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OXNARD
SCHOOL
DISTRICT

MASTER CONSTRUCT AND IMPLEMENTATION PROGRAM

Semi-Annual Report to the Board of Trustees



CFW
Planning and Financing Better
Schools for California Students



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PROGRAM OVERVIEW

Caldwell Flores Winters, Inc. (“CFW”) is pleased to present this semi-annual update to the Master Construct and Implementation Program (“Program”) to the Oxnard School District (“District”) Board of Trustees (“Board”). This update report is the second semi-annual update since establishment of the now-integrated Master Construct Program adopted by the Board in January 2017, as well as the tenth report in a series of updates linked to the original 2013 Implementation Program, and reflects conditions of the District’s Program between the June 2017 adoption and the time of this document’s publishing in December 2017. 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 continues to provide a consolidated master budget and schedule which merges and integrates the Measure “R” and Measure “D” bond programs and proposed projects and relies on other local funding, including developer fees, Mello Roos funds, and capital program balances. The Program also seeks to maximize State aid reimbursements for modernization and construction of school facilities as State funds become available. Program projects, sequencing, and timelines continue to be reviewed and adjusted by the Board on a six-month interval, as has occurred since the Program’s inception in January 2013. Since that time, the District has moved forward with the Basic Program and 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, including the completion of 21st century classroom and lab facilities
- Expand the K-8 instructional program to six K-8 school sites to increase parent choice, including the completion of 21st century science labs at three school sites
- 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, continued construction of the new Lemonwood and Elm schools and commenced construction of a new classroom building at Marshall elementary and Harrington Early Childhood Development Center

- Purchase the first of two planned elementary school sites to accommodate existing and future District enrollment
- Engage in ongoing efforts towards the acquisition and environmental review of a 25-acre site to accommodate existing and future enrollment with a second new elementary school and additional middle school, submit design plans to the Division of State Architect (DSA) for the McKinna reconstruction project and continue design efforts for the Rose Avenue Reconstruction and new Seabridge K-5 projects

The following components provide an executive summary to the Board on the status of Program efforts that have progressed since the previously adopted six-month review and provide recommended adjustments for the next six-month period.

1.1 EDUCATIONAL PROGRAM

The District is in the fifth year of implementing academic programs that focus on student collaboration, communication, problem solving and producing projects that demonstrate mastery of the curriculum by creating Academic Strand Focus and Academy programs. These programs continue to be the driver of facilities improvements and educational technology integration, and continue to be integrated into each school's overall educational vision and related enrichment activities related to the academic themes.

Over the past six months, training sessions have been held with site principals new to the District, focused primarily on an overview of the Academic Strand Focus and Academy programs, purpose and implementation of the programs. Over the next six months, each school within the District will continue to build their academic program through the integration of writing across the curriculum. Additionally, the District will focus on gathering resources to make access to the integrated units easy, develop a template for site administrators and District administrators to use to give good feedback to teachers when doing classroom visits, and monitoring the creation of good formative assessments.

1.2 FACILITIES PROGRAM

The Master Construct and Implementation Program integrates efforts associated with the implementation of Measure "R" and Measure "D". All Phase 1 Measure "R" facility improvements under the Basic Program are either completed, under construction, or approved by the DSA. Completed efforts include the acquisition of the Seabridge K-5 elementary school site, kindergarten and science lab upgrades to 22 classrooms across eight school sites, and the opening of the new Harrington K-5 campus. Projects under construction include continued reconstruction efforts for the new Lemonwood K-8 school and new Elm K-5 campus, a new 12 classroom building at Marshall elementary school, and a new child development center/kindergarten annex at Harrington Elementary School.

Measure "D" projects have commenced including the submittal of the reconstructed McKinna project to the DSA, active design for the reconstruction of Rose Avenue K-5 and new Seabridge K-5 school, and modular construction of kindergarten/flex classroom projects at four school sites. The new elementary

and middle school site at Doris Avenue and Patterson Road has also undergone continued active negotiation and planning, including the completion of a Draft Environmental Impact Report for public review.

Specific details of the status of major ongoing projects are provided in this report and summarized below:

- The reconstructed Lemonwood K-8 school facility includes a new two story classroom building, multi-purpose building including foodservice capability, administration / library building and kindergarten building. The school site has also been redesigned and playground amenities added. Construction of the new school has reached an estimated 66% completion overall and continues to progress on schedule. The classroom building and multi-purpose building are almost complete and planned to be ready to occupy in early 2018. Construction of the administration / library building and the kindergarten building are then set to begin, with overall project completion scheduled for early 2019.
- Reconstruction of the Elm K-5 school facility started in February 2017, following Board approval of the Guaranteed Maximum Price (GMP) construction contract for the project. Utility distribution, foundation work and framing of the walls and roofs have been completed for all four buildings comprising the reconstructed school. Waterproofing is in place to protect the wood framing from rain during the winter months. The project remains on schedule for completion in time for the second half of the 2018 – 2019 school year.
- Construction for the new Marshall twelve (12) classroom building project began in September 2017 with the major underground work, including utilities installation, having been completed at the time of publishing of this report. An application for State Aid reimbursement funding for the project has been submitted to the Office of Public School Construction (OPSC).
- The Harrington Early Child Development Center/Kindergarten Annex project provides the District four preschool classrooms with the flexibility to accommodate transitional kindergarten programs. Construction began in September, consisting of the partial demolition of Building C, followed by the coordination of underground utilities and excavation and foundation pours.
- Design plans for the McKinna reconstruction project were submitted to the Division of State Architect (DSA) in October 2017. Design activities for the new Seabridge K-5 School and Rose Avenue reconstruction continue with DSA submittal scheduled for early 2018.
- Efforts towards the acquisition and environmental review of a new elementary and middle school site at Doris Avenue and Patterson Road continue in active negotiation and planning with a Draft Environmental Impact Report release for public review by the end of the current calendar year.
- Design activities for the new kindergarten/flex classroom projects at McAuliffe, Ritchen, Brekke, and Ramona Elementary Schools have moved forward including the selection of the design professionals, modular contractor, and a lease leaseback firm for the site work. Final siting of the buildings at each campus were completed and design activities are underway. The projects are planned to be completed in time for occupancy for the FY18-19 school year.

1.3 FUNDING & SEQUENCING

The Program is funded through the use of Measure “R” and Measure “D” bond programs and other local funding, including developer fees, Mello Roos funds, and capital program balances. The Program also seeks to maximize State aid reimbursements for modernization and construction of school facilities as State funds become available.

Program projects, sequencing, and timelines continue to be reviewed and adjusted for consideration by the Board. The integrated program focuses largely on the use of local funds for continued reconstruction of existing schools and the construction of new school sites, and State aid reimbursements for improvements to multipurpose rooms and support facilities to accommodate the District’s educational program. The following summary schedule provides an overview of the updated proposed phasing for the Program.

The schedules for the Doris Avenue K-5 and 6-8 school projects have been updated to reflect the extended completion of acquisition and necessary local approvals for the anticipated completion of planning and design efforts by June 2019. This schedule adjustment also accommodates the estimated start of construction by July 2020 for the 6-8 school and July 2022 for the K-5 school. The construction for the Lemonwood Child Development Center is proposed to be moved to fiscal year 2018-19 to accommodate the latest schedule for completion of Phase 1 and 2 of the new Lemonwood K-8 school. Based on projected funding and proposed recommendations, the design and planning effort scheduled for the Fremont Gymnasium project is proposed to commence by fiscal year 2019-20. No other major changes to the schedule are proposed.

	Fiscal Year															
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Reconstruct:																
Harrington	Complete															
Harrington Child Dev. Center																
Lemonwood																
Lemonwood Child Dev. Center																
Elm																
McKinna																
Rose Avenue																
Marina West																
Sierra Linda																
Construct:																
Marshall 6-8 Classrooms																
Seabridge K-5																
Doris/Patterson K-5																
Doris/Patterson 6-8																
Construct Kinder + SDC Classrooms/Additional Support Space:																
Ramona																
Brekke																
Ritchen																
McAuliffe																
Multipurpose Rooms:																
Fremont																
Haydock																
Kamala																
Chavez																
Curren																
Driffill																
Ramona																
Brekke																
Ritchen																
McAuliffe																

Overall funding has been adjusted to reflect projected schedules, District revenues and State aid reimbursements. Proposed uses have been adjusted to provide previously Board approved increases to current projects due to specific project construction needs and required professional services since June 30. Timelines have also been adjusted to reflect actual construction schedules and planned approvals, especially for the extended Doris/Patterson land acquisition and necessary LAFCO approvals. Although approved by Statewide voters in November 2016, State aid facilities grant awards continue to be slowed by the Governor's Office and corresponding State agencies. This requires a significant amount of projected receipt of State Aid funds to be moved into Phase 3 and 4 of the program based on update State guidelines and estimates of future bond sales required to fund the program in biannual increments of \$400-\$500 million hereafter. In combination with proposed project budget and schedule adjustments, this requires a recommendation to increase local funding options to meet the anticipated delay in State funding through the issuance of the next series of Measure "D" bonds in the amount of approximately \$18 million to keep ongoing projects moving forward and to meet new State aid regulations for future funding.

1.4 RECOMMENDATIONS

It is recommended that the Board:

- Accept and adopt this semi-annual update to the Master Construct and Implementation Program
- Direct staff and CFW to proceed with recommended adjustments to the Program for its immediate implementation
- Establish a date for the next six-month review by the Board

EDUCATIONAL PROGRAM

The District is in the fifth year of implementing academic programs that focus on student collaboration, communication, problem solving and producing projects that demonstrate mastery of the curriculum by creating Academic Strand Focus and Academy programs. To aid with the implementation of these teaching strategies, the District continues to develop 21st century learning environments through the capital program that focus on fostering creativity, collaboration and problem solving with the increasing use of technology as a tool for learning.

For the past two years, the District has focused on improving instructional strategies upon which to build 21st Century learning skills by training teachers on instructional strategies for English Language Learners and teaching of reading instruction. This year, the focus is on instructional strategies for the teaching of writing, and on creating integrated units using the Next Generation Science Standards. In addition, the District will now put into practice the concept of strong collaborative groups working together to improve instruction.

As detailed in Section 2.1, the District's overall educational vision and plan for improved student academic performance is based upon research on the best practices for improved student performance. The facilities capital plan continues to be driven by the academic program and improved student outcomes.

Thereafter, Section 2.2 provides an update on the ongoing integration of 21st century technology to advance the Educational Program.

2.1 EDUCATIONAL PROGRAM UPDATE

After initial implementation of K-8 Academy programs in the 2014-15 school year, the K-8 schools have completed their third year of implementation (2016-17). Likewise, implementation of the Academic Strand Focus (K-5) and Academy (6-8) programs during the 2013-14 school year has yielded four years of implementation progress. Combined, these programs, which continue to be integrated into each school's overall educational vision, remain the catalyst and driver of facilities improvements and educational technology integration.

The Academic Strand Focus (K-5) and Academy programs (K-8 and 6-8) respond to District goals for improved student achievement by integrating units of study that foster rigor, engagement, collaboration and problem solving. The integrated units culminate with students producing a project that demonstrates learning mastery and may incorporate instructional techniques such as Project Based Learning (PBL) or program design that includes collaborative groups and visual thinking. Over the last two years, the District

has put a great deal of focus on training the teachers with foundational skills in the teaching of English language development and reading. In turn, the training may improve students' acquisition of skills and knowledge needed to access higher levels of thinking such as problem solving, complex reasoning, and decision making, as well as responding to information by creating and analyzing. This year, the District continues the progression of training on foundational skills with the teaching of writing across the curriculum. In addition, the District has put into practice the concept of strong collaborative groups working together to improve instruction.

The Educational Program Work Plan for 2017-18 is now underway and was established as follows:

1. The District will focus on writing skills across the curriculum. Teachers will attend trainings that demonstrate strategies to create a writer's workshop, manage feedback on writing, and use instructional techniques that are successful for helping students learn to write. These instructional strategies will be integrated into the curriculum already developed at each of the schools.
2. The District will complete the alignment of the Next Generation Science Standards (NGSS) with the English Language Arts curriculum (the "Wonders"), and the District's online digital literacy platform ("myON" reading). For each standard, suggested student projects will be provided to demonstrate mastery of the curriculum and provide content rigor related to the integration of the content curriculum.
3. District schools will continue to build their academic program through the addition of student projects and activities related to the academic focus of each school.
4. Additional elective classes will be added as needed to meet the academic needs of the students. For example, a 6th grade robotics class will need to be added at Frank Middle School. More advanced music classes will need to be added to Haydock Middle School, along with the addition of a 3-D design class or incorporation of 3-D design curriculum into an existing class.
5. The District will begin implementing effective teacher collaborative teams at each school site.
6. Schools will incorporate creating and using formative assessments to track progress so as to inform staff on modification and adjustments that can be made to instruction to generate student improvement.

The latter two elements were formally added to the work plan in response to research on improving student achievement, as described in the following section.

2.1.1. RESEARCH ON IMPROVING ACHIEVEMENT

A yearlong study funded by the S.D. Bechtel Jr. Foundation and the Bill & Melinda Gates Foundation discovered that science instruction can create English Language Learner equity. The report "Unlocking Learning: Science as a Lever for English Learner Equity" (2017) prepared by Education Trust-West, identified six districts with innovative science programs – ranging from Calipatria Unified School District in Imperial County to Oak Grove School District in San Jose. It found that in those schools, English learners scored close to, or in some cases even exceeded, their English-proficient peers on standardized science tests. In some cases, they scored three times as high as English learners at schools where science is taught

very little, not at all, or in a way that's difficult for non-English speakers to follow. Researchers interviewed experts, sat in on classes, examined test scores and demographics, and focused on six districts with large English learner populations that have observed science test scores rise after introducing innovative science programs.

There is a body of research on what improves student achievement. The term "90/90/90 Schools" refers to schools that have 90% poverty as measured by the number of students qualifying for free and reduced lunch, 90% ethnic minority students, and 90% have achieved high academic standards as measured by independently conducted assessments (Doug Reeves, *Accountability in Action*, Center for Performance Assessments on 90/90/90 Schools, Chapter 19). When studying these schools, what is learned is that the techniques used are consistent over time, not taking on one fad and then another. There is consistent emphasis is on:

1. Writing: Students write frequently in a variety of subjects
2. Performance Assessment: The predominant method of assessment is performance assessment
3. Collaboration: Teachers routinely collaborate, using real student work as the focus of their discussion
4. Focus: Teachers in these schools do not try to "do it all" but are highly focused on learning

Grant Wiggins is a leader in the educational field on assessment, studying its relationship to improved student performance. Feedback is central to learning, so assessments must optimize feedback according to Wiggins. In fact, he says that assessment is so important in our schools that if something is not assessed, it generally is not taught. Wiggins has long been a proponent of authentic assessments (students performing a task in the real world of work) in which students must create a project or perform some task to show they have mastered the standard or content desired. In his article "Autonomy and the Need to Back off by Design" (February 2013), he notes that teachers need to teach students to think, and then on game day they would make a better decision instead of just memorizing the information for the test. He further states that students must become autonomous: "you have to be able, on your own, to size up when to use what you previously learned, i.e. analyze the challenge, and judge what to do, mindful of a repertoire of prior learnings; then, implement a purposeful move, and assess its effect." Employers want workers who are able to think through a problem and solve it, ask important questions, and demonstrate autonomy.

2.1.2 PUTTING THE RESEARCH INTO PRACTICE

Two years ago, the District focused on teaching strategies for English language development for English Language Learners and last year the District focused on the teaching of reading and implementing the new reading adoption, Wonders. This year, the District's focus is on writing, as it is one of two ways (including speaking) to measure reading comprehension. By having students describe what they read or having them write about it, we measure their level of understanding. Reading comprehension is measured primarily through writing on the State assessments, not speaking. Writing is also an extremely

important skill for success in life. In addition, most integrated units require some form of writing as a way to communicate understanding of the curriculum.

All teachers are attending a full day of staff development on the teaching of writing: how to create a writer's workshop, instructional strategies that are successful for helping students learn to write, and strategies for managing feedback to students on their writing. Substitutes are provided so that teachers can be released to attend the training at the Ventura County Office of Education. In the morning they are given the theory and specific strategies to use to help students improve their writing, how to give feedback so that students know how to improve their writing, and successful instructional strategies. In the afternoon, they meet in grade level collaborative groups to discuss how they are going to use the strategies learned, where they will be incorporating it into the Wonders curriculum and previously developed integrated units, and determine when the units will be taught.

The District has completed a comprehensive integration of NGSS with the English Language Arts curriculum (Wonders), and the District's online digital literacy platform (myON). A template was created for all K-5 grades with the NGSS standards listed, along with the location within the Wonders English Language Arts adoption where there is crossover in content, and references to science materials the teachers currently have that can be used to teach the standard. In addition, book lists from myON have been enumerated for each of the standards. The information in the template has been correlated with Marzano's New Taxonomy so that teachers know the level of difficulty and depth of knowledge that will be required of students to successfully complete each of the lessons. Each of these units is now an integrated unit.

This new template with the integration of NGSS and English Language Arts was presented to the principals in May 2017 for use with the following three year roll out plan:

Year 1 (2017-18)	Teachers are exposed to the materials and encouraged to try them out during instruction
Year 2 (2018-19)	Teachers utilize the materials in the classroom with the students
Year 3 (2019-20)	A new science curriculum is adopted and teachers use the templates with the new curriculum

The District is in the process of putting all of these documents online so that there is easy access for every teacher. In November 2017, the templates were reviewed with the District NGSS Curriculum Committee, comprised of members from each school site previously trained on the use of the material. The Curriculum Committee members will take the information back to their school sites and train the teachers.

The District held a three-day teacher training this summer for 90 teachers who chose to attend. They learned about the NGSS and how they can be incorporated into the current science curriculum, prior to adoption of new science curriculum in the 2019-20 school year.

Given the research on practices that will support student learning, the District has provided the basic skills training in the teaching of English Language Development, reading and implementing Wonders English Language Arts program, and now creating Writer's Workshops and instructional strategies for writing and the integration of the NGSS into the language arts instruction. The next step is to build upon this training and implement effective teacher collaboration teams that will develop effective formative assessments to determine what students are learning and review the results of these formative assessments to make adjustments to the academic program to improve student achievement.

Effective collaborative sessions must be focused, data driven and reflect on instructional practices. The District is focusing on creating effective teacher collaborative groups. During Instruction Leadership Team meetings, District administration works with school site administration on strategies for improving the effectiveness of collaboration at each site, with a focus on developing good formative assessments, conducting those assessments, and then using the results of the assessments to improve instruction. Better assessments that measure student knowledge of deep content understandings, paired with the use of assessment results as feedback to the student and teacher to improve instruction, lead to greater student academic improvement.

As the District continues to move forward with the implementation of the new instructional strategies, a new template will be created for principals and District staff to use when visiting classrooms. During Instruction Leadership Team meetings, the District will collaborate with the principals about the design of the template, what constitutes good instruction and practices that support student learning, and how to know if this is happening in the classroom. Additional training for the school site administrators will be provided on giving teachers effective feedback so they can improve their instructional strategies.

2.1.1.3 K-5 ACADEMIC STRAND FOCUS PROGRAMS AND K-8 ACADEMIES

All K-5 and K-8 schools continued to improve upon their existing integrated units and expand them to reflect the Academic Strand Focus of each school. At the K-8 schools, Dual Language Immersion (DLI) Programs have been implemented across the District. Currently, the program supports kindergarten through fourth grade students. This year, the teachers have received training based upon the research "Teaching for Biliteracy" and are implementing those teaching strategies in their classrooms.

CFW and District administrators provided training on October 5, 2017 for principals new to the District this year. The training reviewed development of the Academic Strand Focus program and Academy programs over the last four years. Principals were given an overview of the programs, how these programs support academic achievement, why the Board supports these programs, and current development of the programs throughout the District. Rubrics to judge a successful program were reviewed as well as the process used to create integrated units. Principals were presented with Robert Marzano's New Taxonomy and demonstrated how this tool is used when creating and then revising an integrated unit. Principals noted that this tool can be used with other curriculum to create lessons with more rigor and depth of knowledge. A rubric for principals and teachers to evaluate integrated units was also reviewed.

All previously developed integrated units will be published to the District website for easy access by any teacher at any of the schools. This will create additional resources for teachers as they continue to develop and expand their instructional practices. Writing strategies will be incorporated into the overall programs at each of the schools. Formative assessments will be developed, reviewed and modified as needed. The new template for the alignment of the NGSS with Wonders English Language Arts curriculum and myON will begin to be used at school sites.

2.1.4 6-8 MIDDLE SCHOOL ACADEMIES

The focus of the development of the 6-8 Middle School Academies has been on the implementation of previous staff development for each of the academies. Beginning in August, two additional elective classes in oceanography were added at Frank Middle School. Next semester a feeder robotics class will also be added so that students in sixth grade are ready for the curriculum in seventh grade robotics class at Frank. At this time, all of the Academies have integrated their themes into their core academic programs through courses that include Project Based Learning, Project Zero Visible Thinking, and Project Lead The Way, as well as field trips, student activities and competitions, and cross curricular planning.

The District is exploring implementing a SmartLab, a turnkey STEM learning environment created and designed by Creative Learning Systems, at both Frank and Fremont. In this lab, students are encouraged, motivated and empowered as learners to build 21st century skills to prepare them to succeed in the global economy. The SmartLab learning environments feature fully integrated systems of hardware, software, furnishings, online curriculum, educational kits, manipulatives, professional development, assessment tools, ongoing support, and training. Creative Learning Systems' hosted curriculum integrates technology education with core academic subjects using a project-based approach to learning. Both teachers and students are empowered to develop and explore areas of personal interest while meeting common core state standards. In this learning environment students not only learn about technology, they learn how to use technology, and it functions as a learning tool. Students learn critical problem-solving skills in a multidisciplinary environment. They have numerous opportunities to apply principles of math, science, language arts and other academic disciplines in engaging, relevant ways.

Students at Frank and Fremont will begin to explore a wider range of technology including software applications in the SmartLab consistent with professional standards. The curriculum explores the scientific principles behind each system of technology in detail and encourages understanding of academic connections. Learner projects become more open-ended, and learners are encouraged to adapt and expand projects to fit their own interests and connect with academic content from their other classes. Students will create ePortfolio documentation of their projects and make presentations to demonstrate their projects. Learners begin to self-assess their performance along with their facilitator.

2.1.5 NEXT STEPS

Over the next 6 months, each school within the District will continue to build their academic program through a focus on writing across the curriculum and implementation of the Writer's Workshop. In

addition, schools will continue to work to implement effective teacher collaborative groups at each school site. Proposals for SmartLabs will continue to be explored for possible implementation in January or fall of 2018.

2.2 TECHNOLOGY PROGRAM INTEGRATION

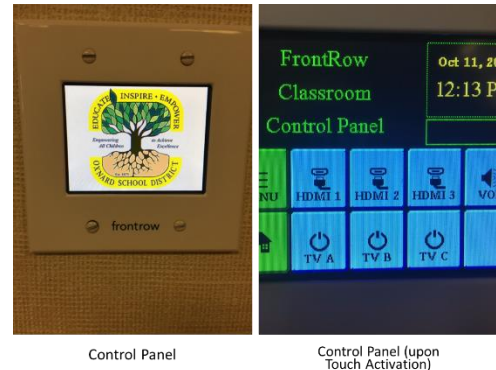
The Program has continued to incorporate the evolution and integration of 21st century learning environments that provide the needed setting for educational programs that call for collaboration, communication, creative thinking and problem solving. When used to their fullest potential, the 21st century learning environment provides opportunities for students to engage with the curriculum content, seek out answers to questions and problems, create projects that demonstrate mastery of the standards, and become masters of their own learning. Teachers become the facilitators of that learning, guiding students to learning mastery.

As technology improves and evolves, so can the program in order to apply the benefits of recent advances that are becoming increasingly available in the educational marketplace. Among technologies being researched, evaluated, and explored are those that incorporate elements of Virtual Reality (VR) and Augmented Reality (AR) to create lifelike experiences on the computer that are immersive and interactive. For example, the District is currently reviewing and exploring tools that supply VR and AR computing stations for use with grade 6-8 science instruction, with applications including a virtual physics “playground” designed to investigate and analyze experiments related to Newton’s laws, and a virtual human anatomy display that allows research, viewing, and interaction with 3D models of the human body to learn how its parts relate to each other. The District plans to continue evaluating the merits of these technologies, and will continue investigating options, costs, and approaches from various vendors before recommending any incorporation into future projects.



Students interacting with Virtual Reality and Augmented Reality Computing

The pending completion of the new Lemonwood K-8 classroom building and construction underway at Elm and Marshall has provided an opportunity to incorporate advances in integrated classroom technology that promote ease of use for teachers and continued flexibility for audio/visual presentation. Under the updated approach, classrooms will continue to be outfitted with several high definition displays, teachers will continue to have flexibility in using wired or wireless devices (e.g. iPads, laptops, DVD players, etc.) to project educational content to the displays, and the system maintains a platform agnostic approach that accommodates future adjustment. Nevertheless, underlying components of the classroom audio/visual system have been identified for adjustment that simplify hardware installation and cost, reduce wiring cost, and minimize opportunities for wear and tear over time. As an added benefit, a new wall-mounted classroom technology control panel is planned that provides teachers with preprogrammed access to common functions, easing the transition between educational activities and minimizing the time spent configuring equipment.



Over the past six months, several meetings have been held by project team members in order to review desired educational functionality and implement adjustments that afford ease of use benefits to teachers, improved reliability for the District’s instructional technology staff, and reduced cost at time of construction as well as over the life of the investment. On October 11, 2017, the District’s Technology Services Department met with CFW staff and project design team members for a discussion of the specification and installation of classroom technology required for the Elm K-5 reconstruction project. Attendees also confirmed information relevant to the Lemonwood project nearing Phase 1 completion as well as the planning and design of future projects at McKinna, Rose Avenue, Seabridge, and Kindergarten/Flex classrooms. On November 6, 2017, project architects and engineers were invited to view a demonstration of the District’s specification in order to improve clarity and understanding of the design intent for the integration of technology and provide an opportunity to ensure DSA approved plans reflect the District’s efforts in creating 21st century learning environments.

The proper specification of required equipment is essential to this vision. As part of this report, the following specification is recommended for further implementation in Program projects:

- Continuation of District standard utilizing 3 to 4 flat-panel televisions connected to a device that allows for multiple inputs from wired sources to wireless devices (e.g. iPads, laptops, document cameras, DVD players, etc.) to display information on those TVs in a variety of configurations.
- Adjustment of wiring standards to incorporate a user-friendly touchscreen “control panel” (per “FrontRow” equipment) which allows for teachers to select different display configurations. Instructors have the option of either using the wall mounted control panel or an “app” based version of the control panel installed on their provided iPads. This also includes accommodation of required equipment and wiring in a ceiling mounted equipment enclosure.

- Based on current educational program needs, anticipated usage, and the function of rooms, specification of TV quantities as listed below. All TV's shall be assumed to be 65" or larger class products, except for the Library.
 - General Purpose Classroom and Kindergarten Classroom: 3 TVs
 - Makers' Space, RSP Room, or other 480 square foot support room: 1 TV
 - Administration Building: 1 TV near lobby/public viewing – connected to security camera footage and/or event announcements; 1 TV in conference room
 - Science Classroom: 4 TVs
 - Piano Keyboarding Lab: 3 TVs
 - Library: 1 TV (approximately 90" in size)
- Specification of at least one (1) large remote-operated, retractable presentation screen in projects including a multipurpose room or gymnasium. The screen should be mounted from the ceiling and positioned above the location anticipated to be utilized as a stage for performances and presentations. A high-lumen projector, capable of projection sizes of 120" or more, should be ceiling mounted and positioned to project clearly to the screen when in use. The projector should be wired to a corresponding audio/video box, providing capabilities and control functionality similar to classroom use.

Over the next six months, the team will work with the architects and Lease Lease-Back builders of the Elm and Marshall projects to meet these standards, as well as evaluate any net savings or net cost for these specifications as implemented during construction. Given Board approved changes to the Lemonwood project, a portion of which incorporated similar District requested specification changes, the newer specification may generate some increase to cost on active projects, though this is expected to be mitigated by a form of "Moore's law" in which the cost of improved technology falls over time. Concurrently, direction will be provided to the design teams on projects now entering initial architectural design in order to incorporate and document engineering details and specifications prior to submittal to the Division of the State Architect.

Parallel to the implementation of updated classroom technology specifications, the team will continue to dialogue regarding planning for the District's next major mobile device replenishment, including efforts to consider alternatives that have come to market that offer competitive and instructional advantages to the District's initial 2014-15 iPad deployment.

FACILITIES PROGRAM

The Master Construct and Implementation Program integrates efforts associated with the implementation of Measure “R” and Measure “D.” Both measures have been integrated to work in tandem by adopting common programmatic goals and facilities specifications, building upon the sources and uses of funds already allocated by the District, and interlacing scheduling, sequencing, and cash flow requirements to leverage proposed improvements. Collectively, these efforts have been blended into a single Master Budget, Schedule and Timeline as previously directed and approved by the Board and are discussed below as the Master Construct Program.

The following section provides an update as provided by the District, CFW and consultants of planned improvements and projects underway. Local and State factors that have and continue to influence the Master Construct Program are summarized in consideration as their impact to specification, budgets, cash flow, and project sequencing. A detail of work that has been accomplished pursuant to the Master Construct Program, including highlights and expected outcomes over the next six months, are presented, as well as recommendations for proposed adjustments where needed.

3.1 LOCAL AND STATE CONSIDERATIONS

The District and Board practice of ongoing updates to the Master Construct and Implementation Program on a semi-annual basis promotes timely review of Program progress and provides a mechanism for incorporating changes or adjustments over time to reflect evolving local needs, modified State practices, or new Program requirements. Periodically, there is a need to identify the cumulative impact of these modifications to date and how they may impact the program collectively over time.

A particular local need – that of additional K-5 classroom capacity – was addressed and Board adopted in the District’s December 2017 report, noting the following limited change to specification to increase enrollment capacity:

“Where feasible and pursuant to recommended budgets, select upcoming K-5 projects may be modified to a 750-student specification to provide additional student capacity at reconstructed District school sites to accommodate additional flex space for fluctuations in kindergarten enrollments and increased special education needs.”

The same report established the adoption of revised budgets for the McKinna, Rose Avenue, Marina West, and Sierra Linda reconstruction projects, adjusted pursuant to the anticipated cost of increased classroom capacity, which raised the number of classrooms at each project from 28 in the prior specification to 31 in the revised specification. A net increase of 12 classrooms over time was resultant from this adjustment.

In June 2017, a similar adjustment was made to four existing school sites, thereby incorporating the design and construction of two additional classrooms at each location, as follows:

“Existing K-5 school sites that may benefit from the receipt of additional capacity to accommodate TK/Kindergarten and Special Education classrooms, consistent with the proposed revised specifications, have been identified at McAuliffe, Ritchen, Brekke, and Ramona.”

The June 2017 report established a budget for the additional classrooms at each of these four sites, thereby producing a net increase to District capacity of 8 classrooms.

These changes, coupled with the prior approved Marshall grade 6-8 classroom building project, have added a total of 32 permanent classrooms to the District’s Program over time, providing opportunities to absorb enrollment throughout the District beyond the baseline originally conceived at the initiation of the Program in January 2013. Nevertheless, the requisite expansion of support facility capacity (e.g. multipurpose rooms, restrooms, etc.), proportionate to the increased classroom capacity, has not been accounted for in individual project budgets, and may necessitate further adjustment in the future and over time.

In addition to the adopted adjustments to educational specification, the District has requested upgrades to facility materials, equipment, and operations consequent to start of construction activities at several school sites, thereby generating either adopted or anticipated increases to costs on these projects. In the case of District requested changes, the following have occurred:

1. Increases due to technology upgrades and in the Data and AV Systems being installed in the ongoing and future school projects and in a planned acceleration of the 1:1 replacement program
2. Increases to specification of Administrative and Food Service spaces
3. Using or increasing requested District Standard Equipment and Materials such as:
 - a. HVAC
 - b. Locks and Door Hardware
 - c. Roofing
 - d. Lighting
 - e. Fencing
4. Additional sitewide and DSA site specific requirements, including testing and structural requirements
5. Supplemental offsite improvements required by the City (e.g., offsite sewer)

Ancillary to these District requested changes, projects must also bear the impact of changing construction prices and contractor availability, resultant from an overall economy emergent from the earlier recessionary years and now more indicative of the school construction environment as it was in the early 2000’s. The voter passage of Proposition 51 in 2016, along with hundreds of local funding measures passed Statewide in recent years, has further prompted a surge in demand for construction materials and labor, thereby increasing the recent strain on projects. Industry related increases include the following:

1. Lumber and framing shortages, including increased DSA oversight

2. Steel price increases and installation availability
3. Subterranean soils preparation and corresponding foundation upgrades
4. Mechanical, Electrical, and Plumbing (MEP) availability and cost increases with associated State prequalification standards

Collectively, the resulting outcome of the aforementioned changes is an estimated overall increase in the square footage hard cost of development of \$50 to \$75, for an increase to \$450 per square foot or greater per square foot of hard construction cost. Total development costs, including hard and soft costs, are now approaching \$600 per square foot. This is approximately 30% higher than those originally expended on the construction of Harrington. This represents an approximately 10% increase to date on construction costs and in the size of schools now in the design phase with the balance attributed to increased changes to materials and equipment specifications going forward for the basis of design and delivery of projects. Moreover, the District will need to continue to plan for escalation in the cost of construction, generally observed to run 3-4% on an ongoing annual basis. Collectively, these amounts will exceed the Program Reserve policy for project expenditures established by the District for Phase I projects and will thus need to be refreshed and increased for subsequent program phases.

On the revenue side, districts hoping to take advantage of Prop. 51 dollars to offset construction costs have been sorely disappointed by the Governor's delayed implementation of the measure. This includes the slow expansion of staff at the OPSC, delay of an initial bond sale and reduction in the size and distribution of initial funding availability, plus changes to the grant funding for land and facilities reimbursements. In prior approved State bond measures, the initial sale of bonds has been roughly equal to the amount of prior approved projects awaiting funding. As will be covered in greater depth in Section 4, the State's bond sale in the fall of 2017 advanced only those school projects listed within the first half billion dollars of State apportionment, thereby providing about 25% of the immediate funding required and delaying reimbursement to districts such as Oxnard until subsequent bond sales in the spring and fall of 2018.

Collectively, these adjustments to educational specifications, construction standards and industry impacts, and the timing of State aid reimbursements necessitate adjustment to the Program as put forth in this report. Though District adjustments may not have been anticipated by prior development of the Program, impact Statewide of a recovering economy and resultant inflation have always been anticipated given the market for construction of schools, and thus a portion of these impacts have been accounted in prior Master Budgets by the established Program Reserve. To accommodate these needs, proposed changes to project budgets where needed are included in the following section and proposed changes to planned projects and schedules are provided in Section 5.

3.2 MEASURE "R" PROGRAM

To date, all Phase 1 Measure "R" facility improvements pursuant to the Basic Plan are either completed, under construction, or approved by the Division of the State Architect (DSA). Completed facilities program efforts include the acquisition of the Seabridge elementary school site, kindergarten and science lab

upgrades to 22 classrooms across eight school sites, and the opening of the new Harrington K-5 campus. Projects underway include continued reconstruction efforts for the new Lemonwood K-8 school and new Elm K-5 campus, a new 12 classroom building at Marshall elementary school, and a new child development center/kindergarten annex at Harrington Elementary School. The latter are net additions to the original Phase 1 Measure “R” facility improvements program adopted by the Board in January 2013.

3.2.1 LEMONWOOD RECONSTRUCTION AND EARLY CHILDHOOD DEVELOPMENT CENTER

The Lemonwood Reconstruction project commenced construction in May 2016 and is planned to occur over two construction phases to minimize disruptions to the ongoing educational program. Construction completion is currently at approximately 66% for both construction phases. The first construction phase of work includes the two-story classroom building encompassing 39 classrooms for grades 1-8, one special education classroom and two science / lab classrooms plus one science flex classroom for grades 7-8.

The first construction phase also includes the multi-purpose building with a commercial kitchen, serving / presentation space, gymnasium, lockers and storage. This building is designed to accommodate presentations and performances as well as the serving of meals and sporting events. Four new outdoor basketball courts will be available for the school to use at the completion of the first construction phase of work. This phase of work is 90% complete and substantial completion is on target for January 2018. Occupation of the new classroom building and multi-purpose building by students and staff is planned for completion in March 2018.

The second phase of construction includes new kindergarten and administration buildings and is scheduled to be completed in February 2019. Four kindergarten classrooms, with age appropriate restroom facilities and teacher workrooms, will comprise the kindergarten building. The administration building includes a media center with interactive break-out spaces included, two maker’s rooms for additional learning opportunities, a dedicated parent conference space / multi-purpose room, lobby and offices / workrooms.

When phased construction is complete, the new Lemonwood school will accommodate 900 students by State standards in grades K-8. Specified support facilities, administration areas, media center, food service, multipurpose room, physical education spaces, and restrooms will also be provided.

At time of publishing for this report, the exterior envelope of the classroom building, including walls, roof and openings, is complete. Exterior finishes, decorative eyebrows over windows and wall mounted lighting is in place. Interior drywall is complete and markerboard / tackboard installation is finished. Provision for electrical, mechanical, plumbing and audiovisual service has been placed in the walls and above the ceilings. All finish flooring, including at the outdoor covered walkways, is complete. Stairs are complete and the building elevator is operational. Audio visual equipment, including matrix boxes above the ceiling and user control boxes in the walls, have been provided. TV monitors are being installed.

At the multi-purpose building, the exterior envelope is complete, including canopies over entry doors. Mechanical, electrical and plumbing systems for the building are in place. Floor, wall and ceiling finishes

are complete. The basketball backboards have been installed. The fume hood over cooking surfaces, walk-in refrigerator and freezer and other kitchen equipment is in place in the kitchen. Final connections, testing and health department inspection is pending. Lockers have been placed in the locker rooms. Site hardscape elements, including concrete transition strips, seatwalls, and four basketball courts, have been completed. Landscaping is in place for the construction phase 1 scope of work.



New Lemonwood School Construction Progress – November 2017

The Lemonwood Reconstruction project has proceeded through June 30 under a Lease Lease-Back agreement under a Guaranteed Maximum Price (GMP) construction contract and approved change orders totaling approximately \$30.2 million. A recommended budget adjustment of approximately \$757,000 is proposed to the Master Budget to accommodate Board approved change orders since the June 2017 update. An application for reimbursement funding has been filed with the OPSC totaling approximately \$10.5 million in estimated State aid base pupil grants, additional grants for site development costs may be expected to increase the overall grant amount upon apportionment from the State.

Over the next six months, construction will continue as well as the planning towards the transition of students and staff into the new facilities. The move of students and staff from their existing facilities to the new classroom building, currently scheduled for January 8, 2018 – February 15, 2018, has been planned based on a series of meetings commencing in October 2017 and continuing through February 2018. Activities to provide student safety and security during phase two of construction have been planned and will be implemented.

The reconstruction of the Lemonwood facility also retains and repurposes Building 3 of the original campus. Six modernized classrooms are proposed to provide “Flex Rooms” for enhanced kindergarten, transitional kindergarten, or preschool programs as may be required by the District. The construction plans for this phase of work were approved by DSA in January 2017, and construction of the project is expected to be undertaken at completion of the new Lemonwood school.

3.2.2 ELM RECONSTRUCTION

The Elm Reconstruction project replaces the original 1948 facility with 25 new permanent classrooms designed to serve up 600 students per State standards in grades K-5. Construction began in February 2017 and is on pace to be completed the second half of the 2018-2019 school year.

Four new buildings are planned for the site including two-story classroom wing, kindergarten classrooms, and multi-purpose and administration facilities. All four buildings have utility services, foundations poured and have been framed and roofed at the time of publishing this report. A waterproof membrane is in place on the roofs to protect the wood framing from water damage during the winter months. A portion of the electrical conduit and boxes, plumbing pipes and mechanical systems have been placed in the walls. To date, the project is estimated to be 32% complete.



New Elm School Construction Progress – November 2017

The two-story classroom building will include an interactive, flexible audio visual and technology system, designed to 21st century classroom standards. Restrooms, a music keyboarding classroom, and one special education classroom will also be included in the building. Four kindergarten classrooms, with age appropriate restroom facilities and teacher workrooms, comprise the kindergarten building. The multi-purpose building includes a commercial kitchen, serving / presentation space, and storage. The administration building includes a media center with interactive break-out spaces included, one makers' room for additional learning opportunities, a dedicated parent conference space / multi-purpose room, lobby and offices / workrooms.

A Lease Lease-Back agreement for a GMP construction contract of approximately \$23.3 million was approved by the Board in December 2016. There are no proposed amendments to the Master Budget at this time.

Over the next six months, construction will continue as well as the final negotiation of required additional sewer and site development improvements as now required by the City. Upon finalization of anticipated additional site development costs, a State aid reimbursement application will be submitted to the OPSC.

3.2.3 MARSHALL NEW CLASSROOM BUILDING

In September 2017, construction efforts commenced towards the development of a new two-story classroom building at Marshall Elementary School. The project has been designed to meet interim 6-8 grade level capacity needs 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 added building will provide 12 additional permanent classrooms and a redesigned parking area. This building

has been designed to match the existing campus on the outside while providing modern, flexible learning environments on the inside.

Construction commenced in September 2017 with an estimated 25% of the scope of work completed to date. In October 2017, the District conducted a groundbreaking ceremony celebrating the start of construction which was well received by the community.



New Marshall Classroom Building Groundbreaking Event – October 2017

Major underground work and infrastructure installation is complete, and the building is projected to begin taking form during the first two months of 2018. The over-excavation of the building pad along with the stabilization of the soil have been accomplished and the building and column footings, as well as the elevator pit foundation have been poured. The underground site utilities have been installed and coordinated in preparation for concrete slab pours that have been scheduled for the end of December 2017. Construction is scheduled to be completed by September 2018.



New Marshall Classroom Building Construction Progress – November 2017

The Marshall new classroom building is being built under a Lease Lease-Back GMP construction contract approved subsequent to the June 30 report. At this time a budget adjustment of \$3,325,000 is proposed to the Master Budget to accommodate the Board approved GMP and change order since the June 2017 update. An application for reimbursement funding has been filed with the OPSC totaling approximately \$3.6 million in estimated State aid base pupil grants, additional grants for site development costs may be expected to increase the overall grant amount upon apportionment from the State. Over the next six months, construction will continue to be monitored and coordinated with updates and recommendations to the Board as needed.

3.2.4 HARRINGTON EARLY CHILDHOOD DEVELOPMENT CENTER

The Harrington Early Child Development Center/Kindergarten Annex project includes the renovation of Building 4 of the original Harrington school to provide flexible classroom facilities to serve preschool or kindergarten/transitional kindergarten. Four classrooms that meet preschool and kindergarten requirements are planned as well as improved playground areas.

In August 2017, the District completed a second round of bidding for the project, producing a qualified contractor that met District standards. A construction contract of approximately \$1.9 million was approved by the Board in September 2017.

Construction commenced in September 2017 with the renovation scheduled to be complete by summer 2018. The start of construction revealed many utility coordination issues in trying to maintain the Temporary Preschool Facility operational. The contractor worked through the early issues and demolition activities followed in October 2017, which consisted of partially tearing down Building C and stripping the walls down to the structural framing in preparation for marker and tack boards. Excavations for wall foundations were soon followed by the installation of the reinforcing steel and the pouring of the footings. At the time of the publishing of this report, the contractor has planned to finalize the underground utilities installation and will have prepared for the pouring of concrete slabs.



Harrington Child Development Center/Kindergarten Annex Construction Progress – November 2017

A recommended budget adjustment of approximately \$1.4 million is proposed to the Master Budget that was originally prepared in December 2014 to accommodate the Board approved construction contract since the June 2017 update. An application for final approval by the California Department of Education (CDE) has been filed for the project. Upon CDE final approval, an application for eligible reimbursement of modernization funding will be filed with the OPSC. Construction will continue to be monitored and coordinated over the next six months.

3.2.5 FREMONT MULTIPURPOSE ROOM REPLACEMENT

As of the June report, a new multipurpose room and gym facility is planned for construction at Fremont Intermediate School, with a dual goal of improving support facility functionality for the existing campus

and allowing integration of the facility into a future school replacement project, should funding become available. This new facility is proposed to be constructed to the east of the existing tennis courts, along the southern boundary of the existing site.

The facility as planned will be designed to accommodate a broad range of indoor cafeteria, athletic, and performance uses, with food services facilities designed to accommodate servicing the school's enrollment in three lunch periods, indoor athletic space sized to meet junior high school basketball standards, and appropriate space for a performance stage along with event lighting and audio/visual systems. Additionally, planned 24-foot-high ceilings will accommodate activities such as volleyball and clerestory windows will be provided to improve natural daylighting. Restrooms will be provided for students, staff, and visitors per code requirements, along with attached changing rooms for students to accommodate physical education program requirements.

The adopted project budget is \$5.6 million in and no changes to the budget are proposed at this time. However, due to delays in State aid grant funding by the State on prior approved grant eligible reimbursements projects to the Oxnard School District from the State, the scheduled activities for this project have been moved into Fiscal Year 2019-20 of Phase 3 of the Master Construct Program to accommodate the funding priority projects under the Basic Plan. To the extent funds become available in the interim or at that time, the District could submit for State funding for this project as a joint use project under the requirements outlined in Section 4 of this report. Otherwise the project will need to wait for State reimbursements from previously approved project applications which are now projected to be made available for this project in Phase 3.

3.3 MEASURE "D" PROGRAM

Measure "D" was approved by voters on November 8, 2016, and authorized \$142 million in bonds to fund additional school improvements to be integrated with the ongoing Measure "R" Program. A fully integrated Master Construct and Implementation Program was adopted at the last six-month report to carry out this mission. Since June 2017, Measure "D" projects have moved ahead including the submittal of the reconstructed McKinna project to DSA and active design for the reconstruction of Rose Avenue K-5 and new Seabridge K-5 school. The new elementary and middle school site at Doris Avenue and Patterson Road has also undergone continued active negotiation and planning, including the completion of a Draft Environmental Impact Report for public review. Active planning and design efforts have also continued for the kindergarten/flex classroom projects planned at McAuliffe, Ritchen, Brekke, and Ramona elementary schools.

The following sections provide further detail on the status of Measure "D" projects and expected outcomes over the next six months.

3.3.1 MCKINNA ELEMENTARY RECONSTRUCTION

McKinna Elementary School was constructed in 1954, making it one of the oldest schools in the District with 17 permanent and 14 portable classrooms. The school was assessed under the adopted Master Plan

and Master Construct Program as needing extensive modernization and was thus prioritized for reconstruction with an entirely new set of facilities, built according to modern State codes, District specifications, and 21st century educational program requirements. New facilities include a two-story classroom building, library, administration space, multipurpose room, playfields, hard courts, and support spaces. The new school is to be constructed in the current play field areas allowing for instruction to continue at the older facility until completion of the replacement school construction. The new facility will be accessed from a new parking and drop-off provided at “N” Street. Once completed, the older structures would be demolished and new play fields and remaining support facilities would be constructed in their place.

Over the last six months, CFW has managed the architect and Lease Leaseback preconstruction team to the October 2017 submittal of plans to DSA. Required activities to comply with California Environmental Quality Act (CEQA) requirements are complete with the finding of a categorical exemption from CEQA. The CDE has reviewed proposed plans and adjustments to parking and fencing as required by the CDE field representative and the application for approval will be filed within the next six-month period.

The team will continue to monitor DSA review and approval. No budget adjustments are proposed at this time.



Reconstruction of McKinna School – Design Renderings by Dougherty

3.3.2 SEABRIDGE NEW CONSTRUCTION

The New Seabridge K-5 School consists of a new 630 student elementary school north of Oxnard's Seabridge neighborhood, approved by the California Coastal Commission in March 2013. New facilities include a two-story classroom building, library, administration space, multipurpose room, playfields, hard courts, and support spaces.

The new school will cover a 6 acre District owned site and share an adjacent city owned 2.5-acre joint-use park area with pathways, parking, and recreational facilities available to the public. The school's multipurpose room is proposed to be open for community use after school hours and the curriculum is proposed to focus on coastal environment education given its location to the ocean.

Over the last six months, selection processes for both the architect and leaseback team members were completed and team members have moved forward on design activities. Communication has also been made with CDE to review the proposed project as well as coordination with the City of Oxnard.

Over the next six months, CFW will continue managing the design of the Seabridge project, which is currently scheduled to be submitted to DSA by February 2018 after final Board approval. An application for approval is also planned to be filed with the CDE as a condition for submitting to OPSC for facility grant reimbursements. No budget adjustments are proposed at this time.



New Seabridge K-5 School – Design Renderings by Flewelling and Moody

3.3.3 ROSE AVENUE ELEMENTARY RECONSTRUCTION

The Rose Avenue project consists of a complete reconstruction of the existing 50+ year old campus with entirely new K-5 facilities. The project locates all new facilities in the south half of the site along La Puerta Avenue, where playfields currently exist, enabling the existing Rose Avenue Elementary to continue in operation until construction is complete. Upon completion, the north half of the site is to be demolished and replaced with new playgrounds, hard courts, and play fields. New facilities include a two-story classroom building, library, administration space, multipurpose room, playfields, hard courts, and support spaces.

Since August 2017, selection processes for both the architect and leaseback team members were completed and team members are now moving forward with design of the school. CDE review has been initiated as well as coordination with the City of Oxnard. A consultant review for project compliance with the California Environmental Quality Act (CEQA) is anticipated to be completed by December 2017.

Similar to Seabridge, over the next six months, CFW will continue managing the design of the Rose Avenue project, which is also scheduled at this time to be submitted to DSA by February 2018 subsequent to Board approval of final plans. A formal application to CDE as a condition for OPSC facility grant funding will be submitted upon DSA approval. No budget adjustments are proposed at this time. Based on DSA approval, construction of the project is currently planned to commence in August 2020 and be completed by January 2022.



Reconstruction of Rose Avenue School – Design Renderings by IBI Group

3.3.4 DORIS/PATTERSON NEW CONSTRUCTION

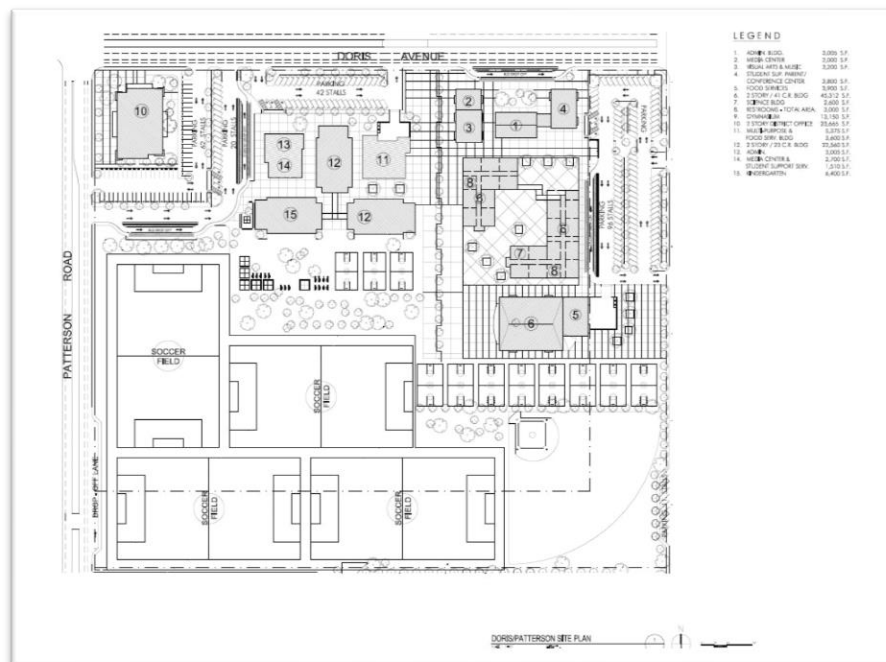
The District has elected to proceed with the acquisition of a 25-acre parcel at the corner of Doris Avenue and Patterson Road for the construction of a new K-5 and 6-8 middle school facility, plus the ability to accommodate a District administrative center. Various preliminary environmental studies of the property have been conducted and the site has received preliminary approval from the CDE. Negotiations regarding the acquisition of the site remain ongoing with landowners. Originally, the land was scheduled to be acquired in mid-2016 and acquisition is now scheduled to close in March 2018. This has required a major adjustment to the timeline for acquisition and phasing of school improvements. In response, the design and construction of Seabridge K-5 school facilities has been accelerated from its original period to provide additional K-5 enrollment capacity.

Since June 2017, efforts to complete compliance with CEQA have continued, including the completion of a Draft Environmental Impact Report (EIR) for public review in late November 2017. A workshop is planned for the December 2017 Board meeting to receive public comments on the Draft EIR as part of the process to file a pre-application with the City of Oxnard for required annexation efforts. The final EIR is anticipated to be completed in March 2018.

Upon conclusion of the CEQA process and acquisition of the property, a final application to the CDE will be filed for the land acquisition component of the project. Following the completion of design of the new school facilities, a separate application will be filed with CDE for the proposed improvements. After receiving the required approval from CDE, funding applications will be filed with the OPSC for State aid facility funding.

The project requires annexation into the City of Oxnard, pursuant to Ventura Local Agency Formation Commission (LAFCO) approval of several changes of organization, collectively called reorganization. Over the last six months, the District and its team of consultants have met on several occasions to review LAFCO prerequisites, including necessary coordination of the required EIR, and have begun preliminary outreach to the City of Oxnard. The LAFCO application process is anticipated to commence in early 2018 and conclude by December 2018.

The proposed site has been planned to accommodate construction of a new grade 6-8 middle school for 1200 students pursuant to state guidelines with 48 planned teaching stations and requisite support facilities and a grade K-5 elementary school for 700 students with 28 planned teaching stations and requisite support facilities, both per State standards. Given ongoing environmental and State agency approvals underway for the project, it is recommended that original educational specifications for the project be maintained at this time.



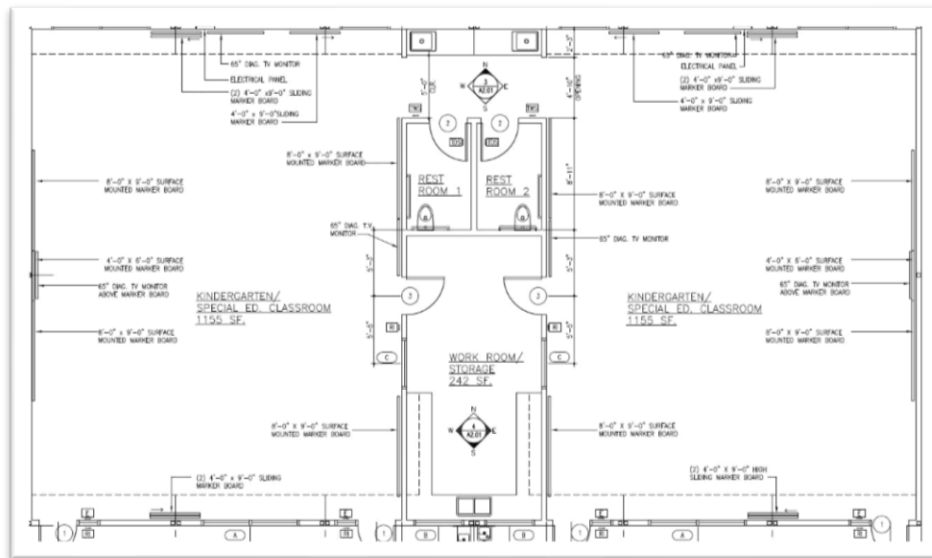
Preliminary Doris/Patterson Conceptual Site Plan

3.3.5 NEW KINDERGARTEN/FLEX CLASSROOM FACILITIES

As reported in June 2017, the District has a need for additional kindergarten classrooms to accommodate growing enrollment due to the transitional kindergarten (TK) program immediately as well as to accommodate future Special Education requirements. To accommodate this need, four new modular kindergarten/flex classroom projects and required architect and construction services have been approved by the Board for additions at McAuliffe, Ritchen, Brekke, and Ramona Elementary Schools.

Each project includes the construction of two 1,120 square foot modular Kindergarten/Flex classrooms along with support spaces to meet a required minimum program square footage specification of 2,670, estimated within a 12' x 72' building footprint. These rooms may support TK/Kindergarten needs as well as potential Special Education program uses.

Since June 2017, the projects have moved forward including the selection of the design professionals, modular contractor, and a lease leaseback firm for the site work. Final siting of the buildings at each campus was completed and design activities are underway. The projects are planned to be completed in time for occupancy for the 2018-19 school year. It is recommended that the Board accept a recommendation to increase each project budget by approximately \$243,000 to accommodate Board approved professional services and GMP site development contracts since the June 30 report.



Sample Project Floor Plan – New Kindergarten/Flex Classroom Building

3.4 RECOMMENDATIONS

Over the next six-month period, the work program proposes continued Board review and consideration of projects, as presented through an ongoing series of workshops or Board action items. As part of this report, it is recommended that the Board accept recommendations within this section to adjust project budgets, schedules and timelines as indicated.

PROGRAM FUNDING & EXPENDITURES

This section reviews existing and anticipated sources of funds for implementing the proposed facilities identified in this report for the Master Construct and Implementation Program. Major funding sources include Measure “R” and Measure “D” bond proceeds, developer fees, Mello Roos funds, prior State aid reimbursements, and capital program balances. The program also seeks to maximize remaining State aid grants for modernization and new construction of school facilities as State funds become available under the State School Facilities Program (SFP).

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. Approved by District voters in November 2016, Measure “D” provides \$142.5 million in general obligation bond authorization to fund identified facilities improvements. Approximately \$81 million in Measure “D” bonds have been issued for identified projects, leaving approximately \$61.5 million in remaining Measure “D” authorization.

In November 2016, California voters approved Proposition 51 authorizing \$6.0 billion for K-12 facilities. In September 2017, the State proceeded with an initial sale of \$443.6 million in bonds under its Proposition 51 authorization to be applied towards projects that were received prior to July 12, 2012 for new construction and prior to May 3, 2012 for modernization and remained qualified for funding as of June 2017. An additional \$2.6 billion dollars in new construction and modernization grant requests remain on the State’s lists. Future bond sales are currently anticipated in the \$400-\$500 million range every six months.

In previous voter approved bond measures, the State had initially issued much larger bond amounts in an attempt to reduce the backlog of approved projects. Given the current backlog, the State has established a working list based on the date the remaining applications were submitted and the funding and time anticipated to be needed before an application may receive funding. Based on the timing of the District’s submitted applications and the \$400-\$500 million per six month period of anticipated funding, the earliest receipt of State reimbursements for the District has now been moved from the current fiscal year to fiscal years 2018-19 and 2019-20.

This delay reduces the ability of the District to proceed with the implementation of the Enhanced Plan which relies on State aid receipts from constructed projects to accelerate the construction of remaining projects. However, the Basic Plan which relies on locally available funds, including Measure D and its remaining authorization, remains in effect for the construction of priority projects in Phase 1 and 2. Nonetheless, the projected new State timing of receipt of State Aid reimbursements and subsequent rule changes identified as part of the June report require adjustments to the Master Budget and Schedule, including recommendations further in this report to accelerate a portion of the remaining bond authorization to bridge the lapse in State reimbursements anticipated to date and in Phase 2.

The following sections update the prior June 2017 funding and expenditures report to the Board. The report provides a comprehensive funding program, including a review of State aid grants, projected local developer fees, and local general obligation bonds, all which may assist in the implementation of the remaining Master Construct Program. The report recommends adjustments to the Master Budget and Schedule that are required in accordance with financial or policy decisions undertaken by the District and the State from the prior periods and proposed activities over the next six month period.

4.1 STATE MATCHING GRANTS

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. In November 2016, California voters approved Proposition 51 authorizing a total of \$9 billion in State bonds for K-14 facilities improvements, of which \$6.0 billion was authorized for K-12 facilities. In September 2017, the State proceeded with an initial sale of \$443.6 million in bonds under its Proposition 51 authorization, substantially less than is required to clear the backlog of approximately \$2.6 billion of prior approved projects. At this time, it is anticipated that the Governor will continued to influence a protracted pace of funding for project implementation.

Since 2012, the OPSC and the SAB have established periodic policies and funding lists to assist in providing a general sense of priority funding levels. The recent Proposition 51 bond sale of \$443.6 million is anticipated to be applied towards projects who qualified and submitted a priority funding certification in the latest June 2017 filing period. Projects that qualified for priority funding certification in June were those projects that were placed on an Unfunded List and represented projects that could no longer be

funded from the prior voter approved State bond measure because existing bond authority was no longer available for New Construction and Modernization applications. This list was restricted to projects that were received prior to July 12, 2012 for new construction and prior to May 3, 2012 for modernization.

Beginning November 1, 2012, the OPSC resumed processing applications on the basis of an Acknowledged List for projects that were received by OPSC after bond authority from the prior bond measure was exhausted. Applications placed on this list underwent an intake review to ensure all of the required documents have been submitted and presented to SAB for acknowledgement, but not approval, of funding in the order of date received. This list currently contains over \$2.6 billion dollars in new construction and modernization grant requests.

With the implementation of Proposition 51 and subsequent SAB actions, projects on the Acknowledged List are now being processed as part of a Workload List for compliance with new SAB regulations and subsequent approval for funding by the SAB. Based on when applications were submitted to OPSC, all of the District's applications have been on the Acknowledged List and are being transitioned unto the Workload List for SAB funding based on the date they were submitted.

OPSC staff continues to be impacted by reduced personnel and changes in administrative leadership which has substantially slowed the process. Based on discussions with OPSC staff, future bond sales at this time may be anticipated in the \$400-\$500 million range every six months. CFW continues to attend and monitor activities of the SAB. For purposes of projecting available funding within the Master Budget, the projected timing of receipt of State Aid reimbursements has been adjusted based on this bond sale assumption and where the District's submitted and future applications stand in line (e.g., application requests ahead of submitted applications and future applications).

Subsequent policy changes for grant funding from Prop. 51 have recently been approved by the SAB. Noteworthy key adjustments to the SFP include:

- **Grant Agreement:** Districts must enter into a grant agreement once funds have been apportioned; the agreement would disallow expenditures that have been previously eligible, such as technology
- **Audit Requirement:** As part of a District's local annual audit, an added component will include an audit of State funds; independent auditors must verify that districts appropriately expended State resources
- **New Baseline:** Enrollment projections and updated capacity analysis are required to establish a new construction grant eligibility baseline at the time the application is being processed by OPSC
- **Approved Land Reimbursement:** DSA approved New Construction plans are required prior to land reimbursement of a purchased site, per current OPSC administration
- **Financial Hardship:** Districts seeking financial hardship assistance may submit a request for funding without first obtaining a pre-approved status of their financial hardship

At this time, the primary impact of these adjustments is limited to the District's application for reimbursement for the Seabridge land purchase. The new policy changes require that construction plans

be developed, submitted and approved by the DSA and forwarded with the OPSC application for land purchase reimbursement. Up until July of this year, districts could submit for land purchase reimbursement without incurring the cost and time delay of preparing and having construction plans approved by DSA. The DSA has elected to retroactively apply this policy to projects that have already been on the Acknowledge List. Efforts should be undertaken by the District to appeal this action. If not successful, the District will be dropped from the Acknowledged List and be required to resubmit at the time of DSA and CDE approval for the Seabridge project in compliance with the new rules for reimbursement of the Seabridge land purchase, which will further delay reimbursement.

In the interim, the District needs to continue to coordinate the processing of State Aid to:

- Update Baseline eligibility pursuant to SAB requirements
- Prepare and monitor necessary filings per CEQA, DTSC, DSA, and CDE as shown in Figure 1
- File applications with the OPSC once a project receives all required approvals

Figure 1: State Agency Review Steps



To be effective in seeking State assistance for the funding of local school facility improvements, an overall strategy has been implemented that incrementally builds upon the Basic, Enhanced and Extended Plan for State aid. That strategy is based on a periodic assessment of the amount of local program grants that may be available for qualifying modernization or new construction of school facilities. Wherever possible, participation in these programs is coordinated with and blended within an overall implementation program that seeks to aid in the creation of 21st century learning environments and innovative academic initiatives for all students served by the District. For the most part, these programs require a local match and therefore local funding is integrated to support the construction of projects that maximize eligibility

and promote the maximum reimbursement possible to support other support projects that are not eligible for State aid funding on their own. The strategic blending of these programs is required to support the balance of local investment that may be required to fully implement the program.

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 as well and projected applications for potential funding of additional projects are also presented.

4.1.1.1 STATE AID MODERNIZATION

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 2017 pupil grant is currently \$4,228 for grades K-6 and \$4,472 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.

Under SB 50, the State provides the option of a "like for like" approach towards utilizing available modernization eligibility towards new construction. The "like for like" approach allows school districts to utilize modernization funding for new construction projects, if the new construction is replacing a facility with a similar facility that requires modernization. These funds do not affect a district's new construction eligibility pupil grants and are in addition to any available new construction funding. Funds allocated under "like for like" would be based on the modernization grant eligibility on a site by site basis. The District has previously utilized this strategy for the Harrington reconstruction project, and will continue to utilize it where applicable on the remaining planned reconstruction projects.

Table 1: Estimated Modernization Eligibility - 60-40 Program

School Site	CRMs	Phase I (FY 2013-17)		Phase II (FY 2018-20)		Phase III (FY 2021-25)		Phase IV (FY 2026-29)		Total Amount
		CRMs	Amount	CRMs	Amount	CRMs	Amount	CRMs	Amount	
Brekke	29	0		2	\$211,400	27	\$2,853,900	0		\$3,065,300
Chavez	27	0		0		0		27	\$2,853,900	\$2,853,900
Curren	37	0		0		2	\$211,400	35	\$3,699,500	\$3,910,900
Driffill	22	0		0		0		22	\$2,325,400	\$2,325,400
Elm	31	0		19	\$2,008,300	0		12	\$1,268,400	\$3,276,700
Frank	52	0		45	\$5,433,480	5	\$603,720	2	\$241,488	\$6,278,688
Fremont	36	0		2	\$241,488	0		34	\$4,105,296	\$4,346,784
Harrington	3	0		3	\$317,100	0		0		\$317,100
Haydock	37	32	\$3,863,808	0		5	\$603,720	0		\$4,467,528
Kamala	33	0		5	\$528,500	1	\$105,700	27	\$2,853,900	\$3,488,100
Lemonwood	32	3	\$317,100	7	\$739,900	0		22	\$2,325,400	\$3,382,400
Marina West	31	4	\$422,800	6	\$634,200	0		21	\$2,219,700	\$3,276,700
Marshall	27	0		0		0		27	\$2,853,900	\$2,853,900
McAuliffe	39	34	\$3,593,800	2	\$211,400	2	\$211,400	1	\$105,700	\$4,122,300
McKinna	31	7	\$739,900	4	\$422,800	3	\$317,100	17	\$1,796,900	\$3,276,700
Ramona	52	0		24	\$2,536,800	0		28	\$2,959,600	\$5,496,400
Ritchen	30	28	\$2,959,600	2	\$211,400	0		0		\$3,171,000
Rose Avenue	34	0		3	\$317,100	0		31	\$3,276,700	\$3,593,800
Sierra Linda	37	8	\$845,600	8	\$845,600	0		21	\$2,219,700	\$3,910,900
Soria	0	0		0		0		0		\$0
Total	620	116	\$12,742,608	132	\$14,659,468	45	\$4,906,940	327	\$35,105,484	\$67,414,500
Submitted Applications										
Project 1 - Fremont	8		\$965,952							
Project 1 - McAuliffe	1		\$105,700							
	9		\$1,071,652							
Remaining Eligibility	107	107	\$11,670,956	132	\$14,659,468	45	\$4,906,940	327	\$35,105,484	\$66,342,848

*Current dollars

Table 1 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. No changes are reported from the June 2017 update. The District is currently eligible for approximately \$12.7 million in State modernization (including approximately \$1 million in prior modernization applications awaiting apportionment). An additional \$14.6 million eligibility is projected by 2020, \$4.9 million by 2025 and \$35.1 million by 2029. All modernization projects require a local match to be provided by the District, unless Financial Hardship is utilized as explained later in this section. Collectively, these amounts are used as inputs and integrated where possible in the facilities Master Budget and Schedule to implement proposed projects.

4.1.2 STATE AID NEW CONSTRUCTION

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 2017 pupil grant is currently \$11,104 for grades K-6 and \$11,744 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 2 summarizes the District's estimated new construction eligibility. No changes are reported since the June 2017 update. The District is eligible for approximately \$74.1 million in new construction grants, including \$63.2 million for grades K-6 and \$10.9 million for grade levels 7-8. 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. Likewise, if enrollment declines, a comparable decrease in future State aid will decrease. The estimated eligibility is available district wide, but subject to the availability of funding from the SFP.

Table 2: New Construction Eligibility (50/50)

Grade Level	Eligible Pupils	Grant Value (2017)	*Est. Grant Amount (50%)	Est. Local Match (50%)
K-6	5,691	\$11,104	\$63,192,864	\$63,192,864
7-8	932	\$11,744	\$10,945,408	\$10,945,408
Total	6,623		\$74,138,272	\$74,138,272

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

4.1.3 FINANCIAL HARDSHIP FUNDING

The State also provides a Financial Hardship Program to assist districts that cannot provide all or part of their local match for an approved modernization or new construction SFP project. At this time, it appears that the District may be eligible for financial hardship. In Financial Hardship, the State funds its normal

grant amount, and if a district is found to be eligible, provides an additional grant amount equal to the portion of the match that would have been required to be funded by a district. This in effect increases the amount of grant funding a district would otherwise receive. To qualify, a district must be charging the maximum developer fee and meet one of the following criteria:

- Bonded indebtedness of 60 percent or greater
- Successful passage of a Proposition 39 Bond
- District total bonding capacity of less than \$5 million

In addition, it must meet at least two of the following criteria:

- District has placed on the ballot within the last four years a local general obligation bond
- Bond received at least 50 percent yes votes
- Debt has been issued for capital outlay obligations at a level of at least 30 percent of the district's total bonding capacity
- At least 20 percent of the district's teaching stations are relocatable classrooms

Under the current Financial Hardship Program, a district must have exhausted all unencumbered capital fund balances available for modernization or new construction at the time of application. In addition, any funds that become available during the time the District is in the Hardship period will reduce the amount of the State's grant in lieu of the District's match, proportionally. Audits of available capital facilities funding (e.g., Funds 21, 25, 35, 40, 10) are required throughout the project period that a District is in Hardship funding and at "close out", or completion of the project. Until approved for construction, eligibility is subject to review every 6 months. A district can apply for planning funds for site acquisition, DSA submittals and construction.

The Oxnard District has exceeded its net bonding capacity and meets more than two of the subsequent criteria, including the 30 percent capital outlay obligations and the teaching station requirement. Except for land acquisition and some site service costs, 100 percent hardship grant funding does not typically equate to 100 percent of the total development costs associated with the design and construction of an eligible project. Often projects must be phased, alternate methods of construction (e.g. modular) must be employed to achieve the desired space requirement for housing students or additional bond funding must be provided thereafter to complete a hardship project. Financial hardship funding is proposed to be used strategically, with careful consideration to minimize the impact on the use of other sources of funding as identified above. Potential Hardship funding sites include Rose Avenue, Sierra Linda and Marina West.

4.1.4 JOINT USE FUNDING

The SFP also provides a Joint-Use Program that allows school districts to utilize a joint-use partner and State funding to build a joint-use project the District would not otherwise be able to build due to lack of

financial resources or SFP eligibility. For school districts, prior projects that have been funded by the State have included multipurpose rooms, gymnasiums and sport facilities. The State and local contribution to a joint-use project is 50/50. The State provides 50% of the project cost; with a maximum State contribution of \$1 million for an elementary school, \$1.5 million for a middle school and \$2 million for a high school. Participating districts must enter into a joint-use agreement with a joint use-partner. The program does not require the use of modernization or new construction pupil grants. However, any modernization or new construction grants previously utilized for a project would be deducted from the joint use grant, should a district wish to apply for joint use funds for the same facility.

The joint-use partner must match a minimum of 25% of the eligible project costs. If a district has passed a General Obligation (G.O.) bond which specifies that the monies are to be used specifically for the joint-use project, the district can opt to pay up to the full 50% local share of eligible costs. Anything beyond the eligible project costs is the responsibility of the joint use partner and/or the district.

The State has not been accepting applications for joint-use up to this point due to lack of funding. To the extent funds become available at that time, the District could submit for funding for eligible joint use projects. Any additional funds received through the joint use program may serve to augment revenues to the program and reallocate pupil grants elsewhere, where applicable.

4.1.5 REMAINING AND PROPOSED USE OF NEW CONSTRUCTION ELIGIBILITY

Table 3 presents the New Construction applications that have been filed with the OPSC, indicating approximately \$28.5 million in submitted applications. Over the last six months, efforts were completed to receive final approval from the CDE for the Lemonwood, Marshall, and Elm projects. Approximately \$14.2 million in funding applications have been filed for the Lemonwood and Marshall projects. Elm awaits final design of the City required off-site sewer improvements for submittal.

Table 3 also reflects the 2017 per pupil grant amounts but excludes any additional anticipated allowances for site development and SDC pupils, which may increase the potential overall grant amount upon apportionment. For example, the funding application for the Elm project is pending determination of final site development costs associated with required sewer improvements per the City of Oxnard. Once final, the application will include the established costs, thereby increasing the anticipated reimbursement funding from the State for Elm.

Per the current regulations, the District has secured its place in line for these applications as part of the State's "Workload List" for compliance with new SAB regulations and subsequent approval for funding by SAB. Based on when applications were submitted to OPSC, all of the District's applications have been on the Acknowledged List and are being transitioned unto the Workload List for SAB funding based on the date they were submitted.

Table 3: Submitted New Construction Applications

	Pupil Grants			Est. Grant Amount
	K-6	7-8	Total	
Current Eligibility	5,691	932	6,623	\$74,138,272
Harrington School	807	0	807	\$8,960,928
Driffill	0	132	132	\$1,550,208
Lemonwood	575	351	926	\$10,506,944
Marshall	100	216	316	\$3,647,104
Total	1,482	699	2,181	\$24,665,184
Plus Seabridge Land Purchase ¹				\$3,878,426
Total Applications				\$28,543,610
Current Eligibility				\$74,138,272
Less Pupil Grant Applications				(\$24,665,184)
Total grant amount remaining	4,209	233	4,442	\$49,473,088

1. No pupil grants required

Taking into consideration the applications that have been filed, the District's total remaining eligibility is estimated to be \$49.5 million of remaining pupil grants, based on the State's 50/50 match program. 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.

Table 4 provides a summary of proposed new construction applications to be submitted. These estimated amounts exclude any grants anticipated to be utilized for SDC classrooms. Approximately \$6.7 million is anticipated to be reimbursed from Elm. Approximately \$32.4 million is anticipated to be filed for five new school projects under the State's 50/50 matching program. A local match would be required to obtain State funding for these future projects, plus any additional amounts necessary to complete the total required school construction costs identified in this report. In the final phase of implementation, a Financial Hardship strategy is proposed to be used to reconstruct Sierra Linda and Marina West which would utilize the remaining 657 pupil grants, as well as Rose Avenue during Phase 3, if needed.

Table 4: Anticipated Remaining New Construction Applications

	Remaining New Construction Grants			Grant Amount
	K-6	7-8	Total	
Remaining pupil eligibility	4,209	233	4,442	
Less SDC pupils used	228	48	276	
	3,981	185	4,166	\$46,377,664
Less grants for Measure "R" projects to be used at:				
Elm	600	0	600	\$6,662,400
Total grants used	600	0	600	\$6,662,400
Less grants for Measure "D" projects to be used at:				
Reconstruction of McKinna	715	0	715	\$7,939,360
New K-5 at Seabridge	612	0	612	\$6,795,648
Reconstruction of Rose Avenue*	710	0	710	\$7,883,840
New K-5 at Doris/Patterson	687	0	687	\$7,628,448
New 6-8 at Doris/Patterson	0	185	185	\$2,172,640
Total grants used	2,724	185	2,909	\$32,419,936
Balance of Pupil Grants Remaining	657	0	657	\$7,295,328

*Available for hardship funding if needed

4.2 DEVELOPER FEES

Developer fees levied on new residential and commercial construction in a school district attendance area are permissible under State Education Code, Section 17620. The purpose of these fees is to offset the student enrollment impact that would be generated by new development. Fees may be used to fund the construction of new school facilities, the modernization of existing facilities, or the reopening of closed facilities. The code also permits an inflation-based increase in developer fees every two years based on changes in the Class B construction index. There are three levels of Developer Fees that can be assessed:

- Level 1 fees are established by statute and adjusted by the State Allocation Board and are currently \$3.48 per square foot of residential development and \$0.56 per square foot of commercial and industrial development
- Level 2 fees constitute up to 50% of the State allowed cost for construction and sites, if the school district meets specified eligibility tests and assumes that the will State pay for the other 50% of cost through the SFP
- Level 3 fees are the same as Level 2, but include the State's 50% share as well, but only when the State declares it is out of funds for new construction

A district justification study must be completed in order to levy Level 1 or Level 2 fees and in the event that the State declares that it is out of new construction state grant funds, the same report may allow the District to levy Level 3 fees. In April 2016, the District adopted a Developer Fee Justification Study prepared by the Dolinka Group that established the justification for collecting Level 1 fees at the adjusted level of \$3.48 per square foot of residential construction and \$0.56 per square foot of commercial or industrial construction. Based on the District's fee sharing agreement with the Oxnard Union High School District, the District collects 66% of the maximum Level 1 fees, or \$2.30 per square foot for residential and \$0.37 per square foot for commercial.

In April 2017, the District adopted a School Facilities Needs Analysis, prepared by Cooperative Strategies to establish and justify the collection of Level 2 developer fees at a rate of \$3.71 per square foot for all new future residential units built within the District's boundaries. Using available County and local data, the Study estimates that an additional 1,410 residential single and multi-family homes, totaling 2,257,250 square feet, will be built in the District over the next five years. From this data, an estimated \$8.4 million is anticipated to be collected in developer fees over the next five years. The District is required to complete an annual update to the Level 2 Study in order to continue collecting Level 2 fees during this period. The current projections to not include any additional developer fee mitigation amounts from the Doris/Patterson project should it be annexed by the City and development allowed to occur pursuant to the proposed Mitigation Agreement.

4.3 GENERAL OBLIGATION BONDS

The District has used G.O. bonds previously to fund major school facility improvements and has been successful in making use of public financing options and garnering community support to improve school

facilities. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the County, pursuant to Proposition 13. Traditionally, G.O. bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from state and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest to a district to finance improvements over time.

The Master Construct and Implementation Program utilizes two G.O bond measures: Measure “R” approved by voters in 2012 and Measure “D” approved by voters on November 8, 2016. Measure “R” authorized the sale of \$90 million in G.O. bonds and has been used in combination with other local funds to support the reconfiguration of school facilities, provide the local funding to reconstruct Harrington, Elm, and Lemonwood, and to provide additional grade 6-8 capacity at Marshall. To date, all bonds from Measure “R” have been sold and the District is awaiting State reimbursements from the above projects to fund additional facility improvements.

Measure “D” was approved by voters on November 8, 2016, and authorized \$142.5 million in bonds to fund additional school improvements as part of Phases 2, 3 and 4 of ongoing facilities improvements. In March 2017, the District issued approximately \$81 million in Measure “D” bonds, leaving approximately \$61.5 million in remaining Measure “D” authorization. Proceeds from the Series 2017A bond issuance are funding a portion of Phase 2 of the ongoing new school construction and classroom modernization program, and will also be used to meet the local match requirement for State school facility grants—leveraging the State Aid matching grants.

No additional Measure “D” bonds were issued during the six-month period beginning July 1st through December 31st. However, to bridge the State’s delay in funding submitted State aid applications, it is recommended that the District accelerate the sale of approximately \$18 million in Series B bonds during the current fiscal year. The issuance of additional bonds will allow the District to utilize funds from other local sources to accommodate the beginning of a technology replacement cycle and to refresh the Program Reserve which was utilized to mitigate construction cost increases due to additional scope and inflation. A subsequent Series C of bonds is still contemplated to occur in 2020-21 which would consist of the balance of anticipated G.O. bond proceeds for Phase 2 in the amount of \$5.7 million. Additional bond sales are currently scheduled for 2023 and 2026.

4.4 PROJECT EXPENDITURE TO DATE

A budget and expenditure tracking protocol has been established and utilized for Phase 1 and Phase 2 projects under current implementation. As of the June 2017 Semi-Annual Report, the total Phase 1 and Phase 2 budget was approximately \$309.9 million for projects under current implementation, inclusive of the program reserve. Table 5 below also includes approximately \$7.9 million budgeted for land acquisition for the Doris Patterson site, funded by a District Certificate of Participation (COP) issued in 2016. Any changes to sources, uses, and schedules included in this report have considered 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 5 provides a summary report of expenditures made for the Program during the period July 1, 2012 – October 31, 2017 totaling approximately \$86.8 million. Expenditures made after this period will be accounted for in the next Semi-Annual update. The District's financial system accounts for expenditures by Fiscal Year (July 1 – June 30). The report is organized by Fiscal Year and includes expenditures across various construction funds. It should be noted that expenditures reporting is based on the budget approved as part of the June 2017 Semi-Annual Report. Once the recommended budget adjustments are approved as part of this December 2017 report, subsequent expenditure reports will reflect the revised budget value.

Table 5: Estimated Phase I and Phase II Expenditures to Date

Project	Fiscal Year Expenditures							Total
	Adopted Budget	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18 ¹	
Acquire Site New Elem K-5	\$7,756,852	\$7,668,620	\$34,158	\$0	\$46,736	\$16,375	(\$5,885)	\$7,760,003
Doris/Patterson Acquire Land	\$7,920,000	\$0	\$0	\$0	\$102,895	\$250,347	\$0	\$353,242
Doris/Patterson LAFCO Planning	\$660,000	\$0	\$14,625	\$37,345	\$31,776	\$144,811	\$27,484	\$256,042
Design & Reconstruct Harrington Elem K-5	\$23,846,732	\$146,934	\$1,433,501	\$12,220,917	\$9,698,198	\$224,482	\$3,338	\$23,727,370
Design & Reconstruct Lemonwood Elem K-8	\$37,465,448	\$153,297	\$821,438	\$1,473,830	\$1,763,788	\$15,489,906	\$5,006,216	\$24,708,475
Design & Reconstruct Elm Elem K-5	\$28,672,291	\$0	\$348,343	\$1,214,699	\$359,188	\$3,311,917	\$1,835,844	\$7,069,990
Design & Construct Seabridge K-5	\$28,568,432	\$0	\$0	\$0	\$0	\$191,895	\$187,256	\$379,150
Design & Reconstruct McKinna K-5	\$31,507,869	\$0	\$0	\$0	\$0	\$656,309	\$1,244,750	\$1,901,059
Design & Reconstruct Rose Avenue K-5	\$5,739,807	\$0	\$0	\$0	\$0	\$103,202	\$92,861	\$196,062
Design & Construct Doris/Patterson K-5	\$29,556,164	\$0	\$0	\$0	\$420,907	\$0	\$46,538	\$467,445
Design & Construct Doris/Patterson 6-8	\$49,057,213	\$0	\$0	\$0	\$0	\$0	\$63,331	\$63,331
Design & Improve K-5 Kindergarten Facilities								
Ritchen	\$456,837	\$16,341	\$70,428	\$341,936	\$16,563	\$119	\$0	\$445,387
Brekke	\$276,090	\$12,005	\$56,576	\$199,561	\$6,513	\$112	\$0	\$274,767
McAuliffe	\$336,509	\$11,856	\$86,202	\$214,623	\$8,898	\$107	\$0	\$321,686
Driffill	\$409,771	\$51,334	\$56,711	\$242,911	\$0	\$817	\$0	\$351,773
Total K-5 Kindergarten Facilities	\$1,479,208	\$91,537	\$269,916	\$999,031	\$31,974	\$1,155	\$0	\$1,393,613
Design & Construct Science Labs/Academies								
Chavez	\$649,009	\$17,760	\$166,257	\$443,641	\$19,273	\$182	\$0	\$647,113
Curren	\$598,330	\$17,092	\$116,368	\$445,658	\$17,485	\$176	\$0	\$596,779
Kamala	\$619,123	\$17,500	\$152,875	\$428,993	\$18,299	\$186	\$0	\$617,853
Haydock	\$1,075,212	\$63,767	\$296,345	\$664,682	\$23,810	\$25,687	\$7,188	\$1,081,480
Fremont	\$1,893,735	\$85,147	\$502,885	\$1,209,337	\$12,709	\$83,718	\$0	\$1,893,796
Total Science Labs/Academies	\$4,835,409	\$201,266	\$1,234,731	\$3,192,311	\$91,576	\$109,948	\$7,188	\$4,837,020
Project 1 Remaining Adjustment	\$151,678							
Kindergarten Flex Classrooms								
Brekke	\$1,259,071	\$0	\$0	\$0	\$0	\$0	\$12,539	\$12,539
McAuliffe	\$1,259,071	\$0	\$0	\$0	\$0	\$0	\$12,539	\$12,539
Ramona	\$1,259,071	\$0	\$0	\$0	\$0	\$0	\$12,539	\$12,539
Ritchen	\$1,259,071	\$0	\$0	\$0	\$0	\$0	\$12,539	\$12,539
Total Kindergarten Flex Classrooms	\$5,036,286	\$0	\$0	\$0	\$0	\$0	\$50,155	\$50,155
Pre-Kindergarten Improvements								
Harrington	\$1,083,351	\$0	\$0	\$8,631	\$85,441	\$31,200	\$7,800	\$133,071
Lemonwood	\$860,386	\$0	\$0	\$6,854	\$10,618	\$9,247	\$2,399	\$29,118
Total Pre-Kindergarten Improvements	\$1,943,737	\$0	\$0	\$15,485	\$96,059	\$40,446	\$10,199	\$162,189
Ritchen New Special Day Classroom	\$175,000	\$0	\$0	\$9,011	\$100,210	\$0	\$0	\$109,221
Marshall K-8 12 Classroom Addition	\$8,097,558	\$0	\$0	\$67,943	\$533,775	\$136,310	\$30,204	\$768,232
FF&E Allowance	\$5,373	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Planning related to MPRs for P/P K-8 Schools	\$175,000	\$0	\$0	\$0	\$204,563	(\$31,904)	(\$690)	\$171,969
Fremont MS Gym	\$5,557,436	\$0	\$0	\$0	\$0	\$0	\$32,285	\$32,285
Technology Phase 1	\$11,216,175	\$1,280,012	\$7,486,417	\$2,161,123	\$269,612	\$920,735	\$0	\$12,117,900
Technology Phase 2	\$9,000,000	\$0	\$0	\$0	\$0	\$57,574	\$29,876	\$87,451
Program Planning	\$150,474	\$150,000	\$474	\$0	\$0	\$0	\$0	\$150,474
Program Reserve	\$19,305,992							
TOTAL	\$317,880,132	\$9,691,666	\$11,643,603	\$21,391,694	\$13,751,259	\$21,623,508	\$8,660,949	\$86,762,679

Notes:

1. Fiscal Year 2017-18 expenditures are as of October 31, 2017
2. Budgets have been adjusted per the June 2017 Master Construct and Implementation Program approved by Board
3. Budget adjusted to include Doris/Patterson land acquisition of \$7.9 million funded from District COP
4. Figures presented above are unaudited

From July 1, 2012 through October 31, 2017, the District expended approximately \$29 million in expenditures for additional facilities improvements, of which \$8.2 million were expended for eligible projects beginning with \$3.7 million of Developer Fee Fund Balances prior to the adoption of the Jan 2013 Implementation Plan, plus additional expenditures thereafter which were planned for State Aid reimbursement. Given the deferral of State reimbursements, these expenditures are now being assumed by the Master Construct Program until such time that State Aid reimbursement becomes available. Eligible improvements included, but are not limited to, replacement or addition of relocatable facilities, improvements and DSA closeout of prior projects, District energy efficiency improvements, and other facility improvements. The remaining \$21 million in expenditures outside of the Program were funded by the District's prior Measure M bond program.

Expenditure reports related to the current bond programs are made available for review by the Citizens Oversight Committees and expenditures are audited annually for the Board's review.

MASTER BUDGET & SCHEDULE

The Master Construct and Implementation Program provides a consolidated master budget and schedule which merges and integrates proposed projects reliant on the funds from the Measure “R” and Measure “D” bond programs and other local sources including developer fees, Mello Roos funds, pending State aid reimbursements and capital program balances. The Program also seeks to maximize State aid reimbursements for modernization and construction of school facilities as State funds become available.

The integrated Program includes four improvement phases which commenced in 2013 and are anticipated to be complete in 2029. The total adopted budget for all phases is approximately \$447.3 million, inclusive of a Program Reserve to accommodate changes in program as mandated from time to time by the State and as may be needed to accommodate local program requirements. Each project is unique in its scope, schedule, and amount of funding. All projects must be addressed with the amount of available funding. The budget represents an “all-in” master program budget that combines hard construction costs with anticipated soft costs (e.g., design fees, contractor’s fees, consulting services, testing and inspection services, agency approval fees, etc.) resulting in the total cost estimated to fully implement the Program.

The following components update the Board on the status of the previously adopted Master Budget, schedule and timeline as of the June 2017 six-month review and recommended adjustments for the next six-month period. During this period, adjustments include proposed budget increases to current projects including Lemonwood, Harrington Child Development Center, Marshall, and the Kindergarten Flex Classroom projects due to specific project construction needs and required professional services as previously approved by the Board. Based on actions from the SAB and OPSC, including the current estimate of future biannual State bond sales of approximately \$400-\$500 million, the Master Budget and Schedule has been revised pursuant to projected timing of anticipated receipt of State Aid reimbursements by the District and by owner driven delays on the completion of the Doris/Patterson land purchase and the consequent impact to acquire local agency approval thereafter. This guidance results in a significant amount of projected State Aid funds being projected to move into Phase 3 and 4 of the program, correspondingly.

5.1 ADOPTED MASTER CONSTRUCT AND IMPLEMENTATION PROGRAM BUDGET

Table 6 presents the Adopted Master Construct and Implementation Program Budget as of June 2017 and identifies available sources of funding and anticipated expenditures. The total adopted budget for all proposed four phases is approximately \$447.3 million funded from a combination of local and State resources. A Program Reserve is included for Phases 2 through 4 to accommodate changes in program as

mandated from time to time and as may be needed to accommodate local program specifications and requirements.

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

- completed 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
- current construction of the new Lemonwood K-8 and Elm K-5 schools to replace older existing facilities
- current construction of an early childhood development center/kindergarten annex at Harrington Elementary and a new grade 6-8 classroom building at Marshall
- ongoing efforts towards the acquisition and environmental review of a joint second elementary school site and an additional middle school site to accommodate existing and future enrollment
- deployment of State-of-the-art learning resources, including 1:1 mobile devices for all students and teachers at every school district wide

Phase 2 commenced in January 2017 and extends through the fiscal year ending in 2020. Phase 2 launches the Measure “D” projects with the proposed:

- reconstruction of McKinna and design for reconstruction of Rose Avenue K-5 schools
- construction of a new Seabridge K-5
- construction of new kindergarten/flex classroom buildings at McAuliffe, Brekke, Ritchen, and Ramona elementary schools
- acquisition of a site and construction of new Doris/Patterson K-5 and 6-8 schools
- construction of a gym at Fremont middle school
- upgrades to the technology program to maintain 21st Century Facilities standards and connectivity

Launching in 2021, Phase 3 includes additional MPR improvements for remaining K-5 and K-8 schools, as well as middle school gymnasium/multipurpose room improvements at Haydock. An allowance is also provided for continued technology implementation. Also included are support facility improvements at Brekke, McAuliffe, Ramona, and Ritchen, as well as completing the reconstruction of Rose Avenue K-5.

The Program concludes with Phase 4 with an anticipated launch of 2026. Phase 4 includes the reconstruction of Marina West and Sierra Linda K-5 schools. Multipurpose room improvements are also planned at Driffill to accommodate the opportunity to further consider the reconfiguration of the Driffill site.

Table 6: Adopted Master Construct & Implementation Program Budget

Sources	Est. Total	Phase 1	Phase 2	Phase 3	Phase 4
Measure "R"					
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	\$ -	\$ -	\$ -
Total Measure "R" Bonds	\$ 90,000,000				
Master Construct Authorization					
Series A	\$ 81,000,000	\$ -	\$ 81,000,000	\$ -	\$ -
Series B	\$ 23,700,000	\$ -	\$ 23,700,000	\$ -	\$ -
Series C	\$ 15,100,000	\$ -	\$ -	\$ 15,100,000	\$ -
Series D	\$ 22,700,000	\$ -	\$ -	\$ -	\$ 22,700,000
Total Master Construct Bonds	\$ 142,500,000				
Measure "L" Authorization	\$ 3,316,728	\$ 3,316,728	\$ -	\$ -	\$ -
State Bonds	\$ 266,611	\$ 266,611	\$ -	\$ -	\$ -
Est. State Reimbursements**	\$ 123,767,309	\$ 2,515,863	\$ 75,631,428	\$ 15,442,374	\$ 30,177,645
Est. Developer Fees	\$ 55,909,771	\$ 9,029,075	\$ 10,697,340	\$ 19,303,620	\$ 16,879,736
Mello Roos Proceeds	\$ 9,088,089	\$ 9,088,089	\$ -	\$ -	\$ -
State Reimbursements (Drifill)	\$ 9,001,083	\$ 9,001,083	\$ -	\$ -	\$ -
Est. Interest Earnings	\$ 13,425,922	\$ 3,257,638	\$ 1,129,896	\$ 4,203,110	\$ 4,835,279
Est. Total Sources	\$ 447,275,513	\$ 126,475,086	\$ 192,158,664	\$ 54,049,104	\$ 74,592,660
Uses	Est. Total	Phase 1	Phase 2	Phase 3	Phase 4
Acquire New K-5 Elementary Site	\$ 7,756,852	\$ 7,756,852	\$ -	\$ -	\$ -
Acquire New K-5/Middle School Site	\$ 660,000	\$ 660,000	\$ -	\$ -	\$ -
Construct Doris/Patterson K-5	\$ 29,556,164	\$ -	\$ 29,556,164	\$ -	\$ -
Construct Doris/Patterson 6-8	\$ 49,057,213	\$ -	\$ 49,057,213	\$ -	\$ -
Construct Seabridge K-5	\$ 28,568,432	\$ -	\$ 28,568,432	\$ -	\$ -
Reconstruct Harrington Elementary	\$ 23,846,732	\$ 23,846,732	\$ -	\$ -	\$ -
Reconstruct Elm Elementary	\$ 28,672,291	\$ 28,672,291	\$ -	\$ -	\$ -
Reconstruct Lemonwood K-8	\$ 37,465,448	\$ 37,465,448	\$ -	\$ -	\$ -
Reconstruct McKinna K-5	\$ 31,507,869	\$ -	\$ 31,507,869	\$ -	\$ -
Reconstruct Marina West K-5	\$ 32,175,006	\$ -	\$ -	\$ -	\$ 32,175,006
Reconstruct Rose Avenue K-5	\$ 30,680,582	\$ -	\$ 5,739,807	\$ 24,940,775	\$ -
Reconstruct Sierra Linda K-5	\$ 31,547,013	\$ -	\$ -	\$ -	\$ 31,547,013
Marshall K-8 (CR)	\$ 8,097,558	\$ 8,097,558	\$ -	\$ -	\$ -
Drifill K-8 (K/MPR)	\$ 8,057,505	\$ 409,771	\$ -	\$ -	\$ 7,647,733
Chavez K-8 (SL/MPR)	\$ 2,656,588	\$ 649,009	\$ 2,007,579	\$ -	\$ -
Curren K-8 (SL/MPR)	\$ 5,179,830	\$ 598,330	\$ 4,581,500	\$ -	\$ -
Kamala K-8 (SL/MPR)	\$ 2,703,662	\$ 619,123	\$ 2,084,539	\$ -	\$ -
McAuliffe ES (K/Modular/MPR/Support)	\$ 3,326,948	\$ 336,509	\$ 1,259,071	\$ 1,731,368	\$ -
Brekke ES (K/Modular/MPR/Support)	\$ 2,692,092	\$ 276,090	\$ 1,259,071	\$ 1,156,930	\$ -
Ritchen ES (K/Modular/MPR/Support)	\$ 5,618,661	\$ 631,837*	\$ 1,259,071	\$ 3,727,753	\$ -
Ramona ES (Modular/MPR/Support)	\$ 3,306,697	\$ -	\$ 1,259,071	\$ 2,047,625	\$ -
Project 1 Adjustment	\$ 151,678	\$ 151,678	\$ -	\$ -	\$ -
Fremont MS (SL/Gym)	\$ 7,451,170	\$ 1,893,735	\$ 5,557,436	\$ -	\$ -
Haydock MS (SL/Gym)	\$ 2,575,212	\$ 1,075,212	\$ -	\$ 1,500,000	\$ -
Planning for K-8 MPRs	\$ 175,000	\$ 175,000	\$ -	\$ -	\$ -
Harrington CDC	\$ 1,083,351	\$ 1,083,351	\$ -	\$ -	\$ -
Lemonwood CDC	\$ 860,386	\$ 860,386	\$ -	\$ -	\$ -
Technology	\$ 26,216,175	\$ 11,216,175	\$ 9,000,000	\$ 6,000,000	\$ -
Subtotal	\$ 411,646,113	\$ 126,475,086	\$ 172,696,824	\$ 41,104,451	\$ 71,369,752
Program Reserve	\$ 35,629,399	\$ -	\$ 19,461,839	\$ 12,944,653	\$ 3,222,907
Est. Total Uses	\$ 447,275,513	\$ 126,475,086	\$ 192,158,664	\$ 54,049,104	\$ 74,592,659
Est. Ending Fund Balance	\$ -				
Total Combined Master Budget	\$ 447,275,513				

*Includes New Special Day Classroom

**Applies some State Aid reimbursements received from Phase 1 projects to Phase 1 and assumes State Aid financial hardship during Phase 4

5.2 REVISED MASTER CONSTRUCT AND IMPLEMENTATION PROGRAM BUDGET

Table 7 below presents the proposed Revised Master Construct and Implementation Program for Board consideration as part of the current six-month update report.

Table 7: Revised Master Construct & Implementation Program Budget

Sources	Est. Total	Phase 1	Phase 2	Phase 3	Phase 4
Measure "R"					
Series A	\$ 18,055,496	\$ 18,055,496	\$ -	\$ -	\$ -
Series B	\$ 25,266,398	\$ 25,266,398	\$ -	\$ -	\$ -
Series C	\$ 15,578,000	\$ 15,578,000	\$ -	\$ -	\$ -
Series D	\$ 30,160,000	\$ 30,160,000	\$ -	\$ -	\$ -
Total Measure "R" Bonds	\$ 89,059,894				
Master Construct Authorization					
Series A	\$ 80,725,000	\$ -	\$ 80,725,000	\$ -	\$ -
Series B	\$ 18,000,000	\$ -	\$ 18,000,000	\$ -	\$ -
Series C	\$ 5,700,000	\$ -	\$ 5,700,000	\$ -	\$ -
Series D	\$ 15,100,000	\$ -	\$ -	\$ 15,100,000	\$ -
Series E	\$ 22,700,000	\$ -	\$ -	\$ -	\$ 22,700,000
Total Master Construct Bonds	\$ 142,225,000				
Certificates of Participation					
Series 2016	\$ 7,606,764	\$ 7,606,764	\$ -	\$ -	\$ -
Total COP Proceeds	\$ 7,606,764				
Measure "L" Authorization	\$ 3,316,728	\$ 3,316,728	\$ -	\$ -	\$ -
State Bonds	\$ 266,611	\$ 266,611	\$ -	\$ -	\$ -
Est. State Reimbursements**	\$ 131,430,082	\$ -	\$ 13,865,714	\$ 85,777,754	\$ 31,786,614
Est. Developer Fees	\$ 52,860,734	\$ 7,454,555	\$ 9,963,212	\$ 17,280,738	\$ 18,162,229
Mello Roos Proceeds	\$ 9,088,089	\$ 9,088,089	\$ -	\$ -	\$ -
State Reimbursements (Drifill)	\$ 9,001,083	\$ 9,001,083	\$ -	\$ -	\$ -
Est. Interest Earnings	\$ 6,297,192	\$ 1,594,953	\$ 534,190	\$ 2,303,289	\$ 1,864,761
Est. Total Sources	\$ 451,152,178	\$ 127,388,677	\$ 128,788,116	\$ 120,461,781	\$ 74,513,604
Uses	Est. Total	Phase 1	Phase 2	Phase 3	Phase 4
Acquire New K-5 Elementary Site	\$ 7,756,852	\$ 7,756,852	\$ -	\$ -	\$ -
Acquire New K-5/Middle School Site	\$ 9,410,000	\$ 660,000	\$ 8,750,000	\$ -	\$ -
Construct Doris/Patterson K-5	\$ 29,556,164	\$ -	\$ 3,546,740	\$ 26,009,424	\$ -
Construct Doris/Patterson 6-8	\$ 49,057,213	\$ -	\$ 5,886,866	\$ 43,170,347	\$ -
Construct Seabridge K-5	\$ 28,568,432	\$ -	\$ 28,568,432	\$ -	\$ -
Reconstruct Harrington Elementary	\$ 23,846,732	\$ 23,846,732	\$ -	\$ -	\$ -
Reconstruct Elm Elementary	\$ 28,672,291	\$ 28,672,291	\$ -	\$ -	\$ -
Reconstruct Lemonwood K-8	\$ 38,222,523	\$ 38,222,523	\$ -	\$ -	\$ -
Reconstruct McKinna K-5	\$ 31,507,869	\$ -	\$ 31,507,869	\$ -	\$ -
Reconstruct Marina West K-5	\$ 32,175,006	\$ -	\$ -	\$ -	\$ 32,175,006
Reconstruct Rose Avenue K-5	\$ 30,680,582	\$ -	\$ 3,681,670	\$ 26,998,912	\$ -
Reconstruct Sierra Linda K-5	\$ 31,547,013	\$ -	\$ -	\$ -	\$ 31,547,013
Marshall K-8 (CR)	\$ 11,422,558	\$ 11,422,558	\$ -	\$ -	\$ -
Drifill K-8 (K/MPR)	\$ 8,057,505	\$ 409,771	\$ -	\$ -	\$ 7,647,733
Chavez K-8 (SL/MPR)	\$ 2,656,588	\$ 649,009	\$ 2,007,579	\$ -	\$ -
Curren K-8 (SL/MPR)	\$ 5,179,830	\$ 598,330	\$ 4,581,500	\$ -	\$ -
Kamala K-8 (SL/MPR)	\$ 2,703,662	\$ 619,123	\$ 2,084,539	\$ -	\$ -
McAuliffe ES (K/Modular/MPR/Support)	\$ 3,570,015	\$ 336,509	\$ 1,502,138	\$ 1,731,368	\$ -
Brekke ES (K/Modular/MPR/Support)	\$ 2,935,159	\$ 276,090	\$ 1,502,138	\$ 1,156,930	\$ -
Ritchen ES (K/Modular/MPR/Support)	\$ 5,861,728	\$ 631,837*	\$ 1,502,138	\$ 3,727,753	\$ -
Ramona ES (Modular/MPR/Support)	\$ 3,549,764	\$ -	\$ 1,502,138	\$ 2,047,625	\$ -
Project 1 Adjustment	\$ 145,349	\$ 145,349	\$ -	\$ -	\$ -
Fremont MS (SL/Gym)	\$ 7,451,231	\$ 1,893,796	\$ 5,557,436	\$ -	\$ -
Haydock MS (SL/Gym)	\$ 2,581,480	\$ 1,081,480	\$ -	\$ 1,500,000	\$ -
Planning for K-8 MPRs	\$ 175,000	\$ 175,000	\$ -	\$ -	\$ -
Harrington CDC	\$ 2,512,726	\$ 2,512,726	\$ -	\$ -	\$ -
Lemonwood CDC	\$ 860,386	\$ -	\$ 860,386	\$ -	\$ -
Technology	\$ 26,216,175	\$ 11,216,175	\$ 9,000,000	\$ 6,000,000	\$ -
Subtotal	\$ 426,879,831	\$ 131,126,151	\$ 112,041,569	\$ 112,342,359	\$ 71,369,752
Brekke ES COP Lease Payments	\$ 4,291,014	\$ -	\$ 1,419,606	\$ 2,390,860	\$ 480,548
Land Acquisition COP Lease Payments	\$ 4,863,500	\$ -	\$ 480,000	\$ 2,062,500	\$ 2,321,000
Additional Program Expenditures	\$ 4,519,836	\$ -	\$ 4,519,836	\$ -	\$ -
Subtotal	\$ 13,674,350	\$ -	\$ 6,419,442	\$ 4,453,360	\$ 2,801,548
Program Reserve	\$ 6,860,522	\$ (3,737,474)	\$ 6,589,630	\$ 3,666,062	\$ 342,304
Est. Total Uses	\$ 451,152,178	\$ 131,126,151	\$ 125,050,642	\$ 120,461,781	\$ 74,513,604
Est. Ending Fund Balance	\$ -				
Total Combined Master Budget	\$ 451,152,178				

*Includes New Special Day Classroom

**Assumes State Aid financial hardship during Phase 4

Total sources of funding are anticipated to increase to approximately \$451.1 million. The increase is the result of the addition of proceeds from the District's Certificates of Participation Series 2016 in the amount of approximately \$7.6 million for the acquisition of a new elementary and middle school site at Doris/Patterson. Offsetting the increase in Certificates of Participation (COPs) proceeds is a reduction in G.O. bond proceeds to reflect the net proceeds, absent the cost of issuance, that have been made available to the Program under Measure "R". Based on the State's delay and projected new schedule for funding submitted applications for State aid reimbursements and the extended period to acquire and construct Doris / Patterson facilities, a significant amount of projected State Aid funds of approximately \$61.8 million has been moved into Phase 3 and 4 of the program from Phase 2. It is anticipated that the District will receive the first tranche of reimbursements in 2018-19 which includes the applications for Harrington, Seabridge land acquisition, and Fremont and McAuliffe modernization during Project 1. Applications submitted for subsequent projects are now anticipated to be funded starting in Phase 3 and may continue through Phase 4.

Proposed uses have been adjusted to provide increases to current projects due to specific project construction needs and required professional services as previously approved by the Board. Additional facilities expenditures as of October 31, 2017 are also reported to account for available funds. The Program has also been amended to incorporate existing ongoing lease payments for the District's COPs related to prior improvements to Brekke Elementary and the acquisition of new elementary and middle school sites. Some of these expenditures are due to the need to accommodate the protracted delay in the receipt of State aid funding, absent the availability of other funds.

5.3 PHASE 1 MASTER BUDGET AND SCHEDULE

Table 8 provides the total estimated cost for Phase 1 of approximately \$131.1 million.

Table 8: Proposed Phase 1 Master Budget and Schedule (FY 2013-17)

Project	Schedule June 2017	Schedule Dec 2017	Estimated Budget	Variance
Master Construct & Implementation Program Improvements				
Acquire New Sites				
Seabridge Elementary School	2013	2013	\$7,756,852	\$0
Doris/Patterson K-5 / Middle School	2014/16	2014/16	\$660,000	\$0
Subtotal			\$8,416,852	\$0
Design & Reconstruct Sites				
Harrington Elem. K-5	2013/14	2013/14	\$23,846,732	\$0
Lemonwood K-8	2014/18	2014/18	\$37,465,448	\$757,076
Elm Elem. K-5	2014/16	2014/16	\$28,672,291	\$0
Subtotal			\$90,741,545	\$757,076
Design & Improve K-5 Kindergarten Facilities	2013/14	2013/14		
Ritchen			\$631,837 **	\$0
Brekke			\$276,090	\$0
McAuliffe			\$336,509	\$0
Driffill			\$409,771	\$0
Subtotal			\$1,654,208	\$0
Design & Construct Science Labs (Project 1)	2013/14	2013/14		
Chavez Science Labs K-8			\$649,009	\$0
Curren Science Labs K-8			\$598,330	\$0
Kamala Science Labs K-8			\$619,123	\$0
Haydock Science Labs 6-8 & Utility Upgrades			\$1,075,212	\$6,268
Fremont Science Labs 6-8 & Utility Upgrades			\$1,893,735	\$61
Subtotal			\$4,841,738	\$6,329
Project 1 Adjustment			\$145,349	(\$6,329)
Childhood Development Center Improvements				
Harrington	2015	2015	\$1,083,351	\$1,429,375
Lemonwood	2016	2019	\$860,386	(\$860,386)
Subtotal			\$2,512,726	\$568,989
Planning for K-8 MPRs	2016	2016	\$175,000	\$0
Marshall K-8: 12 Classroom Building	2015/17	2015/17	\$8,097,558	\$3,325,000
Technology	2013/15	2013/15	\$11,216,175	\$0
Program Improvements Subtotal			\$131,126,151	\$4,651,064
Program Reserve			\$0	(\$3,737,474)
Program Improvements Total			\$131,126,151	\$4,651,064

*Current dollars

**Includes New Special Day Classroom

Phase 1 consists of the Measure “R” projects currently underway, including the construction of Harrington, Elm, Lemonwood and Marshall and all projects that have already been completed, including the acquisition of the Seabridge site and implementation of Project 1. Major adjustments to the Phase 1 budget are centered on additional construction costs associated with Lemonwood, Harrington Child Development Center, and Marshall which have been reviewed and approved by the Board since June 2017. These budgets have been adjusted to reflect the approved final Guaranteed Maximum Price (GMP) at Marshall, the approved bid for Harrington Child Development Center, and approved change orders for Lemonwood. Additional adjustments are proposed to accommodate approved professional services and GMP site development contracts for the Kindergarten Flex Classroom projects. Project 1 actuals are proposed to be offset by the budgeted Project 1 adjustment line to accommodate close out of these projects. The balance of project costs remains the same from the prior six-month period. In total, the Phase 1 budget has been increased to \$131.1 million to reflect these adjustments. Any shortfalls to the Program Reserve have since been reduced from available local sources, including Measure D.

5.4 PHASE 2 MASTER BUDGET AND SCHEDULE

Table 9 provides the total estimated cost for Phase 2 of approximately \$125.1 million.

Table 9: Proposed Phase 2 Master Budget and Schedule (FY 2017-20)

Project	Schedule June 2017	Schedule Dec 2017	Estimated Budget		Variance
Master Construct & Implementation Program Improvements					
Acquire New Sites					
Doris/Patterson K-5 / Middle School		2018	\$0	\$8,750,000	\$8,750,000
Subtotal				\$8,750,000	\$8,750,000
Construct New School Sites: Master Construct					
Dorris Patterson K-5	2018/2019	2019/2023	\$29,556,164	\$3,546,740	(\$26,009,424)
Dorris Patterson 6-8	2018/2020	2019/2021	\$49,057,213	\$5,886,866	(\$43,170,347)
Seabridge K-5	2018/2020	2018/2020	\$28,568,432		\$0
Reconstruct School Sites: Master Construct					
Rose Avenue K-5	2018/2021	2018/2021	\$5,739,807	\$3,681,670	(\$2,058,137)
McKinna K-5	2017	2017	\$31,507,869		\$0
Construct Kinder/SDC Classrooms					
Brekke	2018	2018	1,259,071	\$1,502,138	\$243,067
McAuliffe	2018	2018	1,259,071	\$1,502,138	\$243,067
Ramona	2018	2018	1,259,071	\$1,502,138	\$243,067
Ritchen	2018	2018	1,259,071	\$1,502,138	\$243,067
Construct Gym & Modernize MPR					
Fremont	2018	2020	\$5,557,436		\$0
Modernize K-8 Multipurpose Rooms					
Chavez	2019	2019	\$2,007,579		\$0
Curren	2019	2019	\$4,581,500		\$0
Kamala	2019	2019	\$2,084,539		\$0
Childhood Development Center Improvements					
Lemonwood	2016	2019	\$0	\$860,386	\$860,386
Subtotal				\$94,291,569	(\$60,655,256)
Technology	2020	2018/2020		\$9,000,000	\$0
Program Improvements Subtotal				\$112,041,569	(\$60,655,256)
Program Reserve			\$19,461,839	\$6,589,630	(\$12,872,209)
Additional Facilities Expenditures		2018	\$0	\$4,519,836	\$4,519,836
Program Lease Payments					
Brekke ES COP	2026	2026	\$0	\$1,419,606	\$1,419,606
COP for Land Acquisition	2026-29	2026-29	\$0	\$480,000	\$480,000
Subtotal				\$6,419,442	\$6,419,442
Program Improvements Total				\$125,050,642	(\$67,108,022)

*Current dollars

Given the protracted schedule for the Doris/Patterson land acquisition and the local agency process for approvals, the proposed construction timing for the Doris Patterson K-5 and 6-8 facilities has been adjusted to allow sufficient time to complete necessary acquisition and agency approvals. Required planning and design on the proposed Doris Patterson K-5 and 6-8 sites will continue during Phase 2 and corresponding funding for completion of design and construction remains from Measure "D" authorization and State aid reimbursements from prior submitted applications. Construction is now anticipated to occur in Phase 3.

Remaining adjustments are for the Kindergarten Flex classroom project, Rose Avenue design and the Early Childhood Development Center at Lemonwood. Proposed budget adjustments to the Kindergarten Flex classroom projects are included to accommodate approved professional services and GMP site development contracts that have been approved by the Board individually since the prior June 2017 Report. The Rose Avenue design component has been adjusted to reflect the actual contracting of design and construction services and anticipated costs to prepare and submit required design drawings for approval to DSA. The schedule for the construction of the Early Childhood Development Center at

Lemonwood has been adjusted to accommodate the latest schedule for completion of Phase 1 and 2 of the new Lemonwood K-8 school.

Phase 2 and subsequent phases have been revised to account for additional facilities expenditures against the program as of October 31, 2017 as well as District lease payments related to prior improvements at Brekke Elementary and the acquisition of new elementary and middle school sites. The additional facilities expenditures include, but are not limited to, replacement or addition of relocatable facilities, improvements and DSA closeout of prior projects, District energy efficiency improvements, and other eligible facility improvements. Including the District lease payments, these expenditures are in addition to the overall program budget and account for approximately \$6.4 million in Phase 2.

Given the new OPSC projected schedule for receipt of State aid reimbursements from prior approved District applications and the extended schedule for Doris/Patterson, the proposed State aid reimbursements during Phase 2 have been substantially decreased. This requires bridge financing to keep ongoing projects moving forward, including compliance with new SAB requirements, through the recommended issuance of the next series of Measure “D” bonds of approximately \$18 million in early 2018. Originally planned as a \$23.7 million bond issuance in 2020, the next series of Measure D bond sales are proposed to be issued in two issuances of approximately \$18 million in 2018, and approximately \$5.7 million in 2021 to accelerate the availability of funding for active projects and to bridge the delay in anticipated State aid reimbursements.

5.5 PHASE 3 MASTER BUDGET AND SCHEDULE

Table 10 provides a summary of the proposed Phase 3 budget and schedule totaling approximately \$120.5 million.

Table 10: Proposed Phase 3 Master Budget and Schedule (FY 2021-25)

Project	Schedule June 2017	Schedule Dec 2017	Estimated Budget	Variance
Master Construct & Implementation Program Improvements				
Construct New School Sites: Master Construct				
Dorris Patterson K-5	2018/2019	2019/2023	\$0 \$26,009,424	\$26,009,424
Dorris Patterson 6-8	2018/2020	2019/2021	\$0 \$43,170,347	\$43,170,347
Rose Avenue	2018/2021	2018/2021	\$24,940,775 \$26,998,912	\$2,058,137
Construct Academic Program Space: Master Construct				
Brekke	2025	2025	\$459,373	\$0
McAuliffe	2025	2025	\$290,643	\$0
Ramona	2025	2025	\$292,151	\$0
Ritchen	2025	2025	\$457,865	\$0
Construct Gym & Modernize MPR				
Haydock	2023	2023	\$1,500,000	\$0
Modernize K-5 Multipurpose Rooms				
Brekke	2023	2023	\$697,557	\$0
McAuliffe	2023	2023	\$1,440,725	\$0
Ramona	2023	2023	\$1,755,474	\$0
Ritchen	2023	2023	\$3,269,888	\$0
Subtotal			\$106,342,359	\$71,237,908
Technology	2025	2025	\$6,000,000	\$0
Program Improvements Subtotal			\$112,342,359	\$71,237,908
Program Reserve			\$12,944,653 \$3,666,062	(\$9,278,591)
Program Lease Payments				
Brekke ES COP	2026	2026	\$0 \$2,390,860	\$2,390,860
COP for Land Acquisition	2026-29	2026-29	\$0 \$2,062,500	\$2,062,500
Subtotal			\$4,453,360	\$4,453,360
Program Improvements Total			\$120,461,781	\$66,412,677

*Current dollars

Phase 3 completes the construction of the Doris Patterson K-5 and 6-8 schools and reconstruction of Rose Avenue K-5. Phase 3 also provides additional MPR improvements for remaining K-5 schools, as well as middle school gymnasium/multipurpose room improvements at Haydock. An allowance is also provided for continued technology implementation. Support facility improvements at Haydock, Brekke, McAuliffe, Ramona, and Ritchen remain as originally planned. The recommended budget change in Phase 3 includes adjustment for the construction of the Doris Avenue K-5 and 6-8 schools that were moved from Phase 2 to Phase 3. Similar to Phase 2, Phase 3 accounts for approximately \$4.4 million in lease payments related to the District's outstanding Brekke and Doris/Patterson COPs.

5.6 PHASE 4 MASTER BUDGET AND SCHEDULE

As summarized in Table 11, Phase 4 completes the Master Construct and Facilities Implementation Program totaling an estimated \$74.5 million. As reported in June 2017, a financial hardship State Aid approach is proposed to be used to reconstruct Marina West and Sierra Linda K-5 schools. Multipurpose room improvements continue to be planned at Driffill to accommodate the opportunity to further consider the reconfiguration of the site. COP payments are scheduled to continue in Phase 4 and are estimated to total \$2.8 million during this period. However, lease payments related to Brekke Elementary are scheduled to conclude in 2025-26. Additionally, the District's lease payments for its COPs related to land acquisition will be eligible for refunding on August 1, 2026 at which time the District may elect to prepay or refund the outstanding COPs to either decrease or eliminate future payments, assuming funds are available.

Table 11: Proposed Phase 4 Master Budget and Schedule (FY 2026-29)

Project	Schedule June 2017	Schedule Dec 2017	Estimated Budget	Variance
Master Construct & Implementation Program Improvements				
Design & Reconstruct School Sites: Master Construct				
Marina West K-5	2028/2029	2028/2029	\$32,175,006	\$0
Sierra Linda K-5	2027/2029	2027/2029	\$31,547,013	\$0
Subtotal			\$63,722,019	\$0
Construct K-8 Multipurpose Room				
Driffill	2026	2026	\$7,647,733	\$0
Subtotal			\$7,647,733	\$0
Program Improvements Subtotal			\$71,369,752	\$0
Program Reserve			\$342,304	
Program Lease Payments				
Brekke ES COP	2026	2026	\$0	\$480,548
COP for Land Acquisition	2026-29	2026-29	\$0	\$2,321,000
Subtotal			\$2,801,548	\$2,801,548
Program Improvements Total			\$74,513,604	\$2,801,548

*Current dollars

5.7 MASTER SCHEDULE

The following summary schedule provides an overview of an updated proposed phasing strategy for the Master Construct and Implementation Program. Table 12 illustrates the proposed phasing of the integrated Program, and is organized by the continued reconstruction of existing schools, the construction of new school sites, and improvements to multipurpose rooms support facilities to support the District's educational program.

The schedules for the Doris Avenue K-5 and 6-8 school projects have been updated to reflect the extended completion of acquisition and necessary local approvals for the anticipated completion of planning and design efforts by June 2019 and accommodates the estimated start of construction during the fiscal year starting July 2020 for the 6-8 school and July 2022 for the K-5 school. The construction for the Lemonwood Child Development Center is proposed to be moved to fiscal year 2018-19 to accommodate the latest schedule for completion of Phase 1 and 2 of the new Lemonwood K-8 school. Based on projected funding and proposed recommendations, the design and planning effort scheduled for the Fremont Gymnasium project is proposed to commence by fiscal year 2019-20. No other major changes to the schedule are proposed.

Table 12: Summary Schedule

		Fiscal Year															
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Reconstruct:																	
Harrington	Complete																
Harrington Child Dev. Center																	
Lemonwood																	
Lemonwood Child Dev. Center																	
Elm																	
McKinna																	
Rose Avenue																	
Marina West																	
Sierra Linda																	
Construct:																	
Marshall 6-8 Classrooms																	
Seabridge K-5																	
Doris/Patterson K-5																	
Doris/Patterson 6-8																	
Construct Kinder + SDC Classrooms/Additional Support Space:																	
Ramona																	
Brekke																	
Ritchen																	
McAuliffe																	
Multipurpose Rooms:																	
Fremont																	
Haydock																	
Kamala																	
Chavez																	
Curren																	
Driffill																	
Ramona																	
Brekke																	
Ritchen																	
McAuliffe																	

Based on the identified phasing plan, Table 13 on the following page provides a summary of projects under management, including those that are currently underway and are to be implemented, totaling approximately \$188.5 million.

Table 13: Projects Under Management

Project Name	Start Date	End Date	Master Budget
			(Current Dollars)
Reconstruct:			
Harrington Child Development Center	Nov-2014	Dec-2018	\$2,512,726
Lemonwood K-8	Feb-2013	May-2018	\$38,222,523
Lemonwood Child Development Center	Nov-2014	Jun-2019	\$860,386
Elm K-5	Jul-2013	Jun-2018	\$28,672,291
Construct:			
Marshall 6-8 Classroom Building	Dec-2014	Jul-2018	\$11,422,558
Seabridge K-5	Jan-2017	Apr-2020	\$28,568,432
McKinna K-5	Jan-2017	Jun-2019	\$31,507,869
Rose Avenue K-5	Jan-2017	Jan-2022	\$30,680,582
Construct Kinder + SDC Classrooms:			
Ramona	Jul-2017	Aug-2018	\$1,502,138
Brekke	Jul-2017	Aug-2018	\$1,502,138
Ritchen	Jul-2017	Aug-2018	\$1,502,138
McAuliffe	Jul-2017	Aug-2018	\$1,502,138
Planning/Land Acquisition:			
Doris/Patterson LAFCO Planning	Jul-2015	Dec-2017	\$660,000
Doris/Patterson Acquire Land*	Feb-2016	Mar-2018	\$8,750,000
Chavez, Curren, Kamala, Driffill MPR Planning	Jul-2015	Jun-2019	\$175,000
Educational Technology Intregation/Planning	Jan-2017	Jun-2020	\$427,500
Total			\$188,468,420

**Funded out of District's 2016 COP issuance*

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 December 2017 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 this semi-annual update to the Master Construct and Implementation Program
- Direct staff and CFW to proceed with recommended adjustments to the Program for its immediate implementation
- Establish a date for the next six-month review by the Board

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 are provided for the prior six months. For documentation of prior related Board Action items, please reference the same section of previous reports.

Date	Board Agenda Item	Agenda Description	Purpose	Action
21-Jun-17	C.15	Approval of Change Order No. 006 for Swinerton Builders regarding the Lemonwood K-8 School Reconstruction	Approval of four (4) change order requests: (1) furnish and install a hydration station at the MPR, (2) add wireless access points as directed by the district, (3) adding lath and plaster to the soffit overhang at the classroom building and (4) duct shaft modifications above the ceiling.	Approved
21-Jun-17	C.16	Approval of the Dispersal of Contingency Allocation No. 007 for Swinerton Builders regarding the Lemonwood K-8 School Reconstruction Project	Approval of a combination of five (5) Proposed Allocation Items due to discrepancies or errors in the Construction Documents and work required by a governmental agency involved with the permitting or approval/certification process that is not shown in the Construction Documents.	Approved
21-Jun-17	C.17	Approval of Supplemental Work Authorization Letter (WAL) #3-S for CTE South Inc. regarding the Marshall New Classroom Building Project	Approval of Supplemental Work Authorization Letter (WAL) #3-S to Agreement #13-124 with CTE South Inc. for additional work completed during the design phase.	Approved
21-Jun-17	C.18	Approval of Work Authorization Letter (WAL) #4 for Rincon Consultants Inc. regarding the Elm Elementary School Reconstruction Project	Rincon Consultants deemed it necessary to import soil to complete the pad at the MPR Building. Following proper procedure, they requested the import site and allocated soil be tested and approved by a certified hygienist to satisfy regulatory requirements that the material is adequate for use at a school site.	Approved
21-Jun-17	C.19	Approval of Work Authorization Letter (WAL) #8 for Earth Systems Southern California regarding the Doris/Patterson Project	WAL #8 for Earth Systems Southern California provides for design phase Geotechnical Engineering Services.	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
21-Jun-17	C.20	Approval of Work Authorization Letter (WAL) #9 for Tetra Tech Inc. regarding the Doris/Patterson Project	WAL #9 for Tetra Tech Inc. provides Pipeline Risk Analysis Services for the Doris Patterson Environmental Impact Report	Approved
21-Jun-17	C.21	Approval of Work Authorizaion Letter (WAL) #10 for Tetra Tech Inc. regarding the Doris Patterson Project	WAL #10 for Tetra Tech Inc. provides Aviation Risk Hazard Assessment Services for the Doris Patterson Environmental Impact Report.	Approved
21-Jun-17	C.22	Approval of Lease-Leaseback Agreements #17-41, #17-42, and #17-43 for Bernards regarding the McKinna Elementary School Reconstruction Project	Approval and execution of the Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) between the District and Bernards for completion of the work identified in Dougherty's architectural drawings.	Approved
21-Jun-17	C.23	Rejection of Formal Bid Award, Bid #16-07 Harrington Early Child Development Center	Rejection of all bids as all three (3) bidders used non-prequalified mechanical, electrical and plumbing subcontractors, and exceeded the District's project budget.	Approved
21-Jun-17	D.8	Consideration to Appoint of IBI Group as Architect of Record for the Rose Avenue Elementary School Reconstruction Project	Approval of Agreement #17-49 for Architectural Services with IBI Group, as well as the project design and site layout.	Approved
2-Aug-17	C.7	Approval of Resolution #17-06 for Rincon Consultants regarding the McKinna Elementary School Rconstruction Project	Resolution #17-06 for Rincon Consultants provides a California Environmental Quality Act (CEQA) analysis report for the project. This report indicates that the project is eligible for a Class 2 Categorical Exemption, under CEQA Section 15302.	Approved
2-Aug-17	C.8	Approval of Resolution #17-07 regarding the Doris/Patterson Project	Approval of the Preliminary Environmental Assesment Report (PEA) and Soil Managemnet Plan (SMP) regarding the Doris/Patterson Site.	Approved
2-Aug-17	C.9	Approval of the Dispersal of Contingency Allocation No. 008 with Swinerton Builders regarding the Lemonwood K-8 School Reconstruction Project	Contractor Contingency Allocation No. 008 provides a combination of seven (7) Proposed Allocation Items due to discrepancies or errors in the Construction Documents and work required by a governmental agency involved with the permitting or approval/certification process that is not shown in the Construction Documents.	Approved
2-Aug-17	C.10	Approval and Adoption of the June 2017 Semi-Annual Implementation Program Update as an Adjustment to the Master Construct and Implementation Program	The Semi-Annual Implementation Program Update reflects conditions of the District's Program between January and the time of the report's publishing in June 2017.	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
2-Aug-17	C.11	Approval of Work Authorization Letter (WAL) #5 for Construction Testing Engineering (CTE) Inc. regarding the Rose Avenue Elementary School Reconstruction Project	WAL #5 for Construction Testing Engineering (CTE) Inc. provides for a Geotechnical Report.	Approved
2-Aug-17	C.12	Approval of Work Authorization Letter (WAL) #5 with MNS Engineers regarding the Rose Avenue Elementary School Reconstruction Project	WAL #5 for MNS Engineers provides for a Topographical Survey.	Approved
2-Aug-17	C.13	Approval of Work Authorization Letter (WAL) #11 for ATC Group Services LLC regarding the McKinna Elementary School Reconstruction Project	WAL #11 for ATC Group Services LLC provides for a Hazardous Materials Survey.	Approved
2-Aug-17	C.18	Ratification of Work Authorization Letter (WAL) #3-S for NV5 West Inc. regarding the McKinna Elementary School Reconstruction Project	WAL #3-S for NV5 West Inc. provides for Geotechnical Engineering Services.	Approved
2-Aug-17	D.1	Approval of the Proposed Project Design and Attached Agreement #17-81 for Architectural Services with Flewelling and Moody and Appointment of Flewelling and Moody as Architect of Record for the New Seabridge K-5 School Project	The contract provides for the Architectural Services of Flewelling and Moody related to the New Seabridge K-5 School project.	Approved
2-Aug-17	D.2	Approval of Change Order No. 007 for Swinerton Builders regarding the Lemonwood K-8 School Reconstruction Project	The approval of Change Order No. 007 results in the following scope of work: structural changes at the classroom building, added a janitors service sink, provide power and fire alarm to building 6, additional work due to encountering water 2 feet higher than expected while installing duct banks.	Approved
23-Aug-17	C.5	Approval of Work Authorization Letter (WAL) #6 for Construction Testing & Engineering (CTE) Inc. regarding the Elm Street Elementary School Reconstruction Project	WAL#6 for Construction Testing & Engineering (CTE) Inc. provides for Geotechnical Engineering Services that include Special Inspections and Material Testing. This satisfies the Project Labor Agreement (PLA).	Approved
23-Aug-17	C.6	Approval of Work Authorization Letter (WAL) #6 for MNS Engineers Inc. regarding the Seabridge K-5 Elementary School Project	WAL #6 for MNS Engineers provides for a Topographical Survey.	Approved
23-Aug-17	C.7	Approval of Work Authorization Letter (WAL) #6 for NV5 West Inc. regarding the Seabridge K-5 Elementary School Project	WAL #6 for NV5 West provides for Geotechnical Engineering Services.	Approved
23-Aug-17	C.8	Approval of Change Order No. 008 for Swinerton Builders regarding Lemonwood K-8 School Reconstruction Project	Approval of one (1) change order request which involves the handling of stock piled soil spoils from the MPR Building pad area coinciding further tests performed by the environmental consultant.	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
23-Aug-17	C.9	Approval of Dispersal No. 009 from the Lemonwood K-8 Reconstruction Project's Contractor Contingency for Payment of Additional Work Associated with the Project	Approval of a combination of two (2) Proposed Allocation Items due to discrepancies or errors in the Construction Documents and work required by a governmental agency involved with the permitting or approval/certification process that is not shown in the Construction Documents.	Approved
23-Aug-17	C.10	Approval of Agreement #17-116 for Architectural Services and approval of Flewelling and Moody as Architect of Record regarding the Kindergarten Flex Classroom Projects at Brekke, McAuliffe, Ramona, and Ritchen Elementary Schools	Approval of Flewelling and Moody for architectural services for the Kindergarten Flex Classroom Projects at Brekke, McAuliffe, Ramona, and Ritchen Elementary Schools.	Approved
23-Aug-17	C.11	Approval of Amended Agreement #17-49 for IBI Group regarding the Rose Avenue Elementary School Reconstruction Project	Approval of Amended Agreement #17-49 for Architectural Services with IBI Group. The agreement reflects revisions to language as requested by IBI Group's legal representatives.	Approved
23-Aug-17	C.12	Approval of Lease-Leaseback Agreements #17-117, #17-118, #17-119 and Guaranteed Maximum Price (GMP) with Bernards regarding the Marshall New Classroom Building Project	Approval of the negotiated GMP and execution of the Lease Lease-Back Agreements (Construction Services Agreement, Site Lease, and Sublease) between the District and Bernards for completion of the work identified in CSDA's architectural drawings.	Approved
6-Sep-17	C.6	Approval of Work Authorization Letter (WAL) #7 for MNS Engineers regarding the four Kindergarten/Flex Facilities Projects for the McAuliffe, Ritchen, Brekke and Ramona Elementary Schools	WAL #7 for MNS Engineers provides for Topographical Survey Services.	Approved
6-Sep-17	C.7	Approval of Work Authorization Letter (WAL) #9 for Earth Systems Southern California regarding the four Kinder/Flex Facilities Projects for the McAuliffe, Ritchen, Brekke and Ramona Elementary Schools	WAL #9 for Earth Systems provides for Geotechnical Engineering Services.	Approved
6-Sep-17	C.8	Approval of Work Authorization Letter (WAL) #12 for ATC Group Services LLC regarding the Rose Avenue Elementary School Project	WAL #12 for ATC Group Services LLC provides for a demolition level Asbestos, Lead, and Other Hazardous Materials Survey	Approved
6-Sep-17	C.10	Informational Item Regarding Piggyback Purchase Order with Silver Creek regarding the Brekke Kindergarten Flex Classroom Project	Identification of a new project at Brekke Elementary School to construct two Flex Classrooms to support TK/Kindergarten needs as well as potential Special Education program uses. Proposal from Silver Creek is based on existing Piggyback Contract #14/15-3 with the Chula Vista Elementary School District.	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
6-Sep-17	C.11	Informational Item Regarding Piggyback Purchase Order with Silver Creek regarding the McAuliffe Kindergarten Flex Classroom Project	Identification of a new project at McAuliffe Elementary School to construct two Flex Classrooms to support TK/Kindergarten needs as well as potential Special Education program uses. The proposal from Silver Creek is based on existing Piggyback Contract #14/15-3 with the Chula Vista Elementary School District.	Approved
6-Sep-17	C.12	Informational Item Regarding Piggyback Purchase Order with Silver Creek regarding the Ramona Kindergarten Flex Classroom Project	Identification of a new project at Ramona Elementary School to construct two Flex Classrooms to support TK/Kindergarten needs as well as potential Special Education program uses. The proposal from Silver Creek is based on existing Piggyback Contract #14/15-3 with the Chula Vista Elementary School District.	Approved
6-Sep-17	C.13	Informational Item Regarding Piggyback Purchase Order with Silver Creek regarding the Ritchen Kindergarten Flex Classroom Project	Identification of a new project at Ritchen Elementary School to construct two Flex Classrooms to support TK/Kindergarten needs as well as potential Special Education program uses. The proposal from Silver Creek is based on existing Piggyback Contract #14/15-3 with the Chula Vista Elementary School District.	Approved
6-Sep-17	D.1	Rejection of Bid Protest, Award of Formal Bid #17-01 and Approval of Agreement #17-139 regarding the Harrington Early Child Development Center	Rejection of the Bid Protest received from The Nazerian Group ("Nazerian") in connection with the bid submitted by Ardalan Construction Company Inc. Approval of and award to Ardalan Construction Company Inc. for Bid #17-01. For Harrington Early Child Development Center.	Approved
20-Sep-17	C.4	Approval of Dispersal No. 010 with Swinerton Builders regarding the Lemonwood K-8 School Reconstruction Project	Contractor Contingency Allocation No. 010 provides for the Board's approval one (1) Proposed Allocation Item due to discrepancies or errors in the Construction Documents.	Approved
20-Sep-17	D.1	Approval of Lease Leaseback Agreements #17-158, #17-159, and #17-160 for Balfour Beatty Construction regarding the Rose Avenue Elementary School Reconstruction Project	Approval and execution of the Lease Leaseback Agreements (Lease, Sublease, and Construction Services Agreement) between the District and Balfour Beatty Construction for completion of the work identified in IBI Group's architectural drawings.	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
4-Oct-17	C.4	Approval of Lease Leaseback Agreements #17-170, #17-171, and #17-172 for Swinerton Builders regarding the New Seabridge K-5 School Project	Approval and execution of the Lease Leaseback Agreements (Lease, Sublease, and Construction Services Agreement) between the District and Swinerton Builders for completion of the work identified in Flewelling and Moody's architectural drawings.	Approved
4-Oct-17	C.5	Approval of Amendment #004 for SVA Architects regarding the Elm Elementary School Reconstruction Project	Amendment #004 and the attached proposal received from SVA Architects provide for the redesign of the lighting system at Elm Elementary School to incorporate LED lighting.	Approved
4-Oct-17	C.7	Approval of Change Order No. 001 for Bernards regarding the Marshall New Classroom Building Project	Change Order No. 001 is to compensate the additional services performed by the LLB Contractor in their value engineering efforts during the negotiation of the Guaranteed Maximum Price (GMP).	Approved
4-Oct-17	C.8	Approval of Supplemental Work Authorization Letter (WAL) #4-S for Construction Testing Engineering (CTE) Inc. regarding the Elm Elementary School Reconstruction Project	WAL #4-S provides for additional testing as requested by the inspector of record as part of DSA approval not originally covered under WAL #4. This one-time supplemental WAL covers the additional required testing needed to complete the project.	Approved
4-Oct-17	C.11	Ratification of Supplemental Work Authorization Letter (WAL) #11-S for ATC Group Services LLC (ATC) regarding the McKinna Elementary School Reconstruction Project	WAL #11-S for ATC Group Services provides for a Hazardous Materials Survey	Approved
18-Oct-17	C.5	Approval of Work Authorization Letter (WAL) #012 for Tetra Tech Inc. regarding the Doris/Patterson Project	WAL #012 for Tetra Tech provides for both a Tier 1/Tier 2 screening health risk assessment for the construction phase of the project as well as a carbon monoxide screening analysis.	Approved
18-Oct-17	C.6	Approval of Work Authorization Letter (WAL) #011 for Tetra Tech Inc. regarding the Rose Avenue School Reconstruction Project	WAL #011 for Tetra Tech provides for an Evaluation of Historic Significance regarding the Rose Avenue School	Approved
18-Oct-17	C.7	Approval of Contractor Contingency CREDIT No. 011 for Swinerton Builders regarding the Lemonwood Elementary School Reconstruction Project	Contractor Contingency Allocation No. 011 is a CREDIT to the Contractor Contingency line item of the Guaranteed Maximum Price (GMP) Construction Services Agreement.	Approved
18-Oct-17	D.1	Approval of Resolution #17-13 between the District and Dougherty Architects regarding the McKinna Elementary School Reconstruction Project	Approval of the Architectural Drawings by Dougherty Architects for the McKinna Reconstruction Project. Followed by submittal of the drawings to the Division of the State Architect and the California Department of Education for administrative review.	Approved

Date	Board Agenda Item	Agenda Description	Purpose	Action
1-Nov-17	C.1	Approval of Cooperative Agreement #17-169 between the City of Oxnard and the Oxnard School District regarding the Elm Street School Sewer Connection Project	The existing sewer line was inadequate to handle the wastewater flow from the school. This agreement requires that the District fund the costs of design, inspection and construction management of the "Project". This includes the following: remove and replace approximately 670 feet of existing 8-inch pipe and replace with 12-inch pipe in the capacity deficient areas that are identified in the hydraulic model; install approximately 100 feet of new 12-inch sewer pipe on Iris Street and connect to the trunk line on Saviers Road; remove and replace four (4) sewer manholes; eliminate two (2) sewer manholes; and install one (1) new sewer manhole at the connection point.	Approved
1-Nov-17	C.3	Approval of Lease-Leaseback Agreements #17-209, #17-210, and #17-211 for Viola Inc. regarding the Brekke Kindergarten Project	Approval and execution of the Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) between the District and Viola Inc. for completion of the work identified in Flewelling and Moody's architectural drawings.	Approved
1-Nov-17	C.4	Approval of Lease-Leaseback Agreements #17-212, #17-213, and #17-214 for Viola Inc. regarding the McAuliffe Kindergarten Project	Approval and execution of the Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) between the District and Viola Inc. for completion of the work identified in Flewelling and Moody's architectural drawings.	Approved
1-Nov-17	C.5	Approval of Lease-Leaseback Agreements #17-215, #17-216, and #17-217 for Viola Inc. regarding the Ramona Kindergarten Project	Approval and execution of the Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) between the District and Viola Inc. for completion of the work identified in Flewelling and Moody's architectural drawings.	Approved
1-Nov-17	C.6	Approval of Lease-Leaseback Agreements #17-218, #17-219, and #17-220 for Viola Inc. regarding the Ritche Kindergarten Project	Approval and execution of the Lease Lease-Back Agreements (Lease, Sublease, and Construction Services Agreement) between the District and Viola Inc. for completion of the work identified in Flewelling and Moody's architectural drawings.	Approved
1-Nov-17	C.7	Approval of Supplemental Work Authorization Letter (WAL) #12-S for ATC Group Services LLC regarding the Rose Avenue Elementary School	WAL #12-S for ATC Group Services LLC provides for a Hazardous Materials Survey	Approved