support and appropriate follow-up.

To provide consistent application, once these policies/procedures have been developed, all staff should be trained to the new practice and these practices should be incorporated in new staff training experiences.

Issue: There are no written internal guidelines or checklists to ensure a consistent writing of non-discriminatory questions or to review such questions.



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Recommendations: Develop guidelines or checklists of non-discriminatory practices to assist in the creation and review of interview questions, required demonstrations or other interview experiences. Provide training to relevant staff on this process.

Issue: A statement regarding the availability of reasonable accommodations is missing from one of the job description templates and there is no contact information associated with the statement on the pages on which it occurs.

Recommendations: Add the statement ***“The District will make reasonable accommodations for applicants with disabilities. Applicants should contact the Human Resources Department for assistance.”*** to all job description templates and add contact information.

Risk Management

Also, housed within the Human Resources Department is the Office of Risk Management. Risk Management provides support and resources to staff and faculty on a wide range of matters that impact the financial health and well-being of the District. Key work of this Department includes identifying, evaluating and controlling loss exposures faced by the RSCCD community. Staff indicated that this Office also has a role in the provision of reasonable accommodations to current employees of the District and that there is close coordination with HR staff and the ADA Coordinator (HR Vice Chancellor). As well, staff indicated that Risk Management would be involved, if the occasion arose, where a safety rule required modification to provide an accommodation for students or staff. Risk Management staff are responsible for the provision of safety training for many departments and programs at both SAC and SCC. Additionally, the inclusion of contact information for technical assistance regarding the safety and acceptance of students with disabilities in laboratories, shops or studios was considered.

Staff indicated that Risk Management has responsibility for the District Service Animal Policy (discussed separately). An additional responsibility includes the development of the Cart



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Safety Plan, which regulates the use of numerous carts and the training and certifying of the drivers. No issues were noted regarding cart safety procedures.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Risk Management:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: Risk Management needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Risk Management staff were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Issue: As noted in the HR section, there are currently no written guidelines to ensure the consistent provision of accommodations to District employees.



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Recommendation: The Office of Risk Management should be included in the development of policies and procedures for securing accommodations as well as in the dissemination and training when guidelines are developed.

Issue: There is a need for safety training for all laboratory/shop-related staff regarding the acceptance and participation of students with disabilities in “hands on” programs. Faculty may sometimes be concerned about whether a student with a disability can safely participate in lab experiments, projects using power tools, clinical placements for nursing students etc. While safety is an important consideration, the regulations implementing Title II of the ADA require that colleges engage in a careful process to determine how serious the risk really is based on an individualized assessment of the student and objective evidence about the nature of the risk. It is also important to consider whether any type of accommodation is possible to allow the student to participate in the instructional activity in a way which will not pose a direct threat to the safety of others. (28 C.F.r. part 35.139) for a more detailed discussion of this issue, see the section of this report related to the student code of conduct on pages 162-166.

Recommendation: Provide safety training for laboratory/shop related classes including ideas for accommodations for students with disabilities and the need for a thorough and complete review process consistent with 28 C.F.r. part 35.139 before excluding a student with a disability on safety issues. Inform faculty and staff that they may contact the Office of Risk Management or the DSPS program, if questions of safety for students with disabilities arise. These programs may offer technical assistance or answer questions about disability issues and safety.



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Safety and Security

The National Center on Criminal Justice and Disability³ reports that a majority of law enforcement encounters will involve a person with a physical or mental disability. As well, according to the National Council on Disability⁴ a person with a disability is seven times more likely to be the victim of a crime than their non-disabled peers. Similarly, the Department of Justice has repeatedly stated that Title II of the ADA applies to activities of law enforcement entities up to, and including, arrests. Based on this information, it is critical that campus Safety and Security staff are aware of their responsibilities under the ADA, are trained to interact with both students and the public with disabilities and have at their disposal the proper policies and procedures to have successful and positive interactions. While it is important to note that RSCCD Safety and Security staff only detain and do not make arrests, they are still required to meet the Title II requirements of the ADA.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Campus Safety and Security:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services; and

³ National Center on Criminal Justice and Disability, Washington DC, 2018 The Arc <https://blog.thearc.org/2018/07/18/the-arc-partners-with-the-vera-institute-of-justice-on-national-initiative-to-improve-police-responses-to-persons-with-mental-health-and-developmental-disabilities/>

⁴ Breaking the Silence on Crime Victims with Disabilities. The National Council on Disability, Washington, DC (2007) <https://ncd.gov/publications/2007/May212007>



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: Campus Safety and Security needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Safety and Security staff were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Staff discussions centered on four main areas: retention of needed devices, medication or service animals by detainees, communication with detainees, emergency call boxes and training on disability-related subjects. Staff concluded the following regarding mobility, medical devices and service animals:

1. Encounters with the public or students with disabilities, at the maximum, lead to detaining, not arresting, an individual.
2. If a person with a disability is detained, they are permitted to keep any mobility devices such as, canes, crutches, wheelchairs, etc.
3. Service animals remain with their owner, if he or she has been detained.
4. Most detentions are “in place.” However, if a person must be moved, they are moved through an accessible path of travel.
5. If the person cannot be moved or refuses to move, they are allowed to remain where they were detained.
6. Staff indicated that these are common practices but are informal and not prescribed procedures.

Staff concluded that communication with persons with disabilities is based on care and concern for the individual, but that there are no written procedures to follow, especially with



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those that might have communication disorders, such as deafness, blindness or speech impairments. Additionally, there is an issue with the installation of the Emergency Call boxes, as they are currently inaccessible to those who are deaf or hard of hearing. Correction of this problem is currently underway and should be completed by June 2019.

When disability-related training was discussed, it was noted that such training is in the planning stages, however, has not as yet been delivered.

Staff have determined that a positive attitude toward persons with disabilities runs throughout the Department and common practices respect the needs and rights of such persons. However, there are no standard procedures or written policies that assist staff in providing consistent practice. Communication procedures may be the most imperative. Staff have identified the following issues and recommendations:

Issue: No standardized written policy or procedures exist for actions to be taken regarding persons with disabilities in terms of retention of needed medical equipment, mobility devices or service animals during any detention activity.

Recommendation: Memorialize current practice with a written policy that states that, when detained, a person with a disability will retain all needed mobility devices, medications, service animals or other equipment.

Issue: No policy exists outlining the use of the individual's preferred method of communication when communicating with Safety and Security staff. Common practice is to "make do" with whatever means are available.

Recommendation: Create a policy regarding Safety and Security staff communication with individuals with disabilities that affect communication (e.g. individuals who are deaf or hard of hearing, have autism, speech impairments, or severe mental health issues). The policy should indicate the range of acceptable alternatives given the circumstances, timeliness and availability of the individual's preferred method of communication. A process should be



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developed to dispatch sign language interpreters or others who can help and who reflect the person's preferred method of communication, to the scene as quickly as possible.

ADA Compliance Issue: The newly installed Emergency Call boxes throughout campus are not currently accessible for individuals who are deaf or hard of hearing, and some were not located in an accessible path of travel.

Recommendation: In order to comply with the ADA, emergency response services including the call boxes need to be equipped with effective technology to make the service accessible to hearing and speech-impaired individuals and be easily accessible for those with mobility impairments. This process is currently underway and should continue.

Issue: There is a lack of training regarding persons with disabilities, disability etiquette, communication techniques, and appropriate methods for interaction in emergency or intense situations. Training is also needed on some of the topics covered in the ADA regulations which can be somewhat complex such as how to properly make inquiries as to whether an animal accompanying a student qualifies as a service animal (28 C.F.R. part 35.136), determining whether a device other than a wheelchair being used by an individual with a disability qualifies as a mobility device under the regulations (28 C.F.R. part 35.137), and determining whether a student's behavior really constitutes a direct threat to the safety of others (28 C.F.R. part 35.139).

Recommendation: Schedule immediate disability awareness training for all Safety and Security staff and develop a plan for ongoing, comprehensive training programs and new employee orientation to include a section on working with people with disabilities which, among other things, addresses the topics discussed above.

Emergency Planning and Management

Under Title II of the ADA, emergency programs, services, activities, and facilities must be accessible to people with disabilities and generally may not use eligibility criteria that screen



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out or tend to screen out people with disabilities. The ADA also requires making reasonable modifications to policies, practices, and procedures when necessary to avoid discrimination against a person with a disability and taking the steps necessary to ensure effective communication with people with disabilities.

"In an emergency, people with disabilities may face a variety of challenges in evacuating to safety. A person with a mobility disability may need assistance leaving a building without a working elevator. Individuals who are blind or who have low vision may no longer be able to independently use traditional orientation and navigation methods. A deaf person may be trapped somewhere unable to communicate with anyone because the only available communication device relies on voice..." [ADA Best Practices Toolkit for State and Local Governments](#)

Relevant Board Policies and Administrative Regulations, including:

BP 3505 [Emergency Planning](#)

AR 3505 [Emergency Planning](#)

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

The responsibility for RSCCD emergency preparedness lies with the Department of Security and Safety in coordination with other RSCCD departments. BP 3505 and AR 3505 require the development and maintenance of an emergency preparedness plan which the RSCCD has entitled the Emergency Operations Plan (EOP). The EOP is a comprehensive document which covers potential disasters ranging from earthquakes to bomb threats, providing up-to-date information on assistance to individuals with disabilities. In accordance with the ADA, a section within the Plan is devoted to emergency preparedness for students with disabilities, which covers evacuations for those with mobility impairments (wheelchair users and those who have other impairments, but are ambulatory), as well as those with visual or hearing disabilities. The



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EOP discusses the requirement to utilize the individual's preferred method of evacuation and shelter-in-place procedures.

The Plan has an extensive three-tier notification system for information dissemination during evacuation and discusses appropriate techniques for alerting individuals with communication disorders. One area that requires expansion is that of communication with those with Autism Spectrum Disorders and other disorders, such as PTSD. Depending on the severity of the condition, individual notification and evacuation procedures may be needed. Appropriately, the section on student responsibilities instructs the student to inform College staff of specific issues that might impact notification and evacuation. Building captains and floor wardens are in place in all District buildings and, as part of their responsibilities, communicate regarding staff and students needing assistance. One issue of note is that there is currently no backup plan for captains or wardens when absences occur.

Emergency preparedness training has been provided to managers within the past year with the expectation of workshops and tabletop exercises to follow in the current year. Training also involves campus-wide drills and practice evacuations for all staff and students. A video regarding the evacuation of persons with disabilities is included. Staff have noted the following issues and recommendations.

Issue: Administrative Regulation 3505 includes a section on instructor responsibilities which mentions that instructors are responsible for assisting individuals with disabilities to evacuate without the use of elevators. This statement could be misleading as it suggests that the only individuals with disabilities who might need assistance in an emergency would be those with mobility impairments who would normally use elevators. The more detailed emergency plan does address the needs of individuals with other types of disabilities, but the language in AR 3505 should be consistent.

Recommendation: AR 3505 should be revised to state that instructors are responsible for assisting all individuals with disabilities. The reference to avoiding use of elevators should



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either be omitted or placed in a separate sentence and noted as a specific type of assistance which might be required.

Issue: There is currently no backup plan for building captains or floor wardens when absences occur.

Recommendation: As a best practice, RSCCD should create a plan for alternate personnel to step in for absent building captains or floor wardens. These substitutes should be given the opportunity to train for the responsibilities of captain and warden and possess the specific information regarding staff or students.

Issue: While the EOP does discuss evacuation needs of certain disabilities, two other groups (Autism Spectrum Disorders and mental health/PTSD) were identified as needing specific consideration in notification and evacuation.

Recommendation: As a best practice, RSCCD should consider updating EOP to discuss specific needs of disability groups that may be disoriented by evacuation processes and provide training to captains, floor wardens, and others on strategies to assist such individuals in various emergencies.

Information Technology Services (ITS)

Information Technology Services provides leadership and planning for the effective and strategic use of educational technologies in alignment with academic and administrative missions for the Rancho Santiago Community College District.

RSCCD maintains a centralized and collaborative Information Technology Services (ITS) Department led by the Assistant Vice Chancellor of ITS. One of the primary goals of ITS is to provide students and employees with quality technology services and systems that foster learning, productivity, and collaboration.



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The majority of ITS systems and services are centrally run from the District Office, but the Department provides technical services and staffing to SAC, SCC and all of the educational centers and most of the training sites within the District. ITS is responsible for operating and maintaining the physical infrastructure that includes computers, servers, and equipment to support the voice and data network. ITS also oversees the core business and communication systems that include email, telephone, student information, financial, and human resources, reporting and related software. Finally, ITS oversees the core functions of the RSCCD public and private-facing websites.

The Department is divided into four areas, which include Application Systems, Network Administration and Academic Support Departments at SAC and SCC. *(Excerpted from Strategic Technology Plan 2017-2020.)* RSCCD now uses CANVAS as its Learning Management System (LMS). SAC migrated from Blackboard to CANVAS in 2017; SCC transitioned in the year 17-18 during which both Blackboard and CANVAS were operational. However, starting Fall 2018, SCC is operational only in CANVAS.

RSCCD established a District Technology Advisory Group (TAG) in 2007, which meets once a month to discuss ideas, evaluate solutions, and make recommendations related to the information and communication technologies used within the District. Members of TAG include administrators, faculty and classified staff from both Colleges and the District Offices who are immersed in the implementation of technology or oversee technology functions as a part of their regular job.

The following RSCCD Board Policies and Administrative Regulations cover ITS activities:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 3411 [Accessibility of Electronic and Information Technology](#)

AR 3411 [Accessibility of Electronic and Information Technology](#)



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AR 3412 [Contracts – Accessibility of Information Technology](#)

BP 3720 [Computer and Network Use](#)

AR 3720 [Information Resource Use](#)

ITS staff were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations, and departmental practices and procedures. This report reviews policies, procedures and activities related to accessible websites, distance education, and computer labs.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Information Technology Services:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters which are too high, furniture blocking aisles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;



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Recommendation: ITS needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Institutional Websites

The purpose of the RSCCD [Web Accessibility Guidelines](#) is to ensure that Santiago Canyon College and Santa Ana College provide equal access to all College programs, services, and activities delivered through information technology. Unless an exemption applies according to the applicability and timeline specifications in this document, all College divisions, departments, programs, and services shall abide by these guidelines. If a webpage or website is found to be out of compliance, the site owner or page author and administrator/supervisor is provided with a report of changes that need to be made. These changes should be made in a timely manner. If not, the appropriate administrator/supervisor must request the page author to make them.

Staff completed an extensive review of all website accessibility activities. A comprehensive internal evaluation document describes activities which have been initiated as an attempt to reduce identified accessibility problems. ITS utilizes Siteimprove software to check accessibility of Districtwide self-maintained websites.

ITS recognizes that it cannot fix all accessibility issues autonomously and, since websites are dynamic in nature, education is critical for all web publishers throughout RSCCD. ITS created materials to assist with training utilizing the Siteimprove accessibility module with DSPS and the Web committee representatives from SCC. ITS, in conjunction with Public Affairs staff, SCC web committee members, and assistance from a web vendor, have been delivering training on SharePoint, Siteimprove, and making accessible documents and webpages. ITS provides individual accessibility reports weekly to the appropriate web publishers of SAC, SCC, and District websites, so that they can manage their webpages independently.

Issue: ITS staff are aware that there are still department and individual websites at RSCCD that are not fully accessible. This is challenging as websites are continuously being updated. Convincing web content owners to maintain accessibility in the websites is a continuous uphill



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battle. The Technology Advisory Group (TAG) committee also strongly recommended that all student, employee, and public-facing websites and information be accessible to persons with disabilities and comply with all relevant accessibility regulations.

Recommendation: Continue with outreach efforts to provide awareness and training to faculty and staff designing and/or updating their websites to ensure they meet W3C Web Content Accessibility Guidelines (WCAG) 2.0 or Section 508. SAC would benefit from dedicated onsite power web publishers that lead the web publishing training and support efforts required to sustain compliance with accessibility guidelines. Both incoming and existing web publishers are in need of such continued web support services on campus. An ongoing SAC web committee/group is recommended to approve and coordinate all periodic web upgrades, web infrastructure changes, web maintenance, web accessibility compliance, and college website modernization that ITS is required to implement.

The California Community College (CCC) Accessibility Center is available to conduct web accessibility evaluations of public-facing websites or internal web applications. The Accessibility Center can also provide guidance and feedback regarding the institutional approach to web/IT accessibility at colleges. For example, their training might provide institutional strategies for website scanning and monitoring, institutional oversight, reporting accessibility barriers, etc.

Learning Management System – CANVAS

Issue: CANVAS APP Accessibility

WebAIM.org, a third-party authority in web accessibility, has evaluated the CANVAS Learning Management System (LMS) by Instructure and certifies it to be substantially conformant with Level A and Level AA of the Web Content Accessibility Guidelines version 2.0.

CANVAS houses all information input for viewing. CANVAS also has a new accessibility self-check tool. CANVAS is compatible with the latest versions of the following screen readers: Mac: VoiceOver PC: JAWS or NVDA. However, there is no screen reader support for CANVAS in Chrome at this time.



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If RSCCD has installed CANVAS Applications (apps) which are published by third-party publisher ICT (Information and Communication Technology) that were created to integrate their content into CANVAS courses, review is essential. If the app is required for a course, it must be evaluated for accessibility and compliance with FERPA and authentication requirements, prior to installation or any use by faculty or students.

Unfortunately, publishers and third-party creators are not governed by these same laws or policies as the College. So, digital content or tools on a publisher's homework website (that comes bundled with the textbook, for example), could present accessibility problems and potentially expose an institution to significant legal risk. Not to mention, the use of inaccessible instructional materials could negatively impact a student's academic career.

Recommendation: All captioning of media needs to be reviewed for accuracy of the information transmitted by the audio to ensure effective communication with users with disabilities. All Alternate Text (Alt Tags) must be checked to confirm that the text description of the picture or graphic conveys the same information as the picture or graphic. Manual evaluation is required through the use of keyboard navigation, screen reader, ability to enlarge, etc. to confirm its accessibility.

Issue: Web platforms and services are evolving constantly as is the support for assistive computer technologies.

Recommendation: As clearly stated in the Strategic Technology Plan 2017-2020, online instructors need quality technology and instructional design support. Additionally, the rules and regulations and effective practices for online instruction are continually evolving. See the recommendations in Distance Education on page 124 for more about the issues surrounding accessibility of online materials.

The Colleges have expressed the desire to have an Instructional Design Center that includes the following functions: Director of Instructional Technology, Instructional Designer, ITS Liaison, Accessibility Expert (Americans with Disabilities Act), Media Expert, Web Designer, Trainer,



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Programmer and Helpdesk staff. The Center would require a facility on each campus as a one-stop location providing a faculty training room, audio/video recording rooms, and equipment checkout and storage area.

As an ultimate solution to assist faculty in providing best practices in the classroom, the Instructional Design Center would provide a one-stop location for all faculty whether their course be online, hybrid, or face-to-face. It has been the experience of the Colleges that campus-based, drop-in training, and support best serves the faculty. Thus, an Instructional Design Center is recommended at each College. Technology is used throughout the curriculum of each College and it is necessary for faculty to have the training, assistance, and tools ready for utilization.

Approval in the budget for an Instructional Design Center that would provide the expertise in web accessibility, accessible web platforms, design of accessible instructional materials and support for adaptive hardware and software would assist the District in meeting their ADA/504/508 responsibilities.

Computer Labs

Both SAC and SCC have multiple small computer labs spread throughout each campus and integrated within each department. Most labs have a minimum of two accessible computer workstations with each student-use computer station imaged with ZoomText, Kurzweil and JAWS.

The IT Department at each College maintains the accessible software and hardware. As stated in the 2017-2020 Strategic Technology Plan:

- Students with disabilities assume that all electronic instructional materials and services meet or exceed Americans with Disabilities Act accessibility guidelines.
- The IT Support assumes that the demand for general technology support and adaptive technology support will continue to increase and



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that all technology will be assessed to assure the Americans with Disabilities (ADA) Act Standards are being met.

- The Purchasing Department will request and track the Voluntary Product Accessibility Template (VPAT) documents necessary for reviewing a product that RSCCD intends to procure has been assessed for universal access according to Section 508 standards.

Issue: Site licenses for the latest versions of accessible software can be expensive. While these licenses are within the allowable direct expenses of DSPS categorical funds for the DSPS High Tech Center on each campus, the funding for updating/upgrading accessible software licenses for all general college labs should be part of the IT Department budget. In some cases, a lack of DSPS funds results in various computers not being updated with necessary accessible software resulting in these computers not running the latest Microsoft versions or other standard software.

Recommendation: The IT Department should ensure that the latest versions of accessible software are installed, and appropriate site licenses expensed, to the IT Department.

Issue: Approval of all VPATs has been absorbed by the Assistant Vice Chancellor of Information Technology Services. The VPAT review process is time-consuming and full Section 508 compliance is not guaranteed without actual testing based on the specific application of the hardware or software being used. Tight deadlines are sometimes given for VPAT approvals, as they may be required for upgrades to software already in use at the Colleges. Since no purchase can occur without a VPAT approval, a compromise needs to be made to allow instruction to proceed.

Recommendations: The Accessibility Expert, recommended previously (page 79) as a member of the Instructional Design Center, should be in charge of VPAT reviews and testing software and hardware that is being used by the colleges to ensure their specific application meets all Section 508 guidelines. If the District purchases a software product which is not fully



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accessible, providing an alternate method of access would satisfy the requirements of the ADA until fully accessible software can be obtained. However, under Section 508, the District is obligated to purchase only software which meets accessibility standards unless it can demonstrate that no such product was available on the market that would meet its needs. When compliance gaps are found, the Accessibility Expert should keep documentation that demonstrates proper due diligence was performed to search for alternative Section 508 compliant software.

A review for compliance with Section 508 of the Federal Rehabilitation Act of 1973, as amended [29 U.S.C. Sec. 794d](#), and [California Code, Government Code - GOV § 7405](#) is beyond the scope of this report. The District should consider conducting a Section 508 assessment to ensure its electronic content is accessible.

Public Affairs and Publications

The Public Affairs and Publications Department has the responsibility for the District and its Colleges in building relationships with residents and organizations, potential students, public representatives, and the media, among others. Areas of responsibility include graphic communications, reprographics and printing services.

The Public Affairs and Publications Department provides the full scope of internal and external communications services including:

- Advertising
- Community relations
- Crisis communications - internal and external
- Employee communications
- Events - promotion and media relations
- Graphic design
- Marketing and promotion
- Media relations



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- Printing
- Public information
- Publications - content development and design
- Social media support and advisement
- Website design, content development, and advisement

Public Affairs staff were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Relevant Board Policies and Administrative Regulations:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Public Affairs and Publications Department:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.;



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Public Affairs and Publications needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Issue: The Board Policies on Nondiscrimination (BP 3410 and AR 3410) do not reference the ADA/Section 504 or its State law equivalent.

Recommendation: As a best practice, these laws should be cited along with other laws that are listed. Citations for the ADA and Section 504 and the general disability protections in the CA Government Code are:

- The Americans with Disabilities Act of 1990, as amended, 42 U.S.C. § 12101 et seq.
- Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. § 794
- California Government Code § 7405 California Government Code § 11135 et seq.

Issue: Publications produced by the Public Affairs and Publications Department reviewed for this Self-Evaluation showed that, except for the College catalogs, these publications did not



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contain any notice of ADA compliance or the availability of alternate formats or, as appropriate, disability accommodations.

Recommendation: To comply with the ADA/Section 504, RSCCD needs to ensure that both public-facing and internal documents contain statements regarding accessibility to information and, as needed for program access, the availability of disability accommodations upon request.

This should include, but not be limited to, brochures, event flyers, and other outreach materials in either printed or electronic form. In addition, RSCCD needs to ensure that there are procedures developed that will allow for the provision of alternate media and other disability accommodations in a timely manner. For events or programs, such as commencement, plays, lectures, etc., the statement should also indicate that the event will be held in facilities accessible to persons with disabilities and establish a timeline for those who need accommodations to make such requests. *(See page 39 in the section on Districtwide Programmatic Findings and Recommendations for the recommended text for meeting and event notices.)*

Issue: Under the ADA, public meeting notices, particularly those for Board of Trustees meetings and other meetings covered by the Ralph M. Brown Open Meeting Act, are required to include a statement indicating that agenda materials will be made available in alternate formats and describing the process for requesting other types of disability accommodations. (See [California Government Code § 54954.2](#)) Such accommodations might involve the availability of alternate media or other auxiliary aids and services for public meetings. In addition, any documents (such as handouts) which are distributed at a public meeting covered by the Brown Act must also be available in alternate formats, upon request. ([California Government Code § 54957.5](#))

Such a statement is included on Board agendas, but it needs some revisions to be in line with the requirements of law. Furthermore, the webpage containing information regarding meetings of the Board of Trustees does not include this information, so if a person with a



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disability does not carefully review the agenda, they would not realize that accommodations will be provided.

Recommendation: A statement, concerning disability accommodations needs to be developed and added to each public meeting notice. *(See page 39 in the section on Districtwide Programmatic Findings and Recommendations for the recommended text for such a notice.)*

Recommendation: The statement which currently appears on Board agendas should be revised to read as follows:

Americans with Disabilities Acts (ADA)

It is the intention of the Rancho Santiago Community College District to comply with the Americans with Disabilities Act (ADA) in all respects. All meetings of the Board of Trustees are held in facilities which are accessible for persons with disabilities. All agenda materials and any other documents distributed at public Board meetings will be made available, upon request, in alternate formats such as large print, Braille or accessible electronic text. If, as an attendee or a participant at this meeting, you will need such materials or any other disability accommodations, you may request them from the Rancho Santiago Community College District. Please contact the Executive Assistant to the Board of Trustees at 2323 N. Broadway, Suite 410-2, Santa Ana, California, 714-480-7452, on or before the Friday prior to the meeting to inform us of your particular needs so that appropriate accommodations may be made.

Recommendation: Though not specifically required by law, best practice would be for the webpage providing information concerning meetings of the Board of Trustees, and any other webpages which regularly announce public meetings, to include a statement similar to those set forth above. This would also apply to information about public meetings or events provided by means of social media.

Issue: It appears that each page on the RSCCD website contains a link to a notice concerning accessibility of the website. However, this notice does not satisfy the requirements of the ADA



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Regulations because it does not provide information about how to request disability-related accommodations for the programs and services described on each webpage. Moreover, the notice should reference applicable District policies.

Recommendation: In addition to the current “accessibility” link, each webpage on the website should contain a notice such as the one recommended on page 41 of the section on Districtwide Programmatic Findings and Recommendations.

As discussed above, webpages which routinely announce public meetings or events should include the additional language concerning the timeframe for requesting accommodations in advance of such events.

Issue: The Public Affairs and Publications Department did not have an event planning checklist to ensure meeting access and disability issues are addressed in event planning by the RSCCD Colleges, departments, or programs.

Recommendation: As a best practice, the RSCCD Public Affairs Department needs to develop an accessibility checklist (*sample provided in Appendix V*).

Issue: Currently, meeting sites are not reviewed for physical accessibility before the meeting is calendared.

Recommendation: To ensure ADA/Section 504 compliance, as part of the aforementioned checklist, each meeting site should be reviewed for accessibility of arrival points, meeting room(s), supporting restrooms, drinking fountains, public phones, registration counters, etc. After review, the staff can work with the event venue to address any barriers that are identified.

Issue: There is a lack of staff awareness of the need for accessibility in all Public Affairs and Publications activities from publications to meetings and events.

Recommendation: As a best practice and in order to ensure that staff are knowledgeable about RSCCD’s disability civil rights responsibilities, training materials should be developed and



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made available on an ongoing basis. Public Affairs and Publications staff are encouraged to work with DSPS staff and the ADA Coordinator in developing the training.

Issue: The Crisis Communication system needs to be accessible to all persons with disabilities.

Recommendation: Review current methods of crisis communication with respect to accessibility for those who are deaf or visually impaired.

Issue: Materials distributed via all types of media need to be checked for accessibility. This includes websites and social media.

Recommendation: Any materials distributed to the media in electronic format should be checked for accessibility (e.g., to make sure the text is readable using a screen reader and alt tags are provided for any pictures or graphic elements). Any public service announcements, advertisements, or other similar video materials should be captioned and include audio description, if necessary, to provide a blind person with an understanding of the visual information being provided.

Research

The Rancho Santiago Community College District recognizes a responsibility to participate in educational research and to encourage such research. They promote research that is consistent with the mission and goals of the District and Colleges and promotes the values of higher education.

The Research offices at the District and both Colleges provide institutional research, data analysis, reports and information. They study student satisfaction, student success rates, completion, persistence, degree progress, transfer and academic metrics. Their services are offered to administration, faculty, staff and outside organizations to support decision making.

Each College Research office operates independently to serve its College/District staff but collaborates on various issues to ensure the District is served effectively and efficiently. The



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District also has a functions map that identifies what College Research is responsible for and what the District is responsible for and what both are responsible for.

The primary directive of the departments is to further the campus' understanding of equity issues and to enable the campus to make data-driven decisions that positively impact student achievement and attainment.

The District and both Research departments completed questionnaires designed to gather as much information as possible on the accessibility of the research they conduct and the tools they develop.

The relevant Board Policies and Administrative Regulations are:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 4410 [Educational Research](#)

AR 4410 [Educational Research](#)

In addition, RSCCD utilizes a [Research Protocol](#). Virtually all surveys administered or under the guidance of the Research departments are encouraged to be implemented electronically through SurveyMonkey:

[Web Accessibility: 508 Compliance & WCAG2](#)

[SurveyMonkey Voluntary Product Accessibility Template \(VPAT\) \[PDF\]](#)

[SurveyMonkey WCAG2 Conformance Claim \[PDF\]](#)

For reporting purposes, the departments utilize Microsoft Power BI at Tableau; the accessibility functions of which are regularly updated by Microsoft.

Both the District and College Research departments are well aware of their responsibilities to provide equal access to the various surveys/questionnaires, tables/charts and reports that they develop and conduct. Every effort is made to be fully accessible.



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Meetings and oral presentations are held in District facilities that are accessible and DSPS is contacted when auxiliary aids and services, such as alternate formats, are requested. Employees have attended training sessions on producing accessible printed and online materials.

Issue: Although the District Research office and both College Research departments make every effort to develop tools and reports that are accessible, the actual RSCCD protocol does not mention the requirement for all research activities to conform to the ADA notice of compliance.

Recommendation: The RSCCD Research department protocol should be updated to include a statement of conformance with the ADA for accessibility. In addition, all presentations/meetings, tools and reports should be accessible or be provided in an accessible alternate format.

Districtwide Issues and Recommendations: In almost all instances, published materials and webpages at SAC, SCC and RSCCD District departments demonstrate an ADA compliance issue surrounding the lack of notification to the public regarding the methods of contact for requesting disability-related accommodations and the availability of published materials in alternate formats. In some, but not all instances, also an ADA compliance issue, notification to the public regarding the District's nondiscrimination policy is missing from published materials and webpages. *(See page 39 of this report for a detailed explanation of this issue.)*

Child Development Services

Rancho Santiago Community College District operates seven child development centers/lab schools to serve the childcare needs of students, while training students seeking a career in Human Development. The Early Childhood Development program at RSCCD operates under strict regulations and guidelines issued by the U.S. Department of Health and Human Services,



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[Public Law 110-134 Improving Head Start for School Readiness Act of 2007](#), and California [Title 5 §66060](#).

The Head Start Program Performance Standards and Title 5 Regulations define standards and minimum requirements for the entire range of child care services. They apply to all programs. These standards serve as the foundation to deliver comprehensive, high-quality individualized services supporting the school readiness of children from low-income families.

RSCCD staff have extensive spreadsheets clearly delineating regulations, a description of how the program meets the regulations, and internal policies that reflect these regulations.

The seven Child Development Centers are:

1. SAC Early Childhood Education Center – Santa Ana College (SACCEC)
2. SAC East Child Development Center
3. CEC Child Development Center - Centennial Education Center (CEC)
4. SCC Child Development Center - Santiago Canyon College (SCCCDC)
5. Remington Child Development Center
6. RSCCD at Valley High School Child Development Center
7. RSCCD at Sepulveda Elementary School Child Development Center

The RSCCD Early Head Start Homebase Program is run out of the District Office.

Child Development Services staff were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations, and departmental practices and procedures.

The SAC East program has policies regarding services for children with disabilities and special needs. The Center makes reasonable accommodations and modifications to practices to integrate children, parents, and guardians with disabilities into the program. However, the Center does not have appropriate auxiliary aids and services needed for effective communication with children or adults with hearing impairments.



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According to the Parent Handbook for the Child Development Centers (CDC), the program operates on a non-discriminatory basis with equal access to services, regardless of physical disabilities. “Children with disabilities or other special needs, as defined by the Americans with Disabilities Act (ADA), are welcomed into the program and reasonable accommodations are made as necessary.”

The teaching staff all meet the licensing and State regulatory requirements to care for typically developing children 0-5 years old, but they are not required to have any specialized training that may be required for a specific disability. In addition, group size and teacher/child ratio may not be sufficient for the amount of care required for a child’s special needs. The Child Development Centers do not have a Special Education teacher on site and staff has limited training in working with disabled children. The Intake process lacks qualified staff able to communicate in sign language, and the forms are not available in alternate formats.

Findings for the Child Development Services are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to Child Development Services:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters which are too high, furniture blocking aisles, etc.;



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Child Development Services needs to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA and the compliance process for requesting accommodations;
- Development of a policy and procedures to ensure that, if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications; and
- Ensuring that procedures are in place for responding to requests for accommodations for children being served by the program or others who would not be eligible for services from DSPS and that funding to provide such accommodations is identified in advance.

Issue: When a child has a disability, the Center staff work with the parents to determine the needs of the child. The Family Service Coordinator works with the family providing support, coordinating services, and providing referrals to various agencies. If the child already has an Individualized Education Program (IEP), the Center makes reasonable accommodations to the daily program and curriculum and the teacher follows the recommendations on the plan to



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achieve the child's IEP goals. When requested by school district or health agencies, the teacher attends IEP meetings to share information related to the child in the Child Development program.

Recommendation: RSCCD Child Development staff acknowledge a need for a thorough review and updating of all policies and procedures related to serving children with disabilities, utilizing the child care programs. This process will ensure that, where feasible, all appropriate reasonable accommodations can be made in a timely manner. Should a parent who is deaf or hard of hearing request an interpreter, one should be made available in a timely manner. Language stating the availability of such accommodations should be clearly visible on all documents. In addition, staff should investigate resources and/or training that might be available to improve staff capabilities in working with children with disabilities.

Issue: RSCCD has several resources in regard to academic accommodations available to assist families and students with disabilities. However, there are no policies and/or procedures in place to ensure that students with disabilities studying in the Child Development Department, Allied Health Department and other Human Service departments, who wish to intern at one of the Child Development Centers, are provided with the appropriate accommodations.

Recommendation: Staff identified the need to work more closely with any academic department that provides for internships at one of the Child Development Centers. Closer working relationships will ensure that appropriate academic adjustments, auxiliary aids and services are readily available when required.

Issue: Several issues were noted with regard to accessibility to facilities and play areas. The Santa Ana College Early Childhood Education Center (SAC ECEC) is equipped with automatic doors, ramps, and accessible parking. However, the automatic door does not work properly, because it has been deactivated to prevent children from opening it.



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Regarding the play area, none of the Child Development Centers are equipped to accommodate children who are visually impaired, hearing impaired, or children with mobility disabilities. The playground lacks ramps for children using wheelchairs to be able to access the play structure, as well as the sand box.

Recommendation: Staff strongly recommend that a review be conducted of the play areas and equipment to improve accessibility and that the addition of accessible play structures be made to allow children with disabilities access to play equally with their peers.

Issue: The SAC EAST building is not accessible to persons with disabilities. (The District leases the facility.) Regarding the accessible play equipment and play areas, the Center does not have any play equipment at this time, but, if a child with special needs enrolled, the Center may need to purchase special play materials. In addition, the classroom furniture may need to be rearranged to meet the needs of children with disabilities. At both SAC ECEC and CEC, the playground is accessible to all, but there are areas on the playground that do not provide wheelchair access, such as the sand box and the climbing structure.

Recommendation: RSCCD contracts for leased buildings should be reviewed and updated to include clauses that address the need to lease accessible buildings. *(See the discussion of contracting procedures on pages 58-59 of this report.)*



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ADA/SECTION 504 Surveys of Programs, Services and Activities

Santa Ana College and Santiago Canyon College

These joint reports were developed through a series of questions, student, faculty and division chair surveys, and interviews conducted by staff at both colleges. Although, as stated on page 45, a comprehensive Section 508 evaluation of department webpages was not conducted, each of a department's webpages were reviewed to check for access to forms and other documents posted. Each report encompasses both Santa Ana College and Santiago Canyon College. If staff at either College noted a specific issue, this is identified by College. However, where the issues have been found in both Colleges, a general statement is written.

Additionally, several identical issues were found in almost every department. These prevalent issues and recommendations are discussed in the section on Districtwide Programmatic Findings and Recommendations on pages 37-51 and, for convenience, are summarized briefly in each section below to the extent applicable. As staff and faculty in each program area go about implementing the program-specific recommendations, they should also review the Districtwide Programmatic Findings and Recommendations and address them as they apply to the particular program.

Admissions

The following Board Policies (BP) and Administrative Regulations (AR) provide requirements for each Admissions Department:

BP 5010 [Admissions and Concurrent Enrollment](#)

AR 5010 [Admissions and Concurrent Enrollment](#)

AR 5011 [Admission and Concurrent Enrollment of High School and Other Young Students](#)

BP 5015 [Residence Determination](#)

AR5015 [Residence Determination](#)



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BP 5055 [Registration Enrollment Priorities](#)

AR 5055 [Registration Enrollment Priorities](#)

BP 5020 [Non-Resident Tuition](#)

AR 5020 [Non-Resident Tuition](#)

BP 5030 [Fees](#)

AR 5030 [Fees](#)

AR5012 [International Students](#)

BP 5040 [Student Records, Directory Information and Privacy](#)

AR5040 [Student Records, Directory Information and Privacy](#)

AR5045 [Student Records – Challenging Content and Access Log](#)

BP 4100 [Graduation Requirement Baccalaureate](#)

AR 4100 [Graduation Requirement Baccalaureate](#)

BP 4250 [Probation, Dismissal and Readmission](#)

AR 4250 [Probation, Dismissal and Readmission](#)

Admissions staff at both SAC and SCC were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Staff at both Colleges found no major issues in terms of discriminatory activities or practices that might pose a barrier for students with disabilities. The facilities are accessible for students with mobility impairments and staff are able to assist all students with forms and other necessary paperwork and questions. All forms are available in alternate format upon request and can be produced in a timely manner.



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Issue: Staff acknowledged that the Outreach webpage and campus tour information does not include a statement regarding how to request accommodations. Currently, this occurs verbally. Staff utilize an UbiDuo for conversations with students who are deaf or hard of hearing.

Recommendation: Staff identified the need for ongoing training from DSPS staff and a review of all policies and procedures to ensure consistency in approach. While the UbiDuo is adequate for general questions posed to, or by, students who are deaf or hard of hearing, an interpreter, if requested, should be made available for more substantive questions. The timely availability of interpreters and print materials in alternate formats should be clearly delineated in the policies and procedures. The Outreach webpages should be modified to include a statement regarding requests for a variety of disability accommodations including interpreters, sighted guides, and accessible transportation (if applicable).

Issue: Staff identified that the language employed in AR5009 (B) Registration Priorities uses outdated terminology to describe students with disabilities. *"Students who are handicapped or in EOPS will be accommodated by early enrollment during the academic year."*

Recommendation: Priority Registration is offered to students with disabilities to allow for necessary lead time required to make academic accommodations, such as provision of text books in alternate formats. The language used in this regulation should be updated to reflect more appropriate terminology such as: ***"Students with disabilities or in EOPS...."***

Athletics

"The obligation of a college to provide meaningful access to its programs and services extends to its athletics and recreational programs and activities. These programs and activities must also be accessible to and usable by students with disabilities." (OCR, 2000) and in 2013 the Office for Civil Rights, US Department of Education, issued a 'Dear Colleague Letter' clarifying schools



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obligations under the Rehabilitation Act of 1973 to provide extracurricular athletic opportunities for students with disabilities.

Staff at the Divisions of Kinesiology and Athletics at both SCC and SAC were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

The relevant RSCCD Board Policies and Administrative Regulations are:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5501 [Student Athletics/Activities Code of Conduct](#)

AR 5501 [Student Athletics Code of Conduct](#)

BP 5700 [Intercollegiate Athletics](#)

At SAC and SCC, Athletic Division staff stated that they are guided by the OCR and Dear Colleague Letters regarding meaningful access. The Coaches' Manual clearly outlines equal access/nondiscrimination policies that relate to eligibility and the staff at SAC also utilize the DSPS Student Success Guidebook. In addition, beyond equal access to CCCAA Athletics, extracurricular activities and competition is available to all in the Kinesiology curriculum.

Staff at both Colleges state they work well with DSPS to facilitate accommodations and, at SAC, DSPS pamphlets are prominently displayed in the Athletics Division office. Although the Division reports working well with DSPS, there were no written policies or procedures for the provision of accommodations.

Accessible transportation for team travel is coordinated through Maintenance and Operations and, at both Colleges, Athletic Directors provide communication ahead of time when there is a need for an accessible bus.



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RSCCD currently has a 5-year contract with two transportation companies. The contract language specifies the provision of ADA compliant wheelchair accessible coaches/buses. Each College department requests an ADA compliant vehicle when needed.

Findings for the Athletic Departments are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Athletics Departments:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software.
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendations: The Athletics Departments need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:



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- Ensuring that adequate notice is available on all published materials and websites regarding ADA and the compliance process for requesting accommodations;
- Ensuring compliance by developing procedures for the provision of alternate format materials. Procedures should describe the interactive process which respects the individual's preferred format, determines what the Athletics Division offices will offer as an accommodation, and outlines the process for securing alternate format materials in a timely manner.
- In addition, publications, such as game day programs, should be available in alternate formats upon request.
- Ensuring each webpage on the website contains a notice which states:
It is the policy of the RSCCD to fully comply with the requirements of the Americans with Disabilities Act. (Add Board Policy number.) Consistent with that policy, disability accommodations will be provided as needed for program access, upon request. Please contact [name, email address and telephone number, including a TTY number] for needed accommodations or alternate formats.
- As discussed above, webpages and written materials which routinely announce public events, such as football and basketball games, should include the additional language concerning the process for securing accessible seating and other disability accommodations and the timeframe and contact point for requesting accommodations in advance of such events.

Issue: There are no internal policies and procedures for the provision of academic adjustments, auxiliary aids and services that may be required in order for a student athlete to participate in athletics or kinesiology classes or complete the athletic eligibility determination process utilized by the Colleges.



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Recommendation: As a best practice, it is important from a consistency point of view to have written procedures/guidelines for all staff to follow regarding required accommodations. Such policies should, among other things, address the need to properly apply ADA criteria when considering questions which might arise as to whether the participation of a student with a disability would pose a direct threat to the safety of other participants (*see 28 C.F.R. part 35.139*). In addition, all staff should be trained in these procedures. SAC staff noted that Head Coaches should participate in these training opportunities.

Bookstore/Retail Operations

Both the Don Bookstore SAC and Hawk Bookstore SCC are local bookstores serving the students, faculty and staff at both Colleges. Their primary goal is to ensure students are able to obtain the course materials they need at reasonable prices. They also provide many other items to support academic careers and school spirit.

Bookstore managers were provided with a specific questionnaire. The responses to the questionnaire, plus feedback from DSPS and students and a preliminary review of their webpages provide background for their findings.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3420 [Nondiscrimination](#)

Although SAC has a mutual accountability agreement to ensure students receive their requests in a timely manner, there are issues with this agreement. Examples of the issues that come up include: the bookstore not having the required textbooks, not having the required textbook information on the website, and bookstore employees providing incorrect book information to students. As a result, alternate media staff are impacted along with the students. Additionally, the physical space in merchandize aisles is not wide enough to allow for a turning radius for individuals utilizing wheelchairs. Although not required by the ADA, an



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automatic door would improve accessibility to the bookstore. Bookstore flyers and other informational material are not available in alternate formats.

At SCC, there is no written policy regarding the provision of textbooks in a timely manner. Textbooks are held behind the registers and are retrieved for all students/customers. General merchandize supplies, clothing and other items are in aisles that are accessible. Staff are on hand and trained to assist students with disabilities whenever needed. The SCC bookstore does not have dressing rooms, but customers can take the item to try on. Bookstore flyers and other informational material are not available in alternate formats.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to the Bookstore operations:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as catalogs and flyers, and accessible information technology including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters which are too high, furniture blocking isles, etc.; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.



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Recommendation: The Bookstores need to review all of the issues outlined above as they specifically apply to their programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Ensuring the Bookstore webpages at both Colleges are accessible. Currently, there are no alternate access or statements of how to access various elements, such as textbook purchasing or links to other sites.
- Development of a policy and procedures to ensure, that if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.
- Ensuring pathways and access to merchandize is fully accessible.

Issue: Text books need to be in the stores with enough lead time for DSPS to make any alternate media formats that might be required.

Recommendation: The Colleges should notify course instructors at least once a year of their obligation to submit textbook adoptions in a timely manner, and of the desirability throughout the semester (whenever possible) of: a) providing clean, clear reproductions of hard copy materials, electronic material in digital (rather than image-based) formats; and b) disseminating supplemental course materials as far in advance of the class reading due date as possible. In its notice to instructors, the Colleges will explain the critical importance of instructors identifying/making available the course textbook and/or course reader far enough in advance of the semester (with specific pertinent dates) that, assuming the student promptly submits an alternate media request, DSPS has adequate time to convert them into an accessible format before the start of classes. (Excerpted from the [University of Berkeley Settlement.](#)) Therefore, it



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is necessary for the bookstores working with DSPS and the Colleges to develop a policy and procedures to ensure that textbooks are ordered in a timely manner.

Continuing Education

Centennial Education Center and Orange Education Center

Santa Ana College and Santiago Canyon College each have a division of continuing education whereby free educational programs and services are offered to adults. Santa Ana's continuing education program is located at the Centennial Education Center, while the Orange Education Center is the continuing education program of Santiago Canyon. Educational programs that are offered free of charge include Adult Basic Education (ABE), Citizenship, Computer Applications, Computer Basics, English as a Second Language (ESL), ESL/Family Literacy, General Education Development (GED) Test Preparation, Adult High School Diploma Program, Office Employment Training Program, and Spanish Literacy. Each school also provides free services such as assessment, academic counseling, career counseling, personal counseling and orientation to all students. With the working adult in mind, classes are offered days, evenings and weekends at the main sites and over 30 other convenient locations in the city of Santa Ana.

Relevant Board Policies and Administrative Regulations are as follows:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5010 [Admissions and Concurrent Enrollment](#)

AR 5010 [Admissions and Concurrent Enrollment](#)

AR 5011 [Admission and Concurrent Enrollment of High School and Other Young Students](#)

BP 5015 [Residence Determination](#)



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AR5015 [Residence Determination](#)

BP 5055 [Registration Enrollment Priorities](#)

AR 5055 [Registration Enrollment Priorities](#)

BP 5020 [Non-Resident Tuition](#)

AR 5020 [Non-Resident Tuition](#)

BP 5030 [Fees](#)

AR 5030 [Fees](#)

AR5012 [International Students](#)

BP 5040 [Student Records, Directory Information and Privacy](#)

AR5040 [Student Records, Directory Information and Privacy](#)

Staff at both Centennial Education Center and Orange Education Center were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Staff noted the Admissions, Counseling, Outreach, and non-credit Instructional Departments are separate entities from their SAC and SCC parent campuses and, as a result, each was reviewed independently from the main campus. Staff at both Centennial and Orange noted that their respective District-owned facilities, as well as the contract facilities and outreach venues are physically accessible. This assumption should be verified by a thorough review of the RSCCD Facilities evaluation of all RSCCD locations.

Staff at Centennial appeared to understand that the responsibility for accommodating students with disabilities was the responsibility of each department and indicated available contracts for interpreter services and training in the use of an UbiDuo, if needed for conversations with students who are deaf or hard of hearing. All Orange staff indicated that



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standard procedure for students and applicants with disabilities of each department is an immediate referral to the DSPS program. Both Centers indicated that all necessary accommodations are provided by DSPS. California Education Code Section 67313 clearly indicates that, while a referral to DSPS may be the appropriate action in most cases, the use of DSPS is not mandatory and cannot be required. As a result, all programs should have a procedure in place to provide accommodations as needed to any student who does not wish to participate in the DSPS program.

Neither Orange nor Centennial provide a general nondiscrimination statement and almost never (beyond the SCC/SAC home page and class schedules) provide an ADA notification regarding the availability of accommodations, nor a contact number for requesting accommodations. All staff noted the lack of written procedures for fulfilling basic accommodation requests (alternate media or interpreter services) and, in the case of Orange, the only procedure consisted of a referral to DSPS.

Staff discussions of disability-related training revealed that some staff have received basic formal training and there are online courses available if staff choose to use them. No disability-specific (blindness, deafness, autism, intellectual disability, brain injury, or mobility impairment) training for academic counselors, Outreach or Admissions staff has been received.

Findings for the RSCCD Continuing Education Centers of Centennial and Orange are as follows:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as materials and webpages and accessible information technology, including computer hardware and software;
- ✓ The need for training in two global areas: 1) general disability awareness training which includes the various topics as outlined on pages 46-50; and 2) the overarching



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recommendation for development of a wide range of policies and procedures addressing the provision of services to students, faculty, staff and the general public with disabilities; and

- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: The Continuing Education Centers of Centennial and Orange need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Development of a policy and procedures to ensure that, if requested, hard copy brochures and other informational materials, including application forms and other required documents, are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.
- In conjunction with DSPS, development and presentation of disability awareness training and training on policies and procedures to ensure streamlined service delivery.

Counseling

The mission of the RSCCD Counseling Departments at Santa Ana and Santiago Canyon Colleges is to promote student success, facilitate proactive educational planning and lifelong learning, serve and enrich the diverse community, encourage innovation and maintain excellence in all aspects of academic, personal, and career counseling. As student advocates,



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counselors work collaboratively with faculty, staff, and administration to support the goals of the College.

The Counseling Departments serve students in both the classroom and in direct student interaction via one-on-one counseling, group workshops and orientations, and in the various centers and programs throughout campus. Equal access is provided to all students.

DSPS students are counseled by the DSPS counselors in the DSPS offices. Unless the disability is clearly visible (i.e., student in wheelchair) or the student shares the information, general academic counselors do not know if the student has a disability.

Relevant Board Policies and Administrative Regulations are:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5510 [Counseling](#)

Counseling staff at both Colleges describe their offices as accessible and easily maneuverable by individuals using mobility devices. Although SAC staff offered one caveat, as follows: "The back entrance to the L building can be inaccessible and difficult to navigate for students who are blind or use a wheelchair, since it requires that students go through the Math Center in order to access the Career Development/CTE and Assessment Center. The Math Center is not always open, which means students have to exit the back of the L building and find the front to have access to our offices."

Staff at both Colleges acknowledge that they have no written policy or procedures for obtaining required assistive technology devices and/or services, but, both work closely with DSPS to obtain these needed aids.

Both Colleges have, or are in process of, changing division jargon use such as: 'walk-in' vs. 'drop-in' services.



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Both colleges counseling course syllabi contain statements regarding accommodations for students with disabilities. The statements reads in part that students must register with DSPS in order to receive accommodations.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to the Counseling Departments:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as forms and accessible information technology. including computer hardware and software;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;

Recommendation: The Counseling Departments need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations; and



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- Development of a policy and procedures to ensure that, if requested, hard copy brochures and other informational materials, including application forms and other required documents, are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.

Issue: The Online Electronic Ed Plan and the E-Advising may not be accessible to all students.

Recommendation: Ensure that all online functions are fully accessible and useable by individuals with disabilities, specifically those students who cannot use the mouse/trackball to operate a computer such as students who are blind or visually impaired or those who use speech to text software.

State Law Issue: While it is excellent that the syllabi for counseling classes includes a notice about disability accommodations, it does not present the option for students to attain accommodations without going to DSPS. Some students, including veterans or those with non-apparent disabilities do not choose to participate in DSPS. This preference was codified in state law, Education Code section 67313.

Recommendation: The statement in the syllabi about securing disability accommodations should be amended to include the option to see the ADA Coordinator to secure accommodations rather than DSPS or the faculty member. Please see page 43 for more information on this issue

Facilities Issue: Access to the SAC offices is compromised when the Math Center is closed. This creates problems for students who use wheelchairs or who have visual impairments. Additionally, even when the Math Center is open, the path of travel required when entering through the rear entrance is circuitous and cumbersome for students with disabilities.



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Recommendation: Work with facilities staff to find alternative routes that are readily accessible to the counseling offices that do not require routing through other departments.

Digital Media Center

The Digital Media Center (DMC) of Rancho Santiago Community College District is a 28,000 square-foot facility in Santa Ana that combines instructional space and business development programs. The DMC was created to stimulate economic growth in Orange County by attracting emerging businesses to the area through training workshops in business development and by providing educational programs in digital media arts, TV/video communication, and digital music. The DMC also features a business incubator for start-up companies and has most recently acquired the Orange County Small Business Development Center (SBDC) which offers business space to support entrepreneurs in their ventures. This innovative, state-of-the-art facility was created through a unique collaboration among RSCCD, the City of Santa Ana, U.S. Department of Commerce, and Economic Development Administration.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3420 [Nondiscrimination](#)

DMC staff were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures as applied to the DMC. The review of the DMC was conducted in two parts as the administration of the brick and mortar facility is separate from the SAC classes and programs conducted at this location. Staff first reviewed the facility itself.

DMC facility staff discussions centered on the need for additional training in general disability awareness to provide information on best practices in communication with individuals with sensory impairments, such as deafness and hard of hearing, visual impairments or blindness. As well, staff determined that procedures need to be developed regarding arranging



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for interpreters for the deaf when the occasion arises that informal accommodations are not sufficient. Procedures should also be developed to fulfill accommodation needs of individuals presenting themselves to the DMC for services.

Staff noted that current marketing materials do not have an ADA nondiscrimination statement or information on the availability of accommodations or alternate format materials.

Staff reviewed known issues with the DMC webpages and noted that the website is under construction and has been contracted to a vendor to ensure ADA/508 compliance.

SAC faculty reviewed the classroom settings and accommodation practices located at the DMC. Students enter programs housed at the DMC through the regular SAC admission process and, as a result, no additional admissions review was performed. It was noted that the classrooms and computer work stations are physically accessible to those students who may use wheelchairs or other mobility devices. Staff determined that the computers (all MACS) themselves are equipped with native accessibility features that include Enhanced Dictation, Voice Over, and ZoomText and while they do not have accessible software such as JAWS and Dragon Naturally Speaking, students are using the MAC adaptive software features with success.

There are no specialized adaptive input devices and students with some software and hardware requirements normally use adaptive equipment at the Academic Computing Center and at DSPS on the main SAC Campus. Staff indicated that currently there are no adaptations that have been made to existing specialized audio/visual equipment, however, all instructors are currently required to provide students in their classes with information on how to receive accommodations through the DSPS office. The DSPS office responds with specific accommodations to be given to students and helps to provide the accommodations when needed.

The DMC does produce a variety of media that is viewed by the general public and captioning is a standard practice for these materials. As well, all instructional materials are available in the preferred format of the student. Procedures established by DSPS are used.



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Based on staff responses to Self-Evaluation inquiries, the following issues and recommendations were developed:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to the DMC:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Issue: There is a lack of general disability awareness, especially as it relates to communication with individuals with sensory disabilities.

Recommendation: As a best practice, disability awareness training should be developed and presented to DMC staff. DMC staff are already working with the ADA National Network



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which provides audio conferences and webinar series on the Americans with Disabilities Act. Participation in these events can enhance staff members' existing knowledge and facilitate continued learning about regulations and trends under the ADA and related disability topics.

Issue: Lack of procedures for obtaining requested accommodations for students or members of the public with disabilities who present themselves to the DMC for services other than instructional courses.

Recommendation: Develop procedures for handling accommodation requests. It should be noted that under California Education Code Section 84850 funds provided for the DSPS program can only be used to provide accommodations to students with disabilities. Therefore, the District will need to make arrangements to provide any needed accommodations for members of the public who wish to use the services of the DMC using other funding sources. Staff are encouraged to reach out to the SAC DSPS program and the Office of Risk Management for assistance in the development and delivery of training on such procedures.

Issue: Marketing materials are not ADA compliant.

Recommendation: In order to ensure compliance, marketing materials should be revised to meet ADA standards. The ADA notice and process for securing accommodations provided in the Districtwide Programmatic findings and Recommendations section of this report (see page 39) should be added to existing materials using a sticker and be included in the next reprint of materials.

Issue: The DMC website is not ADA/508 Compliant.

Recommendation: A contract is already in place to overhaul the DMC website. The District should ensure that the contractor will bring the website up to ADA/508 standards.

Issue: Students requiring adaptive software such as JAWS, Dragon Naturally Speaking must use the equipment located on the SAC main campus.



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Recommendation: As a best practice, the District should consider the possibility of additional software being installed on the appropriate workstations at the DMC allowing students, should they choose, to work at that location. Additionally, DMC staff should be trained to assist students with these new software applications if installed.

Issue: Currently, there is good communication with the DSPS office regarding equipment modifications on an individual basis. There are, however, no standard adaptations available for specialized audio/visual equipment.

Recommendation: Faculty and staff using such equipment should, as a best practice, consult with DSPS regarding possible standard accommodations/adaptions that would permit more students with disabilities access to specialized equipment.

Disabled Student Programs and Services (DSPS)

As of August 2018, RSCCD provides academic accommodations and other disability support services to approximately 1,492 students through the District's DSPS programs. The DSPS programs at SCC and SAC are the primary contact for most students with disabilities and play an important role in the ability of the RSCCD to remain programmatically accessible and provide needed accommodations to members of the student body with disabilities. The DSPS mission is accomplished through direct services to students who seek DSPS services, advocacy for all students with disabilities, and through technical assistance provided to all campus departments, both instructional and administrative.

The DSPS offices at both SAC and SCC provide academic accommodations and auxiliary aids and services to students with disabilities pursuant to Section 504 and the ADA. In addition, in California, [DSPS](#) services and funding are provided under the Education Code and its regulations, specifically, Education Code Sections 67310 et seq. and 84850, and Title 5 Sections 56000 et seq. While the administrative and financial obligations to serve students with disabilities apply to RSCCD, the State regulations also largely define the activities of the Disabled Student Programs and Services (DSPS) at both Colleges. DSPS is most frequently the



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key point of contact and service delivery for students with disabilities attending College in the RSCCD.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5140 [Disabled Students Programs and Services](#)

BP 3440 [Service Animals](#)

AR 3440 [Service Animals](#)

DSPS staff at both SAC and SCC were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures. Their findings are as follows:

Staff at both SAC and SCC indicated that they are able to provide sufficient auxiliary aids and services to accommodate their students and both are in accessible locations. They indicated they do not have formal, written procedures and timelines for securing services such as interpreters and testing accommodations. SAC DSPS does have a student contract for alternate media services. The DSPS program at SAC has encountered issues with hiring and retaining qualified sign language interpreters.

Both SAC and SCC DSPS staff serve on campus committees and participate in or lead many professional development activities. Staff at both DSPS offices are actively involved in providing technical assistance to faculty and staff on a wide variety of issues, including use of auxiliary aids, such as the UbiDuo, and methods to make instructional materials accessible.

The SAC DSPS offices (the Village) appear to lack adequate air conditioning, which may be an issue for students with certain disabilities and the space configuration can cause confidential conversations to be overheard, thereby presenting possible violations of privacy.



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Staff at both Colleges have reviewed the webpages for DSPS and determined that, while they have a general nondiscrimination statement, the websites do not have specific ADA notices.

The regulations implementing the ADA require colleges to make reasonable modifications in academic policies and requirements, when doing so would not impose an undue financial or administrative burden on the college or result in a fundamental alteration in the program or activity (28 C.F.R. part 35.130(b)(7) and 35.150(a)). In recognition of this obligation, the Title 5 Regulations governing the California Community Colleges require each college to have an Academic Adjustment Policy related to students with disabilities. The regulation is stated as follows:

Title 5 Section 56027. Regulation. Academic Adjustments

Each community college district receiving funding pursuant to this subchapter shall establish a policy and procedure for responding to, in a timely manner consistent with Section 53203 of this division, requests involving academic adjustments. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504/ADA Coordinator/Compliance Officer, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.

Note: Authority cited: Sections 67312, 70901, and 84850, Education Code. Reference: Sections 67310-67312 and 84850, Education Code.

Although both Colleges have posted Title 5 Section 56027 Academic Adjustment policies and grievance procedures on their websites, these are not RSCCD Board Policies and contact information in both Policies is outdated.

Although both Colleges provide alternate formats upon request for all of their forms and other required documentation, there is no statement on the websites indicating the availability of such accommodations.

ITS staff noted that not all accessible computer stations in the general labs have the latest versions of accessible software installed, such as JAWS. Additionally, these workstations are using older versions of WORD and other Microsoft products because of the cost of the site



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licenses. While it is not the responsibility of DSPS to pay for or to equip or maintain accessible workstations in general labs, it is the role of DSPS to lead and coordinate college efforts to ensure that students with disabilities have equal access, which includes availability of the same software versions other students are using.

Findings for DSPS are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to DSPS:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need for accessible spaces and pathways; and
- ✓ The need for a process to ensure that students with disabilities are provided with necessary accommodations, even if they choose not to participate in the DSPS program or are involved in activities which do not receive state support.

Recommendation: DSPS staff should review the findings and recommendations on Districtwide Issues and ensure that those matters are appropriately addressed and that the response to the DSPS specific recommendations discussed below is coordinated with efforts to implement the Districtwide Recommendations.

Issue: The [District Board Policy 5140](#) clearly states that: *“The District shall respond in a timely manner to accommodation requests involving academic adjustments. The Chancellor*



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shall establish a procedure to implement this policy which, at a minimum provides for an individualized review of each such request and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.” While both Colleges have an academic adjustment policy and procedure posted on their websites, these are not RSCCD approved Board Policies or Administrative Regulations.

Moreover, there are problems with the current policies which could, under some circumstances, result in failure to ensure timely provision of accommodations as required by the ADA. First, the policy provides for a five-day period for informal resolution of accommodation requests and then allows the ADA Coordinator five additional days to make a decision, if the student is not satisfied with the accommodation offered by the College. These timelines may be sufficient to deal with many requests, but should a student need an accommodation in less than ten days, the law would require a faster response. Second, the policy provides that the accommodation originally approved by DSPS will remain in place for three weeks, but Section 56027 specifies that the interim decision by the ADA Coordinator or other designated official, not the decision by DSPS, remain in place until a final resolution is reached. Although the policy appears to be constructed so that a final decision would normally be reached within three weeks, it is possible to conceive of circumstances where this might not be possible (e.g., the committee decides that additional documentation of the student’s disability or functional limitations is needed, and it cannot be obtained in time).

Recommendation: Title 5 Regulations Section 56027 (*see Appendices VI*) states that each Community College District receiving funding for DSPS shall establish a policy and procedure for responding in a timely manner to requests involving academic adjustments. Board Policy 5140 likely satisfies the minimum requirements of Title 5, Section 56027, but best practice would be for the Board of Trustees to adopt the policy fully setting forth the procedures for making academic adjustments.



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Recommendation: Whether or not the academic adjustment policies are adopted by the Board of Trustees, the policies need to be amended to ensure that an interim decision will be made in less than the ten days (currently provided for in the policy), if necessary, to provide an effective accommodation in a timely manner. The policies should also be revised to state that the interim decision of the ADA coordinator will remain in place until a final determination is made by the Academic Adjustment Hearing Committee.

Recommendation: In addition, because of the sensitive nature and timeliness of responding to academic adjustments appeals, all faculty and staff need to be made aware of their responsibilities in responding to academic adjustment issues raised, and the ADA/504 Coordinator, or his/her designee, is required to have knowledge of the academic accommodation requirements of the law.

Issue: ITS identified that some workstations in general labs on campus do not have the latest versions of accessible software due to the lack of sufficient site licenses.

Recommendation: As a best practice, DSPS needs to continue to advocate for updated accessible technology in general campus labs. DSPS staff need to work with the ITS Department to ensure there are sufficient site licenses to cover the general lab accessible workstations. In addition, if/when a Section 508 review is done by the District/College, DSPS staff should participate in this effort. *(See page 81 for a discussion of this issue.)*

Issue: RSCCD staff reported some difficulties in hiring and retaining qualified sign language interpreters. If a qualified interpreter is not available when needed, this can become a compliance issue.

Recommendation. To ensure adequate coverage by qualified interpreters, whether on staff or from an agency, RSCCD needs to develop a continuous recruitment process.

Issue: The SAC DSPS offices are situated in the Village complex of buildings on campus. The temperature inside the building fluctuates greatly and can cause health problems which could



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be serious for some students with disabilities. In addition, the present configuration of the DSPS office leaves inadequate space for confidential conversations which may result in a violation of privacy.

Recommendations: Continue working with facilities staff to configure office space to ensure confidentiality and find a way to regulate the air conditioning.

Issue: Students with and without disabilities participate in classes and activities at both Colleges. Recent accreditation reports for several California Community Colleges have stated that, in multi-college districts, the colleges, student services, in particular DSPS, need to work together to provide seamless services to students with disabilities who attend at more than one of the district's colleges. Students also reported this issue in their survey responses.

Recommendation: As a best practice, it behooves both DSPS programs to work together to ensure their forms, procedures and activities are provided in a seamless manner.

Issue: There is no written policy or procedure for providing accommodations to students with disabilities who do not wish to participate in the DSPS program, as is their right under Education Code Section 67313. *(For a full discussion of this issue see page 51 in the section on Districtwide Programmatic Findings and Recommendations.)*

Recommendation: The DSPS programs at both Colleges should develop procedures for referring students who need accommodations, but do not want to participate in DSPS, to the ADA Coordinator or other individual designated by the District to handle such requests. DSPS staff should be prepared to offer advice, as needed, to the ADA Coordinator regarding methods of providing accommodations to students who decline to participate in DSPS.

ADA Compliance Issue: As discussed in the section on Districtwide Issues (*see pages 37-51*), a potential violation of the ADA can occur if the District employs procedures or methods of administration which result in denying individuals with disabilities equal access to the District's programs and activities (28 C.F.R. part 35.130(b)(3)). Although the DSPS programs at both



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Colleges do routinely provide auxiliary aides and other types of accommodations for students with disabilities, neither program has written policies and procedures regarding the timely provision of such accommodations. In particular, there is no formal process for the complex problem of responding to and tracking requests for provision of instructional materials and other documents in alternate media.

Recommendation: Both DSPS programs need to develop and implement written policies and procedures for providing accommodations which include, but are not limited to, arranging for interpreters and other types of auxiliary aides, services, proctoring tests, and handling of requests for instructional materials and other documents in alternate formats. These procedures need to address, among other things, timelines for responding to requests, decisions on alternatives when the student's preferred method of communication cannot be met, etc. Although SAC DSPS has written guidelines and contracts for students utilizing alternate media, DSPS at both colleges need to work with other departments such as academic affairs and the bookstores to ensure timeliness of acquiring textbooks. With respect to requests for materials in alternate formats, the policies and procedures should be based on the Addendum to Guidelines for Producing Instructional and other printed materials in alternate media for persons with disabilities (2000) Chancellor's Office.

Issue: Staff identified a lack of a policy and written procedures for working with students with disabilities in community service fee-based programs, or co- or extra-curricular activities which are not part of a class or program. DSPS funds may be used to assist enrolled students with disabilities with access to other college programs such as Financial Aid, EOPS or tutoring which are state-funded programs. However, the Implementing Guidelines for Title 5 Section 56000, issued by the State Chancellor's Office, state in part... *"DSPS funds may only be used for services for a student enrolled in state supported educational programs or courses and be consistent with state policy and funding requirements. For example, DSPS funds cannot be used to provide services for students with disabilities in community service fee-based classes, since*



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they are not state supported activities. DSPS funds cannot be used for services related to co or extracurricular activities which are not part of a class or program.” (DSPS Implementing Guidelines, August 2018, p. 11.)

Recommendation: DSPS staff should participate in development of policies and procedures, as discussed in the section on Districtwide Programmatic Findings and Recommendations (*page 49*), for serving students in community services classes and the other scenarios described above.

Distance Education

Distance education courses, resources, and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. One of the primary concepts of distance education (DE) is to offer students learning anytime, anywhere. Therefore, all DE resources must be designed to afford students with disabilities maximum opportunity to access distance education resources anytime, anywhere without the need for outside assistance (e.g. sign language interpreters, aides, etc.). *California Community Colleges Chancellor’s Office. (CCCCO) Distance Education Accessibility Guidelines, (2011)*

In August 1999, the Chancellor’s Office began requiring that the curriculum for each DE course and its associated materials and resources be reviewed and revised, as necessary, when the course undergoes curriculum review pursuant to Title 5, sections 55002 and 55206, every six years as part of the accreditation process. In the nineteen years since 1999, this process should have been completed for all distance education courses. *California Community Colleges Chancellor’s Office. (CCCCO) (1999) Distance Education: Access Guidelines for Students with Disabilities. California Code of Regulations. Title 5 sections 55300 and 55370. Distance Education Regulations.*

ITS provides academic support for both SAC and SCC. RSCCD uses CANVAS as its Learning Management System. (LMS) Faculty at SAC and SCC are trained in accessibility via the required 120- hour Online Teaching Certification course. Approximately 40 of those hours are dedicated



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to ADA accessibility tools. As information technology has changed and grown over the years, all faculty at SAC are enrolled in their newly developed Accessibility Training course and SAC Video Creation course.

Accessibility Training teaches:

- Why Accessibility is Important
- How to make Documents Accessible (Word, pdf, PowerPoint, Excel Google Docs)
- How to make Media Accessible (Images, Color, Captioning)
- How to make Online Material Accessible (Canvas pages, Sharepoint)

The SAC Video Creation Course showcases the basics of video creation and teaches faculty how to easily caption their own videos. Staff are working to require currency in Accessibility Training for all online faculty by end of spring 2019.

SAC staff state that college-wide software/tools/websites are reviewed for accessibility prior to purchase or recommendation to faculty. However, it is up to the faculty member to determine accessibility for their own textbook or material requirements. Staff stated that most publisher's claim their content to be accessible but may not be. The DE Coordinator stated he has asked at a state level for help to leverage the Chancellor's office for a listing or vetting of publisher content, but this has not happened. At this time, it is up to faculty to investigate and review.

Staff at SCC utilize an accessibility expert who works with faculty to review all online classes for accessibility and convert any non-accessible elements. This includes alt tags, table formatting, closed captioning, transcription for podcasts, etc.

Both colleges have a Distance Education Addendum which seeks to define software and hardware required including 3rd party services then outlines how these will be made available. Faculty utilizing 3rd party materials are expected to have them evaluated for accessibility prior to incorporating them into their class.



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Staff at SAC also stated that though they have training for accessibility, created by SAC faculty, they know that faculty taking the course will come to Distance Education requiring assistance. This is an area that requires training of personnel at a higher than user level. Staff stated they need a college role for faculty/staff assistance. If it is to be in Distance Education, there is a need for a higher level of training for ITS personnel and responsibilities assigned. (This issue is addressed in the ITS report on page 80.)

Staff at SAC also stated that their department also coordinates Open Educational Resources (OER) and Zero Textbook Cost (ZTC) courses, for which they have three degree pathways and one certificate for students to have a zero/low cost degree alternative, which is important for their student population. Materials used in these courses are instructor developed or adopted. Most of these materials, when discovered by faculty, are not accessible. Prior to faculty usage, the assumption is that all materials are accessible. With the help of their part-time grant-funded clerical staff trained in accessibility they have undertaken the arduous task of making these materials accessible. This fall semester we have 184 sections that are OER/ZTC. The funding will end in the coming months and SAC will require assistance for assuring accessibility of instructional materials for OER. This is a significant accessibility concern at the college Distance Education department.

Both SAC and SCC have accessibility statements on the syllabi which directs students to both speak with the professor and contact DSPS so that all can collaborate on classroom accommodations in a timely manner.

In the syllabi that was provided by SCC for review, consultants were impressed with the level of detail and description of the essential academic standards, specific requirements that are believed to be fundamental to each course and identification of unique qualities of the course/program in relation to its overall objectives.

The SCC Bookstore policy and procedure for faculty make textbook selections prior to the beginning of term can be found at [SCC Bookstore Website](#) . However, that policy does not indicate the need for course instructors to submit their textbook adoptions in a timely manner



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to ensure that the DSPS has sufficient time to convert them into needed accessible formats.

SAC Bookstore appears to have no textbook selection policy on its faculty pages.

Alternative testing options are available at both colleges and faculty are instructed to be flexible and accommodating to meet the needs of the students. Office hours can be accommodated via ConferZoom which can be closed captioned.

Distance Education staff at both colleges understand the need for accessibility in all aspects of their courses and have been, and continue to be, creative in finding solutions to accessibility issues and participating in every training opportunity available.

Relevant Board Policies and Administrative Regulations:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

AR 4105 [Distance Education](#)

Staff at both colleges were provided with a list of questions related to their Distance Education activities. Their finds are as follows:

Districtwide Issues and Recommendations: In the conduct of the self-evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to Distance Education:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/college published materials and webpages;
- ✓ The need for effective methods of administration including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology including computer hardware and software (see below);



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- ✓ The need to provide training on the requirements of the ADA and other state and federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Distance Education needs to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance the process for requesting accommodations;
- Development of a policy and procedures to ensure, that if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.

Issue: It is up to the faculty member to determine accessibility for their own textbook or material requirements. Staff stated that most publisher's claim their content to be accessible but may not be. The DE Coordinator stated he has asked at a state level for help to leverage the Chancellor's office for a listing or vetting of publisher content, but this has not happened. At this time, it is up to faculty to investigate and review.

Recommendation: This is a statewide issue and it is hoped that the new CCCC Accessibility Center will address this issue along with the Alternate Text Production center. Continued pressure at all levels of the California Community College System is encouraged.



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Issue: Training of our personnel at a higher than user level is needed. Staff stated they need a college role for faculty/staff assistance.

Recommendation: Training is an overall Districtwide need. The colleges have expressed the desire to have an Instructional Design Center that includes the following functions: Director of Instructional Technology, Instructional Designer, ITS Liaison, Accessibility Expert (Americans with Disabilities Act), Media Expert, Web Designer, Trainer, helpdesk staff and programmer. The center would require a facility on each campus as a one-stop location providing for a faculty training room, audio/video recording rooms, and equipment checkout and storage area. This recommendation has been made in the ITS report as referenced above.

Issue: Faculty need to be aware of their responsibility to provide to the bookstore the textbooks required for their courses in a timely manner.

Recommendation: The Colleges will notify course instructors at least once a year of their obligation to timely submit textbook adoptions, and of the desirability throughout the semester (whenever possible) of a) providing clean clear reproductions of hard copy materials, electronic material in digital (rather than image-based) formats, and b) disseminating supplemental course materials as far in advance of the class reading due date as possible. In its notice to instructors, the Colleges will explain the critical importance of instructors identifying/making available the course textbook and/or course reader far enough in advance of the semester (w/specific pertinent dates) that, assuming the student promptly submits an alt media request, the Disabled Student Program has adequate time to convert them into an accessible format before the start of classes. (Excerpted from the [University of Berkeley Settlement](#)

Issue: Most Open Educational Resources (OER) and Zero Textbook Cost (ZTC) courses materials are not accessible. SAC stated that their funding to make these course materials runs out this year.



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Recommendation: Presuming this is a districtwide issue and not just at SAC, this issue becomes an ADA Compliance issue if these materials are not accessible.

State Law Issue: While it is excellent that the syllabus for Distance education classes includes a notice about disability accommodations, it does not present the option for students to attain accommodations without going to DSPS. Some students, including veterans or those with non-apparent disabilities do not choose to participate in DSPS. This preference was codified in state law, Education Code section 67313.

Recommendation: The statement in the syllabus about securing disability accommodations should be amended to include the option to see the ADA Coordinator to secure accommodations rather than DSPS or the faculty member. Please see page 43 for more information on this issue.

EOPS/CARE/CalWORKs

The Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE) Program provide intensive academic counseling and “over and above” services to first-generation, low-income, educationally disadvantaged students to increase college access, persistence, academic success and timely completion of their academic goals. CARE provides additional services to EOPS-eligible single parents with children under the age of 18.

California Work Opportunity and Responsibility to Kids (CalWORKs) provides coordinated academic counseling and support services to assist students on public assistance with dependent children to achieve success in their “educational activity,” and position them for career preparedness and economic self-sufficiency.

The EOPS/CARE or CalWORKs counselors may refer a student to DSPS, based on information provided. If the student volunteers that they are already working with DSPS, they are informed that providing a letter of verification from DSPS will allow the counselor to authorize reduced unit load and/or counseling accommodations, if recommended by DSPS as appropriate. A



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student's DSPS status may extend their EOPS participation timeframe beyond the six primary terms approved by the Advisory Committee.

EOPS/CARE/CalWORKS staff at both SAC and SCC were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5150 [Extended Opportunity Programs and Services](#) (no AR)

There are no Board Policies or Administrative Regulations for CARE and CalWORKS.

Staff at both SAC and SCC stated that they routinely assist all students with completing forms. Staff also stated that they had a close relationship with DSPS and that DSPS staff assist them with any alternate media requests and with fulfilling interpreter needs if requested. Staff at both Colleges described a number of training sessions that they have, and continue to, participate in relating to auxiliary aids, alternate formats and accessible documents. During outreach sessions off-campus, the agency requesting the presentation provides the necessary accommodations. Staff indicated that when arranging for space for a public presentation the sites chosen are vetted for accessibility and accommodations provided as requested, but for the most part, presentations are made at events not hosted by the SAC or SCC.

Findings for EOPS are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.



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The following subset of Districtwide findings apply to EOPS/CARE/CalWORKS:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/college published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software (see below);
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: The EOPS program needs to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA and the compliance process for requesting accommodations;
- Ensuring an ADA compliance statement is placed on the webpages and every effort made to improve access to these webpages;
- Reviewing alternate format procedures with DSPS to ensure that alternate formats can be produced in a timely manner upon request and post statements on each of the EOPS/CARE/CalWORKS webpages; and
- Ensuring adequate space for students with disabilities to maneuver around the offices.



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Issue: Staff at SCC stated that their working space is small, and it is difficult for a student using a wheelchair to maneuver into a counselor's office. This can, and does, lead to confidentiality issues.

Recommendation: Lack of confidentiality for student/counselor discussions, even if unintentional, can be a compliance issue and it is important for SCC to review the EOPS office layout to reconfigure the space to ensure a student's confidentiality and sufficient space for a person in a wheelchair to maneuver around the office.

Financial Aid

The Financial Aid Offices of SAC and SCC administer Federal and State student aid programs designed to assist students who are unable to meet the cost of education. These programs include the Board of Governors Fee Waiver (BOGW), Cal Grant programs, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), and the Federal Direct Loan programs (subsidized and unsubsidized). Financial Aid offers one-on-one assistance to complete financial aid applications, including the FAFSA and the California Dream Act.

Financial Aid staff at both Colleges were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Relevant Board Policies and Administrative Regulations are as follows:

BP 5130 [Financial Aid](#)

AR 5130 [Financial Aid](#)

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

Staff at SAC indicated that all student stations are wheelchair accessible and an UbiDuo machine is available to assist students who are deaf. If other forms of alternative



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communication are required, Financial Aid staff contact the DSPS office to arrange assistance. Staff indicated that all Financial Aid documents are available in paper and electronic formats. However, some forms remain non-ADA compliant. Staff make all reasonable program modifications and students are informed as it applies to them. Staff concluded that there is no written procedure to produce materials in alternative formats, materials do not contain a nondiscrimination statement, nor a statement on how to request alternate formats. Staff also indicate that additional training is warranted regarding providing services to students with disabilities in an ADA compliant manner. Staff determined that computers available for student use may not be fully accessible due to hardware and software limitations.

Staff at SCC have, upon review, determined that some of the online applications available on the SCC Financial Aid webpage are not 508 compliant. While SCC online applications do contain a general nondiscrimination statement, there is no mention of alternate formats nor contact information to request accommodations. Likewise, on the applications and flyers announcing workshops neither the ADA statement nor the nondiscrimination notation is incorporated.

Administrative Regulation 5130 indicates special consideration for students with disabilities regarding the loss of BOG Fee Waiver. However, the Regulation does not describe what those special considerations might be, leaving this issue open to subjective judgement. Staff indicated that this specific language is provided by the State to allow considerable leeway in offering consideration. As well, the Regulation outlines procedures for communication with students, but does not account for communication in alternate formats, if required, for students with disabilities.

Findings for Financial Aid are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.



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The following subset of Districtwide findings apply to Financial Aid:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: The Financial Aid program needs to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA and the compliance process for requesting accommodations;
- Ensuring an ADA compliance statement is placed on the webpages and every effort made to improve access to these webpages; and
- Reviewing alternate format procedures with DSPS to ensure that alternate formats can be produced in a timely manner upon request and post a statement on each of the Financial Aid webpages.

Issue: AR 5130 uses subjective language in discussing the loss of BOG Fee Waivers for students with disabilities. Indications are that this is designed to benefit students with disabilities.

Recommendation: Ensure that staff are trained on the interpretation of this Regulation in order to create a consistent and replicable benefit to all students with disabilities facing the loss of the waiver.



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Issue: AR 5130 discusses communication with students with disabilities but does not address how a student would request effective communication in the student's preferred method of communication or request materials in alternate formats.

Recommendation: In order to ensure compliance with ADA/Section 504, the RSCCD needs to update AR 5130 to more specifically address the availability of disability-related accommodations and a process for students with disabilities to request and obtain effective, timely, accessible communication in their preferred method, as well as to receive materials in alternate formats.

Issue: While the Financial Aid Office currently uses the UbiDuo to communicate with deaf students, this device may not be sufficient in all cases. There is a lack of written procedures to access preferred communication methods beyond the use of the UbiDuo.

Recommendation: In order to ensure compliance with the ADA/Section 504, the Financial Aid Office needs to develop written procedures regarding the provision of alternate communication (ASL interpreter, captioning, etc.) as a disability accommodation. Procedures should describe the interactive process which respects the individual's preferred format, determines what the Financial Aid Office will provide as an accommodation, and outlines the process for securing communication services in a timely manner.

Issue: Currently, Financial Aid staff lack general and specific training regarding students with disabilities. Training is needed to ensure effective and timely delivery of services and accommodations, as well as to support culturally competent services to students with disabilities.

Recommendation: As a best practice, training needs to be developed to: 1) update Financial Aid staff on any new procedures developed as a result of the ADA/Section 504 Self-Evaluation; and 2) provide general disability awareness training to staff on a regular basis, including new employee orientations.



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Issue: Some SAC Financial Aid computer work stations are not fully accessible due to hardware and software limitations.

Recommendations: In order to ensure compliance, SAC needs to review all computer workstations available to students in the Financial Aid Office and ensure that an adequate number of workstation(s) with assistive technology (AT), such as JAWS and Dragon Naturally Speaking, etc., are readily available to students with disabilities. In addition, staff who understand AT and can assist with basic troubleshooting should be identified.

Foundation/ Advancement/Scholarship

The mission of the Rancho Santiago Community College District Foundation is to enhance the economic development of the region and to generate revenue to supplement the resources of the District and its two Colleges, Santa Ana College and Santiago Canyon College. The Advancement Scholarship Programs at both SCC and SAC are engaged in fundraising to manage and provide resources to students and programs across each campus.

Staff at both SCC and SAC were provided with tools to conduct an extensive self-evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Relevant Board Policies and Administrative Regulations include:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 3820 [Gifts](#)

AR 3820 [Gifts and Donations](#)

BP 6620 [Naming District Properties and Facilities](#)

AR 6620 [Naming of District Properties and Facilities](#)



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Santa Ana College scholarships are awarded to deserving students who represent and demonstrate great academic merit, achievement, and leadership. Scholarships are available for SAC students who are incoming, continuing, and transferring to four-year institutions.

The Santiago Canyon College Foundation supports the college in its mission to provide a high-quality college education that will help students, regardless of their financial circumstances, meet their goals in life.

Criteria used in the scholarship programs does not intentionally screen out any students with disabilities and both College Departments report that, for the interview portions for specific scholarships, auxiliary aids are provided if required.

Staff at SAC acknowledge that an internal audit is needed to ensure all functions that involve students are fully accessible in all activities.

SAC also acknowledged that alternate formats are not available in the orientation workshops for Pre-Scholarship and Post-Scholarship competitions where PowerPoint presentations are made, and flyers distributed.

Both Departments stated that auxiliary aids are provided for awards ceremonies if requested. However, both Colleges agreed that a checklist process to ensure accessibility of all venues used and materials provided would be a welcome addition.

Findings for the Foundation/Advancement/Scholarship Programs are as follows:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Foundation programs:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;



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- ✓ The need for accessible information and accessible information technology, including computer hardware and software (see below);
- ✓ The need for accessible spaces and pathways; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: The Foundation programs need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Ensuring an ADA compliance statement is placed on the webpages and every effort must be made to improve access to these webpages;
- Reviewing alternate format procedures with DSPS to ensure that alternate formats can be produced in a timely manner upon request and post a statement on each of the Foundation webpages; and
- Ensuring renovations make the offices accessible and useable by individuals with disabilities.

Issue: Ensuring accessibility of all materials and venues utilized by the Advancement Scholarship Programs.

Recommendation: Utilize an accessibility checklist prior to any meeting, orientation, or award ceremony to ensure accessibility of venue and materials. This should include activities which involve contact with students as well as those involving interaction with potential donors or other members of the public. *(See sample in Appendix V.)*

District Facilities Issue: The SAC Foundation office (S-201) was recently renovated. The reconstruction of that office utilized a District-approved vendor that was assumed to be aware



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of the District's ADA compliance requirements. However, that vendor was not knowledgeable about ADA compliance issues.

Recommendation: Ensure that renovation of the SAC foundation Office is addressed as part of the implementation of the Transition Plan and that work is completed by vendors who are knowledgeable about physical accessibility standards.

Joint Powers Central Net Fire Training Facilities

The Santa Ana College Fire Academy are conducted at Joint Powers Central Net Fire Training facilities. The facilities are publicly owned, are open to the public and are reportedly ADA compliant. The Academy is administered under the guidance of the Orange County Fire Chiefs' Association and is nationally recognized as a premier fire training program. This program meets the Orange County Fire Service standards and has been approved by the State Fire Marshal and the State Board of Fire Services as the First Accredited Regional Fire Academy in California. The standards far exceed the minimum qualifications and training required for California Firefighter I certification. Additionally, graduates receive certificates in Auto Extrication, Hazardous Materials First Responder, Rescue Systems I, Fire Control III, ICS 200 and Low Angle Rescue. The curriculum is approved by the State Chancellor's Office.

Students are required to have a medical doctor conduct the NFPA Medical Clearance physical before they start the Basic Fire Academy. This is the same physical they will be given when they get hired by a fire department as an Emergency Responder Firefighter.

Students must pass a Biddle physical agility test in order to be accepted into SAC's Basic Fire Academy. The Biddle physical agility test was written, evaluated and approved by the law firm of Biddle and Associates and has been accepted as the physical agility test of fire departments throughout Southern California.

Course work, including prerequisite courses, have been approved by the State Chancellor's Office. Each syllabus contains the statement that a student with a disability, who would like to



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request academic accommodation, is responsible for identifying himself/herself to the instructor and to DSPS, along with appropriate contact information.

Outreach materials actively encourage wounded warriors and individuals with disabilities to apply for jobs as Fire Dispatcher and Fire Inspector and to enroll in the Fire Prevention program that teaches all students how to inspect for fire hazards.

Staff receive general disability awareness training on how to interact with students with disabilities. Instructors are made aware of the ADA compliance requirements and they are told to recognize and abide by the requests made by any student that has DSPS status. These instructions are given to them in their hiring processes and at the Back to School night provided by the Division Deans.

All students with disabilities are required to go through the DSPS process in order to receive special arrangements provided by the instructors.

During the Basic Fire Academy, four hours are devoted to cultural diversity and 56 hours are devoted to Emergency Medical Services. All Fire Tech classes have a message to students with disabilities to contact the instructor for assistance and to check with DSPS.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to SAC Basic Fire Academy:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as published materials and webpages and accessible information technology, including computer hardware and software;



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used. such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: The Fire Training Academy needs to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to its programs and services and ensure that changes have been made to address them.

Issue: The RSCCD does not have a process by which a student can request academic accommodations and/or auxiliary aids and services without registering with DSPS. As discussed on page 50 of the section on Districtwide Programmatic Findings and Recommendations, State law makes clear that participating in DSPS is voluntary. Therefore, alternate ways for a student to request and receive accommodations must be available.

Recommendation: RSCCD needs to develop policies and procedures whereby students with disabilities who do not wish to participate in DSPS can request accommodations through the ADA Coordinator. *(See page 50.)*

Issue: While physical examination and agility tests are widely used, the College should note that a student/applicant with a disability may ask for an accommodation or modification of the testing routine(s). In such a case, the College will need to research how the tests and other entry requirements were validated to meet the essential requirements of the Fire Academy Training, especially in light of the fact that they exceed requirements for California Firefighter I



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certification. In addition, the Academy will need to follow a deliberative, inclusive, and well-documented process for accepting or rejecting the accommodation/modification requests.

Recommendation: As a best practice and to be proactive, the College may want to inquire about the validation process for the physical examination and agility tests. The tests should be designed to meet the essential qualifications of the instructional program, rather than solely on the hiring requirements for municipalities and other entities.

Libraries

The libraries at SAC and SCC provide various services and resources to the campus communities, including, but not limited to, research assistance; drop-in research workshops; circulating materials (e.g., books, DVDs, and CDs); textbook reserves; group study rooms; computer access; printing, scanning, and photocopying; online and print research guides; and electronic resources (e.g., journal, magazine, and newspaper articles; books, including reference books; and audio books).

Relevant Board Policies and Administrative Regulations:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 4040 [Library and Learning Support Services](#)

AR 4040 [Library and Learning Support Services](#)

Staff at both libraries were provided with a series of questions to assist with their Self-Evaluation. Their findings are as follows:

Staff at both libraries stated that access to adapted hardware and software was either unapparent or, on occasion, non-functioning. Information technology problems are reported to DSPS. The computers are equipped with ZoomText, Kurzweil and JAWS and there are adjustable-height computer workstations. Commercial databases are optimized for the visually



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impaired. All databases are ADA compliant and are purchased through the Community College League of California. Audio files of database articles are available online and can be downloaded. Print copies can be converted to audio with adaptive software. Both librarians stated all DVD/VHS purchases are closed captioned and that the entire video/DVD collections are either captioned or subtitled.

Students with visual impairments work with a reference librarian for research assistance and materials retrieval. Library staff are available during all hours the library buildings are open and can, upon request, retrieve books.

Staff at SCC reported that there are issues with accessing the second floor when the elevators are down, otherwise, both libraries are wheelchair accessible and book stacks and aisles allow for wheelchair access, although both suggested that the restrooms were not fully accessible.

Staff at both libraries have attended DSPS training workshops on accessibility and two librarians from SAC have developed an online training entitled SAC Accessibility Training which is available to all staff and faculty to receive professional development credit.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide issues and recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to the libraries at SAC and SCC:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services; and
- ✓ The need for accessible information and accessible information technology, including computer hardware and software.



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- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Both libraries need to review the issues outlined above as they specifically apply to their programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations; and
- Developing a policy and procedures for ensuring adaptive software and hardware are readily available and useable by students with disabilities. Procedures should include a follow-through plan for effective communication with both DSPS and/or ITS to ensure speedy resolution of computer accessibility issues.

Issue: Staff were concerned that the public restrooms in both library buildings were not fully accessible.

Recommendation: Both library building restrooms need to be assessed for accessibility and if necessary, upgrades added to the Facilities Transition Plan.

Issue: Staff at SCC stated there needed to be an assessment of the adaptive furniture available in the library.

Recommendation: Review all adapted workstations and other furniture available in the SCC library to ensure sufficient accessibility.



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Issue: When the elevators are not working properly at SCC, there is limited access to the second floor.

Recommendation: Work with Maintenance and Operations to ensure a speedy resolution to elevator problems and develop procedures to ensure students are safe and can access, with assistance, needed materials. In addition, ensure all library staff are aware of their responsibilities regarding emergencies and evacuation from the second floor when elevators are not working.

Orange County Sheriff's Regional Training Academy

The Orange County Sheriff's Regional Training Academy is managed by both the Sheriff's Department and Santa Ana College. The Orange County Sheriff's Department (OCSD) is responsible for daily operations and ensures it follows all regulations and mandates established by the Commission on Peace Officer Standards and Training (P.O.S.T.). Both the OCSD and Santa Ana College comply with all Federal and State rules and regulations and do not discriminate on the basis of race, color, national origin, gender, or disability.

Students are required to complete a physician's form prior to admission into the Basic Academy and/or Modular Academy.

Course overview or syllabi are submitted to the Division Office prior to the start of class and contain a number of standards including: College Mission statement, Criminal Justice Academies Mission statement and ADA compliance. The course overview and syllabi contain the following statement:

"A student with a disability, who would like to request academic accommodation, is responsible for identifying himself/herself to the instructor and to the Disabled Student Programs and Services (DSPS). To make arrangements for academic accommodations, contact the Disabled Student office in the Johnson Center, U-103, or phone (714) 564-6264, TTY (714) 564-6248 for a referral to the appropriate DSPS Department."



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According to the Commission on Peace Officer Standards and Training (P.O.S.T.) website:

"Diversity training remains an important priority and POST continues to partner with the Simon Wiesenthal Museum of Tolerance to offer a variety of Tools for Tolerance programs designed for all levels of law enforcement personnel. Additionally, entry-level law enforcement trainees receive 16 hours of Cultural Diversity (Learning Domain 42) and 15 hours of People with Disabilities, (Learning Domain 37) training in all POST basic academies. POST continues to provide courses that are relevant and supports the evolving role of law enforcement providing professional service to a diverse population."

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Issues and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to the Criminal Justice Academies:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as materials and webpages and accessible information technology, including computer hardware and software; and
- ✓ The need for training in two global areas: 1) general disability awareness training which includes the various topics as outlined on pages 46-50; and 2) the overarching recommendation for development of a wide range of policies and procedures addressing the provision of services to students, faculty, staff and the general public with disabilities.

Recommendation: The Criminal Justice Academies need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:



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- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Development of a policy and procedures to ensure that, if requested, hard copy brochures and other informational materials, including application forms and other required documents, are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.
- In conjunction with DSPS, development and presentation of disability awareness training and on policies and procedures to ensure streamlined service delivery.

Issue: The RSCCD does not have a process by which a student can request academic accommodations and/or auxiliary aids and services without registering with DSPS. California Education Code Section 67313 and Title 5 Section 56008 Student Rights clearly state that registering with DSPS is voluntary and there must be alternate paths to requesting accommodations.

Recommendation: RSCCD needs to develop policies and procedures whereby students with disabilities who do not wish to participate in DSPS can request accommodations through the ADA Coordinator. (*See page 50.*)

Outreach

Outreach efforts are conducted by SAC, SCC, Centennial Education Center and Orange Education Center. Responses to the ADA Self-Evaluation inquiries were received from all entities.

Student Outreach serves as an integral part of the Centennial Education Center. Staff provides detailed information regarding the quality of the programs that are offered to prospective high school students.



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The mission at SCC Outreach is to recruit and prepare a diverse student population to participate in the matriculation process, provide information on SCC programs and to act as the liaison to the SCC service area. The goal is to promote growth and learning via outreach efforts that include: presentations, weekly visits to high schools, information tables, and other events on-and-off campus.

The mission of SAC Student Outreach is to attract and recruit new students to the College. This goal is achieved by providing a variety of resources, activities, and support to high schools and the community. Parents and students are connected to campus life via the efforts of Student Outreach personnel which include: school presentations, campus tours, college prep workshops (English/Spanish/Vietnamese), community outreach, pre-orientation assistance, assessment information, and admission support.

Relevant Board Policies and Administrative Regulations:

BP 3510 [Nondiscrimination](#)

AR 3510 – [Nondiscrimination](#)

Staff reviewed four areas of concern with respect to the ADA Self-Evaluation. These are the current marketing materials, website presence, disability awareness training and the vetting for accessibility of locations for public presentations.

Centennial staff noted that the primary printed marketing materials, such as the Class Schedule, which is mailed to all residences, contains the required ADA statement and the nondiscrimination notice, however, not all flyers used have the needed information. SAC and SCC staff indicated that some, but not all, printed materials contained the required notifications. All entities indicated the capacity to make materials available in alternate formats upon request.

Staff concluded that online access to webpages was generally compliant. The webpages under the control of the various Outreach departments are accessible but it is unknown if all



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attached links are. Again, as in the printed materials, staff determined that some pages contained necessary notifications, and some did not.

All Outreach departments make public presentations, primarily at local high schools. Accommodations, if requested, are provided at these outreach sessions. However, in most cases, the flyers or advertisements for the meetings do not contain the ADA notifications. There are no formal written procedures for responding to requests for accommodations.

While all the staff of each College/Center expressed comfort in interacting with individuals with disabilities, only SCC staff indicated that some disability awareness training had been provided. Good customer service is a hallmark of all the Outreach departments and attempts are made to meet the needs of all students and prospective students.

SCC and Centennial staff indicated that, when arranging for space for a public presentation, the sites chosen are vetted for accessibility. SAC has no specific vetting process, but for the most part, presentations are made at events not hosted by the Outreach department.

The following issues and recommendation were developed by staff:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to Outreach:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;



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- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking isles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: Outreach programs need to review all of the issues outlined above as they specifically apply to their own programs and services and ensure that changes have been made to address them. These include, but are not limited to:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Development of a policy and procedures to ensure, that if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner. Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications.
- Development and provision of training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;
- Ensuring that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving



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employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Performing Arts

The Santiago Canyon College Performing Arts Department includes Dance, Music and Theater Arts. It is dedicated to building a comprehensive educational program designed to meet the needs of students who are seeking to develop their creative skills and gain practical and theoretical experiences in the performing arts, as well as those students seeking a general education and/or wanting to transfer to four-year institutions.

The Santa Ana College Division of Fine and Performing Arts aligns with the Santa Ana College mission to be a leader and partner in meeting the intellectual, cultural, technological, workforce and economic development needs of its diverse community through:

- Fostering creativity, academic excellence and the practical application of learning in a dynamic, student-centered environment with a focus on the intersection of arts and technology;
- Providing transferring students across all disciplines with essential General Education offerings in the arts; and
- The support and production of cultural events that inform and enrich the Santa Ana College community.

The review of the RSCCD's Performing Arts Departments requires a separate inspection above and beyond that given to other instructional departments. The crossover from instruction for students to performances offered to the public-at-large triggers a requirement that such events be accessible both physically and programmatically (ADA Title II, 28 CFR, Part 35). In other words, the obligation exists to allow members of the public access to the various performances and exhibits offered, as well as, to understand the events taking place.

The following Board Policies, and Administrative Regulations are relevant to the RSCCD's Performing Arts Departments:



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BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

Performing Arts staff at both SAC and SCC were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Their review of auditorium seating indicates that both Colleges' Performing Arts Centers are accessible to the public with physical disabilities, although the SAC Center has limitations regarding the seating of patrons who use wheelchairs. The SAC spaces designated for wheelchairs are at the front of the auditorium, which does present challenges in maintaining access to emergency exits and does not follow ADA guidelines regarding disbursement of accessible seating throughout the auditorium. SCC staff have noted that approximately 20% of accessible seating is at ground level and accessible seating is available throughout the theatre.

Staff determined that although informal protocols exist, neither College has written policies or procedures regarding accommodation for patrons with disabilities. Similarly, neither College consistently offers non-discrimination/accommodation statements on published media, such as programs. In discussing the issue of materials in alternate formats, the staff at SAC and SCC concluded that there is no formal procedure in place to fill requests for alternate formats of published media. SCC staff indicated the ability to fill alternate media requests on an ad hoc basis, while SAC staff did not have such a plan in place.

Staff discussed the use of FM Systems for assistance to those patrons who are hard of hearing and it was determined that SCC has FM Systems available. It is unclear if these systems have been tested with the existing audio systems. Additionally, the SCC Humanities building includes an integrated sound component. SAC does not have FM Systems available.

Both Colleges offer interpreting services for performance attendees who are deaf or hard of hearing. Staff indicated that District interpreters and external interpreting agencies are available should interpreting services be required. SAC staff stated that interpreter services



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were coordinated through DSPS, however, it is unclear if the DSPS assistance was for interpreter coordination or for interpreter payment. It was noted that Title 5 Regulations prohibit the use of DSPS funds for services for non-DSPS students or the public in general.

Staff noted that some accommodations, such as audio description for patrons who are blind, have not been requested to date, but that procedures should be developed to allow for the timely and effective provision of audio description and other requested accommodations.

Staff from both Colleges have indicated the need for additional training for event staff relative to general disability awareness and the provision of specific accommodations, such as seating, FM Systems, and alternate format materials.

Both Colleges determined that auditions for various performances take place with the College classes associated with the subject matter (i.e., theater, music, dance) and that accommodations for such auditions are handled in the manner of all other classroom accommodations. Staff noted the need to include the ADA notifications statements on any publications announcing auditions for various performances.

Staff concluded that the College's art galleries and event areas are accessible for wheelchair users and that art pieces are displayed in a manner viewable by all. Publications and media related to art exhibits have the same limitations as the performance media, in that they lack any ADA notice.

The following recommendations were developed:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Performing Arts:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;



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- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters which are too high, furniture blocking aisles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report;
- ✓ The need to provide training on the requirements of the ADA and other state and federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: The Performing Arts Program needs to review all of the issues outlined above as they specifically apply to its programs and services.

Issue: Seating for wheelchair users at SAC is problematic in that it is a challenge to seat patrons without blocking emergency exits. The disbursement of accessible seating may not conform the 2010 Revised Regulations of the ADA.

Recommendation: In order to comply with the 2010 Revised Title II ADA Regulations, revise dispersion of wheelchair seating.



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- Wheelchair seating and companion spaces must be dispersed vertically, horizontally, to all levels, and around the performance area, if seating encircles the stage.
- Wheelchair spaces must provide spectators with choices of seating locations and viewing angles that are substantially equivalent to, or better than, seating for other spectators.
- In stadium-style movie theaters, wheelchair spaces must be located within the rear 60% of the seats in the auditorium.
- Wheelchair spaces generally should not be on temporary or movable platforms.

Issue: Written policies and procedures do not exist at either College relative to the provision of accommodations and assistance to patrons with disabilities.

Recommendation: Develop written policies and procedures that describe the range of disability accommodations available to patrons with disabilities and how and when to request them. In addition, staff training on the policies and procedures should be provided to new and existing staff and should include the following topics:

- **Seating** – Disbursement of accessible seating, paths of travel, companion seats, aisle seats, number of required accessible spaces.
- **Interpreting/Captioning services** – Requesting interpreting/captioning service, number of interpreters, funding of services.
- **FM Systems** – Number of available systems, compatibility with hearing aids disbursement of systems, public awareness of systems.
- **Ticketing** – Policies in accordance with the following guidelines:
<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>
- **Service Animals** – Procedures that mirror RSCCD's Service Animal Policy.



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- **Mobility devices** – Procedures for devices other than wheelchairs:

<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>

Issue: SAC does not have FM Systems available for patrons who are hard of hearing and SCC is currently in the process of ensuring that their systems are compatible with the audio systems in existence.

Recommendation: In order to ensure compliance, SAC should purchase the required number of FM systems based on the seating capacity of the auditorium. In addition, SCC should ensure that their systems are compatible with the audio system and both Colleges should ensure that the required number of hearing aid compliant systems are available based on the following site <https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>.

Issue: As noted above, neither college has in place procedures to provide audio description for the blind should such services be requested.

Recommendation: Both colleges should obtain equipment necessary to provide audio description, train staff in the use of the equipment, and have staff trained to provide the audio description narration or make arrangements to have trained personnel available from an outside agency should the need arise.

Issue: Lack of general and specific training regarding patrons with disabilities and suitable accommodations.

Recommendation: As a best practice, provide event staff with general training regarding patrons with disabilities and specific training on newly developed policies and procedures regarding seating, interpreters, FM Systems, ticketing, service animals, and other mobility devices.

Planetarium

The Tessmann Planetarium is a 100-seat planetarium located on the campus of Santa Ana College. This facility has been on campus for almost fifty years. Its mission is to inspire



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students to study and discover careers in science, education and engineering by bringing to life the wonders of the universe. Students with an interest in astronomy and the space program are fortunate to have access to the Planetarium.

Relevant Board Policies and Administrative Regulations:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

The Tessmann Planetarium is a mainstay in the physical science programs offered at Santa Ana College. The classes and coursework associated with the facility were reviewed for ADA/504 compliance along with all other instructional programs at the College. However, in the same manner that the Performing Arts programs and the Athletic programs are accessed by the general public, so, too, is the Planetarium.

Staff discussions regarding the Planetarium's accessibility both physically and programmatically centered on four main areas:

1. Physical accessibility which includes entry and exit from the facility, paths of travel while within the Planetarium and seating for those who use mobility devices and those who accompany them, including service animals.
2. Access to the information and presentations that are offered. This would include: audio description for blind patrons, as well as, interpreters, captions and FM Systems for patrons who are deaf or hard of hearing.
3. Notifications both in print and online to students and the public regarding printed materials in accessible formats, procedures to request accommodations and general nondiscrimination statements.
4. Training for staff in general disability awareness and in the provision and use of available accommodations.



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As staff have noted, the Planetarium is a half century old and does have limitations with respect to wheelchair seating. Currently, there are three to four spaces available, with four being the minimum required. Staff noted that the placement of the wheelchair seating needs to be reviewed. Actual entry into the Planetarium appears to be barrier free.

It was noted that the “shows” need to be updated to include captioning and audio description. While currently audio description is not available, the “show’s” narration is live, so slight modifications in the narration may be all that is necessary to achieve access. Staff have noted that over time many patrons with disabilities have participated in Planetarium shows and events. Staff have attempted, in all cases, to make needed accommodations. Admittedly many of these accommodations have been ad hoc and a more standardized approach needs to be developed. FM systems have not been used in the past, however some equipment is potentially available. Staff indicated that this equipment needs to be assessed for viability and that training needs to be conducted. Interpreting is provided upon request. Staff discussed the need to develop appropriate procedures for the request and provision of all accommodations. Webpages and printed materials were discussed, and it was determined that the appropriate nondiscrimination and ADA accommodation and notification statements need to be added.

After staff discussions were completed, the following recommendations were developed:

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to the Planetarium:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;



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- ✓ The need to ensure that offices, rooms, pathways and other facilities are free of non-structural barriers, such as counters that are too high, furniture blocking aisles, etc.;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Issue: Seating for wheelchair users at the Planetarium is estimated at three or four. Four is the minimum number required. The disbursement of accessible seating may not conform to the 2010 Revised Regulations of the ADA.

Recommendation: A formal review of wheelchair seating is needed to determine actual number of available spaces. In order to comply with the 2010 Revised Title II ADA Regulations, revise dispersion of wheelchair seating.

- Wheelchair seating and companion spaces must be dispersed vertically, horizontally, to all levels, and around the performance area, if seating encircles the stage.
- Wheelchair spaces must provide spectators with choices of seating locations and viewing angles that are substantially equivalent to, or better than, seating for other spectators.
- In stadium-style movie theaters, wheelchair spaces must be located within the rear 60% of the seats in the auditorium.
- Wheelchair spaces generally should not be on temporary or movable platforms.



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Issue: Written policies and procedures do not exist relative to the provision of accommodations and assistance to patrons with disabilities.

Recommendation: Develop written policies and procedures that describe the range of disability accommodations available to patrons with disabilities and how and when to request them. In addition, staff training on the policies and procedures should be provided to new and existing staff.

- **Seating** – Disbursement of accessible seating, paths of travel, companion seats, aisle seats, number of required accessible spaces.
- **Interpreting/Captioning services** – Requesting interpreting/captioning service, number of interpreters, funding of services.
- **FM Systems** – Number of available systems, compatibility with hearing aids, disbursement of systems, public awareness of systems.
- **Ticketing** – Policies in accordance with the following guidelines:
<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>
- **Service animals** – Procedures that mirror RSCCD's Service Animal Policy.
- **Mobility devices** – Procedures for devices other than wheelchairs:
<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>

Issue: The Planetarium does not have FM systems available for patrons who are hard of hearing.

Recommendation: In order to ensure compliance, SAC should ensure that the required number of FM systems are available based on the seating capacity of the auditorium. In addition, the Planetarium should ensure that the required number of hearing aid compliant systems are available based on the following site
<https://www.arts.gov/sites/default/files/NEA-ADA-TipSheet-v2.pdf>.



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Issue: Slide shows are narrated but the Planetarium does not have in place procedures to provide audio description for the blind should such services be requested.

Recommendation: Planetarium staff should assess, or seek a consultant to advise, as to whether the existing narration of slide shows is sufficiently detailed to provide blind patrons with an adequate description of what is being displayed. Staff should also determine if there are other types of programs or activities offered to students or to the public which do not currently provide narration. If these assessments indicate a need, the Planetarium staff should consider obtaining equipment necessary to provide audio description, train staff in the use of the equipment, and have staff trained to provide the audio description narration or make arrangements to have trained personnel available from an outside agency should the need arise.

Issue: Lack of general and specific training regarding patrons with disabilities and suitable accommodations.

Recommendation: As a best practice, provide event staff with general training regarding persons with disabilities and specific training on newly developed policies and procedures regarding seating, interpreters, FM Systems, ticketing, service animals, and other mobility devices.

NOTE: The conditions assessment incorporated as part of the District's Transition Plan update includes findings related to the Tessmann Planetarium and prioritization of planned barrier removals for this facility.

Student Code of Conduct

Issues related to the Student Code of Conduct were reviewed as part of the Self-Evaluation. These issues can become complex when students who violate the Code of Conduct have a disability, especially when the behavior causing the conduct violation may be related to the person's disability. Many colleges report increased behavioral issues which involve students



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with disabilities and court cases reflect the sensitivity of such situations. While the District does not have to allow behavior prohibited in the Code of Conduct to continue, upon request of the student, it must analyze whether or not a reasonable accommodation could mitigate the behavior. Further, the District may want to consider such an analysis, if it has knowledge or it is evident the student has a disability. To perform such analysis, it is generally useful to have someone knowledgeable of disability issues involved in the discipline process. Among other things, this person may be able to provide advice as to whether there is a feasible accommodation for the student. In addition, all the protections of the ADA, including auxiliary aids and alternate media material, must be made available to students with disabilities during the discipline review.

The following Board Policies were reviewed in this analysis:

BP 5500 [Standards of Student Conduct](#)

AR 5530 [Student Rights and Grievances](#)

AR 5201 [Standards of Student Conduct/Mental Health Clearance](#)

Issue: The review of these policies revealed that the District policies do not address the need to accommodate students with disabilities who may be involved in student discipline proceedings. The need for accommodation can arise in several different ways.

A student may need an accommodation (e.g., a sign language interpreter or materials in an alternate format) in order to understand the charges against them and/or participate in the hearing process. Also, as discussed above, if the behavior giving rise to the disciplinary charges is disability-related, then the policies should provide for consideration of whether any type of accommodation, if requested by the student, would permit him or her to be able to comply with the Code of Conduct. Finally, AR 5201 provides that if a student is removed from campus due to a violation of the Code of Conduct or because the student represents a threat to him/herself or others, the student may only return after the College reviews documentation



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from a mental health professional indicating that the student is not likely to pose a direct threat to him/herself or others.

In the latter two situations, those involved in the disciplinary process will need to determine whether the student is qualified to continue to attend college, or to return to college, in terms of being able to comply with the Code of Conduct. The ADA Title II Technical Assistance Manual explains that:

“An individual who poses a direct threat to the health or safety of others will not be qualified. . . .”

A "direct threat" is a significant risk to the health or safety of others that cannot be eliminated or reduced to an acceptable level by the public entity's modification of its policies, practices, or procedures, or by the provision of auxiliary aids or services. The public entity's determination that a person poses a direct threat to the health or safety of others may not be based on generalizations or stereotypes about the effects of a particular disability.

“ . . . The determination must be based on an individualized assessment that relies on current medical evidence, or on the best available objective evidence, to assess –

- a. The nature, duration, and severity of the risk;*
- b. The probability that the potential injury will actually occur; and,*
- c. Whether reasonable modifications of policies, practices, or procedures will mitigate or eliminate the risk.”* (Title II Technical Assistance Manual, Section 2.8000, p. 12)

(See also [C.F.R. part 35.139.](#))

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report. The following subset of Districtwide findings apply to the student discipline process:



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- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report; and
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.

Recommendation: The staff involved with administering the student Code of Conduct need to review all of the recommendations on the above issues in the Districtwide Programmatic Findings and Recommendations section as they specifically apply to student discipline and ensure that changes have been made to address them. This should include, but is not limited to, addressing the specific recommendations listed below:

Recommendation: The Student Code of Conduct should either include a reference to the Board Policy on the ADA (if adopted by the District) or a notice of the fact that accommodations will be made upon request for students with disabilities during the discipline process.

Recommendation: The Student Code of Conduct should be available in alternate formats including Braille and accessible electronic text.

Recommendation: The due process portion of the Code of Conduct should be amended, or an additional Administrative Regulation developed to indicate the following when the violation includes a student with a disability:



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- To comply with the law, if the student requests an accommodation, the District must engage in the interactive process to determine if a reasonable accommodation may mitigate the violating behavior. In addition, as a best practice, it is recommended, even if the student does not make a specific request, that the District engage in the same interactive process if it has information or it is evident that the student has a disability. If an accommodation is needed, there should be a discussion of how the accommodation will be provided, who will pay for it, and who the campus point of contact will be in case of questions or issues;
- That either a staff person from DSPS or the ADA Coordinator will be a member of the discipline review team; and
- That when a student is conserved or under a guardianship that the conservator or guardian will be included in the process. In addition, if a student with a disability requests a parent or advocate to participate in the discipline process, they should be allowed to do so, as long as they also comply with the conduct rules.

Recommendation: The District should ask its legal counsel to review all applicable policies and administrative regulations to ensure that the process for evaluating whether a student's behavior involves a direct threat is consistent with the requirements discussed above under the ADA. In particular, Title II of the ADA only permits a student to be excluded if a careful analysis indicates that he or she may pose a direct threat to others. The ADA does not recognize an exception for situations where the student may pose a threat to him or herself. (For further discussion of this issue, see [University of Tennessee Health Sciences Settlement](#) and ["Direct Threat and Caring for Students at Risk for Self-Harm: Where We Stand Now"](#))



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Student Health and Wellness Services

Institutions are required to provide meaningful access to their nonacademic programs and activities, as well as to those in the classroom. Accordingly, the Self-Evaluation included a review of activities, policies, and procedures related to Student Health and Wellness Services.

Students at both SAC and SCC are provided with access to physical and mental medical/health services. Student Health and Wellness Services support student success by promoting wellness through preventative health efforts. Psychological services assist and support students in their personal and academic goals and foster the well-being and personal development of its campus members.

Services provided include: health services immunizations, family planning, first aid treatment, flu immunizations, laboratory tests, physical exams, TB testing/assessments, vision screening and urine drug tests. Psychological services include personal counseling, (individual and couples), outreach, and consultation to department/faculty members. These services are offered to all currently enrolled college credit students who have paid their health fee. A registered nurse is present at all times during regular business hours while a physician and psychologist are available by appointment.

It is to the credit of the District that both health centers provide a wide array of health and wellness support services for students with disabilities. For the most part, the staff are trained to assist students with disabilities with paperwork, physical examinations and medical conversations and to find the best solutions to ensure both the safety and well-being of the students. The websites provide clear and concise information and the SCC Physical and Mental Health video is closed captioned. However, there are some overarching issues at both Colleges that require attention.

Both SAC and SCC health center staff were provided with a list of 13 questions plus a Self-Evaluation checklist. Their examination revealed that neither health center has a posted notice regarding ADA compliance, nor do printed materials contain statements regarding the



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availability of disability accommodations including information in alternate formats. The Health and Wellness websites do not provide accessibility as required by Section 508 and State law.

Both the SAC and SCC health centers are proposing that the District develop a policy and procedure to ensure the timely availability of alternate formats should they be requested.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic Findings and Recommendations were identified on pages 37-51 of this report.

The following subset of Districtwide findings apply to Student Health and Wellness Services:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need for accessible spaces and pathways; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: The Student Health and Wellness Services need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Ensuring an ADA compliance statement is placed on the webpages and every effort made to improve access to these webpages; and



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- Reviewing alternate format procedures with DSPS to ensure that alternate formats can be produced in a timely manner upon request and post a statement on each of the Student Health and Wellness webpages.

Issue: For students who are deaf or hard of hearing, it is particularly important that the communication is clear and understood. The health center staff determined that using a UbiDuo for communication of a substantive issue is not appropriate and neither is use of a family member or friend as an interpreter, unless requested by the student. On occasion, some students seeking services have brought their own interpreter, with it being the student's decision whether or not to utilize their service during the appointment. Students have also chosen to use pen and paper to make known their requests. Students are given the options of bringing an interpreter or having the health center request an interpreter from DSPS or using the UbiDuo.

While a UbiDuo is adequate for use in making appointments or a short Q&A, it is insufficient for any substantive conversations between the health professional and a student who is deaf or hard of hearing.

Recommendation: To ensure discrimination does not take place, the District needs to develop a policy and procedures for ensuring sign language interpreters or captioning services are available in a timely manner to assist the student who is deaf or hard of hearing with these conversations. Of particular note, if a student who is deaf or hard of hearing is in crisis and requires immediate attention and requests an interpreter, that immediate assistance from a sign language interpreter or captioner is critical.

Issue: Beyond basic architectural access, health centers need to be fully accessible for students who have mobility impairments, this includes accessible exam tables, grab bars, changing areas and bathrooms.

SAC health center is currently in a temporary portable building and does not have all the physical support needed by students with disabilities (rails in exam rooms, exam tables going low enough for transfer from a wheelchair to table, etc.). A unisex restroom appears to meet



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DA accessibility standards with rails, along with walkways large enough to accommodate wheelchair access, etc. SAC has already discussed with Facilities and architect consultants the necessity of being fully ADA compliant (all new equipment) when the program is relocated to the new building.

Recommendation: Incorporate into the Transition Plan the steps necessary to ensure that the SAC Health and Wellness facility will be fully ADA compliant (all new equipment) when relocated to the new building. In addition, both health centers need to be reviewed for full accessibility, including medical equipment, and staff need to be regularly trained to ensure both they and the patients' safety when transferring a student to an exam table.

Student Life and Leadership

The Offices of Student Life & Leadership at both SAC and SCC are committed to student leadership growth and development by providing leadership opportunities to demonstrate advocacy, integrity and cultural vitality of the diverse student population. Through these efforts, Student Life seeks to empower students in becoming leaders through professional and social development while promoting purposeful connections to each campus.

Both programs offer a Leadership Institute, Associated Student Government (ASG) and a variety of clubs and organizations.

Staff at the Office for Student Life at both SAC and SCC were provided with tools to conduct an extensive evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

The relevant Board Policies and Administrative Regulations are:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5400 [Associated Students Organization](#)

BP 5410 [Associated Students Elections](#)



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BP 5420 [Associated Students Finance](#)

BP 5421 [Activities and Excursions](#)

BP 5500 [Standards of Student Conduct](#)

AR 5201 [Standards of Student Conduct/Mental Health Clearance](#)

A review of the ASG Constitution and Bylaws contained no language regarding students with disabilities, accessibility of all activities and the timely acquisition of auxiliary aids and services that would enable a student with a disability to participate equally with his or her peers.

Board Policy 5421 Activities and Excursions makes no mention of accessibility of activities, meetings and events.

Staff at SAC and SCC state that there may be some unintentional practices that limit participation, particularly the availability of forms in alternate formats for the book loan program, ASG elections, ASG agenda/minutes, Code of Conduct, Commencement, etc. In addition, materials and information on the Student Life webpages do not have any information regarding the availability of alternate formats.

Staff at both programs state they have a good working relationship with DSPS and have added a budget line item within ASG to accommodate students who may need auxiliary aids and/or services during ASG meetings and events.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic findings and recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to Student Life:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;



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- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information and accessible information technology, including computer hardware and software;
- ✓ The need for accessible spaces and pathways; and
- ✓ The need to provide training on the requirements of the ADA and other State and Federal laws and any new or revised policies and procedures adopted in response to recommendations in this report.

Recommendation: Staff responsible for Student Life and ASG activities need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them.

Issue: Student Life published materials and webpages demonstrate an ADA compliance issue surrounding the lack of notification to the public regarding the methods of contact for requesting disability-related accommodations and the availability of published materials in alternate formats.

Recommendation: Student Life needs to review the Districtwide recommendation regarding notice and update its printed materials and webpage accordingly.

Issue: Staff have indicated that a budget exists for accommodations for students with disabilities at various campus events. However, no written procedures exist for staff that identifies responsible parties in assessing, identifying and providing such accommodations in a timely manner.

Recommendation: To ensure ADA compliance and adequate methods of administration, Student Life should review and implement the Districtwide recommendations regarding processes and procedures for requesting disability accommodations for campus activities, as well as for planning off-campus excursions or events. When planning (*see page 87*) such events, the venues need to be checked for physical accessibility and accessible transportation



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should be available, if requested. While not all venues or activities (e.g., a hiking, excursion) may be physically accessible, information should be available for students about the activity and the level of its accessibility. Furthermore, a hiking excursion may be accessible to a deaf student if an interpreter is available. Student Life needs to ensure that, when viewed in its entirety, their programs and activities are accessible to students with disabilities.

Based on this information, Student Life should develop a process for informing students with disabilities and other participants on the availability and process for requesting disability accommodations to Student Life events in a timely manner, including transportation, interpreters or other supports for off-campus events.

Issue: None of the RSCCD Board Policies related to Associated Student Organization (BP 5400, 5410, 5420, 5421, 5500) nor the ASG Constitution and Bylaws contain any mention of nondiscrimination or access for students with disabilities who wish to participate in any activity, excursion, meeting or event.

Recommendation: Student Life needs to review all Board Policies that relate to student organizations, the ASG Constitution and Bylaws and the new SCC Handbook. If the Board of Trustees adopts the recommended policy on ADA compliance (*see Appendix III*), policies relevant to Student Life may only need to briefly cross-reference that policy to ensure that students are aware of the law and that accommodations are available. Otherwise, policies specific to Student Life will need to more fully set forth the ADA notice of compliance and the availability of auxiliary aids and services.

Recommendation: Student Life should review and implement all other Districtwide recommendations set forth on pages 37-51 and take steps necessary to implement those recommendations as appropriate for this program.

Veterans Resource Centers

The Veterans Resource Center (VRC) at SAC was created to help incoming veteran students transition from soldiers to scholars. In addition, Veterans, Active Duty, Reservists, and their



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dependents are assisted with accessing their VA education benefits when pursuing an eligible AA/AS, Certificate, or Transfer Program for a BA/BS. The VRC also directs students to campus resources to help them succeed in their educational goals.

The Veterans Service Office at SCC (VSO) was created to assist veteran students as they transition from military life to student life. Veterans, Active Duty, Reservists, and their dependents/spouses are provided access to their VA education benefits to assist them with successfully meeting their educational goals.

There is no official blueprint or standard that outlines what a Veterans Resource Center should be and while many college VRCs may look similar, there can be a wide range of services, activities and staff that varies markedly from campus to campus. The personality and energy associated with a particular VRC is dependent upon the Certifying Official, the support that the college extends and, particularly, on the veterans themselves who utilize the services of the local center. The college is not required to provide many of the services common to the VRC beyond the certification of veterans to receive VA benefits. However, all programs, services and activities that are located in the VRC must be accessible to those veterans with disabilities who choose to make use of the VRC. This is particularly important in light of the fact that many veterans may have acquired disabilities.

The following Board Policies, and Administrative Regulations are relevant to the RSCCD's Veterans Resource Centers:

BP 3410 [Nondiscrimination](#)

AR 3410 [Nondiscrimination](#)

BP 5049 [Military Withdrawals](#)

BP 5020 [Non-Resident Tuition](#)

AR 5020 [Non-Resident Tuition](#)

BP 5015 [Residence Determination](#)



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AR 5015 [Residence Determination](#)

BP 5055 [Registration Enrollment Priorities](#)

AR 5055 [Registration Enrollment Priorities](#)

VRC/VSO staff at both SAC and SCC were provided with tools to conduct an extensive Self-Evaluation of relevant Board Policies, Administrative Regulations and departmental practices and procedures.

Staff at both Colleges noted the availability of computer workstations at their locations. In both cases the computers were equipped with accessible software including JAWS, ZoomText and Kurzweil 3000. It was noted that Dragon Naturally Speaking should be added to the complement of existing software. Workstations in both centers were not equipped with adjustable tables, making it difficult for wheelchair users to access table space. Currently, there is no formal procedure for requesting disability accommodations at either the VRC or VSO. Requests are handled on an ad hoc basis. SAC indicated that, while two staff are trained to use a UbiDuo, the VRC does not have the device.

Staff at SCC have indicated that printed and web-based media do not have ADA notification or accommodation statements, while SAC staff have stated that their publications do contain the appropriate notifications. A review of the SAC VRC home webpage does show an ADA notification though a more abbreviated statement that includes a contact number for accommodation requests might be more useful. (*See page 40.*) Other pages and applications related to the VRC do not contain such notifications.

SAC staff noted that most social events of the VRC are held in that location. However, venues are vetted for accessibility if events are held outside the VRC. There currently are no formal procedures to request accommodations for such events. The SCC VSO currently does not host social events.



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SAC VRC staff noted that they do make public presentations and they ensure that the venues are accessible. Their video presentations are currently in the process of being captioned. The SCC VSO does not make public presentations or use videos.

Districtwide Issues and Recommendations: In the conduct of the Self-Evaluation, a number of issues were found in multiple programs and activities. Because of the frequency of these findings, a set of Districtwide Programmatic findings and Recommendations were identified on pages 37-51 of the report.

The following subset of Districtwide findings apply to the VRC/VSO:

- ✓ The need for notice about ADA compliance and the process for requesting accommodations on District/College published materials and webpages;
- ✓ The need for effective methods of administration, including adequate policies and procedures for providing auxiliary aids and services;
- ✓ The need for accessible information, such as materials and webpages and accessible information technology, including computer hardware and software;
- ✓ The need to ensure that arrangements are made for providing accommodations for individuals with disabilities where services provided by DSPS cannot be used, such as for serving employees or members of the public, students participating in community services classes, or serving students who do not wish to participate in the DSPS program.
- ✓ The need for training in two global areas: 1) general disability awareness training which includes the various topics as outlined below; and 2) the overarching recommendation for development of a wide range of policies and procedures addressing the provision of services to students, faculty, staff and the general public with disabilities.



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Recommendation: The VRC/VSO programs need to review all of the issues outlined above as they specifically apply to its programs and services and ensure that changes have been made to address them. These include:

- Ensuring that adequate notice is available on all published materials and websites regarding ADA compliance and the process for requesting accommodations;
- Development of a policy and procedures to ensure, that if requested, hard copy brochures and other informational materials including application forms and other required documents are made available in alternate formats in a timely manner; Language indicating the availability of such accommodations should be clearly identifiable on all electronic and hard copy communications;
- Review the accessible software on VRC/VSO computers and determine what is needed to make these stations fully accessible. It is suggested that assistance be sought from the DSPS office and/or ITS; and
- In conjunction with DSPS, development and presentation of disability awareness training and on policies and procedures to ensure streamlined service delivery.

Issue: Both Colleges lack written procedures for providing accommodations to fulfill students' requests. Both SCC and SAC staff indicated the need for additional disability awareness training. Staff at SAC and SCC created the following recommendation.

Recommendation: The VRC/VSO should develop a written process for responding to requests for disability accommodations. This procedure should take into account the fact that some veterans with disabilities may not wish to participate in the DSPS program and that, in such instances, alternative arrangements will be needed to provide and pay for needed accommodations.

Issue: SAC VRC indicates that videos currently used are not fully captioned, however, the process of captioning has been started.



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Recommendation: Continue the captioning process until all videos used are fully captioned and also develop a plan for audio description. In the future, purchase only videos that include appropriate captioning and audio description or have the videos captioned prior to use.

Issue: Neither College has physically accessible work stations in the VRC/VSO.

Recommendation: Purchase necessary equipment to allow those using wheelchairs or other mobility devices access to table space and computers.



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Summary

The implementation of the recommendations will require substantial discussion involving RSCCD administrators, Department and Division Chairs, on-campus disability experts and others, such as the ADA Workgroup. This report identifies both short- and long-term issues that must be addressed. The Self-Evaluation discovered five Districtwide ADA compliance issues and two State compliance issues. Failure to come into compliance in these areas leaves the District vulnerable to costly complaints and investigations. The ITS recommendation for Instructional Design Centers and qualified staff on each campus needs to be reviewed in the light of recent court judgements and OCR findings as well as problematic campus wide issues regarding Section 508 and the accessibility of distance education instructional materials. In the other two instances where a staff position is recommended, (ADA Coordinator and Contracts Specialist) there are also legal implications. Most of the other 70 best practice issues revolve around policy and procedures development and subsequent training for faculty and staff on implementing newly created procedures.

Multiple resources and references are offered in the Appendices to assist the District in implementation efforts. The district may also wish to draw upon resources available from the California Community Colleges Chancellor's Office and the wealth of knowledge among Community College DSPS programs across the State.

A prioritized list needs to be developed to respond to address these issues:

- Immediate corrective action not requiring funding
- Immediate corrective actions requiring funding
- Policy/procedure changes/updates
- Training needs
- Revised and updated job descriptions



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Appendices

- I. ADA Self-Evaluation & Transition Report Workgroup Members
- II. Individuals contacted during the Self-Evaluation
- III. Draft ADA Policy
- IV. ADA Coordinator Role
- V. Event Accessibility Checklist
- VI. Title 5 Section 56027 Academic Adjustments
- VII. SAC Student Survey
- VIII. SAC Division Survey
- IX. SAC Department Chair Survey
- X. SCC Student Survey
- XI. SCC Division Survey
- XII. SCC Department Chair Survey
- XIII. ADA Transition Plan Public Forum Notice
- XIV. ADA Transition Plan Public Forum Summaries
- XV. Sample Syllabus Statements
- XVI. Sample Academic Accommodations Policy (courtesy of Cerritos College)
- XVII. Physical Deficiencies
- XVIII. Locations – District
- XIX. HL Estimate

I. ADA/§504 Self-Evaluation and Transition Plan Workgroup

Members

District Office

- Carrie Matsumoto, Assistant Vice Chancellor, Facility Planning, District Construction & Support Services
- Jesse Gonzalez, Interim Assistant Vice Chancellor of Information Technology Services
- Alistair Winter, Assistant Vice Chancellor, Human Resources
- Toni Bland, Chief District Safety and Security
- Janneth Linnell, Executive Director Child Development Services
- Dean Hopkins, Manager Public Affairs and Publications
- Don Maus, Risk Manager
- MyLe Pham, Director, Quality Assurance Child Development Services
- Darryl Taylor Director, Facility Planning, District Construction & Support
- Allison Coburn Facilities Project Manager

Santa Ana College

- Linda Rose, President Santa Ana College
- Jim Kennedy, Vice-President Continuing Education Santa Ana College
- Bart Hoffman, Interim Vice-President Administrative Services Santa Ana College
- Vaniethia Hubbard, Vice-President Student Services Santa Ana College
- Jeffrey Lamb, Vice-President Academic Affairs
- Jarek Janio, Faculty Coordinator Centennial Center Santa Ana College
- Veronica Oforlea, Associate Dean, DSPS

Santiago Canyon College

- John Hernandez, President Santiago Canyon College
- Marilyn Flores
- Arleen Satele
- Syed Rizvi
- Jose Vargas

- Starr Avedesian

Consultants

- Glenn Dea, Vice-President Creative Design Associates
- Jan Galvin, President, Galvin Group Consultancy
- Skip Bingham Senior Consultant Galvin Group Consultancy
- Ralph Black Senior Consultant Galvin Group Consultancy
- Catherine Campisi Senior Consultant Galvin Group Consultancy

II. Individuals Contacted During This Programmatic Self-Evaluation

[RSCCD](#)

Carri Matsumoto, Assistant V. C. Facility Planning, District Construction & Support Services

Darryl Taylor, Director Facility Planning, District Construction & Support Services

Toni Bland, Chief District Safety and Security

Alistair Winter, Assistant V.C. Human Resources

Don Maus, Manager Risk Management

Dean Hopkins, Manager Public Affairs & Publications

Janeth Linnel, Exec Director Child Development

My Le Pham, Director Early Head Start; Child development

Jesse Gonzales, Interim Assistant V.C. Information technology Services

Peter Hardash V.C. Business Ops., & Fiscal Services

Linda Melendez, Director Purchasing

Ruth Cossia Muniz, Director Digital Media

Adam O'Connor, Assistant V.C . Fiscal Services

Nga Pham, Executive Director of Research, Planning & Institutional Effectiveness,

[Santa Ana College](#)

Vaniethia Hubbard, Vice President Student Services

Veronica Oforlea, Associate Dean DSPS & Student Health & Wellness

Janice Love, Director Research

Bart Hoffman, Interim V.P. Admin Services

Jarek Janio, Dept. Chair ESL

Douglas Manning, Dean/Director Kinesiology & Athletics

James Kennedy Assistant V.C. Centennial Continuing Ed.

Christina Romero Foundation Advancement & Scholarship

Alicia Kruizenga, Director Veterans & Student Life

Christine Leon, Assistant Dean EOPS/CARE CalWorks

Maria Aguillar Beltran, Director Assessment Center

Marie Dela Cruz, Director Counseling

Robert Manson, Associate Dean Financial Aid

Mark Liang, Dean Enrollment Services

Christine Leon, Associate Dean EOPS/CARE

Christopher Wild Bookstore Manager

Donald Mahany Associate Dean, SAC Fire Academy

Brad Virgoe, Director SAC Criminal Justice Academy

Brian Kehlenbach, Interim Dean Fine and Performing Arts Division & Neally Library

Jennifer De La Rosa Associate Dean Student Life

[Santiago Canyon College](#)

Arleen Satele, V.P Administration

Starr Avedesian, Associate Dean DSPS

Beth Hoffman, Coordinator Student Health & Wellness

Alphonso Oropeza, Director Academic Support

Martin Stringer, Director Kinesiology & Athletics

Tuyen Nguyen, Associate Dean Admissions & Records

Nena Baldizon-Rios, Director/Counselor EOPS/CARE/CalWORKs

Aaron Voelcker, Dean Institutional Effectiveness, Library and Learning

Sheena Tran, Associate Dean Financial Aid, Scholarship and Veterans programs

Lorretta Jordan, Associate Dean Student Development

David Vakil, Dean Performing Arts

Ruth Babeshoff, Dean Academic Counseling, EOPS/CalWorks, Outreach

Syed Rizvi, VP SCC Foundation

Jose Vargas, VP Orange Education Center

III. Draft ADA Policy

Rancho Santiago Community College District BOARD POLICY

Chapter 3 General Institution

BP xxxx Americans with Disabilities Act

Reference(s):

The Americans with Disabilities Act of 1990 -- 42 United States Code Sections 12101 et seq.;
28 Code of Federal Regulations Part 35
28;
Code of Federal Regulations Part 36 34;
Code of Federal Regulations Part 104.44(b)

California Government Code section 12920 et seq. I

(a) In accordance with the requirements of Title II of the Americans with Disabilities Act of 1990 ("ADA"), it is the policy of the District that no qualified individuals with a disability shall be subject to discrimination on the basis of disability in any of the District's services, programs, or activities.

(b) In accordance with Title I of the ADA, the District will not discriminate on the basis of disability in its hiring or employment practices and complies with all regulations promulgated by the U.S. Equal Employment Opportunity Commission under Title I of the ADA and the California Department of Fair Employment and Housing pursuant to the Fair Employment and Housing Act.

(c) The District will generally provide, upon request, appropriate aids and services necessary to ensure to effective communication with qualified persons with disabilities so they can participate equally in all District programs, services, and activities. Such

aids or services to provide effective communication may include, but are not limited to, qualified sign language interpreters, captioning, documents in braille or large print, and other ways of making information and communications accessible to people who have speech, hearing, or vision impairments. The District will take steps to ensure that all electronic and information technology used or purchased by the District is accessible to and usable by persons with disabilities consistent with Board policies 3411 and 3412.

(d) The District will make all reasonable modifications to policies and programs to ensure that people with disabilities have an equal opportunity to enjoy all of its programs, services, and activities. However, in accordance with the ADA, the District may decline to take any action that would fundamentally alter the nature of its programs or services, or impose an undue financial or administrative burden on the District. In such cases, the District will, whenever possible, offer an alternative accommodation which is equally effective but will not require a fundamental alteration of its programs or activities or impose an undue financial or administrative burden on the District.

(e) Any student wishing to request a modification in any academic policy or requirement, or an accommodation to participate in any academic program or activity, may make a request as described in Board Policy yyyy.

(f) Anyone who requires an auxiliary aid or service for effective communication, or a modification of policies or procedures to participate in any other District program, service,

or activity should contact the office of [name and contact information for ADA Coordinator] as soon as possible but no later than 48 hours before the scheduled event or activity.

(g) Any individual with a disability is welcome to use a service animal in all District facilities, programs and activities, consistent with the requirements of Board Policy 3440.

(h) The District will not place a surcharge on a particular individual with a disability or any group of individuals with disabilities to cover the cost of providing auxiliary aids/services or reasonable modifications of policy.

(i) Any individual who believes that his or her rights under the ADA have been or may be violated may seek resolution of such problems by contacting [name and contact information for ADA Coordinator]. Students may utilize the student grievance procedure set forth in Administrative Regulation 5530 to raise issues regarding compliance with the ADA. Any student, employee or member of the public who believes his or her rights under the ADA have been violated may also file a discrimination complaint pursuant to Administrative regulation 3435.

IV. ADA Coordinator Roles

The ADA/§504 Coordinator provides leadership in assisting the district/college to comply with the various provisions of Section 504/ADA as they relate to students, employees, and members of the public who have disabilities. They help ensure the institution of equitable policies and practices so that district/college programs and activities are accessible to and useable by persons with disabilities. The Coordinator is well informed about the requirements of the ADA and Section 504 and works with various district/college offices to carry out their provisions. Adapted from the ADA/504 Coordinator Handbook. Thorpe, Hendrix & Associates. (1999)

The ADA Coordinator needs to be:

- Able to verify that the district/college has a Board-approved policy covering nondiscrimination on the basis of disability and has related complaint procedures for students, employees and the public.
- Knowledgeable about the district/college's obligation to provide reasonable accommodations for employees with disabilities.
- Familiar with all the steps in the complaint procedures that cover alleged discrimination on the basis of disability for employees, students, and members of the public.
- Prepared to provide copies of the complaint procedures and form, including alternate formats, upon request.
- Able to carry out the provisions of the complaint procedure and impartially investigate any complaint.
- Familiar with the procedures used to provide academic adjustments for students with disabilities.
- Able to identify the district/college's procedures for providing prompt, appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities who want to access the district/college programs or activities.
- Familiar with the District policy and procedures on Academic Adjustments (see Title 5 Section 56027).

- Work cooperatively with other members of the staff who have responsibility for facilitating access and providing services for students with disabilities (e.g., administrators of DSPS, facilities, extracurricular activities, counseling, academic affairs, public affairs, etc.)
- Aware that students with disabilities are protected and entitled to disability accommodations outlined in the provisions of Section 504 and the ADA, even if they do not choose to participate in the state supported DSPS Program.
- Able to show that the district/college has conducted a Section 504 and the ADA Self-Evaluations.
- Knowledgeable about the conclusions of the district/college's ADA Self-Evaluation.
- Familiar with the district's ADA Transition Plan and able to verify that the district/college achieved program accessibility according to the ADA standards.
- Able to provide a description of any modifications to facilities, revisions of policies/practices and any other steps taken to overcome the effects of any discrimination, as dictated by the findings of the district's ADA Self-Evaluation.
- Proactive, rather than merely reactive, in routinely evaluating the progress and status of the Section 504 and ADA compliance.
- Able to initiate staff in-service training for certificated and classified employees who serve students and meet the public, in order to educate them about the need to provide both physical and social access for people with disabilities.
- Keeps abreast of Office for Civil Rights findings, case law, and other access issues including those related to Section 508 of the Rehabilitation Act, Website accessibility and Distance Education Learning Management systems (LMS) and emerging technologies.
- Aware of and uses the California Community Colleges (CCC) Chancellor's Office technical assistance materials and services.
- Knowledgeable about the CCC's commitment to diversity and actively supports diversity efforts on the college campus, particularly those that apply to individuals

with disabilities. Understands the CCC Chancellor's Office facilities capital outlay process in order to qualify for any needed architectural barrier removal funds.

V. Event Accessibility Checklist

Accessible Entrance

Does the main entrance require the use of stairs?

- Add a ramp or lift if possible.
- Verify an alternative, accessible route is available, if possible.
- Contact the Office of Academic Accessibility (OAA) to discuss accessibility of campus buildings, or other available options. Accessibility information for various campus locations is available at the [Mobility and Physical Access](#) section.

Are there accessible parking spaces and curb cuts in drop-off areas available near the accessible entrance?

- Contact Parking and Transportation Services to discuss potential difficulties with parking, as well as the possibility of providing additional accessible parking temporarily or installing a curb cut.
- Relocate the program, or contact the OAA to discuss other ideas.

Are there appropriate signs directing attendees to accessible entrances?

- Create and post directional signs throughout the event space and accessible routes.
- Relocate the program, or contact the OAA to discuss other ideas.

Usability of Restrooms

Is there at least 1 fully accessible male and female restroom or 1 accessible unisex restroom on each floor of your event?

- Create and post appropriate signs directing attendees to accessible restrooms if they do not already exist.
- Reconfigure a restroom or combine restrooms to create one unisex restroom, if possible.
- If there are accessible and non-accessible restrooms ensure there is signage directing users to the accessible option.
- Relocate the program, or contact the OAA to discuss other ideas.

Meeting Rooms

If the location for your event or program has multiple floors, is there an accessible elevator to all meeting rooms?

- Ensure there is a working elevator to access the various floors and rooms.
- Ensure there is signage indicating where the elevator is located. Relocate program or contact the OAA to discuss other ideas.

Is the meeting room accessible for presenters and participants? Can participants navigate easily within the space?

- If the space is not tiered and the furniture is moveable, reconfigure the space to allow for more room.
- Ensure all pathways and isles in the room are a minimum of 36 inches wide and enlarge them if needed.
- Ensure the podium/lectern is accessible for both presenters and attendees. Relocate the program or contact the OAA to discuss other ideas.

Publicity and Invitations for Your Event

Event Accessibility Checklist

Is promotional literature for the event accessible to a broad range of participants (including web information)?

- Post additional publicity materials in an accessible format. Information on how to convert and create accessible materials is available at accessibility.unca.edu/resources.
- Contact Media Relations Resources to discuss additional ways in which you could publicize your event.

Does your publicity/invitation contain information regarding requests for accommodations?

- If no, be sure to include a statement about how a person can obtain accommodations for the program, such as,
 - "If you need an accommodation to fully participate in this event, please contact _____ at least one week in advance." Be sure to include the name and contact information for the designated event staff person.

Accommodation Requests from Participants

Has a staff member been assigned to ensure that accommodation arrangements are handled appropriately?

- Designate one staff member to handle all accommodation requests. This person can be the liaison to the OAA to discuss possible options for accommodations.

Has a participant requested an assisted listening system?

- Contact the OAA to determine where to obtain an assisted listening device.
- If the event is taking place in the Kimmel Arena, contact (TBA).
- If the event is taking place in Highsmith Student Union, contact Silke Crombie or Dr. Jill Moffitt.
- If the event is taking place in the Reuter Center, contact Leanna Preston.

Has a participant requested a sign language interpreter or live captioning?

- Contact the OAA for assistance with scheduling an interpreter for your program.

Has a participant requested handout materials in an alternate format?

- To learn about creating accessible documents or e-texts refer to accessibility.unca.edu/resources.
- If a video or video clip is part of the program, ensure videos are equipped with captions for participants.
- Even if no request for closed captioning has been made display captions when showing video materials.
- When purchasing or renting AV materials, request one with closed caption capability.
- If a captioned video is not available or for requests about audio descriptions for those with vision loss contact Teaching and Learning with Technology (TLTR) to discuss options.

VI. Section 56027. Academic Adjustments.

Each community college district receiving funding pursuant to this subchapter shall establish a policy and procedure for responding to, in a timely manner consistent with Section 53203 of this division, requests involving academic adjustments. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504/ADA Coordinator/Compliance Officer, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.

NOTE: Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-67312 and 84850, Education Code.

Implementation guideline

State and federal nondiscrimination laws related to students with disabilities require that academic adjustments, auxiliary aids, and services are provided in a timely and effective manner to ensure equal opportunity to students. In some cases, the college and the student cannot agree on such requirement even though they have engaged in a thorough interactive process.

In order to ensure colleges are meeting the legal requirements, each community college district receiving DSPS funding shall establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustments, auxiliary aids and/or services in dispute. In keeping with shared governance principles, the policy should be developed with the involvement of key stakeholders including, but not limited to, the Academic Senate, the DSPS coordinator or director, and the college 504/ADA Coordinator/Compliance Officer. This policy also shall clearly explain the District appeals process, in addition to other avenues for filing a grievance such as through the Chancellor's Office or directly with the US Department of Education's Office for Civil Rights which oversees Section 504 and ADA compliance for colleges and universities receiving federal funding. This procedure should provide for an individualized review of the disputed request. In addition, since the timely provision of the academic adjustment, auxiliary aid, or service is critical to student success as well as to the requirements of the law, the procedure should also permit the Section 504/ADA Coordinator/Compliance Officer, or other designated officials that have knowledge of academic accommodation requirements, to make an interim decision pending final resolution. While

there is no standard definition for timely provision of such supports, the most critical element should be the provision of the adjustment, aid, or service in time to ensure that the student is able to keep up with the assignments, workload, and quizzes and examinations of the course along with all students, including their non-disabled peers.

A district/college decides whether a college needs to obtain local Board approval for a policy dealing with academic adjustments. Academic adjustments include the provision of extra time for “hands-on tasks” or changes to tasks or assignments which are not fundamental alterations as well as options for a course substitution or waiver.

What Constitutes a Fundamental Alteration?

A "fundamental alteration" is a change that is so significant that it alters the essential nature of the approved course outline of record and the objectives of an individual course or course of study. Academic adjustment does not mean fundamental alteration.

There may be times that the student requests an accommodation that a professor believes may compromise the academic integrity or create a fundamental alteration of the course and/or program. In such cases, the college must objectively seek to determine whether an accommodation fundamentally alters the nature of a course. To undertake this process faculty and DSPS staff will need to work together to:

- Identify the essential academic standards of the course as delineated in the course outline of record rather than in a syllabus for a particular class. These requirements address the very nature of the subject matter and are of the utmost importance in achieving the course/program objective.
- Articulate specific requirements that individual instructors believe are fundamental to teaching the course/program.
- Identify the unique qualities of the course/program in relation to its overall objectives and any program in which the course is required.
- Engage in "reasoned deliberation" as to whether modification of an assignment, course/program would change the fundamental academic standards, and

- Determine whether there are any options to the fundamental requirements of the assignment, course/program. For example, do all instructors teaching the same course have the same requirements?
- Why is the standard that the instructor believes will be lowered important to the course/program?
- Will the requested accommodation lower the academic standards of the course/program?
- Can a different method or requirement that will not be altered by the accommodation achieve the required academic or pedagogical result? Consult with peers on the DSPS listserv, CAPED or AHEAD for guidance. It is important to note that the fact that a requested accommodation has not been made before or is not typically being made, is not sufficient to constitute a fundamental alteration.
- The decision to assert a fundamental alteration and deny an accommodation should not be taken lightly. Institutions have found themselves in legal trouble for devoting insufficient thought to the conclusion that a requested accommodation should be denied. If the college seeks to be well prepared to address potential discrimination complaints, it is essential that a thorough, deliberative, fair, and well-documented process be undertaken to determine if a requested accommodation represents a fundamental alteration to the curriculum.

Answering the above questions and documenting the process will allow instructors to establish that they have carefully evaluated the awarded accommodation and the course/program objectives. Failure to provide a reasonable accommodation to a student with a disability is a violation of law, putting in jeopardy an institution's federal funding. However, disability laws also require that students with disabilities meet the "essential," "academic," and "technical" standards of the class/program/college.

Situation: A student who is blind enrolls in a math class and requests that the instructor verbalize what s/he is writing on the board or overhead.

Fundamental Alteration or Not? NO. Under the law and regulations, the faculty member would be legally required (as well as ethically obliged) to make an adjustment in presentation of course material by verbalizing what is written on the board or overhead. Pointing and referring to "this" and "that" as written on the board would not give the student with a visual disability equal access to the instruction. An added benefit is that verbalizing material rather than just writing it can assist all students because the information presented is more explicit.

Situation: A student with a reading disability requests that the instructor provide information about obtaining the textbook that will be used in an upcoming semester in a digital format.

Fundamental alteration or Not? NO. Faculty are expected to meet the bookstore deadlines for textbook adoption. This is not an accommodation as such. It is simply a request for information, but timely textbook adoption is critically important for students with visual or reading disabilities. In cases such as this, it is highly advised that classroom faculty to consult with the DSPS office for further assistance.

Situation: A student in the occupational therapy assistant program who has a specific learning disability must evaluate a patient with Cerebral Palsy, review clinical tests and plan an appropriate intervention in a timely manner. She has requested that she be allowed to bring brief written notes into the evaluation and have extra time to read and digest the materials and patient responses.

Fundamental Alteration or Not? No. A college should determine the appropriate or essential requirements for a course of study, not the licensing requirements. Once essential functions and technical demands have been determined, teaching methods and learning activities can be established. The student must be permitted time for a "learning curve," like all other students. Allowing more time in a student's learning would be appropriate, such as permitting extended or extra practice sessions, use of notes or tape recordings.

Situation: A student tells you that s/he cannot complete writing assignments, with or without accommodations. The student requests that writing assignments not be included in his/her grade.

Fundamental alteration or Not? POSSIBLY. If submitting writing assignments is an essential requirement of the class (for example, in English Composition!) there would be no legal mandate to comply with the student's request to exclude those assignments from the grade, and may then be denied. If this was another class such as psychology, the deliberative process described above should be used to determine the college's response to this question.

Situation: A hospital program contends a deaf student can't hear a pulse so he can't take vitals which is an essential function of the clinical rotation.

Fundamental alteration or not? **No.** There are digital pulse readers so this accommodation must be considered, and with it a student can qualify to participate in their clinical rotation.

Situation: A student with a learning disability requests the use of a calculator and a multiplication table in a beginning arithmetic class. The instructor of the class is adamant that the accommodations should not be allowed. In his opinion, the ability to perform the actual calculations is a basic requirement of the class. The student asserts that they can do the analytical work but that sheer memorization is a disability related problem for them.

Fundamental alteration or Not? POSSIBLY. The key issue which needs to be analyzed to come to an appropriate conclusion is whether the ability to perform the arithmetic calculations without the stated accommodations is a fundamental academic requirement of the class. If it is a fundamental academic requirement, then the college would not be required to provide the accommodation. Critical factors to determine this include:

Is the ability to perform the arithmetic calculations with aids included in the course outline of record maintained by the college? If the ability to perform these functions, specifically without aids, is in the approved course outline of record, then the college may consider asserting that it is a fundamental academic requirement. It is not obligatory that they take this stance, but it may be an indicator of whether or not the function is a fundamental academic requirement.

If the ability to perform the function without aids is not listed, what is the practice of other instructors of the same class at the college or of instructors of similar classes or other colleges?

If the practice regarding the use of aids such as a calculator and multiplication tables differs between instructors, it is difficult to assert that it is a fundamental academic requirement.

Documentation

This academic adjustments policy and related procedures must be readily accessible to students, faculty and staff of the college. For example: it should be accessible and available on the college website and in the college catalog as well as in the DSPS Office. In addition, the policy should be readily available upon request in alternate formats.

It is critical that the initial, interim and final response to request for academic adjustments, auxiliary aids and services disputes be examined in a timely manner and be documented along with timelines for responding.

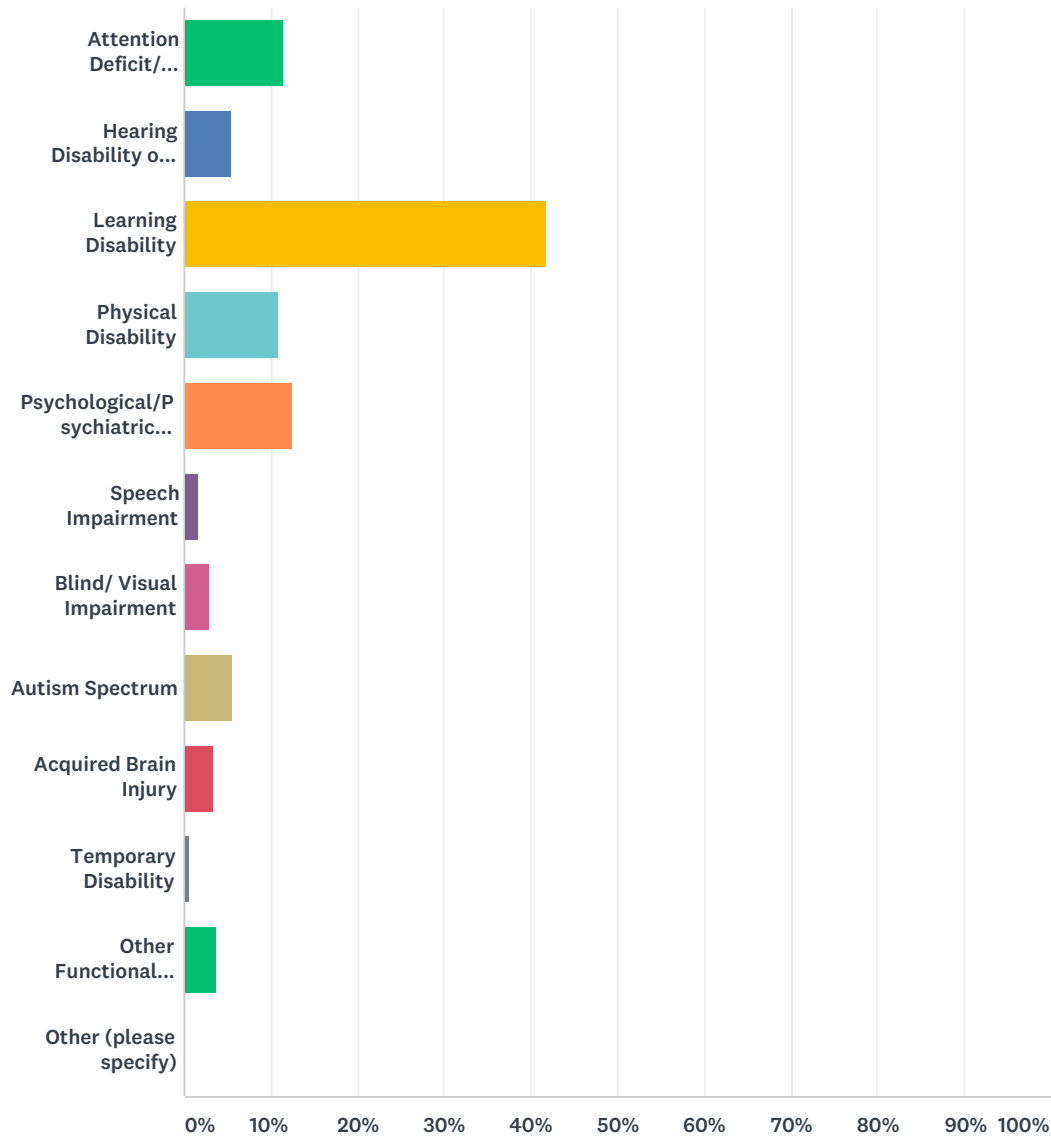
SAC and SCC Instructional Departments and Student Surveys

The following appendices contain the graphic representation of the surveys that were conducted during the RSCCD ADA Self-Evaluation. This data, including unedited comments, represents responses from all 12 instructional Division Deans, over 80 instructional Department Chairs and approximately 400 students at SCC and SAC.

- VII. SAC Student Survey
- VIII. SAC Division Survey
- IX. SAC Department Chair Survey
- X. SCC Student Survey
- XI. SCC Division Survey
- XII. SCC Department Chair Survey

Q1 Please check below to indicate the nature of your disability. If you have more than one disability, only check your primary disability. List other disabilities in question two, if you so desire.

Answered: 297 Skipped: 3



ANSWER CHOICES	RESPONSES	
Attention Deficit/ Hyperactivity Disorder	11.45%	34
Hearing Disability or Deaf or Hard of Hearing	5.39%	16
Learning Disability	41.75%	124
Physical Disability	10.77%	32
Psychological/Psychiatric Disability	12.46%	37
Speech Impairment	1.68%	5

RSCCD - Santa Ana College Student Survey

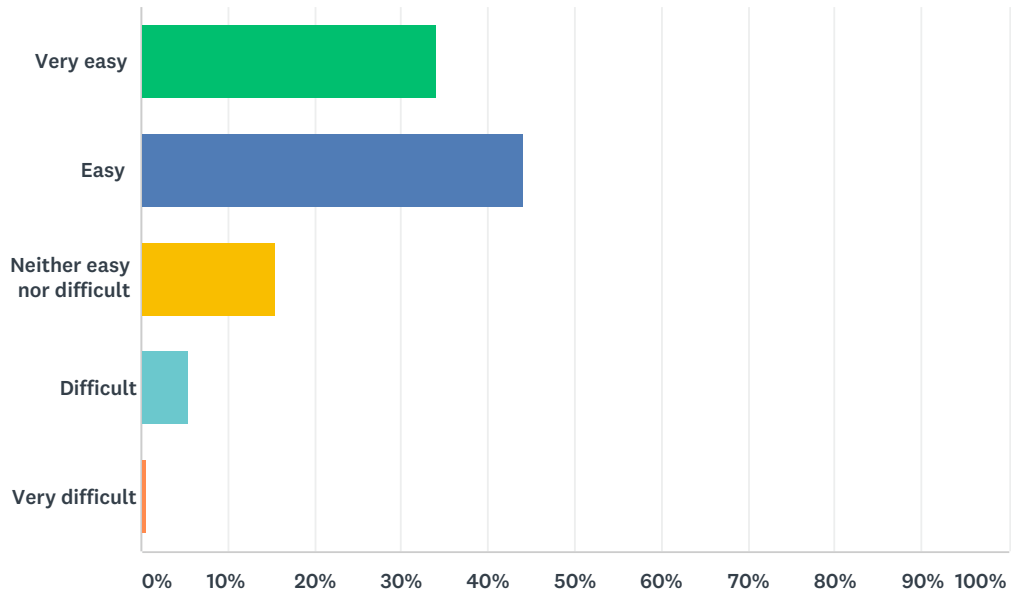
Blind/ Visual Impairment	3.03%	9
Autism Spectrum	5.72%	17
Acquired Brain Injury	3.37%	10
Temporary Disability	0.67%	2
Other Functional Disability (e.g., Lupus, MS, IBS, Cancer, Epilepsy)	3.70%	11
Other (please specify)	0.00%	0
TOTAL		297

Q2 If you checked "Other" in question one, please explain. If you have more than one disability list those here if so desired.

Answered: 60 Skipped: 240

Q3 Please indicate the ease of learning about the services offered by DSPS.

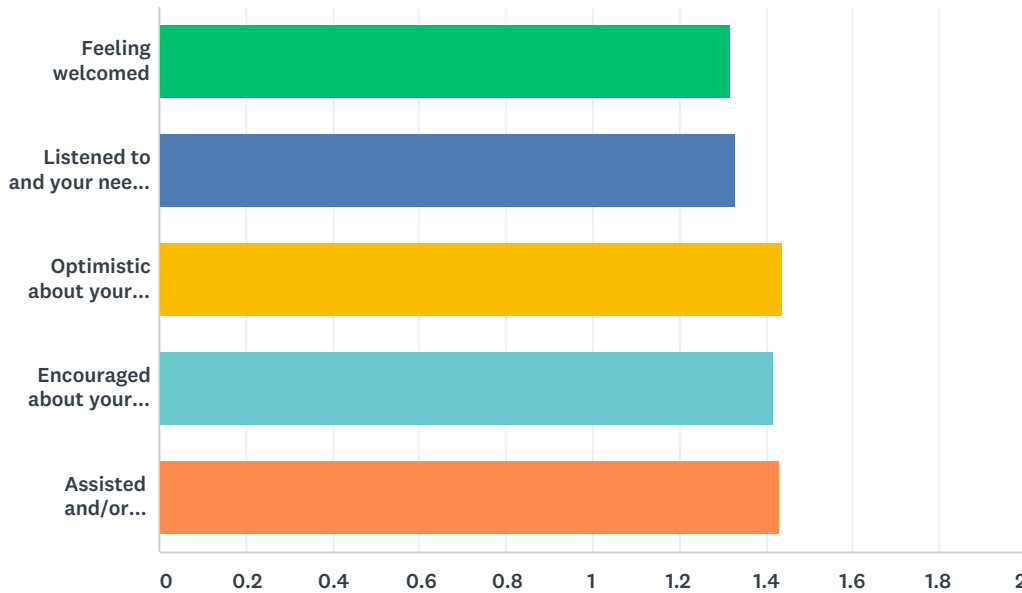
Answered: 290 Skipped: 10



ANSWER CHOICES	RESPONSES	
Very easy	34.14%	99
Easy	44.14%	128
Neither easy nor difficult	15.52%	45
Difficult	5.52%	16
Very difficult	0.69%	2
TOTAL		290

Q4 Please rate your first visit to the DSPS office in terms of:

Answered: 284 Skipped: 16



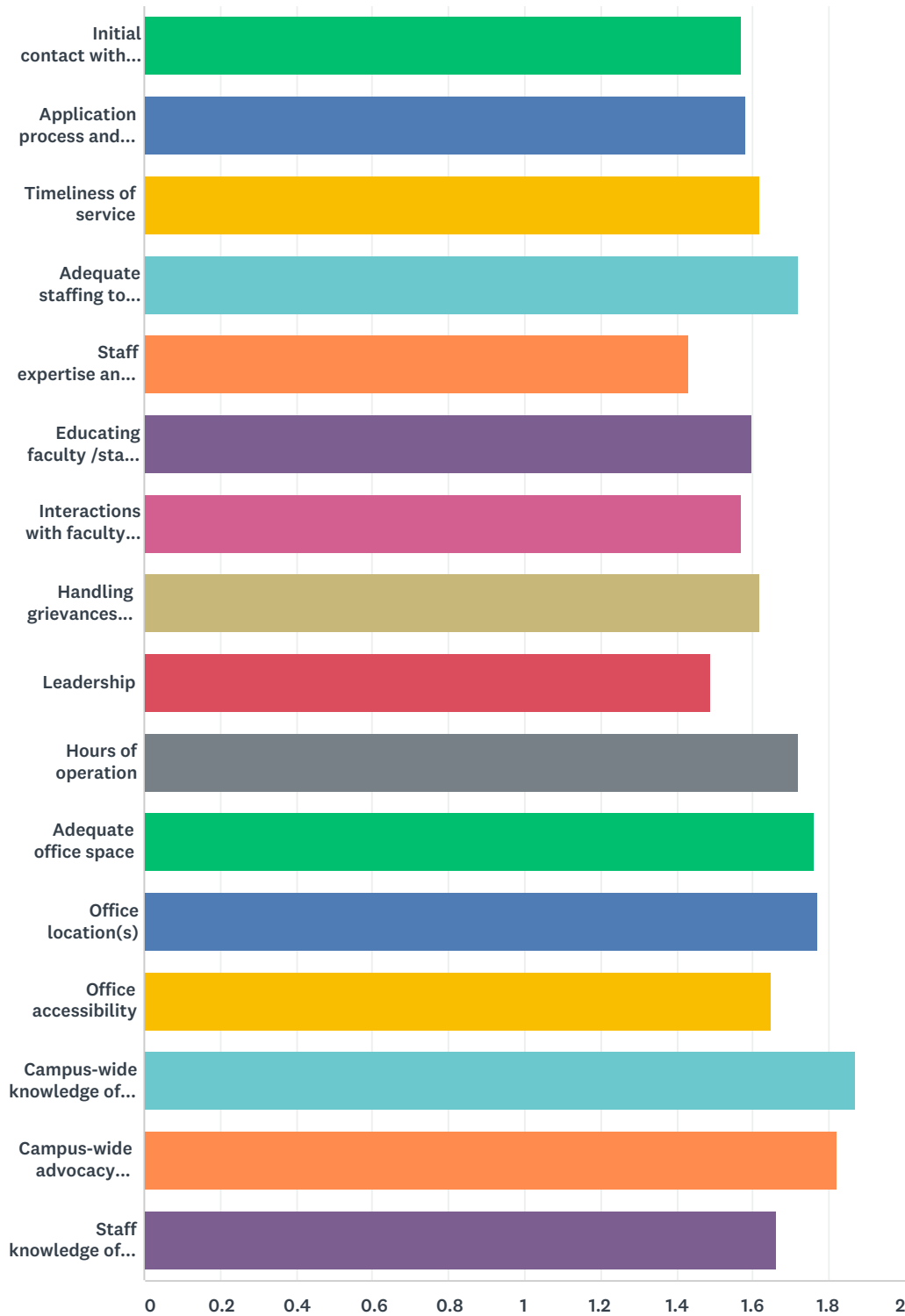
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Feeling welcomed	71.38% 202	25.80% 73	2.47% 7	0.35% 1	283	1.32
Listened to and your needs taken seriously	71.79% 201	25.00% 70	1.79% 5	1.43% 4	280	1.33
Optimistic about your needs being met	60.93% 170	35.13% 98	2.51% 7	1.43% 4	279	1.44
Encouraged about your future at the college	64.06% 180	30.96% 87	3.91% 11	1.07% 3	281	1.42
Assisted and/or intervened with to secure access or accommodations	61.35% 173	35.46% 100	1.77% 5	1.42% 4	282	1.43

Q5 Please enter into the space below any statement in your own words which was not covered in question four.

Answered: 63 Skipped: 237

Q6 Overall, how effective do you believe the DSPS office is in the following areas:

Answered: 270 Skipped: 30



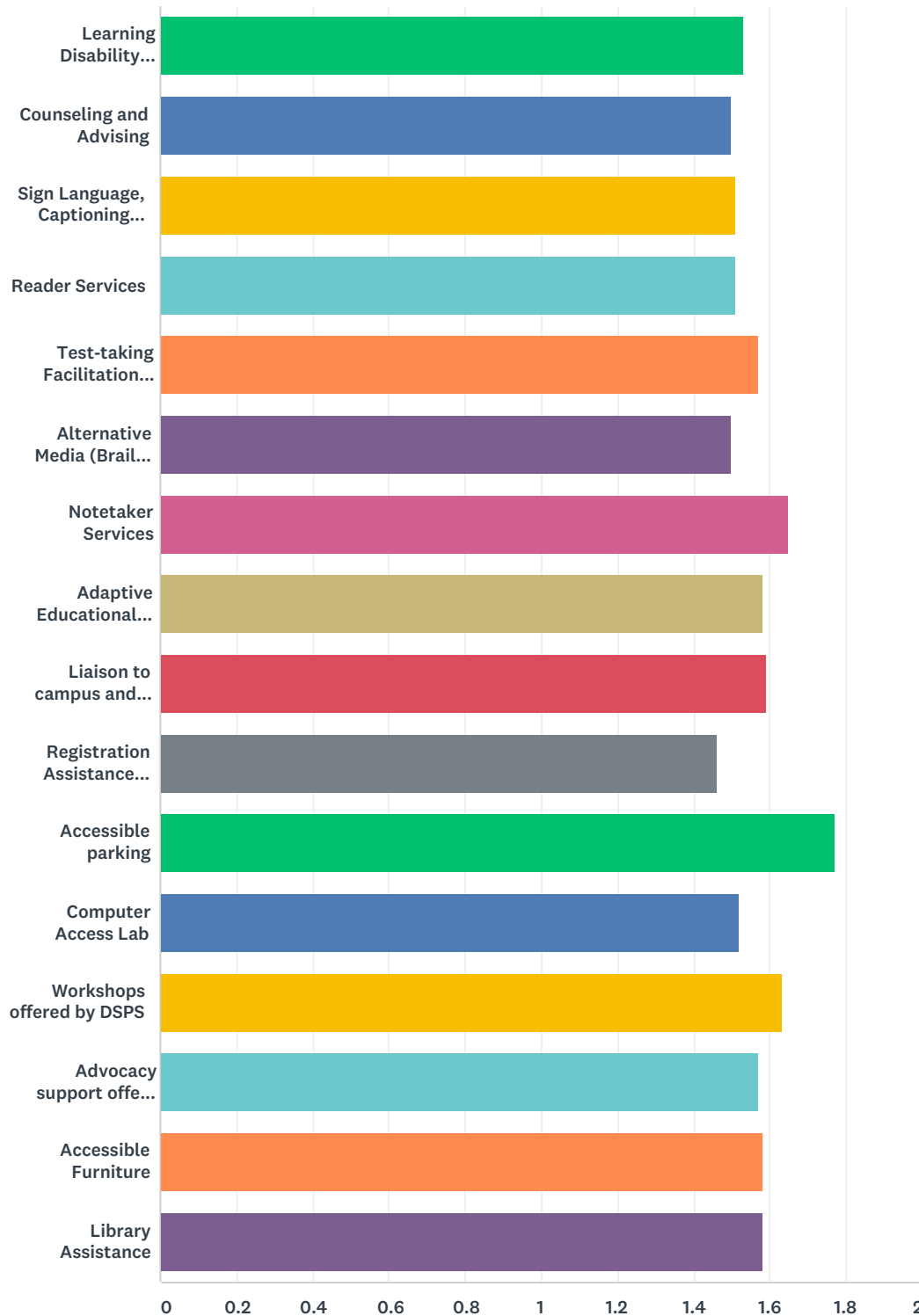
	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	POOR	TOTAL	WEIGHTED AVERAGE
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RSCCD - Santa Ana College Student Survey

Initial contact with new students	59.85% 161	27.51% 74	10.04% 27	1.49% 4	1.12% 3	269	1.57
Application process and initial screening for services	55.60% 149	33.21% 89	9.33% 25	1.12% 3	0.75% 2	268	1.58
Timeliness of service	54.48% 146	32.84% 88	10.07% 27	1.87% 5	0.75% 2	268	1.62
Adequate staffing to meet the service needs of students	55.93% 151	25.56% 69	11.11% 30	5.56% 15	1.85% 5	270	1.72
Staff expertise and experience	68.52% 185	22.22% 60	7.41% 20	1.11% 3	0.74% 2	270	1.43
Educating faculty /staff about disability and accessibility	58.74% 158	27.14% 73	11.15% 30	1.49% 4	1.49% 4	269	1.60
Interactions with faculty regarding accommodations	61.05% 163	25.09% 67	10.86% 29	2.25% 6	0.75% 2	267	1.57
Handling grievances and/or complaints	54.65% 147	30.86% 83	13.01% 35	0.37% 1	1.12% 3	269	1.62
Leadership	63.57% 171	27.88% 75	5.58% 15	2.23% 6	0.74% 2	269	1.49
Hours of operation	50.75% 136	33.21% 89	10.82% 29	4.10% 11	1.12% 3	268	1.72
Adequate office space	49.44% 133	32.34% 87	11.90% 32	5.20% 14	1.12% 3	269	1.76
Office location(s)	46.84% 126	36.80% 99	10.41% 28	4.09% 11	1.86% 5	269	1.77
Office accessibility	52.99% 142	34.70% 93	7.84% 21	3.73% 10	0.75% 2	268	1.65
Campus-wide knowledge of DSPS	47.01% 126	29.48% 79	14.55% 39	7.09% 19	1.87% 5	268	1.87
Campus-wide advocacy efforts	47.01% 126	30.97% 83	16.42% 44	4.10% 11	1.49% 4	268	1.82
Staff knowledge of community resources	54.65% 147	28.62% 77	13.75% 37	2.23% 6	0.74% 2	269	1.66

Q7 Please indicate your level of satisfaction with the following DSPS services:

Answered: 260 Skipped: 40



	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
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RSCCD - Santa Ana College Student Survey

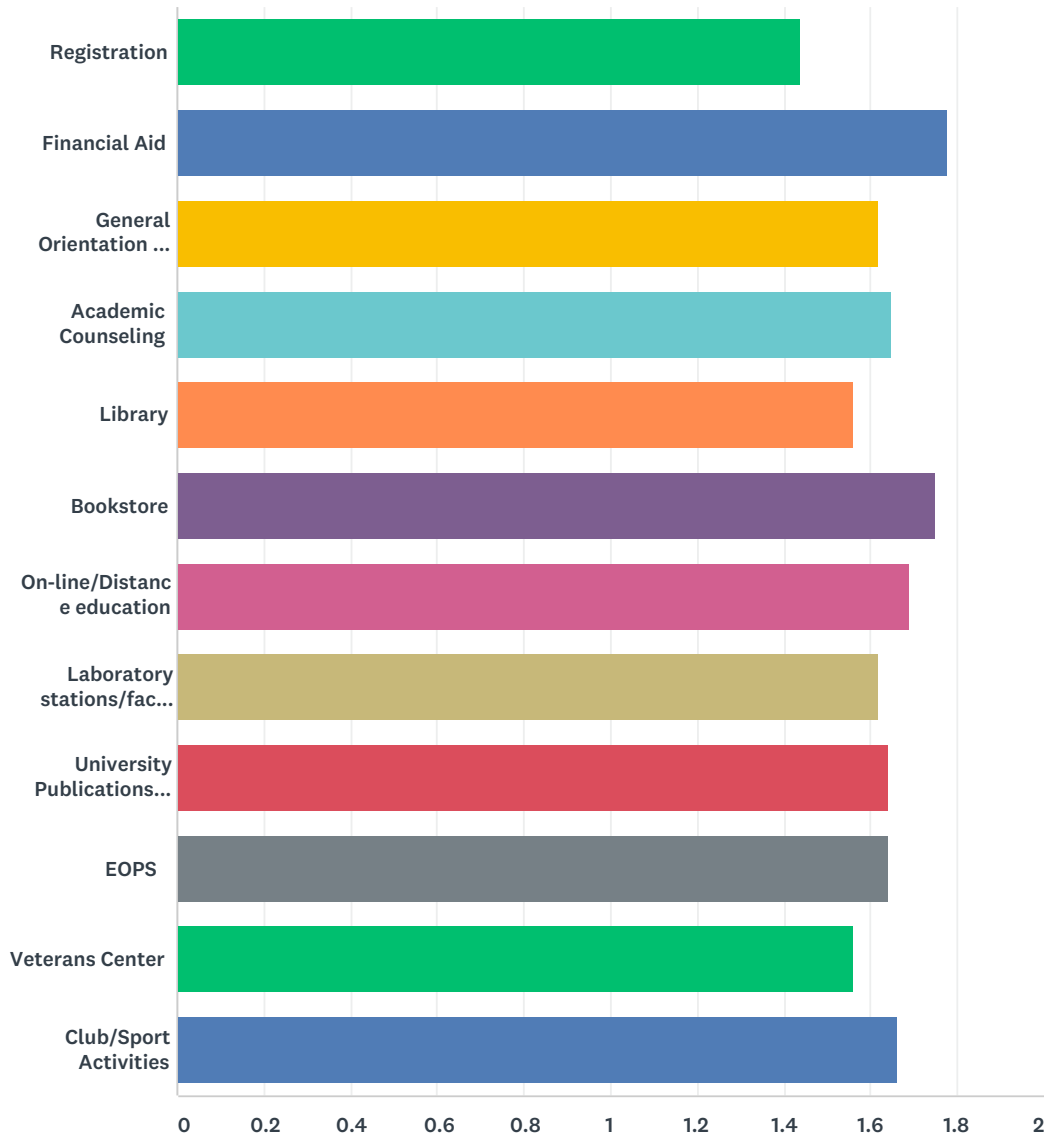
Learning Disability Assessment	53.67% 139	27.41% 71	7.34% 19	1.93% 5	9.65% 25	259	1.53
Counseling and Advising	58.53% 151	29.84% 77	6.20% 16	1.94% 5	3.49% 9	258	1.50
Sign Language, Captioning (manual, steno and oral)	31.37% 80	19.22% 49	3.14% 8	0.78% 2	45.49% 116	255	1.51
Reader Services	40.86% 105	21.79% 56	3.50% 9	1.95% 5	31.91% 82	257	1.51
Test-taking Facilitation/Proctoring	54.65% 141	27.13% 70	6.98% 18	3.88% 10	7.36% 19	258	1.57
Alternative Media (Braille, large print, etext, digital audio, real-time captioning)	41.09% 106	22.87% 59	4.26% 11	1.16% 3	30.62% 79	258	1.50
Notetaker Services	45.91% 118	24.51% 63	6.23% 16	5.45% 14	17.90% 46	257	1.65
Adaptive Educational Equipment and Technology	40.47% 104	24.90% 64	4.28% 11	2.72% 7	27.63% 71	257	1.58
Liaison to campus and community agencies	38.58% 98	23.23% 59	4.72% 12	2.76% 7	30.71% 78	254	1.59
Registration Assistance (priority registration)	59.14% 152	26.46% 68	3.89% 10	2.72% 7	7.78% 20	257	1.46
Accessible parking	32.17% 83	24.42% 63	9.69% 25	3.10% 8	30.62% 79	258	1.77
Computer Access Lab	47.06% 120	28.24% 72	4.31% 11	1.96% 5	18.43% 47	255	1.52
Workshops offered by DSPS	39.30% 101	27.63% 71	4.67% 12	3.50% 9	24.90% 64	257	1.63
Advocacy support offered by DSPS	46.51% 120	28.68% 74	4.65% 12	3.10% 8	17.05% 44	258	1.57
Accessible Furniture	41.47% 107	25.58% 66	4.65% 12	2.71% 7	25.58% 66	258	1.58
Library Assistance	41.09% 106	25.58% 66	5.04% 13	2.33% 6	25.97% 67	258	1.58

Q8 If you wish to add any additional comments regarding DSPS and your experience with the DSPS office or the services provided, please use the space below.

Answered: 73 Skipped: 227

Q9 Please indicate your overall satisfaction with the ability to access college services on campus.

Answered: 254 Skipped: 46



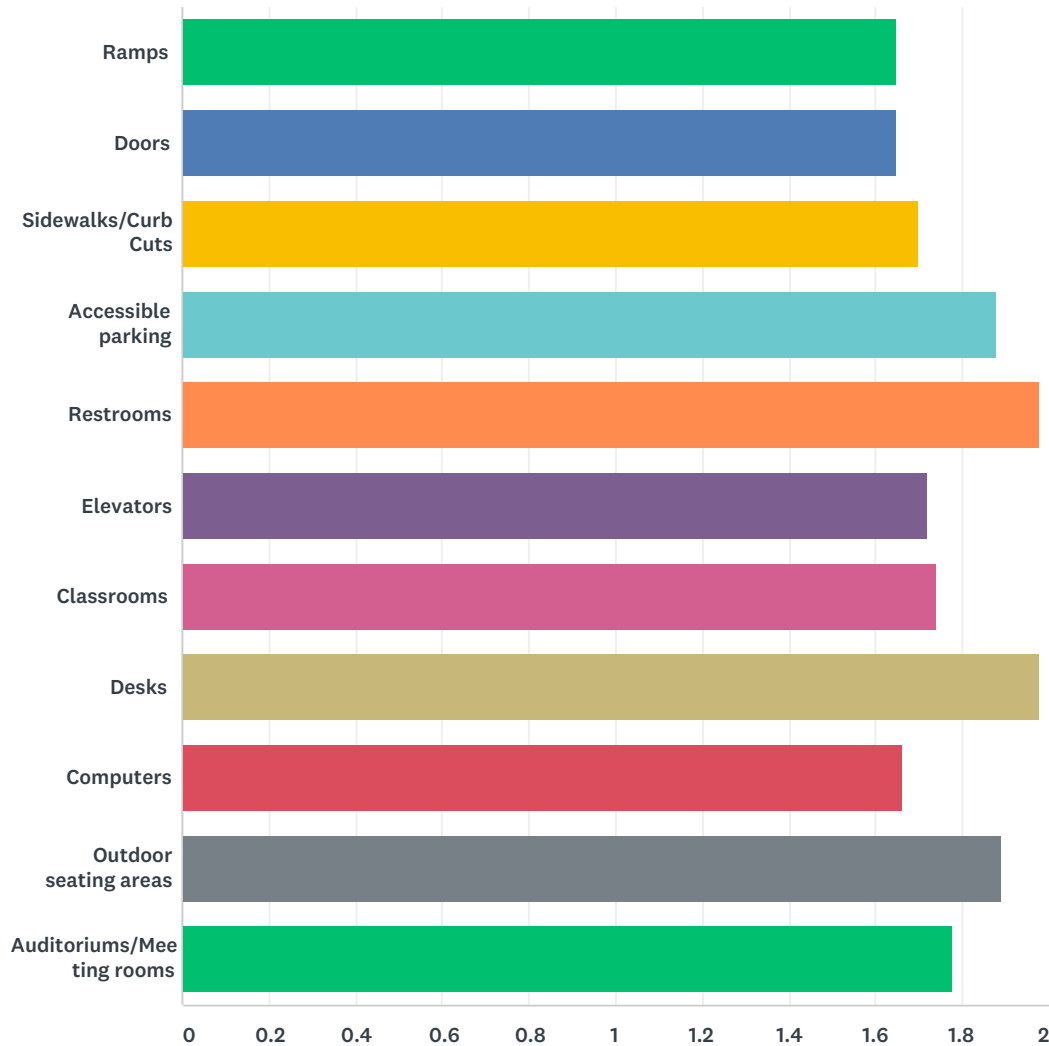
	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Registration	62.45% 158	28.85% 73	5.14% 13	1.19% 3	2.37% 6	253	1.44
Financial Aid	46.25% 117	25.30% 64	11.46% 29	7.51% 19	9.49% 24	253	1.78
General Orientation to the College	47.41% 119	30.68% 77	8.76% 22	2.39% 6	10.76% 27	251	1.62
Academic Counseling	51.59% 130	30.95% 78	8.73% 22	4.76% 12	3.97% 10	252	1.65
Library	52.78% 133	29.37% 74	9.92% 25	0.79% 2	7.14% 18	252	1.56

RSCCD - Santa Ana College Student Survey

Bookstore	45.02% 113	32.67% 82	10.76% 27	5.58% 14	5.98% 15	251	1.75
On-line/Distance education	38.65% 97	25.90% 65	8.37% 21	3.19% 8	23.90% 60	251	1.69
Laboratory stations/facilities	40.80% 102	24.80% 62	8.80% 22	1.60% 4	24.00% 60	250	1.62
University Publications (e.g., handbooks, brochures)	42.63% 107	26.29% 66	8.37% 21	2.79% 7	19.92% 50	251	1.64
EOPS	34.92% 88	17.06% 43	6.35% 16	3.17% 8	38.49% 97	252	1.64
Veterans Center	27.20% 68	12.80% 32	4.00% 10	1.60% 4	54.40% 136	250	1.56
Club/Sport Activities	28.51% 71	17.27% 43	6.02% 15	2.01% 5	46.18% 115	249	1.66

Q10 Please indicate your overall satisfaction with physical access to the college.

Answered: 252 Skipped: 48



	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Ramps	43.20% 108	30.40% 76	8.00% 20	2.80% 7	15.60% 39	250	1.65
Doors	44.84% 113	36.11% 91	9.52% 24	1.59% 4	7.94% 20	252	1.65
Sidewalks/Curb Cuts	43.78% 109	32.53% 81	11.24% 28	2.81% 7	9.64% 24	249	1.70
Accessible parking	33.07% 83	23.11% 58	9.96% 25	7.17% 18	26.69% 67	251	1.88
Restrooms	37.05% 93	30.68% 77	15.54% 39	9.96% 25	6.77% 17	251	1.98
Elevators	40.40% 101	35.60% 89	8.00% 20	4.00% 10	12.00% 30	250	1.72

RSCCD - Santa Ana College Student Survey

Classrooms	43.60% 109	36.80% 92	12.00% 30	3.20% 8	4.40% 11	250	1.74
Desks	34.54% 86	36.14% 90	16.47% 41	8.03% 20	4.82% 12	249	1.98
Computers	41.77% 104	40.56% 101	7.23% 18	1.61% 4	8.84% 22	249	1.66
Outdoor seating areas	37.05% 93	35.86% 90	15.14% 38	5.58% 14	6.37% 16	251	1.89
Auditoriums/Meeting rooms	33.73% 85	34.52% 87	11.11% 28	2.38% 6	18.25% 46	252	1.78

Q11 Please feel free to provide additional comments about your satisfaction with access to the college campus and services.

Answered: 57 Skipped: 243

Q12 What experiences have you had with DSPS that you feel were very good and that helped you pursue your educational and life goals?

Answered: 127 Skipped: 173

Q13 What could the DSPS office do to make your college experience better?

Answered: 118 Skipped: 182

Q14 Please feel free to add other comments or suggestions.

Answered: 49 Skipped: 251

Q5 Please enter into the space below any statement in your own words which was not covered in question four.

Answered: 63 Skipped: 237

#	RESPONSES	DATE
1	Dsps is the reason I obtained my AA. They are extremely helpful	10/18/2018 11:04 PM
2	My words were misunderstood for asking for assistance with larger printed books. By accident I mixed the wrong word.	10/17/2018 9:04 PM
3	Good job	10/17/2018 6:30 AM
4	DSPS make me feel validated as a person not my titled!!!	10/16/2018 5:01 PM
5	None	10/16/2018 1:41 PM
6	I'm sure what that means?	10/16/2018 10:10 AM
7	I have heard many other dsps students complain about availability	10/16/2018 9:26 AM
8	None	9/8/2018 1:45 PM
9	N/A	9/5/2018 7:23 AM
10	Professor are mean and dont understand program	9/4/2018 8:56 PM
11	Availability of counselors	9/4/2018 6:25 PM
12	N/A	9/4/2018 5:50 PM
13	All of my experience has been great with DSPS	9/4/2018 5:38 PM
14	N/A	9/4/2018 4:13 PM
15	I am very concrete, the best way I can explain the way mr. Pedroza teaches. What ever class I enter I know I have to try twice as hard as the next. I see myself as I trip and fall, trying to get through the class. He got down on his hands and knees to help me to stand on my own again. He tailors his class specifically to each student and meets them where they are. He has requirements and is specific about them. He is black and white, not a word search that you have to find. I highly suggest him as professor. I am saying this after the first psychology professor I had told me I wasn't doing college level work. I am very concrete and said, if I'm not doing college level work why am I in college?, and dropped out.	9/4/2018 3:39 PM
16	Staff are vee friendly and kind	9/4/2018 3:10 PM
17	None	9/4/2018 2:58 PM
18	No comments	9/4/2018 2:30 PM
19	Professional and very informative on every aspect of services offered	7/5/2018 4:53 PM
20	The staff was helpful, patient and professional and I would recommend any student with physical or mental challenges to	7/4/2018 2:55 PM
21	I will love to see more accommodation for students	7/2/2018 10:34 AM
22	I was told that I didn't have enough documents about my disability and was told that I can't get the services because of it	6/30/2018 10:36 AM
23	They do a wonderful job of cnpctacting me with reminders about things that are due.	6/30/2018 6:35 AM
24	they helped me reach my academic goals.	6/29/2018 2:47 PM
25	Financial aid was quick to deny and dismissive of disabilities which made it harder to continue	6/29/2018 12:51 PM
26	It was helpful	6/28/2018 5:54 PM
27	more services for the program	6/28/2018 5:02 PM

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28	Following up on students	6/28/2018 4:41 PM
29	The DSPS at Santa Ana College are the best and can not be compared with any other school. I am grateful for all the help. Many thanks	6/28/2018 3:58 PM
30	N/A	6/28/2018 3:33 PM
31	N/A	6/28/2018 1:42 PM
32	All good	6/28/2018 12:29 PM
33	PROFESSOR TURNER IS VERY HELPFUL.	6/28/2018 12:12 PM
34	NA	6/28/2018 12:08 PM
35	None	6/28/2018 12:00 PM
36	N/A	6/11/2018 11:25 AM
37	I had a great first experience at the office.	6/10/2018 11:22 AM
38	Tutoring	6/8/2018 5:31 PM
39	N/a	6/7/2018 3:18 PM
40	none	6/6/2018 4:09 PM
41	The assistant dean was rude to my mother. She told my mom to leave me alone.	6/5/2018 7:43 PM
42	I don't have statement about this.	6/5/2018 1:11 PM
43	Above and beyond attention and care	6/1/2018 10:13 PM
44	very nice people, make you feel welcomed/comfortable	6/1/2018 6:54 AM
45	Need attention	5/31/2018 9:34 PM
46	I really need a note taker.	5/30/2018 5:31 PM
47	It helps me a lot.	5/30/2018 3:20 PM
48	Very friendly and involved staff	5/30/2018 11:12 AM
49	None.	5/30/2018 10:08 AM
50	Accommodation does not render at some classes	5/29/2018 3:22 PM
51	They did a great job of meeting my educational needs.	5/27/2018 12:31 PM
52	For once, I felt that someone understood my symptoms related to anxiety and I truly appreciated that.	5/25/2018 10:40 PM
53	there is a gap between the Dsps and the a lot of the instructors where they don't cooperate with us and with our needs	5/24/2018 9:51 PM
54	Very welcoming and helpful program.	5/24/2018 6:51 PM
55	none	5/24/2018 3:36 PM
56	On how great they help you	5/24/2018 10:57 AM
57	Did you have your accommodations met?	5/23/2018 7:47 PM
58	They are very helpful and professional and they made sure to take the time to address your concern and take care of it the first time around.	5/23/2018 6:30 PM
59	second visit the lady was more kind than first visit	5/23/2018 6:07 PM
60	Ian and Mark are great	5/23/2018 4:28 PM
61	N/A	5/23/2018 3:58 PM
62	N/A	5/23/2018 3:46 PM
63	DSPS reminds students a day before when they have an appointment.	5/22/2018 4:46 PM

Q8 If you wish to add any additional comments regarding DSPS and your experience with the DSPS office or the services provided, please use the space below.

Answered: 73 Skipped: 227

#	RESPONSES	DATE
1	Notetaking service is surprisingly weak. What happened? It used to be great! I wish the lab is bigger and have more office hours. I used this for communication.	10/18/2018 11:14 AM
2	Good job	10/17/2018 6:32 AM
3	I would like to see some tutors for various classes like English,Math,Biology,History. There was too much money wasted on campus for seating that was unnecessary.The money could have been spent for hiring tutors instead.	10/16/2018 7:50 PM
4	None	10/16/2018 1:44 PM
5	The people are very helpful with my IEP	10/16/2018 10:15 AM
6	There needs to be a better way to get someone to take notes, Where DSPS staff contacts the instructor prior to the class and greater anonymity of the student for whom the notes are being taken and a school policy of the instructor offering substantial extra credit.	10/16/2018 10:12 AM
7	from other students i am hearing availability issues	10/16/2018 9:30 AM
8	Horrible service lack of knowledge of u.s. department ed rules weak test accomodations	9/10/2018 11:20 AM
9	None	9/8/2018 1:50 PM
10	Amy was a great help, very knowledgeable about the campus and my needs to succeed.	9/5/2018 2:52 PM
11	A well informed amicable department that reaches out to the. DSPS students.	9/5/2018 7:32 AM
12	Poor instructions to professor they treat us bad. Some not all. I reported it but nothing was done.	9/4/2018 9:04 PM
13	Thank you to everyone who helped me make the testing appointments and who's bright faces will make me miss this school. You have no idea how valued and appreciated you are to the students and faculty you help.	9/4/2018 6:57 PM
14	I love the services provided, but I haven't been able to use the services in awhile because I can never get an appointment with a counselor either due to work and school scheduling conflicts or counselor/walk-in unavailability. It's super frustrating that I have to stress out even more about no longer being able to get my needs met due to understaffing.	9/4/2018 6:34 PM
15	N/A	9/4/2018 5:54 PM
16	I would like for DSPS to consider asking English major students to take notes and offering them credits or incentive, so that the notes are more accurate. The students taking the class may not be suited to the task.	9/4/2018 5:45 PM
17	I have had a reasonably good relationship with DSPS, though have been overhearing comments of staff availability	9/4/2018 3:47 PM
18	Everything I have from DSPS is good for hard classes.	9/4/2018 3:02 PM
19	So far as I know that I have an experienced good.	9/4/2018 2:35 PM
20	More availability of LD Assessment appts. in between semesters will help students by giving them enough time to prepare for life/ learning/ Cbt adjustments between from their initial LD assessment and the upcoming semester.	8/7/2018 12:33 PM
21	They actually helped me very much and thank them for been there for students	7/18/2018 4:20 PM
22	Mark Turner is my DSPS coordinator he is the best. He is so kind and always points me the right way. He is thorough and a really kind person who cares about helping people.	7/5/2018 6:40 PM

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23	DSPS employees assists me in all of my needs for preparation of each semester. I am very grateful this program exists.	7/5/2018 5:26 PM
24	Again the staff was helpful, available and professional.	7/4/2018 2:59 PM
25	No am very satisfied	7/2/2018 10:36 AM
26	I would I like to have Special Services or tutorial session for DSPS.	6/29/2018 4:00 PM
27	seeking for funding for the DSPS office so that students can have more touring opportunities with courses throughout the year.	6/29/2018 2:50 PM
28	My dps counselor was very knowledgeable of my permanent injuries and difficulties readjusting to my new obstacles. Problem is it only seemed like the dps office was understanding and not the campus as a whole.	6/29/2018 12:59 PM
29	SAC is a much easier school to be a DSPS student compared to OCC and GWC. There is less for the student to schedule and manage, no miscommunications among the staff and a much larger and efficient testing area. Way to go SAC! Thank you for being you.	6/29/2018 8:33 AM
30	I went to borrow a recorder from the DSPS office once and there was not more left to borrow.	6/28/2018 5:57 PM
31	I just wish they provided more services within the program like transportation or more services like EOPS. But other than that I had a great experience with DSPS throughout the years at SAC.	6/28/2018 5:06 PM
32	N/A	6/28/2018 1:46 PM
33	Good	6/28/2018 12:58 PM
34	NOTE: NOT ALL DSPS ARE A LIKE, RANGES FROM LOW TO SLOW AND HIGH IQ WITH EXCEPTIONALITIES ARE REAL.	6/28/2018 12:16 PM
35	Very helpful.	6/16/2018 3:41 PM
36	I think DSPS office needs to be a little bit more wide since it is very crowded; however the staffs are excellent.	6/11/2018 11:31 AM
37	The staff is very friendly especially ian's in front desk Always goes the extra mile	6/7/2018 7:02 PM
38	Other colleges such as occ, gwc, ccc and cypress offer a 1hours one on one tutoring for math or english for dps student. If sac could implement this it would be amazing.	6/7/2018 11:32 AM
39	none	6/6/2018 4:12 PM
40	Nobody contacted me about my first time going to the DSPS office and about the services that I could use. The assistant dean was not professional when she told my mother to leave me alone when my mother was advocating for any kind of help for me during that Summer. It is hard to remember everything but you could ask the other lady during that meeting. It has been my mother the only one who has been trying to help me to figure out the new school system and nobody has reached out to me or my mom.	6/5/2018 7:58 PM
41	I have a good experiences in DSSP programs.	6/5/2018 1:14 PM
42	DSPS is a good service for people with disabilities. However, just need to work in a few areas to make it better.	6/3/2018 10:45 PM
43	I think that I have an experienced with the DSPS is good.	6/3/2018 6:45 PM
44	Very happy with the services. I find them superior to other colleges. The testing center was much larger and more quiet than other colleges which really helps with test taking. Everyone is very knowledgeable, caring, and efficient. 5 Stars!	6/1/2018 10:16 PM
45	I believe they are wonderful, I am still shocked they have so much to offer. I am glad they do	6/1/2018 6:57 AM
46	Santa Ana College need instructor aide in the computer center. Professors need to respect the accommodation. If the students need to take test in DSPS they need to have somebody to protect the test and the media. If the students have note taking the professors can not make the student to write in front of them. Specialty if the students type all their homework. I believe the professor need to offer her help and try to send the notes to the special students some time the volunteer student do not have idea how to make the notes. In my classes the professor was angry because I told the instructor thanks, but It is only few notes from our class.	5/31/2018 10:24 PM
47	I really wish to have a bilingual tutor.	5/30/2018 5:35 PM
48	I want to say thank you for helping me a lot and I appreciated.	5/30/2018 3:21 PM

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49	I'm very satisfied with their services. They are courteous and respectful towards students and very informative. I really appreciate what they offer.	5/30/2018 11:24 AM
50	Louise Janus is very accommidating.	5/30/2018 10:12 AM
51	All DSPS staff very nice and welcoming.	5/28/2018 10:57 PM
52	Although the ADA Parking is per the state and federal guidelines, covered parking stalls works best for those of us who are dependent on wheel chairs or other mobility equipment. The shade in the hot summer months and the cover in the winter rainy months would be a great benefit for all ADA Students. This would avoid breakdown of electronic controls on mobility equipment as well.	5/26/2018 4:21 PM
53	I had an incredible experience.	5/25/2018 10:42 PM
54	I think this department has the perfect staff with valuable pertinent knowledge on how to obtain a solution. They are friendly, helpful, well informed and motivating.	5/25/2018 2:18 PM
55	They are a big help	5/25/2018 8:52 AM
56	First of all, I am thankful for such a great program like DSPS. If it wouldnt be for the support and help this program has been given me to reach my academic goals, I would of never attend college. This program has been a big part of my success through College. All the staff is very helpful and they go over and beyound to help the students to be successful and to keep going. What I learned from my counselor Louise is never give up keep going and alwalys find help and guidance. I am a proud student from DSPS program and I am thankful for the services they offer.	5/25/2018 8:21 AM
57	The note taking is an every day dilemma we face in our lectures, there is no much of help given and most instructors are not providing any care of our situations.	5/24/2018 10:15 PM
58	none	5/24/2018 3:42 PM
59	1.It is difficult to get a note taker.I would like to see the district pay students to offer their services. 2. My biggest complaint is the college just spend a ton of money for students to have a place to sit all over campus. That was a huge waste of money. The students don't even use the seating made out of cement. The DSPS desperately needs to have funds for tutors.DSPS is lacking tutors for English. The services for English is very limited and needs one to one help.-I would appreciate any funding you can give them to hire English tutors.	5/24/2018 3:27 PM
60	They need more interpreters and a Deaf employee working there.	5/24/2018 3:03 PM
61	Once you walk in The DSPS office you already feel welcome. The front desk person Ian is welcoming and Mark is a great listener that helps accomodates your needs.	5/24/2018 3:02 PM
62	It has a warm feeling like your welcome to come and join the family	5/24/2018 11:00 AM
63	I wish the academic counselor was more flexible. not only just there on Thursdays	5/23/2018 9:56 PM
64	Keep doing what you're good at.	5/23/2018 9:29 PM
65	miscommunication between different instructors about length of test taking time. I have double time. The class had an hour to take a test so I had two hours; however, I didn't know this until my teacher yelled at me in the end. (This was the first test of the semester) The note to the testing center was misread or misinterpreted as "double time four hours" I thought it seemed long but then didn't complain because I knew there was some math on it and thought it might include my break, at the end of my test, before having to report back to class. I got in trouble but it was not my fault. It was the testing center or my instructor's fault for filling out form wrong.	5/23/2018 6:15 PM
66	I am very pleased with your hours for the testing area.	5/23/2018 5:38 PM
67	I love the program. It help me a lot when doing my exams.	5/23/2018 4:17 PM
68	I would not have made it through without this service	5/23/2018 4:15 PM
69	The staff are very kind & treat me as family.	5/23/2018 4:06 PM
70	I did not know of dsps during my first semester	5/23/2018 4:02 PM
71	Dsps really help me	5/23/2018 3:59 PM
72	On site testing for dyslexia and other learning disability access	5/23/2018 3:51 PM
73	Not all computer desks/stations have the ability to adjust up and down	5/23/2018 3:49 PM

Q11 Please feel free to provide additional comments about your satisfaction with access to the college campus and services.

Answered: 57 Skipped: 243

#	RESPONSES	DATE
1	We need videophone in the computer lab and engineer room.	10/18/2018 11:14 AM
2	It would be nice if DSPS had the funds to pay for note takers.	10/16/2018 7:53 PM
3	Better smelling soap for all restrooms.	10/16/2018 6:27 PM
4	None	10/16/2018 1:45 PM
5	No Questions	10/16/2018 10:16 AM
6	the communications class im in, the desks are hecka little	10/16/2018 9:33 AM
7	None	9/8/2018 1:53 PM
8	More help	9/4/2018 9:07 PM
9	N/A	9/4/2018 6:00 PM
10	Welcoming	9/4/2018 3:04 PM
11	No comments	9/4/2018 2:37 PM
12	I get stress out when I take an exam, it was very annoying when I was not allowed to use scratch paper for my math exam. Not even if the dps.. provided.	7/6/2018 3:57 PM
13	Not enough outdoor seating or shaded seating	7/5/2018 6:42 PM
14	More parking is needed closer to classrooms.	7/4/2018 3:02 PM
15	Idk	7/2/2018 10:37 AM
16	Very helpful	7/1/2018 2:49 PM
17	parking is horrible!	6/29/2018 2:52 PM
18	Parking is a nightmare. A long walk to the classroom if having to park far. Students stuck in a medical limbo have a difficult time.	6/29/2018 1:03 PM
19	Need to add a blue handicap button to the R building doors because they're heavy to open them by myself. Also need to make sure all sidewalks on campus have ramp access. Lastly, need to make the big stall restroom in the library bigger for wheelchairs to fit.	6/29/2018 11:35 AM
20	Sometimes the school supplies in the vending machines take days to be refilled.	6/28/2018 6:00 PM
21	Especially with my accident I had with my patella rupture on my knee been using a wheelchair with assistance to move around had trouble to get into some of buildings It would be nice they has the doors floor more level or better areas for assistings.	6/28/2018 5:09 PM
22	Very helpful	6/28/2018 2:46 PM
23	The restrooms near the R building needs improvement.	6/28/2018 1:49 PM
24	Good	6/28/2018 1:00 PM
25	UNSATISFACTORY: WE NEED TO HOLD UP TO A SUPERB STANDARD IRREGARDLESS.	6/28/2018 12:19 PM
26	Good	6/28/2018 12:16 PM
27	I think access to the college overall is satisfied.	6/11/2018 11:38 AM
28	Elevators need updates	6/7/2018 11:34 AM
29	none	6/6/2018 4:13 PM

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30	In the fall, the classroom I was in during my college course was hot and stuffy. It smelled terrible and even the teacher complained about it.	6/5/2018 8:03 PM
31	Lovely, carely and good.	6/5/2018 1:16 PM
32	I am satisfied with most of accessibility to the college campus and services.	6/3/2018 6:50 PM
33	Lots of construction makes it difficult for anyone to get around even those with able body privilege.	6/1/2018 10:19 PM
34	some are easy too, there could be more for people who use wheelchairs, little bit--not to much more handicap parking	6/1/2018 7:00 AM
35	N/A	5/30/2018 5:37 PM
36	Those things look good to me.	5/30/2018 3:22 PM
37	I'm concerned about be restrooms in the library since I need to use them more than usual; I appreciate if they could add to the numbers of restrooms and to the space.	5/30/2018 11:28 AM
38	Very satisfied.	5/30/2018 10:14 AM
39	need more handicapped parkings	5/29/2018 3:34 PM
40	Rest areas/seating could use some more options for those in wheelchairs. Many seating/table arrangements can't accommodate a wheelchair because the benches are stationary, without the ability to move them. New large concrete blocks are nice, but are not high enough to accessed by someone in a wheelchair and there is not a place to pull up a chair to without restriction. With all of the new sidewalks and landscape, students who have the ability to pass through, can walk across garden areas. people in wheel chairs have to take the long way around entire buildings. a couple of short cuts where concrete can be placed would help with getting to class on time. Signs of respect for the ADA students in all bathroom would be a big help. A fe of the buildings have great large ADA bathroom facilities; however, there are far too many students choosing an ADA bathroom when all others are left empty. Some sort of courtesy message would be most helpful, educating others on the fact that We in wheelchairs don't have the "choice" and often are left to be uncomfortable because of the lack of courtesy.	5/26/2018 4:32 PM
41	The bathrooms are always gross and feel like they haven't been updated in 20 years..	5/26/2018 8:24 AM
42	none	5/24/2018 3:45 PM
43	Desperate need for English tutors.	5/24/2018 3:29 PM
44	That the beginning of the school year it was complicated getting around because of construction but it was worth it because the campus is looking beautiful.	5/24/2018 3:05 PM
45	Desk need to be clean	5/24/2018 11:02 AM
46	more trees and charging stations and lights. better parking	5/23/2018 9:58 PM
47	Clean and Helpful	5/23/2018 9:33 PM
48	health service hours are not acceptable at Santa Ana college. 14 hours a week does not cover students needs at the college.	5/23/2018 8:48 PM
49	Distance learning is supposed to be just that but traveling in to take tests is difficult for disabled people that do not drive. There should be 100% online courses.	5/23/2018 7:52 PM
50	the desks are ice-cream desks, unsuitable for a book, paper, water. the accommodations were great since I had room for both the scantron and the test. at the same time. Thank you	5/23/2018 6:26 PM
51	Financial Aid was a nightmare. I had to go in at least 8 times to find out why I had not received mine at the proper time. "Someone" just didn't enter it in the system; but, I was signed up for it. Next time I go in, because nursing school has its semester broken into two sections of eight weeks, I don't get my financial aid for first eight weeks because "the system" doesn't recognize me as having enough credit hours???!!!! Then I have to wait until next eight weeks and it still doesn't come for whatever reason. I went in to talk to the manager. It is a long story I don't want to talk about it any more...	5/23/2018 6:20 PM
52	Need more shade	5/23/2018 4:17 PM
53	I'm in a wheelchair& construction has been a bit of a headache but, I love the campus, right now.	5/23/2018 4:13 PM
54	Some bathrooms are gross, while some are very nice	5/23/2018 4:07 PM
55	Good program	5/23/2018 4:00 PM

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56	Need to have accessible outside tables. Power wheelchairs do not fit under the tables	5/23/2018 3:54 PM
57	N/A	5/23/2018 3:52 PM

Q12 What experiences have you had with DSPS that you feel were very good and that helped you pursue your educational and life goals?

Answered: 127 Skipped: 173

#	RESPONSES	DATE
1	Angela and the guy with all the tattoos (eion) are always welcoming. Amy is pretty cool too. Mark is very good on getting to know you, and helping you with what ever you need. He has cool story's and I enjoy stoping by Dsps. All the people their are cool. I just name names because these are the ones I interact with the most. Thank you for helping me succeed	10/18/2018 11:14 PM
2	This is my home.	10/18/2018 11:14 AM
3	Having communication with them.	10/16/2018 11:55 PM
4	One was planning my education goals.	10/16/2018 9:30 PM
5	Have regular contact with the staff and get my accommodations each semester.	10/16/2018 7:54 PM
6	DSPS has been very helpful in helping me plan my educational goals.	10/16/2018 7:50 PM
7	They are very friendly people !!!	10/16/2018 5:06 PM
8	The counselor was very understanding to my needs and the DSPS office staff is open and friendly to anyone who visits it.	10/16/2018 2:32 PM
9	There on point with ever student, helping everyone as best as they can. I really like the help and serves.	10/16/2018 1:48 PM
10	Yes I feel good	10/16/2018 11:46 AM
11	DSPS done a GREAT job overall of assisting me with my academic needs. Louise is awesome, a real advocate and Ian always makes me feel welcomed.	10/16/2018 10:20 AM
12	Yes, it helps me more guidance in college	10/16/2018 10:17 AM
13	as long as you are on time and available when you counselor is. you will have more success.	10/16/2018 9:34 AM
14	My conversations with the DSPS workers. Especially Ian, he was very friendly and told me everything I needed to know as well as any questions I had.	9/13/2018 12:30 PM
15	Everything	9/10/2018 5:41 PM
16	Established an educational plan, pretty much mapping out the necessary classes to achieve my goal	9/9/2018 12:56 PM
17	DSPs is good at they do, and I am very satisfied with it.	9/8/2018 1:55 PM
18	OVER ALL GREAT	9/5/2018 7:35 AM
19	Recorder. Ethan is good helper	9/4/2018 9:08 PM
20	THE COUNSELOR WAS VERY NICE AND VERY HELPFUL	9/4/2018 8:12 PM
21	The staff and teachers who helped me be able to take tests in private rooms.	9/4/2018 6:59 PM
22	Very encouraging and educated staff assisting me in goal building	9/4/2018 6:51 PM
23	Extra time on exams effectively reduces anxiety levels. Test-taking rooms have helped with distractability. Priority registration helps with registration anxiety.	9/4/2018 6:42 PM
24	Every thing	9/4/2018 6:02 PM
25	Mark Turner made my experience very pleasant and was there for any of the questions I may have had throughout my educational path	9/4/2018 5:48 PM
26	The accommodations.	9/4/2018 3:05 PM
27	i do feel that it was very good and everyone was very helpful	9/4/2018 2:57 PM

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28	I have a lot good experiences good health.	9/4/2018 2:38 PM
29	No comments	9/4/2018 2:38 PM
30	When my dad died the helped me figure out the classes and stuff	9/4/2018 2:32 PM
31	Ian at the front desk is always extremely helpful and the Dsps Counselors are genuinely caring and great with academic guidance.	8/7/2018 12:36 PM
32	they helped me get more time on my homework and test and that great due to my head injury	7/18/2018 4:22 PM
33	Working with Mark Turner and his guidance has made a great difference for the better in my education. It helps to know that I have extra support and he is very thorough in his efforts to help me always	7/5/2018 6:43 PM
34	Assisting me to assure my completion of semester courses.	7/5/2018 5:29 PM
35	They were willing to help me with whatever I needed and always made me feel welcomed.This helped me feel more secure in pursuing classes that I wanted to take.	7/5/2018 4:58 PM
36	Some of the things that really helped me was when I worked with the Psychologist Abner and a DSPS adviser to work on some learning strategies. Both of them went out of their way to accommodate my needs.	7/5/2018 11:41 AM
37	They kept in touch with me to see if I had any other needs.	7/4/2018 3:03 PM
38	Testing accommodations and support from staff	7/1/2018 9:47 PM
39	I felt very good with my experience with DSPS and I know that I can get more help to get to my life goals.	6/30/2018 7:01 AM
40	the counselors really seemed willing to help all my questions and concerns, their feedback was great.	6/29/2018 2:53 PM
41	It actually felt like someone was listening. Having that and the access to come up with a proper game plan made success seem more achievable	6/29/2018 1:04 PM
42	I feel that the note taking thing has helped helped me a lot to concentrate better in class	6/29/2018 11:41 AM
43	Ease of use with my test taking accomadations. In the past, I've had professors at OCC drop the ball and cause mix ups on test day which really frazzled me. At SAC, Prof. Takahashi always sent my tests over and the staff never had any issues and the staff always had an answer to any comment or concern I had.	6/29/2018 8:39 AM
44	The great help and motivation	6/28/2018 7:53 PM
45	I was welcomed and listened to and DSPS gave me opportunities to do better in my classes with the accommodations.	6/28/2018 6:03 PM
46	Some counselor in the department I believe joanna and Vivian at Santiago canyon college and another person that I meet in the past made feel confident to open myself to explain my goals and gave me the advice to help me reach my goals.	6/28/2018 5:12 PM
47	They are always trying to help and give information	6/28/2018 4:47 PM
48	Whenever I have had problems with classes or teachers, they have provided assistance with tutors, available technology and advice	6/28/2018 4:35 PM
49	Due to the encouragement that I have received from the DSPS staff I feel that in spite of my disability. I can achieve my dreams	6/28/2018 4:13 PM
50	Dsps makes you feel Secured	6/28/2018 2:47 PM
51	I only had two meetings with DSPS, I didn't really get to talk about educational and life goals.	6/28/2018 1:51 PM
52	Mark Turner was very helpful and inspired me to do better and made me feel welcomed to the dsps office.	6/28/2018 1:23 PM
53	Good	6/28/2018 1:00 PM
54	PRIORITY REGISTRATION AND TESTING CENTER RIGHTS.	6/28/2018 12:20 PM
55	They are helpful	6/28/2018 12:17 PM
56	American Sign Language Interpreting staffs are experienced and amazing people.	6/11/2018 11:39 AM

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57	The counselor is great.	6/10/2018 11:24 AM
58	Note taking is very helpful.	6/9/2018 12:59 AM
59	Overall just how the environment feels when you walk in to the of of DSPS it feels safe and in my personal opinion feeling a certain way can help you feel more confident and having people that can help you reach your goal is very good	6/7/2018 9:39 PM
60	Everything	6/7/2018 7:04 PM
61	Learning the benefits about having good and bad grades	6/7/2018 5:19 PM
62	Never give up	6/7/2018 3:24 PM
63	Allowing to take test longer	6/7/2018 11:36 AM
64	DSPS made me feel that I can succeed academically.	6/6/2018 11:58 PM
65	Mostly setting an appointment.	6/6/2018 4:15 PM
66	The extra time for test taking and getting to know all the resources available	6/6/2018 12:14 PM
67	The receptionists were very nice and helpful.	6/5/2018 8:04 PM
68	The faculty there are very kind and helpful. I feel comfortable with them whether it is a quick hello or something I need help with.	6/5/2018 3:53 PM
69	Mark Turner is a very good counselor and has helped me a lot by encouraging me.	6/5/2018 2:08 PM
70	They are have good help for me.	6/5/2018 1:17 PM
71	I was a DSPS volunteer for two years and then became An DSPS employee for one here. It was a great experience to keep pursuing my goal to become a visually impaired teacher.	6/3/2018 10:55 PM
72	I have an experienced with DSPS is good and they are helpful me.	6/3/2018 6:52 PM
73	The extra time given during exams were a great help	6/1/2018 11:34 PM
74	Initial interview and assessment was very positive.	6/1/2018 10:19 PM
75	they are very nice, they listen, they take complaints you have about a teacher very strongly--they type out what you are saying and they take it to heart. they give you advice who to talk to--and they love you keep in touch, with them	6/1/2018 7:03 AM
76	How Robert protect the test. without interruption from his co-worker.	5/31/2018 10:29 PM
77	They give me a accommodation letter to my professor	5/31/2018 4:17 AM
78	N/A	5/30/2018 5:37 PM
79	My experience was very good because DSPS was very helpful to me and they understood what I needed to pursue my educational and life goals.	5/30/2018 4:26 PM
80	I did good with my classes and helps with my educational goals.	5/30/2018 3:23 PM
81	The services they offer had helped me to achieve my goals. I'm able to take the necessary classes towards my educational goals with much less amount of stress and more ease of mind especially during the tests. since I'm able to use the accommodations I need, my grades have improved tremendously. Thank you DSPS office staff. You make the world a better place.	5/30/2018 11:32 AM
82	My accommodations.	5/30/2018 10:14 AM
83	counseling service is very courteous	5/29/2018 3:37 PM
84	they provided close captioning one of my classes and it was great.	5/27/2018 12:33 PM
85	Priority registration and the use of the testing center have been the best of all program services for me. I am fairly independent still but that extra time and early registration allows me to prepare over a greater period of time as is required with my condition.	5/26/2018 4:34 PM
86	The DSPS people are always nice.	5/26/2018 8:25 AM
87	I was able to complete all the paperwork in a timely manner.	5/25/2018 10:44 PM
88	Motvation and knowledge of what is available.	5/25/2018 2:20 PM

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89	I really appreciate Mark Turner, Theresa, Amy, Ian, Anne, Marie (I hope I got her name right, tall prerry lady with short hair) and everyone in the office. Each person has gone out of their way for me, especially Mark Turner.	5/25/2018 9:58 AM
90	It has helped me plan for my career ahead	5/25/2018 8:53 AM
91	I give DSPS an overall outstanding! They are always helpful with anything you need.	5/25/2018 8:23 AM
92	I love all of DSPS the staff members they are very encouraging and helpful. Also, Kurzweil is a key to success.	5/24/2018 10:28 PM
93	I have been with DSPS for a while now and I love their services. I also like the way that the staff are very attentive and very helpful.	5/24/2018 7:46 PM
94	It's help by taking time	5/24/2018 7:21 PM
95	The patience the staff had with me when I was entering the program made trust easy.	5/24/2018 6:57 PM
96	I felt being a work study student they considered my disability when training unlike the EOPS department and DSPS taking my disability into consideration allowed me to excel at tasks that I was given instead of pressuring me knowing that I had the disability,it made a world of difference thank you.	5/24/2018 5:41 PM
97	When I make appointment	5/24/2018 5:24 PM
98	I had testing accommodations and really good professor who had experience working with students who have disabilities. Also teachers who were willing to learn how to help a student with a disability if it was their first time working with a disabled student.	5/24/2018 3:47 PM
99	Talking to the counselors,	5/24/2018 3:29 PM
100	The DSPS counselors are very helpful and also offer advice on how DSPS can help when transferring.	5/24/2018 3:10 PM
101	At the beginning I was having difficulty with one of my lab instructor giving me my accommodation. I mentioned it to Mark and I have no idea what he did that he was able to work it out and I got my accommodation which helped me a lot in that class.	5/24/2018 3:07 PM
102	Very accommodations!	5/24/2018 3:03 PM
103	My goal and grades had made increase	5/24/2018 12:03 PM
104	All the counseling one on one that helped me get through	5/24/2018 12:01 PM
105	They help me in what I am do in college	5/24/2018 11:02 AM
106	They have always been there when I had any type of question. As a first time college student, that has helped me a lot.	5/24/2018 10:24 AM
107	I love the environment in the DSPS office and the guy at the front desk is AWESOME	5/23/2018 9:59 PM
108	Talking with a staff	5/23/2018 9:35 PM
109	When I first started school in 2006 I did not know about DSPS and what they had to offer. I am a big guy and have a learning disability. Not being able to fit on a regular desk I dropped out. In 2012 I was focused on going back to school then I heard about DSPS. Since I been working with DSPS my grades have been much better and I also feel welcome at school. I am grateful for DSPS and all the help they provide. Their staff are also very understanding and willing to help you succeed.	5/23/2018 9:11 PM
110	None	5/23/2018 8:09 PM
111	Additional assistance when needed but having to redo the accommodations every year is ridiculous for life time disabilities	5/23/2018 7:53 PM
112	They helped me register when I thought that I would have an anxiety attack and miss the opportunity.	5/23/2018 6:27 PM
113	Meeting with my DSPS counselor in the summer encouraged me a lot when I was having a very hard time with math gave me different strategies to help me think of ways to pass and making me want to transfer from Fullerton College to Santa Ana because the help was just so much better!	5/23/2018 6:23 PM
114	I told them I felt I needed not only time and half but double time for tests and they granted it unto me	5/23/2018 6:21 PM

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115	They were able to allow me to take tests in the testing center which helped me out a lot.	5/23/2018 6:16 PM
116	of Fall 2017, giving me my book on a drive, which covered 2 classes was totally amazing. Technology, have gone a far way to assist all the DSPS students. Forever grateful.	5/23/2018 5:41 PM
117	The option of having someone to talk to you about your goals and providing you with lots of help.	5/23/2018 5:40 PM
118	Friendly and helpful at all times.	5/23/2018 5:38 PM
119	Very good customer service and I feel as if the staff care about my success	5/23/2018 4:32 PM
120	Yes	5/23/2018 4:31 PM
121	I was introduced to enviromental podcast that helped me network with a good internship related to my goals	5/23/2018 4:17 PM
122	The staff didn't belittled me, which helped me properly & regularly, ask them questions about anything.	5/23/2018 4:17 PM
123	Help there everything they understand you and your educational	5/23/2018 4:02 PM
124	Mark is wonderful and knowledgeable! Ian is also!!	5/23/2018 3:54 PM
125	That I was not alone and can succeed.	5/23/2018 3:53 PM
126	making sure that major is going in the right order	5/23/2018 3:45 PM
127	That they help you out and they try to figure out a great solution.	5/22/2018 4:52 PM

Q13 What could the DSPS office do to make your college experience better?

Answered: 118 Skipped: 182

#	RESPONSES	DATE
1	It's good right now	10/18/2018 11:14 PM
2	Just listen to me ;)	10/18/2018 11:14 AM
3	Everything is good on how their working.	10/16/2018 11:55 PM
4	Nothing like Dsps office because it's help a lot so really help me	10/16/2018 11:05 PM
5	More help with financial aid.	10/16/2018 9:30 PM
6	Get some paid tutors in English and Math.	10/16/2018 7:55 PM
7	Train and help me to take notes.	10/16/2018 7:51 PM
8	Help with Financial aid set ups	10/16/2018 6:29 PM
9	Just do what they are doing now	10/16/2018 5:06 PM
10	Provide extra time when doing any tests or tutoring.	10/16/2018 2:33 PM
11	Be happy	10/16/2018 1:48 PM
12	Just keep supporting me	10/16/2018 11:46 AM
13	Yes	10/16/2018 10:17 AM
14	for me personally im hypo hypoglycemic, if they had snacks, that would help when i forget mine.	10/16/2018 9:36 AM
15	Nothing that I can think of	9/13/2018 12:30 PM
16	I like there great service	9/10/2018 5:41 PM
17	enhance the quality of their service a student should not have to call and ask and remind a professor every week to extend the time limit of his test	9/10/2018 11:22 AM
18	Putting the parking closer to class, but it imposible	9/8/2018 1:56 PM
19	Get me out of presentations.	9/5/2018 8:55 AM
20	Talk to professor about being respectful	9/4/2018 9:09 PM
21	NOTHING	9/4/2018 8:12 PM
22	Staff up! It shouldn't be so hard to get an appointment/walk-in service. There should be an option for phone/video appointments for those already in the program.	9/4/2018 6:43 PM
23	N/A	9/4/2018 6:06 PM
24	More staff	9/4/2018 3:50 PM
25	Provide more work-in meetings	9/4/2018 3:06 PM
26	yes it has	9/4/2018 2:57 PM
27	Flexible office hours	9/4/2018 2:43 PM
28	They support in all .	9/4/2018 2:39 PM
29	No comments	9/4/2018 2:38 PM
30	Nothing they were amazing!	9/4/2018 2:33 PM
31	nothing to be honest	7/18/2018 4:22 PM

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32	I had better experience at Santiago canyon collage. DSPS at Santa Ana feels to strict. I need to have a bottle of water when I m taking an exam to calm my nerves. Not even that cause of the computers so you are not rreally helping the student.	7/6/2018 4:08 PM
33	Not demand more than the individual is capable of. Allow the students to take only the amount of units that they are able to considering their whole circumstance	7/5/2018 6:45 PM
34	I would have liked to have daily check-ins during a semester. Have two or three times during the semester meet with the adviser just to make sure we as students are doing well.	7/5/2018 11:43 AM
35	Have drinking water available.	7/1/2018 2:15 AM
36	Keep doing what they are doing.	6/30/2018 7:01 AM
37	offered closed captioning for classes on campus	6/30/2018 6:39 AM
38	I would wish is specialized tutoring,job development/placement, Psychology to help other Disable students Adapted Furniture or Furniture.	6/29/2018 4:28 PM
39	providing me with my full learning accommodations during exams and finals.	6/29/2018 2:54 PM
40	Just wish the financial part would coincide with dsps service. I was hospitalized twice last year with almost dying in September and was disqualified from financial aid. Dsps is great. But need money to afford equipment they're suggesting	6/29/2018 1:06 PM
41	They should provide instructional aides for the students	6/29/2018 11:44 AM
42	Hand out winning lottery tickets.	6/29/2018 8:39 AM
43	If tests were taken at the facility	6/28/2018 8:08 PM
44	DSPS is amazing however the 2 year long construction isn't and the 1 stall women's restrooms in the R building aren't either.	6/28/2018 6:38 PM
45	It is doing well	6/28/2018 6:03 PM
46	From my experience, I wish I had guidance I'm first in my family to graduate HS and go to college so all this was new to me.I just wish I had a better guidance since my college education especially my first 3 years in which I struggle the most and push me even longer to graduate till this future Fall 2018.	6/28/2018 5:16 PM
47	I love how they are the only staff that are nice. I hate it when all the staff if upset and down. Even though it is there job it feels good when they are happy	6/28/2018 4:48 PM
48	They do wonderfully. Maybe more notices for appointments and things	6/28/2018 4:36 PM
49	Less budget cuts for the DSPS program and longer hours, I feel they close to early.	6/28/2018 4:19 PM
50	They are already doing a fantastic job	6/28/2018 4:14 PM
51	Everything is fine	6/28/2018 2:47 PM
52	The location of the DSPS office does kinda bother me because I felt scared to entire the building. The reason why is me as a person wasn't comfortable walking in when theres other students standing right there because a class in the I building just finished.	6/28/2018 1:56 PM
53	I would be more successful in college if the dsps offered different types of workshops, if they offered tutoring but only if there office was bigger.	6/28/2018 1:30 PM
54	Good	6/28/2018 1:00 PM
55	BEING DIFFERENT IS A GOOD THING FOR THE FUTURE.	6/28/2018 12:21 PM
56	yes	6/28/2018 12:17 PM
57	Make the offices more bigger and wide, so it wouldn't be crowded.	6/11/2018 11:40 AM
58	longer office hours	6/11/2018 11:07 AM
59	I had all my needs met and don't have any suggestions for improvement at this time.	6/10/2018 11:24 AM
60	I think what they are doing right now is really helpful.	6/9/2018 12:59 AM
61	They are doing great continue doing what they are doing	6/7/2018 9:39 PM
62	Nothing	6/7/2018 7:05 PM

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63	Keep going how it is while also improving during the years	6/7/2018 5:20 PM
64	Help to avoid English 101 for my AA degree so I can graduate and get my AA	6/7/2018 3:26 PM
65	Provide tutors for dsps students. Other colleges offere one on one tutoring for dsps students. Either at dsps office or math/english center.	6/7/2018 11:42 AM
66	Being able to print without having to bring my own paper.	6/6/2018 11:59 PM
67	Just have a great day	6/6/2018 4:16 PM
68	N/A	6/5/2018 8:40 PM
69	They could contact me about any services or where to go about the testing placement or counseling services.	6/5/2018 8:07 PM
70	Make sure the academic counselors are more in tune with the students abilities in order to put them in the appropriate classes that they will be successful in.	6/5/2018 2:10 PM
71	Yes the DSSP made a good experiences.	6/5/2018 1:17 PM
72	I think that DSPS office could continue to help me.	6/3/2018 6:54 PM
73	Testing staff is rude and look stressed	6/1/2018 11:34 PM
74	Testing center needs to be open on ALL days that there are classes during spring intercession. Students should not have to test on other days than their classmates because the testing center is closed.	6/1/2018 10:21 PM
75	keep doing what they do	6/1/2018 7:03 AM
76	People with better education about special education.	5/31/2018 10:34 PM
77	Everything good	5/31/2018 4:17 AM
78	A bilingual tutor.(Spanish/English) I wish DSPS can give me a free laptop to do homework as I can.	5/30/2018 5:39 PM
79	To try to me do better at any classes and get a good career	5/30/2018 3:23 PM
80	Just keep up what they're doing now.	5/30/2018 11:32 AM
81	It is doing a great job.	5/30/2018 10:15 AM
82	more understanding from class professors	5/29/2018 3:39 PM
83	DSPS is doing a great job.	5/27/2018 12:34 PM
84	Some sort of student education, possibly covered in each syllabus or start of the first day of class. With all of the work that the DSPS Staff members do, why does it stop with just us? a simple mention of some appreciated courtesy would be great!	5/26/2018 4:36 PM
85	Maybe figure out what teachers are more difficult to work with than others. The way certain teachers teach or write on the board.	5/26/2018 8:27 AM
86	Provide private rooms for counseling.	5/25/2018 10:48 PM
87	Bring the office back near by the administrative office.	5/25/2018 2:22 PM
88	I loved working with and getting tested by Dr. Christine (intern I believe) and wished I would have been able to continue working with her but I am grateful I worked with her before she left. :)	5/25/2018 10:01 AM
89	Make Dsps more known to the general public	5/25/2018 8:53 AM
90	They use to have tutoring in the DSP center and was a big part of my success.	5/25/2018 8:24 AM
91	The testing center needs to have one of DSPS staff. I always have problems when I go to take a test with the staff over there. Also if there is a solution to the note taking that would be helpful s well. finally, I believe that the instructors should have a class or a course about us so they would know how to give us some success tools and not being an obstacle in our way.	5/24/2018 10:38 PM
92	Good	5/24/2018 9:57 PM
93	DSPS needs to continue helping students and also make them feel welcome. Keep your awesome job of caring about the students and their needs. Continue to be friendly and attentive.	5/24/2018 7:48 PM
94	Just keep up the good work	5/24/2018 5:48 PM

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95	Help those that are strogolling with classes	5/24/2018 5:24 PM
96	The only thing if they should have their software update and also to make sure to have their equipment working incase a student with a disability needs to use it.	5/24/2018 3:48 PM
97	Have funding for tutors.	5/24/2018 3:29 PM
98	Nothing different keep doing what you do.	5/24/2018 3:08 PM
99	Just need more Videophone in four different campus to make it more accessible.	5/24/2018 3:04 PM
100	My grades ,and gpa	5/24/2018 12:05 PM
101	They are already doing it	5/24/2018 11:03 AM
102	Having a small area with other resources on campus. Ex: A-B 540	5/24/2018 10:32 AM
103	MORE FLEXIBILITY WITH THE career counselor	5/23/2018 10:01 PM
104	Provide walk in counseling	5/23/2018 9:36 PM
105	Maybe have the DSPS student meet each other.	5/23/2018 9:13 PM
106	Have more note takers in class Have test readers	5/23/2018 8:10 PM
107	Disabilities that are lifelong should not be required to establish their disability status. If additional needs then come in and talk if applicable but it is cruel to have to do it when there is no cure for MS, Autism, Etc.	5/23/2018 7:55 PM
108	Know the correct amount of time you have to take test. Even if they think you should know, you don't because it may be the final exam now or midterm or a standardized kaplan one, or it my have more questions on it this time or less questions and that all matters	5/23/2018 6:23 PM
109	Nothing, they have given me he best service	5/23/2018 6:23 PM
110	They have helped me out so much I don't know what they would be able to do to make my experience better.	5/23/2018 6:17 PM
111	Nothing i love being in DSPS. all the staff are friendly and make me feel like i can achieve all my goals	5/23/2018 5:41 PM
112	DSPS, have gone beyond and above; I appreciate every improvement so far. Forever grateful.	5/23/2018 5:41 PM
113	Na	5/23/2018 4:32 PM
114	I can't think of anything. They have been so useful.	5/23/2018 4:21 PM
115	Keep up grades	5/23/2018 4:02 PM
116	if they could counsel me instead of going to counseling	5/23/2018 4:02 PM
117	More campus testing for learning disability	5/23/2018 3:53 PM
118	I believe that DSPS office already makes my college experience better.	5/22/2018 4:53 PM

Q14 Please feel free to add other comments or suggestions.

Answered: 49 Skipped: 251

#	RESPONSES	DATE
1	Love Dsps	10/16/2018 11:05 PM
2	To have other students be able to meet each other. To have monthly potlucks to get to know each other.	10/16/2018 7:56 PM
3	None	10/16/2018 1:48 PM
4	DSPS provides an indispensable service to the campus and its students. Their efforts are greatly appreciated !	10/16/2018 10:24 AM
5	No questions	10/16/2018 10:17 AM
6	the front clerck ian, is awesome!	10/16/2018 9:37 AM
7	if a student is entitled to pdf books under a psychologist reccomendation he should not have to buy books. another university who complies to the same us dept of ed rules did not make the student pay they just provided pdf books.	9/10/2018 11:23 AM
8	None	9/8/2018 1:56 PM
9	N/A	9/4/2018 6:07 PM
10	No comments	9/4/2018 2:39 PM
11	For being broke and new to campus I felt welcomed and encouraged.	7/1/2018 2:50 PM
12	the DSPS office is a vital tool for students with learning disabilities at SAC.	6/29/2018 2:55 PM
13	Wish the campus as a whole was on the same page. Before I was approved for dsps I was sent on plenty of wild goose chases (walking is an issue) and maybe they key departments for success could be closer together	6/29/2018 1:08 PM
14	N/A	6/28/2018 1:57 PM
15	I would like if they had more walk in days for appointments because sometimes they get really packed when I need there assistance right away.	6/28/2018 1:32 PM
16	Good	6/28/2018 1:00 PM
17	SOME WORKERS STILL TALK TO THE DISABLED AS IF WE ARE STEREOTYPICALLY STUPID, WHICH I HAVE PROVEN TO BE REALLY WRONG, INTENTIONAL OR UNINTENTIONAL.	6/28/2018 12:23 PM
18	Good place	6/28/2018 12:17 PM
19	I hope you take time to examine the survery. (:	6/11/2018 11:40 AM
20	It's a very good help	6/9/2018 12:59 AM
21	Implement progress report to check how dsps is helping student or what they can do to make them better successful	6/7/2018 11:45 AM
22	none	6/6/2018 4:16 PM
23	Thank you for all you di	6/6/2018 12:14 PM
24	I do not have the experience how to talk to people. Most of the time I do not know what I could need unless people who are experienced in Autism and Speech Impairment are willing to help me.	6/5/2018 8:09 PM
25	I think Santa Ana College is a good place to get an education because the professors work with the students and are caring.	6/5/2018 2:12 PM
26	DSPS is doing good job to help me out with whatever I needed.	6/3/2018 6:55 PM
27	I sincerely thank you for all of your help and care.	6/1/2018 10:22 PM

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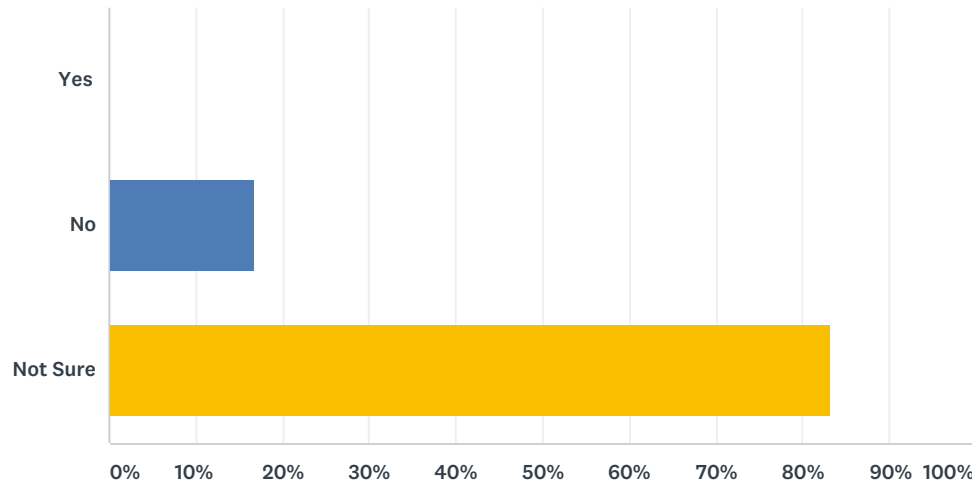
28	more signs so other people can find their office,	6/1/2018 7:04 AM
29	I believe the unique people need attention and respect. and professors to follow the plan of education and DSPS office the department need to have professionals that enjoyed working with unique people.	5/31/2018 10:41 PM
30	No comment	5/31/2018 4:17 AM
31	N/A	5/30/2018 5:39 PM
32	I feel good right now with my life	5/30/2018 3:24 PM
33	none	5/29/2018 3:39 PM
34	Overall, the DSPS staff is doing a great job! I would not be this far in my education without you all to help. You are much appreciated!	5/26/2018 4:38 PM
35	Everyone is doing great keep up the good work!!!	5/26/2018 8:27 AM
36	Thank you for being such a wonderful program.	5/25/2018 8:25 AM
37	Maybe in the future have one to one math tutors available at the DSPS students at the DSPS office.	5/24/2018 7:51 PM
38	Thank you for the great services.	5/24/2018 6:57 PM
39	none	5/24/2018 3:48 PM
40	The college wastes money on unnecessary seating outside.	5/24/2018 3:30 PM
41	I discovered my disability in 2009 and I never was inform actually what I have and what can I do to over come my academic goal. Santa Ana college DSPS really helped me feel comfortable with my disability and always motivated. DSPS office was one of the few people in my life that said I can do anything.	5/24/2018 3:17 PM
42	Thank you for the help	5/24/2018 11:03 AM
43	Ian is very welcoming once you enter the DSPS office. He is always greeting everyone with a smile and you can never tell if he is having a bad day.	5/23/2018 9:16 PM
44	The rule is get there one hour earlier than the class takes the test. One teacher put on the form that if I got there after a certain time, I could not take the test. Class started at 12:45 so I was going to take the test at the testing center at 11:45. The paper said if I get there anytime after 10:45, I can't take the test. Again, either teacher or staff miscommunication!!!!???? I panicked and thought I would lose so many points off my grade. I had to call the teachers cell phone, email her, call the nursing office to call her. It was a mess!!!!	5/23/2018 6:27 PM
45	Thank you For all your hard work DSPS !	5/23/2018 5:42 PM
46	Thank you, for helping me graduate.	5/23/2018 4:22 PM
47	I would love for them to provide free printing for school work again	5/23/2018 4:02 PM
48	N/A	5/23/2018 4:02 PM
49	I am a Student Assistant with Calworks and this is just a test.	5/22/2018 4:53 PM

Q1 Please provide the name of your division:

Answered: 6 Skipped: 0

Q2 Are all faculty members in your division familiar with the educational access laws of Section 504 of the Rehabilitation Act and the American Disabilities Act (ADA)?

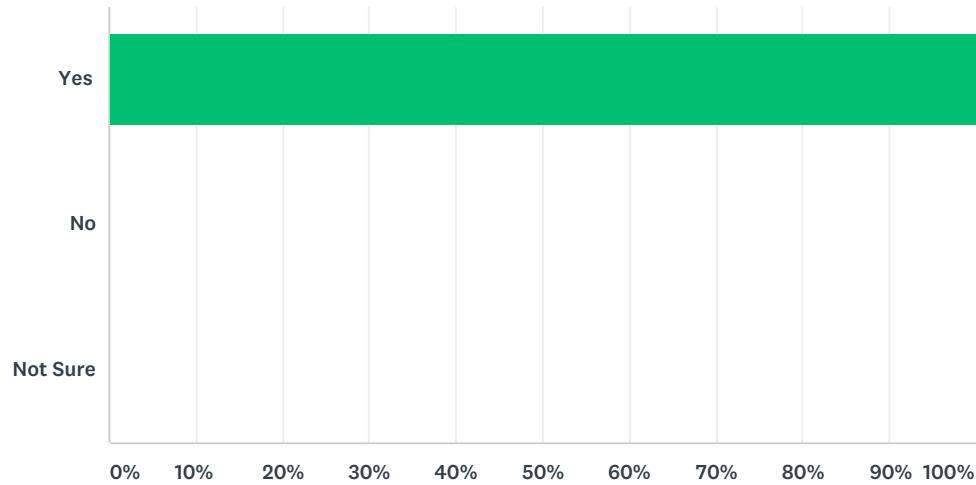
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		0.00%	0
No		16.67%	1
Not Sure		83.33%	5
TOTAL			6

Q3 Do all faculty members in your division understand that students with disabilities must have physical access to all facilities on campus?

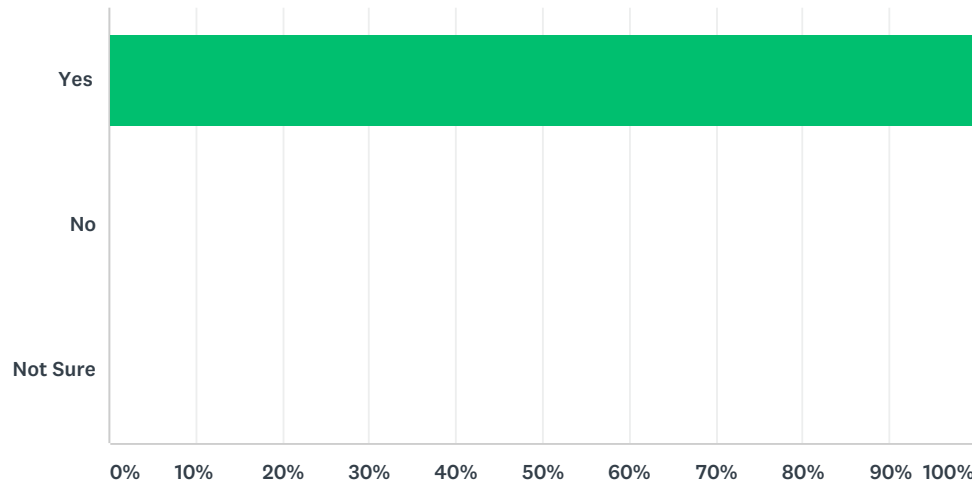
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	6
No	0.00%	0
Not Sure	0.00%	0
TOTAL		6

Q4 Do all faculty members in your division understand that under 504 and the ADA they are required to provide academic accommodations for students with disabilities?

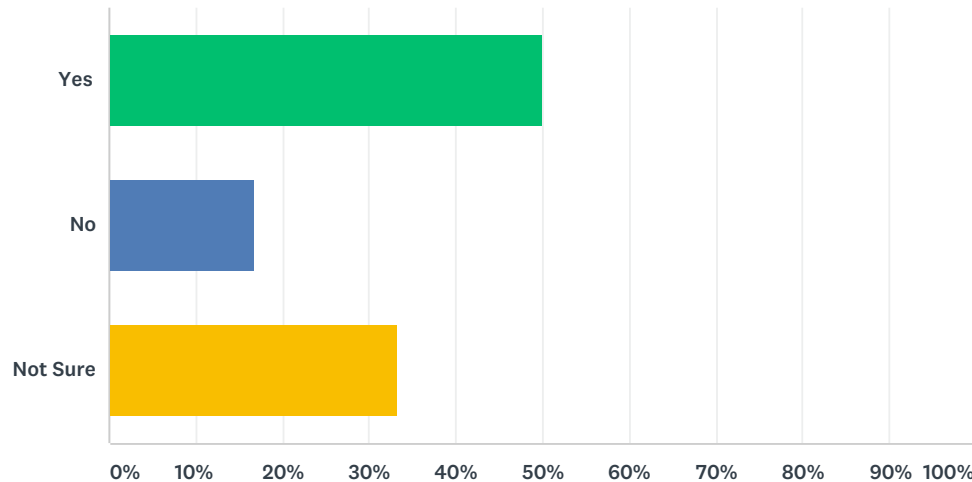
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	6
No	0.00%	0
Not Sure	0.00%	0
TOTAL		6

Q5 Do all faculty members in your division understand that students with disabilities are not required to disclose diagnostic and treatment information to course instructors?

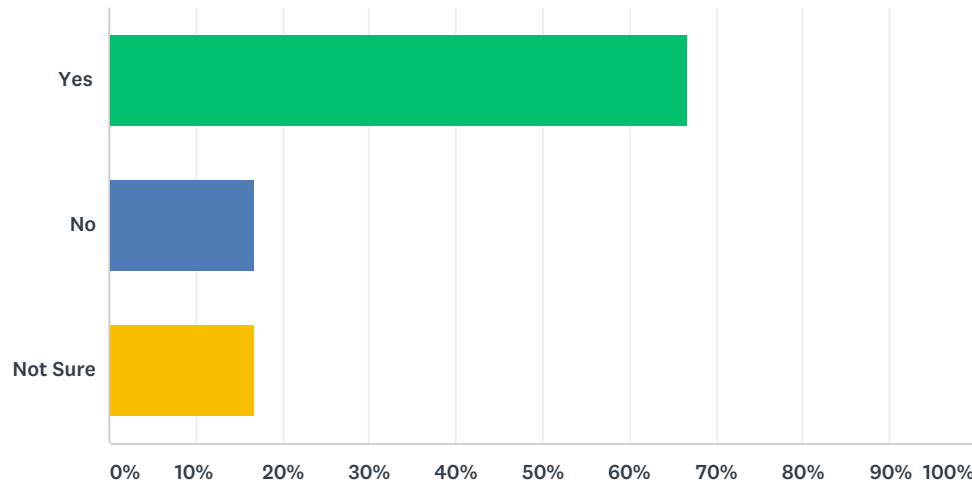
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.00%	3
No	16.67%	1
Not Sure	33.33%	2
TOTAL		6

Q6 If in your division any courses include laboratory settings, do you have policies and/or procedures in place to implement academic accommodations in these settings?

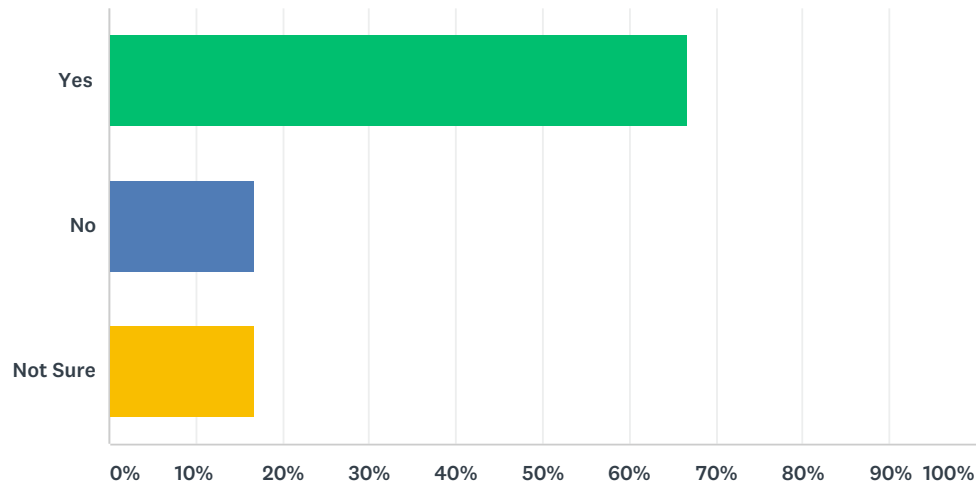
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	66.67%	4
No	16.67%	1
Not Sure	16.67%	1
TOTAL		6

Q7 Does the course outline for each of the courses in your division clearly set forth the technical standards and essential requirements which must be satisfied, with or without academic accommodations, in order to successfully complete the course?

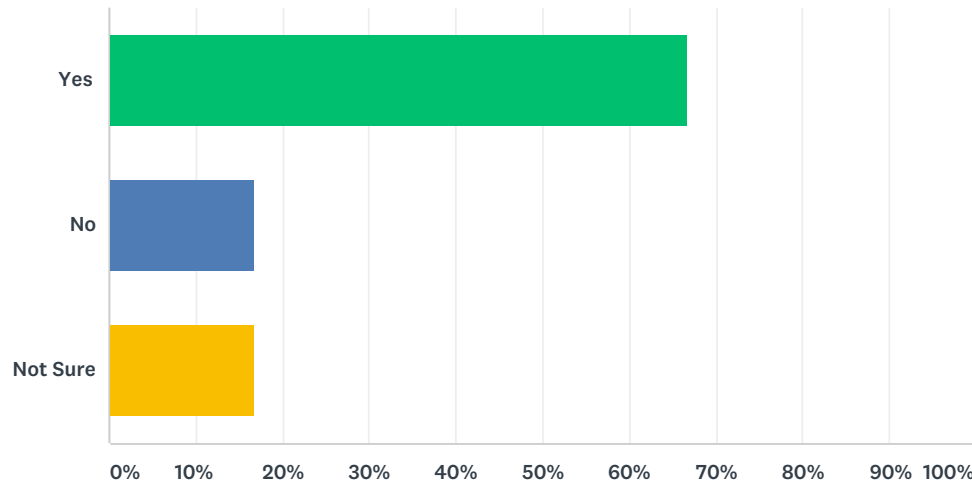
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		66.67%	4
No		16.67%	1
Not Sure		16.67%	1
TOTAL			6

Q8 Does each syllabus include a statement describing the process for obtaining appropriate academic accommodations, auxiliary aids and services?

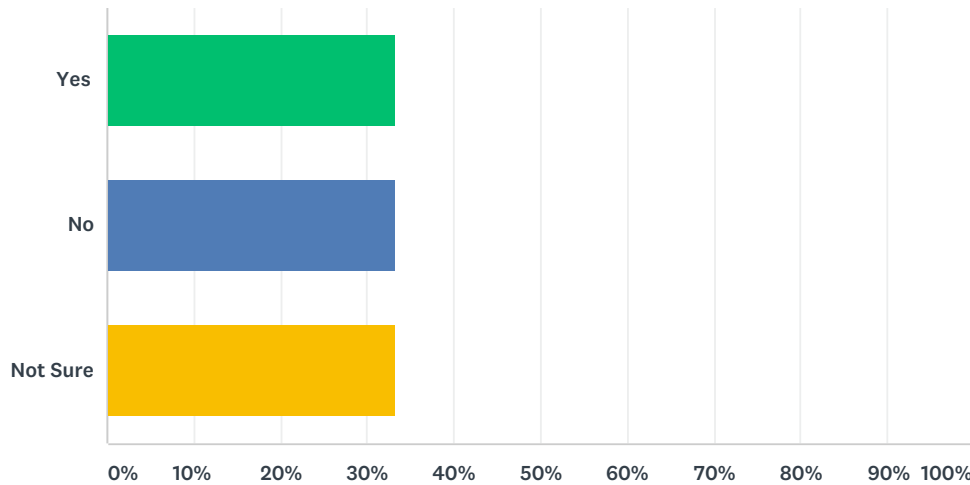
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	66.67%	4
No	16.67%	1
Not Sure	16.67%	1
TOTAL		6

Q9 Does your division have written understandings (e.g. contracts, MOUs, informal agreements, memos) with intern, practicum or other field placements sites regarding the provision of academic accommodations (e.g. sign language interpreters, materials in alternate formats, or extended time to perform tasks)?

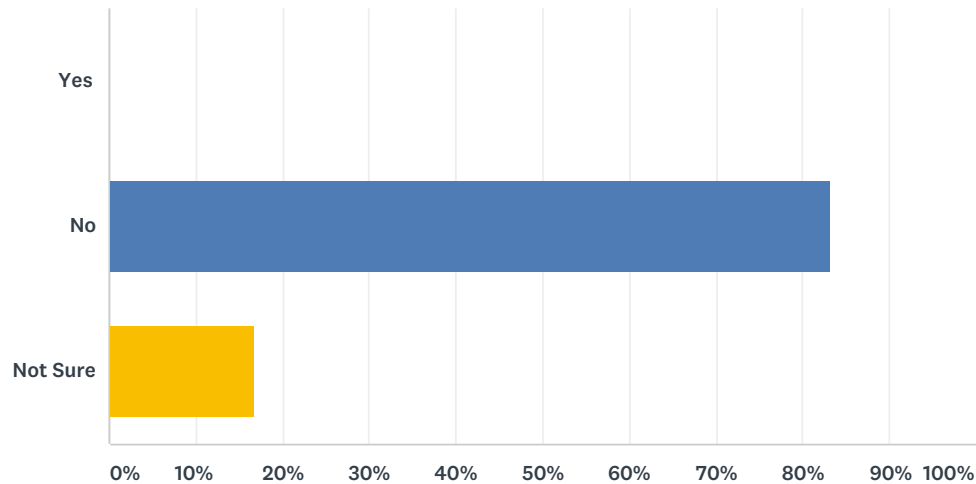
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	33.33%	2
No	33.33%	2
Not Sure	33.33%	2
TOTAL		6

Q10 Does your division have written policies or procedures for resolving situations where a faculty member and DSPS staff do not agree regarding the provision of an academic accommodation and/or auxiliary aids for a student with a disability?

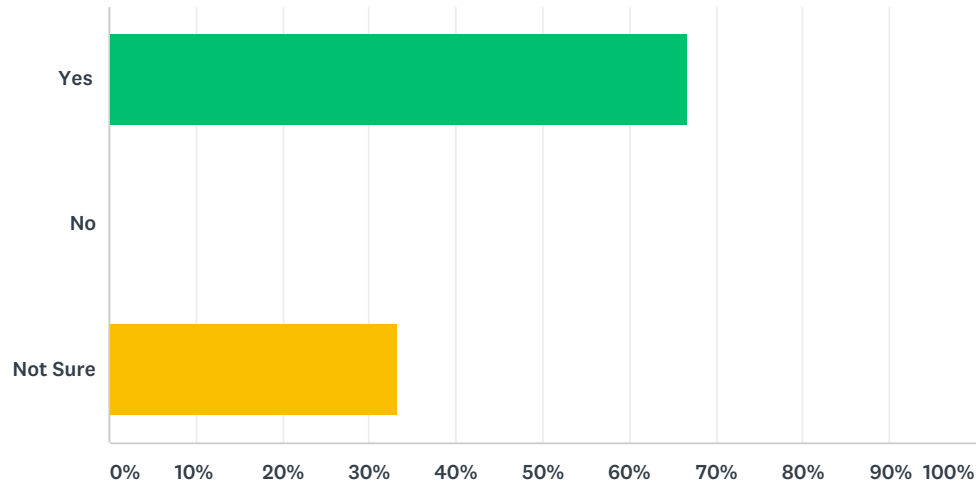
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		0.00%	0
No		83.33%	5
Not Sure		16.67%	1
TOTAL			6

Q11 Does your division have written policies or procedures to ensure that all videos provided to students in courses are captioned?

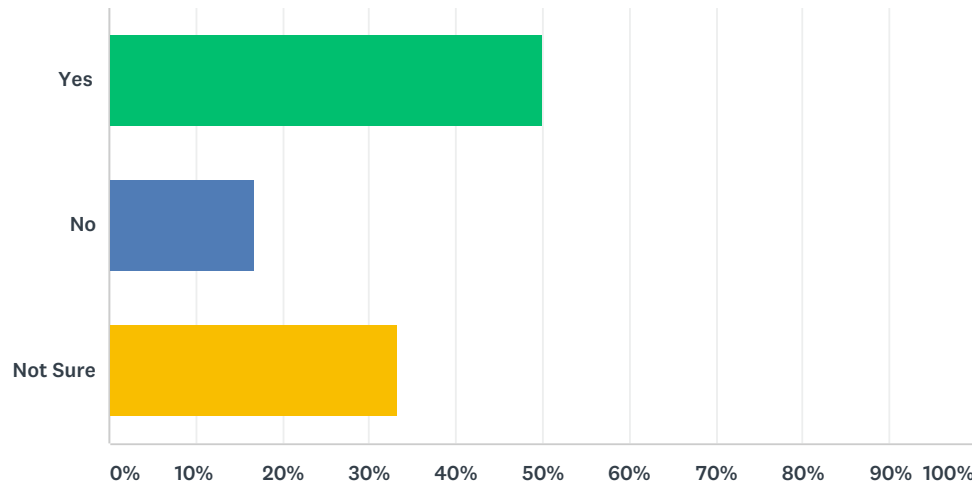
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	66.67%	4
No	0.00%	0
Not Sure	33.33%	2
Total Respondents: 6		

Q12 Does your division have written policies and/or procedures in place to ensure that faculty make textbook selections far enough in advance of the beginning of each term/semester so that DSPS can arrange to obtain textbooks in alternate formats (e.g. braille, large print, or electronic text) when requested by a student with a disability?

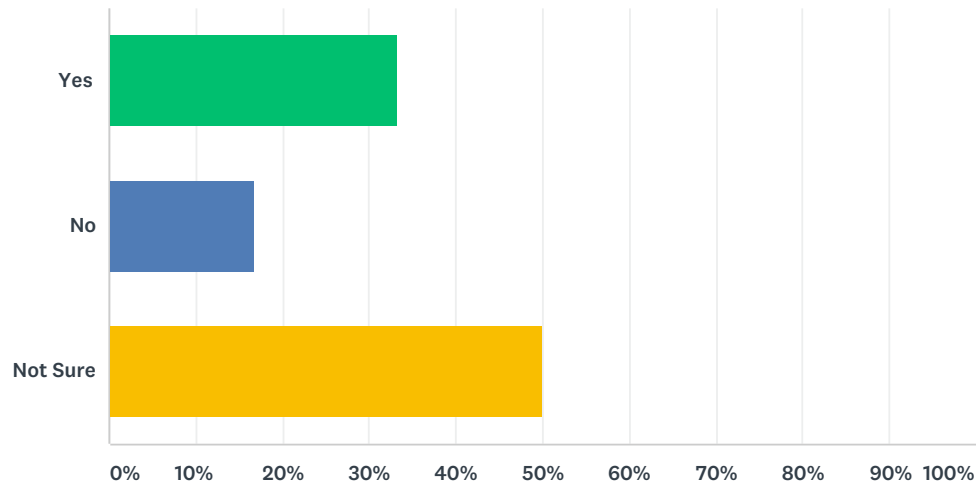
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.00%	3
No	16.67%	1
Not Sure	33.33%	2
TOTAL		6

Q13 Have the faculty in your division been trained on how to appropriately create instructional materials, which may be posted on a website or in CANVAS, so that they would be accessible to students using assistive technology, such as a screen reader?

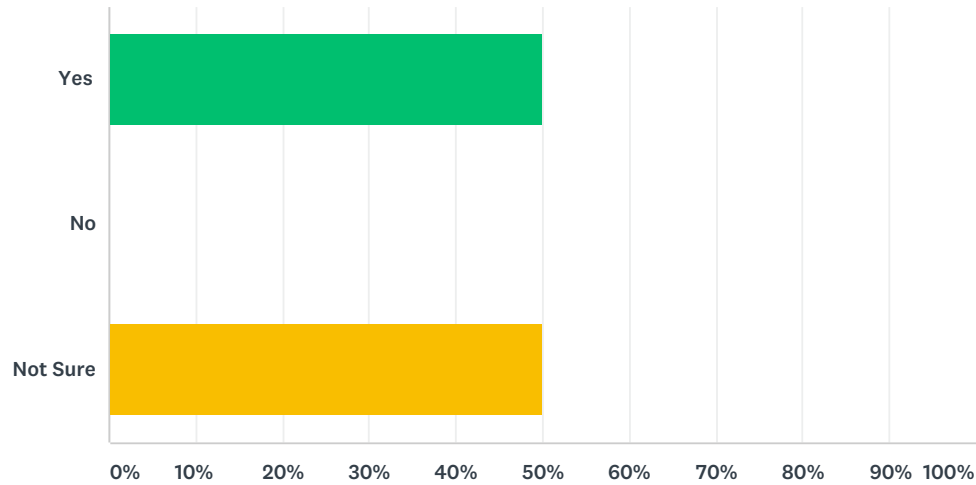
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		33.33%	2
No		16.67%	1
Not Sure		50.00%	3
TOTAL			6

Q14 Are all of your faculty aware that websites or internet resources that students are required to use must meet the web accessibility standards?

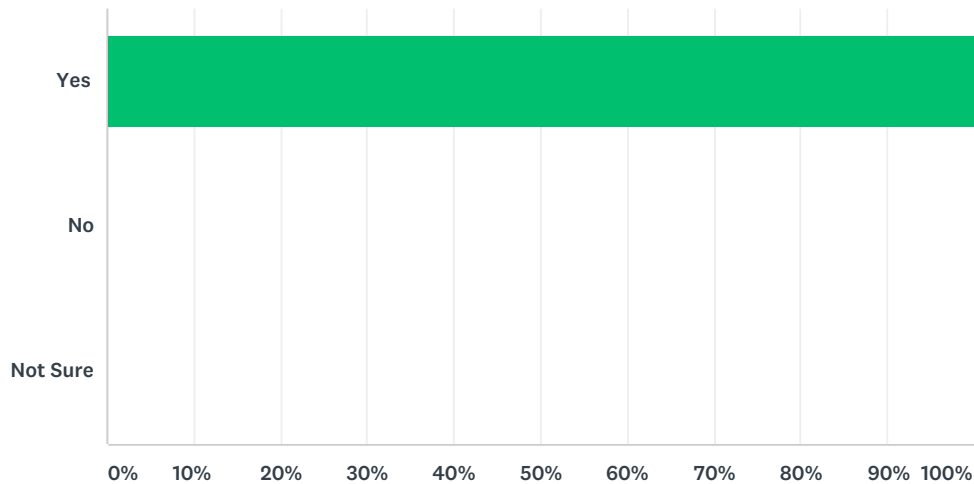
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.00%	3
No	0.00%	0
Not Sure	50.00%	3
TOTAL		6

Q15 Title 5 states that "In order to ensure colleges are meeting the legal requirements, each community college district receiving DSPS funding shall establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustments, auxiliary aids and/or services in dispute." Are you aware of such a policy at RSCCD?

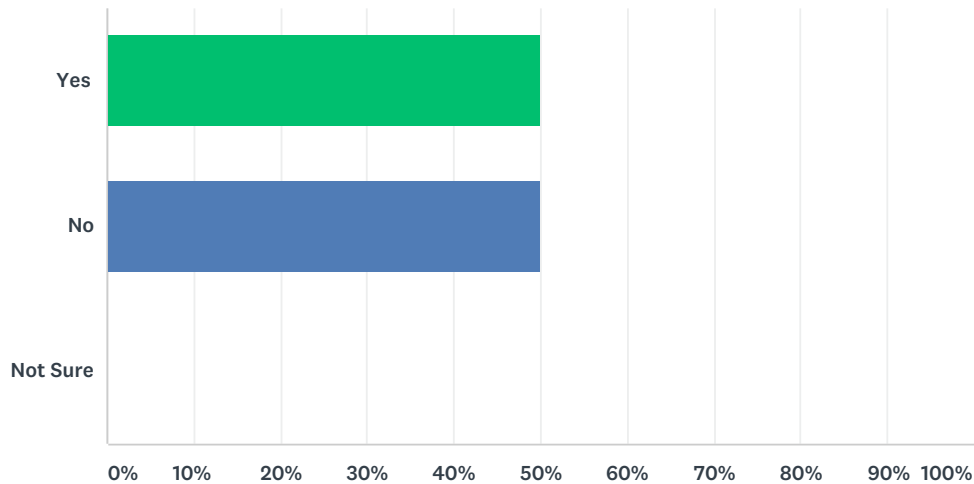
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	6
No	0.00%	0
Not Sure	0.00%	0
TOTAL		6

Q16 Do you know that the above-mentioned district policy includes the procedures to provide a course substitution or course waiver for a required course, if so requested by a student with a disability, assuming adequate justification is provided?

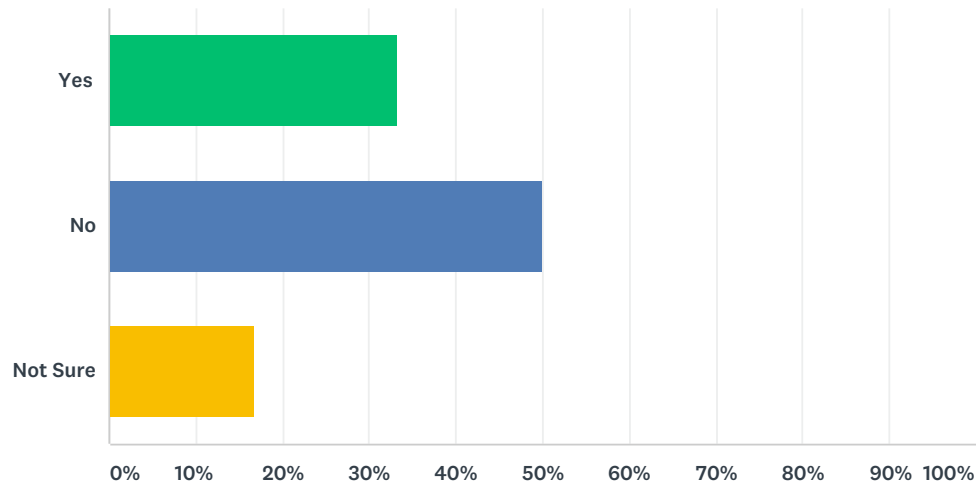
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		50.00%	3
No		50.00%	3
Not Sure		0.00%	0
TOTAL			6

Q17 Are you aware that this same district policy describes the process by which a person with a disability could appeal or file a complaint regarding denial of a course waiver, course substitution, or requested policy modification?

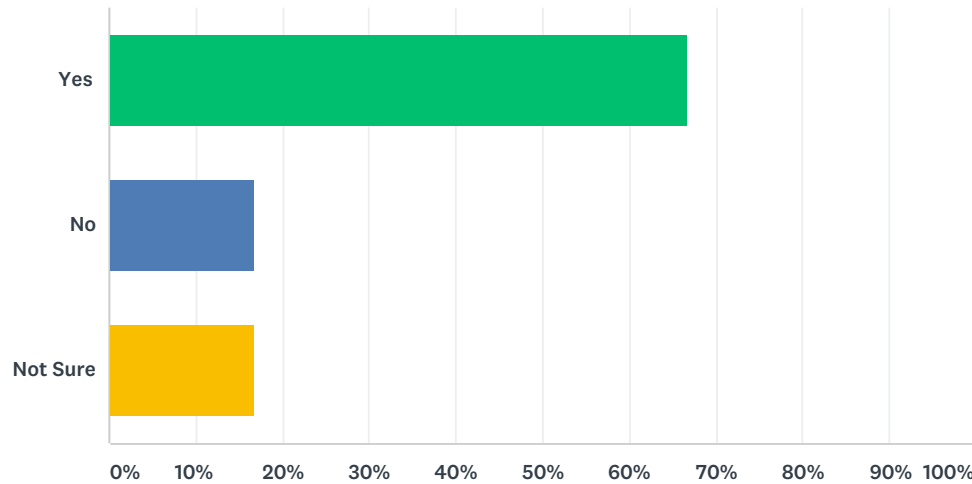
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		33.33%	2
No		50.00%	3
Not Sure		16.67%	1
TOTAL			6

Q18 Do faculty and staff in your division receive training regarding making accommodations or academic adjustments for students with disabilities and the role of DSPS and the services it can provide?

Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		66.67%	4
No		16.67%	1
Not Sure		16.67%	1
TOTAL			6

Q19 If you have indicated in any of the above questions that a written policy or procedure exists, please enter a link to the document. If you have any other comments please enter them in the comment box. Use NA if no links or comments.

Answered: 4 Skipped: 2

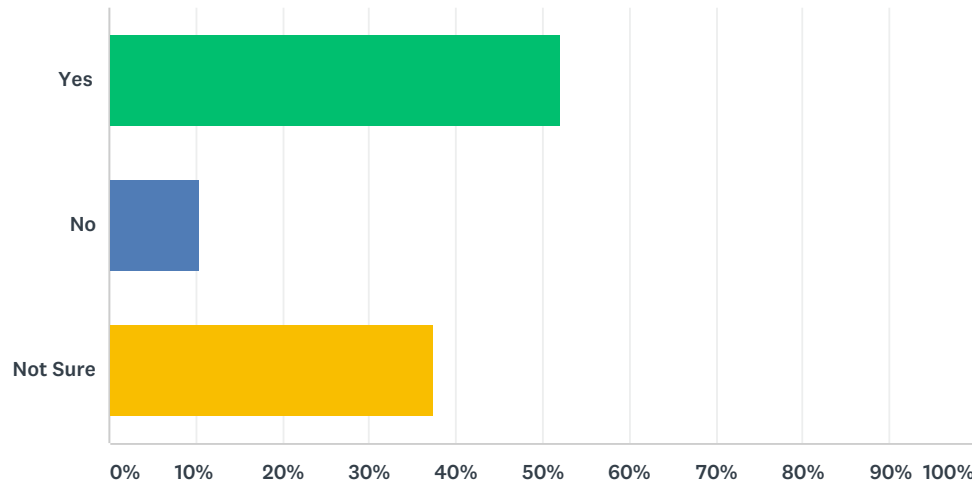
ANSWER CHOICES	RESPONSES	
Name	0.00%	0
Company	0.00%	0
Address	0.00%	0
Address 2	0.00%	0
City/Town	0.00%	0
State/Province	0.00%	0
ZIP/Postal Code	0.00%	0
Country	0.00%	0
Link to document:	50.00%	2
Comment	75.00%	3

Q1 Please provide the name of your department:

Answered: 48 Skipped: 1

Q2 Are all faculty members in your department familiar with the educational access laws of Section 504 of the Rehabilitation Act and the American Disabilities Act (ADA)?

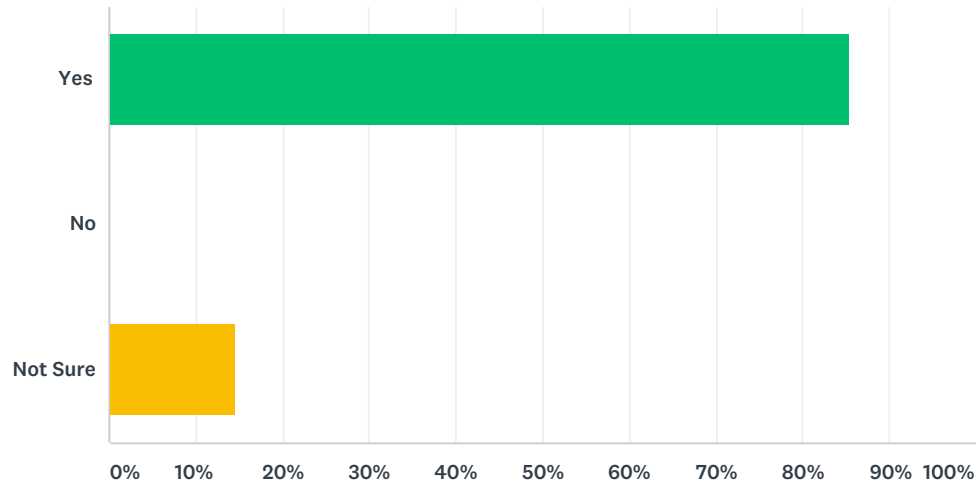
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	52.08%	25
No	10.42%	5
Not Sure	37.50%	18
TOTAL		48

Q3 Do all faculty members in your department understand that students with disabilities must have physical access to all facilities on campus?

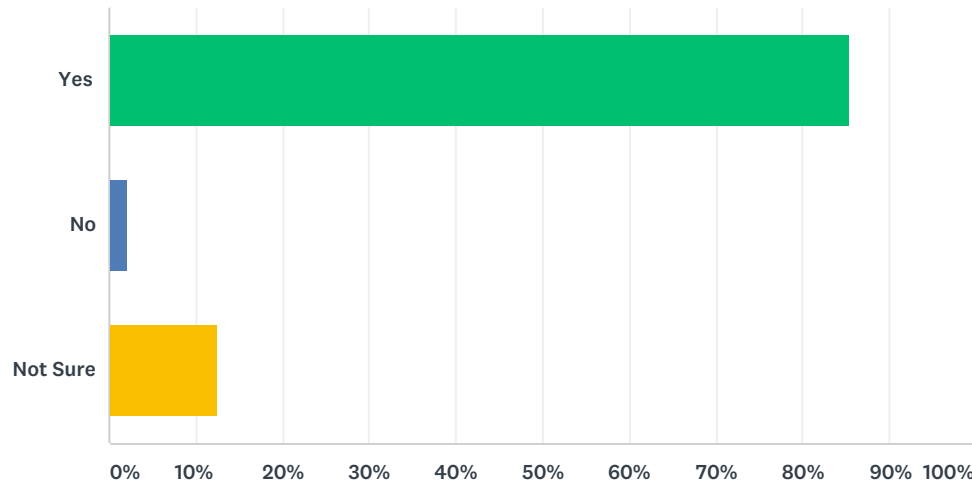
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	85.42%	41
No	0.00%	0
Not Sure	14.58%	7
TOTAL		48

Q4 Do all faculty members in your department understand that under 504 and the ADA they are required to provide academic accommodations for students with disabilities?

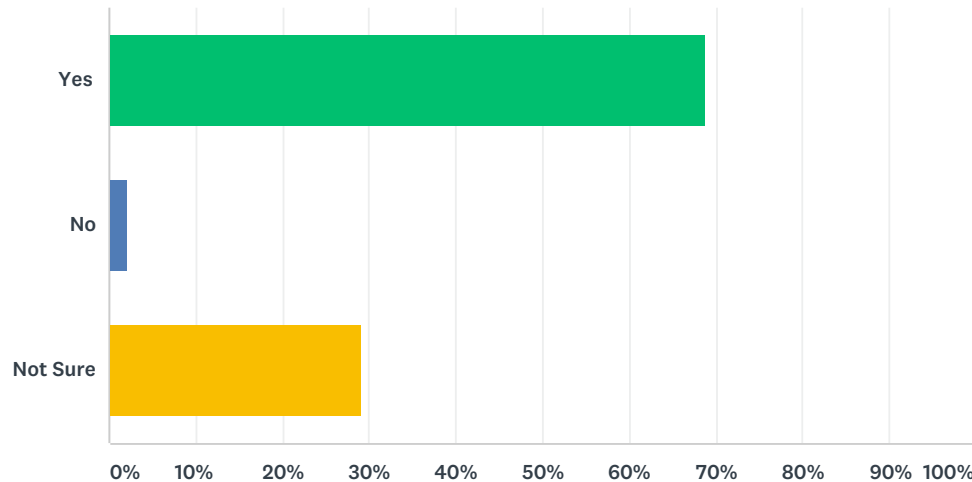
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	85.42%	41
No	2.08%	1
Not Sure	12.50%	6
TOTAL		48

Q5 Do all faculty members in your department understand that students with disabilities are not required to disclose diagnostic and treatment information to course instructors?

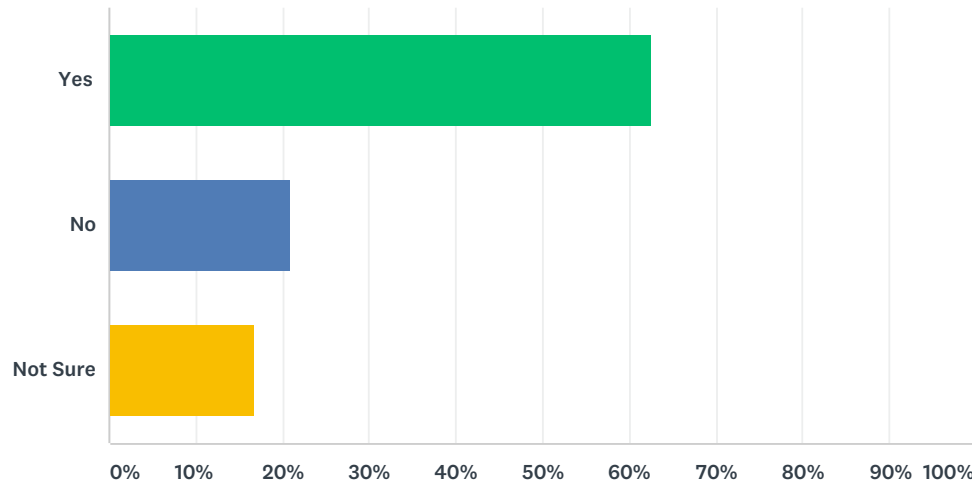
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	68.75%	33
No	2.08%	1
Not Sure	29.17%	14
TOTAL		48

Q6 If your department courses include laboratory settings, do you have policies and/or procedures in place to implement academic accommodations in these settings?

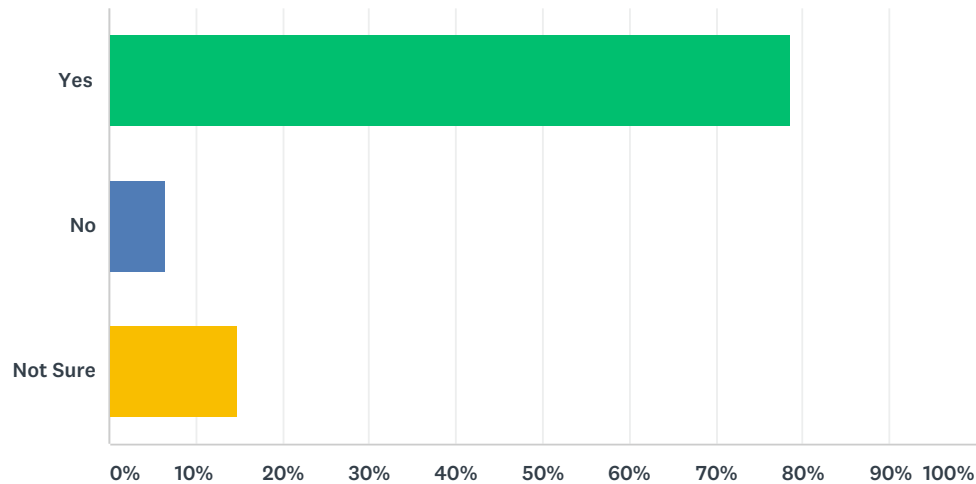
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	62.50%	30
No	20.83%	10
Not Sure	16.67%	8
TOTAL		48

Q7 Does the course outline for each of the courses in your department clearly set forth the technical standards and essential requirements which must be satisfied, with or without academic accommodations, in order to successfully complete the course?

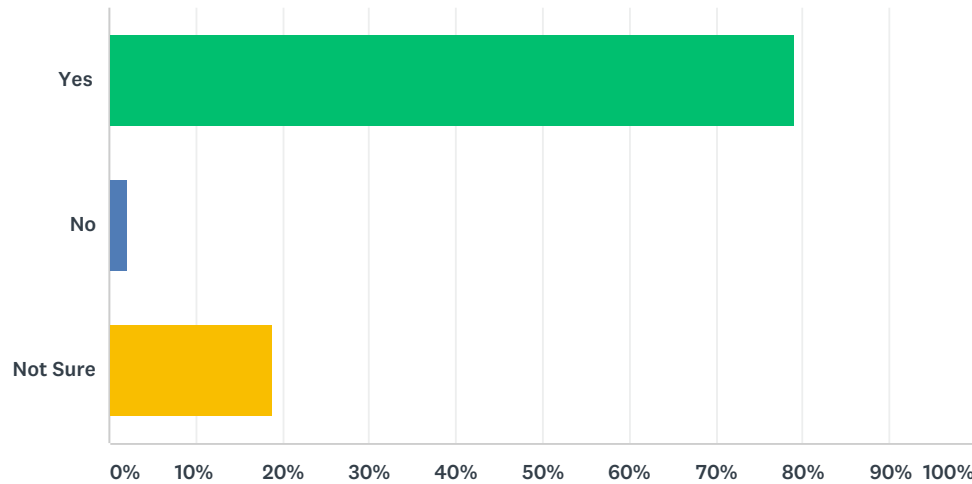
Answered: 47 Skipped: 2



ANSWER CHOICES		RESPONSES	
Yes		78.72%	37
No		6.38%	3
Not Sure		14.89%	7
TOTAL			47

Q8 Does each syllabus include a statement describing the process for obtaining appropriate academic accommodations, auxiliary aids and services?

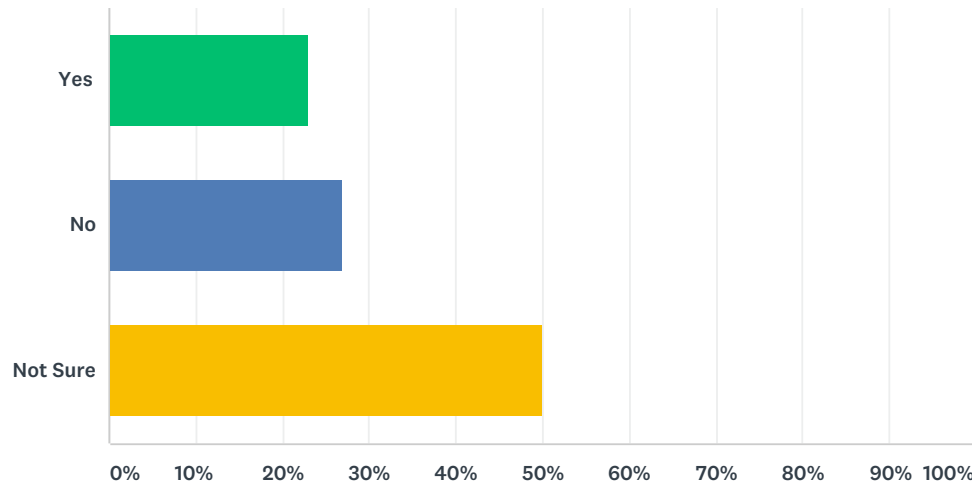
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	79.17%	38
No	2.08%	1
Not Sure	18.75%	9
TOTAL		48

Q9 Does your department have written understandings (e.g. contracts, MOUs, informal agreements, memos) with intern, practicum or other field placements sites regarding the provision of academic accommodations (e.g. sign language interpreters, materials in alternate formats, or extended time to perform tasks)?

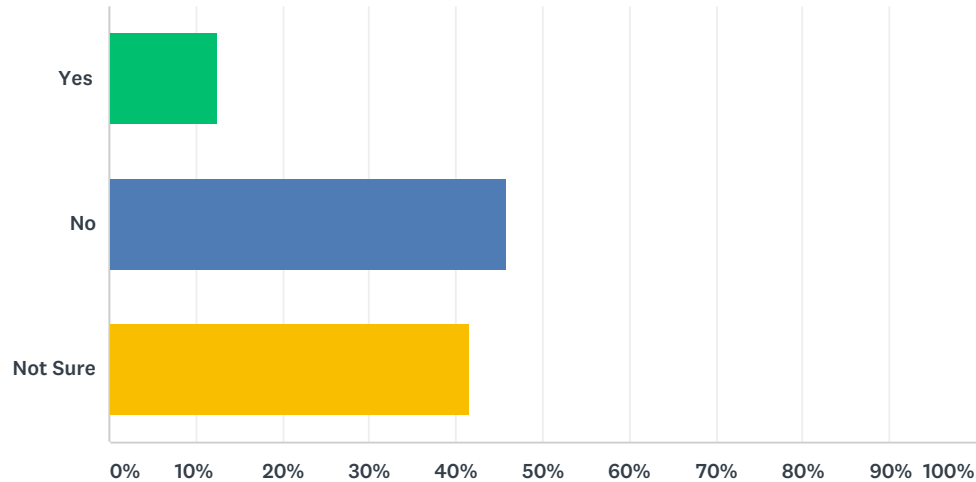
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	22.92%	11
No	27.08%	13
Not Sure	50.00%	24
TOTAL		48

Q10 Does your department have written policies or procedures for resolving situations where a faculty member and DSPS staff do not agree regarding the provision of an academic accommodation and/or auxiliary aids for a student with a disability?

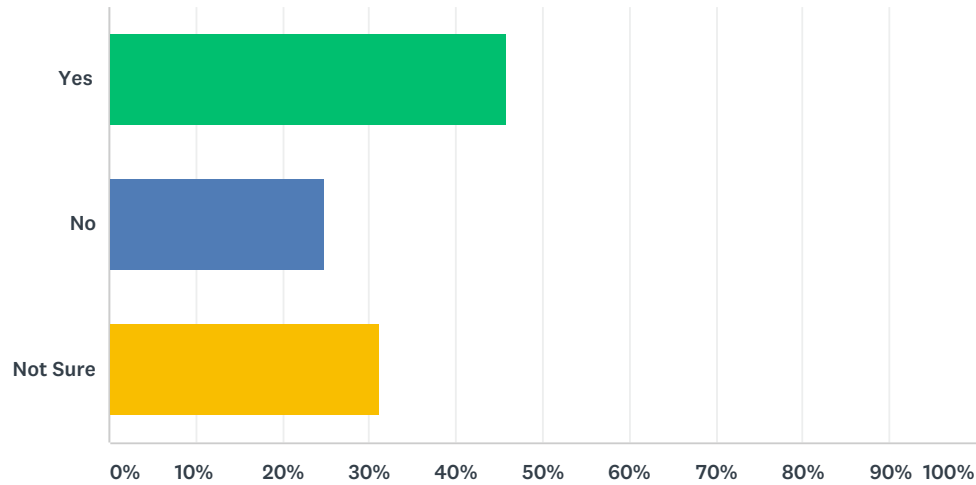
Answered: 48 Skipped: 1



ANSWER CHOICES		RESPONSES	
Yes		12.50%	6
No		45.83%	22
Not Sure		41.67%	20
TOTAL			48

Q11 Does your department have written policies or procedures to ensure that all videos provided to students in courses are captioned?

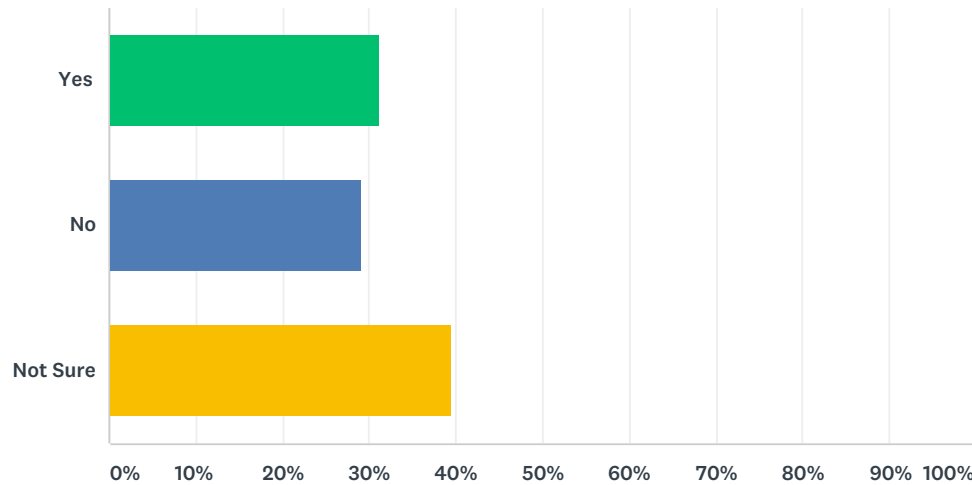
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	45.83%	22
No	25.00%	12
Not Sure	31.25%	15
Total Respondents: 48		

Q12 Does your department have written policies and/or procedures in place to ensure that faculty make textbook selections far enough in advance of the beginning of each term/semester so that DSPS can arrange to obtain textbooks in alternate formats (e.g. braille, large print, or electronic text) when requested by a student with a disability?

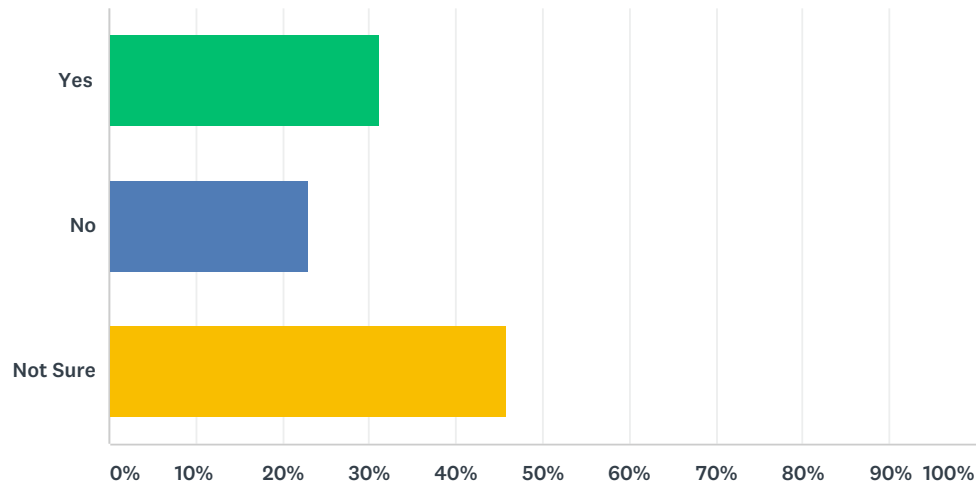
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	31.25%	15
No	29.17%	14
Not Sure	39.58%	19
TOTAL		48

Q13 Have the faculty in your department been trained on how to appropriately create instructional materials, which may be posted on a website or in CANVAS, so that they would be accessible to students using assistive technology, such as a screen reader?

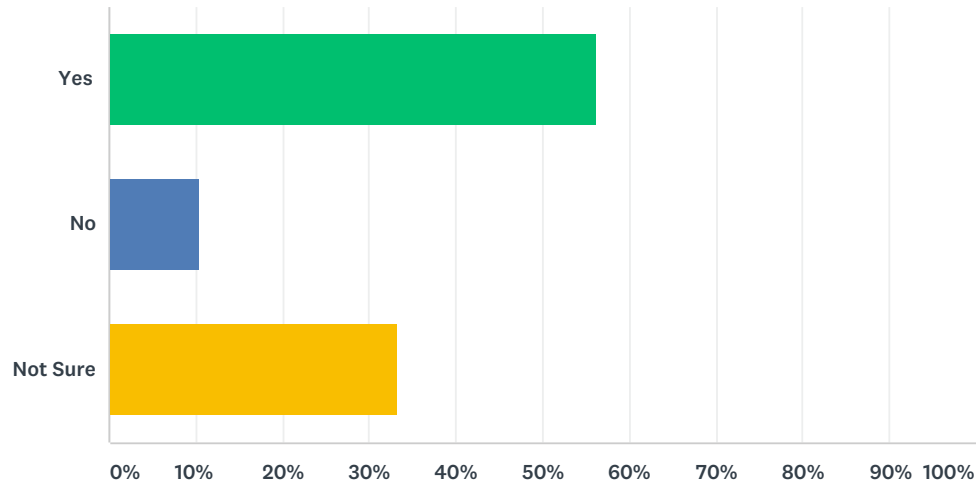
Answered: 48 Skipped: 1



ANSWER CHOICES		RESPONSES	
Yes		31.25%	15
No		22.92%	11
Not Sure		45.83%	22
TOTAL			48

Q14 Are all of your faculty aware that websites or internet resources that students are required to use must meet the web accessibility standards?

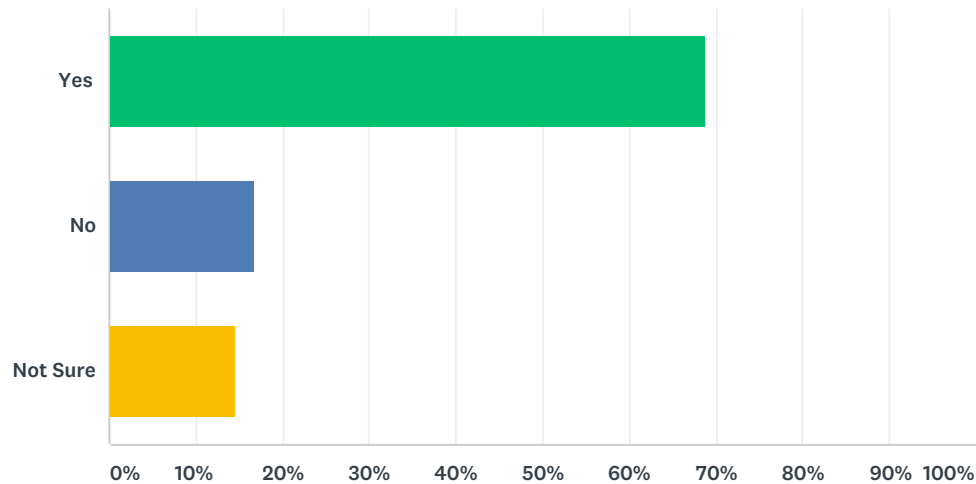
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	56.25%	27
No	10.42%	5
Not Sure	33.33%	16
TOTAL		48

Q15 Title 5 states that "In order to ensure colleges are meeting the legal requirements, each community college district receiving DSPS funding shall establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustments, auxiliary aids and/or services in dispute." Are you aware of such a policy at RSCCD?

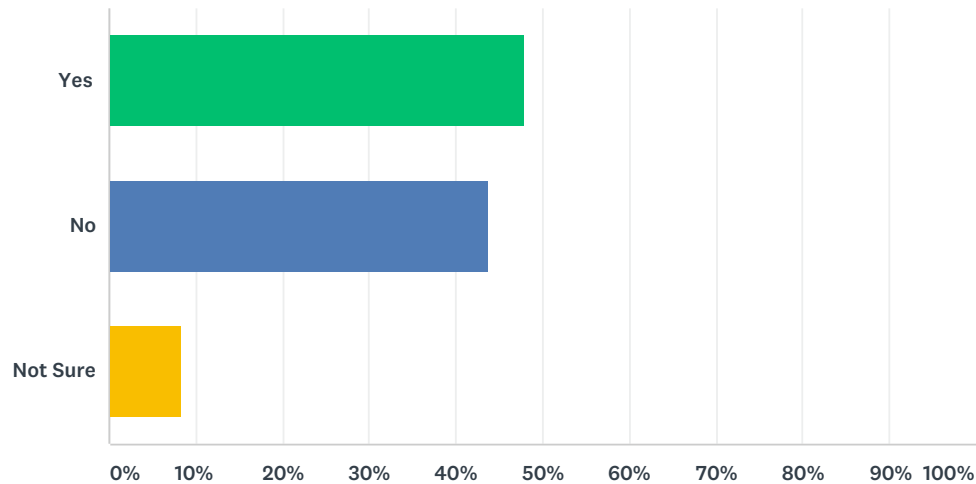
Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	68.75%	33
No	16.67%	8
Not Sure	14.58%	7
TOTAL		48

Q16 Do you know that the above-mentioned district policy includes the procedures to provide a course substitution or course waiver for a required course, if so requested by a student with a disability, assuming adequate justification is provided?

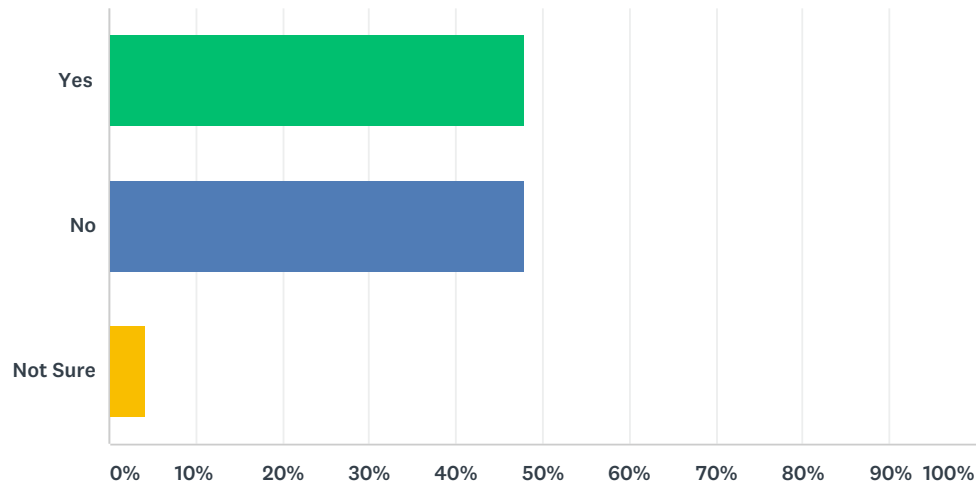
Answered: 48 Skipped: 1



ANSWER CHOICES		RESPONSES	
Yes		47.92%	23
No		43.75%	21
Not Sure		8.33%	4
TOTAL			48

Q17 Are you aware that this same district policy describes the process by which a person with a disability could appeal or file a complaint regarding denial of a course waiver, course substitution, or requested policy modification?

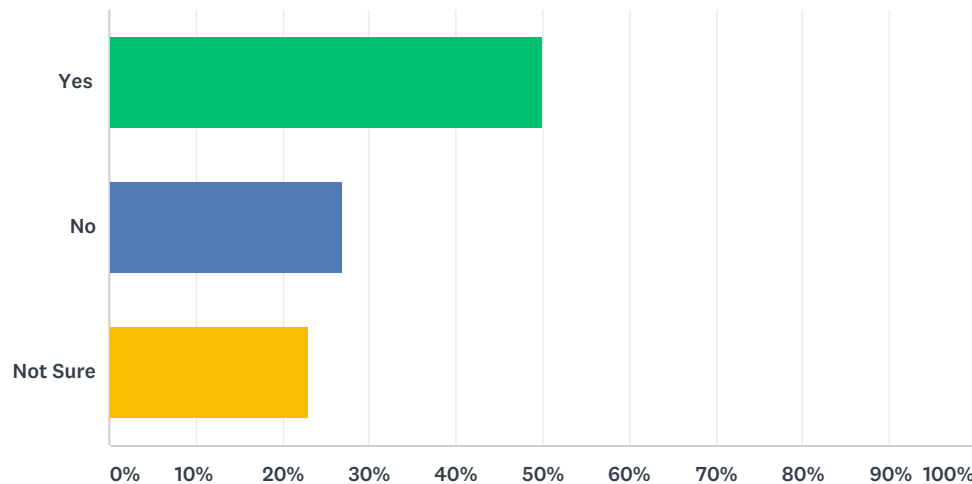
Answered: 48 Skipped: 1



ANSWER CHOICES		RESPONSES	
Yes		47.92%	23
No		47.92%	23
Not Sure		4.17%	2
TOTAL			48

Q18 Do faculty and staff in your department receive training regarding making accommodations or academic adjustments for students with disabilities and the role of DSPS and the services it can provide?

Answered: 48 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	50.00%	24
No	27.08%	13
Not Sure	22.92%	11
TOTAL		48

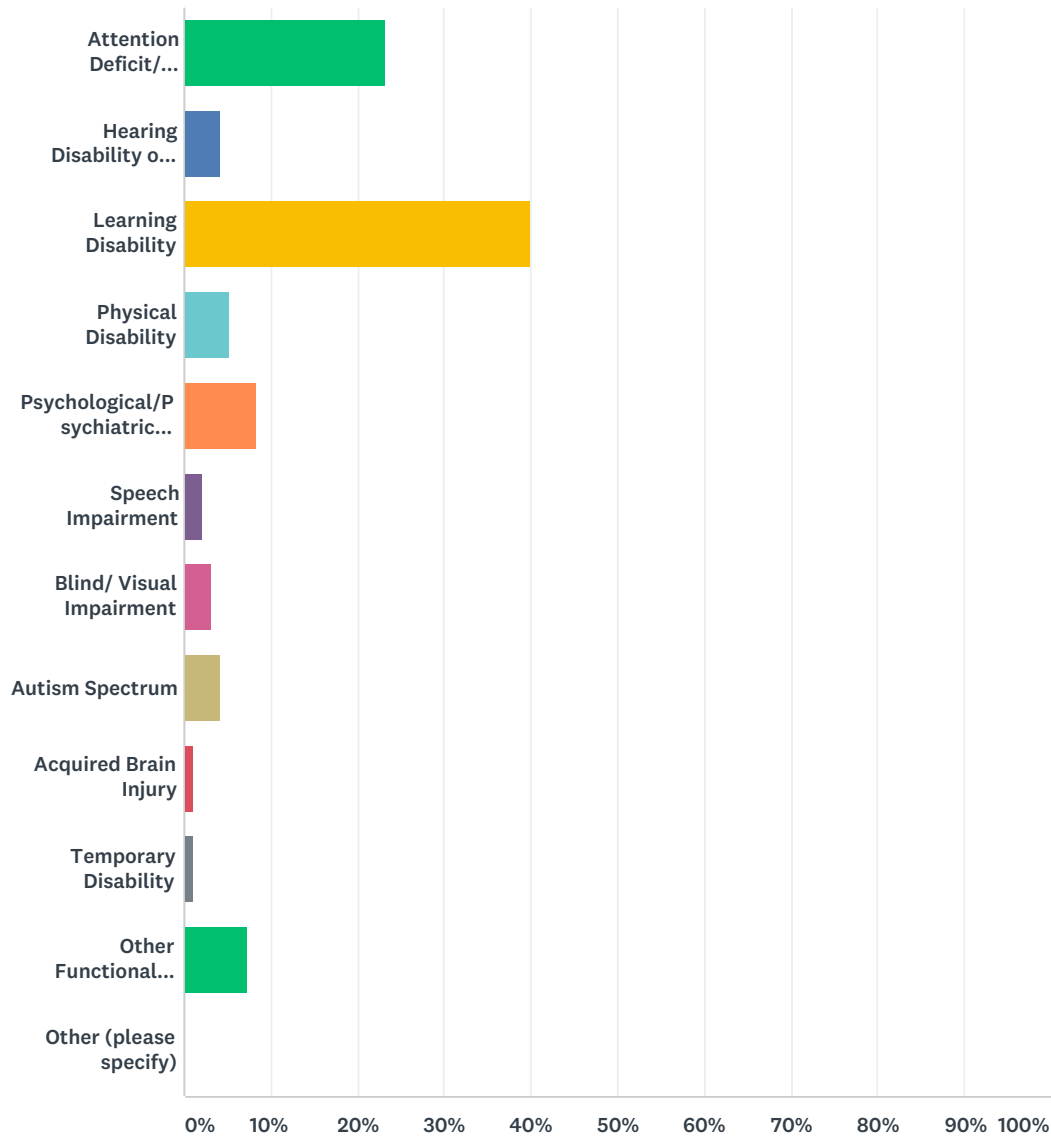
Q19 If you have indicated in any of the above questions that a written policy or procedure exists, please enter a link to the document. If you have any other comments please enter them in the comment box. Use NA if no links or comments.

Answered: 26 Skipped: 23

ANSWER CHOICES	RESPONSES	
Name	0.00%	0
Company	0.00%	0
Address	0.00%	0
Address 2	0.00%	0
City/Town	0.00%	0
State/Province	0.00%	0
ZIP/Postal Code	0.00%	0
Country	0.00%	0
Link to document:	80.77%	21
Comment	80.77%	21

Q1 Please check below to indicate the nature of your disability. If you have more than one disability, only check your primary disability. List other disabilities in question two, if you so desire.

Answered: 95 Skipped: 0



ANSWER CHOICES	RESPONSES	
Attention Deficit/ Hyperactivity Disorder	23.16%	22
Hearing Disability or Deaf or Hard of Hearing	4.21%	4
Learning Disability	40.00%	38
Physical Disability	5.26%	5
Psychological/Psychiatric Disability	8.42%	8
Speech Impairment	2.11%	2

RSCCD - Santiago Canyon College Student Survey

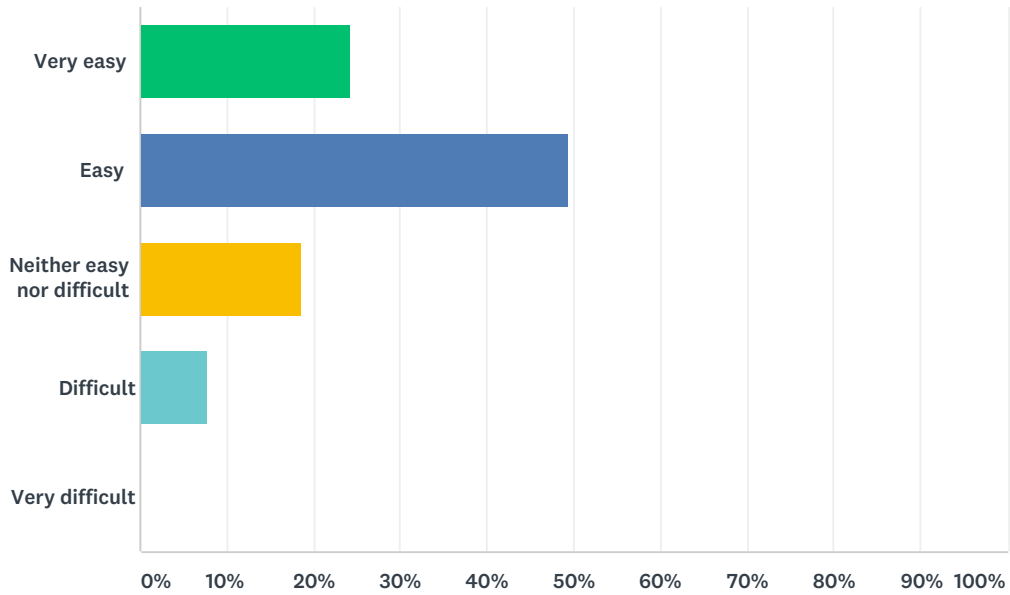
Blind/ Visual Impairment	3.16%	3
Autism Spectrum	4.21%	4
Acquired Brain Injury	1.05%	1
Temporary Disability	1.05%	1
Other Functional Disability (e.g., Lupus, MS, IBS, Cancer, Epilepsy)	7.37%	7
Other (please specify)	0.00%	0
TOTAL		95

Q2 If you checked "Other" in question one, please explain. If you have more than one disability list those here if so desired.

Answered: 24 Skipped: 71

Q3 Please indicate the ease of learning about the services offered by DSPS.

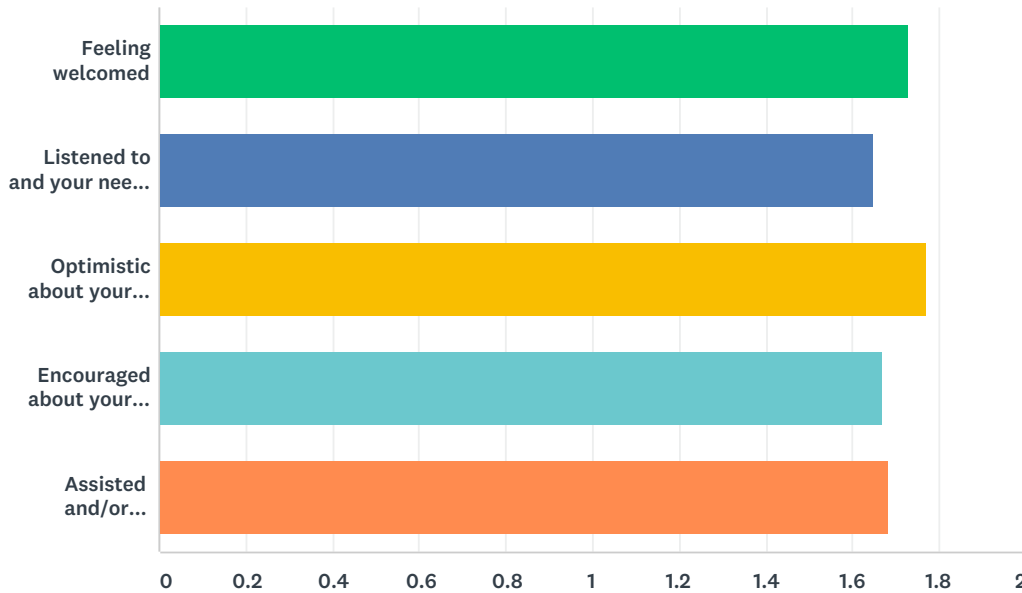
Answered: 91 Skipped: 4



ANSWER CHOICES	RESPONSES	
Very easy	24.18%	22
Easy	49.45%	45
Neither easy nor difficult	18.68%	17
Difficult	7.69%	7
Very difficult	0.00%	0
TOTAL		91

Q4 Please rate your first visit to the DSPS office in terms of:

Answered: 93 Skipped: 2



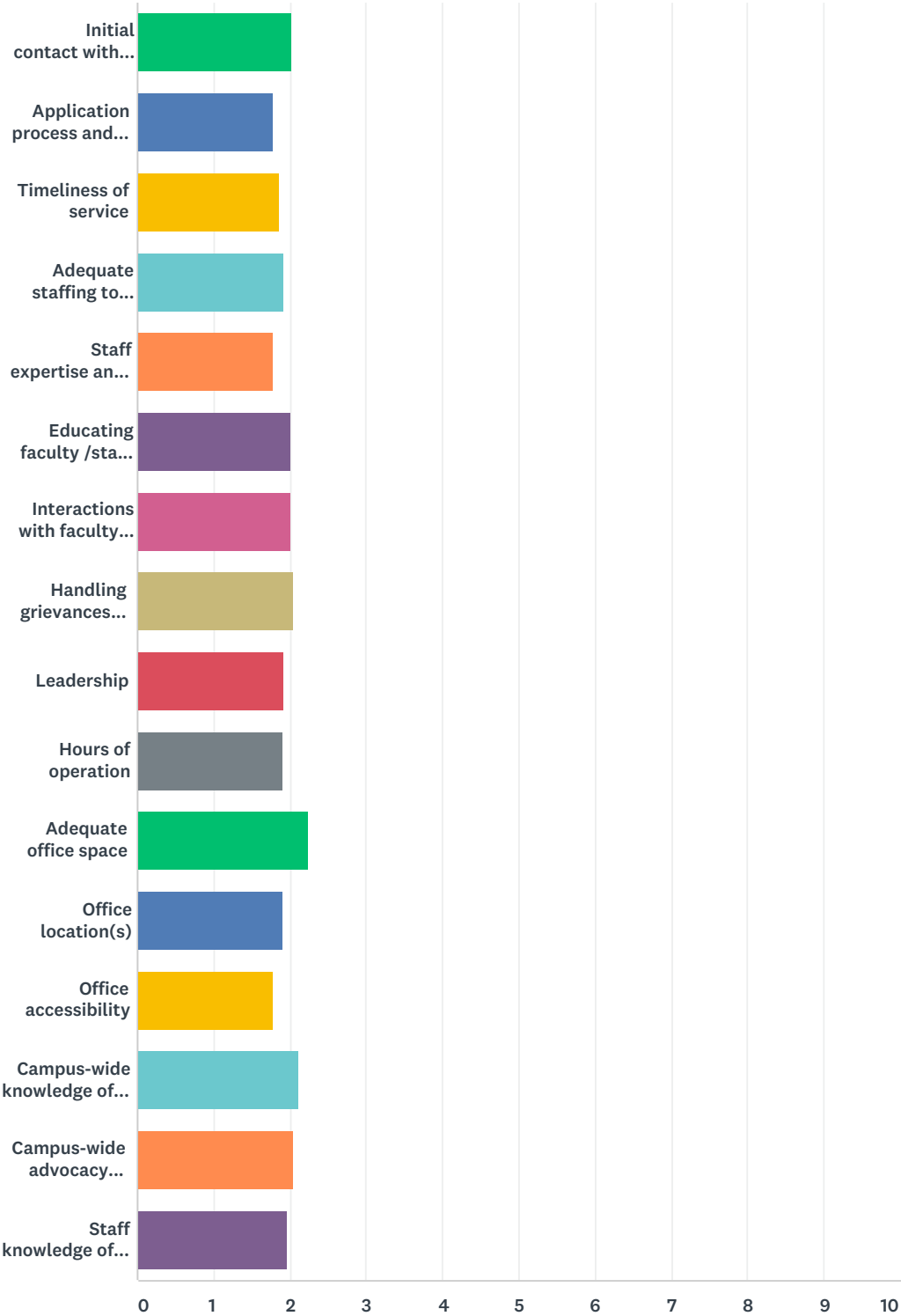
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
Feeling welcomed	44.57% 41	41.30% 38	10.87% 10	3.26% 3	92	1.73
Listened to and your needs taken seriously	46.74% 43	43.48% 40	7.61% 7	2.17% 2	92	1.65
Optimistic about your needs being met	41.30% 38	41.30% 38	16.30% 15	1.09% 1	92	1.77
Encouraged about your future at the college	48.35% 44	37.36% 34	13.19% 12	1.10% 1	91	1.67
Assisted and/or intervened with to secure access or accommodations	44.57% 41	43.48% 40	10.87% 10	1.09% 1	92	1.68

Q5 Please enter into the space below any statement in your own words which was not covered in question four.

Answered: 22 Skipped: 73

Q6 Overall, how effective do you believe the DSPS office is in the following areas:

Answered: 86 Skipped: 9



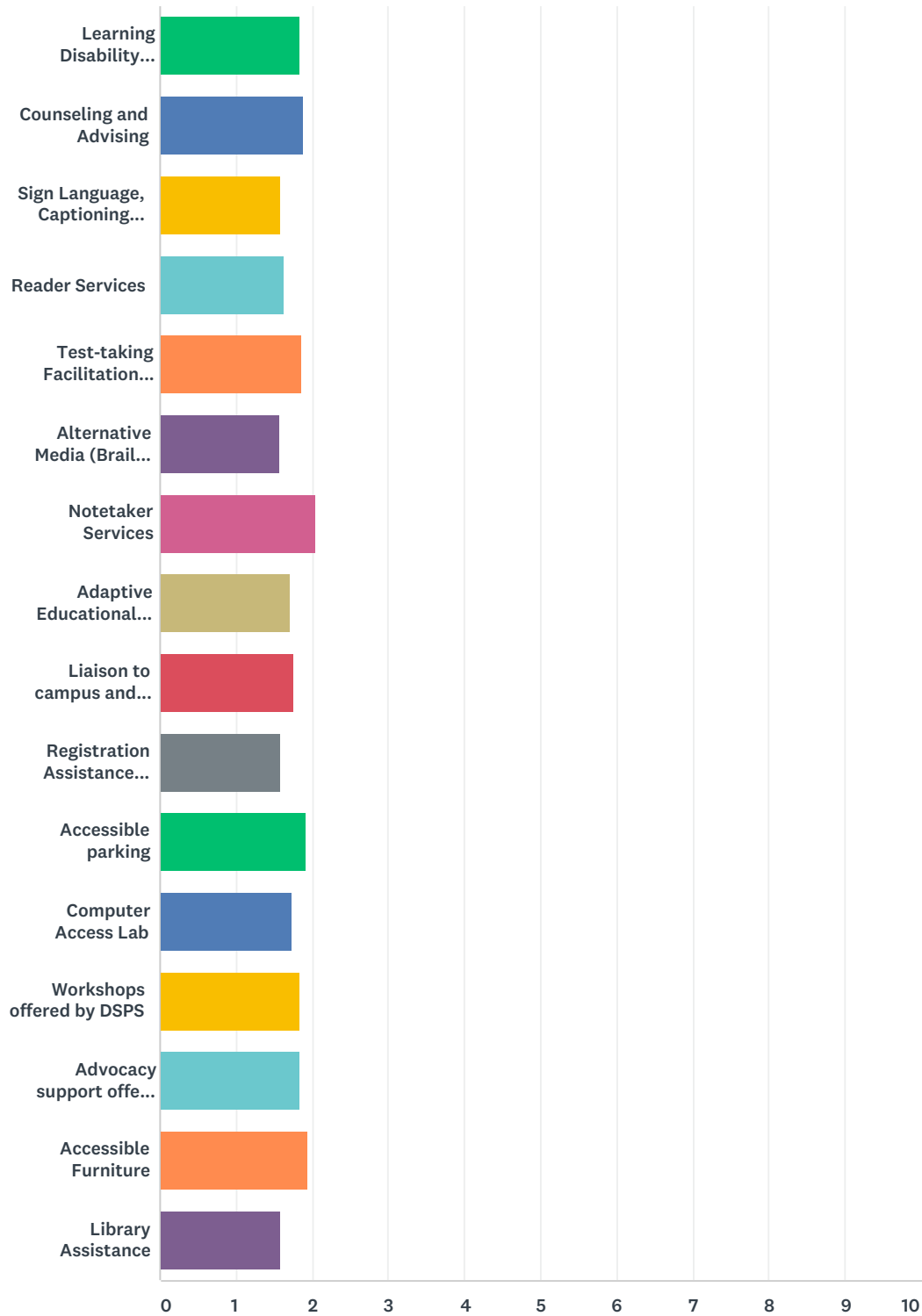
	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	POOR	TOTAL	WEIGHTED AVERAGE
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RSCCD - Santiago Canyon College Student Survey

Initial contact with new students	37.21% 32	37.21% 32	12.79% 11	11.63% 10	1.16% 1	86	2.02
Application process and initial screening for services	48.24% 41	31.76% 27	14.12% 12	5.88% 5	0.00% 0	85	1.78
Timeliness of service	45.35% 39	34.88% 30	10.47% 9	6.98% 6	2.33% 2	86	1.86
Adequate staffing to meet the service needs of students	44.71% 38	32.94% 28	10.59% 9	9.41% 8	2.35% 2	85	1.92
Staff expertise and experience	50.59% 43	30.59% 26	10.59% 9	7.06% 6	1.18% 1	85	1.78
Educating faculty /staff about disability and accessibility	49.41% 42	20.00% 17	14.12% 12	12.94% 11	3.53% 3	85	2.01
Interactions with faculty regarding accommodations	48.24% 41	22.35% 19	11.76% 10	15.29% 13	2.35% 2	85	2.01
Handling grievances and/or complaints	39.29% 33	30.95% 26	15.48% 13	13.10% 11	1.19% 1	84	2.06
Leadership	43.37% 36	32.53% 27	14.46% 12	7.23% 6	2.41% 2	83	1.93
Hours of operation	44.71% 38	30.59% 26	15.29% 13	8.24% 7	1.18% 1	85	1.91
Adequate office space	34.88% 30	32.56% 28	13.95% 12	10.47% 9	8.14% 7	86	2.24
Office location(s)	44.19% 38	36.05% 31	9.30% 8	6.98% 6	3.49% 3	86	1.90
Office accessibility	44.71% 38	41.18% 35	8.24% 7	3.53% 3	2.35% 2	85	1.78
Campus-wide knowledge of DSPS	35.71% 30	34.52% 29	16.67% 14	9.52% 8	3.57% 3	84	2.11
Campus-wide advocacy efforts	33.33% 27	38.27% 31	18.52% 15	8.64% 7	1.23% 1	81	2.06
Staff knowledge of community resources	43.53% 37	31.76% 27	10.59% 9	12.94% 11	1.18% 1	85	1.96

Q7 Please indicate your level of satisfaction with the following
DSPS services:

Answered: 83 Skipped: 12



	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
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RSCCD - Santiago Canyon College Student Survey

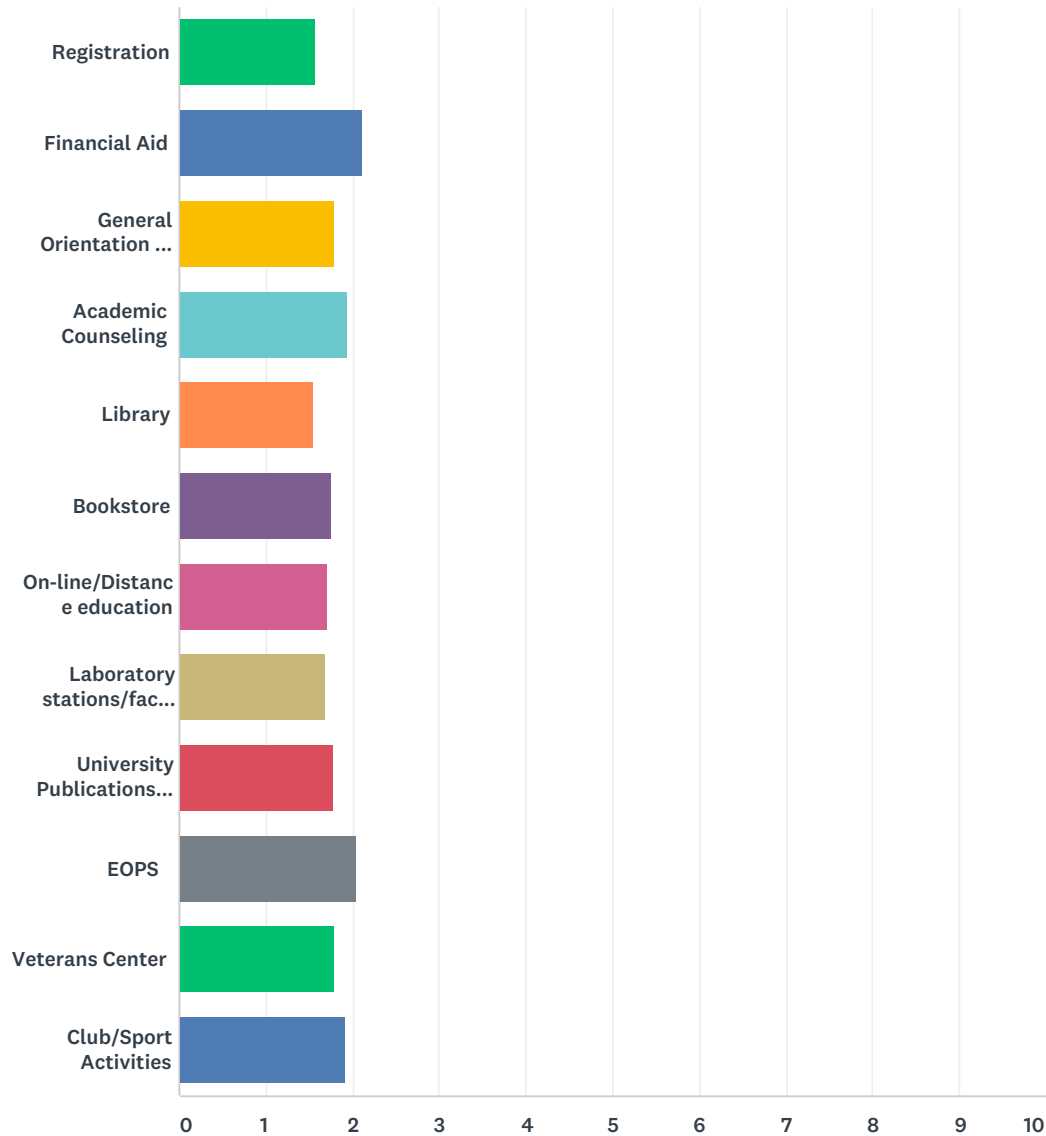
Learning Disability Assessment	37.04% 30	32.10% 26	6.17% 5	8.64% 7	16.05% 13	81	1.84
Counseling and Advising	38.55% 32	34.94% 29	8.43% 7	9.64% 8	8.43% 7	83	1.88
Sign Language, Captioning (manual, steno and oral)	22.22% 18	17.28% 14	2.47% 2	1.23% 1	56.79% 46	81	1.60
Reader Services	26.58% 21	27.85% 22	5.06% 4	0.00% 0	40.51% 32	79	1.64
Test-taking Facilitation/Proctoring	38.75% 31	31.25% 25	6.25% 5	10.00% 8	13.75% 11	80	1.86
Alternative Media (Braille, large print, etext, digital audio, real-time captioning)	28.40% 23	33.33% 27	1.23% 1	0.00% 0	37.04% 30	81	1.57
Notetaker Services	23.46% 19	27.16% 22	11.11% 9	7.41% 6	30.86% 25	81	2.04
Adaptive Educational Equipment and Technology	26.58% 21	29.11% 23	6.33% 5	1.27% 1	36.71% 29	79	1.72
Liaison to campus and community agencies	27.50% 22	25.00% 20	2.50% 2	5.00% 4	40.00% 32	80	1.75
Registration Assistance (priority registration)	53.16% 42	34.18% 27	6.33% 5	3.80% 3	2.53% 2	79	1.60
Accessible parking	28.75% 23	22.50% 18	8.75% 7	7.50% 6	32.50% 26	80	1.93
Computer Access Lab	33.75% 27	28.75% 23	5.00% 4	5.00% 4	27.50% 22	80	1.74
Workshops offered by DSPS	31.25% 25	22.50% 18	8.75% 7	6.25% 5	31.25% 25	80	1.85
Advocacy support offered by DSPS	30.86% 25	25.93% 21	9.88% 8	4.94% 4	28.40% 23	81	1.84
Accessible Furniture	27.16% 22	20.99% 17	8.64% 7	7.41% 6	35.80% 29	81	1.94
Library Assistance	35.00% 28	20.00% 16	2.50% 2	3.75% 3	38.75% 31	80	1.59

Q8 If you wish to add any additional comments regarding DSPS and your experience with the DSPS office or the services provided, please use the space below.

Answered: 17 Skipped: 78

Q9 Please indicate your overall satisfaction with the ability to access college services on campus.

Answered: 82 Skipped: 13



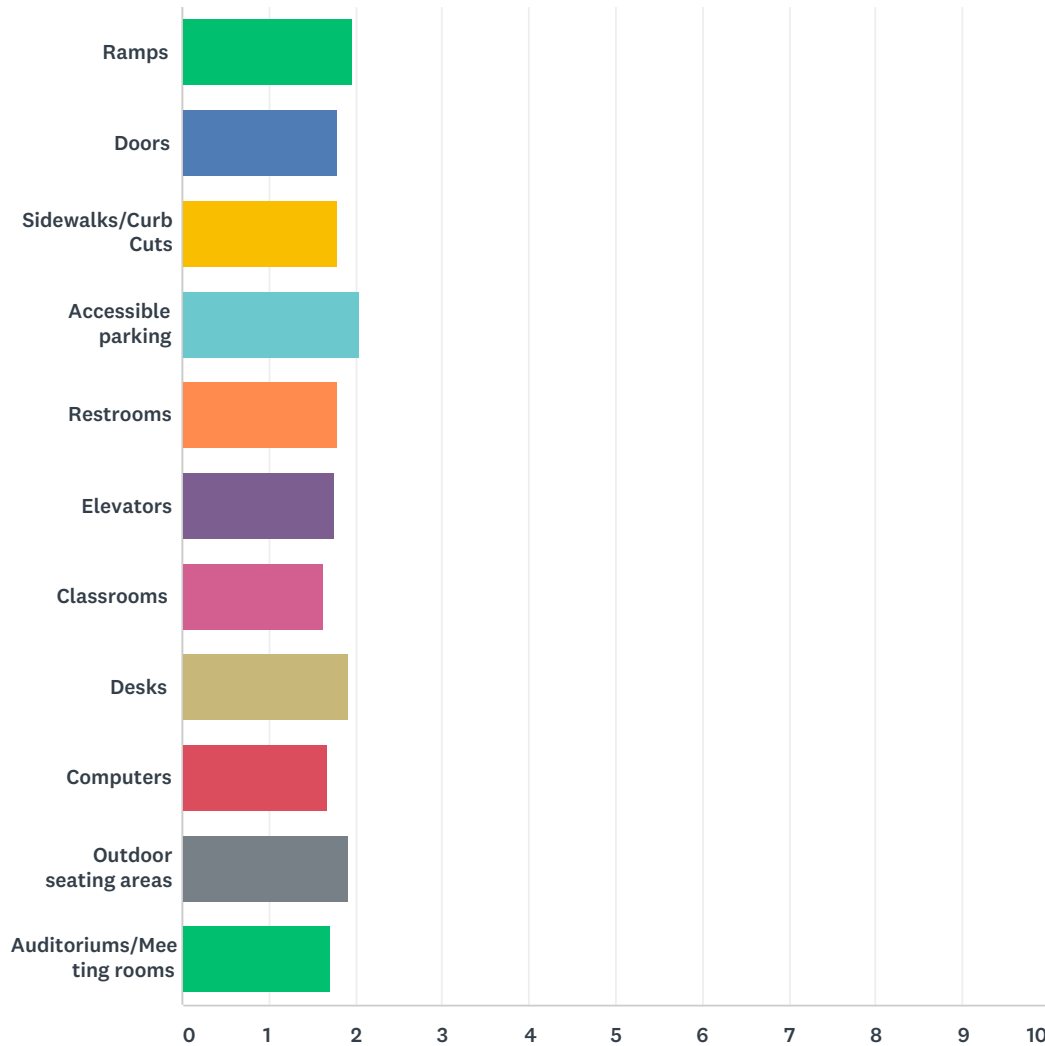
	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Registration	53.09% 43	37.04% 30	7.41% 6	1.23% 1	1.23% 1	81	1.56
Financial Aid	23.46% 19	28.40% 23	14.81% 12	8.64% 7	24.69% 20	81	2.11
General Orientation to the College	40.00% 32	37.50% 30	6.25% 5	7.50% 6	8.75% 7	80	1.79
Academic Counseling	38.27% 31	35.80% 29	12.35% 10	9.88% 8	3.70% 3	81	1.94
Library	46.34% 38	37.80% 31	1.22% 1	2.44% 2	12.20% 10	82	1.54

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Bookstore	39.51% 32	39.51% 32	7.41% 6	4.94% 4	8.64% 7	81	1.76
On-line/Distance education	35.44% 28	25.32% 20	5.06% 4	5.06% 4	29.11% 23	79	1.71
Laboratory stations/facilities	33.33% 26	28.21% 22	8.97% 7	1.28% 1	28.21% 22	78	1.70
University Publications (e.g., handbooks, brochures)	30.77% 24	29.49% 23	2.56% 2	6.41% 5	30.77% 24	78	1.78
EOPS	20.00% 16	15.00% 12	7.50% 6	7.50% 6	50.00% 40	80	2.05
Veterans Center	16.25% 13	13.75% 11	3.75% 3	2.50% 2	63.75% 51	80	1.79
Club/Sport Activities	21.25% 17	18.75% 15	5.00% 4	6.25% 5	48.75% 39	80	1.93

Q10 Please indicate your overall satisfaction with physical access to the college.

Answered: 82 Skipped: 13



	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Ramps	24.39% 20	45.12% 37	7.32% 6	7.32% 6	15.85% 13	82	1.97
Doors	39.02% 32	40.24% 33	4.88% 4	7.32% 6	8.54% 7	82	1.79
Sidewalks/Curb Cuts	37.04% 30	41.98% 34	3.70% 3	7.41% 6	9.88% 8	81	1.79
Accessible parking	29.63% 24	32.10% 26	8.64% 7	12.35% 10	17.28% 14	81	2.04
Restrooms	39.02% 32	40.24% 33	9.76% 8	4.88% 4	6.10% 5	82	1.79
Elevators	36.59% 30	35.37% 29	10.98% 9	2.44% 2	14.63% 12	82	1.76

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Classrooms	43.21% 35	41.98% 34	7.41% 6	1.23% 1	6.17% 5	81	1.64
Desks	34.57% 28	37.04% 30	11.11% 9	8.64% 7	8.64% 7	81	1.93
Computers	39.51% 32	38.27% 31	8.64% 7	1.23% 1	12.35% 10	81	1.68
Outdoor seating areas	33.75% 27	36.25% 29	10.00% 8	8.75% 7	11.25% 9	80	1.93
Auditoriums/Meeting rooms	32.93% 27	32.93% 27	4.88% 4	3.66% 3	25.61% 21	82	1.72

Q11 Please feel free to provide additional comments about your satisfaction with access to the college campus and services.

Answered: 15 Skipped: 80

Q12 What experiences have you had with DSPS that you feel were very good and that helped you pursue your educational and life goals?

Answered: 40 Skipped: 55

Q13 What could the DSPS office do to make your college experience better?

Answered: 37 Skipped: 58

Q14 Please feel free to add other comments or suggestions.

Answered: 12 Skipped: 83

X. RSCCD - Santiago Canyon College Student Survey
Unedited Responses

Q5 Please enter into the space below any statement in your own words which was not covered in question four.

Answered: 22 Skipped: 73

#	RESPONSES	DATE
1	DSPS has been truly helpful in accommodating for my imparial vision and welcoming	7/4/2018 10:56 PM
2	Felt like I wasn't taken seriously or that my opinions didn't matter. Initial person who helped me when I had first appointment laughed at my statements.	7/3/2018 1:15 PM
3	My coueslor just thought I was more disabled than I was and she had me on a 3 year plan at Scc. Never really was interested in talking about going maybe 2 years and then transferring. She didn't wanna hear it. She wanted me taking about 5 units a semester. When I have proven I can do 12 units. Had my mom come in to try and explain that I am more capable than that and she wouldn't listen. The counselor was happy with her plan and didn't think I was able to really do as much as I could.	7/2/2018 11:55 PM
4	The staff stated talking shit about me after I left the room.	7/2/2018 8:01 PM
5	great people	7/2/2018 4:14 PM
6	staff wasn't friendly & made me very uncomfortable to walk in	7/2/2018 10:30 AM
7	Ease of services, not good	7/2/2018 10:20 AM
8	I don't understand this question and I think both of these questions are poorly written.	6/21/2018 12:36 AM
9	Don't know what it meant	6/15/2018 1:27 PM
10	They were helpful of all my needs but were not welcoming when I first came.	6/14/2018 12:58 PM
11	Everything was covered	6/14/2018 8:38 AM
12	N/A	6/14/2018 8:34 AM
13	Making appointments for tests was inconvenience,	6/14/2018 12:32 AM
14	THE DISABILITY OFFICE AT SCC IS ELITE, ONE OF A KIND PLENTY OF SMART PENS AND ONE ONE TUTORING. THE STAFF IS SINCERE AND GIVES STUDENTS 110%.	6/14/2018 12:11 AM
15	n/a	6/13/2018 9:18 PM
16	none	6/13/2018 8:04 PM
17	None	6/13/2018 7:42 PM
18	I experienced problems with a couples online instructors	6/13/2018 5:58 PM
19	Some of the staff are rude and have attitude	6/13/2018 5:47 PM
20	Friendly and caring	6/13/2018 5:46 PM
21	I wish DSPS had a friendlier staff. People seem to always be uptight and I feel like I was not able to talk about my needs	6/13/2018 5:43 PM
22	note taking support is tedious...getting help is rare. why still using carbon paper? scanning support avail? testing area is too cramped. First time using DSPS in an academic environment. Sometimes feel I have to justify/validate disability first before being able to ask what accommodations are avail. Seems that the center suggests accommodations only if they offer it. Staff is well-versed in what they offer.	6/13/2018 5:42 PM

Q8 If you wish to add any additional comments regarding DSPS and your experience with the DSPS office or the services provided, please use the space below.

Answered: 17 Skipped: 78

#	RESPONSES	DATE
1	One of the male workers behind the desk is not very welcoming or friendly. I believe his name is Michael (Rinaldi)? The few times I have spoken with him for help, he has responded in such a manner that was of a sassy tone and I do not appreciate this. Please speak with him about treating students with utmost respect; he is here to help them. Other than him, I love working with everyone else there. Everyone is so nice and wants the best for the students they help / for them to achieve great things and I think they are very encouraging! Keep it up! One more thing: I would love for there to be a little more space for students to just work on homework, as I think it is a little cramped. I would love to be able to work on homework there when I am not being coached so that I can have some help if I need it. I'm not sure if there is an extra room for students to work on homework with DSPS staff there, but I think that would be a fabulous idea. Also it would be good for the DSPS students to be able to work together in that extra room and build friendships through shared interests or experiences. Thank you!!	7/29/2018 9:53 PM
2	Thank you for helping my need during my time at SAC. I am very appreciated your support.	7/5/2018 7:47 PM
3	It would be nice if the DSPS staff or counselors would work with professors that have disabled persons in their classes. There seems to be a disconnect.	7/3/2018 1:34 PM
4	My counselor seem to care a lot and she seemed like she wanted to help. But the lower staff did not. Not unless they liked you. They would play favorites. And that would make you feel ashamed and talk bad about you if you didn't do things exactly right.. The girl and guy at the front.	7/2/2018 8:28 PM
5	Would be great if I could enter the center from out side. The fact i have to go so far from the parking lot to the back of the building is dissatisfying. Also if mrs. Mary could be available with more hours her appointment wouldn't be so far out	7/2/2018 1:00 PM
6	Just felt very uncomfortable with this program! The academic coaches didn't look interested at all when I was coming in every morning + couldn't helming me with my homework! I understand there is suppose to be 2 students at a time when doing academic coaching, but when needing personal help it was very uncomfortable when the other student heard as well! Also Amanda wasn't friendly at all not at all welcoming! The only thing that was great was the counselors, so don't change that, but the rest of the staff needs a lot of work! VERY DISAPPOINTED WITH THIS PROGRAM!!!!	7/2/2018 10:40 AM
7	Requiring a disabled student to submit services needed each new semester is just wrong. If their services should change then it should be the students responsibility to make changes. But if nothing has changed, making them turn in the exact same paperwork is redundant and unnecessary. DSPS needs to be open for evening classes, making disabled people come in 2-3-4 hours before class to take their tests is unfair. Safety for the disabled in the parking lots is lacking greatly.	7/2/2018 10:29 AM
8	Nope. It's been fantastic regarding my future class schedule here at SCC and beyond.	7/2/2018 9:16 AM
9	The personal of DSPS and professors have helped me to become Bilingual Preschool Associate Teacher. Their work is excellent. I will need to learn how to use different programs to be successful and my work and my education. I plan to take few classes. Then I will transfer to CSU. Fullerton.	6/21/2018 5:59 PM
10	I know you all do your best. Unfortunately, I haven't had anything I needed. Being squeezed of resources and funding into DSPS is also unfortunate.	6/21/2018 12:43 AM
11	N/A	6/14/2018 8:44 AM
12	There should be a more streamlined process between SCC DSPS and SAC DSPS. If you are already registered at one, you should have the option to enroll in the other either through your SCC DSPS adviser or over the phone. To have students to go to the other campus just for one class is not efficient.	6/14/2018 8:42 AM

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13	THE STAFF GOES OUT OF THEIR WAY TO DUPPORT DSPS PARTICPANTS. THEY ARE VERY CAREFUL IN KEEPING ALL DOCUMENTS CONFIDENTIAL.	6/14/2018 12:15 AM
14	n/a	6/13/2018 9:20 PM
15	DSPS is great at putting the students first and being a strong advocate when it comes to the students needs. DSPS is also great for coming up with solutions and compromises.	6/13/2018 8:13 PM
16	A bigger test taking location would be nice as well as friendly greeters.	6/13/2018 6:15 PM
17	Location is too far from classrooms and disabled parking (usually full). Office space is very cramped-counselor offices take up lots of space; since meetings are appointment based, can they be housed elsewhere to make room for more student resources? Per-capita space seems tiny to other labs or resource offices that are lightly used by students.	6/13/2018 5:55 PM

Q11 Please feel free to provide additional comments about your satisfaction with access to the college campus and services.

Answered: 15 Skipped: 80

#	RESPONSES	DATE
1	DSPS's staff have been so helpful and accommodating to my needs. Thank you!	7/4/2018 11:02 PM
2	Na	7/2/2018 8:31 PM
3	The desks do not accommodate for laptops and paper and being left handed.	7/2/2018 1:01 PM
4	The school have every thing that we need for study and and the personal enjoyed helping us.	6/21/2018 6:05 PM
5	The restrooms in A and B building women's restrooms have nasty shameful graffiti that has been there for over a year. But yeah, the A building restrooms upstairs and downstairs are just gross. I'm afraid to go in there. But when you gotta go...	6/17/2018 9:52 AM
6	There are a few outside handicap tables but most are in the sun with no shade.	6/14/2018 1:03 PM
7	N/A	6/14/2018 8:47 AM
8	Amazing campus with an amazing staff	6/14/2018 8:43 AM
9	I NEVER WANTED TO LEAVE THE NEST (SCC). I WAS ACCEPTED AT CALSTATELOSANGELES AND I ONLY HAVE 4 COURSES LEFT TO GRADUATE. I'VE BEEN A STUDENT AT LOYOLA, UCLA, USC, FULLERTON, ELAC AND ALL OF THEM PUT TOGETHER WOULD FALL SHORT OF THE PROFESSIONSLISM DISPLAYED BY DSPS STAFF AND PROFESSORS.	6/14/2018 12:20 AM
10	Bathrooms are always gross in any building except the H building. The disability doors going into the science building are annoying because when you pull one to open it they both open so you get hit by the other door. Those are my only suggestions for improvement	6/13/2018 10:42 PM
11	better food. needs healthier food. for example vegan, vegetarian, protein and furit that isn't soggy	6/13/2018 9:22 PM
12	The architects who designed the campus really thought of everything when it comes to the students and making sure their needs are met.	6/13/2018 8:17 PM
13	I have been to other campuses where all the doors have handicap openings.	6/13/2018 6:17 PM
14	Access from new disabled parking lot to classrooms (H and SC buildings is an obstacle course...no ramp, narrow walkways. No easy access from 'portables' to main campus...have to take the scenic route. Try going from one end of campus to the other in a wheel chair and see how hard long it takes to navigate up and down the hills.	6/13/2018 6:09 PM
15	• Outdoor seating should provide an umbrella for shade • desk needs to be bigger in math class	6/13/2018 5:55 PM

Q12 What experiences have you had with DSPS that you feel were very good and that helped you pursue your educational and life goals?

Answered: 40 Skipped: 55

#	RESPONSES	DATE
1	Priority registration.	8/1/2018 11:06 PM
2	I had the pleasure of working with Trudy, one of the academic coaches, who is very intelligent, full of common sense, and excellent at her job and guiding/encouraging me to do my very best at what I could. She has a very positive outlook yet is still grounded at the same time. She made sure I tried my very best and helped me set attainable goals.	7/29/2018 10:01 PM
3	I was able to take my test in the DSPS area and received an outstanding grade on that test as all my tests before were less than satisfactory.	7/3/2018 5:53 PM
4	The academic counselor I worked with once did a great job of laying out recommended courses on a Schedule C Plan for me to transfer to a private CA college.	7/3/2018 1:38 PM
5	staff encouraged follow-up and checking in	7/2/2018 11:30 PM
6	Friendly and encouraging	7/2/2018 10:43 PM
7	effectiveness of interpersonal communication, responsiveness of staff, and availability of technology.	7/2/2018 10:02 PM
8	They always there when you need help and they are fun people to talk too and understanding	7/2/2018 9:33 PM
9	The reader were good.	7/2/2018 8:31 PM
10	Counseling support. Testing facility and note taking accommodations	7/2/2018 8:27 PM
11	The personal help registering for classes	7/2/2018 1:01 PM
12	My counselor!	7/2/2018 10:38 AM
13	The counselors are very supportive. I love and appreciate it a lot.	7/2/2018 10:26 AM
14	Alternate media is awesome.	7/2/2018 10:25 AM
15	Overall very good, easy helpful.	7/2/2018 8:42 AM
16	They help me set goals that are more realistic for what I'm able to do.	6/22/2018 5:42 PM
17	Their communication and how they help me to overcome to my disabilities. Now I know that I am unique people able to help other students.	6/21/2018 6:14 PM
18	None I don't think. Other than Priority registration.	6/21/2018 12:48 AM
19	Getting extra time on the tests.	6/17/2018 1:42 PM
20	DSPS gave me books to read on my computer and then I could also listen to them while I was reading. That was the best thing ever. Having a student take notes for you while you are in class so that you can follow along a bit better. Also, having more time to take a test.	6/17/2018 9:57 AM
21	They accommodated all my classroom needs.	6/14/2018 1:03 PM
22	There's a in DSPS, was very supportive when I was crying after many class meetings. Without her support, I may have dropped out. She seemed knowledgeable if my diagnosis & treated me with kindness, dignity, & respect.	6/14/2018 9:16 AM
23	If I need accommodations for an online-class, I get an email from them saying that they sent the email about my accommodations to the teacher.	6/14/2018 8:49 AM
24	DSPS allowed me to have an ease in anxiety by allowing me extra time on tests/tests outside of the classroom so that I could have proper restroom breaks (a result of my Crohns). This ease made my test scores increase tremendously and my grades to go from C's to A's.	6/14/2018 8:45 AM

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25	The access to audio, has helped me tremendously. Being able to hear my books has changed my life. I was not confident or think I could achieve my education goals, but I am well on my way.	6/14/2018 8:28 AM
26	ALWAYS ADVISED NOT TO GIVE UP. I HAVE A TENDENCY TO GO OFF TRACK AND THEY ALWAYS ARE AVAILABLE FOR MY WHALE OF A TALE. AS YOU CAN SEE IM PRO SCC AND WILL DEFEND SCC TIL DEATH DO US PART. AS A VIET NAM VETERAN I FINALLY CAME HOME AT 66 WHEN I ENROLLED AT SCC. GRADUATED 2018 AND ONLY BECAUSE SCC GIVES ITS STUDENTS 110%. THE OFFICE OF DSPS WEARS EVERY HAT ON CAMPUS. THE CLERKS, THE ENTIRE STAFF IS AMAZING. IM MEXICAN AND I FELT NO PREJUDICE NOR WAS NEVER THOUGHT OF AS AN OUTCAST. EVEN THE STUDENT BODY RE-ENFORCE MY COLLEGE ENDEAVORS.	6/14/2018 12:26 AM
27	professors understanding the needs and being able to help out as much as possible has made everything easier and stress free for me. makes my grades higher	6/13/2018 11:45 PM
28	Helping me plan out what classes and professors would be good for me	6/13/2018 9:54 PM
29	Learning how to be responsible	6/13/2018 9:52 PM
30	the livescrib pen is good	6/13/2018 9:22 PM
31	The experiences that I have had with DSPS that made me feel very good and that helped me pursue my educational and life goals are: setting long term and short term goals, making sure that the instructor is aware of my needs, planning what to get done through the week, enhancements in the way I go about school that will ultimately set me up in a position for success, seeking resources that could be used as tools to grow as a better person, and to plan out my future as far as the direction I want to take my life and the classes required to continue my dream.	6/13/2018 8:28 PM
32	choosing the classes i need to transfer	6/13/2018 8:07 PM
33	Test taking services that helped me focus better on tests	6/13/2018 7:46 PM
34	note taker and test taking time	6/13/2018 6:17 PM
35	The test taking facilities and extended time to accommodate my processing errors make a letter grade difference in my most challenging classes. I am extremely grateful for DSPS providing me with priority registration as it gives me a chance to organize my schedule around my sleep schedule which is a big part of my disability. These accommodations make my time at SCC much less stressful and let me achieve my educational goals.	6/13/2018 6:14 PM
36	Alternate media saved my eye-sight and my GPA. Even on my bad days, staff there are always caring, helpful and flexible.	6/13/2018 6:12 PM
37	None! I dropped out	6/13/2018 6:04 PM
38	Communicating with staff members and meeting friends	6/13/2018 5:55 PM
39	Extended time for my exams	6/13/2018 5:52 PM
40	To encourage me to care for my future. To do everything that I need help.	6/13/2018 5:30 PM

Q13 What could the DSPS office do to make your college experience better?

Answered: 37 Skipped: 58

#	RESPONSES	DATE
1	A non-computer based booklet or complete pamphlet. For use by people with computer disabilities.	8/1/2018 11:10 PM
2	let me know about academic counseling services to get on the right track for transfer, provide me with information about clubs and events, remind me about making appointments with counselors well in advance and help me stay on top of what I need to do in order to transfer efficiently and successfully.	7/29/2018 10:04 PM
3	Go to different colleges to see if I want to go to the college.	7/3/2018 7:39 PM
4	Increase professionalism through training and better hiring procedures to ensure qualified and professional support and guidance staff are in place. Ensure staff are sensitive to the populations they serve.	7/3/2018 1:39 PM
5	Give me more time to work on things	7/2/2018 11:43 PM
6	educate faculty about student needs	7/2/2018 11:30 PM
7	Reduce computer network issues.	7/2/2018 10:05 PM
8	Care more	7/2/2018 8:31 PM
9	Extend their working space, have more staff.	7/2/2018 8:28 PM
10	Be available for students taking night classes. Having a 6:30pm class but having to take tests at 4, is unfair. All students should be able to test at the same time. Guilting students that you'll have to make someone stay later, equally unfair.	7/2/2018 10:34 AM
11	perhaps directing me to other programs that might be helpful or beneficial.	7/2/2018 10:27 AM
12	Relocate closer to classrooms. Enlarge testing area and in general.	7/2/2018 10:26 AM
13	I think they are doing more then enough to help with my needs.	6/22/2018 5:44 PM
14	They have learned to take good care of me and teach me to feel successful. I want they continued helping me to reach my goal of be able to write and speak well.	6/21/2018 6:21 PM
15	I'm a person that's very devoted to my goals. I don't mind poorer quality of service as long as the staff are devoted and committed to their goals. Unlike other students, I am lucky I have outside council and resources, but I cherish the people that went above and beyond for me at SCC.	6/21/2018 12:52 AM
16	speak of only work and not ask about different topics of someones life.	6/20/2018 1:21 PM
17	Making sure that I am on track.	6/17/2018 1:42 PM
18	They are doing great!!!	6/17/2018 9:59 AM
19	Telling me more how to succeed in college	6/15/2018 1:31 PM
20	Better tutoring assistance or tools and be more outgoing when talking to students.	6/14/2018 8:54 AM
21	Streamline the process between SCC DSPS and SAC DSPS.	6/14/2018 8:45 AM
22	I think it would be nice if my Dsps counselor or someone would email, text, or call, at some point during the schools semester to check up with and help hold Dsps students accountable. I think communication with the DSPS office would be extremely beneficial to the students, giving them the opportunity to be more encouraged to continue on. I know last semester was a really hard time for me, and I could have used some encouragement from a counselor half way through.	6/14/2018 8:33 AM
23	APPLY FOR FOUR YEAR STATUS AS A MAJOR UNIVERSITY. IM PROUD TO BE ALUMNI AND WILL FOREVER BE GRATEFUL AND TREASURE MY EXPERIENCE AT SCC.	6/14/2018 12:27 AM

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24	No one knew the correct date of priority registration therefore I missed it. Then they told me again there is another one june 5 and there wasnt. Im very disappointed	6/14/2018 12:06 AM
25	They helped with giving me a quiet place to take all my exams in. By doing so this has helped me better my college experience	6/13/2018 9:54 PM
26	To have a place to hang out and work on homework	6/13/2018 9:53 PM
27	more tutors	6/13/2018 9:23 PM
28	The DSPS office can probably put more music on that is obviously calm and relaxing to further improve the working environment in which both the staff and students are working in and get away from replaying the same three songs over and over again.	6/13/2018 8:34 PM
29	none	6/13/2018 8:07 PM
30	Everything is perfect	6/13/2018 7:48 PM
31	None	6/13/2018 7:46 PM
32	a bigger test taking place with more room for more students and nice greeters.	6/13/2018 6:18 PM
33	Nothing	6/13/2018 6:15 PM
34	Larger physical space for test-taking and computer access. Library is too noisy to be useful as a study area.	6/13/2018 6:14 PM
35	Better educate online instructors about the program	6/13/2018 6:06 PM
36	Assist you in clubs or workshop that is good for your resume Help you organize and prepare for universities	6/13/2018 6:02 PM
37	Nothing that needs improved	6/13/2018 5:30 PM

Q14 Please feel free to add other comments or suggestions.

Answered: 12 Skipped: 83

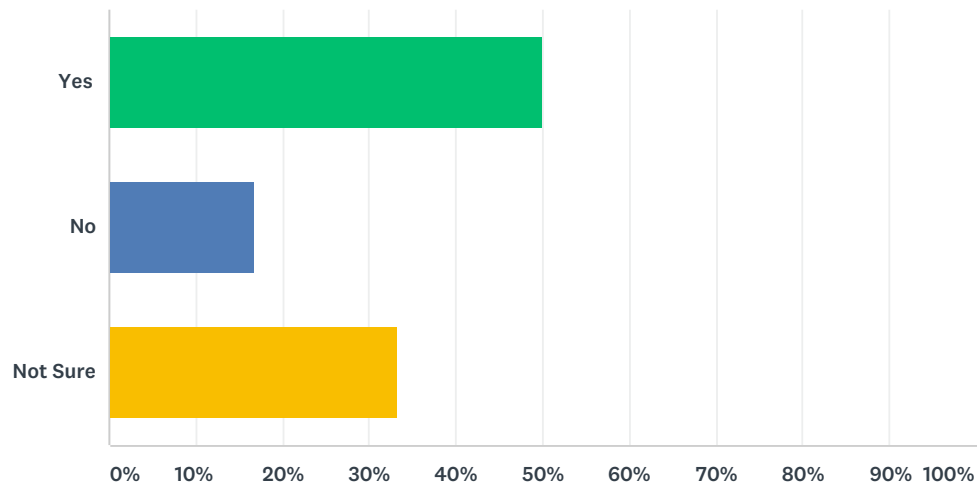
#	RESPONSES	DATE
1	Counselors both in DSPS and the other academic counselors at SCC should be careful to ensure that they recommend courses that will fulfill future prerequisites for future courses. Example: recommending a student take Math 086 instead of Math 080 since it is less challenging, but the student has received recommendation to take Econ 101 by another advisor, which requires Math 080 as a prerequisite. Will Math 086 satisfy that prerequisite? The counselor should look ahead to ensure than what a student takes will satisfy future class prerequisites.	7/3/2018 1:44 PM
2	Na	7/2/2018 8:31 PM
3	Mike Rinaldi needs to be friendlier and nicer to students.	7/2/2018 8:29 PM
4	I enjoyed observing and listening the instructors aide helping us to become successful. I would like they continued helping us. Also, I believe all the personal have been taking good care of all the student.	6/21/2018 6:25 PM
5	I don't know how the other students feel. I suppose I am just hyper sensitive with these sort of things. I hated the testing center. It was small. I felt claustrophobic and because the room was small, every slight sound is amplified and echoes around the room. I can feel the shift in the atmosphere when people are fidgeting around	6/21/2018 12:56 AM
6	Thank you	6/17/2018 10:00 AM
7	N/A	6/14/2018 8:54 AM
8	None. Overall SCC DSPS is doing a great job and has done nothing but good things for me. Great program, great staff.	6/14/2018 8:46 AM
9	THE PRESIDENT OF THE COLLEGE IS A FINE EXAMPLE OF GIVING US 110%. I NEVER KNEW THIS MAN THAT SAID HELLO OR IN THE MORNING WAS THE PRESIDENT OF THE COLLEGE. EVERY DEPT FINANCE, EOP, VETS AND THE ENGLISH TUTORING CENTER LAB HAS MORE PH.D'S ., THAN YOU CAN SHAKE A STICK. PROFESSOR KUSACK TAUGHT ME PATHOS, ETHOS, AND LOGOS PROFESSOR GUITERREZ TAUGHT ME NOT TO GIVE UP ON MY MARRIAGE. PROFESSOR WOMACK, DR. CANON IS GORGEOUS AND DOESNT PLAY HIDE THE WENNY SHE EDUCATES NOT INDOCTRINATES. THE MAN I OWE EVERTHING TOO IS PROFESSOR STEVEN DEELY. I ASKED HIM MY FIRST SEMESTER AT SCC DO I STILL HAVE IT, HE SAID I HAD EXPERIENCE HE BELIEVED IN ME SAID I COULD DO IT. HE IS MY ROLE MODEL ALWAYS WILL I WEAR A TIE SHOULD THE GOOD LORD ALLOW ME TO RETURN TO SCC AND TEACH URBAN STUDIES. THANKS TO ALL THE FACULTY AND STUDENTS FOR ALLOWING ME TO BE A PART OF SCC.	6/14/2018 12:37 AM
10	Great staff and great working environment.	6/13/2018 8:34 PM
11	Keep improving. Your efforts are appreciated ten-fold. Many students I know, dont know much about DSPS but really need it to succeed--they think they aren't disabled enough or dont know how to engage with DSPS initially. Effectively, they are 'locked out' due to lack of knowledge.	6/13/2018 6:18 PM
12	I had two terrible online experiences wth instructors over extended time on tests	6/13/2018 6:08 PM

Q1 Please provide the name of your division:

Answered: 6 Skipped: 0

Q2 Are all faculty members in your division familiar with the educational access laws of Section 504 of the Rehabilitation Act and the American Disabilities Act (ADA)?

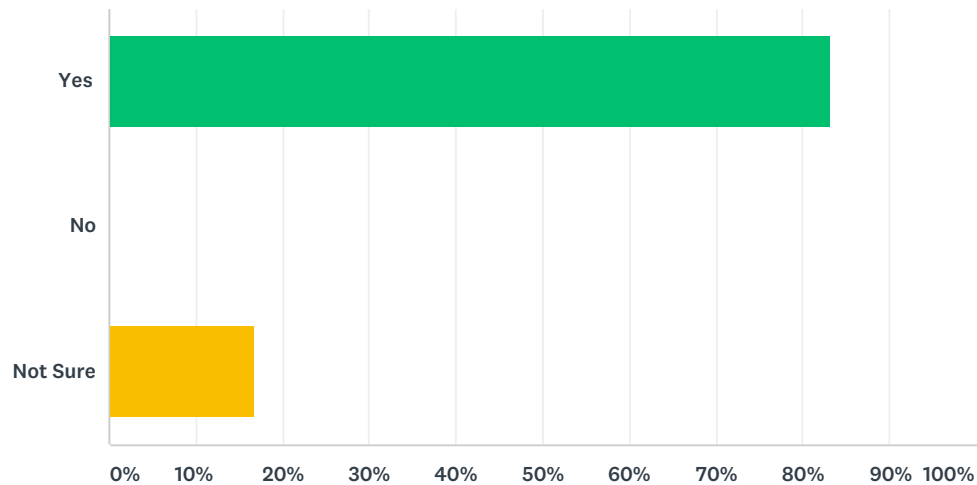
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		50.00%	3
No		16.67%	1
Not Sure		33.33%	2
TOTAL			6

Q3 Do all faculty members in your division understand that students with disabilities must have physical access to all facilities on campus?

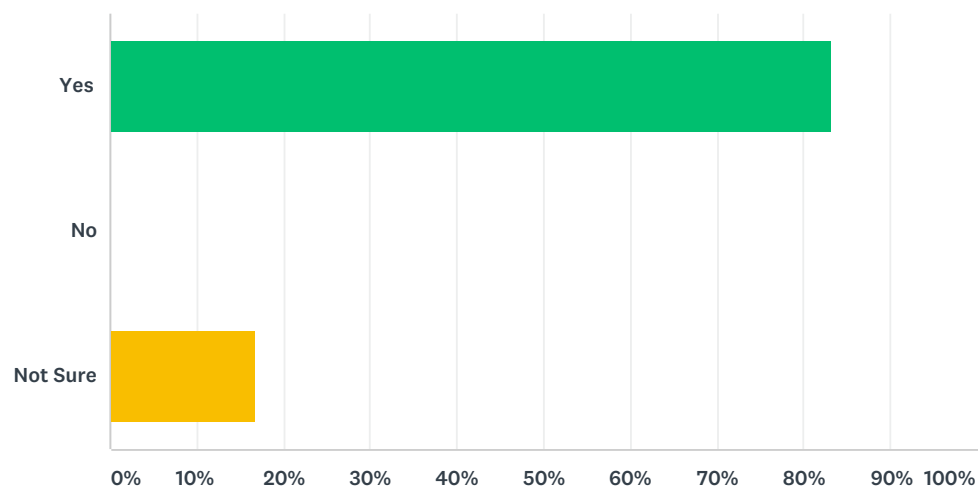
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		83.33%	5
No		0.00%	0
Not Sure		16.67%	1
TOTAL			6

Q4 Do all faculty members in your division understand that under 504 and the ADA they are required to provide academic accommodations for students with disabilities?

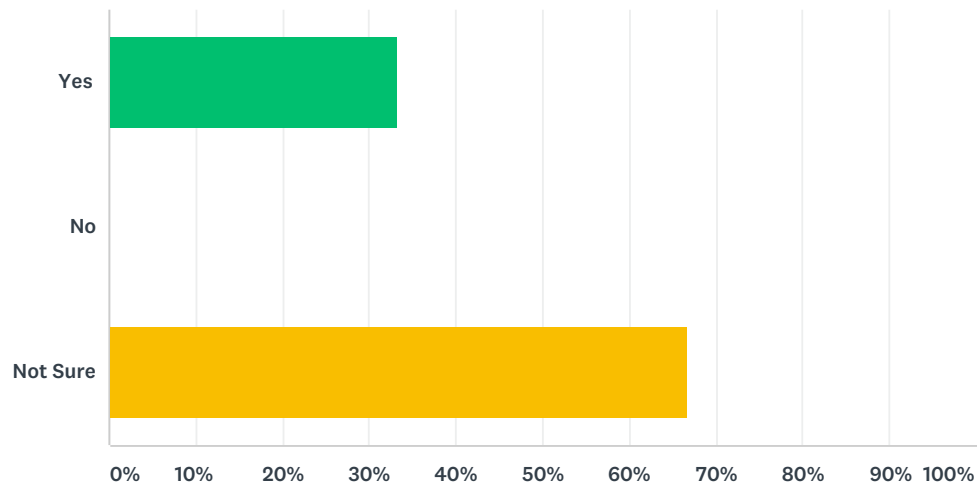
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		83.33%	5
No		0.00%	0
Not Sure		16.67%	1
TOTAL			6

Q5 Do all faculty members in your division understand that students with disabilities are not required to disclose diagnostic and treatment information to course instructors?

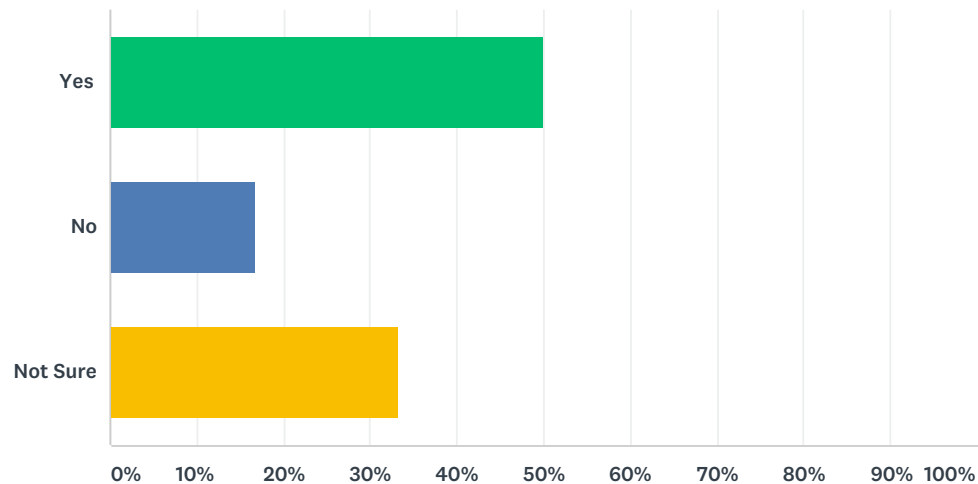
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		33.33%	2
No		0.00%	0
Not Sure		66.67%	4
TOTAL			6

Q6 If in your division any courses include laboratory settings, do you have policies and/or procedures in place to implement academic accommodations in these settings?

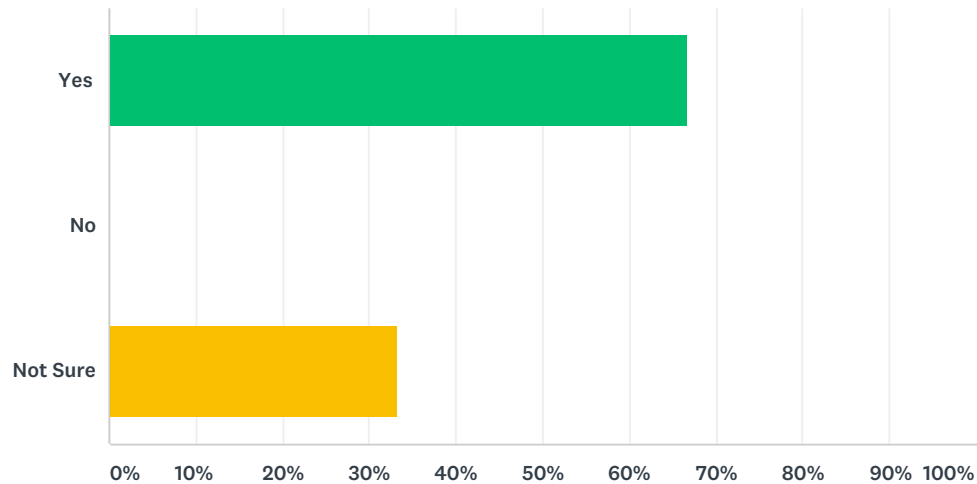
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		50.00%	3
No		16.67%	1
Not Sure		33.33%	2
TOTAL			6

Q7 Does the course outline for each of the courses in your division clearly set forth the technical standards and essential requirements which must be satisfied, with or without academic accommodations, in order to successfully complete the course?

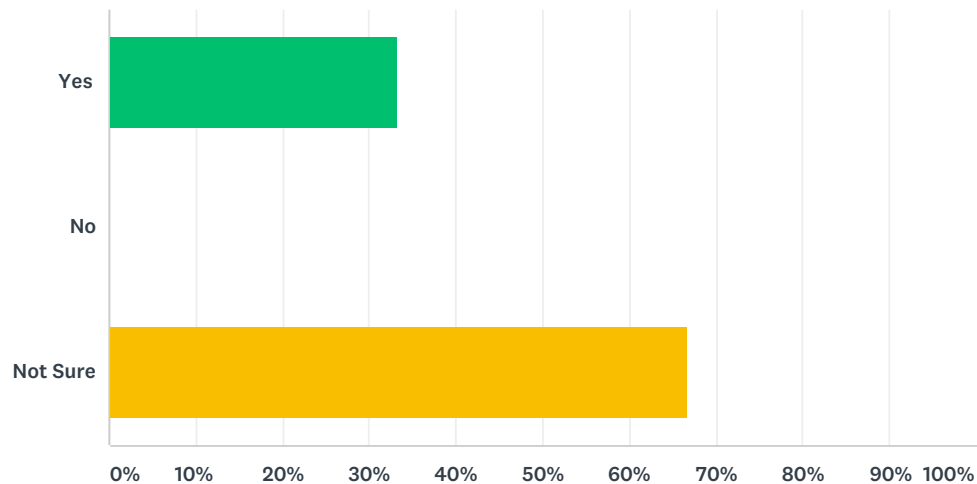
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		66.67%	4
No		0.00%	0
Not Sure		33.33%	2
TOTAL			6

Q8 Does each syllabus include a statement describing the process for obtaining appropriate academic accommodations, auxiliary aids and services?

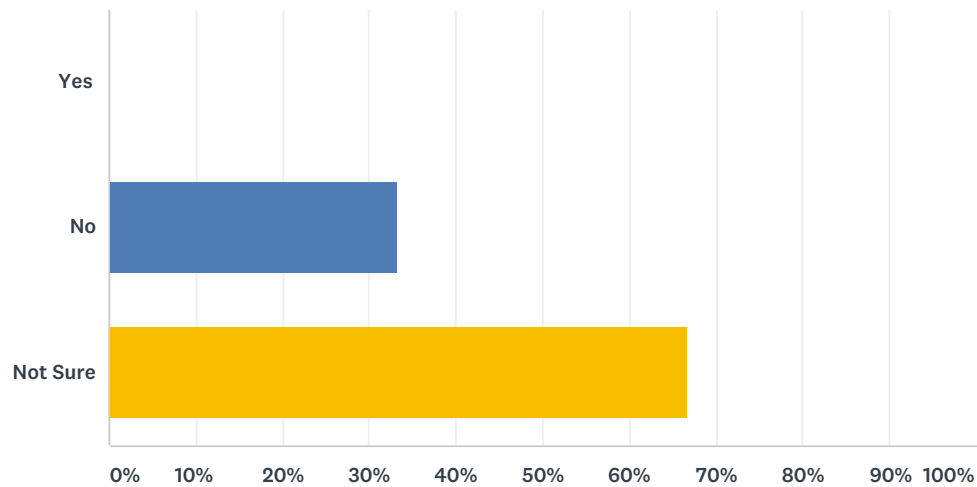
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		33.33%	2
No		0.00%	0
Not Sure		66.67%	4
TOTAL			6

Q9 Does your division have written understandings (e.g. contracts, MOUs, informal agreements, memos) with intern, practicum or other field placements sites regarding the provision of academic accommodations (e.g. sign language interpreters, materials in alternate formats, or extended time to perform tasks)?

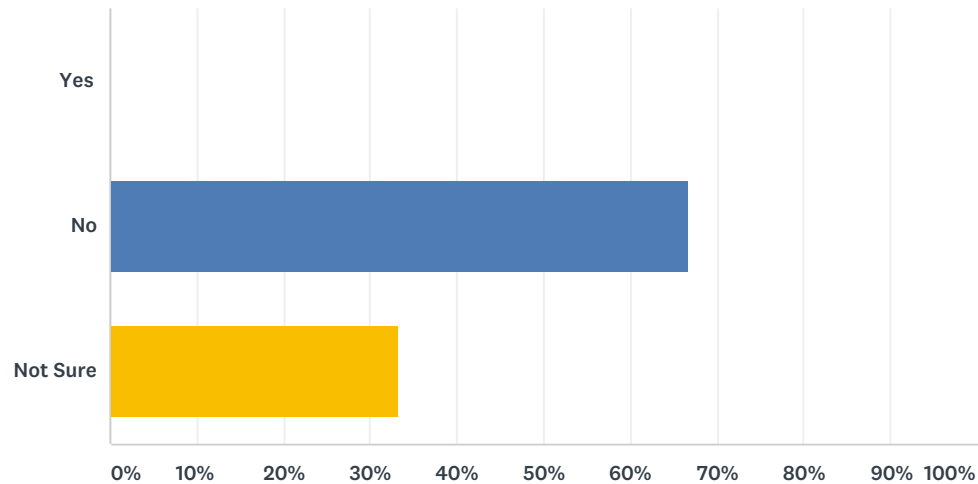
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		0.00%	0
No		33.33%	2
Not Sure		66.67%	4
TOTAL			6

Q10 Does your division have written policies or procedures for resolving situations where a faculty member and DSPS staff do not agree regarding the provision of an academic accommodation and/or auxiliary aids for a student with a disability?

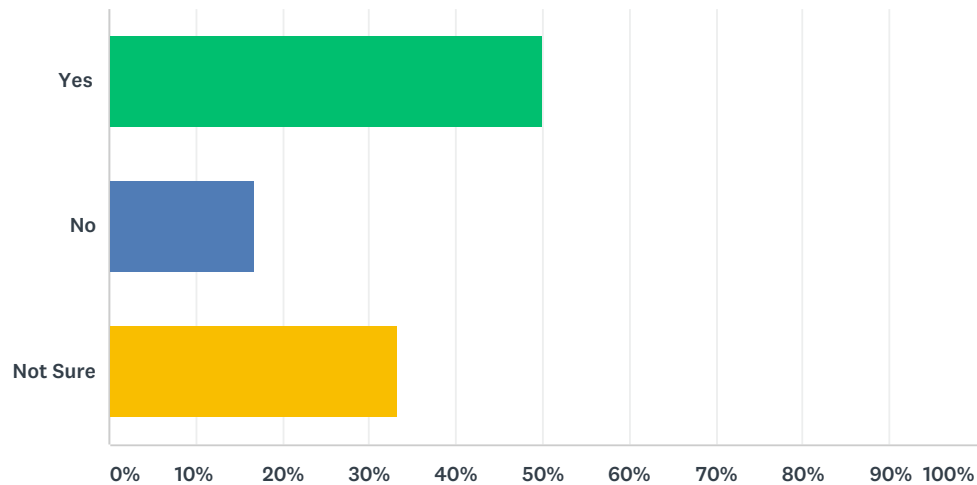
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		0.00%	0
No		66.67%	4
Not Sure		33.33%	2
TOTAL			6

Q11 Does your division have written policies or procedures to ensure that all videos provided to students in courses are captioned?

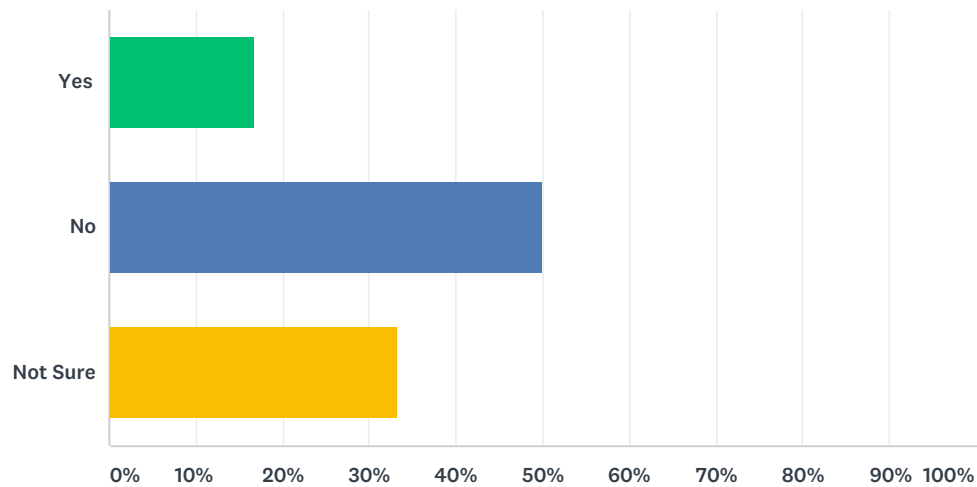
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		50.00%	3
No		16.67%	1
Not Sure		33.33%	2
Total Respondents: 6			

Q12 Does your division have written policies and/or procedures in place to ensure that faculty make textbook selections far enough in advance of the beginning of each term/semester so that DSPS can arrange to obtain textbooks in alternate formats (e.g. braille, large print, or electronic text) when requested by a student with a disability?

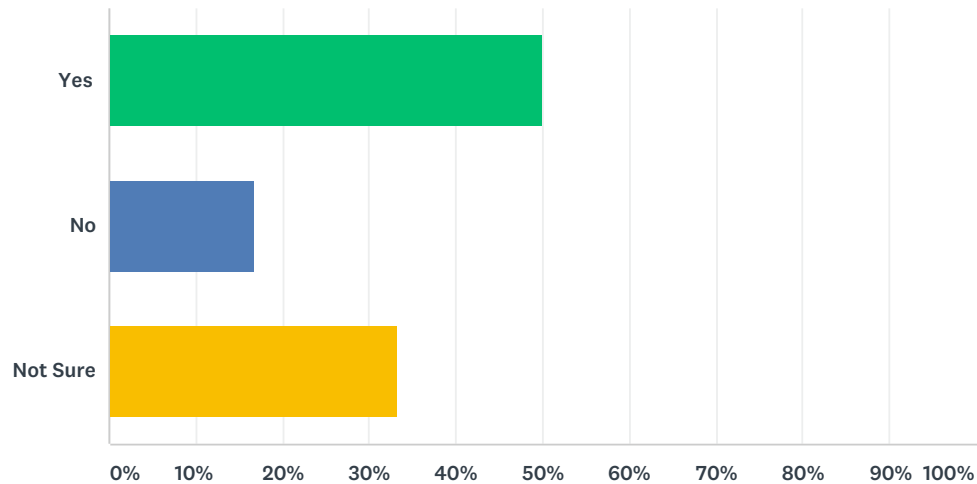
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	16.67%	1
No	50.00%	3
Not Sure	33.33%	2
TOTAL		6

Q13 Have the faculty in your division been trained on how to appropriately create instructional materials, which may be posted on a website or in CANVAS, so that they would be accessible to students using assistive technology, such as a screen reader?

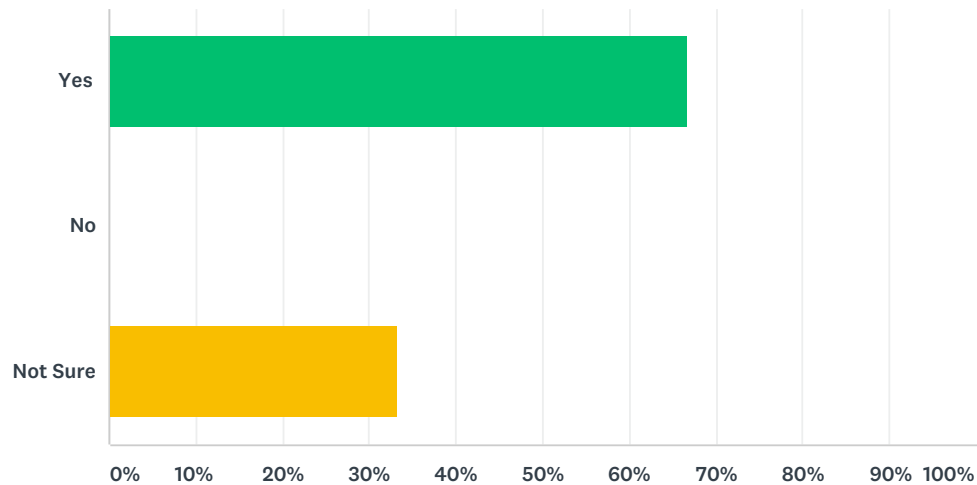
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		50.00%	3
No		16.67%	1
Not Sure		33.33%	2
TOTAL			6

Q14 Are all of your faculty aware that websites or internet resources that students are required to use must meet the web accessibility standards?

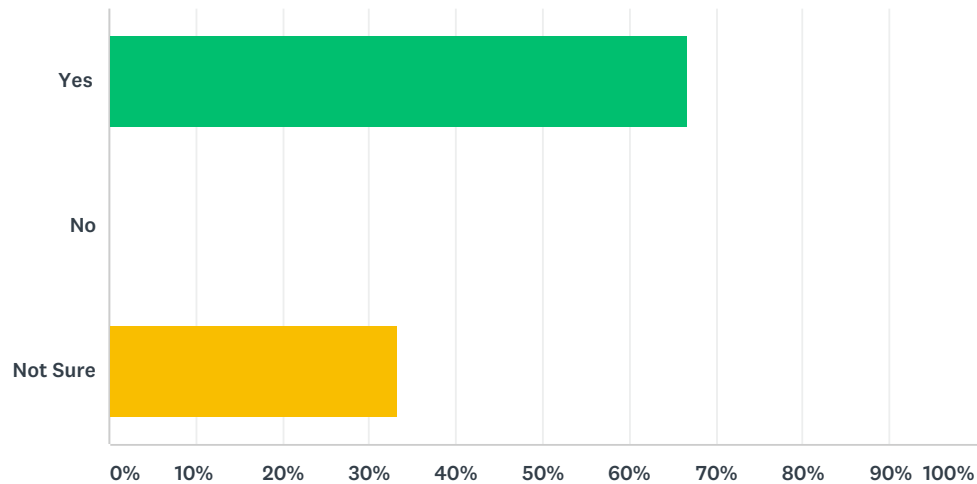
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		66.67%	4
No		0.00%	0
Not Sure		33.33%	2
TOTAL			6

Q15 Title 5 states that "In order to ensure colleges are meeting the legal requirements, each community college district receiving DSPS funding shall establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustments, auxiliary aids and/or services in dispute." Are you aware of such a policy at RSCCD?

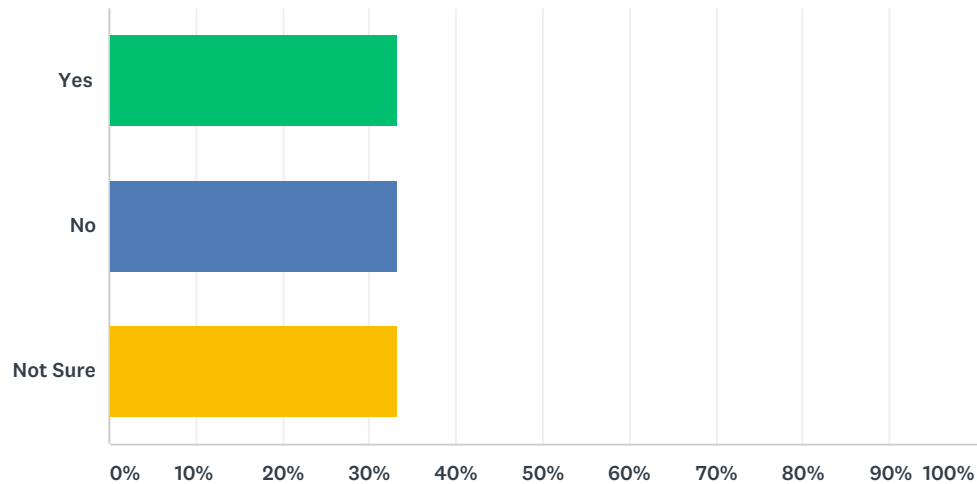
Answered: 6 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	66.67%	4
No	0.00%	0
Not Sure	33.33%	2
TOTAL		6

Q16 Do you know that the above-mentioned district policy includes the procedures to provide a course substitution or course waiver for a required course, if so requested by a student with a disability, assuming adequate justification is provided?

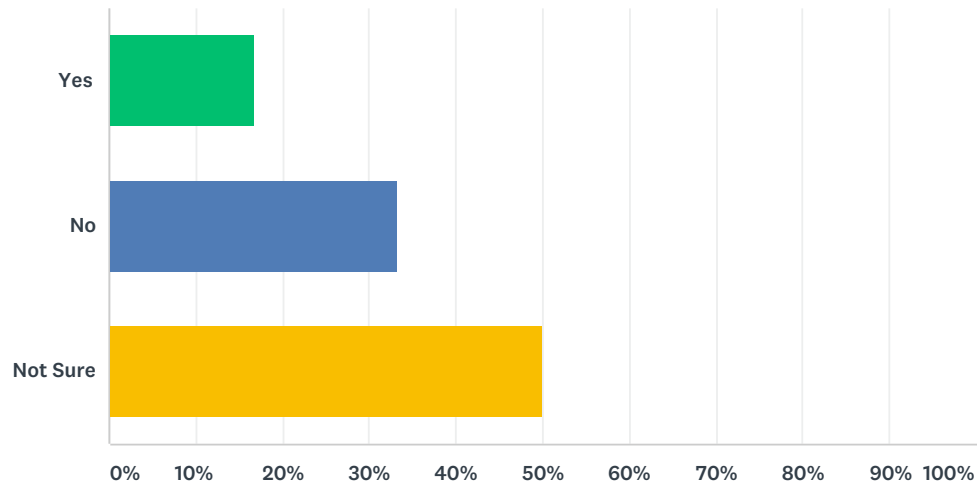
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		33.33%	2
No		33.33%	2
Not Sure		33.33%	2
TOTAL			6

Q17 Are you aware that this same district policy describes the process by which a person with a disability could appeal or file a complaint regarding denial of a course waiver, course substitution, or requested policy modification?

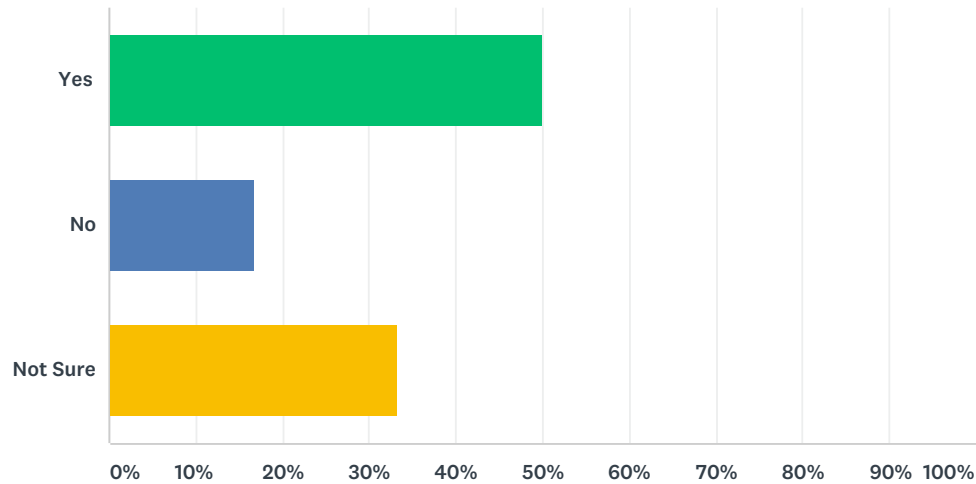
Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		16.67%	1
No		33.33%	2
Not Sure		50.00%	3
TOTAL			6

Q18 Do faculty and staff in your division receive training regarding making accommodations or academic adjustments for students with disabilities and the role of DSPS and the services it can provide?

Answered: 6 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		50.00%	3
No		16.67%	1
Not Sure		33.33%	2
TOTAL			6

Q19 If you have indicated in any of the above questions that a written policy or procedure exists, please enter a link to the document. If you have any other comments please enter them in the comment box. Use NA if no links or comments.

Answered: 6 Skipped: 0

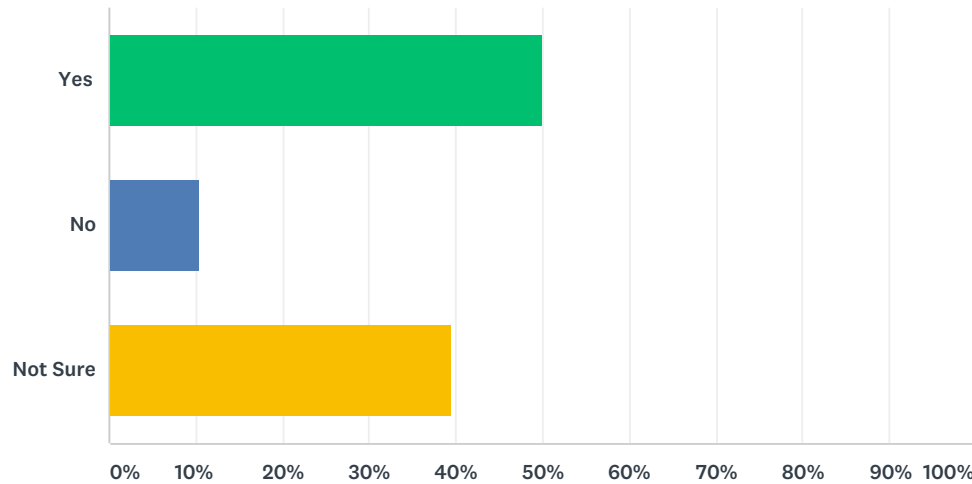
ANSWER CHOICES	RESPONSES	
Name	0.00%	0
Company	0.00%	0
Address	0.00%	0
Address 2	0.00%	0
City/Town	0.00%	0
State/Province	0.00%	0
ZIP/Postal Code	0.00%	0
Country	0.00%	0
Link to document:	100.00%	6
Comment	100.00%	6

Q1 Please provide the name of your department:

Answered: 37 Skipped: 1

Q2 Are all faculty members in your department familiar with the educational access laws of Section 504 of the Rehabilitation Act and the American Disabilities Act (ADA)?

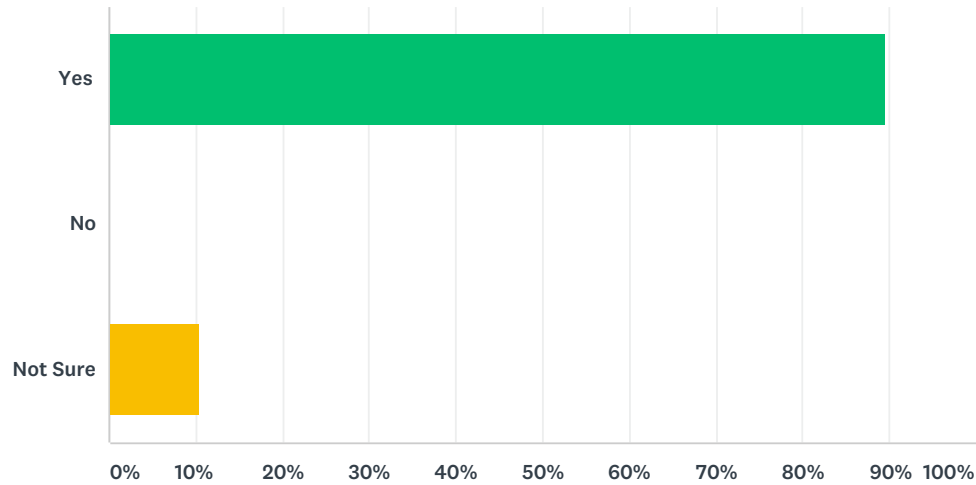
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.00%	19
No	10.53%	4
Not Sure	39.47%	15
TOTAL		38

Q3 Do all faculty members in your department understand that students with disabilities must have physical access to all facilities on campus?

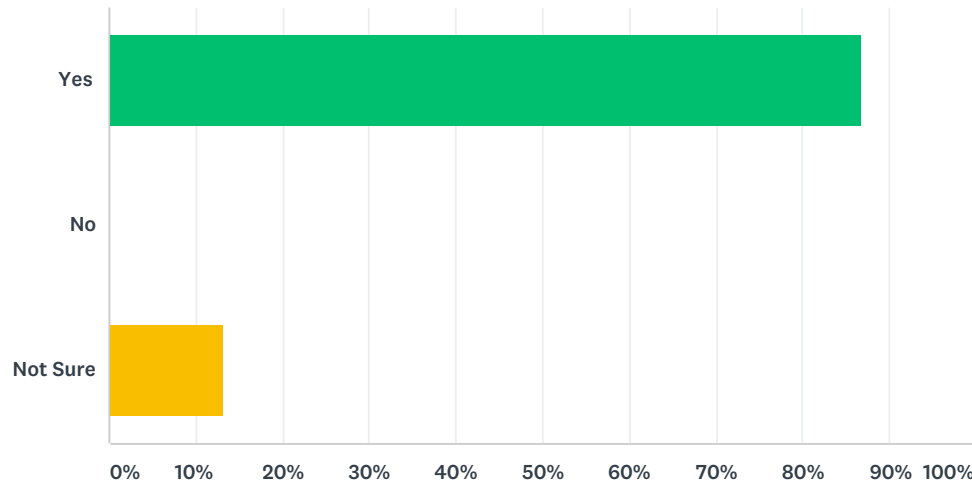
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	89.47%	34
No	0.00%	0
Not Sure	10.53%	4
TOTAL		38

Q4 Do all faculty members in your department understand that under 504 and the ADA they are required to provide academic accommodations for students with disabilities?

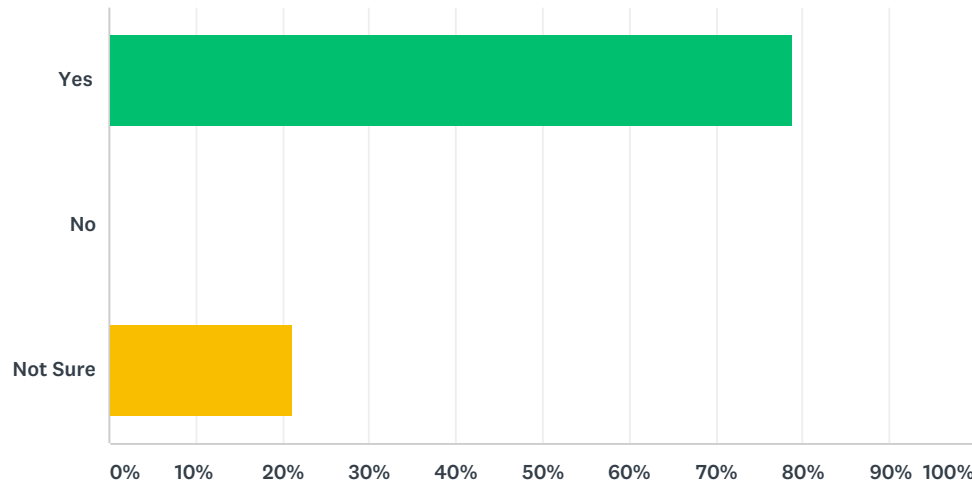
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	86.84%	33
No	0.00%	0
Not Sure	13.16%	5
TOTAL		38

Q5 Do all faculty members in your department understand that students with disabilities are not required to disclose diagnostic and treatment information to course instructors?

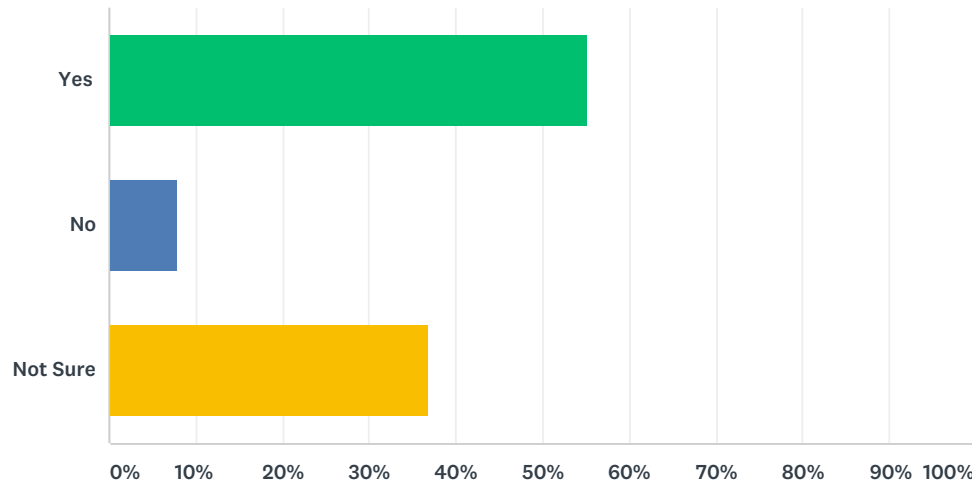
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	78.95%	30
No	0.00%	0
Not Sure	21.05%	8
TOTAL		38

Q6 If your department courses include laboratory settings, do you have policies and/or procedures in place to implement academic accommodations in these settings?

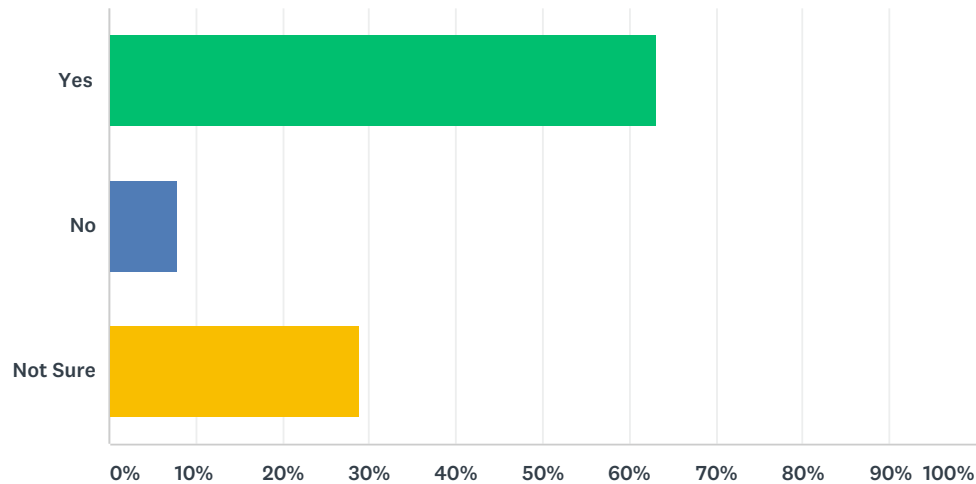
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	55.26%	21
No	7.89%	3
Not Sure	36.84%	14
TOTAL		38

Q7 Does the course outline for each of the courses in your department clearly set forth the technical standards and essential requirements which must be satisfied, with or without academic accommodations, in order to successfully complete the course?

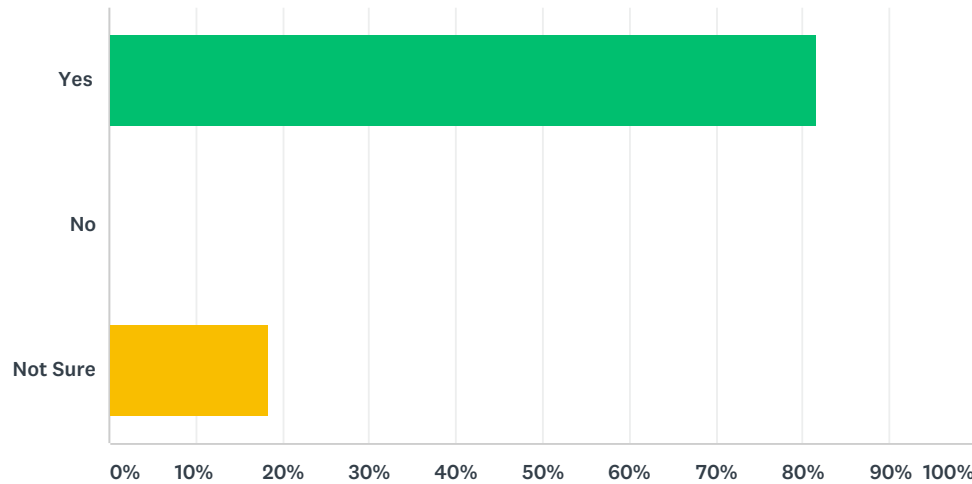
Answered: 38 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		63.16%	24
No		7.89%	3
Not Sure		28.95%	11
TOTAL			38

Q8 Does each syllabus include a statement describing the process for obtaining appropriate academic accommodations, auxiliary aids and services?

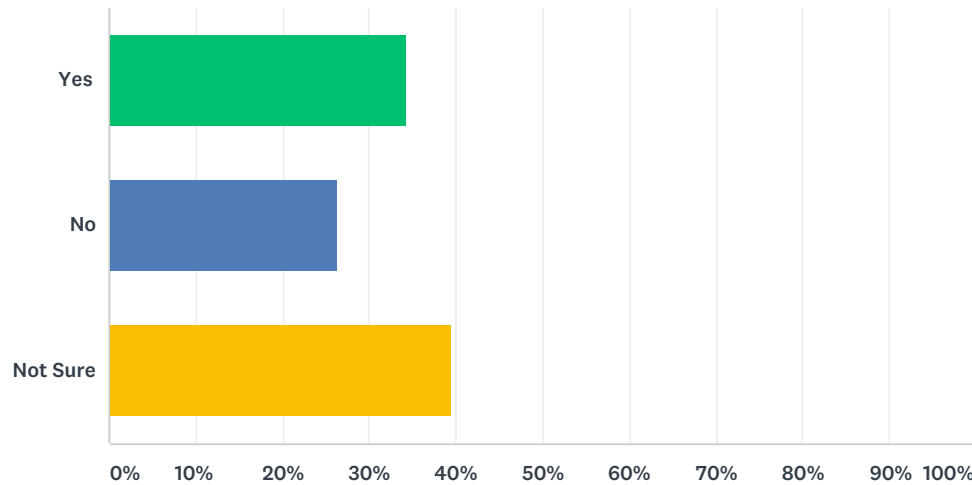
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	81.58%	31
No	0.00%	0
Not Sure	18.42%	7
TOTAL		38

Q9 Does your department have written understandings (e.g. contracts, MOUs, informal agreements, memos) with intern, practicum or other field placements sites regarding the provision of academic accommodations (e.g. sign language interpreters, materials in alternate formats, or extended time to perform tasks)?

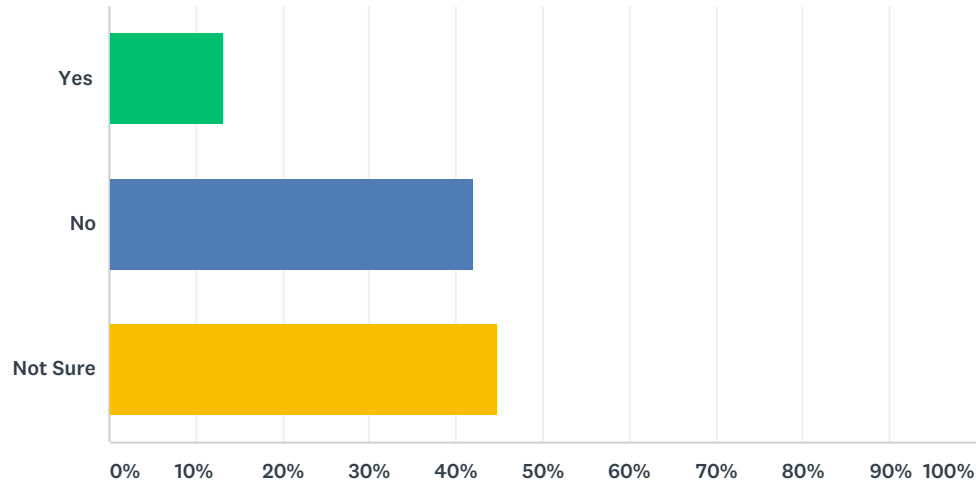
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	34.21%	13
No	26.32%	10
Not Sure	39.47%	15
TOTAL		38

Q10 Does your department have written policies or procedures for resolving situations where a faculty member and DSPS staff do not agree regarding the provision of an academic accommodation and/or auxiliary aids for a student with a disability?

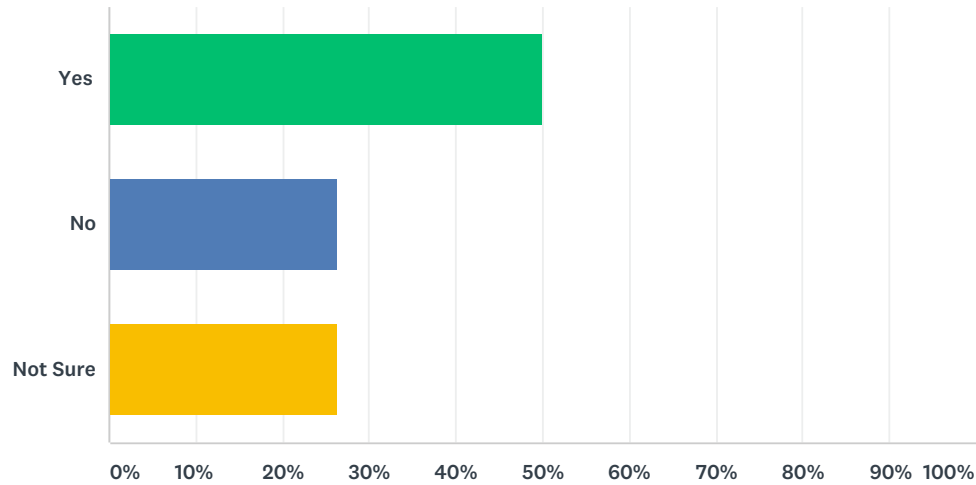
Answered: 38 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		13.16%	5
No		42.11%	16
Not Sure		44.74%	17
TOTAL			38

Q11 Does your department have written policies or procedures to ensure that all videos provided to students in courses are captioned?

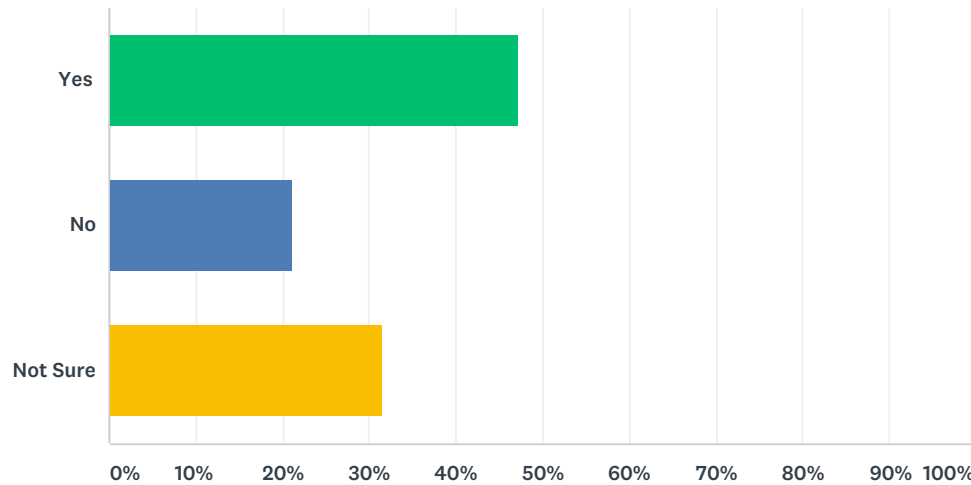
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	50.00%	19
No	26.32%	10
Not Sure	26.32%	10
Total Respondents: 38		

Q12 Does your department have written policies and/or procedures in place to ensure that faculty make textbook selections far enough in advance of the beginning of each term/semester so that DSPS can arrange to obtain textbooks in alternate formats (e.g. braille, large print, or electronic text) when requested by a student with a disability?

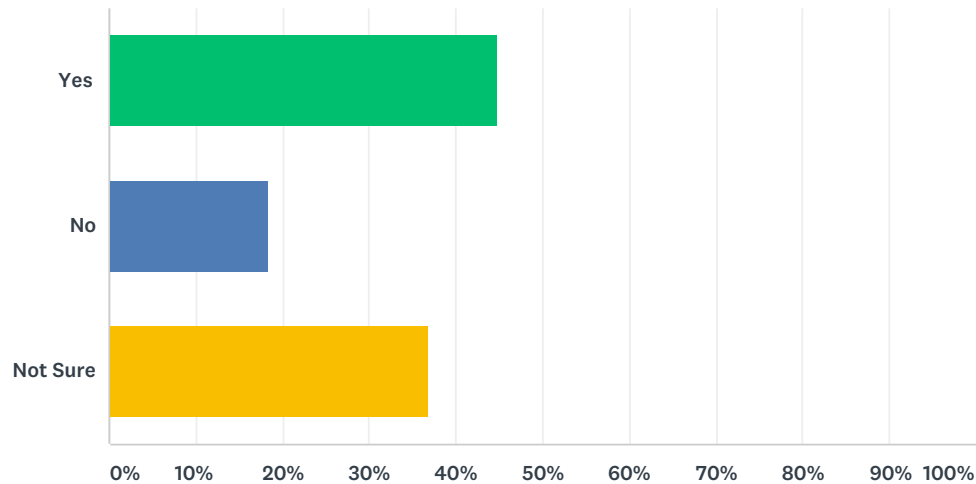
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	47.37%	18
No	21.05%	8
Not Sure	31.58%	12
TOTAL		38

Q13 Have the faculty in your department been trained on how to appropriately create instructional materials, which may be posted on a website or in CANVAS, so that they would be accessible to students using assistive technology, such as a screen reader?

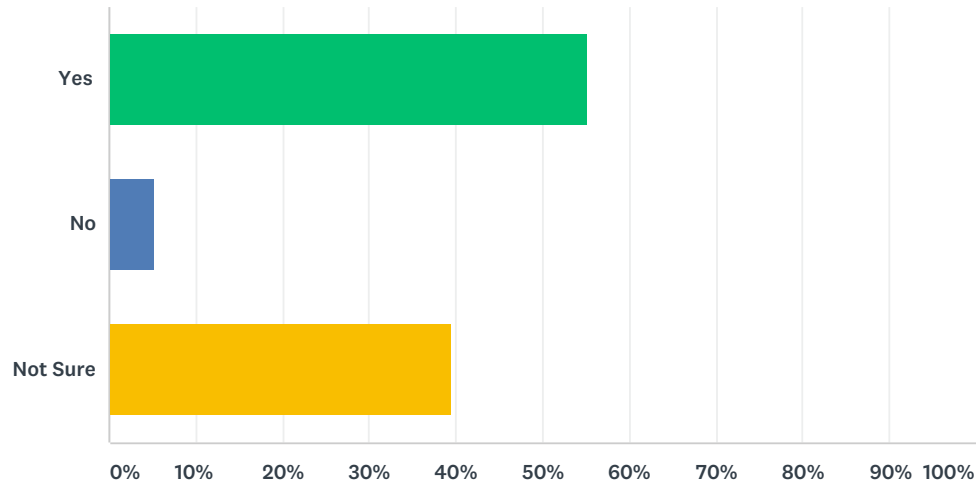
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	44.74%	17
No	18.42%	7
Not Sure	36.84%	14
TOTAL		38

Q14 Are all of your faculty aware that websites or internet resources that students are required to use must meet the web accessibility standards?

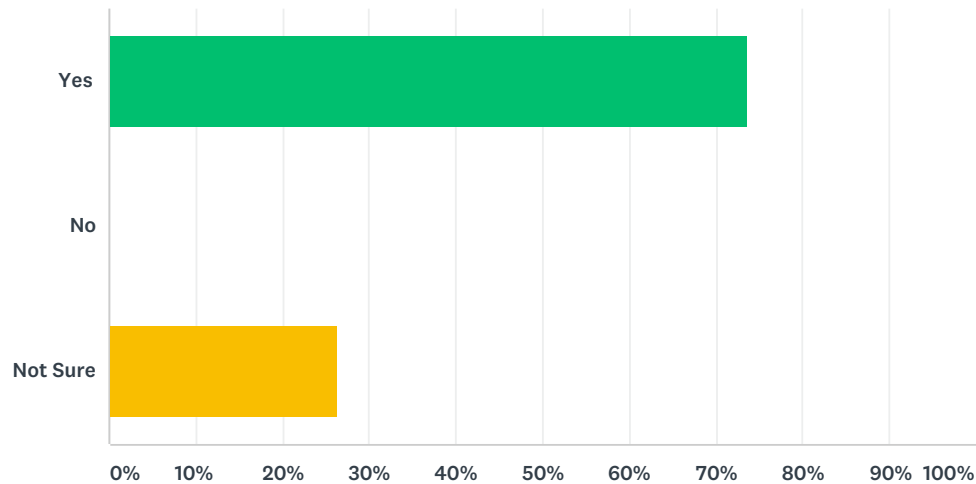
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	55.26%	21
No	5.26%	2
Not Sure	39.47%	15
TOTAL		38

Q15 Title 5 states that "In order to ensure colleges are meeting the legal requirements, each community college district receiving DSPS funding shall establish a policy and procedure for responding, in a timely manner, to accommodation requests involving academic adjustments, auxiliary aids and/or services in dispute." Are you aware of such a policy at RSCCD?

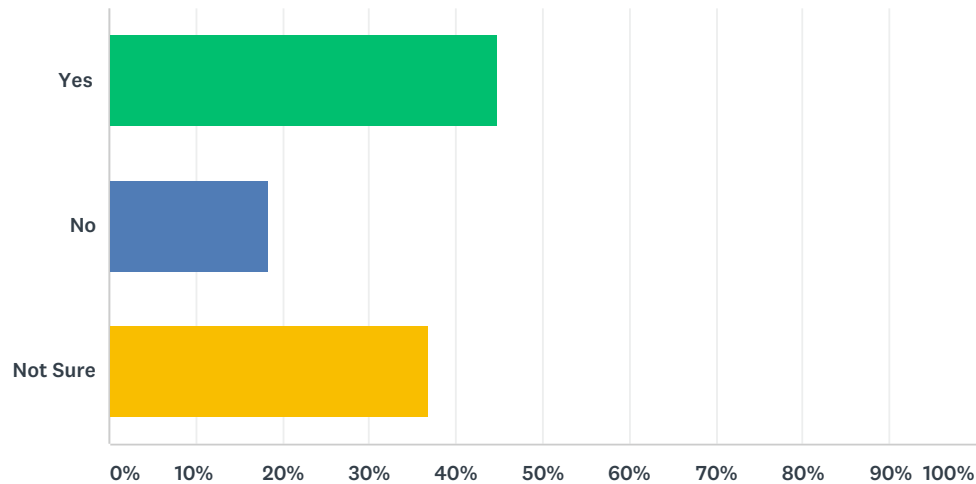
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	73.68%	28
No	0.00%	0
Not Sure	26.32%	10
TOTAL		38

Q16 Do you know that the above-mentioned district policy includes the procedures to provide a course substitution or course waiver for a required course, if so requested by a student with a disability, assuming adequate justification is provided?

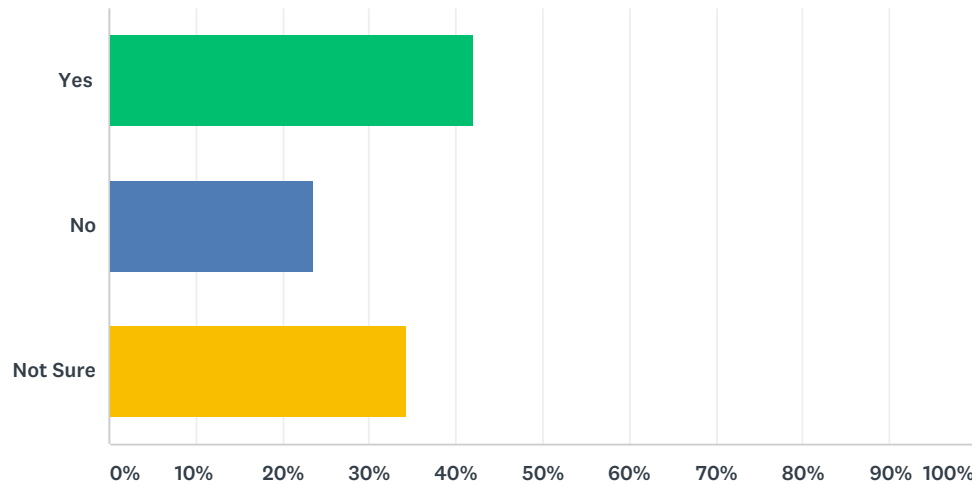
Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	44.74%	17
No	18.42%	7
Not Sure	36.84%	14
TOTAL		38

Q17 Are you aware that this same district policy describes the process by which a person with a disability could appeal or file a complaint regarding denial of a course waiver, course substitution, or requested policy modification?

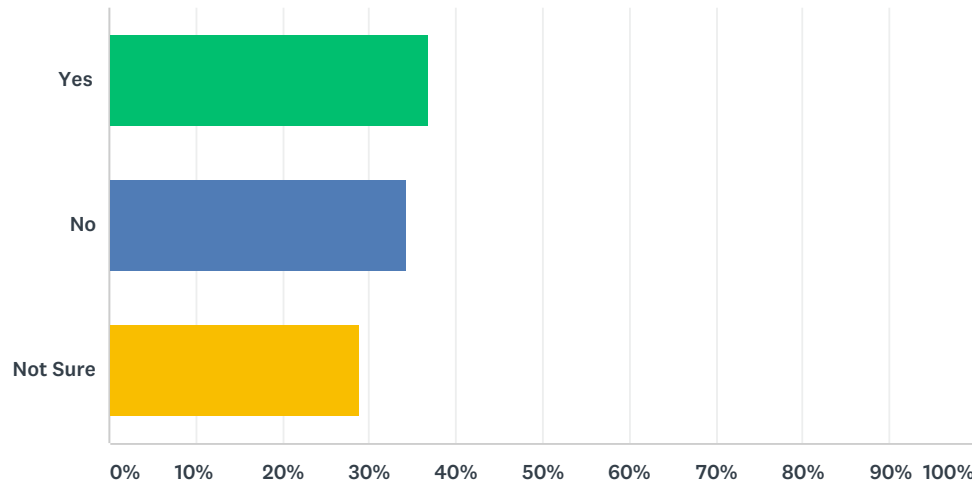
Answered: 38 Skipped: 0



ANSWER CHOICES		RESPONSES	
Yes		42.11%	16
No		23.68%	9
Not Sure		34.21%	13
TOTAL			38

Q18 Do faculty and staff in your department receive training regarding making accommodations or academic adjustments for students with disabilities and the role of DSPS and the services it can provide?

Answered: 38 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	36.84%	14
No	34.21%	13
Not Sure	28.95%	11
TOTAL		38

Q19 If you have indicated in any of the above questions that a written policy or procedure exists, please enter a link to the document. Use NA if no links or comments.

Answered: 23 Skipped: 15

ANSWER CHOICES	RESPONSES	
Name	0.00%	0
Company	0.00%	0
Address	0.00%	0
Address 2	0.00%	0
City/Town	0.00%	0
State/Province	0.00%	0
ZIP/Postal Code	0.00%	0
Country	0.00%	0
Link to document:	100.00%	23
Phone Number	0.00%	0



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Santa Ana College • Santiago Canyon College

NOTICE OF PUBLIC FORUMS

On behalf of the Rancho Santiago Community College District (“District”), we invite you to participate in a public forum as part of the development of the District’s ADA Transition Plan update and self-evaluation. Interested individuals can attend either public forum held on Wednesday, November 1, 2017 from 4:30 p.m. to 5:30 p.m. at Santa Ana College in Phillips Hall (Room P-100) and/or on Wednesday, November 8, 2017 from 4:30 p.m. to 5:30 p.m. at Santiago Canyon College in the Humanities Building (Room H-106). The District welcomes public input and comments regarding accessibility throughout all District facilities which include: Santa Ana College, Santiago Canyon College, District Operations Center, Centennial Education Center, Digital Media Center, Orange Education Center, Orange County Sheriff’s Regional Training Academy and Early Childhood Education Centers.

Submission of Comments:

All interested persons or organizations may present comments during the public forums, leave a comment in the comment box at the meeting, or e-mail a comment to adapubliccomments@rscdd.edu no later than **5:00 P.M. on November 10, 2017.**

All comments should include as much information as required to identify the location, the concern or the comment being presented. This may include, but is not limited to building identification, room identification, parking lot identification, a program or activity concern, and any photographs (if applicable).

Public Forum Locations:

Santa Ana College

Date: November 1, 2017 (Wednesday)

Time: 4:30 pm – 5:30 pm

Location: Phillips Hall (Room P-100)

Santiago Canyon College

Date: November 8, 2017 (Wednesday)

Time: 4:30 pm – 5:30 pm

Location: Humanities Building (Room H-106)

Each speaker may speak up to three minutes at the public forums to provide comment. Sign language interpreting services and Communication Access Realtime Translation (CART) services will be provided. If a translator is needed for the speaker, please contact the Facility Planning Department at (714) 480-7510, forty-eight (48) hours prior to the meeting, so appropriate accommodations may be made.

Questions:

For any questions or concerns please contact (714) 480-7510 or email at adapubliccomments@rscdd.edu.

BOARD OF TRUSTEES:

Claudia C. Alvarez • Arianna P. Barrios • John R. Hanna • Zeke Hernandez • Lawrence “Larry” R. Labrado • Nelida Mendoza • Phillip E. Yarbrough

CHANCELLOR:

Raúl Rodríguez, Ph.D.

XIV. ADA Transition Plan Public Forums Public Comment Summary

District Operations

ADMINISTRATION:

- Hiring Policy Recommendation for regular cultural sensitivity training with respect to employees and new hires with disabilities.

ACCESS:

- Access to fourth floor is limited by a locked door. A phone is used to call for access. The phone is located on a counter that is too high. Also how does a deaf person communicate and gain access with the phone that is currently in place.

Districtwide

TRANSITION PLAN SCOPE:

- The scope of the Transition Plan is inclusive of facilities/physical access and electronic accessibility.

WEBSITES:

- There are tools to assess the District's websites as well as training available however not all of the site specific websites are current in terms of accessibility.

SAC

ADMINISTRATION:

- Faculty and staff need education of ADA compliance issues. Need a 504/508 compliance officer to provide training and oversee ADA compliance issues.

DSPS:

- DSPS does a good job but could benefit from a larger testing facility.

WEBSITE AND DOCUMENTS:

- Documents on the website need to be accessible and videos need closed-captioned.
- Need more frequent computer software updates to maintain accessibility.
- Site website is not accessible with respect to font size and type. Font should be SansSerif. Images need to be tagged for the visually impaired. Videos need to be closed-captioned. Website needs improved navigation.

SERVICES:

- Theater has no assisted listening devices.
- It is not clear who faculty or staff should contact when they have special needs or services. For example Deaf and Hard of Hearing faculty and staff need to contact Human Resources for accommodations.

- Hearing impaired students can't watch a show in Phillip's Hall because there are no assisted listening devices.

FFE:

- Need more accessible furniture.
- Lunch and study tables need to be accessible.
- Biology, Chemistry and Anthropology lab tables and Fume hoods need to be accessible.
- Concrete ramp (to VL-200) needs railings for safety.
- Should check with alternative media prior to purchase of software and equipment to ensure it is accessible (related to math program).
- Only one computer has a Kurzweil. Also the location of the accessible computers are in the back of the room causing disabled students to navigate to the back to use computers.

POT:

- Temporary construction walkways need to have landscaping trimmed between W and E.
- Steel temporary construction plating is slippery when wet.
- Skateboarding can be very dangerous for visually impaired and Deaf and of Hearing students.
- There is a fire hydrant in the middle of the Quad. It should be relocated to another location.
- Skateboarding is a safety concern.
- Pavers in the Quad area between Building S and Building D are not level and a tripping hazard.
- It is difficult for a motorized wheelchair to navigate the 90 degree turn to use the men's restrooms in Building N.
- Automatic doors on Building H are very slow. Can they be made to open faster?
- Access from parking lots can be very difficult for individuals in wheelchairs.
- Individuals in wheelchairs have difficulty opening some doors in the Village. The push/pull restroom doors in M Building are difficult to open for individuals in wheelchairs.
- The ramp to access Phillips Hall is difficult to use for individuals in wheelchairs.
- There is a loading dock ramp to access the stage in Phillips Hall this is a issue for access.
- There are areas of uneven pavement that are difficult to navigate for visually impaired individuals.
- New LED lights are great because they are brighter.

CLASSROOM/OFFICES:

- Some offices are too small to accommodate services for students in wheelchairs. Limited space in D-312 for interpretation services for student in a wheelchair with two desk and chairs and an interpreter.

- Someone in a wheelchair cannot see out the vision windows in most doors – safety concern.

SIGNAGE:

- T-108 is not accessible for someone needing to transfer from a wheelchair – it is labeled with the International Symbol of Accessibility (ISA).
- Skateboarding between Buildings I and Building F is a hazard. There should be a “No Skateboarding” sign installed.
- Restroom in T Building is not accessible but sign says it is accessible.
- Font on building signage is too small to read.

PARKING:

- Need adequate accessible stalls throughout the campus.

DMC

ACCESS:

- The door to the Digital Media Center (DMC) is non-accessible.

CEC

ACCESS / POT:

- More visible and prominent signage is needed.
- Directional signs are needed.
- Larger signs are needed to identify locations for students.
- Parking lot and side walk have uneventful pavement.
- Better lighting is needed for safety.

SCC

ACCESS / POT:

- Need better signage (stop sign) at Chapman entrance – creates a crossing hazard.
- Pavement near A Building, cafeteria and Wellness Center needs repair – tripping hazard.
- Need appropriate testing space. Staff at DSPS take test for students with physical limitations.
- Guidelines for classrooms are needed.
- Reception in the accounting area is not ADA compliant.
- ADA improvements at the Chapman site are great.
- Review items that increase accessibility for able and non-able do – need to pay attention to both.
- There are lots of dangers for blind students with canes.
- Grates around trees the holes are too large.
- Need to address safety items first.
- There should be a policy to leave at least one path available when things are blocked off.

- Must maintain accessible routes on campus and stay in communication with campus.
- DSPS office is not accessible for students in wheelchairs.
- How a request to reconfigure a room or workstation is handled.
- The new ADA striping and handrails at the Chapman site is appreciated.
- The soccer field area is not easy to get to.
- What is the policy for maintaining access when events block pathways? This is difficult for someone who is visually impaired.

BUS STOP/ POT:

- Second bus stop on Newport is not an actual crosswalk and a crossing hazard to get to campus.

WEBSITE AND DOCUMENTS:

- Need to address electronic accessibility. Faculty and staff need training on how to access or make materials accessible.
- Need focus on electronic accessibility.
- Many DSPS staff provide accessible materials however it is not the responsibility of the DSPS it is the instructors.

XV. Syllabus Accessibility Statements

Including an accessibility statement on your syllabus can help to:

- Signal to all students in a course (not just those with disabilities) that you welcome discussion about individual differences in learning, encountered barriers, and ways to maximize access.
- Send a message that you value diversity and an inclusive learning environment.
- Open the door to communication and help students feel more comfortable approaching you.
- Normalize the accommodations process as just another part of the course.
- Inform students about college procedures and available resources.

Sample One

This college is committed to providing all students with equal access to learning opportunities. DSPS is the official campus office that works to arrange for reasonable accommodations for students with an identified physical, psychological or cognitive disability (learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition, etc.) Students are encouraged to contact DSPS (name and contact information) or if you do not wish to register with DSPS, the ADA Coordinator (name and contact information) to arrange for a confidential meeting to discuss services and accommodations. Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged.

Sample Two

The District policy is to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disabilities (e.g., physical, learning, psychiatric, vision, hearing, or systemic learning challenges). If you have a documented disability that may impact your learning and/or participation in this course, please talk with me as soon as possible. In talking together, we can effectively develop a plan to support your learning and participation. If you have an undocumented disability you'd like me to know

about, or if are opting to not register your disability with the college, or just want to talk about learning to learn, you are also welcomed to set up a conversation so we can plan for ways you can collaborate with me, peers, others on campus, and family members to maximize your learning.

Sample Three

The College is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me.

If you have a disability, or think you may have a disability, you may also want to meet with the DSPS Coordinator (name and contact information) or the ADA Coordinator (name and contact information), to begin this conversation or request an official accommodation.

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options.

Sample Four

The College will provide reasonable accommodations for students with disabilities to make all learning experiences accessible. If you feel you may need accommodations based on the impact of a disability or health condition, please contact the DSPS Coordinator (name and contact information) or the ADA Coordinator (name and contact information) to initiate a conversation about your options. Please know that accommodations are not retroactive, so avoid any delays.

XVI. Sample Academic Accommodations Policy Provided by Cerritos College

Academic Accommodations for Disabled Students

Policy:

Cerritos College recognizes that a disability may impede a student from completing course requirements in the same manner as expected of students who are not disabled. The college also recognizes the need to accommodate students with documented limitations resulting from verified disabilities to the greatest extent possible without compromising a student with a disability's course of study and without compromising the integrity of any student's certificate or degree.

Background:

In addition to physical access, federal and state legislation has called for the creation of policies and procedures regarding disabled student programmatic access to the academic offerings of post-secondary (and other) institutions. As cases in point:

1. Academic Adjustments (§ 104.44 of 34 Code of Federal Regulations implementing Section 504 of 1973 Rehabilitation Act)

" (a) Academic requirements. A recipient to which this subpart applies shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped applicant or student. Academic requirements that the recipient can demonstrate are essential to the program of instruction being pursued by such student or to any directly related licensing requirement will not be regarded as discriminatory within the meaning of this section. Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted."

2. Section 56027 of Subchapter 1 of Chapter 7 of Division 6 of Title 5 of the California Code of Regulations states:

"Each community college district receiving funding pursuant to this subchapter shall... establish a policy and procedure for responding, in a

timely manner, to accommodation requests involving academic adjustments. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution."

Requests may be at three levels. They may be for accommodations appropriate to permit the student to complete the required course, for substitution of another course for the required course or, finally, waiver of the course requirement.

Pursuit of an academic accommodation through this process does not prevent a student from filing a Cerritos College Section 504/ADA Complaint or, ultimately, a complaint with the Office for Civil Rights.

Level I. Special Accommodations:

Most educational limitations which result from disabilities that impede a student from completing a course can be overcome by providing a combination of appropriate accommodations. The policy and procedures for such accommodations are in place and available from Disabled Student Programs and Services. For most students with documented disabilities, this first level of accommodation will involve an attempt to complete the course with additional help, e.g., facilitation of tutorial assistance, in-class support services, auxiliary aids, test accommodations, a slower paced version of the course, advisement to complete lower level or developmental courses in a sequence in order to insure success etc.

Should a dispute arise regarding the provision of services at this level a subcommittee of the Academic Accommodation Appeals Committee (hereinafter AAAC) shall meet within five working days. If the student is dissatisfied with the subcommittee decision an appeal may further be made to the AAAC. If necessary, the 504/ADA Coordinator shall render an interim decision pending final resolution.

For some students with a disability, such accommodations will not be adequate to enable them to complete the course. For these students, the second level of accommodation, a course substitution, will be individually considered. Only in the most extreme cases will the third level of accommodation, a course waiver, be considered.

Level II. Course Substitution:

If a student with a disability is of the opinion that the accommodations offered do not enable him/her to successfully complete a required course and that attempts with additional or different accommodations have been exhausted or if the student can show that his/her disability is of such magnitude that any attempt at completing the course would be futile, that student may submit a petition for a substitution (or, in the most extreme case, waiver) to the 504/ADA Coordinator (Lucinda Aborn, 562-860-2451, ext 2345) for referral to the AAAC.

A course substitution is permissible only if it is determined appropriate by the AAAC. A substitution can be granted provided the required course is found, by the AAAC, to be non-essential to the student's course of study. Furthermore, it must be found by the AAAC that the student has no reasonable chance of successfully completing the required course even with all the accommodations that the college can provide and that an appropriate suitable course for substitution can be found. The institution shall explore alternatives such as Directed Study but is not required to develop a substitute course should one not exist. The absence of a substitute course does not automatically establish grounds for a waiver. Academic requirements that the college can demonstrate are essential to the program of instruction being pursued by the student or directly related to licensing requirements, will not be regarded as discriminatory (Rehabilitation Act of 1973, 504 Regulations, Subpart E, S. 104.44).

A substitution or waiver granted by Cerritos College may not be recognized by another educational institution. The substitution, or, in the most extreme cases, waiver, shall be recorded on the Cerritos College transcript.

Level III Course Waiver:

In the last resort, a course waiver may be appropriate. A waiver will be considered only when there is evidence that the student has met all of the requirements noted above for substitution and there are no viable alternative courses determined by judgment of the AAAC. A waiver of the course requirement will not be considered a waiver of the student's responsibility to complete the minimum number of units required by the institution for completion of the course of study.

Procedure for the Progression through the Three Levels of Accommodation

1. A student seeking accommodations in completing a course due to documented limitations of a verified disability shall request assistance through the Central Intake and Services of DSP&S which will, in turn, involve the appropriate DSP&S Certificated Specialist (hereinafter Specialist). The student may present to the Specialist a previous assessment of his/her disability from an appropriate professional. The student may or may not choose to participate in the college's DSP&S Program.
2. The Specialist will assist with the assessment and documentation of the extent of the disability (considering whatever evidence, if any, the student presents from prior assessment of his/her disability). Depending upon the severity of the educational limitations of the disability, as well as prior educational history, the Specialist shall recommend appropriate accommodations, auxiliary aids, or alternative versions of the course in question. If the Specialist concludes that the severity of the disability warrants a course substitution or if the student believes they are sufficiently disabled but the Specialist does not, the student may submit a petition for a course substitution to the AAAC.
3. The AAAC shall be constituted of the following individuals:
 1. The Chair of the department in which the course is taught.
 2. A full time instructor (preferably one who teaches the course in question) from the department in which the course is taught or, if not available, from a closely related department or discipline.
 3. The Specialist or other staff member (if any) involved in the case.
 4. The Cerritos College 504/ADA Coordinator (chair).
 5. If desired by the student, an advocate of the student's choice (non-voting).
 6. The Cerritos College articulation officer or designee from Counseling. (non- voting).
 7. A representative from the Faculty Senate, preferably from same division but a different department.

The sub-committee to hear Level 1 accommodation appeals as noted above shall be composed of:

1.
 1. The Chair of the department in which the course is taught.
 2. The instructor involved.
 3. The Cerritos College 504/ADA Coordinator (Chair).
 4. The Specialist involved in the case.

5. If desired by the student, an advocate of the student's choice (non-voting).
2. The AAAC shall hear cases brought by disabled students seeking course substitutions or waivers when it has been verified by the ADA/504 Coordinator that the student has functional limitations resulting from a disability germane to the accommodation requested and one of the following conditions has been met:
 1. The student having made a good-faith effort to complete the required course in question by availing himself/herself of the accommodations recommended by the Specialist, has been unable to complete the required course and subsequently has filed a petition for a substitution.

or

1.
 1. The student and the Specialist agree that, due to the severity of the disability, even beginning the course with Level 1 accommodations is futile and the student subsequently has filed a petition for a substitution.

or

1.
 1. The student has already filed a petition for a substitution and been denied because no suitable course substitute could be found and the course is non-essential to the student's course of study, and subsequently has filed a petition for a waiver.

or

1.
 1. The student desires to appeal the Specialist's assessment that the educational implications of his/her disability is not sufficient to warrant a substitution or, in the most extreme cases, a waiver.
2. First the AAAC will determine if the required course is essential to the student's individual course of study. If the AAAC decides the course is essential, the substitution (or, in the most extreme cases waiver) request shall be denied in order to protect the integrity of the program of study and to protect the student's best interest in pursuing that program. If the

course in question is found to be non-essential to the student's plan of study, the AAAC shall seek to provide an appropriate course substitution. If no appropriate substitute course can be found, or in the most extreme cases, if the AAAC concludes that a substitute course is inappropriate due to the severity of the disability, a waiver may be granted. The AAAC's decision will be determined by a simple majority vote.

3. The AAAC will forward its decision on substitution (or, in the most extreme, waiver), in writing, to the student and the Faculty Senate within 10 working days of the AAAC Chair's receipt of the petition. An exception to this timeline will be made should the petition be received by the Chair so late in the semester that the AAAC would not be able to complete its process while classes were still in session. In such a case, the Chair would convene the AAAC at the earliest possible time during the next semester.
4. If the student with the documented disability is dissatisfied with the AAAC's decision, he/she may appeal first to the Faculty Senate, to the Vice President of Academic Affairs and finally to the President. The student must appeal within 10 working days of each successive decision. The student must appeal within 10 working days of each successive submission. The student will be invited to attend and speak to their request at all levels as follows:
 1. If the AAAC rejects the request, the student may request the Chair to forward it to the Faculty Senate President, who will ask the Senate to affirm or deny the appeal as soon as possible.
 2. If the Faculty Senate rejects the appeal, the student may ask that it be forwarded to the Vice President of Academic Affairs who will affirm or deny the appeal as soon as possible.
 3. If the Vice-President of Academic Affairs rejects the appeal, the student may ask that it be forwarded to the Cerritos College President, who will act upon it as soon as possible.
 4. The decision of the Cerritos College President shall be final.

Request the ACADEMIC ACCOMMODATION REQUEST FORM in the Santa Barbara Building (562) 860-2451 extension 2335.

XVII. Physical Deficiencies

To view Physical Deficiency Reports, please contact the Facility Planning, District Construction and Support Services department at 714-480-7510.

XVIII. Locations District

Description	Acre	Street Address	City, State, Zip	Type
Adams Elementary School	0	2130 S. Raitt St.	Santa Ana, CA 92704	Instruction (I)
Adlerhorst International	0	3951 Vernon Ave	Riverside, CA 92509	I
Advanced Learning Academy Early College	0	1325 E 4th St.	Santa Ana, CA 92701	I
Advanced Rehab Center of Tustin	0	2210 E. First St.	Santa Ana, CA 92705	I
Alhambra Fire	0	301 N. First Street	Alhambra, CA 91801	I
Alternative Education	0	250 S. Yorba Street	Orange, CA 92867	I
Anaheim Fire	0	2400 East Orangewood	Anaheim, CA 92806	I
Anaheim Fire	0	2400 East Orangewood	Anaheim, CA 92806	I
Anaheim Regional Medical Center	0	1111 W La Palma	Anaheim, CA 92801	I
Asian Gang Investigation Association of California	0	PO Box 4241	West Covina, CA 91791-02	I
Bartlet Park	0	19822 Beach Blvd.	Huntington Beach, CA 926	I
Boys and Girls Club	0	950 W. Highland St.	Santa Ana, CA 92703	I
Brea Fire	0	1 Civic Center Circle	Brea, CA 92821	I
Brookdale Anaheim Hills	0	380 S. Anaheim Hills Rd	Anaheim Hills, CA 92807	I
Buena Clinton Youth and Family Center	0	12661 Sunswept Ave.	Garden Grove, CA 92843	I
Burbank Fire	0	301 E. Olive Ave	Burbank, CA 91510-6459	I
Cal Narcotics Officers Association	0	28245 Avenue Crocker,Suite 230	Valencia, CA 91355	I
Cal Narcotics Officers Association	0	28245 Avenue Crocker,Sui	Valencia, CA 91355	I
California Association for Property and Evidence	0	PO Box 6675	Salinas, CA 93912	I
California/Nevada Training Trust	0	9846 Limestone Ave.	Riverside, CA 92509	I
Cambridge Elementary School	0	425 N. Cambridge	Orange, CA 92866	I
Canyon High School	0	220 S. Imperial Hwy.	Anaheim, CA 92807	I
Carehouse Convalescent Hospital	0	1800 Old Tustin Avenue	Santa Ana, CA 92706	I
Carlsbad Fire	0	2560 Orion Way	Carlsbad, CA 92010	I
Carr Intermediate School	0	2120 W. Edinger Ave.	Santa Ana, CA 92704	I
Carver Elementary School	0	1401 W. Santa Ana Blvd.	Santa Ana, 92703	I
Casa Teresa	0	123 W. Maple	Orange, CA 92866	I
Catholic Charities	0	1800 East 17th St.	Santa Ana, CA 92705	I
Central Jail Men's	0	550 North Flower Street	Santa Ana, CA 92703	I
Central Jail Women's	0	550 N. Flower St.	Santa Ana, CA 92703	I
Century High School	0	1401 S. Grand Ave.	Santa Ana, CA 92705	I
Chapman Avenue Site/OEC Provisional Ed. Facility	0	1937 West Chapman Avenue	Orange, CA 92868	LEASED
CHOC	0	1201 W La Veta Ave	Orange, CA 92867	I
Chula Vista Fire	0	447 F Street	Chula Vista, CA 91910	I
Citrus Hill Assisted Living	0	142 South Prospect Avenue	Orange, CA 92869	I
City of South Gate	0			I
College and Workforce Preparation Center	0	1572 N. Main Street	Orange, CA 92867	LEASED
College Hospital Costa Mesa	0	301 Victoria Street	Costa Mesa, CA 92672	I
College Hospital Partial Hospitalization Program	0	1634 19th St., Suite C	Santa Ana, CA 92706	I
Community Garden Towers	0	4001 West Garden Grove Blvd.	Orange, CA 92868	I
Companion Hospice	0	730 Town & Country Road	Orange, CA 92868	I
Cooper Fellowship	0	409 North Cooper St.	Santa Ana, CA 92703	I
Corbin Center	0	2215 W. Mc Fadden	Santa Ana, CA 92704	I
Corona Fire	0	400 South Vicentia Ave.	Corona, CA 92882	I
Corona Fire	0	400 South Vicentia Ave.	Corona, CA 92882	I
Corona Police	0	730 Corporation Yard Way	Corona, CA 92882	I
Costa Mesa Fire	0	99 Fair Drive	Costa Mesa, CA 92626	I
Costa Mesa Fire	0	77 Fair Drive	Costa Mesa, CA 92626	I
Costa Mesa Police Department	0	99 Fair Drive	Costa Mesa, CA 92626	I
Country Villa Plaza	0	1209 Hemlock Way	Santa Ana, CA 92707	I
Criminal Justice Training Center	0	15991 Armstrong Ave.	Tustin, CA 92782	I
Davis Elementary School	0	1405 French Street	Santa Ana, CA 92701	I
Delhi Community Center	0	505 E. Central Ave.	Santa Ana, CA 92707	I
Digital Media Center	1.21	1300 S. Bristol	Santa Ana, CA	Land Owned & Instruction
Disneyland Resort	0	1313 Disneyland Drive	Anaheim, CA 92802	I
Downey Fire	0	12222 Paramount Blvd.	Downey, CA 90242	I
Downey Fire	0	12222 Paramount Blvd.	Downey, CA 90242	I
East Anaheim Community Center	0	8201 East Santa Ana Canyon Rd.	Anaheim, CA 92808	I
Edison Elementary School	0	2063 Orange	Santa Ana, CA 92707	I
El Getsemani United Methodist Church	0	701 S. Parton St.	Santa Ana, CA 92701	I
El Modena Community Center	0	18672 Center Street	Orange, CA 92869	I
El Modena High School	0	3920 Spring	Orange, CA	I
El Salvador Center	0	1825 W. Civic Center	Santa Ana, CA 92706	I
El Sol Academy	0	1010 N. Broadway St.	Santa Ana, CA 92701	I
Esplanada Elementary School	0	381 N. Esplanade	Orange, CA 92866	I
Esqueda Elementary School	0	2240 S. Main St.	Santa Ana, CA 92707	I
Firestone Scout Ranch	0	19001 Tonner Canyon Road	Brea CA 92821	I
Fountain Senior Assisted Living	0	1800 West Culver Avenue	Orange, CA 92868	I

Fountain Valley Fire	0 10200 Slater Avenue	Fountain Valley, CA 92708	I
Fountain Valley Fire	0 10200 Slater Avenue	Fountain Valley, CA 9270	I
Fountain Valley Reg Med Center	0 17100 Euclid Street	Fountain Valley, CA 92708	I
Fremont ES	0 1930 W. Tenth	Santa Ana, CA 92704	I
French Park	0 600 E. Washington	Santa Ana, CA 92701	I
Friendly Center - Lemon Street	0 615-A Lemon Street	Orange, CA 92867	I
Friendly Center - Orange	0 147 W. Rose Ave., Rm 100	Orange, CA 92867	I
Fullerton Fire	0 312 East Commonwealth	Fullerton, CA 92832	I
Fullerton Fire	0 312 E. Commonwealth	Fullerton, CA 92832	I
Fullerton Police Department	0 237 W. Commonwealth Ave.	Fullerton, CA 92832	I
Garden Grove Fire	0 P.O. Box 3070	Garden Grove, CA 92705	I
Garden Grove Fire	0 P.O. Box 3070	Garden Grove, CA 92842	I
Garden Villa	0 13051 Wilson St.	Garden Grove, CA 92844	I
Garfield Community Center	0 501 N. Lacy St.	Santa Ana, CA 92701	I
Garfield Elementary	0 850 E. Brown St.	Santa Ana, CA 92701	I
Glendale Fire	0 421 Oak Street	Glendale, CA 91204-1206	I
Godinez Fundamental High School	0 3002 Centennial Road	Santa Ana, CA 92704	I
Goodwill Career Center	0 200 N. Fairview St.	Santa Ana, CA 92703	I
Goodwill Industry at Fairview	0 410 N. Fairview	Santa Ana, CA 92703	I
Goodwill Industry St. Andrews	0 1601 E St. Andrews Place	Santa Ana, CA 92705	I
Handy Elementary School	0 860 N. Handy St.	Orange, CA 92867	I
Hoag Memorial Hospital Presbyterian	0 One Hoag Drive	Newport Beach, CA 92658	I
Hobby Lobby	0 1975 E. 17th St.	Santa Ana, CA 92705	I
Hollybrook Senior Living	0 2025 N. Bush St.	Santa Ana, CA 92706	I
Hope Builders	0 801 N. Broadway	Santa Ana, CA 92701	I
Hospice Care of California	0 377 E. Chapman	Placentia, CA 92870	I
Huntington Beach Fire	0 2000 Main Street	Huntington Beach, CA 92648	I
Huntington Beach Fire	0 2000 Main Street	Huntington Beach, CA 926	I
Huntington Beach Lifeguards	0 103 Pacific Coast Hwy	Huntington Beach, CA 926	I
Huntington Beach Lifeguards	0 103 Pacific Coast Hwy	Huntington Beach, CA 926	I
Intake and Release Center	0 550 North Flower Street	Santa Ana, CA 92703	I
Irvine Adult Day Health Services	0 20 Lake Road	Irvine, CA 92604	I
Irvine Police	0 1 Civic Center Plaza	Irvine, CA 92606	I
Irvine Valley College	0 5500 Irvine Center Dr.	Irvine, CA 92618	I
James Musick Security Facility	0 13502 Musick	Irvine, CA 92618	I
Joint Powers Training Center	0 2400 Orangewood	Anaheim, CA 92806	I
Joint Powers Training Central Net	0 18301 Gothard	Huntington Beach, CA 92648	I
JTS Services	0 1905 E. 17th St., #316	Santa Ana, CA 92705	I
Kaiser Hospital – Anaheim	0 3440 E. La Palma	Anaheim, CA 92806	I
Kaiser Hospital – Irvine	0 6640 Alton Parkway	Irvine, CA 92618	I
Kennedy Elementary School	0 1300 E. Mc Fadden	Santa Ana, CA 92705	I
Kindred Healthcare Center	0 1901 College Ave	Santa Ana, CA 92706	I
La Verne Fire	0 2061 Third Street	La Verne, CA 91750	I
La Amistad Family Health Center	0 353 Main Street	Orange, CA 92868	I
Laguna Beach Fire	0 505 Forest Avenue	Laguna Beach, CA 92651	I
Laguna Beach Fire	0 505 Forest Avenue	Laguna Beach, CA 92651	I
Laguna Beach Lifeguards	0 505 Forest Ave	Laguna Beach, CA 92651	I
Lakeside Fire	0 12216 Lakeside Ave	Lakeside, CA 92040	I
Lampson Elementary School	0 13321 Lampson Ave.	Garden Grove, CA 92840	I
Lathrop Intermediate School	0 1111 S. Broadway	Santa Ana, CA 92707	I
Libreia Martinez de Chapman University	0 216 N. Broadway	Santa Ana, CA 92701	I
Lincoln Elementary School	0 425 S. Sullivan	Santa Ana, CA 92704	I
Long Beach Fire	0 3205 Lakewood Blvd	Long Beach, CA 90808	I
Lorin Gisit Academy	0 1629 S. Center	Santa Ana, CA 92704	I
MacArthur Fund. Inter School	0 600 W. Alton Ave	Santa Ana, CA 92707	I
Madison Elementary School	0 1124 E. Hobart	Santa Ana, CA 92707	I
Martin Elementary School	0 939 W. Wilshire	Santa Ana, CA 92707	I
Mc Fadden Intermediate School	0 2701 S. Raitt	Santa Ana, CA 92704	I
Mendez Fundamental	0 200. N Bristol Street	Santa Ana, CA 92706	I
Metropolitan Water District	0 33752 Newport Rd.	Winchester, CA 92596	I
Mission Hospital	0 27700 Medical Center Road	Mission Viejo, CA 92691	I
Mission Hospital Laguna Beach	0 31872 Coast Highway	Laguna Beach, CA 92651	I
Monrovia Fire	0 2055 South Myrtle Avenue	Monrovia, CA 91016	I
Monte Vista Elementary School	0 2016 Monte Vista Rd.	Santa Ana, CA 92704	I
Montebello Fire	0 600 North Montebello Blvd.	Montebello, CA 90640	I
Montebello Fire	0 600 N. Montebello Blvd	Montebello, CA 90640	I
Monterey Park Fire	0 350 W Newmark Avenue	Monterey Park, CA 91754	I
Murrieta Fire	0 41825 Juniper Street	Murrieta, CA 92562	I
Newport Beach Fire	0 100 Civic Center Drive	Newport Beach, CA 92660	I

Newport Beach Fire	0 100 Civic Center Drive	Newport Beach, CA 92660	I
Newport Beach Lifeguards	0 100 Civic Center Dr.	Newport Beach, CA 92660	I
North County Fire	0 330 S. Main Ave.	Fallbrook, CA 92028	I
O.C. Children's Therap. Arts	0 2215 N. Broadway	Santa Ana, CA 92701	I
O.C. Sheriff's Regional Training Facility	15 15991 Armstrong Avenue	Tustin, CA 92782	Land Owned & Instruction
Oc Communities Organized for R	0 13252 Garden Grove Blvd.	Garden Grove, CA 92843	I
OC Educational Arts Academy	0 825 North Broadway	Santa Ana, CA 92701	I
OCDE - 17th & Ross	0 515 W. 17th Street	Santa Ana, CA 92701	I
OCFA Station 18	0 30492 Trabuco Canyon Rd.	Trabuco Canyon, CA 92679	I
Ontario Fire	0 425 East B Street	Ontario, CA 91764	I
Operating Engineers Training Trust	0 2190 S. Pellisser Pl.	Whittier, CA 90601	I
Orange County Coroner	0 1071 W Santa Ana Blvd.	Santa Ana, CA 92703	I
Orange County Electrical Training Trust	0 717 South Lyon Street	Santa Ana, CA 92705	I
Orange County Fire Authority	0 1 Fire Authority Road	Irvine, CA 92602	I
Orange County Lifeguards	0 34127 Pacific Coast Hwy	Dana Point, CA 92629	I
Orange County Probation Department	0 1055 N Main Street	Santa Ana, CA 92701	I
Orange County Sheriff Department	0 909 Main Street #2	Santa Ana, CA 92701	I
Orange Education Center	6.4 1465 N. Batavia	Orange, CA 92867	Land Owned & Instruction
Orange Fire	0 176 Grand Street	Orange, CA 92866	I
Orange Healthcare & Wellness	0 920 W. La Veta Ave.	Orange, CA 92868	I
Orange High School	0 525 N. Shaffer St.	Orange, CA 92867	I
Orange Senior Center	0 170 South Olive	Orange, CA 92866	I
Our Lady of Pillar Church	0 1622 W. 6th St.	Santa Ana, CA 92703	I
Palacio Senior Living	0 435 S. Anaheim Hills Roa	Anaheim Hills, CA 92807	I
Park Plaza	0 520 S. Glassell Street	Orange, CA 92866	I
Pasadena Fire	0 215 N. Marengo Ave.	Pasadena, CA 91101-1530	I
Phoenix House	0 1207 E. Fruit St.	Santa Ana, CA 92701	I
Placentia-Yorba Linda Unified School District	0 1301 E. Orangethorpe A	Placentia, CA 92870	I
Portola Middle School	0 270 N. Palm Drive	Orange, CA 92868	I
Poway Fire	0 13050 Community Road	Poway, CA 92064	I
Rancho Cucamonga Fire	0 10500 Civic Center Drive	Rancho Cucamonga, CA 91730	I
Rancho Santiago Center	3.5 2323 N. Broadway	Santa Ana, CA 92706	Land Owned & Instruction
Recovery Education Institute	0 401 South Tustin Street Bldg 8	Orange, CA 92866	I
Regent's Point	0 19191 Harvard Avenue	Irvine, CA 92612	I
Rehabilitation Institute	0 1800 East Le Veta Avenue	Orange, CA 92866	I
Remington Education Center	0 1325 E. 4th Street	Santa Ana, CA 92701	LEASED
Rialto Fire	0 131 S. Willow Ave.	Rialto, CA 92376	I
Rialto Fire	0 131 S. Willow Ave	Rialto, CA 92376	I
Richland Continuation High School	0 615 N Lemon Street	Orange, CA 92867	I
Riverside City Fire	0 3085 St Lawrence Street	Riverside, CA 92509	I
Riverside DA's	0 3401 University Ave.	Riverside, CA 92501	I
Riverside Fire	0 3401 University Ave	Riverside, CA 92501	I
Romero-Cruz Elementary	0 1512 W. Santa Ana Blvd.	Santa Ana, CA 92703	I
Roosevelt Elementary School	0 501 S. Halladay	Santa Ana, CA 92701	I
Saddleback High School	0 2301 W. MacArthur Blvd.	Santa Ana, CA 92707	I
Saint Joseph's Hospital	0 1100 W Steward Drive	Orange, CA 92868	I
Saint Joseph's School	0 608 Civic Center Dr.	Santa Ana, CA 92701	I
San Bernardino County Fire	0 2824 East W Street, Bldg 302	San Bernardino, CA 92408	I
San Clemente Lifeguards	0 100 Ave Del Presidio	San Clemente, CA 92672	I
San Gabriel Fire	0 1303 S. Del Mar	San Gabriel, CA 91776	I
San Marcos Fire	0 1 Civic Center Drive	San Marcos, CA 92069	I
San Marino Fire	0 220 Huntington Drive	San Marino, CA 91108	I
Santa Ana City Jail	0 62 Civic Center Plaza	Santa Ana, CA 92701	I
Santa Ana College	65 1530 West 17th Street	Santa Ana, CA 92706	Land Owned & Instruction
Santa Ana High School	0 520 W. Walnut	Santa Ana, CA 92701	I
Santa Ana Police Department	0 60 Civic Center Plaza	Santa Ana, CA 92701	I
Santa Ana Senior Center	0 424 W. 3rd St.	Santa Ana, CA 92701	I
Santa Ana Towers	0 401 West First St.	Santa Ana, CA 92701	I
Santa Ana United Methodist Church	0 609 N. Spurgeon St.	Santa Ana, CA 92701	I
Santa Ana Work Center	0 1000 E Santa Ana Blvd, Ste 200	Santa Ana, CA 92701	I
Santiago Canyon College	82.77 8045 E. Chapman Avenue	Orange, CA 92869	Land Owned & Instruction
Seal Beach Lifeguards	0 211 Eight Street	Seal Beach, CA 90704	I
Segerstrom High School	0 2701 W. 5th St.	Santa Ana, CA 92703	I
SER Jobs for Progress	0 1560 Brookhollow Dr.	Santa Ana, CA 92705	I
Sierra Intermediate School	0 2021 North Grand Ave.	Santa Ana, CA 92705	I
Silverado Senior Center	0 350 W. Bay Street	Costa Mesa, CA 92627	I
South Coast College	0 2011 W. Chapman Ave. Roo	Orange, CA 92868	I
South Coast Global Medical Center	0 2107 Bristol St.	Santa Ana, CA 92704	I
South Coast Post Acute	0 1020 West Warner Ave.	Santa Ana, CA 92707	I

South Pasadena Fire	0 1414 Mission Street	South Pasadena, CA 9103	I
Southern California Surveyors	0 9480 Utica Ave., #604	Rancho Cucamonga, CA 91730	I
Southland Integrated Services, Inc.	0 1618 W. First St.	Santa Ana, CA 92703	I
Southwest Carpenters Carpentry Training Center 1	0 7111 Firestone Blvd. Ste 137	Buena Park, CA 90621	I
Southwest Carpenters Ontario Training Center	0 3250 E. Shelby Ct.	Ontario, CA 91761	I
Southwest Carpenters Sylmar Training Center	0 15885 Valley View Ct.	Sylmar, CA 91342	I
Southwest Carpenters Ventura County Training Center	0 412 Dawson Dr.	Camarillo, CA 93010	I
Southwest Carpenters Whittier Training Center	0 10015 Rose Hills Rd., #200	Whittier, CA 90601	I
Southwest Senior Center	0 2201 W. McFadden	Santa Ana, CA 92704	I
Spurgeon Intermediate School	0 2701 W. 5th St.	Santa Ana, CA 92703	I
St. Jude Hospital	0 12365 Lews Street	Gardon Grove, CA 92840	I
St. Jude Neighborhood Health Centers	0 731 S. Highland Ave.	Fullerton, CA 92832	I
State Parks Lifeguards	0 3030 Ave Del Presidente	San Clemente, CA 92672	I
Sunflower Garden	0 3730 S. Greenville	Santa Ana, CA 92704	I
Superior Court - Irvine	0 341 The City Drive South	Orange, CA 92868	I
Sycamore Elementary School	0 340 N. Main St.	Orange, CA 92868	I
Taft Elementary School	0 500 W. Keller	Santa Ana, CA 92707	I
Taft Elementary School	0 1829 N. Cambridge	Orange, CA 92865	I
The Meridian at Anaheim Hills	0 525 S. Anaheim Hills Rd.	Anaheim Hills, CA 92807	I
The Villa Center	0 910 N. French St.	Santa Ana, CA 92701	I
Theo Lacy Facility	0 501 City Drive South	Orange, CA 92868	I
Town & Country Manor	0 555 E. Memory Lane	Santa Ana, CA 92706	I
Tustin Police	0 300 Centennial Way	Tustin, CA 92780	I
Tustin Police Department	0 300 Centennial Way	Tustin, CA 92780	I
UCI Medical Center	0 200 S. Manchester, Room 2105	Orange, CA 92869	I
Upland Fire	0 475 N. 2nd Ave	Upland, CA 91784	I
Valley High School	0 1801 S. Greenville St.	Santa Ana, CA 92704	I
Vernon Fire	0 4305 S Santa Fe Avenue	Vernon, CA 90058	I
Vernon Fire	0 4305 S Santa Fe Avenue	Vernon, CA 90058	I
Villay Park High School	0 18042 Taft Ave.	Villa Park, CA 92861	I
VIP Adult Day Care Center	0 1101 S. Grand Avenue	Santa Ana, CA 92705	I
VIP Adult Day Care Center	0 1158 N. Knolwood Circle	Anaheim, CA 92801	I
Vista Fire	0 2009 S Melrose Drive	Vista, CA 92081	I
Washington Elementary School	0 910 Anahurst Pl.	Santa Ana, CA 92707	I
West American Rubber Company	0 1337 Braden Court	Orange, CA 92868	I
West Covina Fire	0 1444 West Garvey Ave, # 205	West Covina, CA 91790	I
West Covina Fire	0 1444 West Garvey Ave, #	West Covina, CA 91790	I
Westview Center - Starbright	0 3922 W. 5th St.	Santa Ana, CA 92703	I
Wilson Elementary School	0 1317 N. Baker St.	Santa Ana, CA 92706	I
Yorba Middle School	0 935 N. Cambridge	Orange, CA 92867	I
CEC Child Development Center	2900 W. Edinger Avenue	Santa Ana, CA 92704	License Agreement w/City
Centennial Education Center	2000 W. Edinger Avenue	Santa Ana, CA 92704	License Agreement w/City
SAC Arts Gallery	207 N. Broadway, Suite Q	Santa Ana, CA 92706	LEASED
SAC East Child Development Center	1510 N. Parton Street	Santa Ana	LEASED



Santa Ana College
RSCCD ADA Upgrades
Santa Ana, California

Masterplan
November 10, 2018

Prepared for Rancho Santiago Community College District

INTRODUCTION

BASIS OF ESTIMATE

This Cost Estimate is based upon the Masterplan package, prepared by Rancho Santiago College Community District, along with verbal and written guidance from the RSCCD.

Summary of Documentation

- 1) SAC - Baseball Field Progress 180523
- 2) SAC - Building A - Cesar Chavez Building Progress 180523
- 3) SAC - Building B - Middle College High School Progress 180523
- 4) SAC - Building C - Fine Arts & Art Gallery Progress 180523
- 5) SAC - Building E - Fitness Center Progress 180524
- 6) SAC - Building F - Locker Rooms Progress 180524
- 7) SAC - Building G - Cook Gymnasium Progress 180524
- 8) SAC - Building H - Hammond Hall Progress 180524
- 9) SAC - Building I - Classroom Building Progress 180529
- 10) SAC - Building J - Auto Shop - Quick Center Progress 180529
- 11) SAC - Building K - Welding Auto Diesel Progress 180529
- 12) SAC - Building L - Nealley Library Progress 180529
- 13) SAC - Building M - Tessmann Planetarium Progress 180529
- 14) SAC - Building N - Music Building Progress 180529
- 15) SAC - Building O - Concession Progress 180529
- 16) SAC - Building P - Phillips Hall Theater Progress 180529
- 17) SAC - Building R - Russell Hall Progress 180529
- 18) SAC - Building S - Administration Building Progress 180529
- 19) SAC - Building T - Technical Arts Progress 180529
- 20) SAC - Building V - Early Childhood Education Center Progress 180529
- 21) SAC - Building VL - The Village Progress 180529
- 22) SAC - Building W - Exercise Science Progress 180529
- 23) SAC - Building X - Security Safety Progress 180529
- 24) SAC - Building Z - Maintenance & Operations Progress 180529
- 25) SAC - Campus Path Of Travel Progress 180529
- 26) SAC - Parking Lots 1 to 13 Progress 180529
- 27) SAC - Pool Progress 180529
- 28) Soccer Field Progress 180529
- 29) Softball Field Progress 180529
- 30) Tennis Courts Progress 180529
- 31) Track & Field Football Progress 180529
- 32) Weight Room Progress 180529

INTRODUCTION

ESTIMATE MARK UPS

The following markups are included from this estimate:

- | | |
|--|-------|
| 1) General Conditions and Requirements | 13.5% |
| 2) Overhead and Profit (OH&P) | 10.0% |
| 3) Bonds & Insurance | 2.5% |
| 4) Phasing | 4.0% |
| 5) Design Contingency | 20.0% |
| 6) Escalation to MOC, 07/01/21 | 13.8% |

EXCLUSIONS

The following items are excluded from this estimate.

- 1) Professional fees, inspections and testing.
- 2) Escalation beyond midpoint of construction, July 2021. We are assuming a construction start date of January 2020, and a 36 month schedule.
- 3) FF and E, unless specifically referenced in this estimate.
- 4) Plan check fees and building permit fees.
- 5) Construction/Owner's contingency costs.
- 6) Construction management fees.
- 7) Soft costs.
- 8) Off-site work
- 9) Accelerated construction schedule.
- 10) Scope to Building R

ITEMS AFFECTING COST ESTIMATE

Items that may change the estimated construction cost may include but are not limited to the following:

- 1) Unforeseen sub-surface condition.
- 2) Any changes to the scope of work not included in this report. We recommend to update the estimate to capture the value of any changes.
- 3) Sole source procurement.
- 4) Any changes or delay from the projected construction schedule.

CLARIFICATIONS

- 1) This estimate is based on the assumption of a competitive bid environment by a minimum of four at the General Contractor and the Subcontractor level.
- 2) This estimate assumes the use of prevailing wages.
- 3) This estimate assumes design - bid - build procurement method.
- 4) Prequalification process for General Contractor and Subcontractor has not been included on this estimate. If prequalification will be implemented, it will have a significant cost impact to the project.

CONSTRUCTION COST SUMMARY

Total	
BUILDINGS	
BUILDING A - CESAR CHAVEZ BUILDING	\$1,613,448
BUILDING B - MIDDLE COLLEGE HIGH SCHOOL	\$691,992
BUILDING C - FINE ARTS AND GALLERY	\$2,458,568
BUILDING D - DUNLAP HALL	\$735,599
BUILDING E - FITNESS CENTER	\$278,256
BUILDING F - MEN'S AND WOMEN'S LOCKER ROOM	\$757,844
BUILDING G - COOK GYMNASIUM	\$1,151,611
BUILDING H - HAMMOND HALL	\$2,373,985
BUILDING I - CLASSROOM BUILDING	\$679,221
BUILDING J - AUTO SHOP - QUICK CENTER	\$1,216,310
BUILDING K - WELDING/AUTO/DIESEL	\$351,257
BUILDING L - NEALLEY LIBRARY	\$3,345,985
BUILDING M - TESSMANN PLANETARIUM	\$84,262
BUILDING N - MUSIC BUILDING	\$834,193
BUILDING O - CONCESSION	\$85,836
BUILDING P - PHILLIPS HALL THEATER	\$1,501,559
BUILDING S - ADMINISTRATION BUILDING	\$2,567,728
BUILDING T - TECHNICAL ARTS	\$894,630
BUILDING V - EARLY CHILDHOOD EDUCATION CENTER	\$864,240
BUILDING VL - THE VILLAGE	\$172,812

CONSTRUCTION COST SUMMARY

	Total
BUILDING W - EXERCISE SCIENCE	\$786,899
BUILDING X - SAFETY / SECURITY	\$135,564
BUILDING Z - MAINTENANCE AND OPERATIONS	\$340,160
TOTAL ESTIMATED CONSTRUCTION COST - BUILDINGS	\$23,921,960

SITEWORK

BASEBALL FIELD	\$419,116
SOFTBALL FIELD	\$86,909
SWIMMING POOL	\$106,463
SOCCER FIELD	\$73,940
TENNIS COURTS	\$112,425
TRACK AND FIELD AND FOOTBALL	\$111,089
WEIGHT ROOM	\$199,247
CAMPUS PATH OF TRAVEL	\$944,181
PARKING LOT 1	\$13,888
PARKING LOT 2	\$229,034
PARKING LOT 3	\$3,712
PARKING LOT 4	\$37,192
PARKING LOT 5	\$94,917
PARKING LOT 6	\$184,827
PARKING LOT 7	\$26,386
PARKING LOT 8	\$34,555

CONSTRUCTION COST SUMMARY

Total	
PARKING LOT 9	\$27,832
PARKING LOT 10	\$95,847
PARKING LOT 11	\$74,946
PARKING LOT 12	\$126,138
PARKING LOT 13	\$1,102
TOTAL ESTIMATED CONSTRUCTION COST - SITEWORK	\$3,003,748
TOTAL ESTIMATED CONSTRUCTION COST	\$26,925,708

Project Total

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$868,387
04	Masonry	
05	Metals	\$644,082
06	Woods, Plastics, and Composites	\$495,605
07	Thermal and Moisture Protection	
08	Openings	\$2,891,223
09	Finishes	\$35,058
10	Specialties	\$869,199
11	Equipment	\$57,261
12	Furnishings	\$160,848
13	Special Construction	\$744,871
14	Conveying Equipment	\$3,483,555
21	Fire Suppression	
22	Plumbing	\$3,347,146
23	Heating, Ventilating, and Air Conditioning (HVAC)	\$941
26	Electrical	\$634
27	Communications	\$580
28	Electronic Safety and Security	\$166,994
31	Earthwork	
32	Exterior Improvements	\$1,044,696
33	Utilities	\$4,310
Subtotal		\$14,815,390
General Conditions and Requirements		13.50% \$2,000,078
Subtotal		\$16,815,467
Overhead and Profit (OH&P)		10.00% \$1,681,547
Subtotal		\$18,497,014
Bonds & Insurance		2.50% \$462,425
Subtotal		\$18,959,439
Phasing		4.00% \$758,378
Subtotal		\$19,717,817
Design Contingency		20.00% \$3,943,563
Subtotal		\$23,661,380
Escalation to MOC, 07/01/21		13.80% \$3,264,328
TOTAL ESTIMATED CONSTRUCTION COST		\$26,925,708

RSCCD ADA Upgrades
Santa Ana, California
Masterplan

Buildings - Summary

Element		Building A - Cesar Chavez Building	Building B - Middle College High School	Building C - Fine Arts and Gallery	Building D - Dunlap Hall	Building E - Fitness Center	Building F - Men's and Women's Locker Room	Building G - Cook Gymnasium	Building H - Hammond Hall
01	General Requirements								
02	Existing Conditions								
03	Concrete	\$13,936	\$34,924	\$6,493		\$8,870	\$2,191	\$63,633	\$17,208
04	Masonry								
05	Metals	\$13,667	\$40,148	\$17,648		\$1,752	\$10,418	\$60,370	\$9,086
06	Woods, Plastics, and Composites	\$37,695	\$11,526	\$20,288	\$133,500	\$7,614	\$13,370	\$12,628	\$15,990
07	Thermal and Moisture Protection								
08	Openings	\$155,969	\$172,269	\$146,577	\$140,000	\$37,575	\$33,675	\$102,987	\$233,644
09	Finishes	\$9,533		\$495		\$248	\$2,662	\$248	\$10,447
10	Specialties	\$44,606	\$6,292	\$59,792	\$48,750	\$9,974	\$66,249	\$106,983	\$26,848
11	Equipment	\$1,652		\$1,253					\$2,476
12	Furnishings	\$7,004	\$667	\$5,145	\$82,500	\$1,366		\$29,867	\$279
13	Special Construction	\$50,251	\$21,552	\$76,573		\$8,666	\$23,603	\$35,867	\$73,938
14	Conveying Equipment	\$30,331	\$613	\$814,791					\$817,672
21	Fire Suppression								
22	Plumbing	\$523,127	\$92,765	\$203,549		\$77,040	\$264,822	\$221,071	\$98,656
23	Heating, Ventilating, and Air Conditioning (HVAC)								
26	Electrical			\$178					
27	Communications								
28	Electronic Safety and Security								
31	Earthwork								
32	Exterior Improvements								
33	Utilities								
	Subtotal	\$887,771	\$380,756	\$1,352,783	\$404,750	\$153,105	\$416,990	\$633,653	\$1,306,243
	General Conditions and Requirements	13.50%	\$119,849	\$51,402	\$182,626	\$54,641	\$20,669	\$56,294	\$176,343
	Subtotal	\$1,007,620	\$432,159	\$1,535,409	\$459,391	\$173,775	\$473,284	\$719,196	\$1,482,586
	Overhead and Profit (OH&P)	10.00%	\$100,762	\$43,216	\$153,541	\$45,939	\$17,377	\$47,328	\$148,259
	Subtotal	\$1,108,382	\$475,374	\$1,688,950	\$505,330	\$191,152	\$520,612	\$791,116	\$1,630,844
	Bonds & Insurance	2.50%	\$27,710	\$11,884	\$42,224	\$12,633	\$4,779	\$13,015	\$19,778
	Subtotal	\$1,136,092	\$487,259	\$1,731,173	\$517,964	\$195,931	\$533,628	\$810,894	\$1,671,615
	Phasing	4.00%	\$45,444	\$19,490	\$69,247	\$20,719	\$7,837	\$21,345	\$32,436
	Subtotal	\$1,181,535	\$506,749	\$1,800,420	\$538,682	\$203,768	\$554,973	\$843,330	\$1,738,480
	Design Contingency	20.00%	\$236,307	\$101,350	\$360,084	\$107,736	\$40,754	\$168,666	\$347,696
	Subtotal	\$1,417,843	\$608,099	\$2,160,504	\$646,419	\$244,522	\$665,967	\$1,011,995	\$2,086,176
	Escalation to MOC, 07/01/21	13.80%	\$195,606	\$83,893	\$298,064	\$89,180	\$33,734	\$91,877	\$139,615
TOTAL ESTIMATED CONSTRUCTION COST		\$1,613,448	\$691,992	\$2,458,568	\$735,599	\$278,256	\$757,844	\$1,151,611	\$2,373,985

11/10/18

Buildings - Summary

Element		Building I - Classroom Building	Building J - Auto Shop - Quick Center	Building K - Welding/Auto/Di esel	Building L - Nealley Library	Building M - Tessmann Planetarium	Building N - Music Building	Building O - Concession	Building P - Phillips Hall Theater
01	General Requirements								
02	Existing Conditions								
03	Concrete	\$2,352	\$31,453	\$41,878	\$53,627		\$21,306	\$10,306	\$81,751
04	Masonry								
05	Metals		\$45,911	\$48,672	\$188,746		\$60,829		\$96,311
06	Woods, Plastics, and Composites		\$15,212		\$42,847	\$619	\$4,581	\$6,623	\$32,347
07	Thermal and Moisture Protection								
08	Openings	\$27,424	\$280,714	\$61,834	\$183,775	\$6,739	\$193,122	\$6,461	\$309,119
09	Finishes	\$495	\$2,526	\$1,535	\$743				\$3,343
10	Specialties	\$19,977	\$39,312	\$17,142	\$80,168	\$860	\$25,457	\$7,649	\$68,202
11	Equipment		\$495		\$1,896		\$495		\$495
12	Furnishings		\$93		\$10,916	\$1,563			\$6,837
13	Special Construction	\$21,154	\$37,405	\$10,940	\$104,211	\$2,624	\$25,981	\$2,673	\$46,766
14	Conveying Equipment	\$30,331			\$912,658				\$49,520
21	Fire Suppression								
22	Plumbing	\$271,995	\$207,701	\$11,271	\$261,481	\$13,531	\$127,229	\$13,123	\$130,117
23	Heating, Ventilating, and Air Conditioning (HVAC)								\$941
26	Electrical								\$457
27	Communications							\$395	
28	Electronic Safety and Security					\$20,427			
31	Earthwork								
32	Exterior Improvements		\$8,431						
33	Utilities								
	Subtotal	\$373,729	\$669,253	\$193,273	\$1,841,068	\$46,364	\$459,000	\$47,230	\$826,206
	General Conditions and Requirements	13.50%	\$50,453	\$90,349	\$26,092	\$248,544	\$6,259	\$61,965	\$6,376
	Subtotal	\$424,182	\$759,602	\$219,365	\$2,089,613	\$52,623	\$520,965	\$53,606	\$937,744
	Overhead and Profit (OH&P)	10.00%	\$42,418	\$75,960	\$21,936	\$208,961	\$5,262	\$52,096	\$5,361
	Subtotal	\$466,601	\$835,562	\$241,301	\$2,298,574	\$57,885	\$573,061	\$58,966	\$1,031,518
	Bonds & Insurance	2.50%	\$11,665	\$20,889	\$6,033	\$57,464	\$1,447	\$14,327	\$1,474
	Subtotal	\$478,266	\$856,451	\$247,334	\$2,356,038	\$59,332	\$587,388	\$60,441	\$1,057,306
	Phasing	4.00%	\$19,131	\$34,258	\$9,893	\$94,242	\$2,373	\$23,496	\$2,418
	Subtotal	\$497,396	\$890,709	\$257,227	\$2,450,280	\$61,705	\$610,883	\$62,858	\$1,099,598
	Design Contingency	20.00%	\$99,479	\$178,142	\$51,445	\$490,056	\$12,341	\$122,177	\$12,572
	Subtotal	\$596,875	\$1,068,851	\$308,673	\$2,940,336	\$74,046	\$733,060	\$75,430	\$1,319,518
	Escalation to MOC, 07/01/21	13.80%	\$82,345	\$147,459	\$42,585	\$405,649	\$10,215	\$101,133	\$10,406
TOTAL ESTIMATED CONSTRUCTION COST		\$679,221	\$1,216,310	\$351,257	\$3,345,985	\$84,262	\$834,193	\$85,836	\$1,501,559

Buildings - Summary

Element		Building S - Administration Building	Building T - Technical Arts	Building V - Early Childhood Education Center	Building VL - The Village	Building W - Exercise Science	Building X - Safety / Security	Building Z - Maintenance and Operations	Total
01 General Requirements									
02 Existing Conditions									
03 Concrete		\$13,804	\$49,768	\$19,059	\$53,878	\$9,533		\$14,299	\$550,270
04 Masonry									
05 Metals		\$12,009	\$10,158	\$7,799		\$10,530			\$634,054
06 Woods, Plastics, and Composites		\$64,039	\$29,794	\$4,085	\$5,453	\$22,414	\$7,614	\$4,457	\$492,696
07 Thermal and Moisture Protection									
08 Openings		\$217,097	\$127,837	\$137,912	\$9,715	\$217,300	\$29,751	\$25,379	\$2,856,874
09 Finishes		\$495				\$1,238	\$248	\$805	\$35,058
10 Specialties		\$38,397	\$34,171	\$68,082	\$16,307	\$39,799	\$11,603	\$7,441	\$844,061
11 Equipment		\$4,312	\$22,557	\$18,308			\$3,322		\$57,261
12 Furnishings		\$5,336	\$667		\$1,366	\$7,242			\$160,848
13 Special Construction		\$79,972	\$27,863	\$25,976	\$5,382	\$24,508	\$4,222	\$10,469	\$720,601
14 Conveying Equipment		\$812,380	\$15,258						\$3,483,555
21 Fire Suppression									
22 Plumbing		\$165,006	\$100,656	\$177,690	\$2,985	\$100,415	\$17,833	\$49,060	\$3,131,122
23 Heating, Ventilating, and Air Conditioning (HVAC)									\$941
26 Electrical									\$634
27 Communications									\$395
28 Electronic Safety and Security			\$73,525					\$73,042	\$166,994
31 Earthwork									
32 Exterior Improvements				\$16,620				\$2,216	\$27,267
33 Utilities									
Subtotal		\$1,412,847	\$492,254	\$475,533	\$95,087	\$432,977	\$74,592	\$187,167	\$13,162,631
General Conditions and Requirements	13.50%	\$190,734	\$66,454	\$64,197	\$12,837	\$58,452	\$10,070	\$25,268	\$1,776,955
Subtotal		\$1,603,581	\$558,709	\$539,729	\$107,924	\$491,429	\$84,662	\$212,434	\$14,939,586
Overhead and Profit (OH&P)	10.00%	\$160,358	\$55,871	\$53,973	\$10,792	\$49,143	\$8,466	\$21,243	\$1,493,959
Subtotal		\$1,763,939	\$614,580	\$593,702	\$118,716	\$540,572	\$93,128	\$233,678	\$16,433,544
Bonds & Insurance	2.50%	\$44,098	\$15,364	\$14,843	\$2,968	\$13,514	\$2,328	\$5,842	\$410,839
Subtotal		\$1,808,038	\$629,944	\$608,545	\$121,684	\$554,086	\$95,456	\$239,520	\$16,844,383
Phasing	4.00%	\$72,322	\$25,198	\$24,342	\$4,867	\$22,163	\$3,818	\$9,581	\$673,775
Subtotal		\$1,880,359	\$655,142	\$632,887	\$126,551	\$576,250	\$99,274	\$249,101	\$17,518,158
Design Contingency	20.00%	\$376,072	\$131,028	\$126,577	\$25,310	\$115,250	\$19,855	\$49,820	\$3,503,632
Subtotal		\$2,256,431	\$786,170	\$759,464	\$151,861	\$691,500	\$119,129	\$298,921	\$21,021,790
Escalation to MOC, 07/01/21	13.80%	\$311,298	\$108,460	\$104,776	\$20,951	\$95,399	\$16,435	\$41,239	\$2,900,169
TOTAL ESTIMATED CONSTRUCTION COST		\$2,567,728	\$894,630	\$864,240	\$172,812	\$786,899	\$135,564	\$340,160	\$23,921,960

Sitework - Summary

Element		Baseball Field	Swimming Pool	Soccer Field	Softball Field	Tennis Courts	Track and Field and Football	Weight Room	Campus Path of Travel
01	General Requirements								
02	Existing Conditions								
03	Concrete	\$7,438	\$38,793		\$2,600	\$39,071	\$6,165	\$104,425	\$119,623
04	Masonry								
05	Metals	\$6,685	\$1,671		\$1,671				
06	Woods, Plastics, and Composites			\$1,362	\$1,548				
07	Thermal and Moisture Protection								
08	Openings	\$17,870	\$3,130	\$2,888	\$1,903	\$7,846	\$279	\$248	\$186
09	Finishes								
10	Specialties	\$8,660	\$124	\$8,850		\$124	\$7,256	\$124	
11	Equipment								
12	Furnishings								
13	Special Construction	\$8,109	\$1,954	\$1,558	\$705	\$1,882	\$1,053	\$4,217	\$4,792
14	Conveying Equipment								
21	Fire Suppression								
22	Plumbing	\$162,072	\$4,952	\$25,841	\$9,904		\$12,636	\$619	
23	Heating, Ventilating, and Air Conditioning (HVAC)								
26	Electrical								
27	Communications		\$186						
28	Electronic Safety and Security								
31	Earthwork								
32	Exterior Improvements	\$19,777	\$7,768	\$186	\$29,489	\$12,937	\$33,736		\$394,917
33	Utilities								
	Subtotal	\$230,611	\$58,579	\$40,684	\$47,820	\$61,860	\$61,125	\$109,632	\$519,519
	General Conditions and Requirements	13.50%	\$31,133	\$7,908	\$5,492	\$8,351	\$8,252	\$14,800	\$70,135
	Subtotal	\$261,744	\$66,488	\$46,177	\$54,276	\$70,211	\$69,376	\$124,433	\$589,654
	Overhead and Profit (OH&P)	10.00%	\$26,174	\$6,649	\$4,618	\$5,428	\$7,021	\$6,938	\$12,443
	Subtotal	\$287,918	\$73,136	\$50,794	\$59,704	\$77,232	\$76,314	\$136,876	\$648,619
	Bonds & Insurance	2.50%	\$7,198	\$1,828	\$1,270	\$1,931	\$1,908	\$3,422	\$16,215
	Subtotal	\$295,116	\$74,965	\$52,064	\$61,196	\$79,163	\$78,222	\$140,298	\$664,835
	Phasing	4.00%	\$11,805	\$2,999	\$2,083	\$3,167	\$3,129	\$5,612	\$26,593
	Subtotal	\$306,921	\$77,963	\$54,147	\$63,644	\$82,329	\$81,351	\$145,910	\$691,428
	Design Contingency	20.00%	\$61,384	\$15,593	\$10,829	\$12,729	\$16,466	\$16,270	\$29,182
	Subtotal	\$368,305	\$93,556	\$64,976	\$76,373	\$98,795	\$97,621	\$175,092	\$829,714
	Escalation to MOC, 07/01/21	13.80%	\$50,811	\$12,907	\$8,964	\$10,536	\$13,630	\$24,156	\$114,467
TOTAL ESTIMATED CONSTRUCTION COST		\$419,116	\$106,463	\$73,940	\$86,909	\$112,425	\$111,089	\$199,247	\$944,181

Sitework - Summary

Element		Parking Lot 1	Parking Lot 2	Parking Lot 3	Parking Lot 4	Parking Lot 5	Parking Lot 6	Parking Lot 7	Parking Lot 8
01	General Requirements								
02	Existing Conditions								
03	Concrete								
04	Masonry								
05	Metals								
06	Woods, Plastics, and Composites								
07	Thermal and Moisture Protection								
08	Openings								
09	Finishes								
10	Specialties								
11	Equipment								
12	Furnishings								
13	Special Construction								
14	Conveying Equipment								
21	Fire Suppression								
22	Plumbing								
23	Heating, Ventilating, and Air Conditioning (HVAC)								
26	Electrical								
27	Communications								
28	Electronic Safety and Security								
31	Earthwork								
32	Exterior Improvements	\$7,642	\$126,022	\$2,043	\$20,464	\$52,227	\$100,909	\$12,940	\$17,071
33	Utilities						\$789	\$1,578	\$1,942
	Subtotal	\$7,642	\$126,022	\$2,043	\$20,464	\$52,227	\$101,698	\$14,519	\$19,013
	General Conditions and Requirements	13.50%	\$1,032	\$17,013	\$276	\$2,763	\$7,051	\$13,729	\$1,960
	Subtotal		\$8,673	\$143,035	\$2,318	\$23,227	\$59,277	\$115,427	\$21,580
	Overhead and Profit (OH&P)	10.00%	\$867	\$14,303	\$232	\$2,323	\$5,928	\$11,543	\$1,648
	Subtotal		\$9,540	\$157,338	\$2,550	\$25,549	\$65,205	\$126,970	\$23,738
	Bonds & Insurance	2.50%	\$239	\$3,933	\$64	\$639	\$1,630	\$3,174	\$453
	Subtotal		\$9,779	\$161,271	\$2,614	\$26,188	\$66,835	\$130,144	\$24,331
	Phasing	4.00%	\$391	\$6,451	\$105	\$1,048	\$2,673	\$5,206	\$743
	Subtotal		\$10,170	\$167,722	\$2,719	\$27,236	\$69,508	\$135,350	\$25,305
	Design Contingency	20.00%	\$2,034	\$33,544	\$544	\$5,447	\$13,902	\$27,070	\$3,865
	Subtotal		\$12,204	\$201,267	\$3,262	\$32,683	\$83,410	\$162,420	\$23,187
	Escalation to MOC, 07/01/21	13.80%	\$1,684	\$27,767	\$450	\$4,509	\$11,507	\$22,407	\$3,199
	TOTAL ESTIMATED CONSTRUCTION COST		\$13,888	\$229,034	\$3,712	\$37,192	\$94,917	\$184,827	\$26,386
									\$34,555

Sitework - Summary

Element		Parking Lot 9	Parking Lot 10	Parking Lot 11	Parking Lot 12	Parking Lot 13	Total
01 General Requirements							
02 Existing Conditions							
03 Concrete							\$318,116
04 Masonry							
05 Metals							\$10,028
06 Woods, Plastics, and Composites							\$2,909
07 Thermal and Moisture Protection							
08 Openings							\$34,349
09 Finishes							
10 Specialties							\$25,138
11 Equipment							
12 Furnishings							
13 Special Construction							\$24,270
14 Conveying Equipment							
21 Fire Suppression							
22 Plumbing							\$216,024
23 Heating, Ventilating, and Air Conditioning (HVAC)							
26 Electrical							
27 Communications							\$186
28 Electronic Safety and Security							
31 Earthwork							
32 Exterior Improvements		\$15,314	\$52,738	\$41,238	\$69,405	\$607	\$1,017,429
33 Utilities							\$4,310
Subtotal		\$15,314	\$52,738	\$41,238	\$69,405	\$607	\$1,652,759
General Conditions and Requirements	13.50%	\$2,067	\$7,120	\$5,567	\$9,370	\$82	\$223,122
Subtotal		\$17,381	\$59,858	\$46,805	\$78,775	\$689	\$1,875,881
Overhead and Profit (OH&P)	10.00%	\$1,738	\$5,986	\$4,680	\$7,878	\$69	\$187,588
Subtotal		\$19,120	\$65,844	\$51,485	\$86,653	\$757	\$2,063,469
Bonds & Insurance	2.50%	\$478	\$1,646	\$1,287	\$2,166	\$19	\$51,587
Subtotal		\$19,598	\$67,490	\$52,773	\$88,819	\$776	\$2,115,056
Phasing	4.00%	\$784	\$2,700	\$2,111	\$3,553	\$31	\$84,602
Subtotal		\$20,381	\$70,189	\$54,883	\$92,372	\$807	\$2,199,658
Design Contingency	20.00%	\$4,076	\$14,038	\$10,977	\$18,474	\$161	\$439,932
Subtotal		\$24,458	\$84,227	\$65,860	\$110,846	\$969	\$2,639,590
Escalation to MOC, 07/01/21	13.80%	\$3,374	\$11,620	\$9,086	\$15,292	\$134	\$364,158
TOTAL ESTIMATED CONSTRUCTION COST		\$27,832	\$95,847	\$74,946	\$126,138	\$1,102	\$3,003,748

Baseball Field

Baseball Field Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$7,438
04	Masonry	
05	Metals	\$6,685
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	\$17,870
09	Finishes	
10	Specialties	\$8,660
11	Equipment	
12	Furnishings	
13	Special Construction	\$8,109
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$162,072
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$19,777
33	Utilities	
	Subtotal	\$230,611
	General Conditions and Requirements	13.50% \$31,133
	Subtotal	\$261,744
	Overhead and Profit (OH&P)	10.00% \$26,174
	Subtotal	\$287,918
	Bonds & Insurance	2.50% \$7,198
	Subtotal	\$295,116
	Phasing	4.00% \$11,805
	Subtotal	\$306,921
	Design Contingency	20.00% \$61,384
	Subtotal	\$368,305
	Escalation to MOC, 07/01/21	13.80% \$50,811
TOTAL ESTIMATED CONSTRUCTION COST		\$419,116

RSCCD ADA Upgrades
Baseball Field
Santa Ana, California
Masterplan

11/10/18

Baseball Field Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Miscellaneous Concrete Repair

Roughen existing landing and apply levelling grout. Patch and repair finish as needed. Allow, 25 sf per location	3	loc	\$1,994.42	\$5,983
Provide compliant clear floor space at the drinking fountain, allow 25 sf.	2	loc	\$727.33	\$1,455

Subtotal - Concrete **\$7,438**

05 Metals

Miscellaneous Metal Fabrication

Install side rail including blocking to each side of existing drinking fountain to prevent from protruding into the primary path of travel.	4	loc	\$1,671.30	\$6,685
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Subtotal - Metals **\$6,685**

08 Openings

Doors and Hardware

Remove door stop from existing door, single	1	ea	\$61.90	\$62
Adjust door closer to meet required opening force	4	loc	\$92.85	\$371
Remove and replace existing threshold to meet required height, 3' wide	2	ea	\$247.60	\$495
Remove and replace existing door hardware with accessible hardware, single	4	ea	\$1,227.03	\$4,908
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	2	ea	\$383.63	\$767
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	1	ea	\$247.60	\$248
	2	ea	\$4,209.20	\$8,418
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.				
Remove and reset existing door and frame. Adjust location to comply with the required latch side clearance. Reframe wall opening. Patch and repair wall.	1	ea	\$2,599.80	\$2,600

Subtotal - Openings **\$17,870**

Baseball Field Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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10 Specialties

Toilet Partitions

Remove and replace urinal screen to comply with the required accessible clearance	1	ea	\$738.74	\$739
Replace toilet partition panel to meet the required minimum space of 48" in front of the toilet	1	ea	\$1,236.52	\$1,237

Toilet Accessories

Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$510.68	\$2,043
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	3	ea	\$464.25	\$1,393
Remove and relocate/remount blower to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$464.25	\$929
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$417.83	\$836
Install additional grab bar including blocking. Patch and repair wall.	2	ea	\$557.10	\$1,114

Signage

Install compliant door/wall signage	3	ea	\$123.80	\$371
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Subtotal - Specialties **\$8,660**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			4.00%	\$8,109
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Subtotal - Special Construction **\$8,109**

22 Plumbing

Plumbing Fixtures

Install insulating wrap to lavatory supply line	2	ea	\$374.08	\$748
Reconfigure existing pipes under the lavatory to protect against contact	1	ea	\$495.20	\$495
Adjust/modify height of existing WC to meet required accessible height. Patch and repair floor finish as needed	2	ea	\$696.38	\$1,393
Remove and replace drinking fountain with Hi-Low fixture	2	ea	\$4,952.00	\$9,904

Baseball Field Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Restroom Renovation				
Women's restroom (G115-10) needs major repair, relocate water closets, replace lavatories, ground level	225	sf	\$305.17	\$68,663
Men's restroom (G115-11) needs major repair, relocate water closets and flush control, replace lavatories, adjust height of urinal rim, replace compartment	265	sf	\$305.17	\$80,869
Subtotal - Plumbing				<u>\$162,072</u>
32 Exterior Improvements				
Fencing and Gates				
Remove and replace existing chainlink gate, single	2	ea	\$1,315.38	\$2,631
Site Signage				
Stencil ADA marking to reserved wheelchair area	1	ea	\$185.70	\$186
Outdoor Sport Area				
Fixed seat for wheelchair companion	1	ea	\$557.10	\$557
Provide semi-ambulatory seats, remove existing seats	4	ea	\$804.70	\$3,219
Provide accessible seats, remove existing seats	6	ea	\$804.70	\$4,828
Provide compliant clear floor space for the bench at one end.	3	ea	\$2,785.50	\$8,357
Subtotal - Exterior Improvements				<u>\$19,777</u>

Swimming Pool

Swimming Pool Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$38,793
04	Masonry	
05	Metals	\$1,671
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	\$3,130
09	Finishes	
10	Specialties	\$124
11	Equipment	
12	Furnishings	
13	Special Construction	\$1,954
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$4,952
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	\$186
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$7,768
33	Utilities	
Subtotal		\$58,579
General Conditions and Requirements		13.50% \$7,908
Subtotal		\$66,488
Overhead and Profit (OH&P)		10.00% \$6,649
Subtotal		\$73,136
Bonds & Insurance		2.50% \$1,828
Subtotal		\$74,965
Phasing		4.00% \$2,999
Subtotal		\$77,963
Design Contingency		20.00% \$15,593
Subtotal		\$93,556
Escalation to MOC, 07/01/21		13.80% \$12,907
TOTAL ESTIMATED CONSTRUCTION COST		\$106,463

Swimming Pool Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Miscellaneous Concrete Repair

Roughen existing landing and apply levelling grout. Patch and repair finish as needed. Allow, 25 sf per location	2	loc	\$1,994.42	\$3,989
Provide compliant clear floor space at the drinking fountain, allow 25 sf.	1	loc	\$727.33	\$727
Swimming Pool, provide a compliant clear deck space on the side of the seat opposite to the water, allow 40 sf	1	loc	\$3,191.07	\$3,191
Swimming Pool, provide a compliant clear deck surface slope between the lift seat and the pool edge, allow 25 sf	1	loc	\$1,994.42	\$1,994
Swimming Pool, provide pool deck with recommended cross slope, allow 3,500 sf	3,500	sf	\$8.05	\$28,165
Provide compliant clear floor space at the emergency call station, allow 25 sf.	1	loc	\$727.33	\$727

Subtotal - Concrete **\$38,793**

05 Metals

Miscellaneous Metal Fabrication

Install side rail including blocking to each side of existing drinking fountain to prevent from protruding into the primary path of travel.	1	loc	\$1,671.30	\$1,671
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Subtotal - Metals **\$1,671**

08 Openings

Doors and Hardware

Remove and replace existing door hardware with accessible hardware, single	1	ea	\$1,227.03	\$1,227
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	1	ea	\$1,903.43	\$1,903

Subtotal - Openings **\$3,130**

Swimming Pool Detail Elements

Element	Quantity	Unit	Unit Cost	Total
10 Specialties				
Signage				
Install room identification signage	1	ea	\$123.80	\$124
Subtotal - Specialties				<u>\$124</u>
13 Special Construction				
Hazardous Materials Abatement				
Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			4.00%	\$1,954
Subtotal - Special Construction				<u>\$1,954</u>
22 Plumbing				
Plumbing Fixtures				
Remove and replace drinking fountain with Hi-Low fixture	1	ea	\$4,952.00	\$4,952
Subtotal - Plumbing				<u>\$4,952</u>
27 Communications				
Communications				
Emergency Call Phone, Adjust the element so that the highest point of operation is within the recommended value.	1	ls	\$185.70	\$186
Subtotal - Communications				<u>\$186</u>

Swimming Pool Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Fencing and Gates

Remove and relocate gate lever to code compliant height. Patch and repair gate	1	ea	\$526.15	\$526
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Outdoor Sport Area

Provide semi-ambulatory seats, remove existing seats	3	ea	\$804.70	\$2,414
Provide accessible seats, remove existing seats	6	ea	\$804.70	\$4,828

Subtotal - Exterior Improvements **\$7,768**

Soccer Field

Soccer Field Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	\$1,362
07	Thermal and Moisture Protection	
08	Openings	\$2,888
09	Finishes	
10	Specialties	\$8,850
11	Equipment	
12	Furnishings	
13	Special Construction	\$1,558
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$25,841
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$186
33	Utilities	
	Subtotal	<hr/> \$40,684
	General Conditions and Requirements	13.50% \$5,492
	Subtotal	<hr/> \$46,177
	Overhead and Profit (OH&P)	10.00% \$4,618
	Subtotal	<hr/> \$50,794
	Bonds & Insurance	2.50% \$1,270
	Subtotal	<hr/> \$52,064
	Phasing	4.00% \$2,083
	Subtotal	<hr/> \$54,147
	Design Contingency	20.00% \$10,829
	Subtotal	<hr/> \$64,976
	Escalation to MOC, 07/01/21	13.80% \$8,964
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$73,940

Soccer Field Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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06 Woods, Plastics, and Composites

Casework

Remove and adjust existing counter so that it is no longer a protruding object.	1	loc	\$1,361.80	\$1,362
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Subtotal - Woods, Plastics, and Composites **\$1,362**

08 Openings

Doors and Hardware

Remove and replace existing door hardware with accessible privacy hardware with occupancy indicator, single	2	ea	\$1,026.02	\$2,052
Adjust door closer to meet required opening force	9	loc	\$92.85	\$836

Subtotal - Openings **\$2,888**

10 Specialties

Toilet Partitions

Replace toilet partition panel to meet the required minimum space of 48" in front of the toilet	1	ea	\$1,236.52	\$1,237
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Toilet Accessories

Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$510.68	\$2,043
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	12	ea	\$464.25	\$5,571

Subtotal - Specialties **\$8,850**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			4.00%	\$1,558
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Subtotal - Special Construction **\$1,558**

Soccer Field Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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22 Plumbing

Piping

Install insulating wrap to lavatory supply line	5	ea	\$374.08	\$1,870
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Plumbing Fixtures

Replace existing drinking fountain with one that meets the proper knee and toe clearances	1	ea	\$4,952.00	\$4,952
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Remove and relocate existing WC including rough-in and fittings so the center line of the WC to the nearest side wall meets the required distance. Patch and repair floor and wall finishes as needed	2	ea	\$6,561.40	\$13,123
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Install new sink, faucet and handles to comply with minimum required distance from the center line of the fixture to side wall or partition	1	ea	\$3,280.70	\$3,281
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Adjust/modify height of existing lavatory to meet required accessible apron height or knee clearance. Adjust fittings as needed. Provide additional backing and patch and repair wall finish as needed	1	ea	\$758.28	\$758
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Replace sink with counter height compliant sink	1	ea	\$1,857.00	\$1,857
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Subtotal - Plumbing **\$25,841**

32 Exterior Improvements

Site Signage

Provide ISA symbol at the companion seat	1	ea	\$185.70	\$186
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Subtotal - Exterior Improvements **\$186**

Softball Field

Softball Field Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$2,600
04	Masonry	
05	Metals	\$1,671
06	Woods, Plastics, and Composites	\$1,548
07	Thermal and Moisture Protection	
08	Openings	\$1,903
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	\$705
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$9,904
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$29,489
33	Utilities	
	Subtotal	\$47,820
	General Conditions and Requirements	13.50% \$6,456
	Subtotal	\$54,276
	Overhead and Profit (OH&P)	10.00% \$5,428
	Subtotal	\$59,704
	Bonds & Insurance	2.50% \$1,493
	Subtotal	\$61,196
	Phasing	4.00% \$2,448
	Subtotal	\$63,644
	Design Contingency	20.00% \$12,729
	Subtotal	\$76,373
	Escalation to MOC, 07/01/21	13.80% \$10,536
TOTAL ESTIMATED CONSTRUCTION COST		\$86,909

Softball Field Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Miscellaneous Concrete Repair				
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	100	sf	\$26.00	\$2,600
Subtotal - Concrete				<u>\$2,600</u>
05 Metals				
Miscellaneous Metal Fabrication				
Install side rail including blocking to each side of existing drinking fountain to prevent from protruding into the primary path of travel.	1	loc	\$1,671.30	\$1,671
Subtotal - Metals				<u>\$1,671</u>
06 Woods, Plastics, and Composites				
Casework				
Provide compliant knee clearance depth at the counter for a forward approach.	1	loc	\$1,547.50	\$1,548
Subtotal - Woods, Plastics, and Composites				<u>\$1,548</u>
08 Openings				
Doors and Hardware				
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	1	ea	\$1,903.43	\$1,903
Subtotal - Openings				<u>\$1,903</u>
13 Special Construction				
Hazardous Materials Abatement				
Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			4.00%	\$705
Subtotal - Special Construction				<u>\$705</u>

Softball Field Detail Elements

Element	Quantity	Unit	Unit Cost	Total
22 Plumbing				
Plumbing Fixtures				
Remove and replace drinking fountain with Hi-Low fixture	2	ea	\$4,952.00	\$9,904
Subtotal - Plumbing				<u>\$9,904</u>
32 Exterior Improvements				
Site Signage				
Provide ISA symbol at the companion seat	4	ea	\$185.70	\$743
Outdoor Sport Area				
Provide at least one companion fixed seat next to each wheelchair seating area., remove existing seats	1	ea	\$804.70	\$805
Path of Travel				
Relocate existing item from the path of travel to avoid protrusion	1	ea	\$1,857.00	\$1,857
Remove/demolish and replace non-compliant pathway	240	sf	\$23.52	\$5,645
Ramp and Stair				
Provide handrails extensions that are rounded and parallel to the floor or ground surface extending beyond the top and bottom of the ramp and return smoothly to the post or wall.	14	ea	\$928.50	\$12,999
Remove handrails on the stairway and reinstall at a code compliant height.	2	ea	\$1,733.20	\$3,466
Modify the run of the ramp to provide the required slope and cross slope.	1	ea	\$3,973.98	\$3,974
Subtotal - Exterior Improvements				<u>\$29,489</u>

Tennis Courts

Tennis Courts Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$39,071
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	\$7,846
09	Finishes	
10	Specialties	\$124
11	Equipment	
12	Furnishings	
13	Special Construction	\$1,882
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$12,937
33	Utilities	
	Subtotal	\$61,860
	General Conditions and Requirements	13.50% \$8,351
	Subtotal	\$70,211
	Overhead and Profit (OH&P)	10.00% \$7,021
	Subtotal	\$77,232
	Bonds & Insurance	2.50% \$1,931
	Subtotal	\$79,163
	Phasing	4.00% \$3,167
	Subtotal	\$82,329
	Design Contingency	20.00% \$16,466
	Subtotal	\$98,795
	Escalation to MOC, 07/01/21	13.80% \$13,630
TOTAL ESTIMATED CONSTRUCTION COST		\$112,425

Tennis Courts Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Miscellaneous Concrete Repair

Provide level landing at door opening, includes demolition, new topping and finishes to match existing	200	sf	\$26.00	\$5,200
Grind existing surface to provide smooth surface and ensure that the change in elevation is within the recommended value.	1	loc	\$557.10	\$557
Widen the run of the existing ramp to provide the required width	1	ea	\$12,008.60	\$12,009
Modify the run of the existing ramp to provide the required slope	1	ea	\$3,973.98	\$3,974
Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	2	ea	\$2,191.26	\$4,383
Modify ramp landing to create slope in any direction not exceeding the required maximum value, includes demolition, new slab with drilled epoxy dowels	2	ea	\$2,191.26	\$4,383
Modify ramp top landing to provide a level surface and required minimum distance from the latch side of the door and the edge of the landing, includes demolition, new slab with drilled epoxy dowels	2	ea	\$2,766.93	\$5,534
Provide compliant clear floor space at the push side of the door, includes demolition, new slab with drilled epoxy dowels	100	sf	\$30.33	\$3,033

Subtotal - Concrete **\$39,071**

08 Openings

Doors and Hardware

Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	1	ea	\$1,903.43	\$1,903
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	3	ea	\$247.60	\$743
Remove and reset existing door and frame. Adjust location to comply with the required latch side clearance. Reframe wall opening. Patch and repair wall.	2	ea	\$2,599.80	\$5,200

Subtotal - Openings **\$7,846**

Tennis Courts Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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10 Specialties

Signage

Install room identification signage	1	ea	\$123.80	\$124
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Subtotal - Specialties **\$124**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			4.00%	\$1,882
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Subtotal - Special Construction **\$1,882**

32 Exterior Improvements

Outdoor Sport Area

Provide accessible seats, remove existing seats	8	ea	\$804.70	\$6,438
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Path of Travel

Relocate existing item from the path of travel to avoid protrusion	1	ea	\$1,857.00	\$1,857
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Ramp and Stair

Install compliant handrail with extensions on each side of the ramp	1	loc	\$4,642.50	\$4,643
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Subtotal - Exterior Improvements **\$12,937**

Track and Field and Football

Track and Field and Football Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$6,165
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	\$279
09	Finishes	
10	Specialties	\$7,256
11	Equipment	
12	Furnishings	
13	Special Construction	\$1,053
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$12,636
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$33,736
33	Utilities	
Subtotal		\$61,125
General Conditions and Requirements		13.50% \$8,252
Subtotal		\$69,376
Overhead and Profit (OH&P)		10.00% \$6,938
Subtotal		\$76,314
Bonds & Insurance		2.50% \$1,908
Subtotal		\$78,222
Phasing		4.00% \$3,129
Subtotal		\$81,351
Design Contingency		20.00% \$16,270
Subtotal		\$97,621
Escalation to MOC, 07/01/21		13.80% \$13,468
TOTAL ESTIMATED CONSTRUCTION COST		\$111,089

Track and Field and Football Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Miscellaneous Concrete Repair				
Modify the run of the existing ramp to provide the required slope	1	ea	\$3,973.98	\$3,974
Modify ramp landing to create slope in any direction not exceeding the required maximum value, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
Subtotal - Concrete				<u>\$6,165</u>
08 Openings				
Doors and Hardware				
Adjust door closer to meet required opening force	3	ea	\$92.85	\$279
Subtotal - Openings				<u>\$279</u>
10 Specialties				
Toilet Partitions				
Install accessible hardware on stall door, patch and repair door as needed	2	ea	\$619.00	\$1,238
Replace toilet partition panel to meet the required minimum space of 48" in front of the toilet	1	ea	\$1,236.52	\$1,237
Toilet Accessories				
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$510.68	\$1,532
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	7	ea	\$464.25	\$3,250
Subtotal - Specialties				<u>\$7,256</u>
13 Special Construction				
Hazardous Materials Abatement				
Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			4.00%	\$1,053
Subtotal - Special Construction				<u>\$1,053</u>

Track and Field and Football Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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22 Plumbing

Piping

Install insulating wrap to lavatory supply line	3	ea	\$374.08	\$1,122
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Plumbing Fixtures

Remove and relocate existing WC including rough-in and fittings so the center line of the WC to the nearest side wall meets the required distance. Patch and repair floor and wall finishes as needed	1	ea	\$6,561.40	\$6,561
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Replace existing drinking fountain with one that meets the proper knee and toe clearances	1	ea	\$4,952.00	\$4,952
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Subtotal - Plumbing **\$12,636**

32 Exterior Improvements

Site Signage

Provide ISA symbol at the companion seat	1	ea	\$185.70	\$186
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Outdoor Sport Area

Provide semi-ambulatory seats, remove existing seats	19	ea	\$804.70	\$15,289
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Provide accessible seats, remove existing seats	12	ea	\$804.70	\$9,656
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Ramp and Stair

Remove and Install compliant handrail with extensions on each side of the ramp to correct non-smooth and abrasive handrail	1	loc	\$4,890.10	\$4,890
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Provide handrails extensions that are rounded and parallel to the floor or ground surface extending beyond the top and bottom of the ramp and return smoothly to the post or wall.	4	ea	\$928.50	\$3,714
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Subtotal - Exterior Improvements **\$33,736**

Weight Room

Weight Room Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$104,425
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	\$248
09	Finishes	
10	Specialties	\$124
11	Equipment	
12	Furnishings	
13	Special Construction	\$4,217
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$619
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$109,632
	General Conditions and Requirements	13.50% \$14,800
	Subtotal	\$124,433
	Overhead and Profit (OH&P)	10.00% \$12,443
	Subtotal	\$136,876
	Bonds & Insurance	2.50% \$3,422
	Subtotal	\$140,298
	Phasing	4.00% \$5,612
	Subtotal	\$145,910
	Design Contingency	20.00% \$29,182
	Subtotal	\$175,092
	Escalation to MOC, 07/01/21	13.80% \$24,156
TOTAL ESTIMATED CONSTRUCTION COST		\$199,247

RSCCD ADA Upgrades**Weight Room**

Santa Ana, California

Masterplan

11/10/18

Weight Room Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Miscellaneous Concrete Repair				
Widen the width of the existing patch of travel, included demolition and new walkway, match existing, allow 3,500 sf	3,500	sf	\$29.09	\$101,826
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	100	sf	\$26.00	\$2,600
Subtotal - Concrete				<u>\$104,425</u>
08 Openings				
Doors and Hardware				
Remove door stop from existing door, single	1	ea	\$61.90	\$62
Adjust door closer to meet required opening force	2	ea	\$92.85	\$186
Subtotal - Openings				<u>\$248</u>
10 Specialties				
Signage				
Install compliant door/wall signage	1	ea	\$123.80	\$124
Subtotal - Specialties				<u>\$124</u>
13 Special Construction				
Hazardous Materials Abatement				
Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			4.00%	\$4,217
Subtotal - Special Construction				<u>\$4,217</u>
22 Plumbing				
Plumbing Fixtures				
Adjust existing drinking fountain to provide proper spout outlet height and in a trajectory parallel to front of drinking fountain	1	ea	\$619.00	\$619
Subtotal - Plumbing				<u>\$619</u>

Campus Path of Travel

Campus Path of Travel Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$119,623
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	\$186
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	\$4,792
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$394,917
33	Utilities	
Subtotal		\$519,519
General Conditions and Requirements		13.50% \$70,135
Subtotal		\$589,654
Overhead and Profit (OH&P)		10.00% \$58,965
Subtotal		\$648,619
Bonds & Insurance		2.50% \$16,215
Subtotal		\$664,835
Phasing		4.00% \$26,593
Subtotal		\$691,428
Design Contingency		20.00% \$138,286
Subtotal		\$829,714
Escalation to MOC, 07/01/21		13.80% \$114,467
TOTAL ESTIMATED CONSTRUCTION COST		\$944,181

Campus Path of Travel Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Miscellaneous Concrete Repair

Provide level landing at door opening, includes demolition, new topping and finishes to match existing	25	sf	\$26.00	\$650
Provide required latch side clearance on the pull side of the door.	1	loc	\$1,595.53	\$1,596
Provide compliant clear floor space at the newspaper stand, allow 25 sf.	1	loc	\$727.33	\$727
Provide compliant clear floor space for bench at one end, allow 50 sf.	2	loc	\$1,454.65	\$2,909
Remove existing pad and provide a compliant bus stop pad. Allow 100 sf/location	2	loc	\$3,404.50	\$6,809
Remove existing pad and provide a compliant boarding pad/landing area, allow 150 sf/loc	1	loc	\$5,106.75	\$5,107
Widen the width of the existing patch of travel, included demolition and new walkway, match existing, allow 3,500 sf	3,500	sf	\$29.09	\$101,826

Subtotal - Concrete **\$119,623**

08 Openings

Doors and Hardware

Adjust door closer to meet required opening force	2	ea	\$92.85	\$186
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Subtotal - Openings **\$186**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			4.00%	\$4,792
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Subtotal - Special Construction **\$4,792**

Campus Path of Travel Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Pavement Markings and Site Signage

Create access aisle to meet the required minimum width and length adjacent and parallel to the vehicle pull-up space, allowance	150	sf	\$10.52	\$1,578
Install directional signage to each accessible element or room including post and footing	1	ea	\$402.35	\$402
Install Timetable/Schedule/Map Information at the Bus Stop Shelter	1	ea	\$6,190.00	\$6,190
Relocate information post to a compliant distance from the curb face or roadway.	1	ea	\$1,299.90	\$1,300

Path of Travel

Trim existing tree branches to provide recommended vertical clearance, allowance	80	ea	\$309.50	\$24,760
Install edge protection on the walking surface	1	ea	\$2,178.88	\$2,179
Repair walkway to ensure that the change in elevation is within the recommended value	18	ea	\$2,630.75	\$47,354
Replace the grating with a grating that provides openings that are compliant.	75	lf	\$58.81	\$4,410
Patch and resurface walking surface opening to make sure there is no opening that allows a sphere of more than 1/2"Ø	1	ea	\$224.39	\$224
Adjust guy wire to provide the recommended vertical clearance	1	ea	\$1,857.00	\$1,857
Remove/demolish and replace non-compliant pathway	6,640	sf	\$23.52	\$156,186

Concrete Curb, Ramp, and Gutter

Install truncated dome to existing curb ramp, allow 15 sf per location	225	sf	\$40.24	\$9,053
Remove existing truncated dome and provide compliant truncated dome aligned in the direction of travel, allowance	50	sf	\$47.04	\$2,352
Remove and replace handrails on the ramp to provide a gripping surface height within the required range above the ramp surface.	125	lf	\$117.61	\$14,701
Remove and replace existing curb ramp with code compliant curb ramp	12	ea	\$3,342.60	\$40,111
Provide a top landing surface that does not exceed the maximum slope and cross slope. Provide a sufficient maneuvering clearance that does not accumulate water.	5	ea	\$4,023.50	\$20,118
Modify ramp landing to create slope in any direction not exceeding the required maximum slope value, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191

Campus Path of Travel Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Modify ramp bottom landing to create slope in any direction not exceeding the required maximum slope value, includes demolition, new slab with drilled epoxy dowels	5	ea	\$2,191.26	\$10,956
Patch the transition area at the top of the curb ramp so that the transition is flush and free of abrupt changes.	1	ea	\$1,671.30	\$1,671
Patch the transition area at the top of the curb ramp so that the transition is flush and free of abrupt changes.	1	ea	\$1,671.30	\$1,671
Demolish existing ramp and provide code compliant ramp	625	sf	\$55.71	\$34,819
Site Furnishing				
Provide accessible picnic table.	1	ea	\$3,404.50	\$3,405
Miscellaneous				
Adjust the highest point of operation of the Parking Permit Dispenser within the recommended value	1	ea	\$928.50	\$929
Adjust the highest point of operation of the Emergency call Station within the recommended value	7	ea	\$928.50	\$6,500
Subtotal - Exterior Improvements				<u>\$394,917</u>

Parking Lot 1

Parking Lot 1 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$7,642
33	Utilities	
Subtotal		<hr/> \$7,642
General Conditions and Requirements		13.50% \$1,032
Subtotal		<hr/> \$8,673
Overhead and Profit (OH&P)		10.00% \$867
Subtotal		<hr/> \$9,540
Bonds & Insurance		2.50% \$239
Subtotal		<hr/> \$9,779
Phasing		4.00% \$391
Subtotal		<hr/> \$10,170
Design Contingency		20.00% \$2,034
Subtotal		<hr/> \$12,204
Escalation to MOC, 07/01/21		13.80% \$1,684
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$13,888

Parking Lot 1 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Hardscape

Demolish curb and walkway and provide a compliant curb ramp	1	ea	\$3,370.46	\$3,370
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Signage and Pavement Markings

Post-mounted sign	8	ea	\$433.30	\$3,466
Paint accessible symbol on pavement	2	ea	\$278.55	\$557
Paint "No Parking" in 12" White Letters	1	ea	\$247.60	\$248

Subtotal - Exterior Improvements **\$7,642**

Parking Lot 2

Parking Lot 2 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$126,022
33	Utilities	
	Subtotal	<hr/> \$126,022
	General Conditions and Requirements	13.50% \$17,013
	Subtotal	<hr/> \$143,035
	Overhead and Profit (OH&P)	10.00% \$14,303
	Subtotal	<hr/> \$157,338
	Bonds & Insurance	2.50% \$3,933
	Subtotal	<hr/> \$161,271
	Phasing	4.00% \$6,451
	Subtotal	<hr/> \$167,722
	Design Contingency	20.00% \$33,544
	Subtotal	<hr/> \$201,267
	Escalation to MOC, 07/01/21	13.80% \$27,767
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$229,034

Parking Lot 2 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Pavement

Demo paving, re-slope, re-pave and re-stripe	5,616	sf	\$21.05	\$118,194
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Hardscape

Demolish curb and walkway and provide a compliant curb ramp	1	ea	\$3,370.46	\$3,370
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Signage and Pavement Markings

Post-mounted sign	2	ea	\$433.30	\$867
Paint "No Parking" in 12" White Letters	1	ea	\$247.60	\$248
Provide detectable warning surface to curb ramp	60	sf	\$55.71	\$3,343

<i>Subtotal - Exterior Improvements</i>				<u>\$126,022</u>
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Parking Lot 3

Parking Lot 3 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$2,043
33	Utilities	
	Subtotal	<hr/> \$2,043
	General Conditions and Requirements	13.50% \$276
	Subtotal	<hr/> \$2,318
	Overhead and Profit (OH&P)	10.00% \$232
	Subtotal	<hr/> \$2,550
	Bonds & Insurance	2.50% \$64
	Subtotal	<hr/> \$2,614
	Phasing	4.00% \$105
	Subtotal	<hr/> \$2,719
	Design Contingency	20.00% \$544
	Subtotal	<hr/> \$3,262
	Escalation to MOC, 07/01/21	13.80% \$450
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$3,712

Parking Lot 3 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Signage and Pavement Markings

Post-mounted sign	3	ea	\$433.30	\$1,300
Remove existing striping and restripe accessible parking spaces	3	ea	\$247.60	\$743

Subtotal - Exterior Improvements	<u>\$2,043</u>
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Parking Lot 4

Parking Lot 4 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$20,464
33	Utilities	
	Subtotal	<hr/> \$20,464
	General Conditions and Requirements	13.50% \$2,763
	Subtotal	<hr/> \$23,227
	Overhead and Profit (OH&P)	10.00% \$2,323
	Subtotal	<hr/> \$25,549
	Bonds & Insurance	2.50% \$639
	Subtotal	<hr/> \$26,188
	Phasing	4.00% \$1,048
	Subtotal	<hr/> \$27,236
	Design Contingency	20.00% \$5,447
	Subtotal	<hr/> \$32,683
	Escalation to MOC, 07/01/21	13.80% \$4,509
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$37,192

Parking Lot 4 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Signage and Pavement Markings

Post-mounted sign	43	ea	\$433.30	\$18,632
Paint "No Parking" in 12" White Letters	2	ea	\$247.60	\$495
Provide detectable warning surface to curb ramp	24	sf	\$55.71	<u>\$1,337</u>

Subtotal - Exterior Improvements **\$20,464**

Parking Lot 5

Parking Lot 5 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$52,227
33	Utilities	
	Subtotal	<hr/> \$52,227
	General Conditions and Requirements	13.50% \$7,051
	Subtotal	<hr/> \$59,277
	Overhead and Profit (OH&P)	10.00% \$5,928
	Subtotal	<hr/> \$65,205
	Bonds & Insurance	2.50% \$1,630
	Subtotal	<hr/> \$66,835
	Phasing	4.00% \$2,673
	Subtotal	<hr/> \$69,508
	Design Contingency	20.00% \$13,902
	Subtotal	<hr/> \$83,410
	Escalation to MOC, 07/01/21	13.80% \$11,507
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$94,917

Parking Lot 5 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
32 Exterior Improvements				
Pavement				
Demo paving, re-slope, re-pave and re-stripe	1,000	sf	\$21.05	\$21,046
Hardscape				
Repair slab to ensure that the change in elevation is within the recommended value	2	ea	\$2,630.75	\$5,262
Patch and resurface walking surface opening to make sure there is no opening that allows a sphere of more than 1/2"Ø	1	ea	\$224.39	\$224
Provide wheel stop	3	ea	\$154.75	\$464
Patch and repair walkway cross slopes	6	ea	\$1,485.60	\$8,914
Signage and Pavement Markings				
Provide detectable warning surface to curb ramp	15	sf	\$55.71	\$836
Provide warning signage regarding unauthorized use of parking spaces in the parking lot	1	ea	\$606.62	\$607
Provide access aisle adjacent and parallel to the vehicle pull-up space	400	sf	\$6.81	\$2,724
Provide ISA symbol at the passenger loading zone	1	ea	\$433.30	\$433
Ramp and Stair				
Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
Modify ramp top landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	2	ea	\$2,191.26	\$4,383
Demolish and replace non-compliant curb ramp, includes demolition and repair	1	ea	\$4,017.31	\$4,017
Provide grooved border at existing curb ramp	1	ea	\$1,126.58	\$1,127
Subtotal - Exterior Improvements				<u>\$52,227</u>

Parking Lot 6

Parking Lot 6 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$100,909
33	Utilities	\$789
	Subtotal	\$101,698
	General Conditions and Requirements	13.50% \$13,729
	Subtotal	\$115,427
	Overhead and Profit (OH&P)	10.00% \$11,543
	Subtotal	\$126,970
	Bonds & Insurance	2.50% \$3,174
	Subtotal	\$130,144
	Phasing	4.00% \$5,206
	Subtotal	\$135,350
	Design Contingency	20.00% \$27,070
	Subtotal	\$162,420
	Escalation to MOC, 07/01/21	13.80% \$22,407
TOTAL ESTIMATED CONSTRUCTION COST		\$184,827

Parking Lot 6 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
32 Exterior Improvements				
Pavement				
Demo paving, re-slope, re-pave and re-stripe	1,560	sf	\$21.05	\$32,832
Hardscape				
Demolish curb and walkway and provide a compliant curb ramp	3	ea	\$3,370.46	\$10,111
Provide wheel stop	8	ea	\$154.75	\$1,238
Demolish and replace walkway with a walkway with allowable slopes	200	sf	\$25.38	\$5,076
Provide accessible walkways	300	sf	\$23.52	\$7,057
Signage and Pavement Markings				
Provide detectable warning surface to curb ramp	205	sf	\$55.71	\$11,421
Remove existing striping and restripe accessible parking spaces	4	ea	\$247.60	\$990
Provide warning signage regarding unauthorized use of parking spaces in the parking lot	1	ea	\$606.62	\$607
Provide access aisle adjacent and parallel to the vehicle pull-up space	484	sf	\$6.81	\$3,296
Remove and remount post-mounted signage	13	ea	\$74.28	\$966
Ramp and Stair				
Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	4	ea	\$2,191.26	\$8,765
Modify ramp top landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	2	ea	\$2,191.26	\$4,383
Demolish and replace non-compliant curb ramp, includes demolition and repair	3	ea	\$4,017.31	\$12,052
Patch the transition area at the bottom of the curb so that the transition is flush and free of abrupt changes	1	ea	\$259.98	\$260
Parking Equipment				
Adjust the height of parking pay station to make sure that the highest point of operation is within the recommended value	2	ea	\$928.50	\$1,857
Subtotal - Exterior Improvements				<u>\$100,909</u>

Parking Lot 6 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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33 Utilities

Site Communications

Remove and relocate/adjust the emergency call box to make sure that the highest point of operation is within the recommended value

2 ea \$394.61 \$789

Subtotal - Utilities **\$789**

Parking Lot 7

Parking Lot 7 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$12,940
33	Utilities	\$1,578
	Subtotal	<hr/> \$14,519
	General Conditions and Requirements	13.50% \$1,960
	Subtotal	<hr/> \$16,479
	Overhead and Profit (OH&P)	10.00% \$1,648
	Subtotal	<hr/> \$18,127
	Bonds & Insurance	2.50% \$453
	Subtotal	<hr/> \$18,580
	Phasing	4.00% \$743
	Subtotal	<hr/> \$19,323
	Design Contingency	20.00% \$3,865
	Subtotal	<hr/> \$23,187
	Escalation to MOC, 07/01/21	13.80% \$3,199
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$26,386

Parking Lot 7 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Hardscape

Demolish curb and walkway and provide a compliant curb ramp	1	ea	\$3,370.46	\$3,370
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Signage and Pavement Markings

Provide warning signage regarding unauthorized use of parking spaces in the parking lot	1	ea	\$606.62	\$607
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Remove existing striping and restripe to create additional accessible parking spaces	2,000	sf	\$1.36	\$2,724
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Ramp and Stair

Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
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Modify ramp top landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
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Parking Equipment

Adjust the height of parking pay station to make sure that the highest point of operation is within the recommended value	2	ea	\$928.50	\$1,857
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Subtotal - Exterior Improvements **\$12,940**

33 Utilities

Site Communications

Remove and relocate/adjust the emergency call box to make sure that the highest point of operation is within the recommended value	4	ea	\$394.61	\$1,578
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Subtotal - Utilities **\$1,578**

Parking Lot 8

Parking Lot 8 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$17,071
33	Utilities	\$1,942
	Subtotal	\$19,013
	General Conditions and Requirements	13.50% \$2,567
	Subtotal	\$21,580
	Overhead and Profit (OH&P)	10.00% \$2,158
	Subtotal	\$23,738
	Bonds & Insurance	2.50% \$593
	Subtotal	\$24,331
	Phasing	4.00% \$973
	Subtotal	\$25,305
	Design Contingency	20.00% \$5,061
	Subtotal	\$30,366
	Escalation to MOC, 07/01/21	13.80% \$4,189
TOTAL ESTIMATED CONSTRUCTION COST		\$34,555

Parking Lot 8 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Pavement

Demo paving, re-slope, re-pave and re-stripe	375	sf	\$21.05	\$7,892
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Signage and Pavement Markings

Remove existing striping and restripe to create additional accessible parking spaces	572	sf	\$1.36	\$779
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Ramp and Stair

Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
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Modify ramp top landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
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Demolish and replace non-compliant curb ramp, includes demolition and repair	1	ea	\$4,017.31	\$4,017
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Subtotal - Exterior Improvements				<u>\$17,071</u>
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33 Utilities

Site Communications

Remove and relocate/adjust the emergency call box to make sure that the highest point of operation is within the recommended value	1	ea	\$394.61	\$395
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Remove and relocate/adjust the emergency call box to make sure that it is located on the accessible route	1	ea	\$1,547.50	\$1,548
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Subtotal - Utilities				<u>\$1,942</u>
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Parking Lot 9

Parking Lot 9 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$15,314
33	Utilities	
	Subtotal	<hr/> \$15,314
	General Conditions and Requirements	13.50% \$2,067
	Subtotal	<hr/> \$17,381
	Overhead and Profit (OH&P)	10.00% \$1,738
	Subtotal	<hr/> \$19,120
	Bonds & Insurance	2.50% \$478
	Subtotal	<hr/> \$19,598
	Phasing	4.00% \$784
	Subtotal	<hr/> \$20,381
	Design Contingency	20.00% \$4,076
	Subtotal	<hr/> \$24,458
	Escalation to MOC, 07/01/21	13.80% \$3,374
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$27,832

Parking Lot 9 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Hardscape

Patch and repair walkway cross slopes	3	ea	\$1,485.60	\$4,457
Demolish and replace walkway with a walkway with allowable slopes	200	sf	\$25.38	\$5,076

Signage and Pavement Markings

Provide detectable warning surface to curb ramp	40	sf	\$55.71	\$2,228
Remove existing striping and restripe accessible parking spaces	1	ea	\$247.60	\$248
Provide warning signage regarding unauthorized use of parking spaces in the parking lot	1	ea	\$606.62	\$607
Provide ISA symbol at designated accessible parking space	1	ea	\$433.30	\$433
Remove existing striping and restripe to create additional accessible parking spaces	1,000	sf	\$1.36	\$1,362
Remove and remount wall-mounted signage	6	ea	\$99.04	\$594
Provide "\$250" fine sign at the parking space	1	ea	\$309.50	\$310

Subtotal - Exterior Improvements **\$15,314**

Parking Lot 10

Parking Lot 10 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$52,738
33	Utilities	
Subtotal		<hr/> \$52,738
General Conditions and Requirements		13.50% \$7,120
Subtotal		<hr/> \$59,858
Overhead and Profit (OH&P)		10.00% \$5,986
Subtotal		<hr/> \$65,844
Bonds & Insurance		2.50% \$1,646
Subtotal		<hr/> \$67,490
Phasing		4.00% \$2,700
Subtotal		<hr/> \$70,189
Design Contingency		20.00% \$14,038
Subtotal		<hr/> \$84,227
Escalation to MOC, 07/01/21		13.80% \$11,620
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$95,847

Parking Lot 10 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
32 Exterior Improvements				
Pavement				
Demo paving, re-slope, re-pave and re-stripe	420	sf	\$21.05	\$8,839
Hardscape				
Provide wheel stop	1	ea	\$154.75	\$155
Demolish and replace walkway with a walkway with allowable slopes	200	sf	\$25.38	\$5,076
Signage and Pavement Markings				
Paint accessible symbol on pavement	1	ea	\$278.55	\$279
Paint "No Parking" in 12" White Letters	2	ea	\$247.60	\$495
Provide detectable warning surface to curb ramp	85	sf	\$55.71	\$4,735
Remove existing striping and restripe accessible parking spaces	4	ea	\$247.60	\$990
Provide warning signage regarding unauthorized use of parking spaces in the parking lot	4	ea	\$606.62	\$2,426
Provide ISA symbol at designated accessible parking space	2	ea	\$433.30	\$867
Provide "\$250" fine sign at the parking space	3	ea	\$309.50	\$929
Remove existing striping and restripe access aisle	189	sf	\$6.81	\$1,287
Ramp and Stair				
Modify ramp top landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	3	ea	\$2,191.26	\$6,574
Demolish and replace non-compliant curb ramp, includes demolition and repair	5	ea	\$4,017.31	\$20,087
Subtotal - Exterior Improvements				<u>\$52,738</u>

Parking Lot 11

Parking Lot 11 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$41,238
33	Utilities	
Subtotal		<hr/> \$41,238
General Conditions and Requirements		13.50% \$5,567
Subtotal		<hr/> \$46,805
Overhead and Profit (OH&P)		10.00% \$4,680
Subtotal		<hr/> \$51,485
Bonds & Insurance		2.50% \$1,287
Subtotal		<hr/> \$52,773
Phasing		4.00% \$2,111
Subtotal		<hr/> \$54,883
Design Contingency		20.00% \$10,977
Subtotal		<hr/> \$65,860
Escalation to MOC, 07/01/21		13.80% \$9,086
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$74,946

Parking Lot 11 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Pavement

Demo paving, re-slope, re-pave and re-stripe	1,260	sf	\$21.05	\$26,518
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Signage and Pavement Markings

Provide detectable warning surface to curb ramp	240	sf	\$55.71	\$13,370
Provide warning signage regarding unauthorized use of parking spaces in the parking lot	1	ea	\$606.62	\$607
Provide ISA symbol at designated accessible parking space	1	ea	\$433.30	\$433
Provide "\$250" fine sign at the parking space	1	ea	\$309.50	\$310

Subtotal - Exterior Improvements **\$41,238**

Parking Lot 12

Parking Lot 12 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$69,405
33	Utilities	
Subtotal		<hr/> \$69,405
General Conditions and Requirements		13.50% \$9,370
Subtotal		<hr/> \$78,775
Overhead and Profit (OH&P)		10.00% \$7,878
Subtotal		<hr/> \$86,653
Bonds & Insurance		2.50% \$2,166
Subtotal		<hr/> \$88,819
Phasing		4.00% \$3,553
Subtotal		<hr/> \$92,372
Design Contingency		20.00% \$18,474
Subtotal		<hr/> \$110,846
Escalation to MOC, 07/01/21		13.80% \$15,292
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$126,138

Parking Lot 12 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
32 Exterior Improvements				
Pavement				
Demo paving, re-slope, re-pave and re-stripe	2,940	sf	\$21.05	\$61,875
Hardscape				
Demolish curb and walkway and provide a compliant curb ramp	1	ea	\$3,370.46	\$3,370
Signage and Pavement Markings				
Provide warning signage regarding unauthorized use of parking spaces in the parking lot	1	ea	\$606.62	\$607
Remove existing striping and restripe to create additional accessible parking spaces	1,000	sf	\$1.36	\$1,362
Ramp and Stair				
Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
Subtotal - Exterior Improvements				<u>\$69,405</u>

Parking Lot 13

Parking Lot 13 Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	
09	Finishes	
10	Specialties	
11	Equipment	
12	Furnishings	
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$607
33	Utilities	
Subtotal		<hr/> \$607
General Conditions and Requirements		13.50% \$82
Subtotal		<hr/> \$689
Overhead and Profit (OH&P)		10.00% \$69
Subtotal		<hr/> \$757
Bonds & Insurance		2.50% \$19
Subtotal		<hr/> \$776
Phasing		4.00% \$31
Subtotal		<hr/> \$807
Design Contingency		20.00% \$161
Subtotal		<hr/> \$969
Escalation to MOC, 07/01/21		13.80% \$134
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$1,102

Parking Lot 13 Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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32 Exterior Improvements

Signage and Pavement Markings

Provide warning signage regarding unauthorized use of parking spaces in the parking lot

1 ea \$606.62 \$607

Subtotal - Exterior Improvements **\$607**

Building A - Cesar Chavez Building

Building A - Cesar Chavez Building Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$13,936
04	Masonry	
05	Metals	\$13,667
06	Woods, Plastics, and Composites	\$37,695
07	Thermal and Moisture Protection	
08	Openings	\$155,969
09	Finishes	\$9,533
10	Specialties	\$44,606
11	Equipment	\$1,652
12	Furnishings	\$7,004
13	Special Construction	\$50,251
14	Conveying Equipment	\$30,331
21	Fire Suppression	
22	Plumbing	\$523,127
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
Subtotal		\$887,771
General Conditions and Requirements		13.50% \$119,849
Subtotal		\$1,007,620
Overhead and Profit (OH&P)		10.00% \$100,762
Subtotal		\$1,108,382
Bonds & Insurance		2.50% \$27,710
Subtotal		\$1,136,092
Phasing		4.00% \$45,444
Subtotal		\$1,181,535
Design Contingency		20.00% \$236,307
Subtotal		\$1,417,843
Escalation to MOC, 07/01/21		13.80% \$195,606
TOTAL ESTIMATED CONSTRUCTION COST		\$1,613,448

RSCCD ADA Upgrades
Building A - Cesar Chavez Building
Santa Ana, California
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Building A - Cesar Chavez Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Patch and repair walkway cross slopes	4	ea	\$1,485.60	\$5,942
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	117	sf	\$26.00	\$3,042
Provide compliant clear floor space, drinking fountain	2	ea	\$2,476.00	\$4,952

Subtotal - Concrete **\$13,936**

05 Metals

Metal Fabrications

Remove and replace wall mounted handrails, includes local patch and repair to walls only	104	lf	\$131.41	\$13,667
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Subtotal - Metals **\$13,667**

06 Woods, Plastics, and Composites

Casework

Modify casework to remove protrusion	4	ea	\$996.59	\$3,986
Reconfigure room to provide compliant floor space at computer stations	1,932	sf	\$4.95	\$9,567
Modify existing casework to provide a portion at the compliant height	4	ea	\$4,456.80	\$17,827
Replace breakroom casework with new casework with compliant height	15	lf	\$420.92	\$6,314

Subtotal - Woods, Plastics, and Composites **\$37,695**

08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	3	ea	\$136.18	\$409
Adjust door closer to meet required opening force	62	ea	\$131.54	\$8,155
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	1	ea	\$383.63	\$384
Remove and replace existing threshold to meet required height, 3' wide	7	ea	\$247.60	\$1,733

Building A - Cesar Chavez Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and replace existing door hardware with accessible privacy hardware with occupancy indicator, single	2	ea	\$1,026.02	\$2,052
Remove and reset existing door and frame. Adjust location to comply with the required latch side clearance. Reframe wall opening. Patch and repair wall.	2	ea	\$2,599.80	\$5,200
Provide door opener since door latch side clearance cannot be attained, single	15	ea	\$5,818.60	\$87,279
Provide door opener since clear floor space cannot be attained, single	8	ea	\$5,818.60	\$46,549
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	1	ea	\$4,209.20	\$4,209
Subtotal - Openings				<u>\$155,969</u>

09 Finishes

Finishes

Securely fasten existing mats or carpets	1	ea	\$247.60	\$248
Disperse wheelchair seating locations in existing assembly area	3	ea	\$3,095.00	\$9,285
Subtotal - Finishes				<u>\$9,533</u>

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	7	ea	\$345.14	\$2,416
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	7	ea	\$173.78	\$1,216
Provide accessible handles on both sides of toilet compartment door	8	ea	\$258.14	\$2,065
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	1	ea	\$1,779.63	\$1,780

Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	6	ea	\$464.25	\$2,786
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	13	ea	\$557.10	\$7,242
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	21	ea	\$355.93	\$7,474

Building A - Cesar Chavez Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	7	ea	\$295.57	\$2,069
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	20	ea	\$402.35	\$8,047
Remove and relocate/remount door signage to correct height. Patch and repair door.	3	ea	\$134.42	\$403
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	1	ea	\$85.78	\$86
Provide braille signage immediately below the raised letter	1	ea	\$281.65	\$282
Provide star signage to indicate main floor level	1	ea	\$281.65	\$282
Provide compliant Title 19 evacuation signage	1	ea	\$256.89	\$257
Provide room identification signage	29	ea	\$167.13	\$4,847
Provide accessible stairway signage stating the floor level and the upper and lower terminus of the stairway	6	ea	\$185.70	\$1,114
Provide gender use signage on restroom door	4	ea	\$173.32	\$693
Provide signage indicating accessibility on the latch side of the restroom entry door	4	ea	\$167.13	\$669
Remove and replace signage on restroom door	2	ea	\$266.17	\$532
Provide signage with the International Symbol of Accessibility	2	ea	\$173.32	\$347
<i>Subtotal - Specialties</i>				<u>\$44,606</u>

11 Equipment

Equipment

Relocate print card machine so the highest point of operation is compliant	1	ea	\$92.85	\$93
Replace CNC machine stand so the highest point of operation is compliant	1	ea	\$924.34	\$924
Relocate computer station so the highest point of operation is compliant	1	ea	\$139.28	\$139
Adjust computer station for proper knee clearance	1	ea	\$495.20	\$495
Replace vending machine, by vendor				Excluded
<i>Subtotal - Equipment</i>				<u>\$1,652</u>

12 Furnishings

Furnishing

Remove and replace tables with compliant table with proper knee clearance	1	ea	\$666.99	\$667
Provide additional accessible seating in assembly area, remove existing	6	ea	\$781.49	\$4,689

RSCCD ADA Upgrades
Building A - Cesar Chavez Building
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Building A - Cesar Chavez Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Replace exterior bench with clear floor space in one end	1	ea	\$1,648.09	\$1,648
Subtotal - Furnishings				<u>\$7,004</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$50,251
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Subtotal - Special Construction **\$50,251**

14 Conveying Equipment

Elevators

Replace existing elevator panel	1	ea	\$12,380.00	\$12,380
Reduce elevator floor gap	1	ea	\$17,951.00	\$17,951

Subtotal - Conveying Equipment **\$30,331**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	12	ea	\$374.08	\$4,489
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Fixtures

Replace drinking fountain with Hi-Low fixture	3	ea	\$4,952.00	\$14,856
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Restroom Renovation

Unisex restroom needs major repair, relocate water closet and replace lavatory	2	ea	\$10,523.00	\$21,046
Men's restroom needs major repair, relocate water closets and urinals, ground level	260	sf	\$263.08	\$68,400
Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, ground level	175	sf	\$315.69	\$55,246
Women's restroom needs major repair, relocate water closets, ground level	611	sf	\$242.03	\$147,880
Men's restroom needs major repair, relocate water closets and urinals, upper level	154	sf	\$239.86	\$36,939
Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, upper level	175	sf	\$287.84	\$50,371

RSCCD ADA Upgrades
Building A - Cesar Chavez Building
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Building A - Cesar Chavez Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Women's restroom needs major repair, relocate water closets, upper level	611	sf	\$202.78	\$123,901
<i>Subtotal - Plumbing</i>				<u>\$523,127</u>

Building B - Middle College High School

Building B - Middle College High School Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$34,924
04	Masonry	
05	Metals	\$40,148
06	Woods, Plastics, and Composites	\$11,526
07	Thermal and Moisture Protection	
08	Openings	\$172,269
09	Finishes	
10	Specialties	\$6,292
11	Equipment	
12	Furnishings	\$667
13	Special Construction	\$21,552
14	Conveying Equipment	\$613
21	Fire Suppression	
22	Plumbing	\$92,765
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$380,756
	General Conditions and Requirements	13.50% \$51,402
	Subtotal	\$432,159
	Overhead and Profit (OH&P)	10.00% \$43,216
	Subtotal	\$475,374
	Bonds & Insurance	2.50% \$11,884
	Subtotal	\$487,259
	Phasing	4.00% \$19,490
	Subtotal	\$506,749
	Design Contingency	20.00% \$101,350
	Subtotal	\$608,099
	Escalation to MOC, 07/01/21	13.80% \$83,893
TOTAL ESTIMATED CONSTRUCTION COST		\$691,992

Building B - Middle College High School Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Patch and repair walkway cross slopes	6	ea	\$1,485.60	\$8,914
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	720	sf	\$26.00	\$18,719
Provide compliant clear floor space at picnic tables, includes demolition, new slab with drilled epoxy dowels	100	sf	\$29.09	\$2,909
Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
Modify ramp landing to create slope in any direction not exceeding the required maximum value, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
Subtotal - Concrete				<u>\$34,924</u>
05 Metals				
Metal Fabrications				
Provide floor mounted handrails at ramps	20	lf	\$167.13	\$3,343
Replace existing handrail extensions and provide extensions parallel to ground	8	ea	\$557.10	\$4,457
Remove and replace guardrail mounted handrails, includes patch and repair to existing guardrail	201	lf	\$160.94	\$32,349
Subtotal - Metals				<u>\$40,148</u>
06 Woods, Plastics, and Composites				
Casework				
Modify casework to remove protrusion	2	ea	\$996.59	\$1,993
Modify existing casework to provide a portion at the compliant height	2	ea	\$4,456.80	\$8,914
Remove toe-kick, including patch and repair	1	ea	\$619.00	\$619
Subtotal - Woods, Plastics, and Composites				<u>\$11,526</u>

Building B - Middle College High School Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	1	ea	\$136.18	\$136
Adjust door closer to meet required opening force	3	ea	\$131.54	\$395
Remove and replace existing threshold to meet required height, 3' wide	1	ea	\$247.60	\$248
Provide door opener since door latch side clearance cannot be attained, single	3	ea	\$5,818.60	\$17,456
Provide door opener since clear floor space cannot be attained, single	1	ea	\$5,818.60	\$5,819
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	28	ea	\$4,209.20	\$117,858
Remove and replace existing door closer with one that fits above the door casing	26	ea	\$1,094.43	\$28,455
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	1	ea	\$1,903.43	\$1,903

Subtotal - Openings **\$172,269**

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	2	ea	\$345.14	\$690
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Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	1	ea	\$464.25	\$464
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$557.10	\$1,671
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$295.57	\$296
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	4	ea	\$402.35	\$1,609
Remove and relocate/remount door signage to correct height. Patch and repair door.	1	ea	\$134.42	\$134
Provide compliant Title 19 evacuation signage	1	ea	\$256.89	\$257
Provide room identification signage	7	ea	\$167.13	\$1,170

Subtotal - Specialties **\$6,292**

RSCCD ADA Upgrades
Building B - Middle College High School
Santa Ana, California
Masterplan

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Building B - Middle College High School Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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11 Equipment

Equipment

Replace vending machine, by vendor	1	ea		Excluded
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Subtotal - Equipment

12 Furnishings

Furnishing

Remove and replace tables with compliant table with proper knee clearance	1	ea	\$666.99	\$667
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Subtotal - Furnishings **\$667**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$21,552
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Subtotal - Special Construction **\$21,552**

14 Conveying Equipment

Elevators

Provide compliant elevator jamb markings	2	ea	\$306.41	\$613
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Subtotal - Conveying Equipment **\$613**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	3	ea	\$374.08	\$1,122
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Fixtures

Replace sink with counter height compliant sink	1	ea	\$1,857.00	\$1,857
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Replace eye wash station controls to ADA compliant	1	ea	\$619.00	\$619
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RSCCD ADA Upgrades
Building B - Middle College High School
 Santa Ana, California
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Building B - Middle College High School Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Restroom Renovation				
Men's restroom needs moderate repair, relocate urinals, replace vanities, ground level	250	sf	\$108.33	\$27,081
Women's restroom needs major repair, relocate water closets, replace sink faucets, ground level	250	sf	\$248.34	\$62,086
Subtotal - Plumbing				<u>\$92,765</u>

Building C - Fine Arts and Gallery

Building C - Fine Arts and Gallery Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$6,493
04	Masonry	
05	Metals	\$17,648
06	Woods, Plastics, and Composites	\$20,288
07	Thermal and Moisture Protection	
08	Openings	\$146,577
09	Finishes	\$495
10	Specialties	\$59,792
11	Equipment	\$1,253
12	Furnishings	\$5,145
13	Special Construction	\$76,573
14	Conveying Equipment	\$814,791
21	Fire Suppression	
22	Plumbing	\$203,549
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	\$178
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$1,352,783
	General Conditions and Requirements	13.50% \$182,626
	Subtotal	\$1,535,409
	Overhead and Profit (OH&P)	10.00% \$153,541
	Subtotal	\$1,688,950
	Bonds & Insurance	2.50% \$42,224
	Subtotal	\$1,731,173
	Phasing	4.00% \$69,247
	Subtotal	\$1,800,420
	Design Contingency	20.00% \$360,084
	Subtotal	\$2,160,504
	Escalation to MOC, 07/01/21	13.80% \$298,064
TOTAL ESTIMATED CONSTRUCTION COST		\$2,458,568

Building C - Fine Arts and Gallery Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Remove step or curb and provide ramp, includes demolition and repair	1	ea	\$4,017.31	\$4,017
Provide compliant clear floor space, sink	1	ea	\$2,476.00	\$2,476
			Subtotal - Concrete	<u>\$6,493</u>
05 Metals				
Metal Fabrications				
Remove and replace guardrail mounted handrails, includes patch and repair to existing guardrail	77	lf	\$160.94	\$12,392
Provide drinking fountain railing, including additional blocking, patch and repair walls	6	ea	\$875.94	\$5,256
			Subtotal - Metals	<u>\$17,648</u>
06 Woods, Plastics, and Composites				
Casework				
Remove toe-kick, including patch and repair	2	ea	\$619.00	\$1,238
Reconfigure room to provide compliant floor space at student work stations	3,847	sf	\$4.95	\$19,050
			Subtotal - Woods, Plastics, and Composites	<u>\$20,288</u>
08 Openings				
Interior Doors				
Remove door stop from existing door, single, patch hole	18	ea	\$136.18	\$2,451
Adjust door closer to meet required opening force	15	ea	\$131.54	\$1,973
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	2	ea	\$383.63	\$767
Remove and replace existing threshold to meet required height, 3' wide	1	ea	\$247.60	\$248
Remove and reset existing door and frame. Adjust location to comply with the required latch side clearance. Reframe wall opening. Patch and repair wall.	2	ea	\$2,599.80	\$5,200
Provide door opener since door latch side clearance cannot be attained, single	9	ea	\$5,818.60	\$52,367

Building C - Fine Arts and Gallery Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Provide door opener since clear floor space cannot be attained, single	5	ea	\$5,818.60	\$29,093
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	8	ea	\$4,209.20	\$33,674
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	1	ea	\$1,903.43	\$1,903
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	2	ea	\$247.60	\$495
Remove and replace existing door hardware with accessible hardware, single	15	ea	\$1,227.03	\$18,405
Subtotal - Openings				<u>\$146,577</u>

09 Finishes

Finishes

Securely fasten existing mats or carpets	2	ea	\$247.60	\$495
Subtotal - Finishes				<u>\$495</u>

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	4	ea	\$345.14	\$1,381
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	2	ea	\$173.78	\$348
Provide accessible handles on both sides of toilet compartment door	2	ea	\$258.14	\$516
Modify toilet compartment to widen doorway, replace door panel	2	ea	\$1,154.69	\$2,309
Reverse swing of toilet compartment door	2	ea	\$345.14	\$690
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	2	ea	\$1,779.63	\$3,559

Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	1	ea	\$464.25	\$464
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	9	ea	\$557.10	\$5,014

Building C - Fine Arts and Gallery Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and replace paper towel dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	2	ea	\$674.10	\$1,348
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$355.93	\$712
Install grab bar in toilet partition	4	ea	\$372.95	\$1,492
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	3	ea	\$295.57	\$887
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$417.83	\$418
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	4	ea	\$402.35	\$1,609
Remove and relocate/remount door signage to correct height. Patch and repair door.	2	ea	\$134.42	\$269
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	3	ea	\$85.78	\$257
Provide braille signage immediately below the raised letter	2	ea	\$281.65	\$563
Provide compliant Title 19 evacuation signage	1	ea	\$256.89	\$257
Provide room identification signage	9	ea	\$167.13	\$1,504
Provide accessible stairway signage stating the floor level and the upper and lower terminus of the stairway	2	ea	\$185.70	\$371
Provide gender use signage on restroom door	1	ea	\$173.32	\$173
Provide signage indicating accessibility on the latch side of the restroom entry door	3	ea	\$167.13	\$501
Provide signage with the International Symbol of Accessibility	1	ea	\$173.32	\$173
Modify existing stairway to exit stair	2	ea	\$12,380.00	\$24,760
Replace stair contrasting nosing strips, per riser	13	ea	\$159.78	\$2,077
Provide anti-slip surface to stair treads, per riser	13	ea	\$183.79	\$2,389
Provide caution signage for automatic door	1	ea	\$167.13	\$167
Remove and replace signage/identification with accessible signage with Grade 2 Braille characters	1	ea	\$266.17	\$266
Provide accessible locker	8	ea	\$664.37	\$5,315
Subtotal - Specialties				<u>\$59,792</u>

11 Equipment

Equipment

Adjust the location of the emergency stop button so the highest point of operation is within the recommended value	1	ea	\$263.08	\$263
Adjust student work station for proper knee clearance	2	ea	\$495.20	\$990
Replace vending machine, by vendor	2	ea		Excluded
Subtotal - Equipment				<u>\$1,253</u>

Building C - Fine Arts and Gallery Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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12 Furnishings

Furnishing

Provide additional accessible seating in assembly area, remove existing	4	ea	\$781.49	\$3,126
Replace exterior bench with clear floor space in one end	1	ea	\$1,648.09	\$1,648
Adjust the work station so the highest point of operation is within the recommended value	4	ea	\$92.85	\$371

Subtotal - Furnishings **\$5,145**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$76,573
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Subtotal - Special Construction **\$76,573**

14 Conveying Equipment

Elevators

Replace existing elevator panel	1	ea	\$12,380.00	\$12,380
Provide compliant elevator jamb markings	1	ea	\$306.41	\$306
Repair non-operational hall direction lanterns	1	ea	\$2,104.60	\$2,105
Replace elevator with a cab with the required width, including demolition and repair to enlarge elevator shaft	1	ea	\$800,000.00	\$800,000

Subtotal - Conveying Equipment **\$814,791**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	10	ea	\$374.08	\$3,741
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Fixtures

Replace drinking fountain with Hi-Low fixture	3	ea	\$4,952.00	\$14,856
Replace sink with counter height compliant sink	3	ea	\$1,857.00	\$5,571
Replace sink with one that provides proper knee clearance	3	ea	\$1,857.00	\$5,571
Remove and adjust/remount sink to provide clear floor space	1	ea	\$1,114.20	\$1,114
Remove and adjust/remount sink to provide proper toe clearance	1	ea	\$1,114.20	\$1,114

Building C - Fine Arts and Gallery Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Replace eye wash station controls to ADA compliant	1	ea	\$619.00	\$619
Replace existing drinking fountain to provide proper water flow trajectory, parallel to the front of the drinking fountain.	3	ea	\$4,952.00	\$14,856
Replace sink controls to ADA compliant	1	ea	\$492.11	\$492
Restroom Renovation				
Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, ground level	62	sf	\$315.69	\$19,573
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	389	sf	\$305.17	\$118,710
Men's restroom minor repair, replace vanities and lavatories	350	sf	\$49.52	\$17,332
Subtotal - Plumbing				<u>\$203,549</u>

26 Electrical

Lighting and Lighting Controls

Remove and relocate/adjust light switch to proper height. Includes patch and repair wall

1 ea \$177.96 \$178

Subtotal - Electrical **\$178**

Building D - Dunlap Hall

Building D - Dunlap Hall Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	\$133,500
07	Thermal and Moisture Protection	
08	Openings	\$140,000
09	Finishes	
10	Specialties	\$48,750
11	Equipment	
12	Furnishings	\$82,500
13	Special Construction	
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$404,750
	General Conditions and Requirements	13.50% \$54,641
	Subtotal	\$459,391
	Overhead and Profit (OH&P)	10.00% \$45,939
	Subtotal	\$505,330
	Bonds & Insurance	2.50% \$12,633
	Subtotal	\$517,964
	Phasing	4.00% \$20,719
	Subtotal	\$538,682
	Design Contingency	20.00% \$107,736
	Subtotal	\$646,419
	Escalation to MOC, 07/01/21	13.80% \$89,180
TOTAL ESTIMATED CONSTRUCTION COST		\$735,599

Building D - Dunlap Hall Detail Elements

Element	Quantity	Unit	Unit Cost	Total
06 Woods, Plastics, and Composites				
Casework				
Casework changes in classrooms	30	ea	\$4,450.00	\$133,500
Subtotal - Woods, Plastics, and Composites				<u>\$133,500</u>
08 Openings				
Interior Doors				
Door upgrades, yet to be determined	140	ea	\$1,000.00	\$140,000
Subtotal - Openings				<u>\$140,000</u>
10 Specialties				
Specialties				
Signage to classroom modifications	30	ea	\$650.00	\$19,500
Signage to offices modifications	45	ea	\$650.00	\$29,250
Subtotal - Specialties				<u>\$48,750</u>
12 Furnishings				
Furnishing				
Classroom modifications	30	ea	\$2,000.00	\$60,000
Offices modifications	45	ea	\$500.00	\$22,500
Subtotal - Furnishings				<u>\$82,500</u>

Building E - Fitness Center

Building E - Fitness Center Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$8,870
04	Masonry	
05	Metals	\$1,752
06	Woods, Plastics, and Composites	\$7,614
07	Thermal and Moisture Protection	
08	Openings	\$37,575
09	Finishes	\$248
10	Specialties	\$9,974
11	Equipment	
12	Furnishings	\$1,366
13	Special Construction	\$8,666
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$77,040
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$153,105
	General Conditions and Requirements	13.50% \$20,669
	Subtotal	\$173,775
	Overhead and Profit (OH&P)	10.00% \$17,377
	Subtotal	\$191,152
	Bonds & Insurance	2.50% \$4,779
	Subtotal	\$195,931
	Phasing	4.00% \$7,837
	Subtotal	\$203,768
	Design Contingency	20.00% \$40,754
	Subtotal	\$244,522
	Escalation to MOC, 07/01/21	13.80% \$33,734
TOTAL ESTIMATED CONSTRUCTION COST		\$278,256

Building E - Fitness Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Provide level landing at door opening, includes demolition, new topping and finishes to match existing	240	sf	\$26.00	\$6,240
Repair slab to ensure that the change in elevation is within the recommended value	1	ea	\$2,630.75	\$2,631

Subtotal - Concrete **\$8,870**

05 Metals

Metal Fabrications

Provide drinking fountain railing, including additional blocking, patch and repair walls	2	ea	\$875.94	\$1,752
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Subtotal - Metals **\$1,752**

06 Woods, Plastics, and Composites

Casework

Modify existing casework to provide a portion at the compliant height	1	ea	\$4,456.80	\$4,457
Provide a counter with the required length	1	ea	\$3,156.90	\$3,157

Subtotal - Woods, Plastics, and Composites **\$7,614**

08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	3	ea	\$136.18	\$409
Adjust door closer to meet required opening force	10	ea	\$131.54	\$1,315
Remove and replace existing threshold to meet required height, 3' wide	3	ea	\$247.60	\$743
Provide door opener since door latch side clearance cannot be attained, single	2	ea	\$5,818.60	\$11,637
Provide door opener since clear floor space cannot be attained, single	2	ea	\$5,818.60	\$11,637
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	2	ea	\$4,209.20	\$8,418

Building E - Fitness Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and replace existing door closer with one that fits above the door casing	2	ea	\$1,094.43	\$2,189
Remove and replace existing door hardware with accessible hardware, single	1	ea	\$1,227.03	\$1,227
Subtotal - Openings				<u>\$37,575</u>

09 Finishes

Finishes

Securely fasten existing mats or carpets	1	ea	\$247.60	\$248
Subtotal - Finishes				<u>\$248</u>

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	2	ea	\$345.14	\$690
Provide accessible handles on both sides of toilet compartment door	1	ea	\$258.14	\$258
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	1	ea	\$1,779.63	\$1,780

Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$464.25	\$929
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$557.10	\$1,114
Remove and replace paper towel dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$674.10	\$674
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$355.93	\$712
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$295.57	\$591
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	4	ea	\$402.35	\$1,609
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$1,102.94	\$1,103
Provide room identification signage	1	ea	\$167.13	\$167

Building E - Fitness Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Provide gender use signage on restroom door	2	ea	\$173.32	\$347
Subtotal - Specialties				<u>\$9,974</u>

12 Furnishings

Furnishing

Provide compliant accessible picnic tables	1	ea	\$1,366.28	\$1,366
Subtotal - Furnishings				<u>\$1,366</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$8,666
Subtotal - Special Construction				<u>\$8,666</u>

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	2	ea	\$374.08	\$748
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Restroom Renovation

Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, ground level	116	sf	\$315.69	\$36,620
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	130	sf	\$305.17	\$39,672
Subtotal - Plumbing				<u>\$77,040</u>

Building F - Men's and Women's Locker Room

Building F - Men's and Women's Locker Room Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$2,191
04	Masonry	
05	Metals	\$10,418
06	Woods, Plastics, and Composites	\$13,370
07	Thermal and Moisture Protection	
08	Openings	\$33,675
09	Finishes	\$2,662
10	Specialties	\$66,249
11	Equipment	
12	Furnishings	
13	Special Construction	\$23,603
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$264,822
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$416,990
	General Conditions and Requirements	13.50% \$56,294
	Subtotal	\$473,284
	Overhead and Profit (OH&P)	10.00% \$47,328
	Subtotal	\$520,612
	Bonds & Insurance	2.50% \$13,015
	Subtotal	\$533,628
	Phasing	4.00% \$21,345
	Subtotal	\$554,973
	Design Contingency	20.00% \$110,995
	Subtotal	\$665,967
	Escalation to MOC, 07/01/21	13.80% \$91,877
TOTAL ESTIMATED CONSTRUCTION COST		\$757,844

RSCCD ADA Upgrades
Building F - Men's and Women's Locker Room
Santa Ana, California
Masterplan

11/10/18

Building F - Men's and Women's Locker Room Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
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Subtotal - Concrete **\$2,191**

05 Metals

Metal Fabrications

Provide floor mounted handrails at ramps	45	lf	\$167.13	\$7,521
Remove and replace guardrail mounted handrails, includes patch and repair to existing guardrail	18	lf	\$160.94	\$2,897

Subtotal - Metals **\$10,418**

06 Woods, Plastics, and Composites

Casework

Modify existing casework to provide a portion at the compliant height	3	ea	\$4,456.80	\$13,370
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Subtotal - Woods, Plastics, and Composites **\$13,370**

08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	1	ea	\$136.18	\$136
Adjust door closer to meet required opening force	26	ea	\$131.54	\$3,420
Remove and replace existing door hardware with accessible privacy hardware with occupancy indicator, single	1	ea	\$1,026.02	\$1,026
Provide door opener since door latch side clearance cannot be attained, single	4	ea	\$5,818.60	\$23,274
Provide door opener since clear floor space cannot be attained, single	1	ea	\$5,818.60	\$5,819

Subtotal - Openings **\$33,675**

RSCCD ADA Upgrades
Building F - Men's and Women's Locker Room
Santa Ana, California
Masterplan

11/10/18

Building F - Men's and Women's Locker Room Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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09 Finishes

Exterior Finishes

Repair exterior wall finish to provide smooth surface, adjacent to handrails	100	sf	\$26.62	\$2,662
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Subtotal - Finishes **\$2,662**

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	9	ea	\$345.14	\$3,106
Remove and replace compartment door hardware with ones that does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$196.79	\$197

Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$464.25	\$1,393
Provide a full length mirror in the locker room. Install blocking as needed. Patch and repair wall.	2	ea	\$572.58	\$1,145
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	10	ea	\$557.10	\$5,571
Remove and replace paper towel dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	7	ea	\$674.10	\$4,719
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	11	ea	\$355.93	\$3,915
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	9	ea	\$295.57	\$2,660
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	7	ea	\$417.83	\$2,925
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	23	ea	\$402.35	\$9,254
Remove and replace toilet paper dispenser. Install blocking as needed. Patch and repair wall.	1	ea	\$483.07	\$483
Remove and relocate/remount door signage to correct height. Patch and repair door.	4	ea	\$134.42	\$538
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	1	ea	\$85.78	\$86

Building F - Men's and Women's Locker Room Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	5	ea	\$1,102.94	\$5,515
Install folding shower seat, including blocking. Patch and repair wall.	1	ea	\$1,124.16	\$1,124
Provide room identification signage	5	ea	\$167.13	\$836
Provide gender use signage on restroom door	8	ea	\$173.32	\$1,387
Provide signage indicating accessibility on the latch side of the restroom entry door	2	ea	\$167.13	\$334
Remove and replace signage on restroom door	2	ea	\$266.17	\$532
Provide signage with the International Symbol of Accessibility	6	ea	\$173.32	\$1,040
Remove and relocate/remount wall signage to provide sufficient floor space	1	ea	\$134.42	\$134
Remove and replace signage/identification with accessible signage with Grade 2 Braille characters	12	ea	\$266.17	\$3,194
Remove and replace signage/identification with accessible signage that includes raised uppercase letters and/or numbers 5/8" and 2" in height	12	ea	\$266.17	\$3,194
Provide accessible locker	4	ea	\$664.37	\$2,657
Widen the primary path of travel in locker room, rearrange lockers	2	ea	\$3,156.90	\$6,314
Remove and replace locker bench with a compliant bench	3	ea	\$821.44	\$2,464
Replace accessible locker hardware	6	ea	\$255.34	\$1,532
Subtotal - Specialties				<u>\$66,249</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)	6.00%	\$23,603
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Subtotal - Special Construction **\$23,603**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	29	ea	\$374.08	\$10,848
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Fixtures

Replace existing drinking fountain with one that meets the proper knee and toe clearances	1	ea	\$4,952.00	\$4,952
Replace existing drinking fountain to provide proper water flow trajectory, parallel to the front of the drinking fountain.	1	ea	\$4,952.00	\$4,952

RSCCD ADA Upgrades
Building F - Men's and Women's Locker Room
Santa Ana, California
Masterplan

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Building F - Men's and Women's Locker Room Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Replace shower fixture to provide hand-held sprayer unit	9	ea	\$610.67	\$5,496
Remove and relocate/remount shower valve, includes blocking, patch and repair wall	9	ea	\$578.46	\$5,206
Restroom Renovation				
Unisex restroom needs major repair, relocate water closet and replace lavatory	1	ea	\$10,523.00	\$10,523
Remove and relocate/remount water closet. Including sawcut and slab repair. Patch and repair flooring	1	ea	\$6,561.40	\$6,561
Remove and relocate/remount lavatory to required height, including blocking. Patch and repair wall.	4	ea	\$2,940.25	\$11,761
Men's restroom needs major repair, relocate water closets and urinals, ground level	145	sf	\$263.08	\$38,146
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	178	sf	\$305.17	\$54,320
Women's restroom needs major repair, relocate water closets, ground level	248	sf	\$242.03	\$60,023
Locker room needs major repair, relocate water closets, replace lavatories, ground level	154	sf	\$305.17	\$46,996
Modify shower stall to provide adequate transfer space	1	ea	\$2,518.71	\$2,519
Replace shower stall to provide adequate depth	1	ea	\$2,518.71	\$2,519
Subtotal - Plumbing				<u>\$264,822</u>

Building G - Cook Gymnasium

Building G - Cook Gymnasium Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$63,633
04	Masonry	
05	Metals	\$60,370
06	Woods, Plastics, and Composites	\$12,628
07	Thermal and Moisture Protection	
08	Openings	\$102,987
09	Finishes	\$248
10	Specialties	\$106,983
11	Equipment	
12	Furnishings	\$29,867
13	Special Construction	\$35,867
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$221,071
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$633,653
	General Conditions and Requirements	13.50% \$85,543
	Subtotal	\$719,196
	Overhead and Profit (OH&P)	10.00% \$71,920
	Subtotal	\$791,116
	Bonds & Insurance	2.50% \$19,778
	Subtotal	\$810,894
	Phasing	4.00% \$32,436
	Subtotal	\$843,330
	Design Contingency	20.00% \$168,666
	Subtotal	\$1,011,995
	Escalation to MOC, 07/01/21	13.80% \$139,615
TOTAL ESTIMATED CONSTRUCTION COST		\$1,151,611

Building G - Cook Gymnasium Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	60	sf	\$26.00	\$1,560
Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	2	ea	\$2,191.26	\$4,383
Replace non-compliant stairs and reconstruct with adequate tread depth	4	ea	\$9,433.56	\$37,734
Modify the run of the existing ramp to provide the required slope	2	ea	\$3,973.98	\$7,948
Widen the run of the existing ramp to provide the required width	1	ea	\$12,008.60	\$12,009
Subtotal - Concrete				<u>\$63,633</u>
05 Metals				
Metal Fabrications				
Remove and replace wall mounted handrails, includes local patch and repair to walls only	134	lf	\$131.41	\$17,609
Provide wall mounted handrails at ramps or stairs	212	lf	\$117.61	\$24,933
Replace existing handrail extensions and provide extensions parallel to ground	32	ea	\$557.10	\$17,827
Subtotal - Metals				<u>\$60,370</u>
06 Woods, Plastics, and Composites				
Casework				
Modify existing casework to provide a portion at the compliant height	1	ea	\$4,456.80	\$4,457
Provide a counter with the required length	1	ea	\$3,156.90	\$3,157
Provide ticket counter with the required length	1	ea	\$1,299.90	\$1,300
Adjust concession stand and ticket counter, reduce height	20	lf	\$185.70	\$3,714
Subtotal - Woods, Plastics, and Composites				<u>\$12,628</u>

Building G - Cook Gymnasium Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	2	ea	\$136.18	\$272
Adjust door closer to meet required opening force	23	ea	\$131.54	\$3,025
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	2	ea	\$383.63	\$767
Remove and replace existing threshold to meet required height, 3' wide	5	ea	\$247.60	\$1,238
Remove and replace existing door hardware with accessible privacy hardware with occupancy indicator, single	2	ea	\$1,026.02	\$2,052
Provide door opener since door latch side clearance cannot be attained, single	7	ea	\$5,818.60	\$40,730
Provide door opener since clear floor space cannot be attained, single	3	ea	\$5,818.60	\$17,456
Remove and replace existing automatic door closer	1	ea	\$4,333.00	\$4,333
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	6	ea	\$4,209.20	\$25,255
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	2	ea	\$247.60	\$495
Remove and replace existing door hardware with accessible hardware, single	6	ea	\$1,227.03	\$7,362

Subtotal - Openings **\$102,987**

09 Finishes

Finishes

Securely fasten existing mats or carpets	1	ea	\$247.60	<u>\$248</u>
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Subtotal - Finishes **\$248**

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	5	ea	\$345.14	\$1,726
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	4	ea	\$173.78	\$695
Provide accessible handles on both sides of toilet compartment door	4	ea	\$258.14	\$1,033
Modify toilet compartment to widen doorway, replace door panel	4	ea	\$1,154.69	\$4,619

Building G - Cook Gymnasium Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Reverse swing of toilet compartment door	3	ea	\$345.14	\$1,035
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	6	ea	\$1,779.63	\$10,678
Specialties				
Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$464.25	\$1,393
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	6	ea	\$557.10	\$3,343
Remove and replace paper towel dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$674.10	\$674
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	6	ea	\$355.93	\$2,136
Install grab bar in toilet partition	6	ea	\$372.95	\$2,238
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$295.57	\$591
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	3	ea	\$417.83	\$1,253
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	6	ea	\$402.35	\$2,414
Remove and replace toilet paper dispenser. Install blocking as needed. Patch and repair wall.	7	ea	\$483.07	\$3,382
Remove and relocate/remount door signage to correct height. Patch and repair door.	2	ea	\$134.42	\$269
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	4	ea	\$85.78	\$343
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	2	ea	\$1,102.94	\$2,206
Remove and relocate/remount sanitary napkin dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$441.04	\$441
Remove and relocate/remount blower to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$464.25	\$464
Provide room identification signage	13	ea	\$167.13	\$2,173
Provide gender use signage on restroom door	1	ea	\$173.32	\$173
Provide signage indicating accessibility on the latch side of the restroom entry door	4	ea	\$167.13	\$669
Provide signage indicating the availability and location of accessible seating area at the ticket booth	1	ea	\$216.65	\$217
Modify existing stairway to exit stair	4	ea	\$12,380.00	\$49,520
Remove and replace signage/identification with accessible signage with Grade 2 Braille characters	6	ea	\$266.17	\$1,597
Remove and replace signage/identification with accessible signage that includes raised uppercase letters and/or numbers 5/8" and 2" in height	6	ea	\$266.17	\$1,597

Building G - Cook Gymnasium Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Provide accessible locker	2	ea	\$664.37	\$1,329
Remove and replace locker bench with a compliant bench	3	ea	\$821.44	\$2,464
Widen the primary path of travel, rearrange equipment	2	ea	\$3,156.90	\$6,314

Subtotal - Specialties **\$106,983**

12 Furnishings

Furnishing

Provide additional accessible seating in assembly area, remove existing	22	ea	\$781.49	\$17,193
Provide semi-ambulatory seats, remove existing seats	21	ea	\$603.53	\$12,674

Subtotal - Furnishings **\$29,867**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$35,867
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Subtotal - Special Construction **\$35,867**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	21	ea	\$374.08	\$7,856
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Fixtures

Replace drinking fountain with Hi-Low fixture	2	ea	\$4,952.00	\$9,904
Replace existing drinking fountain to provide proper water flow trajectory, parallel to the front of the drinking fountain.	4	ea	\$4,952.00	\$19,808

Restroom Renovation

Remove and relocate/remount water closet. Including sawcut and slab repair. Patch and repair flooring	3	ea	\$6,561.40	\$19,684
Men's restroom needs major repair, relocate water closets and urinals, ground level	183	sf	\$263.08	\$48,143
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	115	sf	\$305.17	\$35,094

RSCCD ADA Upgrades
Building G - Cook Gymnasium
 Santa Ana, California
 Masterplan

11/10/18

Building G - Cook Gymnasium Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Women's restroom needs major repair, relocate water closets, ground level	152	sf	\$242.03	\$36,788
Locker room needs major repair, relocate water closets, replace lavatories, ground level	127	sf	\$305.17	\$38,756
Provide accessible shower stall	2	ea	\$2,518.71	\$5,037
<i>Subtotal - Plumbing</i>				<u>\$221,071</u>

Building H - Hammond Hall

Building H - Hammond Hall Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$17,208
04	Masonry	
05	Metals	\$9,086
06	Woods, Plastics, and Composites	\$15,990
07	Thermal and Moisture Protection	
08	Openings	\$233,644
09	Finishes	\$10,447
10	Specialties	\$26,848
11	Equipment	\$2,476
12	Furnishings	\$279
13	Special Construction	\$73,938
14	Conveying Equipment	\$817,672
21	Fire Suppression	
22	Plumbing	\$98,656
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$1,306,243
	General Conditions and Requirements	13.50% \$176,343
	Subtotal	\$1,482,586
	Overhead and Profit (OH&P)	10.00% \$148,259
	Subtotal	\$1,630,844
	Bonds & Insurance	2.50% \$40,771
	Subtotal	\$1,671,615
	Phasing	4.00% \$66,865
	Subtotal	\$1,738,480
	Design Contingency	20.00% \$347,696
	Subtotal	\$2,086,176
	Escalation to MOC, 07/01/21	13.80% \$287,809
TOTAL ESTIMATED CONSTRUCTION COST		\$2,373,985

Building H - Hammond Hall Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Patch and repair walkway cross slopes	2	ea	\$1,485.60	\$2,971
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	250	sf	\$26.00	\$6,500
Repair slab to ensure that the change in elevation is within the recommended value	2	ea	\$2,630.75	\$5,262
Provide compliant clear floor space, sink	1	ea	\$2,476.00	\$2,476

Subtotal - Concrete **\$17,208**

05 Metals

Metal Fabrications

Remove and replace wall mounted handrails, includes local patch and repair to walls only	34	lf	\$131.41	\$4,468
Replace existing handrail extensions and provide extensions parallel to ground	2	ea	\$557.10	\$1,114
Provide drinking fountain railing, including additional blocking, patch and repair walls	4	ea	\$875.94	\$3,504

Subtotal - Metals **\$9,086**

06 Woods, Plastics, and Composites

Casework

Modify existing casework to provide a portion at the compliant height	1	ea	\$4,456.80	\$4,457
Remove toe-kick, including patch and repair	1	ea	\$619.00	\$619
Reconfigure room to provide compliant floor space at student work stations	1,554	sf	\$4.95	\$7,695
Reconfigure professor's desk area to provide compliant clear floor space	1	ea	\$3,218.80	\$3,219

Subtotal - Woods, Plastics, and Composites **\$15,990**

08 Openings

Exterior Doors

Remove and replace existing double entry doors, automatic door	1	pr	\$12,689.50	\$12,690
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Building H - Hammond Hall Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Interior Doors				
Remove door stop from existing door, single, patch hole	7	ea	\$136.18	\$953
Adjust door closer to meet required opening force	10	ea	\$131.54	\$1,315
Provide door opener since door latch side clearance cannot be attained, single	12	ea	\$5,818.60	\$69,823
Provide door opener since clear floor space cannot be attained, single	10	ea	\$5,818.60	\$58,186
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	15	ea	\$4,209.20	\$63,138
Remove and replace existing door closer with one that fits above the door casing	1	ea	\$1,094.43	\$1,094
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	1	ea	\$1,903.43	\$1,903
Remove and replace existing door hardware with accessible hardware, single	20	ea	\$1,227.03	\$24,541
Subtotal - Openings				<u>\$233,644</u>

09 Finishes

Finishes

Securely fasten existing mats or carpets	2	ea	\$247.60	\$495
Modify existing stairway to attain proper vertical clearance	1	ea	\$4,664.17	\$4,664
Widen the primary path of travel, demolish and reconstruct interior partitions, ceiling and flooring	11	lf	\$480.65	\$5,287
Subtotal - Finishes				<u>\$10,447</u>

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	2	ea	\$345.14	\$690
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	2	ea	\$173.78	\$348
Provide accessible handles on both sides of toilet compartment door	2	ea	\$258.14	\$516
Reverse swing of toilet compartment door	1	ea	\$345.14	\$345
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	2	ea	\$1,779.63	\$3,559

Building H - Hammond Hall Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Specialties				
Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$464.25	\$929
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$557.10	\$1,671
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$355.93	\$1,068
Install grab bar in toilet partition	2	ea	\$372.95	\$746
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$295.57	\$296
Remove and replace soap dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$433.30	\$433
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$417.83	\$836
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	3	ea	\$402.35	\$1,207
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$1,102.94	\$1,103
Remove and relocate/remount sanitary napkin dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$441.04	\$441
Provide braille signage immediately below the raised letter	1	ea	\$281.65	\$282
Provide compliant Title 19 evacuation signage	1	ea	\$256.89	\$257
Provide room identification signage	28	ea	\$167.13	\$4,680
Provide accessible stairway signage stating the floor level and the upper and lower terminus of the stairway	3	ea	\$185.70	\$557
Provide gender use signage on restroom door	2	ea	\$173.32	\$347
Provide signage with the International Symbol of Accessibility	3	ea	\$173.32	\$520
Replace stair contrasting nosing strips, per riser	36	ea	\$159.78	\$5,752
Remove and replace signage/identification with accessible signage with Grade 2 Braille characters	1	ea	\$266.17	\$266
Subtotal - Specialties				<u>\$26,848</u>

11 Equipment

Equipment

Adjust computer station for proper knee clearance	2	ea	\$495.20	\$990
Adjust student work station for proper knee clearance	1	ea	\$495.20	\$495
Adjust professor's desk work station for proper knee clearance	2	ea	\$495.20	\$990

Subtotal - Equipment **\$2,476**

Building H - Hammond Hall Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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12 Furnishings

Furnishing

Adjust the work station so the highest point of operation is within the recommended value	3	ea	\$92.85	\$279
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Subtotal - Furnishings **\$279**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$73,938
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Subtotal - Special Construction **\$73,938**

14 Conveying Equipment

Elevators

Replace existing elevator panel	1	ea	\$12,380.00	\$12,380
Repair non-operational hall direction lanterns	2	ea	\$2,104.60	\$4,209
Replace elevator with a cab with the required width and depth, including demolition and repair to enlarge elevator shaft	1	ea	\$800,000.00	\$800,000
Reprogram panel so the elevator door remains open for the required amount of time.	1	ea	\$1,083.25	\$1,083

Subtotal - Conveying Equipment **\$817,672**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	8	ea	\$374.08	\$2,993
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Fixtures

Replace drinking fountain with Hi-Low fixture	2	ea	\$4,952.00	\$9,904
Replace sink with counter height compliant sink	1	ea	\$1,857.00	\$1,857
Replace sink with one that provides proper knee clearance	1	ea	\$1,857.00	\$1,857
Remove and adjust/remount sink to provide clear floor space	1	ea	\$1,114.20	\$1,114
Replace eye wash station controls to ADA compliant		ea	\$619.00	
Replace existing drinking fountain to provide proper water flow trajectory, parallel to the front of the drinking fountain.	1	ea	\$4,952.00	\$4,952

Building H - Hammond Hall Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Restroom Renovation				
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	124	sf	\$305.17	\$37,841
Men's restroom needs major repair, relocate water closets and urinals, upper level	159	sf	\$239.86	\$38,138
Subtotal - Plumbing				<u>\$98,656</u>

Building I - Classroom Building

Building I - Classroom Building Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$2,352
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	\$27,424
09	Finishes	\$495
10	Specialties	\$19,977
11	Equipment	
12	Furnishings	
13	Special Construction	\$21,154
14	Conveying Equipment	\$30,331
21	Fire Suppression	
22	Plumbing	\$271,995
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	<hr/> \$373,729
	General Conditions and Requirements	13.50% \$50,453
	Subtotal	<hr/> \$424,182
	Overhead and Profit (OH&P)	10.00% \$42,418
	Subtotal	<hr/> \$466,601
	Bonds & Insurance	2.50% \$11,665
	Subtotal	<hr/> \$478,266
	Phasing	4.00% \$19,131
	Subtotal	<hr/> \$497,396
	Design Contingency	20.00% \$99,479
	Subtotal	<hr/> \$596,875
	Escalation to MOC, 07/01/21	13.80% \$82,345
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$679,221

Building I - Classroom Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Provide accessible walkways	100	sf	\$23.52	\$2,352
Subtotal - Concrete				<u>\$2,352</u>
08 Openings				
Interior Doors				
Adjust door closer to meet required opening force	24	ea	\$131.54	\$3,157
Provide door opener since door latch side clearance cannot be attained, single	1	ea	\$5,818.60	\$5,819
Provide door opener since clear floor space cannot be attained, single	2	ea	\$5,818.60	\$11,637
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	1	ea	\$1,903.43	\$1,903
Remove and replace existing door hardware with accessible hardware, single	4	ea	\$1,227.03	\$4,908
Subtotal - Openings				<u>\$27,424</u>
09 Finishes				
Finishes				
Securely fasten existing mats or carpets	2	ea	\$247.60	\$495
Subtotal - Finishes				<u>\$495</u>
10 Specialties				
Toilet Partitions				
Remove and replace compartment door hardware with ones that does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$196.79	\$197
Remove and relocate compartment door hardware to the compliant height. Patch and repair door	1	ea	\$199.63	\$200

Building I - Classroom Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Specialties				
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$557.10	\$2,228
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$355.93	\$1,424
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	8	ea	\$402.35	\$3,219
Remove and relocate/remount door signage to correct height. Patch and repair door.	4	ea	\$134.42	\$538
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	4	ea	\$85.78	\$343
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	2	ea	\$1,102.94	\$2,206
Provide braille signage immediately below the raised letter	2	ea	\$281.65	\$563
Provide compliant Title 19 evacuation signage	1	ea	\$256.89	\$257
Provide room identification signage	2	ea	\$167.13	\$334
Replace stair contrasting nosing strips, per riser	53	ea	\$159.78	\$8,468
Subtotal - Specialties				<u>\$19,977</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)	6.00%	\$21,154
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Subtotal - Special Construction **\$21,154**

14 Conveying Equipment

Elevators

Replace existing elevator panel	1	ea	\$12,380.00	\$12,380
Reduce elevator floor gap	1	ea	\$17,951.00	\$17,951

Subtotal - Conveying Equipment **\$30,331**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	16	ea	\$374.08	\$5,985
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Building I - Classroom Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Fixtures				
Replace existing drinking fountain with one that meets the proper knee and toe clearances	2	ea	\$4,952.00	\$9,904
Replace existing drinking fountain to provide proper water flow trajectory, parallel to the front of the drinking fountain.	1	ea	\$4,952.00	\$4,952
Restroom Renovation				
Men's restroom needs major repair, relocate water closets and urinals, ground level	265	sf	\$263.08	\$69,715
Women's restroom needs major repair, relocate water closets, ground level	265	sf	\$242.03	\$64,138
Men's restroom needs major repair, relocate water closets and urinals, upper level	265	sf	\$239.86	\$63,564
Women's restroom needs major repair, relocate water closets, upper level	265	sf	\$202.78	\$53,738
Subtotal - Plumbing				<u>\$271,995</u>

Building J - Auto Shop - Quick Center

Building J - Auto Shop - Quick Center Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$31,453
04	Masonry	
05	Metals	\$45,911
06	Woods, Plastics, and Composites	\$15,212
07	Thermal and Moisture Protection	
08	Openings	\$280,714
09	Finishes	\$2,526
10	Specialties	\$39,312
11	Equipment	\$495
12	Furnishings	\$93
13	Special Construction	\$37,405
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$207,701
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$8,431
33	Utilities	
	Subtotal	\$669,253
	General Conditions and Requirements	13.50% \$90,349
	Subtotal	\$759,602
	Overhead and Profit (OH&P)	10.00% \$75,960
	Subtotal	\$835,562
	Bonds & Insurance	2.50% \$20,889
	Subtotal	\$856,451
	Phasing	4.00% \$34,258
	Subtotal	\$890,709
	Design Contingency	20.00% \$178,142
	Subtotal	\$1,068,851
	Escalation to MOC, 07/01/21	13.80% \$147,459
TOTAL ESTIMATED CONSTRUCTION COST		\$1,216,310

Building J - Auto Shop - Quick Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Patch and repair walkway cross slopes	6	ea	\$1,485.60	\$8,914
Patch and resurface walking surface opening to make sure there is no opening that allows a sphere of more than 1/2"Ø	1	ea	\$224.39	\$224
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	700	sf	\$26.00	\$18,199
Repair slab to ensure that the change in elevation is within the recommended value	1	ea	\$2,630.75	\$2,631
Correct clear floor area slope at eye wash station	1	ea	\$1,485.60	\$1,486
Subtotal - Concrete				<u>\$31,453</u>
05 Metals				
Metal Fabrications				
Replace existing handrail extensions and provide extensions parallel to ground	2	ea	\$557.10	\$1,114
Provide drinking fountain railing, including additional blocking, patch and repair walls	2	ea	\$875.94	\$1,752
Remove and replace traffic rated floor grate with the required openings	58	lf	\$173.32	\$10,053
Install side extensions for the student information case	1	ea	\$804.70	\$805
Stairs				
Remove and replace stairs with compliant minimum width	1	ea	\$32,188.00	\$32,188
Subtotal - Metals				<u>\$45,911</u>
06 Woods, Plastics, and Composites				
Casework				
Modify existing casework to provide a portion at the compliant height	3	ea	\$4,456.80	\$13,370
Install side extensions for the student information case	2	ea	\$804.70	\$1,609
Remove and adjust height of existing shelving	1	ea	\$232.13	\$232
Subtotal - Woods, Plastics, and Composites				<u>\$15,212</u>

Building J - Auto Shop - Quick Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	9	ea	\$136.18	\$1,226
Adjust door closer to meet required opening force	21	ea	\$131.54	\$2,762
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	1	ea	\$383.63	\$384
Remove and replace existing threshold to meet required height, 3' wide	18	ea	\$247.60	\$4,457
Remove and replace existing door hardware with accessible privacy hardware with occupancy indicator, single	1	ea	\$1,026.02	\$1,026
Remove and reset existing door and frame. Adjust location to comply with the required latch side clearance. Reframe wall opening. Patch and repair wall.	1	ea	\$2,599.80	\$2,600
Provide door opener since door latch side clearance cannot be attained, single	20	ea	\$5,818.60	\$116,372
Provide door opener since clear floor space cannot be attained, single	8	ea	\$5,818.60	\$46,549
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	12	ea	\$4,209.20	\$50,510
Remove and replace existing door closer with one that fits above the door casing	1	ea	\$1,094.43	\$1,094
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	5	ea	\$1,903.43	\$9,517
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	3	ea	\$247.60	\$743
Remove and replace existing door hardware with accessible hardware, single	32	ea	\$1,227.03	\$39,265
Remove and replace existing door and frame to reverse swing, to provide sufficient clear floor space.	1	ea	\$4,209.20	\$4,209

Subtotal - Openings **\$280,714**

09 Finishes

Finishes

Securely fasten existing mats or carpets	4	ea	\$247.60	\$990
Provide detectable warning where pedestrian route crosses vehicular traffic	20	lf	\$76.76	\$1,535

Subtotal - Finishes **\$2,526**

Building J - Auto Shop - Quick Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
10 Specialties				
Toilet Partitions				
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	1	ea	\$173.78	\$174
Provide accessible handles on both sides of toilet compartment door	1	ea	\$258.14	\$258
Reverse swing of toilet compartment door	1	ea	\$345.14	\$345
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	2	ea	\$1,779.63	\$3,559
Specialties				
Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$464.25	\$1,393
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	6	ea	\$557.10	\$3,343
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	6	ea	\$355.93	\$2,136
Install grab bar in toilet partition	4	ea	\$372.95	\$1,492
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	5	ea	\$295.57	\$1,478
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$417.83	\$836
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	8	ea	\$402.35	\$3,219
Remove and relocate/remount door signage to correct height. Patch and repair door.	3	ea	\$134.42	\$403
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	1	ea	\$85.78	\$86
Provide room identification signage	24	ea	\$167.13	\$4,011
Provide gender use signage on restroom door	1	ea	\$173.32	\$173
Remove and replace signage on restroom door	1	ea	\$266.17	\$266
Provide signage with the International Symbol of Accessibility	1	ea	\$173.32	\$173
Remove and replace wall signage with compliant signage	1	ea	\$266.17	\$266
Modify existing stairway to exit stair	1	ea	\$12,380.00	\$12,380
Replace stair contrasting nosing strips, per riser	18	ea	\$159.78	\$2,876
Remove and relocate/remount existing restroom shelf to meet height requirement. Install blocking as needed. Patch and repair wall.	1	ea	\$445.68	\$446
Subtotal - Specialties				<u>\$39,312</u>

RSCCD ADA Upgrades
Building J - Auto Shop - Quick Center
Santa Ana, California
Masterplan

11/10/18

Building J - Auto Shop - Quick Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
11 Equipment				
Equipment				
Adjust computer station for proper knee clearance	1	ea	\$495.20	\$495
Replace vending machine, by vendor	1	ea		Excluded
Subtotal - Equipment				<u>\$495</u>
12 Furnishings				
Furnishing				
Adjust the work station so the highest point of operation is within the recommended value	1	ea	\$92.85	\$93
Subtotal - Furnishings				<u>\$93</u>
13 Special Construction				
Hazardous Materials Abatement				
Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$37,405
Subtotal - Special Construction				<u>\$37,405</u>
22 Plumbing				
Piping				
Install insulating wrap to lavatory supply line	10	ea	\$374.08	\$3,741
Fixtures				
Replace drinking fountain with Hi-Low fixture	2	ea	\$4,952.00	\$9,904
Replace sink with counter height compliant sink	1	ea	\$1,857.00	\$1,857
Adjust existing eye wash station height to provide proper height of operation	1	ea	\$464.25	\$464
Replace existing drinking fountain to provide proper water flow trajectory, parallel to the front of the drinking fountain.	1	ea	\$4,952.00	\$4,952

RSCCD ADA Upgrades
Building J - Auto Shop - Quick Center
Santa Ana, California
Masterplan

11/10/18

Building J - Auto Shop - Quick Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Restroom Renovation				
Unisex restroom needs major repair, relocate water closet and replace lavatory	1	ea	\$10,523.00	\$10,523
Men's restroom needs major repair, relocate water closets and urinals, ground level	438	sf	\$263.08	\$115,227
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	200	sf	\$305.17	\$61,033
<i>Subtotal - Plumbing</i>				<u>\$207,701</u>

32 Exterior Improvements

Signage and Pavement Markings

Provide warning signage regarding unauthorized use of parking spaces in the parking lot	2	ea	\$606.62	\$1,213
Remove existing striping and restripe to create additional accessible parking spaces	5,300	sf	\$1.36	\$7,218
<i>Subtotal - Exterior Improvements</i>				<u>\$8,431</u>

Building K - Welding/Auto/Diesel

Building K - Welding/Auto/Diesel Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$41,878
04	Masonry	
05	Metals	\$48,672
06	Woods, Plastics, and Composites	
07	Thermal and Moisture Protection	
08	Openings	\$61,834
09	Finishes	\$1,535
10	Specialties	\$17,142
11	Equipment	
12	Furnishings	
13	Special Construction	\$10,940
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$11,271
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$193,273
	General Conditions and Requirements	13.50% \$26,092
	Subtotal	\$219,365
	Overhead and Profit (OH&P)	10.00% \$21,936
	Subtotal	\$241,301
	Bonds & Insurance	2.50% \$6,033
	Subtotal	\$247,334
	Phasing	4.00% \$9,893
	Subtotal	\$257,227
	Design Contingency	20.00% \$51,445
	Subtotal	\$308,673
	Escalation to MOC, 07/01/21	13.80% \$42,585
TOTAL ESTIMATED CONSTRUCTION COST		\$351,257

Building K - Welding/Auto/Diesel Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Patch and repair walkway cross slopes	9	ea	\$1,485.60	\$13,370
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	200	sf	\$26.00	\$5,200
Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	1	ea	\$2,191.26	\$2,191
Modify existing stair nosing so that they are curved or beveled and do not project more than the required over the tread below	19	ea	\$92.85	\$1,764
Modify the run of the existing ramp to provide the required slope	1	ea	\$3,973.98	\$3,974
Widen the run of the existing ramp to provide the required width	1	ea	\$12,008.60	\$12,009
Demolish curb and walkway and provide a compliant curb ramp	1	ea	\$3,370.46	\$3,370

Subtotal - Concrete **\$41,878**

05 Metals

Metal Fabrications

Remove and replace wall mounted handrails, includes local patch and repair to walls only	100	lf	\$131.41	\$13,141
Replace existing handrail extensions and provide extensions parallel to ground	6	ea	\$557.10	\$3,343

Stairs

Remove and replace stairs with compliant minimum width	1	ea	\$32,188.00	\$32,188
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Subtotal - Metals **\$48,672**

08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	1	ea	\$136.18	\$136
Adjust door closer to meet required opening force	2	ea	\$131.54	\$263
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	1	ea	\$383.63	\$384
Remove and replace existing threshold to meet required height, 3' wide	5	ea	\$247.60	\$1,238
Provide door opener since door latch side clearance cannot be attained, single	3	ea	\$5,818.60	\$17,456

Building K - Welding/Auto/Diesel Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Provide door opener since clear floor space cannot be attained, single	3	ea	\$5,818.60	\$17,456
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	3	ea	\$4,209.20	\$12,628
Remove and replace existing door closer with one that fits above the door casing	1	ea	\$1,094.43	\$1,094
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	2	ea	\$1,903.43	\$3,807
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	5	ea	\$247.60	\$1,238
Remove and replace existing door hardware with accessible hardware, single	5	ea	\$1,227.03	\$6,135
Subtotal - Openings				<u>\$61,834</u>

09 Finishes

Finishes

Provide detectable warning where pedestrian route crosses vehicular traffic	20	lf	\$76.76	\$1,535
Subtotal - Finishes				<u>\$1,535</u>

10 Specialties

Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	1	ea	\$464.25	\$464
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	1	ea	\$557.10	\$557
Install grab bar in toilet partition	2	ea	\$372.95	\$746
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$295.57	\$296
Remove and replace toilet paper dispenser. Install blocking as needed. Patch and repair wall.	1	ea	\$483.07	\$483
Provide room identification signage	9	ea	\$167.13	\$1,504
Provide accessible stairway signage stating the floor level and the upper and lower terminus of the stairway	2	ea	\$185.70	\$371
Provide gender use signage on restroom door	1	ea	\$173.32	\$173
Provide signage indicating accessibility on the latch side of the restroom entry door	1	ea	\$167.13	\$167

Building K - Welding/Auto/Diesel Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Modify existing stairway to exit stair	1	ea	\$12,380.00	\$12,380
<i>Subtotal - Specialties</i>				<u>\$17,142</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$10,940
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Subtotal - Special Construction **\$10,940**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	2	ea	\$374.08	\$748
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Restroom Renovation

Unisex restroom needs major repair, relocate water closet and replace lavatory	1	ea	\$10,523.00	\$10,523
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Subtotal - Plumbing **\$11,271**

Building L - Nealley Library

Building L - Nealley Library Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$53,627
04	Masonry	
05	Metals	\$188,746
06	Woods, Plastics, and Composites	\$42,847
07	Thermal and Moisture Protection	
08	Openings	\$183,775
09	Finishes	\$743
10	Specialties	\$80,168
11	Equipment	\$1,896
12	Furnishings	\$10,916
13	Special Construction	\$104,211
14	Conveying Equipment	\$912,658
21	Fire Suppression	
22	Plumbing	\$261,481
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$1,841,068
	General Conditions and Requirements	13.50% \$248,544
	Subtotal	\$2,089,613
	Overhead and Profit (OH&P)	10.00% \$208,961
	Subtotal	\$2,298,574
	Bonds & Insurance	2.50% \$57,464
	Subtotal	\$2,356,038
	Phasing	4.00% \$94,242
	Subtotal	\$2,450,280
	Design Contingency	20.00% \$490,056
	Subtotal	\$2,940,336
	Escalation to MOC, 07/01/21	13.80% \$405,649
TOTAL ESTIMATED CONSTRUCTION COST		\$3,345,985

Building L - Nealley Library Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Patch and repair walkway cross slopes	15	ea	\$1,485.60	\$22,284
Patch and resurface walking surface opening to make sure there is no opening that allows a sphere of more than 1/2"Ø	2	ea	\$224.39	\$449
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	50	sf	\$26.00	\$1,300
Repair slab to ensure that the change in elevation is within the recommended value	5	ea	\$2,630.75	\$13,154
Provide edge protection on the walkway	3	ea	\$2,178.88	\$6,537
Provide compliant clear floor space, sink	2	ea	\$2,476.00	\$4,952
Provide compliant clear floor space, drinking fountain	1	ea	\$2,476.00	\$4,952

Subtotal - Concrete **\$53,627**

05 Metals

Metal Fabrications

Remove and replace wall mounted handrails, includes local patch and repair to walls only	13	lf	\$131.41	\$1,708
Remove and replace guardrails with compliant guardrails	190	lf	\$191.89	\$36,459
Provide wall mounted handrails at ramps or stairs	13	lf	\$117.61	\$1,529
Replace existing handrail extensions and provide extensions parallel to ground	8	ea	\$557.10	\$4,457
Provide drinking fountain railing, including additional blocking, patch and repair walls	6	ea	\$875.94	\$5,256

Stairs

Remove and replace stairs with compliant minimum width	2	ea	\$32,188.00	\$64,376
Remove and replace stairs with compliant riser height	2	ea	\$32,188.00	\$64,376
Close riser openings	57	ea	\$185.70	\$10,585

Subtotal - Metals **\$188,746**

06 Woods, Plastics, and Composites

Casework

Modify casework to remove protrusion	2	ea	\$996.59	\$1,993
Modify existing casework to provide a portion at the compliant	5	ea	\$4,456.80	\$22,284
Remove toe-kick, including patch and repair	3	ea	\$619.00	\$1,857

Building L - Nealley Library Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Reconfigure room to provide compliant floor space at student work stations	700	sf	\$4.95	\$3,466
Move book stacks to provide the required access width between the end/side aisles. Excludes moving of contents.	1	ea	\$1,361.80	\$1,362
Move book stacks to provide the required access width between the main aisles. Excludes moving of contents.	1	ea	\$2,723.60	\$2,724
Move furnishing and equipment to provide the correct width of the path of travel	2	ea	\$4,580.60	\$9,161
<i>Subtotal - Woods, Plastics, and Composites</i>				<u>\$42,847</u>

08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	6	ea	\$136.18	\$817
Adjust door closer to meet required opening force	23	ea	\$131.54	\$3,025
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	1	ea	\$383.63	\$384
Remove and replace existing threshold to meet required height, 3' wide	1	ea	\$247.60	\$248
Provide door opener since door latch side clearance cannot be attained, single	15	ea	\$5,818.60	\$87,279
Provide door opener since clear floor space cannot be attained, single	11	ea	\$5,818.60	\$64,005
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	1	ea	\$4,209.20	\$4,209
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	2	ea	\$247.60	\$495
Remove and replace existing door hardware with accessible hardware, single	19	ea	\$1,227.03	\$23,313

Subtotal - Openings **\$183,775**

09 Finishes

Finishes

Securely fasten existing mats or carpets	3	ea	\$247.60	\$743
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Subtotal - Finishes **\$743**

Building L - Nealley Library Detail Elements

Element	Quantity	Unit	Unit Cost	Total
10 Specialties				
Toilet Partitions				
Provide automatic door closer, spring hinge, pull bar for existing partition door.	4	ea	\$345.14	\$1,381
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	3	ea	\$173.78	\$521
Provide accessible handles on both sides of toilet compartment door	4	ea	\$258.14	\$1,033
Remove and replace compartment door hardware with ones that does not require tight grasping, pinching or twisting of the wrist.	2	ea	\$196.79	\$394
Reverse swing of toilet compartment door	4	ea	\$345.14	\$1,381
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	3	ea	\$1,564.00	\$4,692
Specialties				
Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	7	ea	\$464.25	\$3,250
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	12	ea	\$557.10	\$6,685
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	11	ea	\$355.93	\$3,915
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	8	ea	\$295.57	\$2,365
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	3	ea	\$417.83	\$1,253
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	14	ea	\$402.35	\$5,633
Provide new toilet paper dispenser. Install blocking as needed. Patch and repair wall.	1	ea	\$436.65	\$437
Remove and relocate/remount door signage to correct height. Patch and repair door.	9	ea	\$134.42	\$1,210
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	3	ea	\$85.78	\$257
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	2	ea	\$1,102.94	\$2,206
Remove and relocate/remount sanitary napkin dispenser to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$441.04	\$882
Provide braille signage immediately below the raised letter	2	ea	\$281.65	\$563
Provide star signage to indicate main floor level	1	ea	\$281.65	\$282
Provide compliant Title 19 evacuation signage	2	ea	\$256.89	\$514
Provide room identification signage	35	ea	\$167.13	\$5,850
Provide accessible stairway signage stating the floor level and the upper and lower terminus of the stairway	4	ea	\$185.70	\$743

Building L - Nealley Library Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Provide gender use signage on restroom door	6	ea	\$173.32	\$1,040
Provide signage indicating accessibility on the latch side of the restroom entry door	2	ea	\$167.13	\$334
Provide signage with the International Symbol of Accessibility	3	ea	\$173.32	\$520
Remove and relocate/remount wall signage to provide sufficient floor space	1	ea	\$134.42	\$134
Remove and replace wall signage with compliant signage	4	ea	\$266.17	\$1,065
Modify existing stairway to exit stair	2	ea	\$12,380.00	\$24,760
Replace stair contrasting nosing strips, per riser	43	ea	\$159.78	\$6,870
Subtotal - Specialties				<u>\$80,168</u>

11 Equipment

Equipment

Relocate print card machine so the highest point of operation is compliant	2	ea	\$92.85	\$186
Replace computer station with proper knee clearance	1	ea	\$812.44	\$812
Adjust student work station for proper knee clearance	1	ea	\$495.20	\$495
Adjust book return controls height so the highest point of operation is compliant	1	ea	\$402.35	\$402
Subtotal - Equipment				<u>\$1,896</u>

12 Furnishings

Furnishing

Provide compliant accessible picnic tables	1	ea	\$1,366.28	\$1,366
Provide accessible library table	2	ea	\$692.22	\$1,384
Remove and replace microfilm reader	1	ea	\$8,165.23	\$8,165
Subtotal - Furnishings				<u>\$10,916</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$104,211
Subtotal - Special Construction				<u>\$104,211</u>

Building L - Nealley Library Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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14 Conveying Equipment

Elevators

Replace existing elevator panel	2	ea	\$12,380.00	\$24,760
Reduce elevator floor gap	1	ea	\$17,951.00	\$17,951
Remove and relocate/remount hall direction lanterns, Patch and repair wall	2	ea	\$1,795.10	\$3,590
Replace elevator with a cab with the required width, including demolition and repair to enlarge elevator shaft	1	ea	\$800,000.00	\$800,000
Reprogram panel so the elevator door remains open for the required amount of time.	2	ea	\$1,083.25	\$2,167
Remove and replace elevator doors (2 stops) to comply with the allowable clear width. Includes enlarging the hall openings with patch and repair	1	ea	\$61,900.00	\$61,900
Remove and relocate/remount dumbwaiter controls so the highest point of operation is compliant. Patch and repair wall.	1	ea	\$1,021.35	\$1,021
Remove and replace dumbwaiter controls and provide compliant controls. Patch and repair wall.	1	ea	\$1,268.95	\$1,269

Subtotal - Conveying Equipment **\$912,658**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	24	ea	\$374.08	\$8,978
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Fixtures

Replace drinking fountain with Hi-Low fixture	6	ea	\$4,952.00	\$29,712
Replace sink with counter height compliant sink	2	ea	\$1,857.00	\$3,714
Replace existing drinking fountain to provide proper water flow trajectory, parallel to the front of the drinking fountain.	3	ea	\$4,952.00	\$14,856

Restroom Renovation

Staff men's restroom needs major repair, relocate water closet, urinal and replace lavatory	1	ea	\$13,618.00	\$13,618
Staff restroom needs major repair, relocate water closet and replace lavatory	1	ea	\$10,523.00	\$10,523
Remove and replace lavatory/faucet/counter to required height, including blocking. Patch and repair wall.	1	ea	\$5,509.10	\$5,509
Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, ground level	86	sf	\$315.69	\$27,149
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	115	sf	\$305.17	\$35,094

Building L - Nealley Library Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, upper level	176	sf	\$287.84	\$50,659
Women's restroom needs major repair, relocate water closets, replace sink faucets, ground level	222	sf	\$248.34	\$55,132
Women's restroom minor repair, replace faucets and relocate lavatories	132	sf	\$49.52	\$6,537
<i>Subtotal - Plumbing</i>				<u>\$261,481</u>

Building M - Tessmann Planetarium

Building M - Tessmann Planetarium Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	\$619
07	Thermal and Moisture Protection	
08	Openings	\$6,739
09	Finishes	
10	Specialties	\$860
11	Equipment	
12	Furnishings	\$1,563
13	Special Construction	\$2,624
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$13,531
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	\$20,427
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	<hr/> \$46,364
	General Conditions and Requirements	13.50% \$6,259
	Subtotal	<hr/> \$52,623
	Overhead and Profit (OH&P)	10.00% \$5,262
	Subtotal	<hr/> \$57,885
	Bonds & Insurance	2.50% \$1,447
	Subtotal	<hr/> \$59,332
	Phasing	4.00% \$2,373
	Subtotal	<hr/> \$61,705
	Design Contingency	20.00% \$12,341
	Subtotal	<hr/> \$74,046
	Escalation to MOC, 07/01/21	13.80% \$10,215
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$84,262

Building M - Tessmann Planetarium Detail Elements

Element	Quantity	Unit	Unit Cost	Total
06 Woods, Plastics, and Composites				
Casework				
Remove toe-kick, including patch and repair	1	ea	\$619.00	\$619
Subtotal - Woods, Plastics, and Composites				<u>\$619</u>
08 Openings				
Interior Doors				
Adjust door closer to meet required opening force	7	ea	\$131.54	\$921
Provide door opener since door latch side clearance cannot be attained, single	1	ea	\$5,818.60	\$5,819
Subtotal - Openings				<u>\$6,739</u>
10 Specialties				
Specialties				
Provide room identification signage	1	ea	\$167.13	\$167
Provide signage with the International Symbol of Accessibility	4	ea	\$173.32	\$693
Subtotal - Specialties				<u>\$860</u>
12 Furnishings				
Furnishing				
Provide additional accessible seating in assembly area, remove existing	2	ea	\$781.49	\$1,563
Subtotal - Furnishings				<u>\$1,563</u>
13 Special Construction				
Hazardous Materials Abatement				
Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$2,624
Subtotal - Special Construction				<u>\$2,624</u>

Building M - Tessmann Planetarium Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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22 Plumbing

Piping

Install insulating wrap to lavatory supply line	2	ea	\$374.08	\$748
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Fixtures

Replace sink with counter height compliant sink	1	ea	\$1,857.00	\$1,857
Remove and adjust/remount sink to provide clear floor space	1	ea	\$1,114.20	\$1,114
Replace existing drinking fountain to provide proper water flow trajectory, parallel to the front of the drinking fountain.	1	ea	\$4,952.00	\$4,952

Restroom Renovation

Replace lavatory and vanity, to meet the minimum required distance to the centerline of the fixture, including blocking. Patch and repair wall.	1	ea	\$4,859.15	\$4,859
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Subtotal - Plumbing **\$13,531**

28 Electronic Safety and Security

Fire Alarm

Install visual warning devices integrated with the facility's alarm system in all common areas such as hallways, classrooms and general use rooms, accessible restrooms and other accessible rooms.	3,300	sf	\$6.19	\$20,427
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Subtotal - Electronic Safety and Security **\$20,427**

Building N - Music Building

Building N - Music Building Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$21,306
04	Masonry	
05	Metals	\$60,829
06	Woods, Plastics, and Composites	\$4,581
07	Thermal and Moisture Protection	
08	Openings	\$193,122
09	Finishes	
10	Specialties	\$25,457
11	Equipment	\$495
12	Furnishings	
13	Special Construction	\$25,981
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$127,229
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$459,000
	General Conditions and Requirements	13.50% \$61,965
	Subtotal	\$520,965
	Overhead and Profit (OH&P)	10.00% \$52,096
	Subtotal	\$573,061
	Bonds & Insurance	2.50% \$14,327
	Subtotal	\$587,388
	Phasing	4.00% \$23,496
	Subtotal	\$610,883
	Design Contingency	20.00% \$122,177
	Subtotal	\$733,060
	Escalation to MOC, 07/01/21	13.80% \$101,133
TOTAL ESTIMATED CONSTRUCTION COST		\$834,193

Building N - Music Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Patch and repair walkway cross slopes	12	ea	\$1,485.60	\$17,827
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	50	sf	\$26.00	\$1,300
Provide edge protection on the walkway	1	ea	\$2,178.88	\$2,179

Subtotal - Concrete **\$21,306**

05 Metals

Metal Fabrications

Remove and replace guardrails with compliant guardrails	60	lf	\$191.89	\$11,513
Provide wall mounted handrails at ramps or stairs	60	lf	\$117.61	\$7,057
Replace existing handrail extensions and provide extensions parallel to ground	8	ea	\$557.10	\$4,457
Remove and replace guardrail mounted handrails, includes patch and repair to existing guardrail	24	lf	\$160.94	\$3,863
Provide drinking fountain railing, including additional blocking, patch and repair walls	2	ea	\$875.94	\$1,752

Stairs

Remove and replace stairs with compliant minimum width	1	ea	\$32,188.00	\$32,188
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Subtotal - Metals **\$60,829**

06 Woods, Plastics, and Composites

Casework

Move furnishing and equipment to provide the correct width of the path of travel	1	ea	\$4,580.60	\$4,581
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Subtotal - Woods, Plastics, and Composites **\$4,581**

Building N - Music Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	7	ea	\$136.18	\$953
Adjust door closer to meet required opening force	15	ea	\$131.54	\$1,973
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	2	ea	\$383.63	\$767
Remove and replace existing threshold to meet required height, 3' wide	7	ea	\$247.60	\$1,733
Remove and reset existing door and frame. Adjust location to comply with the required latch side clearance. Reframe wall opening. Patch and repair wall.	4	ea	\$2,599.80	\$10,399
Provide door opener since door latch side clearance cannot be attained, single	10	ea	\$5,818.60	\$58,186
Provide door opener since clear floor space cannot be attained, single	3	ea	\$5,818.60	\$17,456
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	21	ea	\$4,209.20	\$88,393
Remove and replace existing door hardware with accessible hardware, single	10	ea	\$1,227.03	\$12,270
Remove inner door and frame in a series to provide an accessible entrance. Provide new frame. Patch and repair wall	1	ea	\$990.40	\$990

Subtotal - Openings **\$193,122**

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	2	ea	\$345.14	\$690
Provide accessible handles on both sides of toilet compartment door	2	ea	\$258.14	\$516
Reverse swing of toilet compartment door	1	ea	\$345.14	\$345
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	2	ea	\$1,564.00	\$3,128

Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$464.25	\$1,393
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$557.10	\$2,228

Building N - Music Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$355.93	\$1,068
Install grab bar in toilet partition	4	ea	\$372.95	\$1,492
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	3	ea	\$417.83	\$1,253
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	2	ea	\$402.35	\$805
Provide new toilet paper dispenser. Install blocking as needed. Patch and repair wall.	2	ea	\$436.65	\$873
Remove and relocate/remount door signage to correct height. Patch and repair door.	3	ea	\$134.42	\$403
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	2	ea	\$85.78	\$172
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$1,102.94	\$1,103
Remove and relocate/remount sanitary napkin dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$441.04	\$441
Provide room identification signage	1	ea	\$167.13	\$167
Replace stair contrasting nosing strips, per riser	30	ea	\$159.78	\$4,793
Install contrasting nosing strips to exterior stairs	60	lf	\$32.13	\$1,928
Provide accessible locker	4	ea	\$664.37	\$2,657

Subtotal - Specialties **\$25,457**

11 Equipment

Equipment

Adjust computer station for proper knee clearance	1	ea	\$495.20	\$495
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Subtotal - Equipment **\$495**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$25,981
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Subtotal - Special Construction **\$25,981**

Building N - Music Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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22 Plumbing

Piping

Install insulating wrap to lavatory supply line	6	ea	\$374.08	\$2,244
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Fixtures

Replace drinking fountain with Hi-Low fixture	1	ea	\$4,952.00	\$4,952
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Replace existing drinking fountain to provide proper water flow trajectory, parallel to the front of the drinking fountain.	1	ea	\$4,952.00	\$4,952
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Restroom Renovation

Staff men's restroom needs major repair, relocate water closet, urinal and replace lavatory	1	ea	\$13,618.00	\$13,618
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Staff restroom needs major repair, relocate water closet and replace lavatory	1	ea	\$10,523.00	\$10,523
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Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, ground level	145	sf	\$315.69	\$45,775
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Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	148	sf	\$305.17	\$45,165
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Subtotal - Plumbing				<u>\$127,229</u>
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Building O - Concession

Building O - Concession Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$10,306
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	\$6,623
07	Thermal and Moisture Protection	
08	Openings	\$6,461
09	Finishes	
10	Specialties	\$7,649
11	Equipment	
12	Furnishings	
13	Special Construction	\$2,673
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$13,123
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	\$395
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
Subtotal		\$47,230
General Conditions and Requirements		13.50% \$6,376
Subtotal		\$53,606
Overhead and Profit (OH&P)		10.00% \$5,361
Subtotal		\$58,966
Bonds & Insurance		2.50% \$1,474
Subtotal		\$60,441
Phasing		4.00% \$2,418
Subtotal		\$62,858
Design Contingency		20.00% \$12,572
Subtotal		\$75,430
Escalation to MOC, 07/01/21		13.80% \$10,406
TOTAL ESTIMATED CONSTRUCTION COST		\$85,836

Building O - Concession Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Patch and repair walkway cross slopes	3	ea	\$1,485.60	\$4,457
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	225	sf	\$26.00	\$5,850
Subtotal - Concrete				<u>\$10,306</u>
06 Woods, Plastics, and Composites				
Casework				
Modify existing casework to provide a portion at the compliant height	1	ea	\$4,456.80	\$4,457
Adjust concession counter to provide compliant knee clearance depth	10	lf	\$216.65	\$2,167
Subtotal - Woods, Plastics, and Composites				<u>\$6,623</u>
08 Openings				
Interior Doors				
Adjust door closer to meet required opening force	3	ea	\$131.54	\$395
Provide door opener since door latch side clearance cannot be attained, single	1	ea	\$5,818.60	\$5,819
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	1	ea	\$247.60	\$248
Subtotal - Openings				<u>\$6,461</u>
10 Specialties				
Specialties				
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$557.10	\$1,114
Remove and replace paper towel dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$674.10	\$674
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	5	ea	\$355.93	\$1,780

Building O - Concession Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	4	ea	\$402.35	\$1,609
Remove and replace toilet paper dispenser. Install blocking as needed. Patch and repair wall.	2	ea	\$483.07	\$966
Remove and relocate/remount door signage to correct height. Patch and repair door.	2	ea	\$134.42	\$269
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	2	ea	\$85.78	\$172
Remove and replace signage on restroom door	4	ea	\$266.17	\$1,065
Subtotal - Specialties				<u>\$7,649</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)	6.00%	\$2,673
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Subtotal - Special Construction **\$2,673**

22 Plumbing

Restroom Renovation

Remove and relocate/remount water closet. Including sawcut and slab repair. Patch and repair flooring	2	ea	\$6,561.40	\$13,123
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Subtotal - Plumbing **\$13,123**

27 Communications

Communications

Remove and relocate/adjust the emergency call box to make sure that the highest point of operation is within the recommended value	1	ea	\$394.61	\$395
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Subtotal - Communications **\$395**

Building P - Phillips Hall Theater

Building P - Phillips Hall Theater Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$81,751
04	Masonry	
05	Metals	\$96,311
06	Woods, Plastics, and Composites	\$32,347
07	Thermal and Moisture Protection	
08	Openings	\$309,119
09	Finishes	\$3,343
10	Specialties	\$68,202
11	Equipment	\$495
12	Furnishings	\$6,837
13	Special Construction	\$46,766
14	Conveying Equipment	\$49,520
21	Fire Suppression	
22	Plumbing	\$130,117
23	Heating, Ventilating, and Air Conditioning (HVAC)	\$941
26	Electrical	\$457
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$826,206
	General Conditions and Requirements	13.50% \$111,538
	Subtotal	\$937,744
	Overhead and Profit (OH&P)	10.00% \$93,774
	Subtotal	\$1,031,518
	Bonds & Insurance	2.50% \$25,788
	Subtotal	\$1,057,306
	Phasing	4.00% \$42,292
	Subtotal	\$1,099,598
	Design Contingency	20.00% \$219,920
	Subtotal	\$1,319,518
	Escalation to MOC, 07/01/21	13.80% \$182,041
TOTAL ESTIMATED CONSTRUCTION COST		\$1,501,559

Building P - Phillips Hall Theater Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Provide accessible walkways	200	sf	\$23.52	\$4,704
Patch and repair walkway cross slopes	6	ea	\$1,485.60	\$8,914
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	250	sf	\$26.00	\$6,500
Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	3	ea	\$2,191.26	\$6,574
Repair slab to ensure that the change in elevation is within the recommended value	3	ea	\$2,630.75	\$7,892
Modify existing stair nosing so that they are curved or beveled and do not project more than the required over the tread below	4	ea	\$92.85	\$371
Widen the run of the existing ramp to provide the required width	2	ea	\$12,008.60	\$24,017
Correct clear floor area slope at eye wash station	1	ea	\$1,485.60	\$1,486
Provide clear floor space at the counter	1	ea	\$1,485.60	\$1,486
Provide compliant clear floor space, coffee	1	ea	\$2,476.00	\$2,476
Provide compliant clear floor space, condiments	1	ea	\$2,476.00	\$2,476
Provide compliant clear floor space, microwave	1	ea	\$2,476.00	\$2,476
Provide compliant clear floor space, sink	5	ea	\$2,476.00	\$12,380

Subtotal - Concrete **\$81,751**

05 Metals

Metal Fabrications

Remove and replace wall mounted handrails, includes local patch and repair to walls only	44	lf	\$131.41	\$5,782
Remove and replace guardrails with compliant guardrails	28	lf	\$191.89	\$5,373
Provide wall mounted handrails at ramps or stairs	19	lf	\$117.61	\$2,235
Replace existing handrail extensions and provide extensions parallel to ground	27	ea	\$557.10	\$15,042
Provide drinking fountain railing, including additional blocking, patch and repair walls	4	ea	\$875.94	\$3,504

Stairs

Remove and replace stairs with compliant riser height	1	ea	\$32,188.00	\$32,188
Remove and replace stairs with compliant tread depth and riser height	1	ea	\$32,188.00	\$32,188

Subtotal - Metals **\$96,311**

Building P - Phillips Hall Theater Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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06 Woods, Plastics, and Composites

Casework

Modify existing casework to provide a portion at the compliant height	2	ea	\$4,456.80	\$8,914
Remove toe-kick, including patch and repair	2	ea	\$619.00	\$1,238
Adjust concession stand and ticket counter, reduce height	11	lf	\$185.70	\$2,043
Move furnishing and equipment to provide the correct width of the path of travel	4	ea	\$4,580.60	\$18,322
Replace existing sink casework with proper toe clearance	1	ea	\$1,361.80	\$1,362
Replace cabinet door hardware, patch and repair as needed	1	ea	\$270.81	\$271
Adjust element height, condiments	1	ea	\$198.08	\$198

Subtotal - Woods, Plastics, and Composites **\$32,347**

08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	9	ea	\$136.18	\$1,226
Adjust door closer to meet required opening force	17	ea	\$131.54	\$2,236
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	3	ea	\$383.63	\$1,151
Remove and replace existing threshold to meet required height, 3' wide	10	ea	\$247.60	\$2,476
Provide door opener since door latch side clearance cannot be attained, single	25	ea	\$5,818.60	\$145,465
Provide door opener since clear floor space cannot be attained, single	14	ea	\$5,818.60	\$81,460
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	9	ea	\$4,209.20	\$37,883
Remove and replace existing door closer with one that fits above the door casing	2	ea	\$1,094.43	\$2,189
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	1	ea	\$1,903.43	\$1,903
Remove and replace existing door hardware with accessible hardware, single	27	ea	\$1,227.03	\$33,130

Subtotal - Openings **\$309,119**

Building P - Phillips Hall Theater Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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09 Finishes

Finishes

Securely fasten existing mats or carpets	1	ea	\$247.60	\$248
Disperse wheelchair seating locations in existing assembly area	1	ea	\$3,095.00	\$3,095

Subtotal - Finishes **\$3,343**

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	2	ea	\$345.14	\$690
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	2	ea	\$173.78	\$348
Provide accessible handles on both sides of toilet compartment door	2	ea	\$258.14	\$516
Remove and replace compartment door hardware with ones that does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$196.79	\$197
Remove and relocate compartment door hardware to the compliant height. Patch and repair door	1	ea	\$199.63	\$200
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	3	ea	\$1,779.63	\$5,339

Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	1	ea	\$464.25	\$464
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	6	ea	\$557.10	\$3,343
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	15	ea	\$355.93	\$5,339
Remove and replace existing grab bar with one that has proper length. Install blocking as needed. Patch and repair wall.	6	ea	\$535.44	\$3,213
Install additional grab bar including blocking. Patch and repair wall.	2	ea	\$458.06	\$916
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	3	ea	\$295.57	\$887
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	3	ea	\$417.83	\$1,253
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	5	ea	\$402.35	\$2,012

Building P - Phillips Hall Theater Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Provide new toilet paper dispenser. Install blocking as needed.	2	ea	\$436.65	\$873
Patch and repair wall.				
Remove and relocate/remount door signage to correct height.	2	ea	\$134.42	\$269
Patch and repair door.				
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	2	ea	\$85.78	\$172
Remove and relocate/remount sanitary napkin dispenser to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$441.04	\$882
Provide room identification signage	12	ea	\$167.13	\$2,006
Provide signage indicating accessibility on the latch side of the restroom entry door	2	ea	\$167.13	\$334
Provide signage with the International Symbol of Accessibility	3	ea	\$173.32	\$520
Provide signage indicating the availability and location of accessible seating area at the ticket booth	1	ea	\$216.65	\$217
Provide signage to notify patrons of the availability of Assistive Listening System at the ticket booth	1	ea	\$173.32	\$173
Modify existing stairway to exit stair	1	ea	\$12,380.00	\$12,380
Modify existing short stairway to exit stair	3	ea	\$4,333.00	\$12,999
Replace stair contrasting nosing strips, per lf	107	lf	\$37.59	\$4,004
Install stair contrasting nosing strips, per lf	36	lf	\$32.13	\$1,157
Replace exterior stair contrasting nosing strips, per lf	167	lf	\$37.59	\$6,278
Remove and replace signage/identification with accessible signage with Grade 2 Braille characters	1	ea	\$266.17	\$266
Replace accessible locker hardware	2	ea	\$255.34	\$511
Remove and relocate/remount existing restroom shelf to meet height requirement. Install blocking as needed. Patch and repair wall.	1	ea	\$445.68	\$446
Subtotal - Specialties				<u>\$68,202</u>

11 Equipment

Equipment

Adjust student work station for proper knee clearance	1	ea	\$495.20	\$495
Subtotal - Equipment				<u>\$495</u>

12 Furnishings

Furnishing

Provide additional accessible seating in assembly area, remove existing	7	ea	\$781.49	\$5,470
Provide compliant accessible picnic tables	1	ea	\$1,366.28	\$1,366
Subtotal - Furnishings				<u>\$6,837</u>

Building P - Phillips Hall Theater Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28) 6.00% \$46,766

Subtotal - Special Construction **\$46,766**

14 Conveying Equipment

Elevators

Provide a vertical platform lift between the level floor seating area and the stage 2 ea \$24,760.00 \$49,520

Subtotal - Conveying Equipment **\$49,520**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line 14 ea \$374.08 \$5,237

Fixtures

Replace drinking fountain with Hi-Low fixture 2 ea \$4,952.00 \$9,904
Replace sink with counter height compliant sink 2 ea \$1,857.00 \$3,714
Replace sink with one that provides proper knee clearance 1 ea \$1,857.00 \$1,857
Remove and adjust/remount sink to provide clear floor space 5 ea \$1,114.20 \$5,571
Restroom needs major repair, relocate water closet and replace lavatory 1 ea \$10,523.00 \$10,523
Men's restroom needs major repair, relocate water closets and urinals, ground level 134 sf \$263.08 \$35,252
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level 182 sf \$305.17 \$55,540
Provide accessible shower stall 1 ea \$2,518.71 \$2,519

Subtotal - Plumbing **\$130,117**

Building P - Phillips Hall Theater Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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23 Heating, Ventilating, and Air Conditioning (HVAC)

Air Distribution

Adjust ductwork to provide recommended vertical clearance	1	ea	\$940.88	<u>\$941</u>
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Subtotal - Heating, Ventilating, and Air Conditioning (HVAC) **\$941**

26 Electrical

Lighting and Lighting Controls

Adjust lights to recommended vertical clearance	1	ea	\$456.51	<u>\$457</u>
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Subtotal - Electrical **\$457**

Building S - Administration Building

Building S - Administration Building Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$13,804
04	Masonry	
05	Metals	\$12,009
06	Woods, Plastics, and Composites	\$64,039
07	Thermal and Moisture Protection	
08	Openings	\$217,097
09	Finishes	\$495
10	Specialties	\$38,397
11	Equipment	\$4,312
12	Furnishings	\$5,336
13	Special Construction	\$79,972
14	Conveying Equipment	\$812,380
21	Fire Suppression	
22	Plumbing	\$165,006
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$1,412,847
	General Conditions and Requirements	13.50% \$190,734
	Subtotal	\$1,603,581
	Overhead and Profit (OH&P)	10.00% \$160,358
	Subtotal	\$1,763,939
	Bonds & Insurance	2.50% \$44,098
	Subtotal	\$1,808,038
	Phasing	4.00% \$72,322
	Subtotal	\$1,880,359
	Design Contingency	20.00% \$376,072
	Subtotal	\$2,256,431
	Escalation to MOC, 07/01/21	13.80% \$311,298
TOTAL ESTIMATED CONSTRUCTION COST		\$2,567,728

Building S - Administration Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	150	sf	\$26.00	\$3,900
Provide compliant clear floor space, break room	1	ea	\$2,476.00	\$2,476
Provide compliant clear floor space, sink	3	ea	\$2,476.00	\$7,428
Subtotal - Concrete				<u>\$13,804</u>
05 Metals				
Metal Fabrications				
Remove and replace wall mounted handrails, includes local patch and repair to walls only	52	lf	\$131.41	\$6,834
Replace existing handrail extensions and provide extensions parallel to ground	3	ea	\$557.10	\$1,671
Provide drinking fountain railing, including additional blocking, patch and repair walls	4	ea	\$875.94	\$3,504
Subtotal - Metals				<u>\$12,009</u>
06 Woods, Plastics, and Composites				
Casework				
Modify casework to remove protrusion	8	ea	\$996.59	\$7,973
Modify existing casework to provide a portion at the compliant	8	ea	\$4,456.80	\$35,654
Remove toe-kick, including patch and repair	2	ea	\$619.00	\$1,238
Provide a counter with the required length	3	ea	\$3,156.90	\$9,471
Move furnishing and equipment to provide the correct width of the path of travel	2	ea	\$4,580.60	\$9,161
Replace cabinet door hardware, patch and repair as needed	2	ea	\$270.81	\$542
Subtotal - Woods, Plastics, and Composites				<u>\$64,039</u>

Building S - Administration Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	7	ea	\$136.18	\$953
Adjust door closer to meet required opening force	25	ea	\$131.54	\$3,288
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	3	ea	\$383.63	\$1,151
Remove and replace existing threshold to meet required height, 3' wide	2	ea	\$247.60	\$495
Remove and replace existing door hardware with accessible privacy hardware with occupancy indicator, single	1	ea	\$1,026.02	\$1,026
Remove and reset existing door and frame. Adjust location to comply with the required latch side clearance. Reframe wall opening. Patch and repair wall.	1	ea	\$2,599.80	\$2,600
Provide door opener since door latch side clearance cannot be attained, single	9	ea	\$5,818.60	\$52,367
Provide door opener since clear floor space cannot be attained, single	15	ea	\$5,818.60	\$87,279
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	2	ea	\$4,209.20	\$8,418
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	2	ea	\$1,903.43	\$3,807
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	2	ea	\$247.60	\$495
Remove and replace existing door hardware with accessible hardware, single	45	ea	\$1,227.03	\$55,216

Subtotal - Openings **\$217,097**

09 Finishes

Finishes

Securely fasten existing mats or carpets	2	ea	\$247.60	\$495
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Subtotal - Finishes **\$495**

Building S - Administration Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
10 Specialties				
Toilet Partitions				
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	3	ea	\$173.78	\$521
Provide accessible handles on both sides of toilet compartment door	3	ea	\$258.14	\$774
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	4	ea	\$1,779.63	\$7,119
Remove and replace urinal shield, patch and repair walls	4	ea	\$696.38	\$2,786
Specialties				
Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	1	ea	\$464.25	\$464
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	9	ea	\$557.10	\$5,014
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$355.93	\$1,424
Install grab bar in toilet partition	5	ea	\$372.95	\$1,865
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	6	ea	\$295.57	\$1,773
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	3	ea	\$417.83	\$1,253
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	1	ea	\$402.35	\$402
Provide new toilet paper dispenser. Install blocking as needed. Patch and repair wall.	2	ea	\$436.65	\$873
Remove and relocate/remount door signage to correct height. Patch and repair door.	4	ea	\$134.42	\$538
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	2	ea	\$85.78	\$172
Provide room identification signage	16	ea	\$167.13	\$2,674
Provide accessible stairway signage stating the floor level and the upper and lower terminus of the stairway	4	ea	\$185.70	\$743
Provide gender use signage on restroom door	1	ea	\$173.32	\$173
Provide signage indicating accessibility on the latch side of the restroom entry door	1	ea	\$167.13	\$167
Replace stair contrasting nosing strips, per lf	257	lf	\$37.59	\$9,662
Subtotal - Specialties				<u>\$38,397</u>

Building S - Administration Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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11 Equipment

Equipment

Adjust computer station for proper knee clearance	2	ea	\$495.20	\$990
Remove and replace refrigerator with one that has compliant reach height	1	ea	\$3,321.80	\$3,322

Subtotal - Equipment **\$4,312**

12 Furnishings

Furnishing

Remove and replace tables with compliant table with proper knee clearance	8	ea	\$666.99	\$5,336
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Subtotal - Furnishings **\$5,336**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$79,972
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Subtotal - Special Construction **\$79,972**

14 Conveying Equipment

Elevators

Replace existing elevator panel	1	ea	\$12,380.00	\$12,380
Replace elevator with a cab with the required width and depth, including demolition and repair to enlarge elevator shaft	1	ea	\$800,000.00	\$800,000

Subtotal - Conveying Equipment **\$812,380**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	14	ea	\$374.08	\$5,237
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RSCCD ADA Upgrades
Building S - Administration Building
Santa Ana, California
Masterplan

11/10/18

Building S - Administration Building Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Fixtures				
Replace drinking fountain with Hi-Low fixture	2	ea	\$4,952.00	\$9,904
Replace sink with counter height compliant sink	1	ea	\$1,857.00	\$1,857
Replace sink with one that provides proper knee clearance	1	ea	\$1,857.00	\$1,857
Remove and adjust/remount sink to provide clear floor space	3	ea	\$1,114.20	\$3,343
Restroom Renovation				
Unisex restroom needs major repair, relocate water closet and replace lavatory	1	ea	\$10,523.00	\$10,523
Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, ground level	131	sf	\$315.69	\$41,355
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	125	sf	\$305.17	\$38,146
Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, upper level	108	sf	\$287.84	\$31,086
Women's restroom needs major repair, relocate water closets, upper level	107	sf	\$202.78	\$21,698
Subtotal - Plumbing				<u>\$165,006</u>

Building T - Technical Arts

Building T - Technical Arts Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$49,768
04	Masonry	
05	Metals	\$10,158
06	Woods, Plastics, and Composites	\$29,794
07	Thermal and Moisture Protection	
08	Openings	\$127,837
09	Finishes	
10	Specialties	\$34,171
11	Equipment	\$22,557
12	Furnishings	\$667
13	Special Construction	\$27,863
14	Conveying Equipment	\$15,258
21	Fire Suppression	
22	Plumbing	\$100,656
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	\$73,525
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$492,254
	General Conditions and Requirements	13.50% \$66,454
	Subtotal	\$558,709
	Overhead and Profit (OH&P)	10.00% \$55,871
	Subtotal	\$614,580
	Bonds & Insurance	2.50% \$15,364
	Subtotal	\$629,944
	Phasing	4.00% \$25,198
	Subtotal	\$655,142
	Design Contingency	20.00% \$131,028
	Subtotal	\$786,170
	Escalation to MOC, 07/01/21	13.80% \$108,460
TOTAL ESTIMATED CONSTRUCTION COST		\$894,630

Building T - Technical Arts Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Patch and repair walkway cross slopes	15	ea	\$1,485.60	\$22,284
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	450	sf	\$26.00	\$11,699
Repair slab to ensure that the change in elevation is within the recommended value	2	ea	\$2,630.75	\$5,262
Provide compliant clear floor space, drinking fountain	1	ea	\$2,476.00	\$2,476
Provide compliant clear floor space, first aid kit	1	ea	\$2,476.00	\$2,476
Provide compliant clear floor space when dishwasher is open	1	ea	\$3,095.00	\$3,095
Provide compliant clear floor space, sink	1	ea	\$2,476.00	\$2,476
Subtotal - Concrete				<u>\$49,768</u>
05 Metals				
Metal Fabrications				
Replace existing handrail extensions and provide extensions parallel to ground	7	ea	\$557.10	\$3,900
Remove and replace guardrail mounted handrails, includes patch and repair to existing guardrail	28	lf	\$160.94	\$4,506
Provide drinking fountain railing, including additional blocking, patch and repair walls	2	ea	\$875.94	\$1,752
Subtotal - Metals				<u>\$10,158</u>
06 Woods, Plastics, and Composites				
Casework				
Remove toe-kick, including patch and repair	2	ea	\$619.00	\$1,238
Reconfigure room to provide compliant floor space at student work stations	1,429	sf	\$4.95	\$7,076
Move furnishing and equipment to provide the correct width of the path of travel, per sf	4,039	sf	\$4.58	\$18,501
Replace cabinet door hardware, patch and repair as needed	11	ea	\$270.81	\$2,979
Subtotal - Woods, Plastics, and Composites				<u>\$29,794</u>

Building T - Technical Arts Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	9	ea	\$136.18	\$1,226
Adjust door closer to meet required opening force	28	ea	\$131.54	\$3,683
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	2	ea	\$383.63	\$767
Remove and replace existing threshold to meet required height, 3' wide	25	ea	\$247.60	\$6,190
Provide door opener since door latch side clearance cannot be attained, single	12	ea	\$5,818.60	\$69,823
Provide door opener since clear floor space cannot be attained, single	2	ea	\$5,818.60	\$11,637
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	4	ea	\$4,209.20	\$16,837
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	2	ea	\$247.60	\$495
Remove and replace existing door hardware with accessible hardware, single	14	ea	\$1,227.03	\$17,178

Subtotal - Openings **\$127,837**

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	3	ea	\$345.14	\$1,035
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	2	ea	\$173.78	\$348
Provide accessible handles on both sides of toilet compartment door	1	ea	\$258.14	\$258
Remove and replace compartment door hardware with ones that does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$196.79	\$197
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	3	ea	\$1,779.63	\$5,339

Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	1	ea	\$464.25	\$464
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	6	ea	\$557.10	\$3,343
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	5	ea	\$355.93	\$1,780

Building T - Technical Arts Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Install grab bar in toilet partition	2	ea	\$372.95	\$746
Remove and relocate/remount soap dispenser to correct height.	4	ea	\$295.57	\$1,182
Install blocking as needed. Patch and repair wall.				
Remove and replace soap dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$433.30	\$433
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$417.83	\$418
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	3	ea	\$402.35	\$1,207
Provide new toilet paper dispenser. Install blocking as needed. Patch and repair wall.	2	ea	\$436.65	\$873
Remove and relocate/remount door signage to correct height. Patch and repair door.	1	ea	\$134.42	\$134
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	1	ea	\$85.78	\$86
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$1,102.94	\$1,103
Provide room identification signage	29	ea	\$167.13	\$4,847
Provide accessible stairway signage stating the floor level and the upper and lower terminus of the stairway	2	ea	\$185.70	\$371
Provide gender use signage on restroom door	2	ea	\$173.32	\$347
Provide signage indicating accessibility on the latch side of the restroom entry door	1	ea	\$167.13	\$167
Remove and replace signage on restroom door	1	ea	\$266.17	\$266
Provide signage with the International Symbol of Accessibility	1	ea	\$173.32	\$173
Replace stair contrasting nosing strips, per riser	55	ea	\$159.78	\$8,788
Remove and replace signage/identification with accessible signage with Grade 2 Braille characters	1	ea	\$266.17	\$266
Subtotal - Specialties				<u>\$34,171</u>

11 Equipment

Equipment

Relocate computer station so the highest point of operation is compliant	1	ea	\$139.28	\$139
Adjust computer station for proper knee clearance	1	ea	\$495.20	\$495
Adjust student work station for proper knee clearance	2	ea	\$495.20	\$990
Remove and replace refrigerator with one that has compliant reach height	2	ea	\$3,321.80	\$6,644

Building T - Technical Arts Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and replace dishwasher with one that has controls that is operable with one hand and does not tight pinching, grasping and twisting of the wrist	1	ea	\$1,545.88	\$1,546
Remove and replace range/stove/oven with one that has controls that is operable with one hand and does not tight pinching, grasping and twisting of the wrist	2	ea	\$5,743.52	\$11,487
Remove and replace microwave with one that has compliant reach height	1	ea	\$1,255.27	\$1,255
Subtotal - Equipment				<u>\$22,557</u>

12 Furnishings

Furnishing

Remove and replace tables with compliant table with proper knee clearance	1	ea	\$666.99	\$667
Subtotal - Furnishings				<u>\$667</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$27,863
Subtotal - Special Construction				<u>\$27,863</u>

14 Conveying Equipment

Elevators

Replace existing elevator panel	1	ea	\$12,380.00	\$12,380
Remove and relocate/remount hall direction lanterns, Patch and repair wall	1	ea	\$1,795.10	\$1,795
Reprogram panel so the elevator door remains open for the required amount of time.	1	ea	\$1,083.25	\$1,083
Subtotal - Conveying Equipment				<u>\$15,258</u>

Building T - Technical Arts Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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22 Plumbing

Piping

Install insulating wrap to lavatory supply line	12	ea	\$374.08	\$4,489
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Fixtures

Replace drinking fountain with Hi-Low fixture	1	ea	\$4,952.00	\$4,952
Replace sink with counter height compliant sink	2	ea	\$1,857.00	\$3,714
Replace sink with one that provides proper knee clearance	1	ea	\$1,857.00	\$1,857

Restroom Renovation

Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, ground level	93	sf	\$315.69	\$29,359
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	128	sf	\$305.17	\$39,061
Men's restroom needs moderate repair, relocate urinals, replace vanities, upper level	159	sf	\$108.33	\$17,224

Subtotal - Plumbing **\$100,656**

28 Electronic Safety and Security

Fire Alarm

Install visual warning devices integrated with the facility's alarm system in all common areas such as hallways, classrooms and general use rooms, accessible restrooms and other accessible rooms.	11,878	sf	\$6.19	\$73,525
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Subtotal - Electronic Safety and Security **\$73,525**

Building V - Early Childhood Education Center

Building V - Early Childhood Education Center Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$19,059
04	Masonry	
05	Metals	\$7,799
06	Woods, Plastics, and Composites	\$4,085
07	Thermal and Moisture Protection	
08	Openings	\$137,912
09	Finishes	
10	Specialties	\$68,082
11	Equipment	\$18,308
12	Furnishings	
13	Special Construction	\$25,976
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$177,690
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	\$16,620
33	Utilities	
	Subtotal	<hr/> \$475,533
	General Conditions and Requirements	13.50% \$64,197
	Subtotal	<hr/> \$539,729
	Overhead and Profit (OH&P)	10.00% \$53,973
	Subtotal	<hr/> \$593,702
	Bonds & Insurance	2.50% \$14,843
	Subtotal	<hr/> \$608,545
	Phasing	4.00% \$24,342
	Subtotal	<hr/> \$632,887
	Design Contingency	20.00% \$126,577
	Subtotal	<hr/> \$759,464
	Escalation to MOC, 07/01/21	13.80% \$104,776
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$864,240

Building V - Early Childhood Education Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Demolish and replace walkway with a walkway with correct width	270	sf	\$25.38	\$6,852
Demolish and replace walkway with a walkway with allowable slopes	150	sf	\$25.38	\$3,807
Modify ramp bottom landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	2	ea	\$2,191.26	\$4,383
Remove step or curb and provide ramp, includes demolition and repair	1	ea	\$4,017.31	\$4,017

Subtotal - Concrete **\$19,059**

05 Metals

Metal Fabrications

Replace existing handrail extensions and provide extensions parallel to ground	14	ea	\$557.10	\$7,799
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Subtotal - Metals **\$7,799**

06 Woods, Plastics, and Composites

Casework

Replace existing sink casework with proper toe clearance	3	ea	\$1,361.80	\$4,085
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Subtotal - Woods, Plastics, and Composites **\$4,085**

08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	7	ea	\$136.18	\$953
Adjust door closer to meet required opening force	52	ea	\$131.54	\$6,840
Remove and replace existing door lock and knob with tight grasping, pinching, or twisting of the wrist to operate	2	ea	\$383.63	\$767
Remove and replace existing threshold to meet required height, 3' wide	2	ea	\$247.60	\$495
Provide door opener since door latch side clearance cannot be attained, single	12	ea	\$5,818.60	\$69,823

RSCCD ADA Upgrades
Building V - Early Childhood Education Center
Santa Ana, California
Masterplan

11/10/18

Building V - Early Childhood Education Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Provide door opener since clear floor space cannot be attained, single	6	ea	\$5,818.60	\$34,912
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	3	ea	\$4,209.20	\$12,628
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	1	ea	\$1,903.43	\$1,903
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	9	ea	\$247.60	\$2,228
Remove and replace existing door hardware with accessible hardware, single	6	ea	\$1,227.03	\$7,362
Subtotal - Openings				<u>\$137,912</u>

10 Specialties

Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$464.25	\$1,393
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	34	ea	\$557.10	\$18,941
Remove and replace paper towel dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	3	ea	\$674.10	\$2,022
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	30	ea	\$355.93	\$10,678
Remove and replace existing grab bar with one that has proper length. Install blocking as needed. Patch and repair wall.	5	ea	\$535.44	\$2,677
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	15	ea	\$295.57	\$4,434
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	14	ea	\$402.35	\$5,633
Provide new toilet paper dispenser. Install blocking as needed. Patch and repair wall.	5	ea	\$436.65	\$2,183
Remove and relocate/remount door signage to correct height. Patch and repair door.	2	ea	\$134.42	\$269
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	3	ea	\$85.78	\$257
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	3	ea	\$1,102.94	\$3,309
Provide compliant Title 19 evacuation signage	1	ea	\$256.89	\$257
Provide room identification signage	11	ea	\$167.13	\$1,838
Provide gender use signage on restroom door	10	ea	\$173.32	\$1,733

Building V - Early Childhood Education Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Provide signage indicating accessibility on the latch side of the restroom entry door	2	ea	\$167.13	\$334
Remove and replace signage on restroom door	1	ea	\$266.17	\$266
Install contrasting nosing strips to exterior stairs	369	lf	\$32.13	\$11,857

Subtotal - Specialties **\$68,082**

11 Equipment

Equipment

Remove and replace refrigerator with one that has compliant reach height	4	ea	\$3,321.80	\$13,287
Remove and replace microwave with one that has compliant reach height	4	ea	\$1,255.27	\$5,021

Subtotal - Equipment **\$18,308**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$25,976
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Subtotal - Special Construction **\$25,976**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	69	ea	\$374.08	\$25,811
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Fixtures

Replace drinking fountain with Hi-Low fixture	3	ea	\$4,952.00	\$14,856
Adjust existing drinking fountain to provide proper spout outlet height	2	ea	\$841.84	\$1,684
Replace sink with counter height compliant sink	2	ea	\$1,857.00	\$3,714
Replace sink with one that provides proper knee clearance	8	ea	\$1,857.00	\$14,856
Remove and adjust/remount sink to provide clear floor space	14	ea	\$1,114.20	\$15,599
Remove and adjust/remount sink to provide proper toe clearance	5	ea	\$1,114.20	\$5,571

Building V - Early Childhood Education Center Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Restroom Renovation				
Replace lavatory and vanity, to meet the minimum required distance to the centerline of the fixture, including blocking. Patch and repair wall.	1	ea	\$4,859.15	\$4,859
Unisex restroom needs major repair, relocate water closet and replace lavatory	6	ea	\$10,523.00	\$63,138
Remove and relocate/remount water closet. Including coring and slab repair. Patch and repair flooring and ceilings below	1	ea	\$4,890.10	\$4,890
Women's restroom needs major repair, relocate water closets, upper level	112	sf	\$202.78	\$22,712
Subtotal - Plumbing				<u>\$177,690</u>
32 Exterior Improvements				
Landscaping				
Trim tree branches to provide recommended vertical clearance	1	ea	\$649.95	\$650
Play Equipment				
Provide compliant play equipment	2	ea	\$6,190.00	\$12,380
Provide compliant clear floor space, play equipment, rubberized flooring	1	ea	\$3,590.20	\$3,590
Subtotal - Exterior Improvements				<u>\$16,620</u>

Building VL - The Village

Building VL - The Village Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$53,878
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	\$5,453
07	Thermal and Moisture Protection	
08	Openings	\$9,715
09	Finishes	
10	Specialties	\$16,307
11	Equipment	
12	Furnishings	\$1,366
13	Special Construction	\$5,382
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$2,985
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	\$95,087
	General Conditions and Requirements	13.50% \$12,837
	Subtotal	\$107,924
	Overhead and Profit (OH&P)	10.00% \$10,792
	Subtotal	\$118,716
	Bonds & Insurance	2.50% \$2,968
	Subtotal	\$121,684
	Phasing	4.00% \$4,867
	Subtotal	\$126,551
	Design Contingency	20.00% \$25,310
	Subtotal	\$151,861
	Escalation to MOC, 07/01/21	13.80% \$20,951
TOTAL ESTIMATED CONSTRUCTION COST		\$172,812

Building VL - The Village Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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03 Concrete

Concrete

Modify ramp top landing to provide the required minimum length and width, includes demolition, new slab with drilled epoxy dowels	10	ea	\$2,191.26	\$21,913
Modify the run of the existing ramp to provide the required slope	2	ea	\$3,973.98	\$7,948
Widen the run of the existing ramp to provide the required width	2	ea	\$12,008.60	\$24,017

Subtotal - Concrete **\$53,878**

06 Woods, Plastics, and Composites

Casework

Modify casework to remove protrusion	1	ea	\$996.59	\$997
Modify existing casework to provide a portion at the compliant height	1	ea	\$4,456.80	\$4,457

Subtotal - Woods, Plastics, and Composites **\$5,453**

08 Openings

Interior Doors

Adjust door closer to meet required opening force	19	ea	\$131.54	\$2,499
Remove and replace existing threshold to meet required height, 3' wide	25	ea	\$247.60	\$6,190
Remove and replace existing door hardware with accessible privacy hardware with occupancy indicator, single	1	ea	\$1,026.02	\$1,026

Subtotal - Openings **\$9,715**

10 Specialties

Toilet Partitions

Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	1	ea	\$1,779.63	\$1,780
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Specialties

Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$464.25	\$1,857
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Building VL - The Village Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	5	ea	\$557.10	\$2,786
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$355.93	\$712
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$295.57	\$591
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	18	ea	\$402.35	\$7,242
Remove and relocate/remount door signage to correct height. Patch and repair door.	4	ea	\$134.42	\$538
Provide braille signage immediately below the raised letter	1	ea	\$281.65	\$282
Provide room identification signage	1	ea	\$167.13	\$167
Install contrasting nosing strips to exterior stairs	11	lf	\$32.13	\$353
Subtotal - Specialties				<u>\$16,307</u>

12 Furnishings

Furnishing

Provide compliant accessible picnic tables	1	ea	\$1,366.28	\$1,366
Subtotal - Furnishings				<u>\$1,366</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$5,382
Subtotal - Special Construction				<u>\$5,382</u>

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	5	ea	\$374.08	\$1,870
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Fixtures

Remove and adjust/remount sink to provide clear floor space	1	ea	\$1,114.20	\$1,114
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Subtotal - Plumbing **\$2,985**

Building W - Exercise Science

Building W - Exercise Science Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$9,533
04	Masonry	
05	Metals	\$10,530
06	Woods, Plastics, and Composites	\$22,414
07	Thermal and Moisture Protection	
08	Openings	\$217,300
09	Finishes	\$1,238
10	Specialties	\$39,799
11	Equipment	
12	Furnishings	\$7,242
13	Special Construction	\$24,508
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$100,415
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	<hr/> \$432,977
	General Conditions and Requirements	13.50% \$58,452
	Subtotal	<hr/> \$491,429
	Overhead and Profit (OH&P)	10.00% \$49,143
	Subtotal	<hr/> \$540,572
	Bonds & Insurance	2.50% \$13,514
	Subtotal	<hr/> \$554,086
	Phasing	4.00% \$22,163
	Subtotal	<hr/> \$576,250
	Design Contingency	20.00% \$115,250
	Subtotal	<hr/> \$691,500
	Escalation to MOC, 07/01/21	13.80% \$95,399
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$786,899

Building W - Exercise Science Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Patch and repair walkway cross slopes	3	ea	\$1,485.60	\$4,457
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	100	sf	\$26.00	\$2,600
Provide compliant clear floor space, sink	1	ea	\$2,476.00	\$2,476
Subtotal - Concrete				<u>\$9,533</u>
05 Metals				
Metal Fabrications				
Remove and replace guardrails with compliant guardrails	6	lf	\$191.89	\$1,151
Provide floor mounted handrails at ramps	18	lf	\$167.13	\$3,008
Replace existing handrail extensions and provide extensions parallel to ground	2	ea	\$557.10	\$1,114
Provide drinking fountain railing, including additional blocking, patch and repair walls	6	ea	\$875.94	\$5,256
Subtotal - Metals				<u>\$10,530</u>
06 Woods, Plastics, and Composites				
Casework				
Modify casework to remove protrusion	1	ea	\$996.59	\$997
Modify existing casework to provide a portion at the compliant	2	ea	\$4,456.80	\$8,914
Install side extensions for the fire extinguisher	2	ea	\$804.70	\$1,609
Move bookcase to provide the required width of path. Excludes moving of contents.	1	ea	\$1,361.80	\$1,362
Move furnishing and equipment to provide the correct width of the path of travel	2	ea	\$4,580.60	\$9,161
Move furnishing and equipment to provide the correct width of the path of travel, per sf	81	sf	\$4.58	\$371
Subtotal - Woods, Plastics, and Composites				<u>\$22,414</u>

Building W - Exercise Science Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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08 Openings

Interior Doors

Remove door stop from existing door, single, patch hole	12	ea	\$136.18	\$1,634
Adjust door closer to meet required opening force	18	ea	\$131.54	\$2,368
Remove and replace existing threshold to meet required height, 3' wide	12	ea	\$247.60	\$2,971
Provide door opener since door latch side clearance cannot be attained, single	13	ea	\$5,818.60	\$75,642
Provide door opener since clear floor space cannot be attained, single	11	ea	\$5,818.60	\$64,005
Remove existing door and frame. Enlarge existing door opening to comply with required accessible opening and reframe. Install new ADA compliant door, frame, and hardware.	10	ea	\$4,209.20	\$42,092
Remove and replace existing door closer with one that fits above the door casing	1	ea	\$1,094.43	\$1,094
Remove and replace existing door panel and hardware, to provide smooth uninterrupted surface at the bottom of the door	4	ea	\$1,903.43	\$7,614
Remove and remount existing door hardware to required accessible height, Patch and repair door hole as needed	1	ea	\$247.60	\$248
Remove and replace existing door hardware with accessible hardware, single	16	ea	\$1,227.03	\$19,632

Subtotal - Openings **\$217,300**

09 Finishes

Finishes

Securely fasten existing mats or carpets	5	ea	\$247.60	<u>\$1,238</u>
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Subtotal - Finishes **\$1,238**

10 Specialties

Toilet Partitions

Provide automatic door closer, spring hinge, pull bar for existing partition door.	3	ea	\$345.14	\$1,035
Remove and relocate/remount inside handle so it is located near the latch. Patch and repair door.	2	ea	\$173.78	\$348
Provide accessible handles on both sides of toilet compartment door	2	ea	\$258.14	\$516

Building W - Exercise Science Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and replace compartment door hardware with ones that does not require tight grasping, pinching or twisting of the wrist.	2	ea	\$196.79	\$394
Remove and replace toilet compartment to provide adequate clear floor space, patch and repair walls	6	ea	\$1,779.63	\$10,678
Specialties				
Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$464.25	\$929
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$557.10	\$2,228
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$355.93	\$712
Install grab bar in toilet partition	6	ea	\$372.95	\$2,238
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$295.57	\$296
Remove and relocate/remount seat cover dispenser to correct height. Install blocking as needed. Patch and repair wall.	3	ea	\$417.83	\$1,253
Remove and replace toilet paper dispenser. Install blocking as needed. Patch and repair wall.	1	ea	\$483.07	\$483
Provide new toilet paper dispenser. Install blocking as needed. Patch and repair wall.	2	ea	\$436.65	\$873
Remove and relocate/remount door signage to correct height. Patch and repair door.	2	ea	\$134.42	\$269
Remove and relocate/remount coat hook to correct height. Patch and repair partition door.	2	ea	\$85.78	\$172
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$1,102.94	\$1,103
Remove and relocate/remount sanitary napkin dispenser to correct height. Install blocking as needed. Patch and repair wall.	1	ea	\$441.04	\$441
Provide room identification signage	19	ea	\$167.13	\$3,175
Provide gender use signage on restroom door	2	ea	\$173.32	\$347
Provide signage indicating accessibility on the latch side of the restroom entry door	2	ea	\$167.13	\$334
Provide signage with the International Symbol of Accessibility	6	ea	\$173.32	\$1,040
Remove and replace wall signage with compliant signage	1	ea	\$266.17	\$266
Modify existing short stairway to exit stair	1	ea	\$4,333.00	\$4,333
Install contrasting nosing strips to exterior stairs	40	lf	\$32.13	\$1,285
Remove and replace signage/identification with accessible signage with Grade 2 Braille characters	2	ea	\$266.17	\$532
Remove and replace signage/identification with accessible signage that includes raised uppercase letters and/or numbers 5/8" and 2" in height	2	ea	\$266.17	\$532
Provide accessible locker	6	ea	\$664.37	\$3,986
Subtotal - Specialties				<u>\$39,799</u>

Building W - Exercise Science Detail Elements

Element	Quantity	Unit	Unit Cost	Total
12 Furnishings				
Furnishing				
Provide semi-ambulatory seats, remove existing seats	12	ea	\$603.53	\$7,242
Subtotal - Furnishings				<u>\$7,242</u>
13 Special Construction				
Hazardous Materials Abatement				
Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$24,508
Subtotal - Special Construction				<u>\$24,508</u>
22 Plumbing				
Piping				
Install insulating wrap to lavatory supply line	7	ea	\$374.08	\$2,619
Fixtures				
Replace drinking fountain with Hi-Low fixture	3	ea	\$4,952.00	\$14,856
Restroom Renovation				
Staff men's restroom needs major repair, relocate water closet, urinal and replace lavatory	1	ea	\$13,618.00	\$13,618
Staff restroom needs major repair, relocate water closet and replace lavatory	1	ea	\$10,523.00	\$10,523
Men's restroom needs major repair, relocate water closets and urinals, replace lavatories, ground level	92	sf	\$315.69	\$29,043
Women's restroom needs major repair, relocate water closets, replace lavatories, ground level	81	sf	\$305.17	\$24,719
Provide accessible shower stall	2	ea	\$2,518.71	\$5,037
Subtotal - Plumbing				<u>\$100,415</u>

Building X - Safety / Security

Building X - Safety / Security Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	\$7,614
07	Thermal and Moisture Protection	
08	Openings	\$29,751
09	Finishes	\$248
10	Specialties	\$11,603
11	Equipment	\$3,322
12	Furnishings	
13	Special Construction	\$4,222
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$17,833
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	
31	Earthwork	
32	Exterior Improvements	
33	Utilities	
	Subtotal	<hr/> \$74,592
	General Conditions and Requirements	13.50% \$10,070
	Subtotal	<hr/> \$84,662
	Overhead and Profit (OH&P)	10.00% \$8,466
	Subtotal	<hr/> \$93,128
	Bonds & Insurance	2.50% \$2,328
	Subtotal	<hr/> \$95,456
	Phasing	4.00% \$3,818
	Subtotal	<hr/> \$99,274
	Design Contingency	20.00% \$19,855
	Subtotal	<hr/> \$119,129
	Escalation to MOC, 07/01/21	13.80% \$16,435
TOTAL ESTIMATED CONSTRUCTION COST		<hr/> \$135,564

Building X - Safety / Security Detail Elements

Element	Quantity	Unit	Unit Cost	Total
06 Woods, Plastics, and Composites				
Casework				
Modify existing casework to provide a portion at the compliant	1	ea	\$4,456.80	\$4,457
Provide a counter with the required length	1	ea	\$3,156.90	\$3,157
Subtotal - Woods, Plastics, and Composites				<u>\$7,614</u>
08 Openings				
Interior Doors				
Adjust door closer to meet required opening force	5	ea	\$131.54	\$658
Provide door opener since door latch side clearance cannot be attained, single	3	ea	\$5,818.60	\$17,456
Provide door opener since clear floor space cannot be attained, single	2	ea	\$5,818.60	\$11,637
Subtotal - Openings				<u>\$29,751</u>
09 Finishes				
Finishes				
Securely fasten existing mats or carpets	1	ea	\$247.60	\$248
Subtotal - Finishes				<u>\$248</u>
10 Specialties				
Specialties				
Remove and relocate/remount existing mirror to meet height requirement. Install blocking as needed. Patch and repair wall.	2	ea	\$464.25	\$929
Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	3	ea	\$557.10	\$1,671
Remove and replace paper towel dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	2	ea	\$674.10	\$1,348
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	7	ea	\$355.93	\$2,491
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	2	ea	\$295.57	\$591

Building X - Safety / Security Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	1	ea	\$402.35	\$402
Provide room identification signage	3	ea	\$167.13	\$501
Provide gender use signage on restroom door	2	ea	\$173.32	\$347
Provide signage indicating accessibility on the latch side of the restroom entry door	2	ea	\$167.13	\$334
Provide signage with the International Symbol of Accessibility	1	ea	\$173.32	\$173
Provide accessible locker	3	ea	\$664.37	\$1,993
Remove and replace locker bench with a compliant bench	1	ea	\$821.44	\$821
Subtotal - Specialties				<u>\$11,603</u>

11 Equipment

Equipment

Remove and replace refrigerator with one that has compliant reach height	1	ea	\$3,321.80	\$3,322
Subtotal - Equipment				<u>\$3,322</u>

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$4,222
Subtotal - Special Construction				<u>\$4,222</u>

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	2	ea	\$374.08	\$748
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Restroom Renovation

Restroom needs major repair, relocate water closet and replace lavatory	1	ea	\$10,523.00	\$10,523
Remove and relocate/remount water closet. Including sawcut and slab repair. Patch and repair flooring	1	ea	\$6,561.40	\$6,561
Subtotal - Plumbing				<u>\$17,833</u>

Building Z - Maintenance and Operations

Building Z - Maintenance and Operations Summary

Element		Total
01	General Requirements	
02	Existing Conditions	
03	Concrete	\$14,299
04	Masonry	
05	Metals	
06	Woods, Plastics, and Composites	\$4,457
07	Thermal and Moisture Protection	
08	Openings	\$25,379
09	Finishes	\$805
10	Specialties	\$7,441
11	Equipment	
12	Furnishings	
13	Special Construction	\$10,469
14	Conveying Equipment	
21	Fire Suppression	
22	Plumbing	\$49,060
23	Heating, Ventilating, and Air Conditioning (HVAC)	
26	Electrical	
27	Communications	
28	Electronic Safety and Security	\$73,042
31	Earthwork	
32	Exterior Improvements	\$2,216
33	Utilities	
Subtotal		\$187,167
General Conditions and Requirements		13.50% \$25,268
Subtotal		\$212,434
Overhead and Profit (OH&P)		10.00% \$21,243
Subtotal		\$233,678
Bonds & Insurance		2.50% \$5,842
Subtotal		\$239,520
Phasing		4.00% \$9,581
Subtotal		\$249,101
Design Contingency		20.00% \$49,820
Subtotal		\$298,921
Escalation to MOC, 07/01/21		13.80% \$41,239
TOTAL ESTIMATED CONSTRUCTION COST		\$340,160

Building Z - Maintenance and Operations Detail Elements

Element	Quantity	Unit	Unit Cost	Total
03 Concrete				
Concrete				
Provide level landing at door opening, includes demolition, new topping and finishes to match existing	550	sf	\$26.00	\$14,299
Subtotal - Concrete				<u>\$14,299</u>
06 Woods, Plastics, and Composites				
Casework				
Modify existing casework to provide a portion at the compliant height	1	ea	\$4,456.80	\$4,457
Subtotal - Woods, Plastics, and Composites				<u>\$4,457</u>
08 Openings				
Interior Doors				
Adjust door closer to meet required opening force	16	ea	\$131.54	\$2,105
Provide door opener since door latch side clearance cannot be attained, single	3	ea	\$5,818.60	\$17,456
Provide door opener since clear floor space cannot be attained, single	1	ea	\$5,818.60	\$5,819
Subtotal - Openings				<u>\$25,379</u>
09 Finishes				
Finishes				
Securely fasten existing mats or carpets	1	ea	\$247.60	\$248
Provide detectable warning surface to curb ramp	10	sf	\$55.71	\$557
Subtotal - Finishes				<u>\$805</u>

Building Z - Maintenance and Operations Detail Elements

Element	Quantity	Unit	Unit Cost	Total
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10 Specialties

Specialties

Remove and relocate/remount existing paper towel dispenser to meet height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$557.10	\$2,228
Remove and relocate/remount existing grab bar to meet distance or height requirement. Install blocking as needed. Patch and repair wall.	4	ea	\$355.93	\$1,424
Remove and relocate/remount soap dispenser to correct height. Install blocking as needed. Patch and repair wall.	5	ea	\$295.57	\$1,478
Remove and relocate/remount toilet paper dispenser. Install blocking as needed. Patch and repair wall.	2	ea	\$402.35	\$805
Remove and relocate/remount door signage to correct height. Patch and repair door.	3	ea	\$134.42	\$403
Remove and replace sanitary napkin dispenser with one that allows operation with one hand and does not require tight grasping, pinching or twisting of the wrist.	1	ea	\$1,102.94	\$1,103

Subtotal - Specialties **\$7,441**

13 Special Construction

Hazardous Materials Abatement

Hazardous materials abatement, allowance, based on interior scope (Div 1-28)			6.00%	\$10,469
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Subtotal - Special Construction **\$10,469**

22 Plumbing

Piping

Install insulating wrap to lavatory supply line	13	ea	\$374.08	\$4,863
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Fixtures

Replace existing drinking fountain with one that meets the required minimum depth	1	ea	\$4,952.00	\$4,952
Remove and adjust/remount sink to provide clear floor space	1	ea	\$1,114.20	\$1,114

Restroom Renovation

Restroom needs major repair, relocate water closet and replace lavatory	3	ea	\$10,523.00	\$31,569
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RSCCD ADA Upgrades
Building Z - Maintenance and Operations
Santa Ana, California
Masterplan

11/10/18

Building Z - Maintenance and Operations Detail Elements

Element	Quantity	Unit	Unit Cost	Total
Remove and relocate/remount water closet. Including sawcut and slab repair. Patch and repair flooring	1	ea	\$6,561.40	\$6,561
Subtotal - Plumbing				<u>\$49,060</u>

28 Electronic Safety and Security

Fire Alarm

Install visual warning devices integrated with the facility's alarm system in all common areas such as hallways, classrooms and general use rooms, accessible restrooms and other accessible rooms.

11,800 sf \$6.19 \$73,042

Subtotal - Electronic Safety and Security **\$73,042**

32 Exterior Improvements

Signage and Pavement Markings

Provide warning signage regarding unauthorized use of parking spaces in the parking lot

1 ea \$606.62 \$607

Provide "\$250" fine sign at the parking space

2 ea \$309.50 \$619

Remove existing striping and restripe accessible parking spaces

4 ea \$247.60 \$990

Subtotal - Exterior Improvements **\$2,216**