



July 2016

OXNARD
SCHOOL
DISTRICT

SEMI-ANNUAL IMPLEMENTATION PROGRAM UPDATE

Seventh 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

Board of Trustees

Veronica Robles-Solis, President
Debra M. Cordes, Clerk
Ernest Morrison, Trustee
Denis O'Leary, Trustee
Albert Duff Sr., Trustee

District Administrators

Dr. Cesar Morales, Superintendent
Lisa Cline, Deputy Superintendent, Business and Fiscal Services
Robin Freeman, Assistant Superintendent, Educational Services
Dr. Jesus Vaca, Assistant Superintendent, Human Resources and Support Services
Valerie Mitchell, Chief Information Officer

TABLE OF CONTENTS

PROGRAM OVERVIEW	5
1.1 Educational Program	5
1.2 Facilities Program	7
1.3 Funding & Sequencing	8
1.4 Recommendations	8
EDUCATIONAL PROGRAM	9
2.1 Principal Training Program	9
2.2 Increasing Cognitive Rigor	10
2.3 Ongoing Professional Development	12
2.4 Technology Program Integration	13
FACILITIES PROGRAM	15
3.1 Land Acquisition & Development	15
3.2 Kindergarten & Science Reconfiguration	17
3.3 Drifill Reconfiguration	17
3.4 Lemonwood Reconstruction	18
3.5 Harrington Reconstruction	20
3.6 Elm Reconstruction	21
3.7 Marshall New Grade 6-8 Classroom Building	21
3.8 Master Construct Program	22
FUNDING & SEQUENCING	23
4.1 Adopted Master Budget	23
4.2 Revised Master Budget	25
STATE AID, DEVELOPER FEES & EXPENDITURES	30
5.1 State Aid	30
5.2 Developer Fees	35
5.3 Project Expenditure to Date	35
RECOMMENDATIONS	37
6.1 Conclusion & Recommendations	37
EXHIBIT A	38
Presentations, Workshops & Updates to the Board of Trustees	38

INDEX OF TABLES

Table 1: Adopted Master Budget (FY 2013 – FY 2026)	24
Table 2: Revised Master Budget (FY 2013 – FY 2026)	26
Table 3: Phase I Master Budget & Schedule (FY 2013 – FY 2017)	27
Table 4: Phase II Master Budget & Schedule (FY 2018 – FY 2020)	28
Table 5: Phase III Master Budget & Schedule (FY 2021 – FY 2026)	29
Table 6: Estimated Modernization Eligibility – Classrooms 60-40 Program (2016)	32
Table 7: Estimated New Construction Eligibility – 50/50 Program (2016)	33
Table 8: Submitted New Construction Grant Applications (2016)	34
Table 9: Anticipated New Construction Applications	35
Table 10: Estimated Phase I Expenditures to Date	36

SECTION 1:

PROGRAM OVERVIEW

Caldwell Flores Winters, Inc. (“CFW”) is pleased to present the seventh 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 December 2015 update and the time of this document’s publishing in July 2016. 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 is funded by the **Basic Program** which relies on local funding, including developer fees, Mello Roos funds, capital program balances, voter approved Measure “R” proceeds, plus additions under the **Enhanced Program** which seeks to add to the Basic Program by maximizing State aid reimbursements for modernization and construction of school facilities. The Program is currently operating under the Basic Program to accommodate the delayed funding of the State School Facilities Program (SFP) which is responsible for State funding of school facilities modernization and construction projects.

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
- Open the new Harrington campus, commence construction of the new Lemonwood school, and the submit design plans to the Division of State Architect (DSA) for a grade 6-8 addition to Marshall and new Elm reconstructed campus

1.1 EDUCATIONAL PROGRAM

The Program called for the development of Academic Strand Focus programs at the K-5 elementary schools, Academy programs at the 6-8 middle schools and dual language immersion programs at the K-8

schools and is now beginning its third academic year of educational program development. All schools in the District now have an Academic Strand Focus (K-5 schools) or an Academy (K-8 and 6-8 schools) integrated into the school's overall educational vision, with the programs continuing to mature. The K-8 schools have completed their first year of implementation of their Academy programs and have students in both kindergarten and first grade enrolled in the dual language immersion program.

During the second year of implementation, the work plan called for improving and expanding integrated units for each K-5 Academic Strand Focus school, 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. All of the schools have developed and taught at least one integrated unit. The focus now centers on continuing principal training, increasing the cognitive rigor within the curriculum, ongoing professional development, and integration of the District's technology program, including effective use of 1:1 iPad devices and upgraded classroom learning environments.

Monthly training sessions were held with principals in January, March, and April. Individual meetings were held with principals in February and May to give specific feedback regarding their instructional units. Principals used these techniques with their teachers to refine and enhance the integrated units that were developed. As a result of the training on Project Based Learning (PBL) and its relationship to the Academic Strand Focus and Academy programs, a group of teacher leaders attended a week long training in June designed to teach teachers how to encourage their students' use of problem solving, creativity, and critical thinking while engaged in the curriculum.

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. English language arts, mathematics, and social studies Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) as well as English Language Development (ELD) standards are integrated through student projects that demonstrate mastery of the curriculum standards selected. The focus for the past six months has been on the alignment of the standards, the curriculum, the student projects, and the cognitive rigor of the integrated unit. For the 2016-17 school year, the District will focus staff development on providing more integration of the academic themes and improving instructional strategies in the classrooms.

In coordination with the District's Educational Program, the Technology Program has featured an ongoing integration of new tools, capabilities, and innovations into the design and construction of new classroom facilities. For example, since relocating to the new Harrington campus, students and teachers have been able to utilize learning environments that combine multiple 60" flat-screen AV displays, Apple TV streaming media devices, and District issued iPad mobile computing devices, along concurrently planned classroom enhancements such as floor-to-ceiling, wall-to-wall marker boards, mobile furnishing, and flexible storage. In order to combine and integrate 21st century learning practices, paradigms, and classroom environments with aforementioned efforts to supply increased rigor in integrated units, the District continues to provide teacher training and development opportunities that incorporate these multiple disciplines.

1.2 FACILITIES PROGRAM

To date, all Phase 1 facility improvements are either completed, under construction, or in design. These efforts include the acquisition of the Seabridge elementary school site, the completion of kindergarten and science lab upgrades to 22 classrooms across eight school sites, the opening of the new Harrington campus, and the construction start of the new Lemonwood school. The designs for the grade 6-8 addition to Marshall, and the new Elm campus are in the final stages of DSA review and approval. A new joint elementary and middle school site is also in active negotiation by the District.

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

- The design of a joint use park for the Seabridge property is underway. Efforts to acquire property in the Northwest portion of the District at Doris Avenue and Patterson Road are nearing completion. The District continues to coordinate with various local agencies regarding required annexation efforts for the Doris/Patterson property. The environmental review process is also underway including the preparation of an environmental impact report and evaluation of soil samples and potential impacts associated with the current and historical agricultural use of the Doris/Patterson property.
- The District is continuing to explore and evaluate options to provide administrative office facilities either through retaining the District's current administrative office property and redeveloping the property through a ground-lease arrangement by a third party or constructing replacement facilities as part of the Doris/Patterson site.
- Project 1 improvements including kindergarten and science upgrades were completed in 2014 and have been closed with certification by the DSA. Remaining punch list items at Haydock and Fremont have moved forward with the District self-performing remaining items while coordinating inspection of the final work with the Inspector of Record (IOR).
- The District has been reviewing facilities and financing plans district wide to better house its current and future K-8 enrollment resulting in proposed alternative support facilities to Driffill school. Should the District elect to move in this direction, existing budgets for the Measure "R" Program would need to be increased and consolidated for efficient program phasing. These issues are expected to be resolved as part of the December six-month update.
- In March, the Board approved a Guaranteed Maximum Price (GMP) construction contract for the Lemonwood project followed by an April groundbreaking ceremony celebrating the start of construction. Construction commenced in May and is planned to occur over two phases to minimize disruptions to the ongoing educational program with a scheduled construction completion in 2018. Required environmental studies for the first phase of construction have been completed and similar Phase 2 studies and reviews are underway which are required for final California Department of Education (CDE) approvals. DSA approval of the construction plans for the Early Childhood Development facility is anticipated by August.

- The District celebrated the grand opening of the new Norma Harrington Elementary School for student occupancy in January 2016. The remaining parking facilities, field playground areas, access walkways and exterior lighting were completed in April. The design team submitted exterior perimeter fencing as requested and approved by the Board to DSA in May with DSA approval received in June and an anticipated August completion. DSA approval of the plans for the Early Childhood Development is expected by August with construction anticipated to begin upon DSA approval.
- The Elm reconstruction project has been submitted to DSA and approval is anticipated in August. Upon DSA approval, the project will be scheduled for construction upon Board approval. DSA approval for the Marshall twelve (12) classroom building project is anticipated by end of summer. Upon DSA approval, the District will initiate the proceedings necessary for contractor selection and construction for Marshall.
- Over the last six-month period, the District has been reviewing alternate methods to extend the scope of Measure “R”, and additional funding and sequencing requirements to implement an integrated program for the next set of proposed improvements. In March 2016, the Board adopted a Master Construct Program designed to work in tandem with the Measure “R” Implementation Program. Two major sources of funds have been identified to fund the implementation of the Master Construct Program including matching State grants and the passage of a local general obligation bond measure to provide the local match for eligible State grants and to fund the balance of required improvements.

1.3 FUNDING & SEQUENCING

Overall funding is projected to increase to approximately \$202.4 million, primarily from increased developer fees and anticipated increases in additional residential development within the District’s boundaries. Recent and periodic increases to base State aid grant amounts are also anticipated to benefit the collection of additional sources of funds by the District. Proposed uses remain based on previously approved projects and increases approved by the Board. No changes to the program schedule are recommended at this time.

1.4 RECOMMENDATIONS

It is recommended that the Board:

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

SECTION 2:

EDUCATIONAL PROGRAM

The Program now begins its third academic year of educational program development, and continues to function as the driver of corollary facilities improvements and integrated educational technology designed to further enable the educational mission as first adopted in January 2013. All schools in the District now have an Academic Strand Focus (K-5 schools) or an Academy (K-8 and 6-8 schools) integrated into the school's overall educational vision, with the programs continuing to mature. The K-8 schools have completed their first year of implementation of their Academy programs and have students in both kindergarten and first grade enrolled in the dual language immersion program.

The work plan called for improvement and expansion of integrated units developed during the second year of implementation for each K-5 Academic Strand Focus school, 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. All of the schools have developed and taught at least one integrated unit. The focus now centers on continuing principal training, increasing the cognitive rigor within the curriculum, ongoing professional development, and integration of the District's technology program, including effective use of 1:1 iPad devices and upgraded classroom learning environments.

2.1 PRINCIPAL TRAINING PROGRAM

An ongoing emphasis on staff development for site principals improves the capability of District staff to evaluate curriculum for alignment with the CCSS and NGSS and with the required student projects to demonstrate competency of the standards as well as determine the rigor and depth of knowledge within the curriculum of the integrated units. As leaders of their schools, it is important that principals understand how to evaluate the curriculum and how to impart this knowledge to their teachers for growth and sustainability of the educational program over time. When principals better understand these concepts, they are able to act as more effective role models for their teachers, provide greater resources for staff development, and contribute positively to the educational program, leading to improved student achievement.

In response to the District's need for additional K-5 and K-8 staff development, monthly training sessions held on January 21, March 17 and April 26 and 27 of 2016 built upon the leadership training presented in the fall 2015. In February and May individual meetings were held with principals and specific feedback was given regarding their instructional units. Several goals of the staff development – and its desired impact on the educational programs at each school – were identified, modeled and practiced:

- Evaluate curriculum for rigor and significant depth of knowledge as well as alignment with CCSS and NGSS

- Understand process for determining alignment of student products and projects called for in the integrated units with the CCSS and NGSS and the New Taxonomy
- Develop sample student projects aligned to the CCSS and NGSS that increase cognitive rigor within integrated units
- Recognize the principles of Project Based Learning (PBL) and how these principles might be incorporated into an integrated unit
- Identify effective resources and share them with the District

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. Individual sessions with the principals lasted approximately one hour. The training focused on determining alignment of the CCSS and NGSS with the student projects and products, and evaluating the rigor and depth of knowledge of the instructional units. If the instructional units did not have sufficient depth of knowledge or rigor, principals were guided through a process to determine specifically what could be done to increase the educational value of the curriculum. Finally, the principals used these techniques with their teachers to refine and enhance the integrated units that were developed. In many cases, this process was then used to increase rigor and depth of knowledge for other curriculum teachers were developing.

As a result of the training on Project Based Learning and its relationship to the Academic Strand Focus and Academy programs, the principals determined the need to have a group of teacher leaders attend a week long training that was held in June 2016. This training concentrated on building curriculum units with a focus on the academic theme of a school and incorporation of a high interest driving question aligned to the CCSS and/or NGSS along with a culminating student project that demonstrates mastery of the standards. Instructional strategies were introduced and taught to help teachers guide their students' learning as they engage in real life hands on projects, rather than the traditional lecture or asking students to answer simple questions. The PBL training was designed to teach teachers how to encourage their students' use of problem solving, creativity, and critical thinking while engaged in the curriculum. Requiring students to show mastery of the CCSS and NGSS at a high cognitive level, as demonstrated through student projects related to the theme of the school, will increase the rigor of the educational program in Oxnard.

2.2 INCREASING COGNITIVE RIGOR

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 instructional development within each classroom as well as additional enrichment activities or elective classes offered to students. English language arts, mathematics, and social studies CCSS and NGSS as well as English Language Development (ELD) standards are integrated through student projects that demonstrate mastery of the curriculum standards selected. The focus for the past six months has been on the alignment of the standards, the curriculum, the student projects, and the cognitive rigor of the integrated unit.

To prepare our students for jobs they will enter, classroom curriculum and instruction must be of significant rigor. It must require students to know information, interact with the information and then use the information in a meaningful way. In the 1950's Benjamin Bloom developed a taxonomy to help teachers formulate lessons that practice and develop thinking skills over a range of cognitive difficulty by categorizing questions and activities according to their level of abstraction. To differentiate the taxonomy levels, Bloom used verbs. However, the same verb is used at multiple levels making the level of difficulty not clearly articulated. A new model was developed by Dr. Norman Webb at the Wisconsin Center for Educational Research to more clearly articulate the rigor and depth of knowledge of a lesson. 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. In 2007 Robert Marzano and John Kendall combined the information from Bloom and Webb into a comprehensive structure to determine the cognitive rigor required of a lesson or unit of study and created a model titled the "New Taxonomy." The model contains six levels of cognitive rigor and within each of these levels are the mental processes required along with a clear definition. This New Taxonomy was used in the training sessions with the principals as the guide for determining the cognitive rigor of the integrated units developed.

The integrated units, originally developed by teachers at each site, were reviewed by the entire group of K-5 or K-8 principals during the training sessions. The principals formed a professional learning community by learning from and supporting each other as they took the feedback received on the integrated units and made revisions. The principals then returned to their site and provided the same staff development training for their teachers by guiding them to make needed revisions that required more cognitive rigor of their students. While this process was developed to build high quality integrated units within K-5 Academic Strand Focus 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 alignment of standards, curriculum, rigor and depth of knowledge in instruction across the District.

Utilizing a school focusing on environmental science as an example, the principals explored the process required to add rigor to an existing integrated unit. Consider a second grade integrated unit titled "Life Cycle" with the NGSS Life Science standards used as controlling standards around which the other standards were integrated. In this example, the standard required the students to understand and answer the following questions:

- How do organisms live, grow, and respond to their environment and reproduce?
- How and why do organisms interact with their environment and what are the effects of those interactions?

A reading standard was integrated by having the students read informational texts about animals and plants in their habitats, reading "Johnny Appleseed," and memorizing a poem about seeds. For social studies concepts, the students studied how they are producers and consumers of plants and had discussions about climates. ELD standards were incorporated through the specific use of visual aids and

vocabulary instruction on words students need to learn to understand the science concepts. For math, they measured the height of their plants and graphed the results. Teachers brought in apples, students studied the seeds, and they cooked and ate the apples. Students saw videos of plants, drew plants and their parts, labeled the parts of the plant, and wrote in their journals about each of the activities. A field trip to a farm provided students the opportunity to walk among plants and learn about farm to table concepts as well as the role of producers and consumers. In the culminating project, each student planted seeds in the classroom and in the school garden and watched them grow.

Using the New Taxonomy, the group of principals determined that the overall level of difficulty required of the student to complete the seed and planting project was at the lowest level, Level 1 “Retrieval”, as it only required students show and demonstrate how a plant grows when planting a seed. The level of difficulty for drawing and labeling the plant (if a diagram was not given to the students to follow) as well as for measuring and graphing the height of the plant was identified as Level 2 “Comprehension.”

The principals were then lead through a series of questions to determine what they could do to increase the cognitive rigor of the integrated unit. It was decided that while many of the activities of the lesson were fun and engaging, there was very little cognitive rigor in the lesson, and the final student project did not have students demonstrate mastery of the life science standards selected as the project did not sufficiently respond to the questions asked by the standards.

The principals determined a series of adjustments to the lesson that would raise it to Level 3 “Analysis”, including: having students grow plants under different conditions, charting the results of the plant growth under these conditions, comparing and contrasting the differences, and documenting this in a presentation using their handheld device. Likewise, reaching Level 4 “Knowledge Utilization” would require students to ask and test the hypothesis “What would happen if?” By changing the final student projects, the integrated unit now requires much more cognitive rigor and has alignment with the NGSS.

The principal of the school referenced in the above example took this feedback to the teachers, who applied the same process to modify the integrated unit to include both suggested student projects above. In addition, they added two additional student projects to address both standards: 1) the students had to find an outdoor location where young plants can grow and thrive and explain why they choose the location (Level 4 Knowledge Utilization), and 2) the students had to describe how a change in weather, like extended heat wave, might affect the plant (Level 4 Knowledge Utilization). In addition to changing the final student project, they modified the CCSS, ELA, ELD and math standards that were integrated into the overall unit of study making sure they were very closely aligned with the final student projects. While the overall project took more time to complete, the required level of cognitive rigor increased significantly.

2.3 ONGOING PROFESSIONAL DEVELOPMENT

For the 2016-17 school year, the District will focus staff development on providing more integration of the academic themes and improving instructional strategies in the classrooms. All TK, K, 1st and 2nd grade teachers will receive intensive staff development in the teaching of reading. This training will begin in September and culminate in November 2016 for a total of ten staff development days with three full days

of training for each grade level and one day for TK teachers. The District has adopted McGraw Hill as the new language arts textbook and held a related staff development session in June with another scheduled for August.

In the next six months, all schools will continue to develop their Academic Strand Focus or Academy programs and principals will be provided with individual feedback and training to enable each of the schools to revise their integrated units by October 2016, taking into account the newly adopted language arts curriculum and ELD standards. Beginning in October 2016, trainings will occur again with the principals in various group configurations. Sometimes K-5 principals will meet as a group, with K-8 principals meeting separately, while other training will incorporate groups of a mixed grade level depending on the staff development needs. The goal over the next academic year is to have three integrated units completed at each site, for each grade level, with sufficient cognitive rigor.

2.4 TECHNOLOGY PROGRAM INTEGRATION

In coordination with the District's Educational Program, the Technology Program has featured an ongoing integration of new tools, capabilities, and innovations into the design and construction of new classroom facilities. Historically, schools in the District were designed and built primarily on the basis of meeting code and capacity requirements and conforming technology choices to prevailing traditions of classroom orientation and previous building design. That is why classrooms built prior to the Measure "R" Program, yet completed in the 21st century, featured a basic design and appearance largely similar to 19th and 20th century counterparts, with modern technology and educational programs shoehorned into generally predefined spaces and without consideration for the changes brought about by current educational program needs and the greater freedom from previous technological barriers. To achieve a 21st century classroom environment requires that the traditional design approach be reversed, allowing planning and technology integration to start with the educational program needs and specifications required such that classrooms or school facilities are designed "from the inside-out", first assuring that all functions and innovations sought by the educational program are achieved, followed by necessary considerations to meet code or other requirements generated by the proposed design.

This approach was harnessed for the design and construction of the new Harrington school, which opened to students and teachers in January 2016. For example, since relocating to the new campus, students and teachers at the new Harrington school have been able to utilize learning environments that combine multiple 60" flat-screen AV displays, Apple TV streaming media devices, and District issued iPad mobile computing devices, along concurrently planned classroom enhancements such as floor-to-ceiling, wall-to-wall marker boards, mobile furnishing, and flexible storage.

Teachers have taken advantage of this setup to:

- Project videos from their iPad to one or all displays, using a standard and familiar TV remote control to adjust volume.
- Visually share documents or project images from the textbook, as they would on a document camera, visible by all students on multiple walls of the room at the same time

- Play calming music for students while working on a project
- Experiment with interactive learning applications, virtual field trips, classroom movie-making, along with many other innovative uses of the classroom technology to integrate CCSS curriculum



Teacher of a third-grade class utilizing new technology at Harrington Elementary (Source: Ventura County Star)

Conceptually, the possible technology uses are broad and far reaching when effectively combining the District's 1:1 mobile device technology program with the flexible design approach used in new facilities made possible by the Program. To provide training and professional development opportunities for this new learning environment, the District continues to offer a demonstration classroom at its District office, in addition to the demonstration space established at Haydock.

In order to combine and integrate 21st century learning practices, paradigms, and classroom environments with aforementioned efforts to supply increased rigor in integrated units, the District continues to provide teacher training and development opportunities that incorporate these multiple disciplines. For example, teachers from each K-5 school participated in week long training on Project Based Learning methods in June 2016 provided by the Buck Institute. As teams of teachers began writing integrated units, some used the cloud based online service called Gooru that offers millions of resources and lesson plans. 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. Additionally, more students are reading books online using their iPads from a tool called "MyOn" which allows books to be downloaded while at school and then read while at home. Many of the books students are reading are informational texts related to the Academic Strand Focus or Academy of their school. Several teachers are having students create projects using their iPad to record information such as talking or video, creating "Prezi" presentations, creating movies, and completing research.

SECTION 3:

FACILITIES PROGRAM

To date, all Phase 1 facility improvements are either completed, under construction or in design. These efforts include the acquisition of the Seabridge elementary school site, the completion of kindergarten and science lab upgrades to 22 classrooms across eight school sites, the opening of the new Harrington campus, and the construction start of the new Lemonwood school. The designs for the grade 6-8 addition to Marshall, and the new Elm campus are in the final stages of DSA review and approval. A new joint elementary and middle school site is also in active negotiation by the District. This section provides summaries and updates on the various Phase 1 projects, including those mentioned above.

3.1 LAND ACQUISITION & DEVELOPMENT

The District has succeeded in acquiring a new K-5 site in the Southwest portion of the District at the Seabridge location. Interactions with the City of Oxnard, the District, and the original site developer D.R. Horton continues to complete the design of a joint use park and address requests made from the developer on improvements to the property. Efforts to acquire property in the Northwest portion of the District at Doris Avenue and Patterson Road are nearing completion. Over the next sixth months, the team anticipates continued efforts to coordinate with local and State agencies in order to get necessary approvals and proceed with the planned acquisition of the Northwest site.

3.1.1 SOUTHWEST ELEMENTARY SCHOOL SITE

The District acquired the Southwest School Site in 2013 and has filed a grant application with the State Office of Public School Construction (OPSC) for reimbursement of site acquisition costs. As reported in December 2015, State funding remains oversubscribed, pending replenishment by state wide voters of a statewide bond measure in November 2016. Until then, the District's application for funding remains in cue, subject to the availability of funding.

The developer, D.R. Horton submitted a request to the City of Oxnard to place a drainage retention basin on the District's property. As a result, meetings were held in May and June 2016 with the District and the City of Oxnard's engineering and planning departments to discuss this request from D.R. Horton and the District's concerns. D.R. Horton has also prepared a draft design of the joint use park. At these meetings, the City of Oxnard also committed to collaborate with the District on the design of the joint use park. Over the next sixth months, the City of Oxnard will arrange a meeting to include the District and D.R. Horton to resolve the retention basin concerns and collaborate on the joint park design. These activities are also being coordinated with the District's legal counsel.

3.1.2 DORIS/PATTERSON SCHOOL SITE

The District has elected to proceed with the acquisition of 25 acres located at the intersection of Doris Avenue and Patterson Road. The District has conducted various preliminary environmental studies of the property to assist with evaluating the suitability of site for use as a possible school site. The District has also received preliminary site approval from the CDE with respect to the proposed site. The District and the property owner continue to have fruitful discussions on the acquisition of the site based on a negotiated acquisition price and terms.

The District continues to coordinate with the various local agencies, including the City of Oxnard, and the Ventura County Local Agency Formation Commission (LAFCo) regarding required annexation efforts for the property. Meetings have been held to discuss the required steps to complete the annexation process. The team has also met with the Ventura County Agriculture Commissioner to provide additional information and with the Calleguas Water District to discuss annexation of the Doris/Patterson parcel into the Metropolitan Water District. Over the next sixth months, efforts will continue to coordinate local agency approval efforts, including presentations as needed with LAFCo, City personnel and other required agencies. During this process preliminary architectural design concepts will be required to be developed and will be brought for Board action as needed.

The environmental review process is also underway. As approved by the Board, an environmental consultant has been directed to prepare an environmental impact report of the site. As required by the Department of Toxic Substances Control (DTSC), a Phase I Environmental Site Assessment has been completed and a Level II Environmental Assessment is underway. This work will be overseen by DTSC and will require evaluation of soil samples and potential impacts associated with the current and historical agricultural use of the property. Once completed, this will be presented to the Board for further consideration.

3.1.3 DISTRICT ADMINISTRATIVE FACILITIES

The December 2015 update provided a proposed alternative to the District to explore the option of retaining the District's current administrative office property and redeveloping the property 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. The District is continuing to explore and evaluate this option. Likewise, the ability to construct replacement facilities as part of the Doris/Patterson in order to achieve greater efficiencies and reduced costs is also being explored. Once more information is available for either option, the Board will be presented more detailed information for its consideration and direction.

3.2 KINDERGARTEN & SCIENCE RECONFIGURATION

Kindergarten and science facility improvements were completed in 2014 and have been closed out with certification by the DSA. Additional work was completed at Ritchen over the summer of 2015 and also certified. As of December 2015, remaining punch list items from the assigned construction manager at Haydock and Fremont have moved forward with the District self-performing remaining items while coordinating inspection of the final work with the inspector of record (IOR).

3.3 DRIFFILL RECONFIGURATION

Improvements to the Drifill school were constructed as part of the District's P2P program, including a 29 classroom construction effort and the partial removal of portable classrooms and demolition of an older classroom wing. Additional kindergarten and multipurpose facilities remain to be constructed. The Measure "R" Program originally included a plan to construct a new four classroom kindergarten wing to replace the demolished older classroom wing. The District conducted two public bid attempts for the project and the project was ultimately placed on hold by the District while budgeting solutions were developed. Phase II of the Measure "R" Program also included a budget to provide multipurpose facilities at Drifill.

In the interim, the District has been reviewing facilities and financing plans district wide to better house its current and future K-8 enrollment. These plans would require the construction of a new Drifill gymnasium supplying athletic practice courts, bleachers, physical education changing rooms, a food services preparation kitchen and necessary restrooms. Should the District elect to move in this direction, existing budgets for the Measure "R" Program would need to be increased and Phase 2 improvements would need to be consolidated with Phase 1. These issues are expected to be resolved in November in time for inclusion as part of the December six-month update.



3.4 LEMONWOOD RECONSTRUCTION

The new Lemonwood school will accommodate 900 students in grades K-8, including 28 general purpose classrooms, 4 Kindergarten classrooms, 3 science/flex lab classrooms, and 2 special education classrooms. Specified support facilities, administration areas, media center, food service, multipurpose room, physical education spaces, and restrooms will also be provided.



In March 2016, the Board approved a Guaranteed Maximum Price (GMP) construction contract of approximately \$29.6 million and corresponding lease leaseback agreements for construction of the Lemonwood project.

In April 2016, the District conducted a groundbreaking ceremony celebrating the start of construction. The event was well received by the community. Construction commenced in May 2016 and is planned to occur over two phases to minimize disruptions to the ongoing educational program with a scheduled construction completion in 2018.



Required environmental studies for the first phase of construction have been completed and have received approval from the DTSC. Similar Phase 2 studies and DTSC reviews are underway which are required for final CDE approvals. This will allow for an application to be submitted to OPSC for State aid reimbursement of eligible construction costs.

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. The construction plans were submitted to DSA in November 2015. Since December 2015, the team has conducted a series of coordination efforts to track the progress of the project. The design team anticipates the receipt of final DSA approval by August 2016. Applications for the use of State grants to OPSC are anticipated to be filed subsequent to the approval of the construction plans by DSA.

3.5 HARRINGTON RECONSTRUCTION



The District celebrated the grand opening of the new Norma Harrington Elementary School for student occupancy in January 2016 with a community open house and a media tour for students, community members, and media representatives. Both events were very well received resulting in positive comments and extensive media coverage. Since January, other interested school districts have toured and commented on the innovative 21st century model approaches utilized at the new school for consideration and adaptation at their districts.



The remaining parking facilities, field playground areas, access walkways and exterior lighting were completed in April 2016. Parking areas are now divided by the use of bollards to separate kindergarten traffic from the elementary school traffic. The design team submitted exterior perimeter fencing as requested and approved by the Board to DSA in May with DSA approval received in June, bidding in July, and anticipated completion and installation thereafter in August.

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 facility will provide classrooms for enhanced kindergarten programs that may also accommodate transitional kindergarten or preschool programs as may be required by the District. The plans were submitted to DSA in November 2015 and are expected for approval by August 2016. Applications for the use of State grants to OPSC are anticipated to be filed subsequent to the approval of the construction plans by DSA. Construction is anticipated to begin upon DSA approval and approval of a contractor by the Board.

3.6 ELM RECONSTRUCTION



The Elm reconstruction project replaces an older school with 25 new permanent classrooms to serve up to 600 students per State standards and to maximize reimbursements eligible from the State's SFP new construction grants. The project has been submitted to DSA and approval is anticipated in August. Upon DSA approval, the project will be scheduled for construction upon Board approval. The project is scheduled to be completed within 18 months of award of the construction contract. Award of contract is anticipated to occur in the Fall of 2016.

3.7 MARSHALL NEW GRADE 6-8 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.

The project has been submitted to DSA and the design team received plan check review comments from DSA in June 2016. The design team is currently addressing the plan review comments and anticipates DSA approval by end of summer. Additionally, the District has completed the required California Environmental Quality Act (CEQA) studies and a Mitigated Negative Declaration is scheduled for Board approval in August 2016. Applications for the use of State grants to OPSC are anticipated to be filed subsequent to the approval of the construction plans by DSA. Upon DSA approval, the District will initiate the proceedings necessary for contractor selection and construction.

3.8 MASTER CONSTRUCT PROGRAM

Over the last six-month period, the District has been reviewing alternate methods to extend the scope of Measure “R”, and additional funding and sequencing requirements to implement an integrated program for the next set of proposed improvements for Board consideration. A program has been designed to work in tandem with the Measure “R” Implementation Program by adopting its programmatic goals and facilities specifications, building upon the sources and uses of funds already allocated by the District, and interlacing its scheduling, sequencing, and cash flow requirements to leverage the next level of proposed improvements. At its March 16, 2016 meeting, the Board adopted a Master Construct Program to meet these needs and to direct the next set of facility improvements. These improvements include:

- Construction of two new elementary schools and a new middle school to accommodate existing and increased enrollment growth
- Reconstruction of four remaining K-5 schools built in the 1940s through the 1960s that are in need of replacement to maintain the District’s existing capacity to house students
- Acceleration of the modernization of identified support spaces at the District’s older schools, wherever possible, beyond that contemplated by Measure “R”

Two major sources of funds have been identified to fund the implementation of the Master Construct Program:

- Matching State grants under the SFP for eligible modernization and new construction projects
- Passage of a local general obligation bond measure to provide the local match for eligible State grants and to fund the balance of required modernization and new construction improvements

In total, \$224.9 million in additional program improvements are proposed. Of this amount, approximately \$ 142.5 million in program improvements are proposed to be funded with a new general obligation bond, with the balance available from a combination of available local resources, including State aid reimbursements, local developer fees and remaining bond proceeds. In the interim, the District has requested that the County place a \$142.5 million bond measure on the November 8, for consideration by District voters. Until such time as the new measure is approved by local voters, it is the District’s intent to proceed with the adopted Measure “R” improvement program. The following sections update the Board on the financial status and schedule of implementation for the Measure “R” program.

FUNDING & SEQUENCING

The Measure “R” Program is funded by the Basic Program which relies on local funding, including developer fees, Mello Roos funds, capital program balances, voter approved Measure “R” proceeds, plus an Enhanced Program that seeks to maximize State aid reimbursements for modernization and construction of school facilities as State funds become available. The Program is currently operating under the Basic Program to accommodate the delayed funding of the State’s School Facilities Program (SFP) which is responsible for State funding of school facilities modernization and construction projects. To date all Mello Roos and Measure “R” bond proceeds have been received, and available capital program balances have been applied towards Phase 1 improvements. Local developer fees continue to flow into the program as additional residential construction is approved within the boundaries of the District. State aid reimbursements await additional voter approval in November and legislative action thereafter before Enhanced Program options may be engaged in the funding of Measure “R” Program projects.

The overall Measure “R” projects, sequencing, and timelines continue to be reviewed and adjusted by the Board on a six-month interval since the Program’s inception in 2013. During this period, the District has elected to add the expansion of Marshall Elementary to accommodate grade 6-8 enrollment, and to expand the total amount of kindergarten facilities to the new Harrington and Lemonwood replacement schools. These facilities are also being designed to accommodate pre-school enrollment, if required. The major changes, however, have been the acceleration of the construction of the new Lemonwood campus by two (2) years, the planning for proposed multipurpose room improvements at the District’s P2P schools, and the assignment of budget, timelines, and resources to accelerate the acquisition of a new joint grade K-6 and 6-8 school site facility at Doris/Patterson to better accommodate the current and future District grades K-8 enrollment.

The following components update the Board on the status of the previously adopted master budget and schedule as of the December 2015 six-month review and recommended adjustments for the next six-month period.

4.1 ADOPTED MASTER BUDGET

Table 1 presents the Adopted Program Master Budget as of December 2015 and contains available sources of funding and anticipated expenditures towards project construction. 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 total

adopted budget for all phases is approximately \$197.9 million, of which approximately \$122.9 million is for the current Phase 1.

TABLE 1: 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	\$ 2,458,268	\$ 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

Phase 1 spans the period from FY2013-2017 and is underway. Completed work includes:

- improvements to kindergarten facilities at Ritchen, Brekke, McAuliffe, and Driffill schools, and construction of science labs at Chavez, Curren, Kamala, Haydock, and Fremont schools to accommodate the educational reconfiguration plan
- purchase of the first of two planned elementary school sites to accommodate existing and future District enrollment
- occupancy of the newly constructed Harrington Elementary to replace the prior obsolete facility
- deployment of State-of-the-art learning resources, including 1:1 mobile devices for all students and teachers at every school district wide

Phase 1 projects in progress include:

- construction of the new Lemonwood K-8 school to replace the older existing facility
- approval of design drawings by DSA of the new Elm Elementary and award of contract to construct a new facility to replace the outdated school
- approval of design drawings by DSA of the new Marshall grade 6-8 expansion and award of contract to construct additional classrooms and support improvements
- completion of the acquisition of a joint second elementary school site and an additional middle school site to accommodate existing and future enrollment

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 to accommodate upgrades for 1:1 mobile devices for student and teacher use. Without additional sources of local funding, Phase 2 is highly dependent on the implementation of the Enhanced Program which requires receipt of State aid reimbursements and future developer fee collections for full program implementation.

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, absent additional local funding.

4.2 REVISED MASTER BUDGET

Table 2 below presents the proposed Revised Master Budget for Board consideration as part of the current six-month update report. Total sources of funding are anticipated to increase to approximately \$202.4 million, primarily from increased developer fees and anticipated increases in additional residential development within the District's boundaries. Recent and periodic increases to base State aid grant amounts are also anticipated to benefit the collection of additional sources of funds by the District. Proposed uses remain based on previously approved projects and increases approved by the Board.

TABLE 2: 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	\$ 63,254,458	\$ -	\$ 33,557,908**	\$ 29,696,550
Est. Developer Fees	\$ 24,762,099	\$ 10,429,243	\$ 4,731,785	\$ 9,601,071
Mello Roos Proceeds	\$ 9,088,089	\$ 9,088,089	\$ -	\$ -
State Reimbursements (Drifill)	\$ 9,001,083	\$ 9,001,083	\$ -	\$ -
Est. Interest Earnings	\$ 2,652,028	\$ 1,173,945	\$ 1,349,821	\$ 128,262
Est. Total Sources	\$ 202,359,650	\$ 123,294,253	\$ 39,639,513	\$ 39,425,884

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	\$ 23,596,732	\$ 23,596,732	\$ -	\$ -
Reconstruct Elm Elementary	\$ 21,076,943	\$ 21,076,943	\$ -	\$ -
Reconstruct Lemonwood K-8	\$ 36,275,327	\$ 36,275,327	\$ -	\$ -
Marshall K-8 (CR)	\$ 8,097,558	\$ 8,097,558	\$ -	\$ -
Drifill 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	\$ 188,569,019	\$ 119,371,109	\$ 32,682,459	\$ 36,515,451
Program Reserve	\$ 14,820,561	\$ 3,923,145	\$ 6,957,054	\$ 3,940,363
Est. Total Uses	\$ 202,359,650	\$ 123,294,254	\$ 39,639,513	\$ 39,425,883
Revised Master Budget	\$ 202,359,650			

*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

Major adjustments to the Phase 1 budget are centered on additional project improvements at Harrington which has now been completed and additional adjustments to costs to the Lemonwood project since it

was first budgeted for expenditure in 2012. All of these adjustments have been presented and approved by the Board and are identified below to demonstrate cumulative changes since the last six-month period. The balance of project costs remains the same from the prior six-month period.

TABLE 3: PHASE I MASTER BUDGET & SCHEDULE (FY 2013 – FY 2017)

Project	Adopted Schedule Jan 2013	Schedule As of Jun 2016	Budget	Variance
Acquire New Sites				
Elementary School	2013	2013	\$7,635,282	\$0
SE Elementary School			\$0	\$0
K-5 / Middle School		2014/16	\$660,000	\$0
Est. Subtotal Acquire New Sites			\$8,295,282	\$0
Design & Reconstruct Sites				
Harrington Elem. K-5	2013/14	2013/14	\$23,596,732	\$469,561
Lemonwood K-8	2014/16	2014/18	\$36,275,327	\$4,873,077
Elm Elem. K-5	2015/16	2014/16	\$21,076,943	\$0
Est. Subtotal Design & Reconstruct Sites			\$80,949,001	\$5,342,637
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	\$0
Curren Science Labs K-8			\$583,627	\$0
Kamala Science Labs K-8			\$602,508	\$0
Haydock Science Labs 6-8 & Utility Upgrades			\$1,066,467	\$0
Fremont Science Labs 6-8 & Utility Upgrades			\$1,822,619	\$0
Est. Subtotal Science Labs			\$4,707,469	\$0
Project 1 Adjustment		2015	\$284,586	\$0
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	\$3,923,145	(\$4,985,991)
Est. Total			\$123,294,253	\$356,646

*Current dollars

**Includes New Special Day Classroom

4.2.2 PHASE II MASTER BUDGET & SCHEDULE

Without additional sources of local funding, Phase 2 is highly dependent on the receipt of State aid reimbursements from Phase 1 improvements and future net developer fee collections for full program implementation. As demonstrated in Table 4, projects remain focused on the construction of multipurpose room improvements at Chavez, Curren, Kamala, and Driffill K-8 schools and additional gym/multipurpose room improvements at Fremont and Haydock middle schools. The technology program is also budgeted for ongoing upgrades to maintain 21st Century Facilities standards and connectivity. The majority of these projects are ahead of the original adopted schedule established by the Board in 2013.

TABLE 4: PHASE II MASTER BUDGET & SCHEDULE (FY 2018 – FY 2020)

Project	Adopted Schedule Jan 2013	Schedule As of Jun 2016	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	\$6,957,054	\$3,688,808
Est. Total			\$39,639,513	\$3,688,808

*Current dollars

4.2.3 PHASE III MASTER BUDGET & SCHEDULE

The Phase 3 schedule and budget remain unchanged from the December six-month update report. Once again absent additional local funding, Phase 3 project implementation remains dependent on State aid reimbursements from prior phases and ongoing net developer fees for implementation. This phase is dedicated to provide new multipurpose rooms and kindergarten spaces at Marina West, Rose, Sierra Linda, Brekke, McAuliffe, Ramona and Ritchen Schools and multipurpose room improvements at McKinna, Marina West, Rose and Sierra Linda. The technology budget is also replenished for the continued upgrade of 21st Century learning spaces and student and teacher connectivity. Again, the majority of these projects are ahead of schedule when compared to the original schedule approved by the Board in 2013.

TABLE 5: PHASE III MASTER BUDGET & SCHEDULE (FY 2021 – FY 2026)

Project	Adopted Schedule Jan 2013	Schedule As of Jun 2016	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	\$3,940,363	\$321,819
Est. Total			\$40,455,814	\$321,819

*Current dollars

SECTION 5:

STATE AID, DEVELOPER FEES & EXPENDITURES

5.1 STATE AID

Through the Office of Public School Construction (OPSC), the State of California provides funding assistance to eligible public school districts through the SFP. OPSC operates various programs pursuant to State Law and provides projects to be considered by the State Allocation Board (SAB) for specific funding. Funding is provided to school districts in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs. Pupil grant amounts are periodically reviewed for increase by the SAB.

The program provides new construction and modernization grants to construct new school facilities or modernize existing schools. To receive State grants, a district is required to match the grant portion of the cost of an eligible project from available district funds. This may include proceeds from local general obligation bonds, developer fees, and a district's general fund.

Historically, project funding by the State has been supported through the periodic approval of State bonds for school improvements by California voters. The California for Quality Schools (CQS) initiative is underway to place a \$9 billion K-14 school bond on the November 2016 ballot; including \$3 Billion for K-12 New Construction and \$3 billion for K-12 Modernization. Legislators are also seeking a solution to the school facilities funding issue in the shape of three active bills currently in various committees. It is anticipated that the CQS initiative will be the vehicle by which a ballot measure would be placed before voters. The three proposed legislative bills will continue to be addressed in committees but would eventually be closed out in favor of the CQS initiative. It is anticipated that this ballot measure would be officially placed on the November 2016 ballot by August 2016.

The Implementation Program has been designed to optimize available and anticipated State grants for planned 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 catalogued below and projected applications for potential funding of additional projects are also presented. Estimated grant amounts have been updated to reflect the SAB per pupil annual grant adjustments for 2016.

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 OPSC 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 \$4,049 for grades K-6 and \$4,283 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 6 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.

Since the December 2015 update, the estimated grants for eligible school sites and submitted applications have been updated to reflect the State's 2016 annual adjustment to the per pupil grant amount. To date, two grant applications have been submitted to the State for the Fremont and McAuliffe Phase I modernization projects totaling approximately \$1 million based on the current 2016 per pupil grant amount. 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. As reported in December 2015, approximately 127 classrooms are currently eligible for modernization which could garner approximately \$13.4 million in State grants for Phase 1 improvements based on updated per pupil grant amounts. An additional \$16.9 million in eligibility is projected to be available during Phase 3 project implementation.

Taking into consideration the applications filed, total remaining modernization eligibility is estimated to be \$29.2 million over the planned phases of improvements. All modernization projects require a local match to be provided by the District.

TABLE 6: ESTIMATED MODERNIZATION ELIGIBILITY – CLASSROOMS 60-40 PROGRAM (2016)

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	\$2,834,300	\$2,834,300
Chavez	0	0			0		\$0
Curren	1	0			1	\$101,225	\$101,225
Driffill	0	0			0		\$0
Elm	19	0			19	\$1,923,275	\$1,923,275
Frank	48	0			48	\$5,550,768	\$5,550,768
Fremont	36	36	\$4,163,076		0		\$4,163,076
Harrington	0	0			0		\$0
Haydock	0	0			0		\$0
Kamala	5	0			5	\$506,125	\$506,125
Lemonwood	15	8	\$809,800		7	\$708,575	\$1,518,375
Marina West	14	8	\$809,800		6	\$607,350	\$1,417,150
Marshall	0	0			0		\$0
McAuliffe	35	33	\$3,340,425		2	\$202,450	\$3,542,875
McKinna	14	7	\$708,575		7	\$708,575	\$1,417,150
Ramona	24	0			24	\$2,429,400	\$2,429,400
Ritchen	29	27	\$2,733,075		2	\$202,450	\$2,935,525
Rose	3	0			3	\$303,675	\$303,675
Sierra Linda	16	8	\$809,800		8	\$809,800	\$1,619,600
Soria	0	0			0		\$0
Total	287	127	\$13,374,551		160	\$16,887,968	\$30,262,519
Submitted Applications							
Project 1 - Fremont	8		\$925,128				
Project 1 - McAuliffe	1		\$101,225				
	9		\$1,026,353				
Remaining Eligibility	118		\$12,348,198		160	\$16,887,968	\$29,236,166

*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 OPSC 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 \$10,634 for grades K-6 and \$11,247 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 7 summarizes the District's estimated new construction eligibility based on the latest pupil grant amounts approved by the State. The estimated grant amounts have increased since the December 2015 update based on the 2016 per pupil grant amounts. Currently, the District is eligible for approximately \$71 million in new construction grants, including \$60.5 million for grades K-6 and \$10.5 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 SFP.

TABLE 7: ESTIMATED NEW CONSTRUCTION ELIGIBILITY – 50/50 PROGRAM (2016)

Grade Level	Eligible Pupils	Grant Value (2016)	*Est. Grant Amount (50%)	Est. Local Match (50%)
K-6	5,691	\$10,634	\$60,518,094	\$60,518,094
7-8	932	\$11,247	\$10,482,204	\$10,482,204
Total	6,623		\$71,000,298	\$71,000,298

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

5.1.3 NEW CONSTRUCTION GRANT APPLICATIONS

As reported in December 2015, three New Construction applications have been filed with the OPSC. Table 8 below has been updated to reflect the current 2016 per pupil grant amounts, therefore indicating approximately \$16.6 million in submitted applications, including those for the Seabridge land purchase, the new Harrington School construction, and the Drifill kindergarten building. 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 applications that have been filed, the District's total remaining eligibility is estimated to be \$60.9 million of 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 based on their date of acknowledgement.

TABLE 8: SUBMITTED NEW CONSTRUCTION GRANT APPLICATIONS (2016)

	Pupil Grants			Est. Grant
	K-6	7-8	Total	Amount
Current Eligibility	5,691	932	6,623	\$71,000,298
<i>Less applications filed for:</i>				
Harrington School	807	0	807	\$8,581,638
Driffill Kindergarten	0	132	132	\$1,484,604
			Subtotal	\$60,934,056
<i>Plus Seabridge Land Purchase¹</i>				\$6,517,350
Total	807	132	939	\$67,451,406
Total grant amount remaining	4,884	800	5,684	\$60,934,056

1. No pupil grants required

Additional new construction grant applications are proposed to be filed for reimbursement for Phase 1 projects. Based on current 2016 per pupil grant amounts, Table 9 provides a summary of anticipated future new construction applications to be submitted to the State totaling approximately \$25.9 million for remaining Phase I improvements that have been approved by the Board. A supplemental “use of grants” approach is planned to be utilized at Elm and Lemonwood, allowing a higher pupil loading standard to be applied against eligible pupil grants. While a higher pupil loading standard is used to qualify, the District will not be required to operate these facilities at a different rate than it would otherwise use. Utilizing this method is projected to garner approximately \$4.8 million in additional grant funding for Elm and Lemonwood. The filing of these project applications is pending receipt of final State approval of the listed projects which are in varying stages of review and approval by DSA, DTSC, and CDE.

Assuming all applications are filed as identified in Table 9, approximately \$35 million is estimated to remain for future new construction applications for phases 2 and 3. To obtain State funding for all applications, a local match would be required for all future projects, plus any additional amounts necessary to complete the total required school construction costs.

TABLE 9: ANTICIPATED NEW CONSTRUCTION APPLICATIONS

	Remaining New Construction Grants			Grant Amount
	K-6	7-8	Total	
Remaining pupil eligibility	4,884	800	5,684	\$60,934,056
<i>Less grants for Measure "R" projects to be used at:</i>				
Harrington Child Dev Ctr	38	0	38	\$404,092
Elm	600	0	600	\$6,380,400
Elm ("Use of Grants")	192	0	192	\$2,041,728
Lemonwood	656	279	935	\$10,113,817
Lemonwood ("Use of Grants")	184	72	256	\$2,766,440
Lemonwood Child Dev Ctr	57	0	57	\$607,079
Marshall	108	216	324	\$3,577,824
Total grants used	1,835	567	2,402	\$25,891,380
Total grants remaining	3,049	233	3,282	\$35,042,676

5.2 DEVELOPER FEES

In April 2016, the Board adopted a School Facilities Needs Analysis recommending a Level 2 developer fee of \$3.64 per square foot of new residential development by the District. The study projects approximately 1,410 residential units being constructed over the next five years. Over the remaining duration of the Program, approximately \$16.5 million in additional developer fee revenues is projected to be collected and made available to Measure "R" or similar improvements.

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

Table 10 provides a summary report of expenditures made for the Program during the period July 1, 2012 – May 31, 2016. 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 December 2015 Semi-Annual Report. Once the recommended budget adjustments are approved as part of this June 2016 report, subsequent expenditure reports will reflect the revised budget value.

TABLE 10: 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	\$7,637,542	\$34,158	\$0	\$35,786	\$7,707,486
Acquire Site New K-5/MS	\$660,000	\$0	\$14,625	\$37,345	\$394,553	\$446,523
Design & Reconstruct Harrington Elem K-5	\$23,127,171	\$139,899	\$1,442,359	\$12,200,915	\$9,066,061	\$22,849,234
Design & Reconstruct Lemonwood Elem K-8	\$31,402,250	\$157,961	\$851,793	\$1,484,526	\$625,855	\$3,120,135
Design & Reconstruct Elm Elem K-5	\$21,076,943	\$0	\$345,491	\$1,190,469	\$298,486	\$1,834,446
Design & Improve K-5 Kindergarten Facilities						
Ritchen	\$456,837	\$13,654	\$67,247	\$341,085	\$16,563	\$438,549
Brekke	\$275,039	\$12,129	\$57,297	\$199,600	\$6,013	\$275,039
McAuliffe	\$336,509	\$12,022	\$87,050	\$214,676	\$8,898	\$322,646
Driffill	\$2,477,832	\$51,334	\$56,711	\$242,911	\$0	\$350,956
Total K-5 Kindergarten Facilities	\$3,546,217	\$89,139	\$268,304	\$998,272	\$31,474	\$1,387,189
Design & Construct Science Labs/Academies						
Chavez	\$645,988	\$17,030	\$166,275	\$443,411	\$19,273	\$645,988
Curren	\$595,797	\$16,436	\$116,426	\$445,450	\$17,485	\$595,797
Kamala	\$615,619	\$16,401	\$152,274	\$428,645	\$18,299	\$615,619
Haydock	\$1,066,467	\$63,118	\$297,214	\$664,478	\$23,810	\$1,048,620
Fremont	\$1,822,619	\$73,299	\$487,250	\$1,229,845	\$17,060	\$1,807,453
Total Science Labs/Academies	\$4,746,489	\$186,284	\$1,219,438	\$3,211,828	\$95,927	\$4,713,476
Project 1 Remaining Adjustment	\$241,649					
Pre-Kindergarten Improvements						
Harrington	\$1,083,351	\$0	\$0	\$18,608	\$95,403	\$114,011
Lemonwood	\$860,386	\$0	\$0	\$9,501	\$14,276	\$23,778
Total Pre-Kindergarten Improvements	\$1,943,737	\$0	\$0	\$28,109	\$109,679	\$137,788
Ritchen New Special Day Classroom	\$175,000	\$0	\$0	\$15,938	\$101,339	\$117,278
Marshall K-8 12 Classroom Addition	\$8,097,558	\$0	\$0	\$95,243	\$535,245	\$630,488
FF&E Allowance	\$5,373	\$0	\$4,482	\$891	\$0	\$5,373
Planning related to MPRs for P/P K-8 Schools	\$175,000	\$0	\$0	\$0	\$185,462	\$185,462
Technology	\$11,201,175	\$1,330,841	\$7,462,478	\$2,128,158	\$261,721	\$11,183,198
Program Planning	\$150,474	\$150,000	\$474	\$0	\$0	\$150,474
Program Reserve	\$8,753,289					
TOTAL	\$122,937,607	\$9,691,666	\$11,643,603	\$21,391,694	\$11,741,587	\$54,468,550

Notes:

1. Fiscal Year 2015-16 expenditures are as of May 31, 2016

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

3. Figures presented above are unaudited

As of May 31, 2016, approximately \$54.5 million has been expended for the Program. The District has also expended approximately \$27.9 million in expenditures outside of the program for other facilities related needs, for a total of \$82.4 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 enforced. Expenditure reporting will continue and be updated to reflect recommended budget adjustments provided in this July 2016 report. Budgets will also be reviewed and adjusted, where required, to accommodate actual contract commitments approved by the Board over the next six-month period. Steps will continue to be taken to file for eligible State aid 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 July 2016 Semi-Annual Implementation Program Update as an adjustment to the Program.
- Establish a date at its regularly scheduled December 2016 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 and additionally includes Program related items from November and December 2015 as these were not finalized at time of publishing the prior report. For documentation of prior related Board Action items, please reference the same section of previous reports.

Date	Board Agenda Item	Agenda Description	Purpose	Action
22-Jun-16	D-7	Ratification of Supplemental Work Authorization Letter #2-S ("WAL #2-S") for Agreement #13-123 for Koury Engineering & Testing, Inc	Request that the Board of Trustees ratify Supplemental Work Authorization Letter #2-S to Agreement #13-123 with Koury Engineering & Testing, Inc., for additional Geotechnical Testing, Observation and Inspection services completed for the Harrington Reconstruction Project	Approved
22-Jun-16	D-6	Ratification of Supplemental WAL #001 to WAL #005 with ATC Group Services LLC for the Lemonwood School Reconstruction Project	Request that the Board of Trustees ratify Supplemental WAL #001 to WAL #005 with ATC Group Services LLC, for the preparation of an addendum to the Preliminary Environmental Assessment (PEA) for the Lemonwood School Reconstruction Project	Approved
1-Jun-16	D-3	Ratification of Modification To GMP/Change Order #5 To The Construction Services Agreement #14-21 with Bernards for the Harrington Elementary School Reconstruction Project	Request that the Board of Trustees ratify the Modification to the GMP via Change Order #5 to the Construction Services Agreement with Bernards for the Harrington Elementary School Reconstruction Project.	Approved
18-May-16	C-2	Approval of Amendment #1 to Agreement #14-88 with Mobile Modular Corporation for a twelve (12) month extension to lease one (1) 24' x 60' portable classroom building at Harrington Elementary School Interim Preschool Facility.	Extend the lease agreement with Mobile Modular LeasingCorp. For a period of One (1) Year for one 24'x60' Modular Building in use at the Harrington Interim Pre-School Facility	Approved
18-May-16	C-5	Ratification of WAL #005 with ATC Group Services LLC for Preparation of An Addendum to the Preliminary Environmental Assessment for the Lemonwood School Reconstruction Project	Request that the Board of Trustees ratify WAL #005 with ATC Group Services LLC for the preparation of an addendum to the Preliminary Environmental Assessment (PEA) for the Lemonwood School Reconstruction Project	Approved
4-May-16	D-2	Consideration and Approval of Amendment #001 to Agreement #13-121 for SVA Architects to Provide Additional Architectural Services for the Elm Reconstruction Project for Additional Architectural and Engineering Services to Provide Revised Plans for the Kitchen	Request that the Board of Trustees approve Amendment #001 to Agreement #13-121 with SVA Architects to complete additional services for the Elm Reconstruction Project for additional architectural and engineering services to provide revised plans for the kitchen redesign.	Approved
20-Apr-16	C-5	Setting of Date for Public Hearing for the Mitigated Negative Declaration as Prepared for the Marshall Elementary School New Classroom Building Project	Request that the Board of Trustees set the date of May 18, 2016, for a public hearing during their regular meeting to receive public comment on the Mitigated Negative Declaration prepared for the Marshall Elementary School New Classroom Building Project.	Approved
20-Apr-16	C-7	Authorize Superintendent to Make Certain Non-Substantive Changes to the Construction Service Agreement and Sublease Agreement between Swinerton Builders, Inc., and the Oxnard School District for the Construction of the Lemonwood K-8 School	A recommendation to the Board of Trustees to authorize the Superintendent to make certain changes to the construction documents including modifying the sublease payment schedule and certain non-substantive changes to the construction documents.	Approved
20-Apr-16	D-2	Approval of WAL #004 for Preparation of a Preliminary Environmental Assessment with ATC Group Services LLC for the Doris/Patterson Site	Request for the Board of Trustees to approve WAL #004, for the Preparation of a Preliminary Environmental Assessment (PEA) for the Doris/Patterson Site per Master Agreement #13-135 with ATC Group Services LLC	Approved
20-Apr-16	D-4	Consideration and Approval of Form of Agreement for Purchase and Sale of Real Property and Joint Escrow Instructions and Delegation of Authority to Superintendent to Execute the Agreement	Request that the Board of Trustees approve the Agreement for the Purchase and Sale of Real Property and Joint Escrow Instructions and authorize the Superintendent to execute the Agreement consistent with the authority delegated to him by the Board of Trustees.	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
16-Mar-16	A-7	Study Session – Presentation of Voter Opinion Survey Results By Caldwell Flores Winters, Inc	The Board of Trustees received a presentation on the results of the scientific, random sample opinion survey undertaken to identify voter support for planned district improvements. The survey was conducted by Luce Research, LLC.	Pending
16-Mar-16	C-5	Setting of Date for Public Hearing to Present the Results of a Preliminary Environmental Assessment for the Lemonwood Elementary School Reconstruction Project	Request that the Board of Trustees approve setting the date of April 20, 2016 for a Public Hearing to present the Preliminary Environmental Assessment results for the Lemonwood Elementary School Reconstruction Project.	Approved
16-Mar-16	D-1	Approval and Adoption of Resolution #15-29 of the Board of Trustees of the Oxnard School District Authorizing the Purchase of Certain Real Property Located at the Corner of Doris Avenue and Patterson Road and Directing Actions That Are Necessary Prerequisites to Achieve CEQA Compliance, LAFCO Approval, and OPSC Reimbursement	Requesting that the Board of Trustees approve and adopt Resolution #15-29 and proceed with the acquisition of the property in question, proceed with annexation of the property into the City of Oxnard's territorial jurisdiction and secure the necessary agency approvals for the site	Approved
16-Mar-16	D-2	Approval of Master Construct Program by Caldwell Flores Winters, Inc	Request for the Board of Trustees approve and adopt the Master Construct Program report as presented.	Approved
2-Mar-16	C-6	Ratification of Work Authorization Letter #004 for Surveying Services at the Proposed New Middle School Academy Site at Doris and Patterson Road Pursuant to Master Agreement #13-126 with MNS Engineers, Inc	Board of Trustees ratify WAL #004 for surveying services at the Proposed New Middle School Academy per Master Agreement #13-126 with MNS Engineers, Inc.	Approved
2-Mar-16	D-1	Approval of Agreement #15-196 – Caldwell Flores Winters, Inc.	Board of Trustees approve Agreement #15-196 with Caldwell Flores Winters, Inc., to undertake a scientific, random sample opinion survey to identify voter support for planned district improvements	Approved
2-Mar-16	D-2	Consideration and Approval of Amendment #002 to Agreement #12-231 for SVA Architects –Lemonwood School Reconstruction	Board of Trustees approve Amendment #002 to Agreement #12-231 with SVA Architects to complete additional services for the Lemonwood School Reconstruction Project for additional architectural and engineering services to provide revised plans for the Kitchen re-design	Approved
2-Mar-16	D-5	Consideration and Approval of Agreements #15-198, #15-199, #15-200 Between the Oxnard School District and Swinerton Builders To Provide Lease-Leaseback Construction Services for the Lemonwood E.S. Reconstruction Project	Board of Trustees approve the LeaseLeaseback Agreements #15-198, #15-199, and #15-200, with Swinerton Builders to provide Construction Services related to the Reconstruction of Lemonwood K-8 School, under the Measure "R" Program utilizing the Lease-Leaseback method of delivery, pursuant to Section 17406	Approved
17-Feb-16	D-3	Ratification of Change Order #004, Harrington Elementary School Reconstruction Project	Request for the Board of Trustees to ratify Change Order #004, to Agreement #14-21, Harrington Elementary School Reconstruction Project with Bernards	Approved
17-Feb-16	D-5	Request For Approval of Resolution #15-25 Authorizing The Execution, Delivery and Sale of Certificates of Participation In The Maximum Aggregate Principal Amount of \$8,000,000.00 To Acquire and Improve Real Property and Approving Related Documents and Actions	Board of Trustees consider approval of Resolution #15-25 of the Board of Trustees of the Oxnard School District Authorizing the Execution, Delivery and Sale of Certificates of Participation in the Maximum Aggregate Principal Amount of \$8,000,000.00 to acquire and improve real property and approving related documents and actions,	Approved
17-Feb-16	E-1	Update Master Construct Program	The Board of Trustees received a presentation on the Master Construct Program from Caldwell Flores Winters, Inc.	Pending
3-Feb-16	D-4	Consideration and Approval of Resolution #15-23 of the Board of Trustees of the Oxnard School District Approving the Final Architectural Drawings for the Marshall New Classroom Building Project of the Facilities Implementation Program and Authorizing the District to Submit the Drawings To The Division of the State Architect	Request Approval from the Board of Trustees for the Architectural Drawings for the Marshall New Classroom Building Project and further direct that the plans be submitted to the Division of the State Architect and the California Department of Education for approval.	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
20-Jan-16	D-3	Consider Approval And Adoption Of The December 2015 Semi-Annual Implementation Program Update As An Adjustment To The Facilities Implementation Program	It is the recommendation of the District Superintendent and the Assistant Superintendent, Business & Fiscal Services, that the Board accepts and adopts the December 2015 Semi-Annual Implementation Program Update.	Approved
20-Jan-16	E-1	Report on Potential 2016 Certificates of Participation (COP)	The Board of Trustees received a presentation regarding the feasibility of exploring Certificates of Participation (COPs) as an option for acquisition of the Doris & Patterson potential middle school site.	Pending
16-Dec-15	5	Board Master Construct Facilities Planning Session	The Board, Administration and representatives of Caldwell Flores Winters, Inc. participated in a workshop designed to review the facilities projects in the Oxnard Master Construct Program	Pending
9-Dec-15	A-6	Study Session -Semi-Annual Facilities Implementation Update	Power-Point presentation to the Board of Trustees, updating progress of the Facilities Implementation Program	Pending
9-Dec-15	C-10	Approval of the Mitigation and Monitoring Program for the Lemonwood Elementary School Reconstruction Project	Approval requested for the Project to be in compliance with the California Environmental Quality Act ("CEQA")	Approved
9-Dec-15	C-11	Consideration and Approval of Form of Memorandum of Understanding #15-162 For The Joint Use of Lemonwood Park By And Between The City Of Oxnard And The Oxnard School District and Delegation of Authority To Superintendent To Execute The Memorandum of Understanding	The Joint use agreement is to provide temporary access to Lemonwood Park for Lemonwood Students to continue regular outdoor activities, interrupted from the Lemonwood Elementary School Reconstruction Project	Approved
9-Dec-15	D-4	Consideration and Approval of Change Order No. 2 To Construction Services Agreement #14-21 With Bernards For The Harrington Elementary School Reconstruction Project	Approval of additional Work required by The City of Oxnard as a part of the Harrington Elementary School Reconstruction Project	Approved
9-Dec-15	D-5	Approval of Change Order #3 To Agreement #14-21 – Bernards – Harrington Reconstruction Project	Approval for the additional cost for an upgrade to the flooring adhesive for the Harrington E.S. Reconstruction Project	Approved
9-Dec-15	D-6	Consideration and Approval of Amendment #002 to Agreement #12-240 With Dougherty + Dougherty Architects To Provide Additional Architectural Services For The Harrington Early Childhood Development Center	Approve additional Architectural Services for the Harrington Early Childhood Development Center Project.	Approved
9-Dec-15	D-7	Consider Approval Of Work Authorization Letter (WAL) #005 For Tetra Tech To Perform Professional Services Including Preparation Of An Environmental Impact Report For The Doris and Patterson New Academy Site	Approve the preparation of an Environmental Impact Report ("EIR") as a part of the Doris-Patterson site acquisition.	Approved
18-Nov-15	5	Board Master Construct Facilities Planning Session	The Board, Administration and representatives of Caldwell Flores Winters, Inc. participated in a workshop designed to review the facilities projects in the Oxnard Master Construct Program	Pending