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OXNARD
SCHOOL
DISTRICT

SEMI-ANNUAL IMPLEMENTATION PROGRAM UPDATE

Sixth Semi-Annual Report to the Board of Trustees



Prepared by:

Caldwell Flores Winters

1901 Victoria Avenue, Suite 106
Oxnard, CA 93035

6425 Christie Avenue, Suite 270
Emeryville, CA 94608

For:

Oxnard School District

1051 South A Street
Oxnard, CA 93030

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TABLE OF CONTENTS

| | |
|---|-----------|
| PROGRAM OVERVIEW | 5 |
| 1.1 Educational Program | 5 |
| 1.2 Facilities Program | 6 |
| 1.3 Funding & Sequencing | 7 |
| 1.4 Recommendations | 8 |
| EDUCATION, TECHNOLOGY, & ENROLLMENT | 9 |
| 2.1 Educational Program | 9 |
| 2.2 Technology Program | 13 |
| 2.3 Enrollment Analysis | 15 |
| FACILITIES PROGRAM | 19 |
| 3.1 Land Acquisition & Development | 19 |
| 3.2 Project 1: Kindergarten & Science Reconfiguration | 21 |
| 3.3 Driffill Reconfiguration | 22 |
| 3.4 Lemonwood Reconstruction | 22 |
| 3.5 Harrington Reconstruction | 24 |
| 3.6 Elm Reconstruction | 26 |
| 3.7 Marshall New Classroom Building | 27 |
| 3.8 Multipurpose Room Construction at P/P K-8 Sites | 27 |
| 3.9 Recommendations | 30 |
| FUNDING & SEQUENCING | 31 |
| 4.1 Adopted Master Budget | 31 |
| 4.2 Revised Master Budget | 33 |
| STATE AID, DEVELOPER FEES & EXPENDITURES | 38 |
| 5.1 State Aid | 38 |
| 5.2 Developer Fees | 43 |
| 5.3 Project Expenditure to Date | 43 |
| RECOMMENDATIONS | 46 |
| 6.1 Conclusion & Recommendations | 46 |
| EXHIBIT A | 47 |
| Presentations, Workshops & Updates to the Board of Trustees | 47 |

INDEX OF TABLES

| | |
|--|-----------|
| Table 1: Current Enrollment | 15 |
| Table 2: Historical and Projected Enrollment | 16 |
| Table 3: Projected Grade K-5 Enrollment Growth and Capacity | 17 |
| Table 4: Projected Grade 6-8 Enrollment Growth and Capacity | 18 |
| Table 5: Adopted Master Budget (FY 2013 – FY 2026)..... | 32 |
| Table 6: Revised Master Budget (FY 2013 – FY 2026) | 34 |
| Table 7: Phase I Master Budget & Schedule (FY 2013 – FY 2017)..... | 35 |
| Table 8: Phase II Master Budget & Schedule (FY 2018 – FY 2020)..... | 36 |
| Table 9: Phase III Master Budget & Schedule (FY 2021 – FY 2026)..... | 37 |
| Table 10: Estimated Modernization Eligibility – Classrooms 60-40 Program (2015) | 40 |
| Table 11: Estimated New Construction Eligibility – 50/50 Program (2015) | 41 |
| Table 12: Submitted New Construction Grant Applications (2015) | 42 |
| Table 13: Anticipated New Construction Applications | 43 |
| Table 14: Estimated Phase I Expenditures to Date | 44 |

PROGRAM OVERVIEW

Caldwell Flores Winters, Inc. (“CFW”) is pleased to present the sixth Measure “R” Facilities Implementation Program (“Program”) Semi-Annual Update to the Oxnard School District (“District”) Board of Trustees (“Board”). The report reflects conditions of the District’s Program between the conclusion of the June 2015 update and the time of this document’s publishing in December 2015. Updates are provided on the educational and facilities implementation components, as well as the funding and sequencing requirements to implement the Program. Recommendations are provided for consideration and further action by the Board over the next six month period.

The Program integrates the District’s vision for education initiatives with a facilities plan that supports the implementation of these initiatives. The Program relies on multiple funding sources, including \$90 million of voter approved Measure “R” proceeds to build new classrooms, relieve student overcrowding, and modernize school facilities to meet current building standards. The program is a combination of the Basic Program which relies on local funding, including developer fees, Mello Roos funds, capital program balances, voter approved Measure R proceeds and the Enhanced Program that seeks to maximize State aid reimbursements for modernization and construction of school facilities.

Since the adoption of the Program in January 2013, the District has been able to:

- Reduce overcrowding at elementary schools by adopting a K-5 educational strand and facilities program at eleven school sites
- Convert the prior three junior high schools to 6-8 middle schools that support an academy based instructional program
- Expand the K-8 instructional program to six K-8 school sites to increase parent choice
- Implement an extended day kindergarten program with improved facilities
- Deploy over 18,000 1:1 mobile devices to students and teachers
- Complete the reconstruction of Harrington Elementary School and the design submittal to the Division of State Architect (DSA) for the reconstructed Lemonwood and Elm schools

1.1 EDUCATIONAL PROGRAM

The District is in its second year of implementation for the K-5 and 6-8 Academic Strands as called for in the Facilities Implementation Program. A process of professional development, principal and small group training, and individual meetings in support of the Academic Strands has been applied to the K-5 and 6-8 grade sites and was applied to the K-8 Academies in the previous six month period. A work plan

has been developed and is underway. The work plan involves monthly training sessions to provide additional rigor to the integrated units developed for the Academic Strand Focus themes. Common Core State Standards were aligned with student projects as required for culminating in a greater depth of knowledge for integrated units.

In support of continuing development of the Academic Strands, the next six months will focus on staff development and commissioning. Harrington Elementary will be completed and will provide a valuable demonstration space for bringing in teachers and staff and further developing teaching tools that match the strand focus at each of their sites. District staff will be provided support to further develop a District educational portal to increase parent and student access to learning materials, assignments, and performance. Assessment of the current state of implementation of the Academic Strands at each school site will be reviewed and new work plans will be developed to address areas of need.

1.2 FACILITIES PROGRAM

All of the projects identified in Phase 1 of the Facilities Implementation Program have either been completed or are completing the design process with the intent of construction beginning over the next six month period. Completed efforts include the deployment of 1:1 mobile devices, implementation of grade reconfiguration, completion of kindergarten and science lab upgrades to 22 classrooms across eight sites, the reconstruction of the Harrington campus, and submittal of designs for the new Elm campus by the Division of the State Architect (DSA) and approval by DSA of plans for the construction of the new Lemonwood school.

Additional projects conceived during Phase 1 and currently in various stages of the design process include a 12 classroom building at Marshall to address the need for interim 6-8 grade level capacity until a new middle school is constructed and to provide Marshall the option to implement an integrated K-8 educational program in the future. Early Childhood Development Centers have been designed for the Harrington and Lemonwood campuses and the Doris/Patterson property has gone through additional conceptual design and analysis for future purchase.

A reuse of plans approach has provided a reduced timeline for the construction of projects and resulted in providing the District with two design options for new MPR facilities at the campuses who previously received new portable to permanent (P/P) classroom buildings. The Harrington and Elm projects were presented to the Board for consideration of these designs and work has been performed to analyze how these designs may be incorporated on all of the P/P campuses based on their specific needs. Phase 2 funding proposes measures to augment these facilities with increases in size while an alternative Program being planned, as directed by the Board, provides for the additional option of completing new facilities.

With DSA approval of the above referenced projects, submittals are being generated and delivered to request additional State Matching funds for modernization and new construction projects. These funds will serve as the basis of financing to proceed with Phase 2 projects.

Specific details of the status of each project are provided in this report and summarized below.

- The new Harrington School facilities will be nearly complete by December 2015. All of the classrooms and support facilities will be made available for students and staff upon their return from holiday break in January 2016. Additional demolition of the previous facility will make way for the completion of parking facilities between January and March of 2016, and field improvements and fencing are to be accomplished once the early childhood development center is completed, thus ultimately completing both portions of the Harrington Project with DSA certification.
- Lemonwood Reconfiguration plans and specifications were approved by DSA in November of 2015. The project is anticipated to have a negotiated GMP for approval by the Board by the end of 2015. Construction is scheduled for the beginning of the 2016 calendar year.
- Elm Reconfiguration plans and specifications were delivered to DSA and final approval is anticipated to occur in January 2016 with a GMP negotiated and submitted to the Board for approval in the first quarter of 2016. Construction on the Elm campus is anticipated to begin in the spring of 2016.
- Early childhood development facilities were designed on the Harrington and Lemonwood campuses by utilizing existing buildings and reconfiguring the spaces to achieve 21st Century classrooms that would provide the flexibility for the District to operate them as kindergartens or preschool facilities. The plans were submitted to DSA for review in November 2015 and are anticipated to be approved in the first part of 2016.
- A selection process was executed and CSDA Architects was chosen to complete the design of the Marshall 12 classroom building. Plans are currently in the Design Phase and will be presented to the Board for further review and approval in the next six months.
- Actions to acquire the property at the intersection of Doris and Patterson continue with a consultant hired to perform an Environmental Impact Report for the planned purchase of a 25 acre parcel. The conceptual plans being designed include a K-5 school, a 6-8 school, and a new administrative facility to house District operations.
- The Driffill MPR facility has been conceptually designed and provided to the Board for approval to move forward with the design process. This project was originally conceived as part of Phase 2 of the implementation program, proposals have been provided to begin the design process in order to take advantage of Phase 2 funds as soon as they become available.

1.3 FUNDING & SEQUENCING

Overall funding is projected to remain substantially similar to that identified in the prior six month report for all three phases. Proposed uses remain focused on projects previously approved by the Board with the exception of expenditures for the Southeast K-5 school site, which has been combined with the planning of a new 25 acre parcel that would supply land for the District's new middle school as well.

Relative to schedule, DSA approval for Lemonwood was granted in November and the completion schedule has moved accordingly to 2018. The land acquisition schedule for the new combined K-5/6-8 site at Doris/Patterson remains extended to accommodate local agency approvals and negotiations for acquisition from the owner.

1.4 RECOMMENDATIONS

It is recommended that the Board:

- Accept and adopt the December 2015 Semi-Annual Implementation Program Update as an adjustment to the Facilities Implementation Program.
- Establish a date at its regularly scheduled June 2016 meeting to consider the next six month update.

EDUCATION, TECHNOLOGY, & ENROLLMENT

2.1 EDUCATIONAL PROGRAM

Adoption of the Facilities Implementation Program in January 2013 authorized and directed the reconfiguration of the District's educational program, along with corollary facilities improvements designed to further enable the educational mission. Now in its second year of implementation, the grade K-5 academic strand focuses and grade 6-8 academy programs continue to mature.

The educational program team met on August 10, 2015 to review work completed during the first year of implementation and develop a work plan for continued efforts during the 2015-16 school year. The District has focused the past six months on further developing its grade 6-8 academy programs, adding rigor and depth of knowledge to its K-5 academic strand focuses, and also selecting and implementing academy themes for grade K-8 schools. Each K-8 school and its theme consist of:

- Drifill: School of Environmental Science and Global Awareness
- Chavez: Academy of Literacy, Communication Arts, and Technology
- Curren: EYES Academy: Enriching Youth via Environmental Studies
- Kamala: Academy of the Arts and Technology
- Lemonwood: School of Communication through Art and Technology
- Soria: TeAL Academy: Technology, Arts and Language

The work plan calls for improvement and expansion of integrated units developed last year in each of the K-5 academic strands, developing the first integrated unit for each of the K-8 Academies, and improving the transferability of these processes to other curriculum and instructional needs. The K-8 schools are now in the process of building their academy programs and are expected to use the next six months to integrate each academic theme into the school's overall vision. Teachers and District staff will monitor the development, rigor and depth of knowledge of educational units and make adjustments as necessary. The goal for each K-8 academy will be to finalize, teach and refine the integrated units developed, while each K-5 Academic Strand Focus program are expected to develop and begin teaching a second integrated unit.

2.1.1 PRINCIPAL TRAINING PROGRAM

An emphasis on staff development for site principals enables improved leadership of each of the grade K-5, 6-8, and K-8 educational programs, including increased alignment to Common Core State Standards

(CCSS), rigor and depth of knowledge within the integrated units already completed, and writing and creation of new units at the same standards.

In response to the District's need for additional K-5 and K-8 staff development, monthly training sessions were developed for principals of these schools. Trainings were held on September 17, October 15, November 12, and November 19. Several goals of the staff development – and its desired impact on the educational programs at each school – were identified and practiced:

- Model, learn and use processes to support decision making and inclusion with the staff at each school
- Identify critical skills and characteristics of effective leaders
- Understand and use processes to encourage effective collaboration among teachers
- Develop rigorous integrated units that included significant depth of knowledge
- Model and use processes for determining rigor and depth of knowledge of integrated units and how to increase both within integrated units
- Model and use process for determining alignment of student products and projects called for in the integrated units with the common core state standards
- Infuse principles of Project Based Learning into the integrated units
- Identify effective resources and share them with the District
- Develop an effective brochure and website information about the academic program at each school

Training sessions for the group of K-5 principals were typically held on the same day as, though separately from, the group of K-8 principals, with each training approximately two to four hours in length and focused on leadership processes and effective collaboration. A framework for building integrated units was presented, as well as a framework and process for determining alignment of the CCSS, and assessing rigor and depth of knowledge of the instructional units. Additional resources were identified and shared with the principals for branding a school based on its unique academy or academic theme and developing effective public information for the school by use of brochures supplied to parents and the community. Finally, specific techniques to increase collaboration were shared with the principals, including a protocol to use with teachers during collaborative work sessions. The research on effective teacher collaboration and its relationship to improved student achievement is widely known and acknowledged, and principals may now utilize these techniques as teachers work to develop integrated units that will further mature educational programs and support academic achievement goals.

2.1.2 DEVELOPMENT OF INTEGRATED UNITS

At the core of the K-5 Academic Strand Focus Program and the K-8 Academy Program is a rigorous curriculum that is organized around an academic theme selected by the school staff. This academic theme serves as a catalyst for decision making, including choice of curriculum and instruction development within each classroom as well as additional enrichment activities or elective classes

offered to students. English language arts, mathematics, science and social studies Common Core State Standards (CCSS) are integrated through student projects that demonstrate mastery of the curriculum standards selected. Thus integrated units are developed that seek to explore the school's theme through student projects that require academic practice in each of the standards.

For example, an integrated unit may be developed for eighth grade students about the holocaust. In addition to the social studies standards that will be learned as a part of this unit, a school that has an "art" focus may have students study significant pieces of art that were lost or destroyed during World War II and the relationship of the art to holocaust victims. Math standards may be integrated to include the significant cost of these lost art treasures and the cost of war to the economy of Europe. Another school that has a focus on "environmental studies" may similarly study the holocaust, however this school will seek to integrate standards with an eye towards that theme. Both schools may have students write research papers, thus incorporating English language arts standards, but the focus of the research paper may be different. One school may have students write about the impact of the war and holocaust on the environment, while the other may have students write and perform a play about the holocaust with the central theme being, "How and why did the Holocaust happen?"

Given this common understanding by all principals, a framework for the building of integrated units was developed, discussed with principals, and shared with each of their staffs. This framework included the significant attributes of an integrated unit and a process each school staff would use to begin to write them.

The integrated unit development process begins with the academic theme selected by the school site. A controlling Common Core State Standard (CCSS) is selected. At least one additional CCSS is then selected to be taught as a part of

| Integrated Unit | |
|--------------------------|--|
| Grade: | 3 |
| Subjects: | Math Social Studies Reading Writing Science E.L.A. Art Technology |
| Including Understanding: | Students are able to determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. |
| Essential Questions: | <ul style="list-style-type: none"> What happens when magnets interact with other magnets and with paper clips? How is the magnetic field affected when more magnets are added? What causes change of motion? How can change the motion of wheels? How can we change the motion of wheels rolling down ramps? What rules help predict where a rolling cup will end up? What happens to the motion of a fairy bird when the design changes? What is the best design for a top? What are some important features of a cart that will roll from here to there? How can you improve the design of your cart? How does start position affect how far a cart rolls? How can you use magnets to do cart tricks? What happens when you mix two materials? What happens when you mix two materials? What is the importance of accurate measurements for a metric field day? |
| Standards: | Science 3-PS2 Motion and Stability: Forces and Interactions 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. |

Sample template for Integrated Unit at Ritchen

this unit of instruction. Because there are a large number of English Language Learners in the District, each unit also typically contains at least one ELD standard. A student product or project is then determined that would demonstrate mastery of the content information. The entire unit is then built and written though the collaborative efforts of the teachers, site coaches and the principals, with resources and materials needed to teach the unit also identified. Each unit of instruction may take a week or up to six weeks to teach depending on the standards and student projects selected, and all units require the students to go to depth in their learning and understanding.

To prepare our students to be successful in the future of their choice, rigor in curriculum, instruction and assessments (e.g. student projects and products) develops a student's cognitive abilities and ability to complete tasks. Two commonly accepted models for describing rigor have been referenced in the

development of each school's integrated units: Bloom's Taxonomy, named for Benjamin Bloom, chair of a committee of educators that devised an approach for matching learning methods with measurable outcomes, and Webb's Depth of Knowledge, based on widely recognized work by Dr. Norman Webb at the Wisconsin Center for Educational Research. Bloom's taxonomy categorizes the cognitive skills required to answer a question. The Depth of Knowledge model relates more closely to the depth of content understanding and scope of a learning activity, which manifests in the skills required to complete a task from inception to the final product. Robert Marzano and John Kendall were also referenced for their work, *The New Taxonomy of Educational Objectives* (2007), which takes into account the work previously done by Bloom and Webb and establishes a taxonomy that has both a ranking for level of cognitive skills required for a given task as well as the depth of content understanding required.

To ensure that an integrated unit has a significant level of rigor and depth of knowledge, a framework was developed to analyze each unit and provided to all K-5 and K-8 principals. This required training on the New Taxonomy, how to use it, and how to review a curriculum unit for alignment of the Common Core State Standards with the student projects selected. Principals can use this framework to determine the rigor and depth of knowledge required of the lessons as well as to consider how to increase rigor and depth of knowledge for each unit developed.

Once initially developed, each integrated unit was reviewed by the entire group of K-5 or K-8 principals. The principals formed a professional learning community, training, observing and supporting each other as they took the feedback received on the integrated units, made revisions as needed, and shared it with their teachers. While this process was developed to build high quality integrated units within K-5 academic strands and K-8 academy programs, the transferability of the process easily enables it to be used by staff for other forms of curriculum development. Thus, ongoing work toward development of integrated units has the potential to increase the level of alignment, rigor and depth of knowledge in instruction across the District.

2.1.3 INCORPORATING 21ST CENTURY LEARNING

In addition to work on development of integrated units, the District continues to work towards incorporating 21st century learning practices and paradigms, including new learning environments, into its education program. These efforts are then mirrored in the choices made during the design of facilities or selection of furnishings and equipment.

For example, Project Based Learning methods have been discussed and incorporated into the monthly K-5 principals' training sessions. Further training in Project based Learning has been sought from the Buck Institute for Education for a group of 35 K-5 teachers. The information was reviewed by K-5 principals with discussions ongoing as to the feasibility of engaging with the Buck Institute. Nevertheless, the District's first fully designed 21st century K-5 school, Harrington, will open in 2016 with a Maker's Lab perfectly suited to project based learning exercises.

Agile, flexible classroom furniture has been procured for Harrington Elementary and will further support Project Based Learning. Commissioning of classroom furniture and technology was conducted on December 8 for teachers at Harrington Elementary to demonstrate how to leverage the advantages of the new products in the context of 21st century learning skills of collaboration, creativity, critical thinking and communication.

Finally, the District has begun to explore a cloud based online service called Gooru that offers millions of resources and lesson plans for teachers to use. The open source material blends the resources of large data sets with crowd sourced content so that students have information and immediate access to material for increased learning opportunities using their 1:1 mobile device. Gooru has been contacted to provide further overview and a training session with the District in the upcoming months.

2.2 TECHNOLOGY PROGRAM

The construction of Harrington Elementary School represents the District's first campus fully designed and built to apply the concepts of high performance, 21st century learning environments in every one of its 28 classrooms and support facilities. Its integration with the District's technology program began with consideration for the design of learning environments in which every student and teacher has access to a mobile computing device through the District's iPad 1:1 program. This necessitated a new approach to thinking about classroom technology design – one which now continues to evolve with each additional school project to further incorporate potential improvements observed by users, architects, planners, and instructional technology professionals, as well as keep pace with the ongoing development of available technology.

For example, classrooms at the new Harrington facility are outfitted with one or more 60" flat-screen AV displays, Apple TV streaming media devices, and an iPad mounting stand. Using nothing more than their iPad and its built-in high resolution camera, teachers and students can visually share an object, piece of paper, or writing surface with the rest of the classroom on the large screen displays. Audio control is similarly simplified, no longer requiring installation of separate speakers or the careful hookup of wiring to a desktop computer. Now teachers are able to project a video from their iPad to one or all displays, using a standard and familiar TV remote control to adjust volume. Conceptually, the possible technology uses are broad and far reaching when effectively combining the District's 1:1 mobile device technology with the flexible design approach used in the Harrington classrooms.

Teachers may share a particularly inspiring graphic from a digital textbook with all of their students. They may bring students on a virtual field trip by placing a Skype videoconference on all screens and contacting a National Park field representative. Calm or nurturing music may be played to inspire artistic creativity while working on a project. Questions can be displayed on the screen for a warm-up exercise, reducing the need to photocopy handouts. These and many other innovative applications are eagerly anticipated by the District as it looks forward to observing and sharing the wide variety of curriculum integration strategies made possible by 21st century learning environments. To expand training and professional development opportunities for this new learning environment, the District

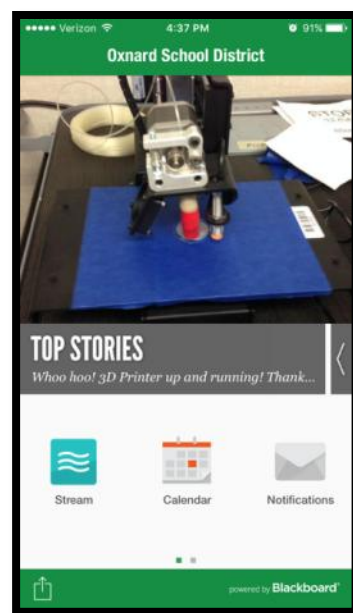
recently setup a second demonstration classroom at its District office and initially used the facility for a workshop with Harrington teachers on October 30.

Another important aspect to integrating technology with the learning environment has involved ongoing work to develop a streamlined process for students, parents, and teachers to interact “24x7x365” through a centralized portal that is envisioned to provide anytime access through a District issued iPad as well as a smartphone. Users would be provided access to attendance data, grades, homework assignments, cafeteria menus, school calendars, and learning materials, among other resources. Though simple in concept, the programming, digital security, and data integration for such a tool requires careful effort. As such, the District has undertaken the first step in the move toward online access by working collectively with all school sites to validate student information and ensure the compatibility of records between the various systems undergoing integration.

The first phase of this effort is anticipated to be launched at the start of 2016, when parents and students will be invited to load the ParentLink app onto their iPads. Initially, users at all school sites will be able to access school calendars, contact information, and recent school news articles. For example, McKinna currently utilizes this system to provide an ongoing series of “Top Stories” about the school’s technology program, activities, and important news for families.

Later in 2016, in preparation for a complete introduction during the 2016-17 school year, the ParentLink portal will be expanded to include ParentConnect, a feature allowing for access to grades and attendance information, as well as “Pulse” a dashboard-like feature that gives quick and easy to follow summaries of a student’s performance, including an overall report on a student’s academic progress.

With iPad deployment now in its third year, a new focus has been established on standardizing policies and procedures, streamlining future deployment and end-of-the-year retrieval efforts, and reducing the loss or damage rate for iPads, particularly to improve the cost-effectiveness of the District’s self-insurance program. Nearly all of the Phase 1 technology program budget of \$11,201,175 has been expended toward the deployment of iPads at all school sites, with remaining dollars supporting equipment and network infrastructure needs. As documented within this report, expenditure analysis thru October 31, 2015 accounted for technology expenditures in the amount of \$11,195,900, leaving approximately \$5,275 remaining in Phase 1 dollars. Phase 2 provides for the next major Measure “R” capital expenditure on technology in 2020, adding an additional \$9,000,000 at that time for anticipated expenditures – including districtwide device and equipment upgrades – required beyond the District’s technology program operating budget.



Sample “Home” screen of the District’s ParentLink portal app for smartphones and iPads

The Program Team continues to meet regularly to consider technology integration strategies, consult on potential improvements to the design of 21st century learning environments and address short and long

term planning needs. At these meetings, progress reports on technology integration are discussed and recommended next steps are reviewed.

2.3 ENROLLMENT ANALYSIS

District enrollment establishes the demand for facilities to be provided as well as the number of students to be accommodated by District programs. The District's educational and technology programs continue to be responsive and supportive to a trend of growing enrollment. Equally as important is the effort to analyze the District's eligibility for State new construction and modernization grants and to project the demand for future school facilities. As such, a review of current and projected enrollment has been conducted and incorporated within this semi-annual report.

Table 1 presents preliminary enrollment data as measured, though unofficial, in October 2015 for the 2015-16 Fiscal Year by school and grade level. Total District enrollment is stated at 16,907, comprised of 11,737 in grades K-5 and 5,170 in grades 6-8. Also displayed in the table are subtotals based on school configuration, with K-5 configured schools housing 7,342 students, K-8 configured schools housing 6,326, and 6-8 configured schools housing 3,239.

TABLE 1: CURRENT ENROLLMENT

| School | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Grand Total | Total K-5 | Total 6-8 |
|--------------|------|------|------|------|------|------|------|------|------|-------------|-----------|-----------|
| Brekke | 120 | 100 | 98 | 94 | 106 | 109 | | | | 627 | 627 | |
| Elm | 96 | 122 | 118 | 129 | 107 | 129 | | | | 701 | 701 | |
| Harrington | 120 | 76 | 88 | 82 | 64 | 75 | | | | 505 | 505 | |
| Marina West | 174 | 99 | 99 | 102 | 100 | 93 | | | | 667 | 667 | |
| Marshall | 114 | 93 | 67 | 77 | 102 | 106 | | | | 559 | 559 | |
| McAuliffe | 146 | 145 | 125 | 125 | 136 | 103 | | | | 780 | 780 | |
| McKinna | 173 | 96 | 96 | 115 | 103 | 130 | | | | 713 | 713 | |
| Ramona | 141 | 117 | 114 | 90 | 105 | 67 | | | | 634 | 634 | |
| Ritchen | 142 | 98 | 95 | 115 | 103 | 89 | | | | 642 | 642 | |
| Rose | 143 | 138 | 138 | 126 | 107 | 95 | | | | 747 | 747 | |
| Sierra Linda | 158 | 144 | 121 | 104 | 130 | 110 | | | | 767 | 767 | |
| Subtotal K-5 | | | | | | | | | | 7342 | 7342 | |
| Lemonwood | 97 | 86 | 107 | 110 | 136 | 124 | 101 | 70 | 79 | 910 | 660 | 250 |
| Chavez | 90 | 93 | 114 | 91 | 105 | 135 | 101 | 118 | 87 | 934 | 628 | 306 |
| Curren | 100 | 105 | 132 | 134 | 138 | 135 | 104 | 107 | 104 | 1059 | 744 | 315 |
| Kamala | 119 | 126 | 152 | 131 | 157 | 153 | 140 | 123 | 104 | 1205 | 838 | 367 |
| Driffill | 139 | 131 | 120 | 161 | 142 | 133 | 143 | 114 | 99 | 1182 | 826 | 356 |
| Soria | 96 | 84 | 115 | 116 | 144 | 144 | 113 | 111 | 113 | 1036 | 699 | 337 |
| Subtotal K-8 | | | | | | | | | | 6326 | 4395 | 1931 |
| Frank | | | | | | | 413 | 409 | 415 | 1,237 | | 1237 |
| Fremont | | | | | | | 371 | 385 | 380 | 1,136 | | 1136 |
| Haydock | | | | | | | 301 | 283 | 282 | 866 | | 866 |
| Subtotal 6-8 | | | | | | | | | | 3,239 | | 3239 |
| Total | 2168 | 1853 | 1899 | 1902 | 1985 | 1930 | 1787 | 1720 | 1663 | 16907 | 11737 | 5170 |

Preliminary CALPADS data

Table 2 provides a review of historical and projected enrollment. For several years, the District has experienced enrollment growth, and has increased in student population from 16,533 in 2012-13 to 16,907 in 2015-16. Data from the District's demographic consultant, DecisionInsite was utilized for

projected enrollment, based on enrollment history through 2014-15. Overall enrollment is projected to increase by approximately 1,187 students over the next 4 years, maintaining the prior historical trend. Total enrollment is projected at 18,094 by 2020 indicating the need to house 12,199 in grades K-5 and 5,895 in grades 6-8. The majority of growth is projected to occur in the grade 6-8 level with a projected increase of 725 students.

TABLE 2: HISTORICAL AND PROJECTED ENROLLMENT

| Grade | Prior Enrollment | | | Current* | Projected Enrollment | | | | Net Change |
|------------------|------------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|--------------|
| | 2012-13 | 2013-14 | 2014-15 | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | |
| K | 2,007 | 2,111 | 2,166 | 2,168 | 2,322 | 2,315 | 2,327 | 2,344 | 176 |
| 1st | 2,067 | 1,944 | 1,924 | 1,853 | 2,011 | 1,998 | 1,993 | 2,010 | 157 |
| 2nd | 1,925 | 2,038 | 1,915 | 1,899 | 1,827 | 1,991 | 1,980 | 1,996 | 97 |
| 3rd | 1,856 | 1,923 | 2,034 | 1,902 | 1,899 | 1,833 | 1,999 | 1,991 | 89 |
| 4th | 1,787 | 1,852 | 1,915 | 1,985 | 1,907 | 1,897 | 1,835 | 2,008 | 23 |
| 5th | 1,758 | 1,764 | 1,850 | 1,930 | 2,033 | 1,911 | 1,907 | 1,850 | (80) |
| K-5 Total | 11,400 | 11,632 | 11,804 | 11,737 | 12,000 | 11,943 | 12,044 | 12,199 | 462 |
| 6th | 1,736 | 1,751 | 1,736 | 1,787 | 1,936 | 2,054 | 1,925 | 1,937 | 150 |
| 7th | 1,735 | 1,699 | 1,684 | 1,720 | 1,824 | 1,912 | 2,033 | 1,917 | 197 |
| 8th | 1,662 | 1,720 | 1,692 | 1,663 | 1,707 | 1,830 | 1,921 | 2,041 | 378 |
| 6-8 Total | 5,133 | 5,170 | 5,112 | 5,170 | 5,467 | 5,797 | 5,878 | 5,895 | 725 |
| Total | 16,533 | 16,802 | 16,916 | 16,907 | 17,467 | 17,740 | 17,922 | 18,094 | 1,187 |

*Preliminary CALPADS data

2.3.1 PROJECTED K-5 ENROLLMENT AND NEED FOR PERMANENT SCHOOL FACILITIES

The Implementation Plan established the District's goal to house all students in permanent school facilities over time and eliminate the use of portable facilities. Table 3 presents current and projected enrollment and capacity by school site for grades K-5 based on housing students in permanent facilities based on State loading standards of 25 students per classroom for grades K-5. Any portion of the total student enrollment district wide not found to be housed in permanent school facilities is deemed to be "unhoused" by the State and eligible for grant funding. Based on this State standard, the District currently has the ability to house 10,000 students over 400 permanent classrooms. With the reconstruction of Elm, Harrington, and Lemonwood, 34 additional permanent classrooms will be added to the K-5 capacity. Additionally, the existing older permanent classrooms will be replaced with new classrooms. Based on projected K-5 enrollment growth through 2020, the District will need to provide additional new school facilities in order to house the projected capacity shortfall of 1,349. Based on District specifications of 700 students per K-5, this would include the need for two new K-5 schools to achieve its permanent facilities goals.

TABLE 3: PROJECTED GRADE K-5 ENROLLMENT GROWTH AND CAPACITY

| School | 2016 | | | 2020 | | | Amt. Housed/ (Unhoused) |
|------------------|---------------|------------------|---------------------|------------------|----------------------|------------------|----------------------------|
| | Enrollment | Perm. Classrooms | Est. Perm. Capacity | Adtl. Classrooms | Adtl. Perm. Capacity | Proj. Enrollment | |
| Brekke | 627 | 27 | 675 | | | 685 | (10) |
| Elm | 701 | 12 | 300 | 12 | 300 | 699 | (99) |
| Harrington | 505 | 17 | 425 | 10 | 250 | 773 | (98) |
| Marina West | 667 | 20 | 500 | | | 600 | (100) |
| Marshall | 559 | 27 | 675 | | | 632 | 43 |
| McAuliffe | 780 | 28 | 700 | | | 886 | (186) |
| McKinna | 713 | 17 | 425 | | | 813 | (388) |
| Ramona | 634 | 26 | 650 | | | 668 | (18) |
| Ritchen | 642 | 28 | 700 | | | 716 | (16) |
| Rose | 747 | 31 | 775 | | | 826 | (51) |
| Sierra Linda | 767 | 21 | 525 | | | 825 | (300) |
| Subtotal | 7,342 | 254 | 6,350 | 22 | 550 | 8,123 | (1,223) |
| Chavez | 628 | 26 | 650 | | | 741 | (91) |
| Curren | 744 | 26 | 650 | | | 703 | (53) |
| Driffill | 826 | 26 | 650 | | | 652 | (2) |
| Kamala | 838 | 26 | 650 | | | 784 | (134) |
| Lemonwood | 660 | 13 | 325 | 12 | 300 | 618 | 7 |
| Soria | 699 | 29 | 725 | | | 578 | 147 |
| Subtotal | 4,395 | 146 | 3,650 | 12 | 300 | 4,076 | (126) |
| Total K-5 | 11,737 | 400 | 10,000 | 34 | 850 | 12,199 | (1,349) |

Note: Capacity assumes State loading standard of 25 students per K-5 classroom.

2.3.2 PROJECTED 6-8 ENROLLMENT AND NEED FOR PERMANENT SCHOOL FACILITIES

A similar analysis is presented in Table 4 reviewing the current and projected need for 6-8 permanent classrooms based on State loading standards of 27 students per classroom. Currently, the District is over capacity of permanent classrooms at the 6-8 level with an enrollment of 5,170 and a capacity of 4,698. With the reconstruction of Lemonwood 6-8 facilities and the construction of the new Marshall 6-8 classrooms, 21 additional permanent classrooms will increase the District's capacity by 567 students. Taking into consideration projected 6-8 enrollment growth by 2020 and the new facilities provided by Marshall and Lemonwood, the District will need to provide permanent new school facilities in order to house the projected capacity shortfall of 630. Based on District specifications of 1200 students per 6-8 school sites, this would include the need for one new 6-8 school to achieve its permanent facilities goals and allowing the flexibility for future growth at existing schools.

Again, accounting for current and projected enrollment and capacity, a total of 1,349 grade K-5 students and 630 grade 6-8 students would be unhoused pursuant to the State's definition without further expansion to the District's inventory of permanent classroom facilities. Based on the District's existing educational specifications, there is a need to construct 3 new schools in order to sufficiently house the projected enrollment in permanent school facilities by 2020, requiring two elementary schools and one middle school. Land for a proposed K-5 site has already been purchased pursuant to the Measure "R" program, though additional land will need to be required to supply the remaining required school sites.

TABLE 4: PROJECTED GRADE 6-8 ENROLLMENT GROWTH AND CAPACITY

| School | 2016 | | | 2020 | | | Amt. Housed/ (Unhoused) |
|------------------------|--------------|------------------|---------------------|------------------------|----------------------|------------------|----------------------------|
| | Enrollment | Perm. Classrooms | Est. Perm. Capacity | Adtl. Perm. Classrooms | Adtl. Perm. Capacity | Proj. Enrollment | |
| Frank | 1,237 | 45 | 1,215 | | | 1,349 | (134) |
| Fremont | 1,136 | 34 | 918 | | | 1,352 | (434) |
| Haydock | 866 | 32 | 864 | | | 770 | 94 |
| Subtotal | 3,239 | 111 | 2,997 | 0 | 0 | 3,471 | (474) |
| Chavez | 306 | 13 | 351 | | | 444 | (93) |
| Curren | 315 | 13 | 351 | | | 375 | (24) |
| Driffill | 356 | 13 | 351 | | | 403 | (52) |
| Kamala | 367 | 13 | 351 | | | 484 | (133) |
| Lemonwood | 250 | 3 | 81 | 9 | 243 | 298 | 26 |
| Soria | 337 | 8 | 216 | | | 420 | (204) |
| Subtotal | 1,931 | 63 | 1,701 | 9 | 243 | 2,424 | (480) |
| Total 6-8 | 5,170 | 174 | 4,698 | 9 | 243 | 5,895 | (954) |
| Marshall | 0 | 0 | 0 | 12 | 324 | N/A | 324 |
| Grand Total 6-8 | 5,170 | 174 | 4,698 | 21 | 567 | 5,895 | (630) |

Note: Capacity assumes State loading standard of 27 students per 6-8 classroom.

FACILITIES PROGRAM

To date, Phase 1 improvements have been implemented at eleven existing school sites. The acquisition and development of three additional school sites and the proposed expansion of Marshall School to accommodate 6-8 grade level students increase the scope of the Program to fifteen sites. This section provides summaries and updates on the status of facilities projects completed, planned, or under construction as well as proposed adjustments.

3.1 LAND ACQUISITION & DEVELOPMENT

The latest enrollment projections by the District indicate the continued need for two elementary schools and a new middle school by 2020. Additional studies undertaken by the District include the need for a new administrative facility to replace the aging center. To date, the District has succeeded in acquiring a new K-5 site in the Southwest portion of the District at the Seabridge location and in identifying a new site in the Northwest portion of the District at Doris Avenue and Patterson Road. Three additional sites for potential acquisition in the Southeast area of the District have also been reviewed with the California Department of Education (CDE).

3.1.1 SOUTHWEST ELEMENTARY SCHOOL SITE

Land acquisition of the Southwest School Site was completed in 2013, pursuant to Coastal Commission approval, and State SFP grant applications for reimbursement of site acquisition costs have been approved by the Board and submitted to the State. The District has proceeded with necessary steps for construction of a school, including those required by CDE and the resolution of legal issues associated with the construction of various site work improvements by the previous owner. The school is designed to accommodate 630 students by State standards and to operate as a joint use site with the City of Oxnard with the immediately adjacent park site for use during school hours. The planned construction of the site is contingent on securing additional State and local funding. State funding for new construction remains oversubscribed, pending replenishment by state wide voters of the program which is not anticipated to occur until November 2016. Until then, the District's application for funding remains in cue, subject to the availability of funding.

3.1.2 SOUTHEAST ELEMENTARY SCHOOL SITE AND DORIS/PATTERSON 6-8 SCHOOL SITE

The District has been reviewing the feasibility of 3 alternative sites in consultation with CDE representatives for the construction of a new K-5 elementary school. Pursuant to District specifications, the site must be large enough to accommodate the development of a 700 student K-5 facility. Overall, there are very limited parcels of sufficient size within the city boundaries and of those that are available,

many are in competition for further private development. Therefore, the District has elected to also consider the expansion of the proposed Doris/Patterson site to accommodate additional K-5 school facilities.

The new goal is to expand the purchase of the Doris/Patterson site to a 25-acre parcel that would include a K-5 elementary school and a 6-8 middle school. Conceptual drawings have been developed to display the possible configuration of the new site and construction cost estimates have been undertaken to reflect budget adjustments. The new plan provides for an efficient use of field space and other uses being shared between both schools. Enrollment projections indicate that these two facilities may be needed within the same time period and the consequent constructability of such a project is also being reviewed.

In the interim, necessary reviews and studies required by the California Department of Education for school site approval have been underway, including preliminary geological and environmental surveys. Consultant site surveys and legal descriptions have been undertaken and augmented for the new parcel size. Based on efforts to date, CDE has reviewed the site and provided preliminary approval for purposes of building new schools at that location. Upon the purchase of the property, applications are planned to be submitted to OPSC for site cost reimbursements.



Doris/Patterson Conceptual Site Plan

The District continues to monitor the progress of the adjoining and proposed Teal Club residential development through communication with the City of Oxnard. The Environmental Impact Report (EIR) for the proposed residential development has been provided to the City and released. However, it provides for 12 acres of property in which to locate a school, substantially less than is required by the District. Given the District's proposed acquisition, the Board has approved an EIR be undertaken on the larger 25 acre parcel. The new EIR is being developed inclusive of a planned K-5 school and 6-8 school facilities.

The District continues to proceed with the proposed acquisition of the site, including State and local approvals. Efforts are underway to coordinate the site acquisition through the LAFCO process in order to seek services required from the City of Oxnard. The District will continue to work with CDE and maintain communications with the owner, the City of Oxnard and necessary local agencies with respect to the District's interest in purchasing the property and building new schools.

It is recommended that the Board adopt a budget adjustment of \$180,000 for the costs necessary to produce a new EIR for a 25 acre parcel. It is also recommended that the Board approve the shift of planning funds for the Southeast site to the Doris & Patterson project to include required K-5 planning for the new 25 acre location.

3.1.3 DISTRICT ADMINISTRATIVE FACILITIES

Following an initial presentation in May 2015, the District's June 2015 semi-annual update established specifications for a District Administrative Support Center that were adopted as part of the report. These specifications were a necessary prerequisite to conceptualizing current facility usage as well as future needs. The District's administrative support center facilities are currently located at the corner of Wooley Road and A Street and housed in approximately 35,000 square feet of refurbished space. A new permanent facility had previously been studied for potential siting as part of the Doris/Patterson land acquisition, providing for 23,665 square feet of assigned space pursuant to the adopted specification. This option would require the District to bear a substantial cost for the new facility.

An alternate analysis has been exploring an option that may allow some or all of this development cost to be borne by private parties. Under this scenario, the District's current property would be retained by the District, but redeveloped through a ground-lease arrangement by a third party, and reorganized to support the construction of multi-story professional buildings with ancillary open space and parking. Based on the maximum floor space that may be allowed, a portion of this amount would be master planned for suiting the District's administrative needs, with remaining professional office space generating revenue to recoup the development cost of the site. It is proposed that this option be further explored, and that the Board direct the program team to return within the next six months with a study session that provides an analysis of this scenario. It is also proposed that a budget be reserved by the District to accommodate the initial planning and development required to establish a future District Administrative Support Center.

3.2 PROJECT 1: KINDERGARTEN & SCIENCE RECONFIGURATION

Specific kindergarten Improvements at Brekke, McAuliffe and Ritchen Elementary Schools, K-8 science lab modernizations at Chavez, Curren, and Kamala Elementary Schools, and academy science upgrades at Fremont and Haydock Academies were substantially completed in 2014. The majority of these projects have been closed out with certification by DSA demonstrating that DSA is accepting the work as being performed and completed per the plans and specification. Ritchen was completed over the 2015 summer and certified leaving only Haydock and Fremont with unresolved issues regarding punchlist items.

The District has been working directly with legal counsel to address remaining issues at Haydock and Fremont with the construction manager. District counsel has worked to reschedule subcontractors with the construction manager to complete the remaining scopes of work with much of the remaining electrical punchlist being completed in November 2015. However, some items of work remain incomplete and the District has been directed to go out to bid with the remaining work and pay a separate contractor out of withheld retention funds set aside to address such issues. The bidding process will occur in December 2015 with the final work scheduled to be completed and receive DSA certification in January 2016.

3.3 DRIFFILL RECONFIGURATION

Further improvements to the Driffill campus are required to complete its reconfiguration. Initial improvements consisted of construction of a 29 classroom P/P building in 2014, followed by partial portable removal and demolition of an older classroom wing. The site of the demolished wing had been established for the construction of a new, four classroom kindergarten wing by the Board and DSA. The project was released for public bid in November 2014, was revised for budget and subsequently rebid, and was ultimately placed on hold by the District while budgeting solutions are developed. Concurrently, the District has sought to improve multipurpose room facilities at the site.

3.4 LEMONWOOD RECONSTRUCTION

The Lemonwood reconstruction project provides for the replacement of the aging facilities at the Lemonwood School site with a new 900 student (per State loading standards) grade K-8 school facility that maximizes reimbursements from eligible SFP new construction grants. The Board approved the submittal of design plans to DSA for review in February 2015 for the phased construction and continued use of the facility during construction. In the interim, an environmental review has been completed on the proposed project and a mitigated negative declaration was approved by the Board in November. An agreement with the City has also been approved for use of the adjacent park for student physical education activities during construction.

Final DSA approval of proposed construction drawings was completed in November 2015 after extensive review, including specific foundation and soil testing considerations. Construction has been planned over three phases (30 months) in order to minimize disruption to the existing academic program and accelerate the availability of portions of the completed campus. Phase 1 includes the construction of the main 2-story classroom building, Phase 2 construction provides for the new administration and multi-purpose room buildings, and Phase 3 includes the new kindergarten facilities and final site work, with all phases to be completed by 2018.

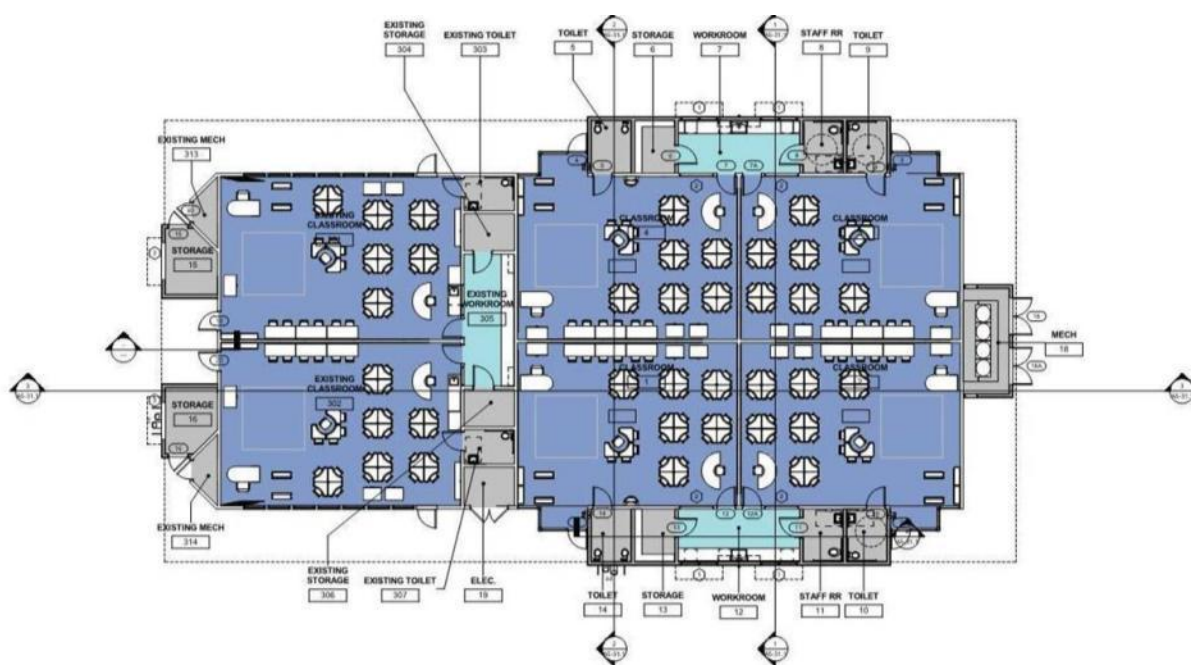
The construction manager has been moving forward to establish a guaranteed maximum price (GMP) for the proposed construction of Lemonwood. They have been actively soliciting pre-bid pricing from professionals in the construction community to provide more accurate GMP information. Discussions have also been held with the architect of record to further review the DSA required changes and approved plans regarding evaluation of proposed costs, the approved budget and the implementation of Assembly Bill (AB) 1565, a new law that went into effect on January 1, 2014.

AB 1565 requires a school district with over 2,500 students to prequalify bidders (General and M/E/P subcontractors) for construction contracts awarded on or after January 1, 2015, if the total project value is \$1,000,000 or more, and if the project is funded, in whole or in part, with State bond funds. As required, the District has entered into a third party contract to more efficiently provide the prequalification documentation and scoring required by (AB) 1565 through an on-line data entry and

scoring process, allowing for the Lemonwood prequalification process to be December 2015. This law affects all future District projects, but exempts Harrington given that it was already in construction prior to enactment of AB 1565.

Under previous action, the Board has adopted required resolutions to proceed with the filing of required applications for State new construction grants for the reconstruction of Lemonwood. Applications are slated to be formally filed with the State, beginning in January 2016 through June when the Early Childhood Development facility component is anticipated to be approved by DSA. Funds received from the submittal of these applications are anticipated to be available for Phase 2 projects based on availability and disbursement.

3.4.1 LEMONWOOD EARLY CHILDHOOD DEVELOPMENT CENTER



The reconstruction of the Lemonwood facility also retains and repurposes Building 3 of the original campus for use as an Early Childhood Development facility. Six modernized classrooms will provide space for enhanced kindergarten programs that may also accommodate transitional kindergarten or preschool programs as may be required by the District. Programming for the facility, a conceptual reconfiguration, and budget were presented to the Board in February 2015, at which time direction was provided to proceed with design of the project.

The same design and preconstruction teams from the Lemonwood Reconstruction were retained by the District for the Lemonwood Early Childhood Development facilities. Plans have been developed, reviewed by the District and delivered to DSA for review in November 2015. Given its potential for dual use, additional review steps were performed with the District to insure that licensing requirements for preschools were met, including the California Department of Social Services licensing requirements for preschool facilities and the required coordination with the local Fire Marshall. Final licensing of the

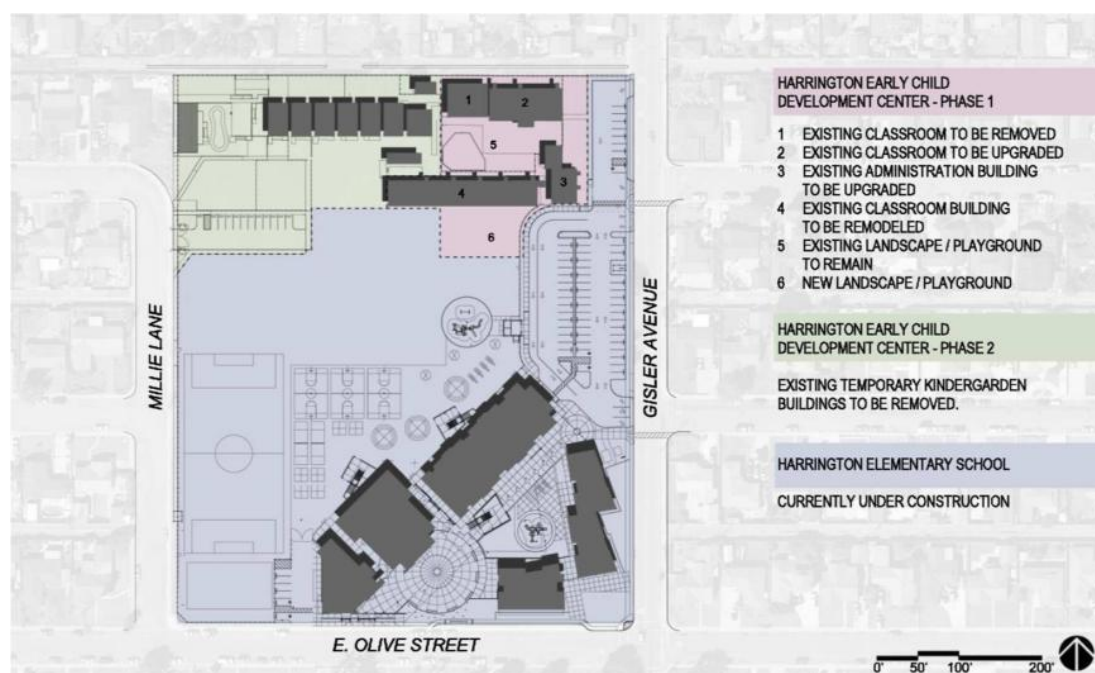
classrooms will occur upon completion of the reconstruction which is scheduled to begin in the summer of 2016 and incorporated within the larger Lemonwood Reconstruction project under an amended GMP agreement. Applications for the use of State grants are anticipated to be filed subsequent to the approval of proposed construction plans by DSA.

3.5 HARRINGTON RECONSTRUCTION

The construction and replacement of the existing Harrington Elementary School with a new 28 permanent classroom, 21st century K-5 facility is nearly complete. The new campus is designed pursuant to Board specifications to serve a capacity of up to 700 students per State standards and to maximize reimbursements from eligible SFP new construction grants. Construction activities began in September 2014 with completion anticipated in December of 2015. The new school replaces one of the oldest schools in the District in order to maintain continued K-5 grade capacity in the area.

Students and teachers are planned to be welcomed onto the new campus in January 2015. The final phase of work includes new parking facilities on the eastern side of the site and completion of the overall field areas. Once students and staff have been moved out of the existing MPR and classroom facilities, those facilities will be demolished making way for the new parking. A temporary construction fence will remain across the northern half of the campus separating students from the remaining buildings that are planned for improvement under the Early Childhood Development project. Plans to address site-wide fencing and completion of landscaping improvements are to be included as part of the Early Childhood Development project. A Grand Opening is planned for the new school facilities in the early part of 2016.

3.5.1 HARRINGTON EARLY CHILDHOOD DEVELOPMENT CENTER



The reconstruction of the Harrington facility retains and repurposes Building 4 of the original campus for use as an Early Childhood Development facility. The same design team from the new Harrington Reconstruction was retained by the District for the Harrington Early Childhood Development facilities. The facility will provide classrooms that meet Board approved specifications for enhanced kindergarten programs that may also accommodate transitional kindergarten or preschool programs as may be required by the District, in particular programs like the current NfL and the Buenaventura Migrant Head Start programs.

Programming for the facility, a conceptual reconfiguration, and an updated budget were presented to the Board in March 2015. The plans were submitted to DSA in November 2015 and are expected for approval in late Spring. Like Lemonwood, Harrington's Early Childhood Development facility went through the added review process to insure that all of the classrooms would meet the District and Department of Social Services requirements for licensing, including local Fire Marshal review. Construction is anticipated to begin upon DSA approval in June 2016, providing for the completion of the entire Harrington campus by December 2016. Final licensing of the classrooms by the Department of Social Services will occur upon completion of the reconstruction. Applications for the use of State grants are anticipated to be filed subsequent to the approval of proposed construction plans by DSA.

3.5.2 FURNITURE, FIXTURE & EQUIPMENT

An extensive inventory of required furniture, fixtures and equipment (FF&E) was developed and presented to the District providing pricing and quantities for all of the FF&E necessary to completely equip the new Harrington facility. District staff were guided on the process of selecting furniture colors, chair glide styles, storage compartment configurations and many other aspects of purchasing furniture for a new campus. IT staff was consulted regarding types of network switching equipment utilized as well as all of the materials and equipment necessary to drive the interactive display systems. Concurrently, quotes were requested of vendors with real time pricing information and documentation for the District to immediately place orders.

Once the FF&E selections were made, a lengthy and careful scheduling process was prepared to manage domestic and international shipping requirements, insuring that all of the items arrived in the timeframe necessary to avoid unnecessary delays in completing the new campus. Furniture was tracked on a weekly basis as it was assembled and shipped from various parts of the globe. Furniture began arriving in November, as scheduled, with the goal of setting up classrooms rooms in time to test and insure that all of the equipment is working properly before January occupancy. Additionally, the arrival afforded the District the opportunity to coordinate with construction personnel on the use of one or two spaces for demonstrating the functionality of the new equipment and teaching the staff how it can be used.

3.6 ELM RECONSTRUCTION



The final project design for the K-5 Elm reconstruction project was presented to the Board and approved in May 2015 for submittal to DSA for review and approval of construction drawings. The project replaces an older school with 25 new permanent classrooms to serve up to 600 students per State standards and to maximize reimbursements from eligible SFP new construction grants. The project has undergone preliminary review by CDE, with final approval anticipated subsequent to DSA approval as planned in January 2016.

Elm reconstruction is anticipated to follow the same work flow pattern as that of the Lemonwood Reconstruction project. The planned GMP bid development and AB 1565 contractor prequalification process, and subsequent completion of a negotiated final GMP will repeat the Lemonwood Reconstruction project strategy once DSA approval is received. A final GMP is anticipated to be provided to the Board for approval in March 2016 and construction scheduled to start in the second quarter of 2016. Applications for the use of State grants are anticipated to be filed subsequent to the approval of proposed construction plans by DSA.

The Elm School Project has the additional unique task of being performed under a project labor agreement (PLA) as directed by the Board in a prior meeting. A PLA requires all contractors be subject to a collective bargaining agreement in a public construction project's bid specifications, whether they are unionized or not. In order to receive a contract, a contractor must sign the agreement and perform accordingly. Performance of the agreement will be subject to a third party to be contracted by the District. The District is in the process of selecting and establishing the third party review and management process.

3.7 MARSHALL NEW CLASSROOM BUILDING



The Board has approved the construction of a twelve (12) classroom building at Marshall to meet the interim 6-8 grade level capacity required until a new middle school is constructed and to provide Marshall with additional classrooms and a long-term K-8 educational program option. Upon completion, the facility will contain 40 permanent classrooms with a capacity to house 900 students per State standard for K-8 school facilities. An environmental review is underway and expected to be completed in February 2016. A design firm has been selected by the Board and construction drawings are underway. Plans are anticipated to be presented to the Board in late winter and submittal to DSA is anticipated in spring 2016.

CDE has reviewed the site and conceptual plans and has provided preliminary approval, pending final review upon approval of the final design drawings by DSA. Applications for the use of State grants is anticipated to be filed subsequent to the approval of proposed construction plans by DSA.

3.8 MULTIPURPOSE ROOM CONSTRUCTION AT P/P K-8 SITES

The Facilities Implementation Program identifies the need to provide modernized or expanded Multipurpose Purpose Room (MPR) facilities that more adequately support the needs of the District's schools, including "Portable to Permanent" (P/P) K-8 facilities. The P/P improvements at these sites were built to replace portable classrooms and not necessarily master planned to accommodate future support facility improvements.



Chavez
 • Acres: 6.1
 • Orig. MPR:
 7,300 sq.ft.



Curren
 • Acres: 10.4
 • Orig. MPR:
 3,800 sq.ft.



Kamala
 • Acres: 8.9
 • Orig. MPR:
 5,100 sq.ft.



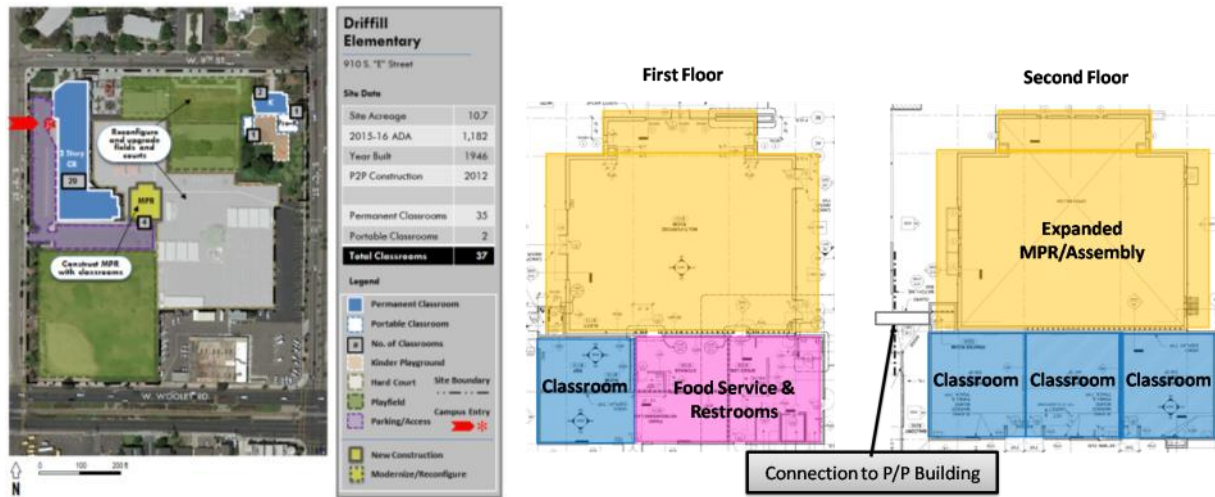
Drifffill
 • Acres: 10.7
 • Orig. MPR:
 6,300 sq.ft.

As part of the June six month report, the Board approved an initial work program to proceed with the selection, planning, siting, and method of construction of potential multipurpose improvements at Chavez, Curren, Kamala and Drifffill. Over the last 6 months, workshop presentations were prepared and provided to the Board to review policy and specific site considerations. Major components include:

- Existing MPR/Food Service facilities are not adequately sized to meet desired District specifications and are located far from the core classroom area
- Parking, classroom facilities, and playground orientation that predate the P/P construction present challenges as to the siting of new improvements
- Over the years additional public improvements have been constructed, often without a vision for the optimal integration of facilities (e.g. parking, solar, outdoor covered eating areas, childcare facilities)
- There is a need enhance play areas and green space as well as minimize further encroachment on existing open space
- In certain cases, relocation of existing improvements may be required as part of accommodating the new K-8 program

At Drifffill, a new MPR/Food Services building is proposed based on a “reuse of plans” approach that expands and site-adjusts the Harrington MPR that was recently completed. Under this approach, the Harrington MPR plans would be repurposed for Drifffill, receiving approximately 1,700 square feet of additional space in order to accommodate the existing population at Drifffill with adequate assembly and food service space. Four 21st Century classroom spaces would also be provided as part of the new

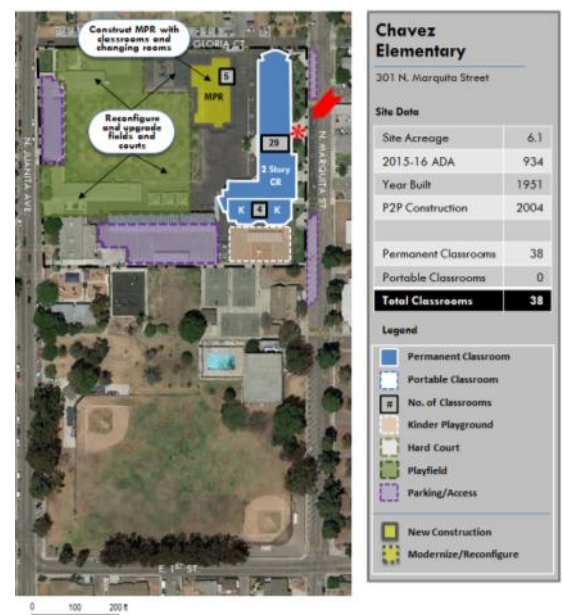
building to further reduce existing portables on the campus. The total estimated cost, as proposed at the Board's October 2015 meeting, is \$5,856,048. Funding of the proposed plan would be dependent on State reimbursements for facilities constructed under Phase 1 and new additional local funds. Master planning, including site selection, design and determination of the method of construction are proceeding.



As with Drifill, the adopted Basic Program under Measure "R" for Chavez calls for only nominal expansion and modernization to the existing 1950's era multipurpose room. The ability to fund these improvements is dependent on State reimbursements for facilities that have already been constructed using 100% of Measure "R" funds. A newly constructed multipurpose facility has been studied at Chavez that would require reserving anticipated reimbursements previously committed to Chavez MPR improvements and combining them with any new sources of funds achieved beyond the Measure "R" Basic Program, either as a result of expanded State Aid resources or new local sources of funding.

A preliminary review of the need for multipurpose room construction at Chavez has been undertaken and presented to the Board for consideration and input. Conceptual facility requirements and site planning options include:

- reuse of the existing MPR building for community use
- improved play area and open space accommodated by potential demolition of an older 4 classroom building and 2 portable classrooms used as physical education changing rooms
- construction of a new multipurpose facility that may also include provisions for changing rooms and up to 5 replacement classrooms and additional program space



Kamala and Curren similarly feature 1950's era multipurpose rooms that are neither adequately sized nor effectively incorporated into each site's P/P facility. In both cases, construction of the P/P building occurred without a vision for integration of the remaining campus facilities, leaving the multipurpose room far from the center of the newly constructed facilities. The District has been continuing to explore multipurpose facility options for each of these campuses that would reserve dollars anticipated for modernization and potentially reutilize these funds toward the construction of new multipurpose facilities better suited to the requirements and specifications of each school. Under this scenario, the reserved Measure "R" funds would accompany new funding sources and be utilized to complete additional portions of each school site to specification. Alternatively, should no additional funds become available, modernization and expansion of each multipurpose room can commence upon receipt of anticipated State reimbursements.



3.9 RECOMMENDATIONS

The following facilities program components are recommended for Board adoption as part of this sixth Semi-Annual Implementation Program Update:

- adopt a budget adjustment of \$180,000 for the costs necessary to produce a new EIR for a 25 acre parcel at the Doris/Patterson site
- approve the shift of planning funds for the development of Southeast K-5 site to the Doris & Patterson project to include required K-5 planning for the new 25 acre location

FUNDING & SEQUENCING

The Facilities Implementation Program is a combination of the Basic and Enhanced Programs. The Basic Program relies on local funding, including developer fees, Mello Roos funds, capital program balances, voter approved Measure R proceeds to implement proposed programs. The Enhanced Program seeks to add to the Basic Program by maximizing State aid reimbursements for modernization and construction of school facilities. In June 2015, the Program was adjusted to accommodate the delayed funding of the State School Facilities Program (SFP), without negatively impacting the Phase 1 improvement schedule or budget. Based on the June 2015 recommendations, the remaining Measure “R” bonds were sold in order to support Phase 1. Estimated grant reimbursements under the SFP program were then shifted to fund Phase 2 and 3 projects.

The overall sequencing and timeline was also adjusted as needed to accommodate changes in implementation, including availability of funding, time constraints for third party approvals, and required design and construction schedules. Key changes included moving the construction of the new Lemonwood campus forward by two (2) years in advance of the original schedule, the planning for proposed multipurpose room improvements at the District’s P2P schools, and the assignment of budget and timelines to undergo studies and reviews associated with prospective land acquisition.

The sections below provide a review of previously adopted master budget and schedule as of the June 2015 and any recommended adjustments as of this December 2015 update.

4.1 ADOPTED MASTER BUDGET

Table 5 illustrates the adopted Program Master Budget based on the Board approved projects and estimated costs as of the June Six Month Update. The costs associated with construction are generally identified as “hard” costs and “soft” costs. Hard costs are resultant from the construction itself (e.g. materials and labor). Soft costs are those costs that are an integral part of the building process and are usually preparatory to, or supportive of, the construction. These include professional fees and other related, but non-construction costs (e.g. design development, legal services, permitting, etc.). In combination, they comprise what is properly called the total “project” cost.

The Adopted Master Budget made substantial modifications to projected sources of funding as well as identified phases of planned improvements. The lack of a State bond to replenish the School Facilities Program until 2016 required moving forward with issuing remaining Measure “R” bonds to support Phase 1 improvements while shifting anticipated State aid reimbursements to Phase 2 and 3 improvements. This adjustment allowed the acceleration of the start and completion of construction for the new Lemonwood K-8 facility

TABLE 5: ADOPTED MASTER BUDGET (FY 2013 – FY 2026)

| Sources | Est. Total | Phase 1 | Phase 2 | Phase 3 |
|---------------------------------|-----------------------|-----------------------|----------------------|----------------------|
| Measure "R" Authorization | | | | |
| Series A | \$ 18,390,000 | \$ 18,390,000 | \$ - | \$ - |
| Series B | \$ 25,500,000 | \$ 25,500,000 | \$ - | \$ - |
| Series C | \$ 15,750,000 | \$ 15,750,000 | \$ - | \$ - |
| Series D | \$ 30,360,000 | \$ 30,360,000 | \$ - | \$ - |
| Measure "L" Authorization | \$ 3,316,728 | \$ 3,316,728 | \$ - | \$ - |
| Measure "M" Authorization | \$ - | \$ - | \$ - | \$ - |
| State Bonds | \$ 285,166 | \$ 285,166 | \$ - | \$ - |
| Est. State Reimbursements | \$ 61,721,398 | \$ - | \$ 33,127,856** | \$ 28,593,542 |
| Est. Developer Fees | \$ 22,121,646 | \$ 10,072,597 | \$ 3,977,819 | \$ 8,071,230 |
| Mello Roos Proceeds | \$ 9,088,089 | \$ 9,088,089 | \$ - | \$ - |
| State Reimbursements (Driffill) | \$ 9,001,083 | \$ 9,001,083 | \$ - | \$ - |
| Est. Interest Earnings | \$ 2,504,158 | \$ 1,173,945 | \$ 1,291,267 | \$ 38,946 |
| Est. Total Sources | \$ 198,038,268 | \$ 122,937,607 | \$ 38,396,942 | \$ 36,703,718 |

| Uses | Est. Total | Phase 1 | Phase 2 | Phase 3 |
|-----------------------------------|-----------------------|-----------------------|----------------------|----------------------|
| Acquire New K-5 Elementary Site | \$ 7,635,282 | \$ 7,635,282 | \$ - | \$ - |
| Acquire New Middle School Site | \$ 335,000 | \$ 335,000 | \$ - | \$ - |
| Acquire New SE Elementary Site | \$ 145,000 | \$ 145,000 | \$ - | \$ - |
| Reconstruct Harrington Elementary | \$ 24,210,522 | \$ 24,210,522 | \$ - | \$ - |
| Reconstruct Elm Elementary | \$ 21,076,943 | \$ 21,076,943 | \$ - | \$ - |
| Reconstruct Lemonwood K-8 | \$ 32,262,636 | \$ 32,262,636 | \$ - | \$ - |
| Marshall K-8 (CR) | \$ 8,097,558 | \$ 8,097,558 | \$ - | \$ - |
| Driffill K-8 (K/MPR) | \$ 6,371,802 | \$ 2,477,832 | \$ 3,893,970 | \$ - |
| Chavez K-8 (SL/MPR) | \$ 2,616,944 | \$ 609,365 | \$ 2,007,579 | \$ - |
| Curren K-8 (SL/MPR) | \$ 5,142,440 | \$ 560,940 | \$ 4,581,500 | \$ - |
| Kamala K-8 (SL/MPR) | \$ 2,637,928 | \$ 553,389 | \$ 2,084,539 | \$ - |
| McAuliffe ES (K/MPR) | \$ 1,777,234 | \$ 336,509 | \$ - | \$ 1,440,725 |
| Brekke ES (K/MPR) | \$ 968,679 | \$ 271,122 | \$ - | \$ 697,557 |
| Ritchen ES (K/MPR) | \$ 3,901,725 | \$ 631,837* | \$ - | \$ 3,269,888 |
| Project 1 Adjustment | \$ 405,851 | \$ 405,851 | \$ - | \$ - |
| Fremont MS (SL/Gym) | \$ 7,353,479 | \$ 1,796,043 | \$ 5,557,436 | \$ - |
| Haydock MS (SL/Gym) | \$ 6,623,903 | \$ 1,066,467 | \$ 5,557,436 | \$ - |
| Marina West ES (K, MPR) | \$ 6,027,002 | \$ - | \$ - | \$ 6,027,002 |
| McKinna ES (K) | \$ 1,307,554 | \$ - | \$ - | \$ 1,307,554 |
| Rose ES (K,MPR) | \$ 7,992,686 | \$ - | \$ - | \$ 7,992,686 |
| Sierra Linda ES (K,MPR) | \$ 5,024,564 | \$ - | \$ - | \$ 5,024,564 |
| Ramona ES (MPR) | \$ 1,755,474 | \$ - | \$ - | \$ 1,755,474 |
| Planning for K-8 MPRs | \$ 175,000 | \$ 175,000 | \$ - | \$ - |
| Technology | \$ 29,201,175 | \$ 11,201,175 | \$ 9,000,000 | \$ 9,000,000 |
| Subtotal | \$ 183,046,382 | \$ 113,848,471 | \$ 32,682,459 | \$ 36,515,451 |
| Program Reserve | \$ 14,991,885 | \$ 9,089,135 | \$ 3,268,246 | \$ 2,634,504 |
| Est. Total Uses | \$ 198,038,268 | \$ 122,937,607 | \$ 35,950,705 | \$ 39,149,955 |
| Est. Ending Fund Balance | \$ 0 | \$ 0 | \$ 2,446,237 | \$ 0 |
| Revised Master Budget | \$ 198,038,268 | | | |

*Includes New Special Day Classroom

**Assumes that only reimbursements for Lemonwood, Harrington, and Land Acquisition are received in Phase 2

earlier than originally planned. Overall, the Adopted Master Budget called for an approximate \$198 million in capital improvements over a three phase program.

Phase 1 spans the period from FY2013-2017 and is well underway. Major work focused on completion of improvements to kindergarten facilities at Ritchen, Brekke, McAuliffe, and Driffill schools, and design and construction of science labs at Chavez, Curren, Kamala, Haydock, and Fremont schools to accommodate the educational reconfiguration plan. State-of-the-art learning resources, including 1:1 mobile devices for all students and teachers were also deployed. The reconstruction of Harrington, Lemonwood, and Elm schools have been designed with the new Harrington opening in January and the other schools starting construction in 2016. A new elementary school site has been purchased and Marshall School is being designed for K-8 enrollment to accommodate future anticipated growth. A planning budget has also been provided to support planning efforts for the conceptual design, siting, and methodology for construction for MPR facilities at the District's P2P schools.

Phase 2 begins in 2018 and extends through the fiscal year ending in 2020 with major work focused on gym improvements at Fremont and Haydock Middle schools and multipurpose rooms improvements at Chavez, Curren, Kamala and Driffill. The replenishment of new technology is likewise included. Phase 2 is highly dependent on the receipt of State aid reimbursements and future Developer Fee collections.

Phase 3 is projected to begin in 2021 and extends through the fiscal year ending in 2026. Major work during this phase includes design and construction of multipurpose room improvements at Marina West, Rose, Sierra Linda, Brekke, McAuliffe, Ramona, and Ritchen schools and improvement of kindergarten facilities at McKinna, Marina West, Rose, and Sierra Linda schools. Funds for the scheduled refresh and deployment of modern classroom technology are also budgeted. Phase 3 is also highly reliant on State aid reimbursements and Developer Fee collections.

4.2 REVISED MASTER BUDGET

The table that follows presents the proposed Revised Master Budget for Board consideration as of the December Program Update report. Overall funding is projected to remain substantially similar to that identified in the prior six month report for all three phases. Proposed uses remain focused on projects previously approved by the Board with the exception of expenditures for the Southeast K-5 school site which has been combined with the new planned 25 acre parcel for the middle school as well. The project budget for this item is also being increased to support the completion of an environmental impact report for the project.

At the direction of the Board, a major modification to the funding program was achieved by issuing the remaining authorization under Measure "R" in order to accelerate the start and construction of the new Lemonwood K-8 facility, absent the receipt of SFP funding to date. In order to sell the remaining Measure "R" bonds, the District submitted and received a waiver request from the State to increase its statutory debt limit, pursuant to Education Code Section 15270. Remaining bonds were sold in June and proceeds are now available to proceed with planned construction.

TABLE 6: REVISED MASTER BUDGET (FY 2013 – FY 2026)

| Sources | Est. Total | Phase 1 | Phase 2 | Phase 3 |
|---------------------------------|-----------------------|-----------------------|----------------------|----------------------|
| Measure "R" Authorization | | | | |
| Series A | \$ 18,390,000 | \$ 18,390,000 | \$ - | \$ - |
| Series B | \$ 25,500,000 | \$ 25,500,000 | \$ - | \$ - |
| Series C | \$ 15,750,000 | \$ 15,750,000 | \$ - | \$ - |
| Series D | \$ 30,360,000 | \$ 30,360,000 | \$ - | \$ - |
| Measure "L" Authorization | \$ 3,316,728 | \$ 3,316,728 | \$ - | \$ - |
| Measure "M" Authorization | \$ - | \$ - | \$ - | \$ - |
| State Bonds | \$ 285,166 | \$ 285,166 | \$ - | \$ - |
| Est. State Reimbursements | \$ 61,721,398 | \$ - | \$ 33,127,856** | \$ 28,593,542 |
| Est. Developer Fees | \$ 22,121,646 | \$ 10,072,597 | \$ 3,977,819 | \$ 8,071,230 |
| Mello Roos Proceeds | \$ 9,088,089 | \$ 9,088,089 | \$ - | \$ - |
| State Reimbursements (Driffill) | \$ 9,001,083 | \$ 9,001,083 | \$ - | \$ - |
| Est. Interest Earnings | \$ 2,458,268 | \$ 1,173,945 | \$ 1,261,128 | \$ 23,195 |
| Est. Total Sources | \$ 197,992,378 | \$ 122,937,607 | \$ 38,366,803 | \$ 36,687,967 |

| Uses | Est. Total | Phase 1 | Phase 2 | Phase 3 |
|------------------------------------|-----------------------|-----------------------|----------------------|----------------------|
| Acquire New K-5 Elementary Site | \$ 7,635,282 | \$ 7,635,282 | \$ - | \$ - |
| Acquire New K-5/Middle School Site | \$ 660,000 | \$ 660,000 | \$ - | \$ - |
| Reconstruct Harrington Elementary | \$ 23,127,171 | \$ 23,127,171 | \$ - | \$ - |
| Reconstruct Elm Elementary | \$ 21,076,943 | \$ 21,076,943 | \$ - | \$ - |
| Reconstruct Lemonwood K-8 | \$ 31,402,250 | \$ 31,402,250 | \$ - | \$ - |
| Marshall K-8 (CR) | \$ 8,097,558 | \$ 8,097,558 | \$ - | \$ - |
| Driffill K-8 (K/MPR) | \$ 6,371,802 | \$ 2,477,832 | \$ 3,893,970 | \$ - |
| Chavez K-8 (SL/MPR) | \$ 2,639,828 | \$ 632,249 | \$ 2,007,579 | \$ - |
| Curren K-8 (SL/MPR) | \$ 5,165,127 | \$ 583,627 | \$ 4,581,500 | \$ - |
| Kamala K-8 (SL/MPR) | \$ 2,687,047 | \$ 602,508 | \$ 2,084,539 | \$ - |
| McAuliffe ES (K/MPR) | \$ 1,777,234 | \$ 336,509 | \$ - | \$ 1,440,725 |
| Brekke ES (K/MPR) | \$ 968,679 | \$ 271,122 | \$ - | \$ 697,557 |
| Ritchen ES (K/MPR) | \$ 3,901,725 | \$ 631,837* | \$ - | \$ 3,269,888 |
| Project 1 Adjustment | \$ 284,586 | \$ 284,586 | \$ - | \$ - |
| Fremont MS (SL/Gym) | \$ 7,380,054 | \$ 1,822,619 | \$ 5,557,436 | \$ - |
| Haydock MS (SL/Gym) | \$ 6,623,903 | \$ 1,066,467 | \$ 5,557,436 | \$ - |
| Marina West ES (K, MPR) | \$ 6,027,002 | \$ - | \$ - | \$ 6,027,002 |
| McKinna ES (K) | \$ 1,307,554 | \$ - | \$ - | \$ 1,307,554 |
| Rose ES (K, MPR) | \$ 7,992,686 | \$ - | \$ - | \$ 7,992,686 |
| Sierra Linda ES (K, MPR) | \$ 5,024,564 | \$ - | \$ - | \$ 5,024,564 |
| Ramona ES (MPR) | \$ 1,755,474 | \$ - | \$ - | \$ 1,755,474 |
| Planning for K-8 MPRs | \$ 175,000 | \$ 175,000 | \$ - | \$ - |
| Harrington CDC | \$ 1,083,351 | \$ 1,083,351 | \$ - | \$ - |
| Lemonwood CDC | \$ 860,386 | \$ 860,386 | \$ - | \$ - |
| Technology | \$ 29,201,175 | \$ 11,201,175 | \$ 9,000,000 | \$ 9,000,000 |
| Subtotal | \$ 183,226,382 | \$ 114,028,471 | \$ 32,682,459 | \$ 36,515,451 |
| Program Reserve | \$ 15,795,926 | \$ 8,909,136 | \$ 3,268,246 | \$ 3,618,544 |
| Est. Total Uses | \$ 197,992,377 | \$ 122,937,607 | \$ 35,950,705 | \$ 39,104,064 |
| Est. Ending Fund Balance | \$ 0 | \$ 0 | \$ 2,416,098 | \$ 0 |
| Revised Master Budget | \$ 197,992,378 | | | |

*Includes New Special Day Classroom

**Assumes that only reimbursements for Lemonwood, Harrington, and Land Acquisition are received in Phase 2

4.2.1 PHASE I MASTER BUDGET & SCHEDULE

The total of budgeted expenditures for Phase 1 improvements presented has remained similar to that in the prior six month update at \$122.9 million. All of the proposed budget adjustments provided for Board consideration as part of the Phase 1 Revised Master Budget are proposed to be made through adjustments to the Program Reserve and total \$180,000. Table 7 below documents these changes and details are provided in the Facilities Program portion of this report.

TABLE 7: PHASE I MASTER BUDGET & SCHEDULE (FY 2013 – FY 2017)

| Project | Adopted Schedule Jan 2013 | Schedule As of Dec 2015 | Budget | Variance |
|--|---------------------------------|-------------------------------|----------------------|-------------|
| Acquire New Sites | | | | |
| Elementary School | 2013 | 2013 | \$7,635,282 | \$0 |
| SE Elementary School | | | \$0 | (\$145,000) |
| K-5 / Middle School | | 2014/16 | \$660,000 | \$325,000 |
| Est. Subtotal Acquire New Sites | | | \$8,295,282 | \$180,000 |
| Design & Reconstruct Sites | | | | |
| Harrington Elem. K-5 | 2013/14 | 2013/14 | \$23,127,171 | \$0 |
| Lemonwood K-8 | 2014/16 | 2014/18 | \$31,402,250 | \$0 |
| Elm Elem. K-5 | 2015/16 | 2014/16 | \$21,076,943 | \$0 |
| Est. Subtotal Design & Reconstruct Sites | | | \$75,606,364 | \$0 |
| Design & Improve K-5 Kindergarten Facilities | 2013/14 | 2013/14 | | |
| Ritchen | | | \$631,837 ** | \$0 |
| Brekke | | | \$271,122 | \$0 |
| McAuliffe | | | \$336,509 | \$0 |
| Driffill | | | \$2,477,832 | \$0 |
| Est. Subtotal Kindergarten Facilities | | | \$3,717,300 | \$0 |
| Design & Construct Science Labs | 2013/14 | 2013/14 | | |
| Chavez Science Labs K-8 | | | \$632,249 | \$22,884 |
| Curren Science Labs K-8 | | | \$583,627 | \$22,687 |
| Kamala Science Labs K-8 | | | \$602,508 | \$49,119 |
| Haydock Science Labs 6-8 & Utility Upgrades | | | \$1,066,467 | \$0 |
| Fremont Science Labs 6-8 & Utility Upgrades | | | \$1,822,619 | \$26,576 |
| Est. Subtotal Science Labs | | | \$4,707,469 | \$121,265 |
| Project 1 Adjustment | | 2015 | \$284,586 | (\$121,265) |
| Childhood Development Center Improvements | | | | |
| Harrington | | 2015 | \$1,083,351 | \$0 |
| Lemonwood | | 2016 | \$860,386 | \$0 |
| Est. Subtotal Pre-Kindergarten Improvements | | | \$1,943,737 | \$0 |
| Marshall K-8 12 Classroom Building | | 2015/17 | \$8,097,558 | \$0 |
| Planning for K-8 MPRs | | 2016 | \$175,000 | \$0 |
| Technology | 2013/16 | 2013/15 | \$11,201,175 | \$0 |
| Program Reserve | 2013 | 2013 | \$8,909,136 | (\$180,000) |
| Est. Total | | | \$122,937,607 | \$0 |

Est. Ending Fund Balance

\$0

*Current dollars

**Includes New Special Day Classroom

Relative to schedule, DSA approval for Lemonwood was granted in November and the completion schedule has moved accordingly to 2018. The land acquisition schedule for the new combined K-5/6-8 site at Doris/Patterson remains extended to accommodate local agency approvals and negotiations for acquisition from the owner.

4.2.2 PHASE II MASTER BUDGET & SCHEDULE

Phase 2 improvements are substantially dependent on State reimbursement of Phase 1 eligible projects. Table 8 demonstrates that those projects remain on schedule and budget. Projects are focused on the construction of MPR's at the Chavez, Curren, Kamala, and Driffill K-8 sites. Additional Gym/MPR facilities are scheduled at Fremont and Haydock middle schools and the technology budget is refreshed to cover ongoing upgrades required to maintain 21st Century Facilities standards.

TABLE 8: PHASE II MASTER BUDGET & SCHEDULE (FY 2018 – FY 2020)

| Project | Adopted Schedule Jan 2013 | Schedule As of Dec 2015 | Budget | Variance |
|--|---------------------------------|-------------------------------|--------------|-----------|
| Design & Construct K-8 Multipurpose Room | | | | |
| Chavez | 2023 | 2020 | \$2,007,579 | \$0 |
| Curren | 2025 | 2020 | \$4,581,500 | \$0 |
| Kamala | 2023 | 2020 | \$2,084,539 | \$0 |
| Driffill | 2023 | 2020 | \$3,893,970 | \$0 |
| Est. Subtotal K-8 Multipurpose Room | | | \$12,567,588 | \$0 |
| Design & Construct 6-8 Gym/MPR | | | | |
| Fremont | 2019 | 2019 | \$5,557,436 | \$0 |
| Haydock | 2021 | 2019 | \$5,557,436 | \$0 |
| Est. Subtotal 6-8 Gym/MPR | | | \$11,114,871 | \$0 |
| Est. Subtotal K-8/6-8 MPR/Gyms | | | \$23,682,459 | \$0 |
| Technology | 2020 | 2020 | \$9,000,000 | \$0 |
| Program Reserve | 2017 | 2018 | \$3,268,246 | \$0 |
| Est. Total | | | \$35,950,705 | \$0 |
| Est. Ending Fund Balance | | | \$2,416,098 | -\$30,139 |

4.2.3 PHASE III MASTER BUDGET & SCHEDULE

Phase 3 projects remain unchanged from the June report. New MPR's and Kindergarten spaces are proposed at Marina West, Rose, Sierra Linda, Brekke, McAuliffe, Ramona and Ritchen Schools. MPR improvements are proposed at McKinna, Marina West, Rose and Sierra Linda. The technology budget is also replenished for the continued upgrade of 21st Century learning spaces. Phase 3 projects may be severely impacted if a new State Bond is not passed in November 2016, as these projects are to be funded from local developer fees and State School Facility Program reimbursements for eligible projects completed as part of Phase 2 improvements.

TABLE 9: PHASE III MASTER BUDGET & SCHEDULE (FY 2021 – FY 2026)

| Project | Adopted Schedule Jan 2013 | Schedule As of Dec 2015 | Budget | Variance |
|--|--|--|---------------------|------------------|
| Design & Construct K-5 Multipurpose Room | | | | |
| Marina West | 2025 | 2026 | \$3,511,836 | \$0 |
| Rose | 2025 | 2024 | \$4,812,469 | \$0 |
| Sierra Linda | 2025 | 2023 | \$3,197,339 | \$0 |
| Brekke | 2025 | 2026 | \$697,557 | \$0 |
| McAuliffe | 2022 | 2022 | \$1,440,725 | \$0 |
| Ramona | 2022 | 2022 | \$1,755,474 | \$0 |
| Ritchen | 2021 | 2021 | \$3,269,888 | \$0 |
| Est. Subtotal K-5 Multipurpose Room | | | \$18,685,288 | \$0 |
| Design & Improve K-5 Kindergarten Facilities | | | | \$0 |
| McKinna | 2022 | 2021 | \$1,307,554 | \$0 |
| Marina West | 2022 | 2021 | \$2,515,166 | \$0 |
| Rose | 2024 | 2022 | \$3,180,218 | \$0 |
| Sierra Linda | 2022 | 2021 | \$1,827,226 | \$0 |
| Est. Subtotal Kindergarten Facilities | | | \$8,830,164 | \$0 |
| Technology | 2025 | 2025 | \$9,000,000 | \$0 |
| Program Reserve | 2021 | 2021 | \$3,618,544 | \$984,040 |
| Est. Total | | | \$40,133,995 | \$984,040 |
| Est. Ending Fund Balance | | | | \$0 |

STATE AID, DEVELOPER FEES & EXPENDITURES

5.1 STATE AID

The State of California provides assistance to eligible school districts in the modernization and new construction of public schools through the School Facilities Program (SFP) through the Office of Public School Construction (OPSC) of the Department of General Services. The bond is primarily financed by periodic voter approved bonds to fund school improvements. All existing bond authority has been exhausted and the program is in need of replenishment. To date, the SFP has more than \$2.0 billion in projects that is beyond the State's current bonding authority, however, a future State bond is anticipated for 2016.

A 2016 State bond has been proposed by the Californians for Quality Schools (CQS) Initiative. This initiative proposes the placement of a \$9 billion State School Bond on the November 2016 ballot, with \$7 billion for K-12 and \$2 billion for community colleges. All necessary signatures were received and verified for the initiative, therefore qualifying the initiative for the November 2016 ballot. Separately, the legislature is continuing its own process to place a school bond measure on a 2016 ballot. Either the CQS initiative or a bill from the legislature will produce a statewide bond in 2016 for voter consideration. CFW continues to track any proposed changes to the existing SFP and to submit applications for funding on behalf of the District.

The Implementation Program has been designed to optimize available and anticipated State grants for planned improvements. The June 2015 update adjusted the Program funding and sequencing to accommodate delayed funding from the State without impacting the Phase 1 improvement schedule or budget. To accommodate the adjustment, additional Measure "R" bonds were issued to support Phase I and anticipated State aid reimbursements from Phase I projects were shifted to fund Phase 2 project improvements.

The District continues to participate in the State program for school modernization and new construction. The Program is subject to periodic adjustment; therefore the district continues to maintain an active role in seeking and navigating the overall process. These programs are summarized below as well as the District's current and projected eligibility for program funding. Applications that have been approved by the District and submitted to OPSC are summarized and projected applications for potential funding of additional projects are also presented.

5.1.1 STATE AID MODERNIZATION ELIGIBILITY UPDATE

The State's Modernization Program provides state funds on a 60-40 state and local sharing basis for improvements that educationally enhance existing school facilities. Eligible projects include modifications such as air conditioning, plumbing, lighting, and electrical systems. Applications are submitted to the Office of Public School Construction in two stages:

1. **Eligibility:** Modernization eligibility is established separately for each school site and requires that permanent facilities be at least 25 years old and portable facilities be at least 20 years old. Students must be enrolled in those facilities based on State classroom loading standards of 25 per classroom for grades K-6 and 27 per classroom for grades 7-8. Once established, site eligibility is not subject to annual review.
2. **Funding:** A district with modernization eligibility may request funding on a 60-40 State grant/local match basis. The pupil grant is currently \$3,939 for grades K-6 and \$4,167 for grades 7-8. Eligible costs include design, construction, educational technology, testing, inspection, furniture and equipment. Limited supplemental funding is available for excessive cost such as fire safety and accessibility improvements. Grant levels are periodically reviewed by the State. Program funding is subject to project performance and certification at the completion of construction.

Table 10 summarizes the District's eligibility for State modernization grants for permanent and portable facilities, provides a summary of submitted applications, and illustrates remaining eligibility after applications are submitted. These are estimated based on an inventory maintained by the District for each school site relative to age of classroom facilities.

To date, two grant applications have been submitted to the State totaling \$998,547 for the Fremont and McCauliffe Project 1 modernization projects. This amount represents the estimated base grant and excludes any additional anticipated allowances (e.g., accessibility, fire code, etc.) which may increase the potential overall grant amount upon apportionment. Overall, approximately 127 classrooms are currently eligible for modernization for approximately \$13.0 million in State grants in support of Phase 1 projects and an additional \$16.5 million is projected for Phase 3 projects.

Taking into consideration the applications filed, total remaining modernization eligibility is estimated to be \$28.4 million over the planned phases of improvements including \$12 million in Phase 1 and \$16.4 million in Phase 3. No eligibility is anticipated for modernization of projects to be improved during Phase 2. All modernization projects require a local match to be provided by the District.

TABLE 10: ESTIMATED MODERNIZATION ELIGIBILITY – CLASSROOMS 60-40 PROGRAM (2015)

| School Site | CRMs | Phase I (FY 2013-17) | | Phase II (FY 2018-20) | Phase III (FY 2021-26) | | Total Amount |
|-------------------------------|------------|-------------------------|---------------------|--------------------------|---------------------------|---------------------|---------------------|
| | | CRMs | Amount | | CRMs | Amount | |
| Brekke | 28 | 0 | | | 28 | \$2,757,300 | \$2,757,300 |
| Chavez | 0 | 0 | | | 0 | | \$0 |
| Curren | 1 | 0 | | | 1 | \$98,475 | \$98,475 |
| Driffill | 0 | 0 | | | 0 | | \$0 |
| Elm | 19 | 0 | | | 19 | \$1,871,025 | \$1,871,025 |
| Frank | 48 | 0 | | | 48 | \$5,400,432 | \$5,400,432 |
| Fremont | 36 | 36 | \$4,050,324 | | 0 | | \$4,050,324 |
| Harrington | 0 | 0 | | | 0 | | \$0 |
| Haydock | 0 | 0 | | | 0 | | \$0 |
| Kamala | 5 | 0 | | | 5 | \$492,375 | \$492,375 |
| Lemonwood | 15 | 8 | \$787,800 | | 7 | \$689,325 | \$1,477,125 |
| Marina West | 14 | 8 | \$787,800 | | 6 | \$590,850 | \$1,378,650 |
| Marshall | 0 | 0 | | | 0 | | \$0 |
| McAuliffe | 35 | 33 | \$3,249,675 | | 2 | \$196,950 | \$3,446,625 |
| McKinna | 14 | 7 | \$689,325 | | 7 | \$689,325 | \$1,378,650 |
| Ramona | 24 | 0 | | | 24 | \$2,363,400 | \$2,363,400 |
| Ritchen | 29 | 27 | \$2,658,825 | | 2 | \$196,950 | \$2,855,775 |
| Rose | 3 | 0 | | | 3 | \$295,425 | \$295,425 |
| Sierra Linda | 16 | 8 | \$787,800 | | 8 | \$787,800 | \$1,575,600 |
| Soria | 0 | 0 | | | 0 | | \$0 |
| Total | 287 | 127 | \$13,011,549 | | 160 | \$16,429,632 | \$29,441,181 |
| Submitted Applications | | | | | | | |
| Project 1 - Fremont | 8 | | \$900,072 | | | | |
| Project 1 - McCauliffe | 1 | | \$98,475 | | | | |
| | 9 | | \$998,547 | | | | |
| Remaining Eligibility | 118 | | \$12,013,002 | | 160 | \$16,429,632 | \$28,442,634 |

*Current dollars

5.1.2 STATE AID NEW CONSTRUCTION ELIGIBILITY UPDATE

The State's New Construction Program provides State funds on a 50/50 state and local sharing basis for eligible projects that add permanent classroom capacity to a school district. The goal is to add capacity to school districts to house students, including the construction of a new school or the addition of classrooms to an existing school. Applications are submitted to the Office of Public School Construction in two stages:

1. **Eligibility:** Eligibility for new construction funding is not site specific and is determined by the gap between a district's projected enrollment and its existing permanent classroom capacity. Classroom capacity is based on State loading standards of 25 students per classroom for grades K-6 and 27 students per classroom for grades 7-8. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the amount of future students and the current ability to house students in permanent facilities. Portable classrooms are not counted by the State as being permanently available to house pupils. Until approved for construction, eligibility is subject to annual review.

2. **Funding:** Once eligibility is approved, a district may apply for funding on a 50/50 State grant/local match basis. The pupil grant is currently \$10,345 for grades K-6 and \$10,942 for grades 7-8, and is counted based on each student found to exceed a district's permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive costs. Grant levels are periodically reviewed by the State.

Table 11 summarizes the District's estimated new construction eligibility based on the latest pupil grant amounts approved by the State. No changes are reported since the June 2015 update. The District is currently eligible for approximately \$69.1 million in new construction grants, including \$58.9 million for grades K-6 and \$10.2 million for 7-8 grade levels. These amounts continue to be subject to a local match requirement by the District equal to the amount of the total State grant. If enrollment continues to grow, the amount of State eligibility for new construction is expected to increase. The estimated eligibility is available district wide, but subject to the availability of funding from the State School Facilities Program.

TABLE 11: ESTIMATED NEW CONSTRUCTION ELIGIBILITY – 50/50 PROGRAM (2015)

| Grade Level | Eligible Pupils | Grant Value (Jan 2015) | *Est. Grant Amount (50%) | Est. Local Match (50%) |
|--------------|-----------------|------------------------|--------------------------|------------------------|
| K-6 | 5,691 | \$10,345 | \$58,873,395 | \$58,873,395 |
| 7-8 | 932 | \$10,942 | \$10,197,944 | \$10,197,944 |
| Total | 6,623 | | \$69,071,339 | \$69,071,339 |

** Does not include State reimbursements for land acquisition.*

5.1.3 NEW CONSTRUCTION GRANT APPLICATIONS

As shown in Table 12, three New Construction applications have been filed with the Office of Public School Construction (OPSC) for a total of \$16.3 million. This amount represents the estimated base grant and excludes any additional anticipated allowances for site development and SDC pupils, which may increase the potential overall grant amount upon apportionment. Taking into consideration the District's total eligibility of \$69 million, it is estimated that \$59 million in eligibility remains based on remaining pupil grants. The State does not deduct pupil grants from the total eligibility for land acquisition, therefore pupil grants are not reported for the Seabridge land purchase and the grant amount is not deducted from the eligibility.

The District has secured its place in line for these applications as part of the State's "Acknowledge List". Per the current regulations, this list represents applications received after November 1, 2012 that exceed the bonding authority remaining for the State. The OPSC reviews these applications to confirm that all necessary documents are provided and then submits the applications to the State Allocation

Board (SAB) for acknowledgment, but not approval. Once bonding authority is replenished, applications are then placed on the SAB for approval and apportionment.

TABLE 12: SUBMITTED NEW CONSTRUCTION GRANT APPLICATIONS (2015)

| | Pupil Grants | | | Est. Grant Amount ¹ |
|--------------------------------------|--------------|------------|--------------|--------------------------------|
| | K-6 | 7-8 | Total | |
| Current Eligibility | 5,691 | 932 | 6,623 | \$69,071,339 |
| <i>Less applications filed for:</i> | | | | |
| Seabridge Land Purchase ² | 0 | 0 | 0 | \$6,517,350 |
| Driffill Kindergarten | 0 | 132 | 132 | \$1,444,344 |
| New Harrington School | 807 | 0 | 807 | \$8,348,415 |
| Total grants used | 807 | 132 | 939 | \$16,310,109 |
| Total grants remaining | 4,884 | 800 | 5,684 | \$59,278,580 |

1. Does not include State reimbursements for land acquisition

2 State reimbursement of 50% of land acquisition costs sought; no pupil grants to be used

Based on planned improvements under Phase 1, additional new construction grant applications are proposed to be filed for reimbursement. Table 13 provides a summary of future anticipated new construction applications to be submitted to the State totaling approximately \$25.2 million for remaining Phase I improvements at Harrington, Elm, Lemonwood and Marshall. All of these projects have been approved by the Board and are in various stages of design or DSA approval.

Absent any other major plan for the use of State grants, a supplemental “use of grants” approach is planned to be utilized at Elm and Lemonwood, which allows the ability to utilize higher pupil loading standards than the State standard on its funding application, as long as those standards are within the approved district’s teacher contract and do not exceed 33 pupils per classroom. A higher loading standard increases the number of pupil grants that the State would allocate to a project, which in turn increases the amount of State funding for that project. Notwithstanding the application, a District is not required to actually load the classroom at the higher local standard when built. By using a higher standard on the application, but a lower standard in the actual loading of classrooms, the share of the project cost shouldered by the State is increased while decreasing that of the District. Utilizing this method is projected to garner approximately \$4.7 million in additional grant funding for Elm and Lemonwood.

Based on the estimated use of pupil grants, approximately \$34 million is estimated to remain for future new construction to address the District’s projected enrollment needs. To obtain State funding, a local match would be required for these future projects, plus any additional amounts necessary to complete the total required school construction costs.

TABLE 13: ANTICIPATED NEW CONSTRUCTION APPLICATIONS

| | Remaining New Construction Grants | | | Grant Amount |
|--|-----------------------------------|------------|--------------|---------------------|
| | K-6 | 7-8 | Total | |
| Remaining pupil eligibility | 4,884 | 800 | 5,684 | \$59,278,580 |
| <i>Less grants for Measure "R" projects to be used at:</i> | | | | |
| Harrington Child Dev Ctr | 38 | 0 | 38 | \$393,110 |
| Elm | 600 | 0 | 600 | \$6,207,000 |
| Elm ("Use of Grants") | 192 | 0 | 192 | \$1,986,240 |
| Lemonwood | 656 | 279 | 935 | \$9,839,138 |
| Lemonwood ("Use of Grants") | 184 | 72 | 256 | \$2,691,304 |
| Lemonwood Child Dev Ctr | 57 | 0 | 57 | \$590,580 |
| Marshall | 108 | 216 | 324 | \$3,480,732 |
| Total grants used | 1,835 | 567 | 2,402 | \$25,188,104 |
| Total grants remaining | 3,049 | 233 | 3,282 | \$34,090,476 |

5.2 DEVELOPER FEES

A developer fee study was presented to the District in March of 2015 recommending a Level 2 developer fee of \$3.06 per square foot of new residential development by the District. The study provided projections estimating that an additional 925 residential units would be constructed over the next five years. Thus far, the Measure "R" program has collected \$6.4 million in residential developer fees that represent approximately 29% of the total projected to be collected under the Measure "R" program for Phase 1, 2, and 3 projects.

The projected rate of growth over the next five year period is less than the average rate of growth that was originally used to establish the District's developer fee over the last 4 years. Although this rate is lower than the historical average experienced by the District, the growth rate could improve and provide additional funds as the economy continues to improve. For purposes of completing Phase 1 projects, the revised Master Budget maintains projected developer fee receipts of approximately \$10.1 million based on the City of Oxnard's projected pace of development. The impact would be seen in Phases 2 and 3 if the economy does not continue to grow and generate a higher development growth rate. All developer fees are calculated within the revised Master Budget to complete Program projects in each phase. If additional residential development occurs beyond the scope of the Measure "R" program, the District may choose to allocate the additional revenue to alternative uses including future Program proposals.

5.3 PROJECT EXPENDITURE TO DATE

A budget and expenditure tracking protocol has been established and utilized for Phase 1 projects under current implementation. As of the June 2015 Semi-Annual Report, the total Phase 1 budget was approximately \$122.9 million, inclusive of the program reserve. Any changes to sources, uses, and schedules included in this report have taken into account actual District expenditures for the respective projects and are tracked against established project budgets. As needed, the program reserve and

estimated ending fund balance will be utilized to accommodate unforeseen, but required budget adjustments.

Table 14 provides a summary report of expenditures made for the Program during the period July 1, 2012 – October 31, 2015. Expenditures made after this period will be accounted for in the next Semi-Annual update. The District's financial system accounts for expenditures by Fiscal Year (July 1 – June 30). The report is organized by Fiscal Year and includes expenditures across various construction funds. It should be noted that expenditures reporting is based on the budget approved as part of the June 2015 Semi-Annual Report. Once the recommended budget adjustments are approved as part of this December 2015 report, subsequent expenditure reports will reflect the revised budget value.

TABLE 14: ESTIMATED PHASE I EXPENDITURES TO DATE

| Project | Adopted Budget | Fiscal Year Expenditures | | | | Total |
|---|----------------------|--------------------------|---------------------|---------------------|----------------------|---------------------|
| | | 2012-13 | 2013-14 | 2014-15 | 2015-16 ¹ | |
| Acquire Site New Elem K-5 | \$7,635,282 | \$7,601,124 | \$34,158 | \$0 | \$13,330 | \$7,648,613 |
| Acquire Site New MS Site | \$335,000 | \$0 | \$14,625 | \$38,873 | \$77,150 | \$130,649 |
| Acquire Site New SE Elem | \$145,000 | \$0 | \$0 | \$3,056 | \$30,807 | \$33,863 |
| Design & Reconstruct Harrington Elem K-5 | \$23,127,171 | \$180,707 | \$1,417,721 | \$12,223,694 | \$3,715,180 | \$17,537,303 |
| Design & Reconstruct Lemonwood Elem K-8 | \$31,402,250 | \$175,006 | \$817,688 | \$1,484,363 | \$300,247 | \$2,777,304 |
| Design & Reconstruct Elm Elem K-5 | \$21,076,943 | \$0 | \$403,304 | \$1,301,284 | \$134,571 | \$1,839,159 |
| Design & Improve K-5 Kindergarten Facilities | | | | | | |
| Ritchen | \$456,837 | \$10,550 | \$63,364 | \$340,753 | \$13,143 | \$427,809 |
| Brekke | \$271,122 | \$11,473 | \$55,041 | \$199,463 | \$3,913 | \$269,890 |
| McAuliffe | \$336,509 | \$10,521 | \$84,984 | \$214,402 | \$6,452 | \$316,359 |
| Driffill | \$2,477,832 | \$51,334 | \$56,711 | \$242,911 | \$0 | \$350,956 |
| Total K-5 Kindergarten Facilities | \$3,542,300 | \$83,877 | \$260,099 | \$997,529 | \$23,508 | \$1,365,013 |
| Design & Construct Science Labs/Academies | | | | | | |
| Chavez | \$632,249 | \$11,733 | \$163,069 | \$443,415 | \$14,033 | \$632,249 |
| Curren | \$583,627 | \$11,733 | \$113,723 | \$445,445 | \$12,726 | \$583,627 |
| Kamala | \$602,508 | \$11,733 | \$148,583 | \$428,652 | \$13,541 | \$602,508 |
| Haydock | \$1,066,467 | \$62,116 | \$294,587 | \$664,459 | \$16,286 | \$1,037,448 |
| Fremont | \$1,822,619 | \$83,074 | \$505,454 | \$1,208,865 | \$327 | \$1,797,720 |
| Total Science Labs/Academies | \$4,707,469 | \$180,388 | \$1,225,415 | \$3,190,835 | \$56,913 | \$4,653,552 |
| Project 1 Remaining Adjustment | \$284,586 | | | | | |
| Pre-Kindergarten Improvements | | | | | | |
| Harrington | \$1,083,351 | \$0 | \$0 | \$0 | \$20,995 | \$20,995 |
| Lemonwood | \$860,386 | \$0 | \$0 | \$0 | \$6,753 | \$6,753 |
| Total Pre-Kindergarten Improvements | \$1,943,737 | \$0 | \$0 | \$0 | \$27,748 | \$27,748 |
| Ritchen New Special Day Classroom | \$175,000 | \$0 | \$0 | \$9,011 | \$86,971 | \$95,982 |
| Marshall K-8 12 Classroom Addition | \$8,097,558 | \$0 | \$0 | \$3,800 | \$52,213 | \$56,013 |
| FF&E Allowance | \$17,694 | \$0 | \$14,455 | \$3,238 | \$0 | \$17,694 |
| Planning related to MPRs for P/P K-8 Schools | \$175,000 | \$0 | \$0 | \$0 | \$59,495 | \$59,495 |
| Technology | \$11,201,175 | \$1,320,563 | \$7,455,662 | \$2,136,011 | \$283,663 | \$11,195,900 |
| Program Planning | \$150,474 | \$150,000 | \$474 | \$0 | \$0 | \$150,474 |
| Program Reserve | \$8,920,968 | | | | | |
| TOTAL | \$122,937,608 | \$9,691,666 | \$11,643,603 | \$21,391,694 | \$4,861,799 | \$47,588,762 |

Notes:

1. Fiscal Year 2015-16 expenditures are as of October 31, 2015

2. Budgets have been adjusted per the June 2015 Semi-Annual Implementation Program Update approved by Board

3. Figures presented above are unaudited

As of October 31, 2015, approximately \$47.6 million has been expended for the Program. The District has also expended approximately \$27.7 million in expenditures outside of the program for other facilities related needs, for a total of \$75.3 million in total construction fund expenditures for the duration of the Program to date. Detailed expenditure reports, broken down into subcategories of spending have been prepared and submitted to District staff, and are available for review by the Board and Citizens Oversight Committee.

RECOMMENDATIONS

6.1 CONCLUSION & RECOMMENDATIONS

Over the next six months of implementation, the Master budget will continue to be monitored and maintained. Expenditure reporting will continue and be updated to reflect recommended budget adjustments provided in this December 2015 report. Budgets will also be reviewed and adjusted, where required, to accommodate actual contract commitments achieved over the next six months. Steps will be taken to continue filing for State funding applications and required agency approvals for project development and construction. Status reports will be provided to the Board as needed.

As part of the formal review process, it is recommended that the Board:

- Accept and adopt the December 2015 Semi-Annual Implementation Program Update as an adjustment to the Facilities Implementation Program as recommended.
- Establish a date at its regularly scheduled December 2015 meeting to consider the next six month update.

EXHIBIT A

PRESENTATIONS, WORKSHOPS & UPDATES TO THE BOARD OF TRUSTEES

The table below contains a listing of presentations, workshops, and updates to the Board of Trustees for the Oxnard School District Facilities Implementation Program. Documentation of all Board activities is provided for the prior six months. For documentation of prior related Board Action items, please reference the same section of previous reports.

| Date | Board Agenda Item | Agenda Description | Purpose | Action |
|-----------|-------------------|---|---|----------|
| 21-Oct-15 | B-2 | Public Hearing – Adoption of Resolution #15-18 Mitigated Negative Declaration and Approving the Mitigation Monitoring and Reporting Program for the Lemonwood Elementary School Reconstruction Project in Compliance with the California Environmental Quality Act | The Board will hold a public hearing to receive and consider any additional comments from the public or interested agencies regarding the Initial Study and Mitigated Negative Declaration | Pending |
| 21-Oct-15 | | Ratification of Work Authorization Letter #004 For The Performance of Certain Testing and Inspection Services To Support The District's Mitigated Negative Declaration for the Lemonwood Elementary School Reconstruction Project, Pursuant to Master Agreement #13-135 with Cardno ATC | Ratify Work Authorization Letter #004 for the Completed Performance of A Phase I Environmental Site Assessment for the Lemonwood Elementary School Reconstruction Project pursuant to Master Agreement #13-135 with Cardno ATC | Pending |
| 21-Oct-15 | D-3 | Approval of Notice of Completion, Ritchen Special Day Classroom Project, Bid #14-04 | Approve the Notice of Completion and authorize the filing of such notice with the County Recorder's Office, for Bid #14-04, Ritchen Special Day Classroom Project with GRD Construction | Pending |
| 21-Oct-15 | D-4 | Ratification of Change Order #1 To Construction Services Agreement #14-21 With Bernards For The Harrington Elementary School Reconstruction Project | Approve Change Order #1 to Construction Services Agreement #14-21 and Guaranteed Maximum Price (GMP) with Bernards for the Harrington Elementary School Reconstruction Project | Pending |
| 21-Oct-15 | D-5 | Approval of Supplemental Work Authorization Letter #001S to WAL #003 and Master Agreement #13-126 with MNS Engineers Inc. For Site Survey and Utility Location Services For The Marshall E.S. 12 Classroom Building | Approve Supplemental WAL #001S for surveying and utility location services per Master Agreement #13-126 with MNS Engineers Inc. | Pending |
| 7-Oct-15 | D-2 | Acceptance of Project and Authorization To Issue Notice of Completion, Project No. 1 Kindergarten and Science Reconfiguration | Accept Project No. 1, Construction Services Agreements Numbers: #13-198, #13-199, #13-200, #13-201, #13-202, #13-203, #13-204, #13-205, and authorize the issuance and filing of a Notice of Completion for the Project with the County Recorder's Office | Pending |
| 7-Oct-15 | D-3 | Consideration and Approval of Agreement #15-115, Caldwell Flores Winters, Inc. - Supplemental Master Construct Program | It is the recommendation of the Superintendent that the Board of Trustees approve Agreement #15-115 between Oxnard School District and Caldwell Flores Winters, Inc., to prepare a Supplemental Master Construct Program | Approved |

| | | | | |
|-----------|-----|--|--|-------------------------|
| 16-Sep-15 | C-3 | Consideration and Approval of Work Authorization Letter #004 For CEQA Compliance Services For Marshall 12 Classroom Building With Tetra Tech Inc. | Approve WAL #004 to Master Agreement #13-132 with Tetra Tech, Inc. | Approved |
| 16-Sep-15 | D-5 | Consideration and Approval of Resolution #15-14 Approving The Final Architectural Drawing for the Harrington Early Childhood Development Center and Authorizing The District To Submit Drawings to DSA and CDE for Administrative Review | Adopt Resolution #15-14 approving the Architectural Drawings for the Harrington Early Childhood Development Center and further direct that the plans be submitted to the Division of the State Architect and the California Department of Education for approval | Approved |
| 16-Sep-15 | D-6 | Consideration and Approval of Resolution #15-16 Approving The Final Architectural Drawing for the Lemonwood Early Childhood Development Center and Authorizing The District To Submit Drawings to DSA and CDE for Administrative Review | Adopt Resolution #15-16 approving the Architectural Drawings for the Lemonwood Early Childhood Development Center and further direct that the plans be submitted to the Division of the State Architect and the California Department of Education for approval | Approved |
| 16-Sep-15 | E-1 | Report On School Site Options For A New Elementary School and Middle School To Accommodate Enrollment Growth | The Board will receive a report on the school site options for a new elementary school and middle school to accommodate enrollment growth. | Presentation /No Action |
| 2-Sep-15 | D-1 | Approval of Resolution #15-10 Acknowledging The State Allocation Board's "Applications Received Beyond Bond Authority List", And Authorizing The Superintendent To Submit Project Approval Application And Project Funding Request Application For The Lemonwood Early Childhood Development Center | Adopt Resolution #15-10 by the Board, acknowledging the State Allocation Board's "applications received beyond bond authority list", and authorizing the Superintendent to submit project approval application and project funding request application for the Lemonwood Early Childhood Development Center | Approved |
| 2-Sep-15 | D-2 | Approval of Resolution #15-11 Acknowledging The State Allocation Board's "Applications Received Beyond Bond Authority List", And Authorizing The Superintendent To Submit Project Approval Application And Project Funding Request Application For The Harrington Early Childhood Development Center | Adopt Resolution #15-11 by the Board, acknowledging the State Allocation Board's "applications received beyond bond authority list", and authorizing the Superintendent to submit project approval application and project funding request application for the Harrington Early Childhood Development Center | Approved |
| 2-Sep-15 | D-3 | Approval of Resolution #15-12 Acknowledging The State Allocation Board's "Applications Received Beyond Bond Authority List", And Authorizing The Superintendent To Submit Project Approval Application And Project Funding Request Application For Marshall 12 Classroom Building | Adopt Resolution #15-12 by the Board, acknowledging the State Allocation Board's "applications received beyond bond authority list", and authorizing the Superintendent to submit project approval application and project funding request application for Marshall 12 Classroom Building | Approved |
| 26-Aug-15 | C-4 | Approval of WAL #003 to Master Agreement #13-124 with CTE South for Preconstruction Geotechnical Services for Marshall E.S. 12 Classroom Building | Approve Work Authorization Letter #003 for Preconstruction Geotechnical Services per Master Agreement #13-124 with CTE South | Approved |
| 26-Aug-15 | C-5 | Approval of WAL #003 to Master Agreement #13-126 with MNS Engineering for Site Survey and Utility Location Services for the Marshall E.S. 12 Classroom Building | Approve Work Authorization Letter #003 for Surveying and Utility Location Services per Master Agreement #13-126 with MNS Engineering | Approved |
| 26-Aug-15 | C-6 | Ratification of Supplemental WAL #001S to Master Agreement #13-122 with Earth Systems for Additional DSA Special Inspection and Testing Services for Harrington Elementary School | Ratify Supplemental Work Authorization Letter #001S for additional DSA Special Inspection and Testing Services for Harrington per Master Agreement #13-122 with Earth Systems | Approved |
| 26-Aug-15 | C-7 | Ratification of WAL #003 to Master Agreement #13-132 with Tetra Tech, Inc. | Ratify Work Authorization Letter #003 to prepare a Pipeline Risk Analysis per Master Agreement #13-132 with Tetra Tech, Inc. | Approved |
| 26-Aug-15 | D-4 | Consider Appointment Of CSDA Design Group As Architect of Record For The Marshall New Classroom Building Project and Approve Agreement #15-89 | approve Agreement #15-89 for Architectural Services with CSDA Design Group, and the proposed project design & site layout | Approved |
| 26-Aug-15 | D-5 | Consider Approval Of Pre-Qualified Firms For Lease Leaseback Preconstruction And Construction Services For The Oxnard School District's Facilities Program | Approve the following prequalified firms, no fiscal impact at this time: Existing Firms/Prequalification Renewed—Bernards; C.W. Driver; Swinerton Builders; New Firms/Prequalification Added— Meehleis Modular Buildings, Inc.; Pinner Construction Co., Inc.; Frank Schipper Construct. Co | Approved |
| 26-Aug-15 | E-1 | K-5 and K-8 Strand Presentation | The Board of Trustees will receive a presentation on the development of the Academy Strand Focuses for the K-5 and K-8 schools. | Presentation /No Action |

| | | | | |
|-----------|------|--|--|----------|
| 5-Aug-15 | D-3 | Approval of Amendment No. 1 to the Preconstruction Services Agreement #13-118 Between The Oxnard School District and Swinerton Builders To Provide Additional Preconstruction Services For The Lemonwood Early Child Development Center Project | Approve Amendment No. 1 to Preconstruction Services Agreement #13-118 with Swinerton Builders to provide Preconstruction Services for the Lemonwood Early Child Development Center | Approved |
| 24-Jun-15 | D-1 | Approval of Oxnard School District 2015-2016 Local Control and Accountability Plan | Approve the LCAP (Local Control and Accountability Plan), as presented | Approved |
| 24-Jun-15 | D-8 | Award of Formal Bid #14-04, Ritchen Elementary School Special Day Classroom (SDC) Project | Award Bid #14-04, Ritchen Elementary School SDC Project, and enter contract with GRD Construction | Approved |
| 24-Jun-15 | D-9 | Consider Approval of WAL #002 for NV5 To Perform DSA Inspector of Record (IOR) Services for Lemonwood Elementary School Reconstruction Project | Approve Work Authorization Letter #002 for the project inspection services at Lemonwood Elementary School Reconstruction per Master Agreement #13-130 with NV5 | Approved |
| 24-Jun-15 | D-10 | Consider Approval of WAL #002 for BTC Labs For Testing and Special Inspection Services for the Lemonwood Elementary School Reconstruction Project | Approve Work Authorization Letter #002 for the materials testing lab and special inspection services of Lemonwood Elementary School Reconstruction per Master Agreement #13-154 with BTC | Approved |
| 24-Jun-15 | D-11 | Consider Approval of WAL #003 for CTE South to Perform Geotechnical Inspection and Testing Services for the Lemonwood Elementary School Reconstruction Project | Approve Work Authorization Letter #003 for the geotechnical inspection and testing services for Lemonwood Elementary School Reconstruction per Master Agreement #13-124 with CTE | Approved |
| 24-Jun-15 | D-12 | Consider Approval of WAL #003 for EORM To Perform Hazardous Materials Monitoring Services for the Lemonwood Elementary School Reconstruction Project | Approve Work Authorization Letter #003 for the hazardous materials monitoring services for Lemonwood Elementary School Reconstruction per Master Agreement #13-134 with EORM | Approved |
| 24-Jun-15 | D-13 | Approval of Resolution #15-05, Rejecting Bids Submitted In Response To Bid #14-03 Drifhill School Kindergarten Building Project | Adopt Resolution #15-05 Rejecting all Bids Submitted In Response to Bid #14-03 Drifhill School Kindergarten Building Project | Approved |
| 24-Jun-15 | D-14 | Request For Approval Of Resolution #15-06 – Authorizing General Obligation Bonds, Election of 2012, Series D | Consider approval of Resolution #15-06 of the Board of Trustees of the Oxnard School District Authorizing the Issuance of the General Obligation Bonds, Election of 2012, Series D and authorizing related documents and actions | Approved |
| 24-Jun-15 | D-15 | Consider Resolution #15-07 Authorizing The Acquisition Of The Site Known As The Doris-Patterson (Teal Club) Site; Authorizing Pursuit Of LAFCO Annexation Of Said Parcel Into The City Of Oxnard; Authorizing A Request For Site Approval From The California Department Of Education; And, authorizing Submission Of An Application For State Aid | Adopt Resolution #15-07 and proceed with the actions set forth in the Resolution | Approved |
| 24-Jun-15 | D-16 | Consider Approval and Adoption of The June 2015 Semi-Annual Facilities Implementation Program Update As An Adjustment To The Facilities Implementation Program | Accept and adopt the June 2015 Semi-Annual Implementation Program Update | Approved |