January 2023



OXNARD SCHOOL DISTRICT

MASTER CONSTRUCT AND IMPLEMENTATION PROGRAM

Semi-Annual Report to the Board of Trustees

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SECTION 1

PROGRAM OVERVIEW

Caldwell Flores Winters, Inc. ("CFW") is pleased to present the twentieth semi-annual update to the Master Construct and Implementation Program which integrates previous efforts with the Enhanced Master Construct Program ("Program"), which was adopted in June 2022, to the Oxnard School District ("District") Board of Trustees ("Board"). This report links the progress of the original 2013 Reconfiguration and Implementation Program and the subsequent Master Construct and Implementation Program adopted by the Board in 2016 as well as the Enhanced Master Construct Program presented to the Board in June 2022. This report reflects the status of the Program since the last June 2022 six-month update (adopted by the Board in August 2022) and the time of this document's publishing in January 2023. The report provides Program updates on the educational and facilities implementation components, as well as the funding and sequencing requirements to implement the Program. Assessments and recommendations are provided for consideration and action by the Board for implementation over the next six-month period. Updates to this report moving forward will be referred to as the Enhanced Master Construct Program.

A consolidated Master Budget and Schedule merges and integrates approved and proposed projects based on funds from the existing bond programs and the new Measure "I" authorization approved in November 2022 as well as other local funding sources, including developer fees, Mello Roos funds, pending State aid reimbursements and capital program balances. The Program is oriented to prioritize facility projects that maximize the potential for State aid funding for modernization and new construction of school facilities as State funds become available under the School Facility Program (SFP) and other related State programs that provide facilities funding for California public school construction. Program progress is monitored, and individual projects, budgets, sequencing, and timelines continue to be reviewed, adjusted and presented to the Board for consideration on a six-month interval.

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 its second year of implementation of the "Student Profile" that details the attributes and knowledge a student must demonstrate at the end of eighth grade when matriculating to high school. This initiative creates a more intellectually challenging curriculum that integrates the Common Core State

Standards (CCSS) and the Next Generation Science Standards (NGSS) with an aligned curriculum and instructional methods that promotes student engagement and exploration.

The 21st Century classrooms as designed and built in the District support the instructional shifts that are being required to implement programs that require students to create projects and products to demonstrate their understanding and mastery of the standards as well as provide for active engagement in learning and working collaboratively with others. Greater reliance on technology and how to harness the power of technology to support learning will continue. Because the 21st Century classroom specification set by the District is flexible and mobile and promotes collaboration, teamwork and problem-solving, it is important that all students have access to this kind of learning environment.

The need for more emotional support for students as resulted from the pandemic and students learning remotely. This will require the use of space on school sites for counseling and other mental health services as well as additional support services for students.

The State of California has recently elected to further expand the opportunities for younger learners to succeed by requiring districts to expand transitional kindergarten (TK) enrollment to all four-year-old children. The District has decided to implement the expanded TK program for all four year olds beginning in the fall 2022. Outside providers will provide the preschool program for eligible three year olds. As the State moves to implement full day preschool and TK, additional kindergarten classrooms will be needed to house the TK students. Locations at school sites will need to be determined based on school site space availability.

The District would like to continue to offer special education programs in clusters at school sites. Ideally, having a continuum of three special education (SDC) at the K-8 sites would be best so that students could remain at that school for the entire time they are in the District. For the mild to moderate program, having two classes of SDC at select school sites, a primary and an upper grade classroom, works well for the students providing a continuous school setting until sixth grade and maximum integration into the general education classrooms as identified on the student's IEP. For highly specific special education programs such as the Deaf and Hard of Hearing, having the students clustered at a given school site is ideal as the program and classroom needs are very specific to that population and they have a community of additional supports.

The District adopted a new Strategic Plan, "Oxnard EMPOWERS," in December 2022. The Program will be integrated into the Strategic Plan over time and a more in-depth summary of the Strategic Plan will be included in the next six-month update to the Board.

1.2 FACILITIES PROGRAM

The Program implements planned 21st century facilities improvements in select phases to support academy programs, reconstruct older schools and support facilities, and remove portable classrooms. The program commenced in 2013 and was further expanded in 2016 with increased funding sources and scope of planned improvements allocated to the program.

The replacement of older facilities housing K-5 students has been a major priority, followed by the construction of new K-8 facilities; all with 21st Century Learning Environment improvements that meet adopted Board specifications and program requirements. To date, four replacement school projects are complete and occupied. The reconstruction of Rose Avenue elementary school has commenced, making Rose Avenue elementary the fifth school reconstruction project for the program. The program also completed two Early Childhood Development Centers, and the construction of additional flex-classrooms for transitional (TK) and kindergarten (K) enrollment at existing school sites. Additional 21st Century upgrades are also planned to classrooms, MPRs, administrative, and library facilities at select school sites. The program will be further expanded to incorporate the Enhanced Master Construct Program adopted by the Board in 2022 which will provide for the reconstruction of Fremont and Lopez Middle schools, 21st century learning environments at Frank Middle, and additional improvements at the District's K-8 schools.

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.

Major progress of facilities projects over the last six-month period include:

- Continued construction for the Rose Avenue reconstruction project
- Submittal of approximately $10.5 million in modernization applications for improvements to McAuliffe and Ritchen elementary schools and the award of $7 million in preschool, TK, and kindergarten facilities grants for Driffill elementary school for the State's consideration under Financial Hardship
- Commencement of the procurement process to implement the Enhanced Master Construct Program including the design process for Fremont Middle School

1.3 FUNDING & SEQUENCING

The Program is funded by the use of Measure "R", Measure "D", and Measure "I" 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.

The District has garnered approximately $35 million in new construction and modernization grant funds for completed projects. Approximately $10.5 million in additional modernization applications have been submitted to the State for improvements to McAuliffe and Ritchen elementary schools under the State's financial hardship program for placement on the State's "Funding Beyond Authority" list. The District has exhausted its eligibility for new construction funding until such time as enrollment once again begins to grow.

Voters in the District passed Measure "I," in November 2022, approving $215 million in new general obligation bond proceeds to be made available over approximately the next nine years. It is anticipated that approximately $302 in planned and additional improvements will be achieved through the Enhanced Master Construct Program using local sources and State facilities grants and reimbursements. The first of Measure "I" bonds are anticipated to be sold in the spring of 2023 following the approval of a bond debt waiver from the State Board of Education.

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
- Action will be presented for the Board's consideration at the next Board meeting in February

SECTION 2

EDUCATIONAL PROGRAM

The District is in its second year of implementation of the "Student Profile" that details the attributes and knowledge a student must demonstrate at the end of eighth grade when matriculating to high school. This initiative creates a more intellectually challenging curriculum that integrates the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) with an aligned curriculum and instructional methods that promotes student engagement and exploration. English language arts and math are no longer taught in isolation but taught through an integration with science and history social science. To successfully master the curriculum, students must engage in 21st Century skills such as digital literacy, critical thinking, analyzing, problem solving, teamwork, self-management, and collaboration through the creation of projects that call for the integration of the CCSS and the NGSS. The student profile has been implemented TK-8th grade.

In 2013, the middle schools adopted Academies. The Academies were to provide a vehicle or area of interest to integrate the CCSS and NGSS into the curriculum with the addition of selected elective programs at each of the middle schools related to their Academy. Frank is the Academy of Marine Science and Engineering, Fremont is the Academy of Environmental Services and Innovative Design, and Lopez is the Academy of Arts and Sciences. The schools have had varying degrees of success in the development of their Academy programs.

The K-8 schools continue to have significant enrollment, with three schools over the educational specification of 900 students. Some of the K-8 sites are of sufficient size to allow for the additional classrooms needed for the full implementation of the TK program in the District. This would provide one continuous educational site for students as they matriculate through the grades.

2.1 STUDENT PROFILE: CURRICULUM AND INSTRUCTION

The District desires for students who leave eighth grade to be culturally, academically, and linguistically responsive so that they can deal with life in positive and productive methods. To this end, the District is in its second year of implementation of the "Student Profile" that details the attributes and knowledge a student must demonstrate at the end of eighth grade when matriculating to high school. This initiative creates a more intellectually challenging curriculum that integrates the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) with an aligned curriculum and instructional methods that promotes student engagement and exploration. English language arts and math are no longer taught in isolation but taught through an integration with science and history social science. To successfully master the curriculum, students must engage in digital literacy, critical thinking, analyzing,

problem solving, teamwork, self-management, and collaboration through the creation of projects that call for the integration of the CCSS and the NGSS. This program is in the second year of implementation and has been implemented at all grade levels and at all schools.

The focus over the last year has been on training teachers, educating parents and students, and continuing to develop the integrate curriculum using the CCSS and NGSS. The District piloted the teaching of the integrated units of study for grades TK- 6 that integrate the History Social Studies and NGSS standards into the English and Spanish language arts and the math standards. All the integrated units are put into "Canvas," an online learning management system, for easy access by all teachers and other staff. These units are designed to be intellectually challenging and require students to demonstrate mastery of the standards. The District acknowledges that academic skills are important for students to learn but the goal is for students to apply these skills in different content areas.

District continues to focus on mathematical and literacy instructional strategies that promote 21st Century skills such as digital literacy, critical thinking, analyzing, problem solving, teamwork, self-management, and collaborating with others. Mathematical Thinking as an instructional tool was introduced last year and the District continues to use this instructional strategy to develop students into mathematical thinkers, to engage students in tasks that promote creativity, collaboration and problem solving, provide for multiple entry points, and varied solution strategies to require students to engage in higher order thinking and complex reasoning tasks.

For literacy, the District adopted a standard for an inquiry-based balanced literacy as foundational literacy and continues to use this strategy. Using this strategy, students learn to read for a purpose and to apply the literacy skills in real world situations that requires students to learn effective reading and writing strategies and apply these strategies through student centered practice. Students receive standards-based instruction and focus on content literacy that is organized through interdisciplinary units that promote critical thinking, inquiry, and social action. For the Dual Language Immersion program, to achieve biliteracy, students are engaged in an inquiry-based balanced literacy model that occurs daily in both Spanish and English. The Spanish language is heightened to value students' culture and background.

The District remains focused on working with the middle schools on the integrating the CCSS and NGSS into their curriculum. This work has begun last year with the History Social Science standards and Social Justice Standards integrated with the English Language Arts standards into curriculum units. It has been expanded to all core instruction this year.

2.1.1 MIDDLE SCHOOLS

In 2013, the middle schools adopted academies. The academies were to provide integration of the CCSS and NGSS into the curriculum with the addition of selected elective programs at each of the middle schools. The District desired to increase the elective program offerings for students and to provide a choice for students. Through the academy elective classes, students were to be engaged in using 21st Century skills such as problem solving, analyzing problems and solutions, working collaboratively, and communicating effectively.

A middle school task force has been created by the District to review the programs offered and the instructional strategies used. They are using the 12 components from Taking Center Stage by which to review the programs offered. The goal is to have the full review and recommendations completed by June 2023 and begin to implement the recommendations in August 2023.

Frank is the Academy of Marine Science and Engineering and has developed robotics classes in the field of engineering. In the robotics classes, students work in teams to code and build robots that carry out specific tasks. They have competed in competitions and done well. In the science classes, there are units of study that specifically focus on Marine Science. Field trips are related to Marine Science and/or Engineering.

The Marine Sciences are offered within the existing science labs at Frank. Two classrooms were converted into one large classroom for the Engineering/Robotics program. There is mobile storage for the special equipment needed for the program. Students work in groups at one end of the classroom either coding or building their robots. When the robot is built, the students move the robot the other end of the room where there is room for the robot to move and for students to determine if the robot was programmed and built correctly to solve the problem they were to solve. The program could be enhanced by providing more flexibility in the furniture and the storage in the classroom and removing some of the old outdated built-in storage left in the classroom when used for other purposes.

Fremont is the Academy of Environmental Services and Innovative Design. The school is in the process of determining what specific elective courses they would like to offer students in the Environmental Sciences and Innovative Design. The selection of these courses is important as it will inform the design of the classrooms needed to fully implement the academy program at the site.

Lopez is the Academy of Arts and Sciences. The school offers piano keyboarding in addition to other music and art courses. There has been an intentional focus to include the science of art in the science classes. For example, the study of sound which is directly related to the music program at the school. When the school is rebuilt, specific classrooms need to be designed for the art and music program to include instrumental music as well as the piano lab. There needs to be space for students to perform either music concerts or recitals and for potential drama productions.

2.1.2 K-8 SCHOOLS

The K-8 schools are fully implementing the student profile and continue to offer various Academies through their elective program courses. The following are the academies for each of the K-8 schools:

- Driffill: Academy of Environmental Science and Global Awareness
- Chavez: Academy of Literacy, Communication Arts, and Technology
- Curren: Enriching Youth via Environmental Studies
- Kamala: Academy of the Arts and Technology
- Lemonwood: Academy of Communications through Arts and Technology
- Marshall: Academy of Visual & Performing Arts

- Soria: Academy: Technology, Arts and Language

In general, the K-8 schools in the District have struggled with their student enrollment and have become larger than originally desired with three of the schools Curren, Driffill and Kamala having over a thousand students. They were originally designed to house a maximum of 900 students. The MPR's and the administration space continue to be too small for the student population at the K-8 sites with the exception of Soria, Marshall and Lemonwood which was newly constructed. Some of the K-8 sites are large enough to house additional classrooms for the full implementation of the TK program in the District.

2.2 EXPANDED TRANSITIONAL KINDERGARTEN (TK)

The State of California has elected to expand the opportunities for younger learners to succeed by requiring districts to expand transitional kindergarten (TK) enrollment to all four-year-old children. School districts will now be given a three-year period to phase in TK enrollment requirements with students now eligible for TK in the Fall if they turn five between September 2 and February 2 for the 2022-23 school year, turn five by April 2 for 2023-24, and turn five by June 3 for 2024-25. Beginning in 2022, districts will also have the discretion, if desired, to fully accelerate implementation of the program by enrolling students at any time during the school year if a student will turn five years of age in that school year. Through the expansion of these programs, the State hopes to create for children greater equity in opportunities and learning outcomes, address bias, and promote equitable opportunities for early learners to sustain and accelerate the improved childhood outcomes associated with high-quality, early learning experiences. The expansion of TK enrollment to additional students by the State will require the addition of classrooms that meet the Title 5 requirements of 1350 square feet with a student restroom accessible from the classrooms as well as a storage/workroom.

The District has elected to begin implementing the TK program for all four-year-old students beginning this school year. Outside providers will continue to provide preschool programs for eligible three-year-old students. The District desires to place the four-year-old students at schools for matriculation purposes and will cluster the preschool programs throughout the District. At the current time, placing newly constructed preschool and TK programs at the K-8 schools makes the most sense as they have the space for these programs and can provide for a full matriculation of students TK-8th grade.

The District has constructed 77 classrooms meeting the Title 5 requirements for K, TK and Special Day-Severe (SDC) classrooms and refers to them as "kinder-flex" facilities. In addition, some of these classrooms have also been designed to accommodate Title 22 requirements for housing pre-school children as part of the design and construction of the Early Childhood Development Centers (ECDC) at Harrington and Lemonwood, beginning nine years ago. For full implementation of the TK program, the District will need additional Title 5 classrooms. At this time, only 54 of these classrooms are required to house the current kindergarten enrollment, leaving approximately 23 Title 5 classrooms available today to house approximately 40 percent of the total number of TK students that may enroll. Additional Title 5 classrooms will be needed at various schools in the District to accommodate the extra enrollment.

Driffill was recently awarded a grant for a total of ten new Title 5 classrooms from the OPSC Preschool, Transitional Kindergarten and Kindergarten Facilities Program. The school currently has two classrooms that meet Title 5 standards. Adding the ten additional classrooms to the school will provide for the full matriculation of the preschool through eighth grade. To build the new Title 5 classrooms, portable classrooms at the site will need to be removed. The school will need to reduce the enrollment to a maximum of 900 students. This can be done over time as larger classes leave the school and smaller classes are enrolled.

2.3 CONSIDERATIONS FOR MOVING FORWARD

As the District continues to move forward with this powerful instructional model, a continual review of the adopted facility specification for 21st Century classrooms will be needed. The 21st Century classrooms as designed and built in the District support the instructional shifts that are being required to implement programs that require students to create projects and products to demonstrate their understanding and mastery of the standards as well as provide for active engagement in learning and working collaboratively with others.

As the District continues to implement the "Student Profile" and the robust instruction and curriculum that requires students to create projects and products using digital literacy, critical thinking, analyzing, problem solving, teamwork, self-management, and collaborating, the classroom to support the instructional strategies is necessary. Greater reliance on technology and how to harness the power of technology to support learning will continue. Because the 21st Century classroom specification set by the District is flexible and mobile and promotes collaboration, teamwork and problem-solving, it is important that all students have access to this kind of learning environment.

In December 2022, the District adopted a new Strategic Plan titled "Oxnard EMPOWERS" which builds upon the Student Profile and further defines the mission and goals of the District. It is anticipated that the Strategic Plan will inform the Program going forward. The integration of the Program into the Strategic Plan will occur over time and a more detailed narrative of the impact on the Program will be included in the next six-month update.

The District will work with Fremont Middle School as it determines the elective programs needed to fully build out the Environmental Services and Innovative Design Academy. The specific curriculum taught in these classrooms will inform the design of the new classrooms at the site and the furniture, fixtures and equipment needed for full implementation of the program.

The District continues to see an increase in the needs for special education population. While the number of classrooms needed continues to increase, the support programs for the special education classes are also increasing. These programs include OT and sensory rooms, speech, psychologist, and counseling services. The District has implemented Wellness Centers at some of the schools and would like to increase the throughout the District to provide the wraparound services the families and students.

The additional requirement for the expanded Educational Learning Opportunities Programs (ELOP) have also placed a demand on the District's facilities. These are programs offered afterschool and have additional materials and equipment that need to be housed at the school sites.

As the State moves to implement full day preschool and TK, additional Title 5 classrooms will be needed to house the preschool and TK students as the TK enrollment increases. There is an additional funding round for the OPSC Preschool, Transitional Kindergarten and Kindergarten Facilities Program which will open February 1, 2023, and close March 1, 2023. It is the anticipation that the District will apply for additional preschool, TK and K classrooms through this funding mechanism. The site that has the most eligibility and space for classrooms is Curren. If the District is successful in securing additional Title 5 classrooms, Curren will then have full matriculation of preschool through eighth grade.

SECTION 3

ACADEMIC PROGRAM, FACILITIES & SPECIFICATIONS

3.1 ACADEMIC IMPACT ON FACILITIES

With the new initiatives that the District has implemented and the new programs the state has mandated, students will be creating projects and products that demonstrate mastery of the CCSS and NGSS. While most of the teaching will be in the general-purpose classroom, these classrooms need to be flexible and have the technology to support students actively engaged in their own learning. Moreover, some of the curriculum units and projects could benefit from a classroom that is designed to more specifically meet the academic objectives. For example, a science lab with proper materials and equipment for students to carry out experiments would benefit curriculum programs that have a science focus. Likewise, having a dedicated classroom with musical equipment that meets the specific needs of a music program, supports a performing arts and music focus.

The reconstructed schools and some of the existing schools now have rooms that support the Academic Strand or Academy focus of the school such as piano labs, robotics, science labs, and performing or art rooms. A goal for the district is for each school to have at least one room that supports the Academic Strand at the K-5 grade level or Academy focus at the K-8 schools with classrooms that provide the elective classes necessary for each of the these. These learning environments provide students the opportunity to actively participate in learning through hands on activities and creating projects that demonstrate mastery of the CCSS or NGSS. Where available, existing rooms can be repurposed to become STEAM (Science, Technology, Engineering, Art or Math), music, drama, robotics rooms, art classrooms or specific science focused labs. The goal of these learning environments is for students to have a place in which they collaborate with others to solve problems, create solutions for the problems, and then construct projects related to the standards they are learning.

The District has created classrooms in its reconstructed schools that support students in learning the CCSS and NGSS by providing learning environments that foster creativity, problem solving, communication and collaboration. Improvements to classroom environments at 11 of the schools in the District and the new 21st Century schools, Harrington, Elm, Lemonwood, Rose, Marshall, Rose and McKinna, provide the flexibility and mobility required for learning environments to promote the 21st Century instructional strategies such as collaboration, creativity, communications, and problem solving. These improvements need to be expanded to the remaining schools to provide equity in classroom environments for all

teachers to have the tools to provide the instructional shifts necessary to effect the "*5 Dimensions of Teaching and Learning*" (an instructional framework from the Center for Educational Leadership, University of Washington) and improve the instructional core in the classroom which is the educational focus of the District. When used to the fullest potential, the 21st Century Learning Environment provides a setting for teachers to become the facilitators of learning, guiding students to learning mastery and providing opportunities for students to engage with other students in projects that require application of knowledge and skills, seek out answers to questions and problems, and create projects that demonstrate mastery of the standards thereby becoming masters of their own learning.

Recent state mandates and requirements to the educational program are also impacting the District's programs and facility's needs. This year the state elected to further expand TK enrollment at public schools by requiring all four-year-old children to attend TK by 2025-26. It is also allows the phased implementation over a three year period for five year old children born after September 2 to enroll in TK classrooms. The implementation of the program begins with students eligible for enrollment when they turn five between September 2 and February 2 of the 2022-23 school year, turn five by April 2 for 2023-24 and turn five by June 3 for 2024-25. The State allows at a district's discretion to accelerate these timelines and implement the program immediately. As such, the District has elected to accelerated the timeline by allowing all four year old children and previous excluded five year old children to enroll in TK in the fall of 2022.

The State's goal is to expand and enhance the educational experience, increase equity in children's opportunities and learning outcomes, address bias, and promote equitable opportunities for early learners to sustain and accelerate the improved childhood outcomes associated with high-quality, early learning experiences. Collectively, this will require all districts to add up to a full new grade level to their staff and facilities programs at each school in order to comply. Therefore, the educational specifications for classroom facilities, are proposed to be updated to meet this need and to preserve the district's vision for all students and grades.

The State's specifications for the new construction and funding of TK classrooms require a 1350 square foot classroom that meets Title 5 requirements, including a teacher prep area and age-appropriate furniture, fixtures, equipment and bathroom facilities. In anticipation of the expansion of the TK grade level at some point, all such new and reconstructed facilities have been designed and built by the District as "kinder-flex" facilities capable of meeting the Title 5 requirements for K, TK and Special Day-Severe (SDC) classrooms as needed. In addition, these classrooms have also been designed to accommodate Title 22 requirements for housing pre-school children as part of the design and construction of the Early Childhood Development Centers (ECDC) at Harrington and Lemonwood, beginning eight years ago.

The District has constructed 77 of these type of Title 5 classrooms up to this point throughout the district for this purpose. At this time, it only requires 54 of these classrooms to house the current kindergarten enrollment, leaving approximately 23 Title 5 classrooms available today to house approximately 40 percent of the total amount that may be required. Compared to others, the district has done a good job of anticipating this need, recognizing that the majority of other districts throughout the state are starting from scratch to meet this goal.

As the State moves to implement preschool and TK, the District has elected to provide a program for all four-year-old children that attempts to enroll them at their school of residence, assuming there is sufficient space for enrollment and matriculation. Otherwise, they may need to be clustered until additional facilities are constructed before returning to their school of residence. Outside providers will continue to provide preschool programs for three-year-old children in classroom facilities already licensed to Title 22 regulations at select school sites. The three-year-old program will continue to be accommodated in clusters where possible at specific school sites throughout the District.

The District continues to operate SDC Mild to Moderate and SDC Moderate to Severe programs for children who need additional academic support. Students in the SDC Mild to Moderate program per State requirements are to be housed in similar classrooms to general education students and be located in the same area as the general education classes. The District desires to cluster the SDC Mild to Moderate programs at TK-5 school sites with one classroom for the TK-2 grades and another for 3-5 grades.

Per State requirements, students in the SDC Moderate to Severe program are to be housed in classrooms that meet the needs of their handicapping condition. For students in the Deaf and Hard of Hearing (DHH) program, a general-purpose classroom works well with auditory supports or amplification systems installed. For some SDC Moderate to Severe students, ambulatory equipment or other sources of support may be necessary that may take extra classroom space. Students in these programs need a larger learning area as well as a restroom that is accessible from the classroom. The District currently has 22 SDC Moderate to Severe classrooms at the K through 8 grade levels. It may be optimal for the SDC Moderate to Severe program to be located at the TK-8 schools with one classrooms for the TK-2 grades, another for 3-5 grades and a third classroom for the 6-8 grades. This provides a continuum of services for students with significant handicap conditions through their elementary school years. When this arrangement is not possible, two classes clustered at a TK-5 school may work with these students matriculating to a SDC Severe class at the district's middle schools. The kinder/flex classrooms are designed to meet the housing needs of the SDC Moderate to Severe student program. These classrooms give the District maximum flexibility in the use of classroom space for educational programs that have unique needs.

For the District, 21st Century Learning Environments must be integrated with the State requirements for specific school facilities as defined by California Department of Education (CDE). They must also be integrated into the district's educational programs and desires to expand its opportunities and to eliminate its deficiencies in existing facilities. The following addresses these issues in terms of opportunities to achieve these goals and methods to address the shortfalls for improved educational program and facility options. These requirements have been incorporated into the District's educational specifications to be utilized in the transformation of the District and as corollaries in the implementation of proposed facility improvements.

3.2 21ST CENTURY FACILITIES

A learning environment geared for modern learning and rigorous instructional methods require thoughtful consideration for the features and amenities in that environment. CFW has assembled a

trademarked assembly of 21st Century Learning Environments to be used in conjunction with CCSS and NGSS which has been adopted by the District in the design and construction of its school facilities. It focuses on the integration of a digital environment with modern teaching methods that can be utilized with existing educational programs. The following is a summary description of 21st Century Learning Environments utilized in meeting the design and construction of the various facility components of the district's schools, including classrooms, media/learning centers, administrative and support spaces and multi-purpose rooms.

For improvements to existing facilities, a finer distinction is required to adequately interpret the proposed level of recommended 21st Century Learning Environment improvements. For this purpose and as used in the following sections, there are three main types of 21st Century improvements to existing or repurposed facilities: 1) upgrades to a 21st Century facility, 2) modernization to become a 21st Century facility, and 3) new construction or retrofitting of an existing space into a 21st Century facility. The upgraded 21st Century facility is generally in good condition and need only upgrades of furniture, fixtures and equipment to provide students or teacher/staff with mobile, flexible learning environments that have high technology capacity. The modernized 21st Century facility is generally older and needs upgrades for furniture, fixtures and equipment, new technology and additional improvements, or changes to the physical support systems to the facility such as roofing, HVAC or electrical systems. The newly constructed or retrofitted 21st Century facility requires all new construction or retrofitting of an existing area that might require moving of walls, changes to windows, and redesign of structural elements. These elements also recognize the built environment of existing schools and the need to adapt accordingly in the implementation of recommended 21st Century Learning Environment improvements to such spaces.

3.3 CLASSROOM FURNITURE, FIXTURES AND EQUIPMENT (FF&E)

The functionality of a classroom space is heavily dependent on its furnishings and equipment and the integration of their use in meeting educational objectives for a particular use or grade level. The following are descriptions of the 21st Century specifications for furniture, fixtures and equipment for classrooms and similar learning environments (e.g., Strand/Academy rooms)

Flexible Space and Adaptable Furnishings: Flexible space and adaptable furnishings are two of the keys that unlock the full potential of the classroom in the 21st century. Flexible rooms are designed to be as open as possible, so that the furniture inside can be configured for different purposes as needed, including arrangement for small groups, a class activity, or in traditional rows and columns for student test. An open-plan room requires flexible furniture to be able to achieve this simply and efficiently. The arrangement of adaptable furniture lends itself to the creation of small learning communities within classrooms or whole group instruction within a matter of minutes. Students can read, write, design, create, or discuss in a variety of arrangements, all of which can be reconfigured at the instructor's discretion.

Tables and Seating: In recent years, advances have been made in the ergonomic quality, build quality, flexibility, and sustainability of classroom furniture. From student desks and chairs to modular soft seating

and collaborative tables for small groups, the innovation in the industrial design of furniture has made configuring classrooms for almost any purpose easier than ever. Lightweight, durable, foldable, stackable, and adjustable, the new generation of tables, seating, and teaching stations is a key element of the model 21st Century Learning Environment. Student desks and chairs are easily moveable and provided at a size appropriate for TK through eighth grade age students. Both the desks and chairs have casters that can be locked to provide for easy movement and flexibility. Tables and seating can be adjusted to accommodate State or local classroom loading standards.

Tack Boards and Markerboards: There is a need for some wall spaces throughout the room that may be utilized by the instructor to pin student work, learning concepts, and other materials to the wall. Tack boards are preferably placed at age-appropriate level height to provide maximum utility to available wall space. A typical wall panel may be 4 feet in height by 8 feet in width or vice-versa and be interspersed with similarly sized wall panels that provide a writable surface.

Multiple write-erase surfaces are found on walls throughout the room, preferably at floor-to-ceiling height to maximize space for drawing, writing, or similar activities. Maximum flexibility of such surfaces is available on each of the four walls of the room. Walls with windows will normally require sliding markerboards so that windows can be covered if a full writable wall is needed. Markerboards should also be magnetic to allow materials (papers posters, etc.) to be magnetically "pinned" to the surface. Markerboards encompass approximately 65 percent of the total wall space in a general purpose classroom.

Storage: Traditional classroom casework often monopolizes wall space and over-saturates the room with storage functions for an "analog" design. In most 21st Century classrooms, only a limited supply of casework and storage are required. If a classroom is equipped with sink and counter, storage beneath the sink is appropriate. Multiple built-in shelves can be provided behind sliding markerboard walls five and a half feet above the floor to allow for mobile storage units, books, and learning materials, with one having the capability to recharge 1:1 devices.

High-Definition Displays: In the modern classroom, digital technology can be leveraged in two complementary ways: first, by fitting rooms with interactive digital displays (and the technology required to connect them to the Internet and to local networks); and, second, by providing students and teachers with devices that communicate wirelessly with those displays.

For each new classroom, three flat screen displays (or at least two in limited repurposed facilities) measuring at least 60 inches diagonally are found to provide easy visual access from any place in the classroom or to provide the ability to have students in three different groups receive three different sets of content for smaller group instruction. In student resource centers or school libraries, a substitution of one 100" high definition display monitor is usually used to present one set of information to the entire group. All displays should have at least three HDMI inputs and built-in Wi-Fi equipment or an attached accessory device that enables Wi-Fi access so that the teacher can use multiple kinds of equipment (handheld device, computer, DVD player, etc.) on each monitor.

Monitors are mounted to the wall by way of adjustable hydraulic brackets. The bottom edge of the display should be about six feet above the floor, but the adjustable mounting bracket will permit the display to be repositioned—e.g., to extend the display out from the wall and lowered approximately two or three feet to table height for better use by students and teachers.

Each room is equipped with a handheld video/audio source selection switching device to allow the instructor to adjust the video or audio source fed to the displays. The same image may be fed to all displays in a room, or a different image can be fed to each display. Additionally, the instructor will be able to control the source of the feed from the switch. For example, sources may include laptops or tablets used by student or teacher, DVD players, media streaming devices (e.g., Apple TV), document cameras, and digital microscopes. This feature allows the teacher to provide an unlimited amount of information to students providing students with visual examples, virtual field trips, interactive lessons, and engaging curriculum.

3.4 GENERAL PURPOSE CLASSROOOMS

The CCSS and NGSS require students to collaborate, communicate, create and solve problems by applying the basic skills they have learned. Students must also engage in higher order thinking skills and more rigorous instruction. The District operates its educational instruction in general purpose portable or permanent classrooms. Under State standards, these classrooms must be 960 square feet or more and provide the space in which students study and learn the CCSS in the core subject areas: ELA, math, and social studies, and NGSS in science. The District also offers art instruction in these same type of classrooms.

The District will continue to provide general purpose permanent classrooms either as site built or modular construction that meet the State's minimum size requirements and seek to improve the educational program by also ensuring, to the extent possible that the 21st Century FF&E elements outlined above are included to ensure that students are in learning environments that are conducive and promote collaboration, creativity, communication and problem solving as required by the CCSS and NGSS standards.

3.5 PRESCHOOL

The District partners with preschool programs at various sites throughout the District. The District would like to expand the ability to provide preschool programs as facilities and funds become available. In order to meet State licensing requirements, a preschool facility must conform to Title 22 of the California Code of Regulations. Minimum requirements include: a minimum of 75 square feet per child must be provided of outdoor activity based on the total licensed capacity that is located in an area that is easily and safely accessed by the children, including a shaded rest area with equipment and activities arranged so as not to interfere with each other; a 4' fence must enclose the outdoor activity; a minimum of 35 square feet per child of indoor activity space must be available based on the total licensed capacity; an individual storage space for each child to store his/her belongings is needed; one toilet and one hand washing sink

for every 15 children with a separate toilet and sink for use by teachers, staff, ill children, or in the case of emergency must be available; and a drinking fountain must be installed for use by children both inside and outside. These standards can be integrated in the design of TK and kindergarten classrooms, expanding the potential use for "flex-classrooms" as the District has done at Harrington, Lemonwood, Brekke, and Ramona, including 21st Century FF&E elements.

3.6 KINDERGARTEN

The District operates a half day kindergarten program at some schools sites and an extended day kindergarten program at other sites with 24 students (local loading standards) in each classroom at all TK/K-5 and TK-8 grade schools. Some of the TK/K children are housed in regular classrooms and could best be served in dedicated TK environments that meet state requirements for both size of the classroom and restroom facilities. The latter must be accessible from the classroom to provide the level of supervision required for young students and the former space needed for the hands on educational experiences that are necessary for a robust early childhood educational experience.

The State standard and District specification for new or modernized TK/K classroom incorporates Title 5 mandates of not less than 1,350 square feet, including restrooms, storage, teacher preparation area, and wet and dry areas. The restrooms are self-contained within the classroom and designed to allow supervision of play yards as well as all areas of the classroom. The play yard is designed to provide a variety of activities for development of large motor skills. The district's goal is to provide each classroom with the 21st Century FF&E elements described above to provide learning environments that support the requirements for learning and mastering the CCSS and NGSS by young children. These facilities have been approved by the Office of Public-School Construction (OPSC) for state grants, the California Department of Education (CDE) for compliance with state requirements, and the Department of the State Architect (DSA) for building code compliance.

3.7 EARLY CHILDHOOD EDUCATION CENTERS (ECDC)

The District has established ECDC Centers at both Lemonwood and Harrington school sites. These centers are designed to meet the needs of very young children enrolled in the District and are usually four or more classrooms. The facilities are designed and built to meet State Title 5 and district specification for TK/kindergarten classrooms as well as the Title 22 licensing requirements for preschool classrooms. To the extent possible, the classrooms are grouped around an early childhood playground which is fenced and shared by all the children. The drop off and pick up is located near the ECDC to facilitate parents bring and picking up their children. These centers are built to meet the developmental and educational needs of three- to five-year-old children, especially when there are space constraints at their school of residence to house very young learners. When children matriculate to kindergarten, they leave the ECDC and go to attend their school of residence, where possible. School sites with sufficient land are area or excess Title 5 facilities can be designated as an ECDC center or they may be built free standing, if needed. Normally, they operate independent of the school site administration.

3.8 SPECIAL EDUCATION –SDC SEVERE AND SDC NON-SEVERE

The District operates two kinds of Special Day Classes ("SDC"): 1) severely handicapped students (SDC SH or "SDC Severe"), and 2) Mild to Moderate handicapped students (SDC or "SDC Non-Severe"). Students in these programs are mainstreamed per their Individual Education Plan (IEP). The District groups the SDC Non-Severe classrooms and the SDC Severe classrooms at given school site resulting in not every school site having an SDC program. Some sites have two or more SDC classes with some of the classrooms housing SDC Non-Severe and others housing SDC Severe.

The District will continue to provide services for severely handicapped students that meet State standards and district specifications. The State standard for a classroom for students with moderate to severe profile for intellectual learning disabilities (SDC Severe) requires space that meets the needs of their handicapping condition and the required educational instructional materials necessary for the students. This includes a minimum classroom of 1350 square feet with an adjoining toilet and changing room, and for older students a laundry facility with a small kitchen for teaching independent living skills. The District's educational specifications provide 21st Century improvements with mobile, flexible furnishings that meet the needs of the handicapping conditions of the students, wireless connectivity throughout the room and a wall mounted monitor for visual presentations and activities. In addition, classroom computers are provided with learning assisted software to meet the special needs of students.

Children in a SDC Non-Severe program need a classroom that is comparable to the general education classroom specifications at the school. The State standard for classrooms for the mild to moderate students is 960 square feet.

3.9 PROFESSIONAL SUPPORT SPACE

The District offers the full range of support programs to students who have additional learning needs and can benefit from additional services. These programs include speech, psychological services, and a Resource Specialist Program (RSP) with every school expected to provide comparable speech, psychologist, and RSP rooms. The adopted specification calls for speech rooms to be 250 square feet as the speech therapist works with small groups of students ranging from one to six students in a group. Similar specifications for a psychologist office is established at 150 square feet In order to meet with one or two students at a time and to use for individual student testing. The District embraces the push-in model for the RSP program with the RSP teacher working with the general education teacher to provide instructional strategies within the general education classroom. There are times, however, when the RSP teacher works with small groups of students on a pull-out basis, rarely more than 12 at a time. The education specification calls for one room of 480 square feet to meet this need.

RSP, speech, psychologist and counseling services will continue to be provided for students at each of the schools. The State requires 480 square feet if 9-28 students are on the RSP caseload. An additional 200 square foot room is required to support speech, and psychologist and counseling services beyond the office space provided above. Again, 21st Century improvements including mobile, flexible furnishings,

white boards, a monitor on the wall, and wireless connectivity will be incorporated into each of these support spaces so that maximum flexibility is achieved to support the students and provide students the same educational experience that they have in the general-purpose classroom.

In addition to the support programs described above, each school also needs an office for a counselor and a flex office for itinerant personnel who come to the school to provide professional services to the students and their families.

3.10 LIBRARY MEDIA CENTERS

The District desires to have library media centers that feature open flexible spaces, maker's spaces and small group study rooms. The design and furnishings provide settings that inspire students to actively pursue knowledge and create their own experiences and are a focal point of dynamic 21st Century learning, which supports the District's educational programs. Library Media Centers become the hub for students to be empowered with 21st Century skills referred to as the four C's – critical thinking, communication, collaboration, and creativity skills. The Library Media Centers are considered an extension of the classroom, a place where utilizing an integrated approach, innovative practices and effective strategies can empower students to learn, think critically, communicate effectively, work collaboratively with peers, and become creative in their approach to analyze information and solve problems.

The state standard for a Library/Media Center requires the size of the library to be proportional to the maximum planned school enrollment but not less than 960 square feet, provide security for technology and media equipment, contain space and capability for computer terminals for student to use for research and report writing, be designed for open and closed-circuit television, have a dedicated phone line, electrical outlets for stand-alone computers, and conduit connecting all instructional areas.

The District specification builds upon the State standards by providing 21st Century amenities that create an open and inviting area that can accommodate both large and small groups designed to encourage students to want to seek information and collaborate with others. The main library area is 1200 square feet that is open and can be arranged in a variety of ways to meet differing uses of this space. There are 3 breakout rooms of approximately 150 square feet in newly constructed areas in which students can work in small groups or with a teacher or at least 2 in renovated, but limited space. There are two single use ADA accessible restrooms of 75 square feet each. The furniture is inviting, comfortable, moveable, and flexible so that the space is easily reconfigured to meet the needs of the various groups using the space. Books are on bookshelves around the perimeter of the room and on sturdy moveable shelves. There is wireless internet connectivity throughout. There is a variety of furniture so that different kinds of arrangements are possible and different kinds of uses of the space are encouraged. A large 100-inch flat screen display is mounted on one wall for group activity use.

3.11 MULTIPURPOSE ROOMS

Each school within the District operates a multi-purpose room (MPR). The MPRs are used for a variety of functions: lunch, assemblies, performances, staff development, parent meetings, special programs, community events, and afterschool programs. Each MPR also has a kitchen for the preparation of breakfast and lunch meals as needed. The District desires to have each school have no more than three lunch periods. The 21st Century specifications call for MPRs to function well with multiple uses. In this case, the number of desired lunch periods and number of assemblies required to accommodate the enrollment are primary drivers for assessment and equipping of MPRs. Other planned multiple uses for the area also influence the space. The size of lunch/assembly areas are generally configured to support an allowance of 15 square feet per student, excluding preparation, storage and bathroom facilities. MPR space must provide for multiple daily uses in design and operation.

The District operates two different sizes of MPR's: a smaller facility at the K-5 schools with 6,175 square feet, a larger MPR/Gym at the K-8 schools of 8,025 square feet and a 14,250 square foot middle school facility. capable of accommodating a completive sport and audience. The difference is that the MPR/Gym functions as an MPR and also meets the requirements for volleyball and basketball competitive events at the K-8 and middle schools. Schools that function as a smaller K-8 school will have MPRs similar in size and function as the K-5 educational specification and do not meet the needs for competitive volleyball and basketball. The middle school GYM accommodates a competitive sport and audience.

To provide for the district's requirements, the following 21st Century improvements would be added to existing spaces: a 90-inch monitor is mounted on the wall away from physical activity areas with wireless connectivity throughout the room. Cafeteria tables are provided that easily fold and are quickly moved to provide flexible space for assemblies and community events in MPRs, especially for those with older facilities and furnishings to the degree possible. There is a portable stage, where necessary, that is quickly assembled and disassembled that provides a performance space for students, band and choir. On parent or staff development days, this space is also available for group meetings, with the monitor serving as a "screen" for the presenter to project images or presentations. Where necessary and possible, a remote-controlled retractable screen and mounted projector may be added or substituted, preferably located in the area that best supports the portable stage.

3.12 PIANO KEYBOARD LABS

The District desires to offer a piano keyboarding program at each K-5 school and to support the middle school Visual and Performing Arts Academy. While there are no set State standards for music rooms, they must provide adequate acoustics and space for the educational program. Consideration should also be given as to the location of the program so that the noise does not impact other classrooms. Twenty-first Century improvements would be added to these rooms by providing one wall mounted monitor so that students can view a video of an exemplary musical performance, or view their own performance to use as feedback for improved technique. There are limited whiteboards, wireless connectivity, and mobile furnishings to provide maximum flexibility.

Classrooms that are converted into piano keyboards labs will have keyboards placed in rows with a center isle so that the teacher can walk down the aisle and look down the row at the keyboards to monitor student practice techniques and engagement. There is space between each of the rows that allows for the teacher to move easily behind each of the students to provide individual feedback as necessary. There are 16 student keyboards in the room with two students using each keyboard. There is one instructor keyboard along with the digital board for listening placed at the front of the room. Each of the keyboards is hooked up to the electrical outlet provided along each of the two walls. The keyboards and the instructor's keyboard and monitor device are networked together. There is a large flat screen display at the front of room so that students can view a video of an exemplary piano and musical performance, or view their own performance to use as feedback for improved technique.

3.13 ACADEMY ROOMS

There are no State standards for Academy Rooms. These rooms are defined by the specific nature of the instructional needs of the Academy program and are most often defined by the specific curriculum and equipment that enhances the instruction in one or more areas of science, technology, engineering, art and/or math. The District seeks such a space for students to work collaboratively and create projects to purposefully use the basic skills, knowledge and strategies they have learned. The Academy Rooms may vary from 960 square feet to 1200 square feet and are furnished with tables, computers, and equipment deemed consistent with the intended use of the space (e.g. 3D printer, robotics components, science materials, video/green screen areas, measuring equipment, art supplies, and musical instruments). Mobile storage carts are used to store instructional equipment and can be moved to the area students are working in to create and build what they have designed or programmed. These rooms will have the 21st Century FF&E elements but the specific furnishings and equipment will vary depending on the Academic Strand Focus or Academy of the school.

3.14 INTERVENTION ROOMS

As with Academy Rooms, there are no state standards for an intervention room. This room is used in a variety of different ways depending on the interventions being taught. Most often, students come into the room for extra help with reading or math. The students sit at table in groups and work with a reading or math specialist. Often, two or three specialists share the room and work with different groups of students at the same time. The intervention room is usually the same size as a classroom, 960 square feet, and is divided into small areas by mobile storage units, not walls. The mobile storage units also serve to store instructional curriculum and equipment. It is important that the classroom space is open so that it can be configured differently as the intervention needs change for the students. In each of the small learning areas is a mobile table and five student chairs and a teacher chair. These rooms have the 21st Century mobile furniture and fixtures but do not need the three monitors or the technology as discussed with the general purpose 21st Century classrooms. Intervention rooms are to be provided at all K through 8 school sites.

3.15 SCIENCE LABS

Middle school programs are critical to build upon elements that students have mastered in the lower grades to better prepare students for high school requirements and pathways to college, careers and well-paying jobs upon graduation. By creating academies and specialized science facilities in support of such activities at each of the middle school grade levels, students are better prepared for the robust instruction they will receive at the high school level and beyond. These academies need to be structured on the matriculation of students from elementary programs and geared to further matriculating students into established high school pathways to better support a K-12 articulated educational program.

Academy and science labs are used in two different ways depending on the school structure and the credentials of the teacher. At a middle school in which students move to a different subject area each period of the day, the science lab has a dedicated teacher with a science credential to teach the students. This science lab is used as the teacher's primary teach station throughout the day. At a K-8 school, students may be with the same teacher throughout the school day and rotate into the science lab based upon an established schedule. In this case, the science lab is only occupied when a class is scheduled into the science lab and many different classes at the school use the science lab.

Each of the schools with a grade 6-8 enrollment is specified to have a 21st century science lab with an adjacent shared storage room. The science lab will be 1,200 square feet of open space, equipped with Wi-Fi connectivity, mobile group science tables with chemical resistant tops, and stools and workstations that can be moved as needed to support the instructional needs of the day. A mobile table is provided to the teacher for instruction or to provide demonstrations to all or a select group of students. There are three high-definition monitors on the walls that allow students to observe close-up demonstration from their workstations for such things as equipment to be used in an upcoming lab activity, the proper technique for its use, or a particular detail to demonstrate how students will make measurements in an experiment. With a remote control and digital camera, the instructor can adjust the zoom on a detail for all students to see how to correctly carry out experiments or other directions. There are white boards on multiple walls that allow for additional student work and collaboration areas. Storage in the room is in mobile cabinets so that materials and equipment can be moved to the student workstations as needed.

An adjoining storage room of 100 square feet per science room (200 square feet when shared by two science labs) in which chemicals and other supplies are kept is accessible and secured from the main lab area as required by the state. This storage area may be shared with the adjacent classroom. On one wall, a long trough sink with six faucets for student use to clean science equipment at the conclusion of an experiment is provided. Standard fixtures required for safety, including a mobile fume hood, and an eye wash station are also in the room.

3.16 EDUCATIONAL SPECIFICATIONS

Educational specifications for facilities are required by Education Code sections 14001 and 14030. Although school districts have wide latitude in the design of their schools, they must ensure that the

design is consistent with the California Code of Regulations, Title 5 standards, which include quantifiable minimums for various school site attributes, including site acreage and classroom square footage.

Educational specifications outline essential educational concepts and detailed facility requirements so that the "form" of school facilities effectively follows the "function" required by the educational program. Educational specifications also help to anticipate activities, evaluate existing school sites and estimate costs associated with the modernization and construction of school facilities. This information is needed in order to determine the educational specifications for each school that will inform the future facilities planning efforts.

An assessment of the educational vision, goals and programs for the District was previously undertaken in determining how the school facilities should be designed to function and operate to meet the educational program needs of the students. The District's Master Construct Program adopted educational specifications for new schools based on these goals and State guidelines.

Table 1 summarizes the District's adopted K-5 specifications that provide schools for 700 students per State loading standards (25:1) housed in 23 general purpose classrooms, 4 kindergarten classrooms, and 1 special education/RSP classroom. Within the general-purpose classrooms, K-5 schools also feature piano and academy labs and Maker's/academy rooms as well as intervention rooms. Other support features include administrative, teaching support spaces, library, and MPR facilities. MPR facilities are also designed for school and community use, accommodate the student population in a preferred 3 lunch but not to exceed a maximum of 4 lunch periods, provide mobile performance and assembly space and active physical activity student use. The K-5 Education Specifications are proposed to remain the same. To accommodate the additional TK students that may enroll in the District, these students will be housed in Title 5 classrooms at their school of residence, if such space is available or placed in ECDC facilities until they matriculate to the kindergarten facilities of their school of residence.

Table 1: Adopted K-5 Educational Specifications - 700 Students

SPACE	AREA	UNITS	TOTAL
Classroom	960	23	22,080
Kindergarten / TK	1,120	5	5,600
Flex Room (Special Ed, K, TK)	1,120	1	1,120
Special Ed/RSP/Speech	960	2	1,920
Teaching Space (Total Sq. Ft.)			**30,720**
Flex Room	150	1	150
Counselor Room	150	1	150
Psychologist Room	150	1	150
Teaching Support Space (Total Sq. Ft.)			**450**
Workroom/Storage	200	3	600
Toilets	65	6	390
Equipment Storage	100	1	100
Kindergarten/Flex Support Space (Total Sq. Ft.)			**1,090**
Lobby/Waiting	300	1	300
Reception/Clerical	75	2	150
Principal's Office	200	1	200
Admin Assistant	75	1	75
Conference Rm	250	1	250
Work/Main Copy Room	250	1	250
Health Office	100	1	100
Nurse/Health Clerk	75	1	75
Health Office Toilet	65	1	65
Workroom/Lounge	600	1	600
Kitchenette/Vending	150	1	150
Staff Toilets	195	2	390
Parent/Multi-Purpose/Workroom	300	1	300
Storage Room	100	1	100
Administrative Space (Total Sq. Ft.)			**3,005**

SPACE	AREA	UNITS	TOTAL
Circulation Desk	50	1	50
Work/Processing Room	200	1	200
Storage Room	100	1	100
Reading Room	900	1	900
Story Telling Nook	400	1	400
Stacks	400	1	400
Textbook Storage	200	1	200
Small Breakout Room	100	3	300
Tech Work/Storage Rm	150	1	150
Library and Resource Center (Total Sq. Ft.)			**2,700**
Multipurpose Room	3,500	1	3,500
Chair/Table Storage	200	1	200
Control Room	75	1	75
Music Platform	1,400	1	1,400
Instrument Storage Room	200	1	200
Serving/Prep Kitchen	350	1	350
Walk-in Refrigerator & Freezer	75	2	150
Dry Storage	75	1	75
Locker Alcove	50	1	50
Office/Workstation	75	1	75
Toilet/Changing	75	1	75
Custodial Services	100	1	100
Multipurpose Facility (Total Sq. Ft.)			**6,250**
Lunch Shelter	2,800	1	2,800
Kindergarten Shade Structure	1,200	1	1,200
Restrooms	2,200	1	2,200
TOTAL CLASSROOMS		**31**	
TOTAL BUILT AREA (SQ. FT.)			**50,415**

Table 2 summarizes the District's K-8 specifications that provide schools for 900 students at State standards (26:1), including 28 general purpose classrooms (two of which are intervention rooms), 4 kindergarten classrooms, 3 science/flex labs, and 3 special education/RSP classrooms. Special support facilities require additional prep and work room areas for science as well as support facilities for special education, RSP, counseling, speech, and psychologist support spaces. Specifications provide a gymnasium facility for combined student and community assembly, meal serving and athletics with commercial kitchen, serving, and presentation space, lockers, and storage. Other support features include administrative and library facilities. These specifications will remain the same for the K-8th schools. The newly enrolled TK students will be housed in available or repurposed classrooms that are Title 5 compliant at their school of residence or at ECDC facilities until they matriculate to the kindergarten facilities of their school of residence.

Table 2: Adopted K-8 Educational Specifications - 900 Students

SPACE	AREA	UNITS	TOTAL
Classroom	960	28	26,880
Kindergarten	1,120	4	4,480
Science/Flex Lab	1,200	3	3,600
Special Ed Classroom	960	2	1,920
Special Ed/RSP	960	1	960
Teaching Space (Total Sq. Ft.)			**37,840**
RSP Room	480	1	480
Counselor Office	150	1	150
Speech Office	250	1	250
Psychologist Office	150	1	150
Science: Prep/Work Room	200	1	200
Special Ed: Independent Living	320	1	320
Special Ed: Laundry/Storage Rm	100	1	100
Special Ed: Toilet/Changing Rm	95	1	95
Teaching Support Space (Total Sq. Ft.)			**1,745**
Workroom/Storage	200	2	400
Toilets	65	4	260
Equipment Storage	100	1	100
Kindergarten Support Space (Total Sq. Ft.)			**760**
Lobby/Waiting	400	1	400
Reception/Clerical	75	2	150
Principal's Office	200	1	200
Asst. Principal Office	300	1	300
Admin Assistant	75	1	75
Conference Rm	250	1	250
Work/Main Copy Rm	250	1	250
Health Office	100	1	100
Nurse/Health Clerk	75	1	75
Health Office Toilet	65	1	65
Workroom/Lounge	600	1	600
Kitchenette/Vending	150	1	150
Staff Toilets	195	2	390
Parent/MP/Workroom	300	1	300
Parent/Storage Rm	100	1	100
Administrative Space (Total Sq. Ft.)			**3,405**

SPACE	AREA	UNITS	TOTAL
Control Desk	100	1	100
Work/Processing Rm	200	1	200
Storage Room	100	1	100
Reading Room	900	1	900
Story Telling Nook	400	1	400
Stacks	400	1	400
Textbook Storage	200	1	200
Small Breakout Rm	250	1	250
Tech Work/Storage Rm	200	1	200
Library and Resource Center (Total Sq. Ft.)			**2,750**
Multi-Purpose Rm	4,400	1	4,400
Chair/Table Storage	300	1	300
Control Room	75	1	75
Music Platform	1,400	1	1,400
Instrument Storage Rm	200	1	200
Changing Rooms	600	1	600
PE Equipment Storage	200	1	200
Serving/Prep Kitchen	450	1	450
Walk-in Refg/Freezer	75	1	75
Dry Storage	75	1	75
Locker Alcove	50	1	50
Office/Workstation	75	1	75
Toilet/Changing	75	1	75
Custodial Services	100	1	100
Multipurpose Facility (Total Sq. Ft.)			**8,075**
Lunch Shelter	3,600	1	3,600
Kindergarten Shade Structure	1,200	1	1,200
Restrooms	2,800	1	2,800
TOTAL CLASSROOMS		**38**	
TOTAL BUILT AREA (SQ. FT.)			**62,175**

As shown in Table 3, the District's adopted Education Specifications for 6-8 middle schools to accommodate 1,200 students at State standards (27:1) are revised to more accurately reflect the academic program based on the departmentalization of the academic domains. The new specifications have decreased the overall general purpose classrooms from 41 to 37 and increased the science labs from two to six to accommodate all 6-8th graders housed in science labs for science instruction. Also reflected is the increase in the support facilities to include work/prep rooms for the additional science labs. In addition to the 37 general purpose classrooms (of which three are intervention rooms), the specifications continue to call for 3 special education/RSP classrooms,1 art lab, and 1 band/orchestra room. Special support facilities require additional prep and work room areas for science as well as support facilities for

visual arts and music, RSP, counseling, speech, and psychologist. Full-service gymnasium facilities are required to serve middle school grade requirements. Other support features include administrative and library facilities.

Based on current enrollment, Fremont will be reconstructed with sufficient classrooms to house 750 middle school students. All other facilities will be constructed to the district's 6-8 educational specifications. If enrollment increases, only additional classrooms will need to be added to the site.

Based on site constraints, Lopez will be reconstructed with sufficient classrooms to house 750 middle school students. All other facilities will be constructed to the district K-8 educational specifications except for the MPR facility which will be reduced in size to that comparable to those at the K-8 facilities (8,075 vs. 14,025 square feet).

Table 3: Adopted 6-8 Educational Specifications - 1200 Students

SPACE	AREA	UNITS	TOTAL
Classroom	960	37	35,520
Special Ed/RSP	960	3	2,880
Science Lab	1,200	6	7,200
Art Lab	1,200	1	1,200
Band/Orchestra Rm	1,500	1	1,500
Teaching Space (Total Sq. Ft.)			**48,300**
RSP	480	1	480
Counselor Office	100	2	200
Speech Office	250	1	250
Psychologist Office	150	1	150
Science Prep/Work Room	100	6	600
Visual Arts Work/Storage Rm	200	1	200
Music Instrument Storage Rm	200	1	200
Music Workroom/Office	100	1	100
Teaching Support Space (Total Sq. Ft.)			**2,180**
Lobby/Waiting	400	1	400
Reception/Clerical	75	2	150
Principal's Office	200	1	200
Admin Assistant	75	1	75
Asst. Principal Office	150	2	300
Conference Room	250	1	250
Work/Main Copy Rm	250	1	250
Health Office	100	1	100
Nurse/Health Clerk	75	1	75
Health Office Toilet	65	1	65
Faculty/Staff Workroom/Lounge	600	1	600
Kitchenette/Vending	150	1	150
Staff Toilets	195	2	390
Parent/Conference/Workroom	300	1	300
Storage Room	100	1	100
Administrative Space (Total Sq. Ft.)			**3,405**

SPACE	AREA	UNITS	TOTAL
Circulation Desk	100	1	100
Librarian Office	100	1	100
Work/Processing Rm	200	1	200
Storage Room	100	1	100
Stacks	600	1	600
Textbook Storage Rm	300	1	300
Small Breakout Room	250	1	250
Tech Work/Storage Rm	200	1	200
Tech Room/MDF	150	1	150
Library and Resource Center (Total Sq. Ft.)			**2,000**
Practice Gymnasium	9,600	1	9,600
PE Equipment Storage	400	1	400
Locker/Changing Rm	1,200	2	2,400
PE Staff Office	300	1	300
PE Staff Locker/Toilet	150	1	150
Chair/Table Storage	300	1	300
Food Prep Kitchen	650	1	650
Walk-in Refg/Freezer	75	1	75
Dry Storage	75	1	75
Locker Alcove	50	1	50
Office	75	1	75
Toilet/Changing Rm	75	1	75
Custodial Services	100	1	100
Gym/MPR/Food Service Facility (Total Sq. Ft.)			**14,250**
Lunch Shelter	2,800	1	2,800
Restrooms	3,000	1	3,000
TOTAL CLASSROOMS		**48**	
TOTAL BUILT AREA (SQ. FT.)			**76,185**

SECTION 4

FACILITIES PROGRAM

The Board adopted the Enhanced Master Construct Program in June 2022, and the Program implements planned 21st century facilities improvements in select phases to support academy programs, reconstruct older schools and support facilities, and remove portable classrooms. The program commenced in 2013 and was expanded in 2016 with increased funding sources and scope of planned improvements allocated to the program and further expanded in 2022 with additional funding sources and scope for the improvement of the District's existing middle schools.

The previous Master Construct Program has been focused on increasing the number of K-8 school facilities and replacing older schools, portable classrooms, and support facilities with permanent K-5 & K-8 schools; all with 21st Century Learning Environments. To date, four replacement school projects are complete and occupied. The reconstruction of Rose Avenue elementary school has commenced, making Rose Avenue elementary the fifth school reconstruction project for the program. The program also completed two Early Childhood Development Centers, and the construction of additional flex-classrooms for transitional (TK) and kindergarten (K) enrollment at existing school sites. Additional 21st Century upgrades are also planned to classrooms, MPRs, administrative, and library facilities at select school sites. Funding for these improvements is primarily from a combination of existing local sources and anticipated State aid reimbursements. With the passage of Measure "I" in 2022, the Enhanced Master Construct Program will reconstruct Fremont and Lopez Middle schools, provide 21st century learning environments at Frank Middle and increase the scope of improvements for the District's K-8 schools.

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 section provides an update of projects under management and projects anticipated to be initiated over the next six-month period. Project highlights are presented along with proposed adjustments to the budget and timeline. These components are then carried over for further consideration in the Master Budget, Schedule and Timeline recommendations in this report.

4.1 COMPLETED PROJECTS

Completed projects include improvements to kindergarten facilities at Ritchen, Brekke, and McAuliffe schools, and construction of science labs at Chavez, Curren, Kamala, Dr. Lopez Academy, and Fremont

schools to accommodate the educational reconfiguration plan. The deployment of state-of-the-art learning resources, including 1:1 mobile devices for all students and teachers at every school district wide was also provided. Four new 21st Century reconstructed schools were provided at Harrington, Elm, Lemonwood, and McKinna elementary schools to replace the prior obsolete facilities. A new 12 classroom building serving grades 6-8 was completed at Marshall elementary school. New kindergarten/flex classrooms at Brekke, McAuliffe, Ritchen, and Ramona elementary schools were completed, as well as kindergarten annex facilities at Lemonwood and Harrington elementary schools. The District has completed the land purchase of the new Seabridge elementary school site and the Doris/Patterson elementary and middle school sites. Design approval from the Division of State Architect (DSA) and California Department of Education (CDE) for the new Seabridge K- 5 elementary school project was achieved. In addition, the design plans received DSA and CDE approval for the modernization improvements planned at McAuliffe and Ritchen elementary schools. Funding for the projects to date has been from local sources, primarily Measure "R" and Measure "D".

4.2 PROJECTS UNDERWAY

Construction is underway for the reconstructed Rose Avenue elementary school. The design plans for the modernization efforts planned at McAuliffe and Ritchen elementary schools have both received DSA and CDE approval and funding applications have been submitted to the State for Financial Hardship consideration. In October 2022, the design plans for the new Seabridge elementary school became subject to a code compliance review and will be required to be resubmitted to the DSA prior to the commencement of construction activities. As a result the construction of the Seabridge project is on hold until needed to accommodate future enrollment growth or to be operated as a replacement school if the need arises. Planning efforts associated with the Local Agency Formation Committee (LAFCo) approval for the Doris/Patterson project continue, however the project has not yet commenced the design process. Design and construction of the new Doris/Patterson 6-8 school has been deferred pending the approval of additional future funding. The MPR facilities for the K-8 schools are proposed to be implemented as part of the Enhanced Master Construct Program. An application has been submitted to the State for funding for new preschool, TK, and K classrooms at the Driffill elementary school site. The District was awarded approximately $7 million to implement the project and design efforts are underway.

The following sections provide further detail on the status of projects summarized above and expected outcomes over the next six months.

4.2.1 ROSE AVENUE ELEMENTARY RECONSTRUCTION

New facilities planned for the Rose Avenue Reconstruction project include a two-story classroom building, library, administration space, multipurpose room, playfields, hard courts, and support spaces. This project is being constructed in two (2) phases. During the initial phase, the new campus buildings will be built on the existing play fields. The second phase will consist of the demolition of the existing campus and the construction of new play areas and fields. The District conducted a groundbreaking ceremony in late October 2021 which was well received. Construction commenced in early November 2021.

As of the end of November 2022, construction work continues on the entire site with all buildings standing, and are at various phases of construction. Building A, the Administration Building, is the furthest along. The exterior finishes are being applied, the roofing is complete, and the interior drywall has been completed. Building B, which will house the school kitchen, serving line, and Multipurpose Room has been roofed, exterior wall coverings are going on and the interior drywall is being installed. Building C, Classroom Building, which includes the school library has been roofed, steel stud walls erected, and exterior and interior wall coverings are being installed. The site grading has begun with the various areas of concrete and landscape being roughed in.

Rose Avenue Elementary School Construction Progress

The project is proceeding with construction utilizing existing local funds on hand. The current Board approved "all in" budget for the Rose Avenue project is $51.1 million. No budget adjustments are recommended at this time.

An application for new construction remains on the State's beyond bonding authority list awaiting review by the State and is pending availability of State funds and the District's new construction eligibility at the time the application is reviewed. The application was originally submitted as a "Financial Hardship" project prior to the decision to move forward with construction with local funds. At time of review by the State and subject to the District's new construction eligibility at time of review, the application would need to be amended as a 50/50 reimbursement application and is estimated to garner approximately $12.4 million. The District would need to have substantial enrollment recovery at time of review of this application by the OPSC to qualify for funding.

4.2.3 MCAULIFFE ELEMENTARY MODERNIZATION

The McAuliffe modernization project improves 28 existing classrooms, provides for repurposing of existing spaces to STEAM Academy and piano labs, and improves support spaces to comply with the District's vision and specification for 21st Century K-5 classrooms and support school facilities. Upgrading the library into a Media Center is proposed which provides for the inclusion of 2 breakout rooms. The repurposing of two adjacent supply rooms into administrative and counselor space is also provided. Other interior improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical systems, and furnishings, as well as data and other technology upgrades consistent with those available at similarly reconstructed schools, where possible. The project has received approvals from both DSA and the CDE.

The current Board approved "all in" budget for the McAuliffe project is $4.9 million. No budget adjustments are recommended at this time. A funding application for modernization grants has been submitted to the State under the financial hardship program for the project to be placed on the State's beyond bond authority list. It is estimated that this application could garner approximately $5.5 million. Upon approval of the application by the State and receipt of funds, the project budget may require adjustment based on the construction costs at that time and final approved grants.

4.2.4 RITCHEN ELEMENTARY MODERNIZATION

The Ritchen modernization project improves 28 existing classrooms, provides for repurposing of existing spaces to STEAM and piano labs, and upgrades the MPR and library to comply with the District's vision and specification for 21st Century K-5 classrooms and student support facilities. The library improvements also provide for the inclusion of 2 breakout rooms. Interior improvements include allowances for modernized improvements to floors, walls and ceilings, sinks, electrical, and furnishings, as well as data and other technology upgrades. The project has received DSA and CDE approval.

The current Board approved "all in" budget for the Ritchen project is $4.4 million. No budget adjustments are recommended at this time. A funding application for modernization grants has been submitted to the State under the financial hardship program for the project to be placed on the State's beyond bond authority list. It is estimated that this application could garner approximately $5 million. Upon approval of the application by the State and receipt of funds, the project budget may require adjustment based on the construction costs at that time and final approved grants.

4.2.6 FREMONT MIDDLE SCHOOL

The Fremont Academy of Environment Science and Innovative Design (Fremont) 6-8 school is located at 1130 North "M" Street on a 24.3-acre parcel bounded by North "H" and "M" Streets, Devonshire Drive and residential development to the south. Based on the 2021-22 school year, Fremont has a total enrollment of 761 students. Students participate in an academic curriculum that heavily focuses on the integration of environmental science and design into the core curriculum content and through programs such as science courses designed around environmental science principles. The school was originally built in 1961 and has a total of 35 permanent classrooms, a computer and a tech lab, and 11 portable classrooms. Approximately 26 of these spaces are used as general-purpose classrooms for core subject areas: Language Arts, Social Studies, and Math. There are four science labs, one Digital Design lab and one band/orchestra room. The SDC program is spread across three classrooms, all of which are approximately 910 square feet. Most of the permanent classrooms are in the northwest corner of the campus in various building clusters. The primary support spaces, such as the administration building, library, and gymnasium, are located on the central western portion of the campus with portable classrooms located northwest of the permanent classroom space. The amphitheater and lunch shelter are located northeast of the gymnasium and south of most of the permanent classrooms.

The hard-court area is located south of the gymnasium and stretches to the southwestern end of campus, while the playfields encompass most of the eastern half of the campus. The parent/student drop-off area is in front of the administration building on North "M" Street, while the bus drop-off is located on the

western side of campus between the cafeteria building and tennis courts. There are 80 staff and visitor parking spaces located on the far west side of campus, stretching from the permanent classroom area to the tennis courts. The campus fields provide a major student and community youth recreational resource for after school hour and weekend sport use.

The existing facilities are old and by previous Board consideration are proposed to be replaced pursuant to the Master Construct program. The reconstruction strategy would rebuild a new middle school facility on the open space portion of the site along H Street, but away from Glenwood, maintaining the operation of the existing facility during construction of the replacement school and replacing it thereafter with improved open and recreational space for school and community use. A conceptual site plan has been previously presented to the Board for consideration and is the basis for the latest proposed new Fremont campus. The only significant changes include a proposed phased build-out of the school to incorporate the existing and projected enrollment of approximately 750 students at the site and the need to design the facility in such a manner that a subsequent phase to accommodate increased enrollment, if needed, would only require the construction of additional classrooms. Likewise, only four science labs instead of the specified 6 would be constructed to meet the proposed enrollment. The lay-out of the school facilities would be such that an additional classroom wing and required science labs could be built without major modifications to the site in the future. Other support spaces would be designed to the district's adopted specifications for a 6-8 middle school to accommodate a 1200 student enrollment.

The reconstructed school would include multi-storied classrooms to accommodate up to 750 students. The proposed project would construct 34 classroom facilities. The school would include 24 general purpose classrooms, an academy room, and 3 dedicated special education rooms, all of 960 square feet. In addition, 4 science labs and an art lab of 1200 square feet each, and a band/orchestra room of 1500 square feet would be constructed. Teaching support spaces of 1,980 square feet, administrative space of 3,405 feet, and library facilities of 2,000 square feet would be provided per the adopted educational specifications for a 6-8 school. Multipurpose facilities of 14,250 square feet, a lunch shelter of 2,800 square feet as well as student and staff restrooms would be provided as required by code. Parking and student pick up/drop off areas would be provided off North H Street which would become the entrance to the new facility leaving room for school and community use of the reconfigured paly fields. An allowance for offsite improvements is also provided.

4.2.7 TK, K, AND ECCL FACILITIES AT DRIFFILL ELEMENTARY SCHOOL

Based on a review of enrollment and existing classrooms, an application for funding was submitted to the State for Driffill elementary school in April 2022 for the construction of 12 new classrooms for kindergarten, TK, and preschool services at the Driffill site. The application includes a maximum of four classrooms for each grade. The application is intended to assist Driffill in meeting the educational specifications for TK and K students and to assist in the creation of an Early Childhood Development Center.

The State's specifications for the new construction and funding of such classrooms require a 1350 square foot classroom that meets Title 5 requirements, including a teacher prep area and age-appropriate

furniture, fixtures, equipment and bathroom facilities. The facilities are proposed to be designed and built to meet State Title 5 and district specification for TK/kindergarten classrooms as well as the Title 22 licensing requirements for preschool classrooms. A new playground would also be constructed in the center of the classrooms.

4.2.2 SEABRIDGE ELEMENTARY NEW CONSTRUCTION

The New Seabridge K-5 School consists of a new elementary school north of Oxnard's Seabridge neighborhood along Wooley Road. The site was purchased in 2013. New facilities include a two-story classroom building, library, administration space, multipurpose room, playfields, hard courts, and support spaces. The design plans for the new Seabridge elementary school received DSA approval in October 2018 and CDE approval in July 2018. In October 2022, the design plans for the new Seabridge elementary school will be subject to a code compliance review and will require to be resubmitted to the DSA prior to the start of construction activities. The new Seabridge elementary school has been designed to provide increased District permanent capacity or a replacement school for other aging district schools if needed. It is proposed that the Seabridge project be moved from Phase 3 to the later Phase 4 implementation schedule to accommodate the estimated timing of future funding.

Two new construction applications for the project remain on the State's beyond bonding authority list awaiting review by the State and are pending availability of State funds and the District's new construction eligibility at the time the application is reviewed and are estimated to garner approximately $16.8 million. The District would need to have substantial enrollment recovery at time of review of these applications by the OPSC to qualify for funding. The current Board approved "all in" budget for the Seabridge project is $28.6 million. No budget adjustments are recommended at this time; however, cost increases may occur at time of implementation given recent trends in construction costs.

4.2.5 DORIS/PATTERSON NEW CONSTRUCTION

The District has acquired a 25-acre parcel at the corner of Doris Avenue and Patterson Road for the construction of a new 700 student K-5 and 1,200 student 6-8 middle school facility, or a combined K-8 campus plus the ability to accommodate a District administrative center. The District has completed the California Environmental Quality Act (CEQA) and Department of Toxic Substances Control (DTSC) review requirements for the project. Pursuant to the Ventura County Local Agency Formation Commission (LAFCo), this project requires annexation into the City of Oxnard. The scope of off-site improvements requested by the City far exceed the demands of the proposed District project. The current Board-approved budget is $800,572 for the project's environmental planning and LAFCo efforts and $9.2 million for land acquisition. No change in budget is recommended at this time.

As reported in December 2021, the design and construction of the new Doris/Patterson 6-8 school has been deferred pending the approval of additional future funding. The design and construction of the new Doris/Patterson K-5 school continues to be proposed in Phase 4. The new Doris/Patterson K-5 school is yet to be designed and is dependent on the District's need for increased capacity or replacement of aging schools. The current Board approved "all in" budget for the Doris/Patterson K-5 project is $29.6 million.

No budget adjustments are recommended at this time; however, cost increases may occur at time of implementation given recent trends in construction costs.

4.2.6 IMPROVEMENTS TO MPR/SUPPORT FACILITIES

The Program identified MPR and gym facilities to be modernized at the District's remaining K-5, K-8 and 6-8 school facilities. The MPR facilities for the K-8 schools are proposed to be implemented as part of the Enhanced Master Construct Program.

4.3 SUMMARY ENHANCED MASTER CONSTRUCT PROPOSED IMPROVEMETNS

As shown in Table 10, an estimated $302.6 million is required to fund the proposed the Enhanced Master Construct program. Proposed projects are summarized and grouped by grade configuration, type of improvement and estimated costs. Types of improvements are further organized into three categories: 21st Century Classrooms, Support Facilities, and Additional Improvements. 21st Century classrooms provide improvements to classrooms based on adopted specifications, Support Facilities refer to improvements such as MPR/gymnasiums, libraries, and administration/support spaces, and Additional Improvements refer to upgrading of a school's utility and safety infrastructure such as roofing repairs, select upgrades to exterior conditions, installation of security cameras, HVAC upgrades, and removal of portables.

Table 4: Summary of Proposed Improvements

School		Est. Amount
Fremont 6-8		
New Campus		$63,758,461
Allowance for Offsite Improvements		$2,000,000
Subtotal		**$65,758,461**
Dr. Lopez 6-8		
New Campus		$53,558,467
Allowance for Offsite Improvements		$1,500,000
Subtotal		**$55,058,467**
Frank 6-8		
21st Century		$6,375,165
Support Facilities		$4,371,798
Additional Improvements		$4,543,160
Subtotal		**$15,290,123**
Subtotal 6-8		**$136,107,051**
Curren K-8		
21st Century		$5,122,309
Support Facilities		$17,139,217
Additional Improvements		$2,681,438
Allowance for Offsite Improvements		$1,500,000
Subtotal		**$26,442,963**
Kamala K-8		
21st Century		$4,899,735
Support Facilities		$11,226,427
Additional Improvements		$2,082,681
Allowance for Offsite Improvements		$1,500,000
Subtotal		**$19,708,843**
Chavez K-8		
21st Century		$2,744,016
Support Facilities		$10,002,025
Additional Improvements		$450,271
Allowance for Offsite Improvements		$1,500,000
Subtotal		**$14,696,311**
Driffill K-8		
21st Century		$3,447,263
Support Facilities		$13,926,372
Additional Improvements		$692,336
Subtotal		**$18,065,971**

Marshall K-8		
21st Century		$3,127,680
Support Facilities		$1,969,277
Additional Improvements		$279,261
Subtotal		**$5,376,218**
Soria K-8		
21st Century		$3,904,945
Subtotal		**$3,904,945**
Subtotal K-8		**$88,195,251**
Brekke K-5		
21st Century		$3,088,875
Support Facilities		$1,999,423
Additional Improvements		$2,911,735
Subtotal		**$8,000,033**
Ramona K-5		
21st Century		$2,851,271
Support Facilities		$3,952,095
Additional Improvements		$550,705
Subtotal		**$7,354,070**
McAuliffe K-5		
21st Century		$4,593,568
Support Facilities		$1,291,139
Additional Improvements		$1,757,884
Subtotal		**$7,642,590**
Ritchen K-5		
21st Century		$4,593,568
Support Facilities		$1,097,247
Additional Improvements		$675,326
Subtotal		**$6,366,142**
Subtotal K-5		**$29,362,835**
Proposed ECDC		
Driffill		**$3,086,209**
Curren		**$1,023,086**
Rose		**$4,929,979**
Subtotal ECDC		**$9,039,273**
Total of All Projects		**$262,704,410**
Program Reserve (15%)		**$39,866,364**
Grand Total		**$302,570,774**

SECTION 5

PROGRAM FUNDING & EXPENDITURES

The following section reviews existing and anticipated sources of funds for implementing the proposed facilities projects identified as part of the Enhanced Master Construct Program. Two major sources are considered: the State School Facilities Program (SFP) and a potential new general obligation bond program. The District has a history of participating in the State SFP by upfronting the costs of eligible local school improvements and then seeking reimbursements from the State for eligible expenses and amounts. The District has previously passed local GO bond measures in support of the Master Construct Program at substantially high rates of local voter approval in 2012 and 2016.

5.1 STATE MATCHING GRANTS

Through the Office of Public School Construction (OPSC), the State of California provides funding assistance to eligible school districts through the School Facility Program SFP. OPSC operates various programs pursuant to State law and provides projects to be considered by the State Allocation Board (SAB) for 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. Individual pupil grant amounts are periodically reviewed for adjustment 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 from available district funds. This may include proceeds from local general obligation bonds, developer fees, and a district's general fund. Under certain specific conditions, a district may qualify and apply for a release of its local match requirement through a financial hardship review and approval by the OPSC and the SAB, subject to additional constraints and requirements.

Historically, project funding by the State has been supported through the periodic approval of State bonds for school construction by California voters. In November 2016, California voters approved Proposition (Prop.) 51, authorizing $7 billion for new construction, modernization, Career Technical Education (CTE), and Charter funding for K-12 facilities. Up to recently, the OPSC has reported that all authorized funds from Prop. 51 for new construction and modernization applications under the SFP have been fully allocated. Received applications after September 12, 2018, for new construction and after March 1, 2019 for modernization have been placed on an "Applications Received Beyond Bond Authority" waiting list in

the order of date received, which is presented to SAB for acknowledgement, but not approval, and are slated for review once additional funds are made available.

In May 2022, the Governor Newsom released the May Revision of the 2022-23 State of California (State) budget for K-12 education allocating additional funds to the SFP. The State's historic revenue surplus presented an opportunity for the State to further support K-12 education on one-time programs and services. The May Revision included approximately $4 billion in one-time General Fund monies for the SFP allocating $2.2 billion in 2021-22, $1.2 billion in 2023-24, and $625 million in 2024-25 to support new construction and modernization projects. The May Revision also includes approximately $1.8 billion in one-time funds for deferred maintenance, HVAC, and energy improvements. This is anticipated to be applied against the "Applications Received Beyond Bond Authority" waiting list allowing most of these to anticipate funding in the years ahead.

CFW continues to monitor grant applications to the State and activities of the SAB for the allocation of eligible State funding. The strategic blending of these programs is required to support the balance of local investment that may be required to fully implement the Master Construct 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 also presented.

5.1.1 STATE AID MODERNIZATION

The SFP Modernization Program provides funds on a 60-40 State and local sharing basis for improvements that 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 2022 pupil grant is currently $5,568 for elementary grades and $5,888 for middle school grades. Eligible costs include design, construction, educational technology, testing, inspection, furniture and equipment. Limited supplemental funding is available for excessive cost such as fire safety and accessibility improvements. Grant levels are periodically reviewed by the State. Program funding is subject to project performance and certification at the completion of construction.

Table 5 provides a summary of the SFP modernization grants received to date with the implementation of the Master Construct Program totaling approximately $3.9 million. These grants were received as

reimbursement modernization grants from prior SFP eligible improvements made to Fremont, Harrington, Lemonwood, Elm, and McKinna. These funds have been used in support of the Master Construct Program.

Table 5: Estimated Modernization Grants Received

	Projects	Application #	Standard Pupils	SDC Pupils	Base Grant	Sup. Grant	Total Grant
1	Fremont	57/72538-00-026	131	8	$1,003,960	$93,926	$1,097,886
2	Harrington	57/72538-00-027	87	0	$581,160	$108,508	$689,668
3	Lemonwood	57/72538-00-028	175	0	$841,400	$239,311	$1,080,711
4	Elm	57/72538-00-029	101	0	$485,608	$126,260	$611,868
5	McKinna	57/72538-00-030	78	0	$375,024	$68,422	$443,446
	Total		**572**	**8**	**$3,287,152**	**$636,427**	**$3,923,579**

Table 6 summarizes the District's estimated current and future eligibility for State modernization grants for remaining eligible permanent and portable classrooms based on 2022-23 school site enrollment. During Phase 1 scheduling of eligible projects for the FY2022-26 period, the District may be eligible for approximately $26.5 million in remaining State matching modernization grants from existing classrooms. A local match of approximately $17.7 million would be required by the District to access these grants. Future eligibility of approximately $15.6 million is estimated to be available through Phase 2 for the period 2027-2030, requiring a then local match amount of approximately $10.4 million. In total, approximately $42.1 million in modernization grant eligibility is anticipated based on maintaining current enrollment at the eligible school sites.

Table 6: Estimated Modernization Eligibility by Phase

	School	FY2022-23 Enroll	Pupil Grant	Phase 1 (2023-2026)	Phase 2 (2027-2030)	Total Grant (60%)
1	Harrington	538	$5,568	$0	$0	$0
2	Elm	483	$5,568	$0	$0	$0
3	McKinna	590	$5,568	$0	$0	$0
4	Rose Avenue	497	$5,568	$417,600	$0	$417,600
5	Brekke	590	$5,568	$3,073,536	$0	$3,073,536
6	McAuliffe	510	$5,568	$2,839,680	$0	$2,839,680
7	Ritchen	504	$5,568	$2,733,888	$0	$2,733,888
8	Ramona	579	$5,568	$2,828,544	$0	$2,828,544
9	Marina West	489	$5,568	$0	$2,722,752	$2,722,752
10	Sierra Linda	525	$5,568	$2,923,200	$0	$2,923,200
11	Lemonwood	928	$5,568	$0	$0	$0
12	Marshall	729	$5,568	$0	$3,619,200	$3,619,200
13	Driffill	1008	$5,568	$0	$0	$0
14	Chavez	879	$5,568	$0	$4,894,272	$4,894,272
15	Curren	921	$5,568	$278,400	$0	$278,400
16	Kamala	954	$5,568	$835,200	$0	$835,200
17	Soria	921	$5,568	$0	$0	$0
18	Frank	1045	$5,888	$6,152,960	$0	$6,152,960
19	Fremont	738	$5,888	$0	$4,345,344	$4,345,344
20	Dr. Lopez Academy	758	$5,888	$4,463,104	$0	$4,463,104
	Total	**14,186**		**$26,546,112**	**$15,581,568**	**$42,127,680**

These amounts are subject to annual review and require the submittal and approval of DSA of proposed improvements prior to submittal to OPSC for consideration. Therefore, the actual amount received may be further influenced by the plan of sequence and phasing that may be undertaken by a district in the implementation of its capital program.

5.1.2 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 elementary grades and 27 students per classroom for middle grades. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the number 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 2022 pupil grant is currently $14,623 for elementary grades and $15,466 for middle grades and is counted based on each student found to exceed a district's permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive costs. Grant levels are periodically reviewed by the State.

Table 7 provides a summary of funding received from new construction reimbursement grants during the period of the current Master Construct Program's totaling approximately $30.9 million. As previously presented to the Board, the District has exhausted its eligibility for new construction funding until such time as enrollment once again begins to grow. All of these funds have been used or pledged in support of the Master Construct Program.

Table 7: SFP New Construction Grants Received

	Projects	Application #	Standard Pupils	SDC Pupils	Base Grant	Sup. Grant	Total Grant
1	Driffill	51/72538-00-001	0	0	$3,712,107	$558,304	$4,270,411
2	Driffill	50/72538-00-009	350	9	$4,032,792	$697,880	$4,730,672
3	Harrington	50/72538-00-011	625	26	$8,219,097	$1,461,426	$9,680,523
4	Lemonwood	50/72538-00-013	473	0	$5,570,487	$1,697,465	$7,267,952
5	Ritchen Kinder	50/72538-00-016	0	18	$638,712	$134,140	$772,852
6	Brekke Kinder	50/72538-00-017	0	18	$638,712	$138,485	$777,197
7	McAuliffe Kinder	50/72538-00-018	0	18	$638,712	$139,292	$778,004
8	McKinna	50/72538-00-022	0	28	$770,245	$1,120,264	$1,890,509
9	Ramona Kinder	50/72538-00-024	0	18	$638,712	$128,109	$766,821
	Total		**1,448**	**135**	**$24,859,576**	**$6,075,365**	**$30,934,941**

5.1.3 PRESCHOOL, TRANSITIONAL KINDERGARTEN, AND KINDERGARTEN FACILITIES

At various times, the State provides limited funds for competitive applications to fund specific school facilities. The State's Full Day Kindergarten Facilities Grant Program (FDKFGP) was initiated in 2019 to provide one-time grants to construct new or retrofit existing facilities for the purpose of providing kindergarten classrooms to support full-day kindergarten instruction.

The Governor's budget for FY2021-22 expanded the program, including $490 million in one-time grants to construct new or retrofit existing facilities for the purpose of providing classrooms to support full-day preschool, transitional kindergarten or kindergarten instruction. An additional $100 million has been made available for the program for FY2022-23. A state/local match of 75/25 is required for transitional kindergarten and preschool projects or half-day kindergarten programs converting to full day. Districts

that already have full-day kindergarten programs require a 50/50 match (state/district) for new construction and a 60/40 (state/district) match for retrofit projects.

Consideration is based on enrollment, inventory and usage criteria with facilities meeting state requirements, including Title 5 space requirements for kindergarten classrooms and similar Title 22 requirements for preschools. Title 5 space requirements include classrooms of no less than 1,350 square feet each inclusive of a teacher prep area and age-appropriate furniture, fixtures, equipment, and bathroom facilities. The State is limiting the number of preschool and transitional kindergarten classrooms to districts eligible for funding to four each, with no restriction on the number of kindergarten classrooms that may be funded.

Two rounds of funding, one conducted in April 2022 for approximately $225 million and the other in February 2023 for approximately $365 million. Hardship funding is available to offset the local match for districts that exceed their 60 percent bonding capacity and are levying the maximum developer fee. The April 2022 funding application round was oversubscribed with the State receiving approximately $1.3 billion in applications. The State provides priority points to districts with high Free and Reduced meal rates (at least 60%) and that qualify for financial hardship.

An application for funding was submitted to the State for Driffill in April for the construction of 12 new classrooms for kindergarten, TK and preschool at the Driffill site. The District was found to be eligible for 10 new classrooms by the State. The OPSC made the determination that two of the existing kindergarten classrooms located on the campus met the minimum requirements for Title 5 and did not meet the standard for replacement. On October 26, 2022, the SAB approved an apportionment of $7 million in grants for new classrooms at Driffill elementary school. The District is required to provide a match of $3 million. It is estimated that the District will receive approximately $1.5 million in design/planning funds from the State by early December. The remaining $5.5 million will be released upon submittal of the Division of State Architect and California Department of Education design plan approval letters to the OPSC. In total, the project will have a total development cost of approximately $10 million.

5.1.4 SUBMITTED STATE AID APPLICATIONS

Table 4 presents State aid applications that have been filed with the OPSC that are awaiting review and funding by the State, totaling approximately $22.9 million. It also reflects the current pupil grant amounts in effect for 2022 by the SAB and estimated additional anticipated allowances for supplemental grants such as site development and land acquisition costs.

Over the last six months, CFW received a request from the OPSC to provide an updated review of the District's new construction eligibility in response to the State's review of the District's two new construction funding applications for the Seabridge project. CFW updated the District's new construction baseline eligibility based upon the school year 2022-23 enrollment and current residential development information from the City of Oxnard. The new enrollment figures and updated housing developments within the District boundaries, although positive, still did not result in a positive new construction

eligibility baseline. Subsequently, the District withdrew the two Seabridge new construction applications for consideration for funding at this time

The Rose Avenue application remains on the State's beyond authority list and will be subject to eligibility requirements at time of review by the OPSC. Additional applications have been filed for the modernization projects planned at Ritchen and McAuliffe elementary schools. These applications for Ritchen and McAuliffe elementary schools have been submitted assuming Financial Hardship. Should the District choose to accelerate these projects with local funding, these applications may be amended to require a 60/40 matching share. This would result in a reduced grant of approximately $3.3 million for McAuliffe, requiring a $2.1 million District match and a grant of approximately $3 million for Ritchen, requiring a $2 million District match.

Table 8: Submitted State Aid Applications

Projects	Type	Standard Pupils	K-6	7-8	SDC Pupils	Non Severe	Severe	Est. Base Grant	Est. Sup. Grant	*Total Est. Grant
Rose Avenue	New Const.	675	675	0	35	26	9	$10,954,815	$1,439,250	$12,394,065
McAuliffe	Mod.	534	534	0	0	0	0	$2,973,312	$297,331	$5,451,072
Ritchen	Mod.	491	491	0	0	0	0	$2,733,888	$273,389	$5,012,128
Total		**1,700**	**1,700**	**0**	**35**	**26**	**9**	**$16,662,015**	**$2,009,970**	**$22,857,265**
Total New Construction Pupils Used		***675***	***675***	***0***	***35***	***26***	***9***	***$10,954,815***	***$1,439,250***	***$12,394,065***
Total Modernization Pupils Used		***1,025***	***1,025***	***0***	***0***	***0***	***0***	***$5,707,200***	***$570,720***	***$10,463,200***

Total grant assumes Financial Hardship for McAuliffe & Ritchen

Over the next six months, the team will continue to monitor application status with OPSC and respond to any new opportunities, exceptions, and review notices received in order to keep the District as informed as possible on any needs for program adjustments.

5.1.5 FINANCIAL HARDSHIP FUNDING

The State 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. 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 Prop. 39 Bond
- District total bonding capacity of less than $5 million

At this time, the District has exceeded its net bonding capacity by 60 percent and may be eligible for Financial Hardship.

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) 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 both planning and/or construction funds.

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 local funding must be provided thereafter to complete a project using hardship funding.

As pointed out in other cases, the OPSC has implemented a change to the Financial Hardship program requiring that the Financial Hardship period begin on the date of application, regardless of the date an application is reviewed by OPSC or approved by the SAB – restricting its use. This requires that the District sequence projects proposed for Financial Hardship after any and all anticipated and available capital funds are encumbered, which may result in delaying Financial Hardship projects to later implementation phases of the Master Construct Program, once other funds have been exhausted.

5.2 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 and may be used to meeting the District's match requirement for eligible State assistance projects. The purpose of these fees is to mitigate 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 regulations also permit 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 $4.79 per square foot of residential development and $0.78 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 Developer Fee 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. At the Program's inception in 2013, approximately $3.4 million in

developer fee fund balance was allocated to the Program. Since the initial $3.4 million allocated to the Program in 2013, the District has collected approximately $10.2 million in additional developer fee revenues as of April 30, 2022, for a grand total of $13.6 million in collected revenues.

In April 2022, the District adopted a Residential and Commercial/Industrial Development School Fee Justification Study prepared by Cooperative Strategies that established the justification for collecting Level 1 fees. 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 $3.16 per square foot for residential development and varied rates per square foot for commercial development as follows:

Table 9: Maximum School Fee per Square Foot for Commercial Development

CID Land Use Category	Maximum School Fee
Retail and Service	$0.203
Office	$0.318
Research and Development	$0.276
Industrial/Warehouse/Manufacturing	$0.245
Hospitals	$0.252
Hotel/Motel	$0.103
Self-Storage	$0.006

Source: 2022 Residential and Commercial/Industrial Development School Fee Justification Study by Cooperative Strategies

To establish a nexus and a justifiable residential School Fee level, the Study evaluated the number and cost of new facilities required to house students generated from future residential development within the School District. Based on data provided by the Southern California Association of Governments, approximately 7,067 additional residential units could be constructed within the District's boundaries through calendar year 2035. Of these 7,067 future units, 4,452 are expected to be single family detached and 2,615 are expected to be multi-family attached units. By dividing the total amount of anticipated units (7,067) by the buildout period (13 years), it is anticipated that approximately 544 units may be built each year from 2022 through 2035. This average buildout and the corresponding square footage of new residential development is the basis for the anticipated annual developer fees revenues to be realized by the District during this period. Based on the Level 1 fee of $3.16 per square foot of new residential development and the total square footage of approximately 1 million resulting from the construction of 544 units, the District could expect to receive an estimated $3.7 million in developer fees annually.

As reported in December 2021, Cooperative Strategies reported to the District that due to the District's enrollment declines, Level 2 fees are no longer justified, and the District will have to revert to Level 1 fees. For purposes of budgeting for the program, Level 1 fee of $3.16 has been assumed in projected available developer fee funds for the program.

Since the initial $3.4 million allocated to the Program in 2013, the District has collected approximately $10.2 million in additional developer fee revenues as of April 30, 2022, for a grand total of $13.6 million in collected revenues. Based on the projections provided by Cooperative Strategies and the 2022 Residential and Commercial/Industrial Development School Fee Justification Study, it is estimated that

the District may collect approximately $41.1 million in developer fees over the life of the Program using the current Level 1 fee of $3.16.

The District is required to complete a biennial update to the Level 1 Study in order to continue collecting Level 1 fees for the next two years. Similarly, the District is also required to complete an annual update to the Level 2 Study in order to resume collecting Level 2 fees.

5.3 GENERAL OBLIGATION BONDS

General obligation (G.O.) bonds are the most widely used and efficient method of financing school facility improvements locally in California. More than 600 school districts in the state have issued G.O. bonds to finance necessary improvements. 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 (Prop.) 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 District has used G.O. bonds previously to fund major school facility improvements and has been very successful in making use of public financing options and garnering community support to improve school facilities, including those as part of the Master Construct Program. The District successfully passed local G.O. bond authorizations in 1997, 2006, 2012, 2016, and 2022.

5.3.1 EXISTING G.O. BOND AUTHORIZATIONS & PAST ISSUANCES

The 1997 authorization was approved by voters and authorized the sale of $57 million in G.O. bonds, pursuant to Proposition 46 which does not set a maximum annual tax rate for the purposes of issuing remaining bond authorization. To date, $57 million in bonds have been sold, leaving no remaining authorization from the 1997 Election.

The 2006 authorization was approved by voters and authorized the sale of $64 million in G.O. bonds, pursuant to Proposition 39 which set a maximum annual tax rate of $30 per $100,000 assessed valuation for the purposes of issuing remaining bond authorization. To date, $64 million in bonds have been sold, leaving no remaining authorization from the 2006 Election.

The 2012 authorization was approved by voters and authorized the sale of $90 million in G.O. bonds, also pursuant to Proposition 39 which set a maximum annual tax rate of $30 per $100,000 assessed valuation for the purposes of issuing remaining bond authorization. To date, $90 million in bonds have been sold, leaving no remaining authorization from the 2012 Election.

The 2016 authorization was approved by voters and authorized the sale of $142.5 million in G.O. bonds, also pursuant to Proposition 39 which set a maximum annual tax rate of $30 per $100,000 assessed valuation for the purposes of issuing remaining bond authorization. To date, $104.9 million in bonds have been sold, leaving a remaining authorization of $36.5 million from the 2016 Election. Table 9 summarizes

the District's past G.O. bond issuances and provides data for each issuance's sale date, original principal, current outstanding principal, original repayment ratio, and remaining term.

In November 2022, voters in the District approved and authorized the sale of $215 million in G.O. bonds, also pursuant to Proposition 39 which set a maximum annual tax rate of $30 per $100,000 assessed valuation for the purposes of issuing remaining bond authorization. The District is currently in process of issuing the first series of bonds from this authorization in an amount of approximately $78 million.

The District's outstanding bonds are secured by an annual levy on all taxable parcels within the boundaries of the District. The levy is based on the assessed value of a parcel as determined by Ventura County, pursuant to Proposition (Prop.) 13 and the corresponding tax rate is typically expressed in an amount per $100,000 of assessed value. The tax rate for a given fiscal year is calculated to make the required bond interest and principal payments for a given period depending on the County's tax calculation policies. In some cases, a county may initially over levy to establish a reserve fund which can be applied over time and enables a county to manage the tax rate required to repay the bonds from year to year. As a result, there can be a variance between the estimated tax rate required to make interest and principal payments and the calculated tax rate levied on property within a district. A variance can also be attributed to the collection of unitary taxes.

In FY2022-23, Ventura County levied a tax rate of $99.20 per $100,000 of assessed value for the district's combined outstanding bonds. Based on the interest and principal payments scheduled for the repayment of outstanding bonds and an average annual assessed value growth of 4 percent over the remaining term of the bonds, it is estimated that the annual tax rate to repay the bonds will begin to gradually decline over the next four years and continue to decline more rapidly thereafter. Table 10 illustrates the estimated annual tax rate per $100,000 of assessed value to repay the bonds over the remaining term of the District's outstanding bonds.

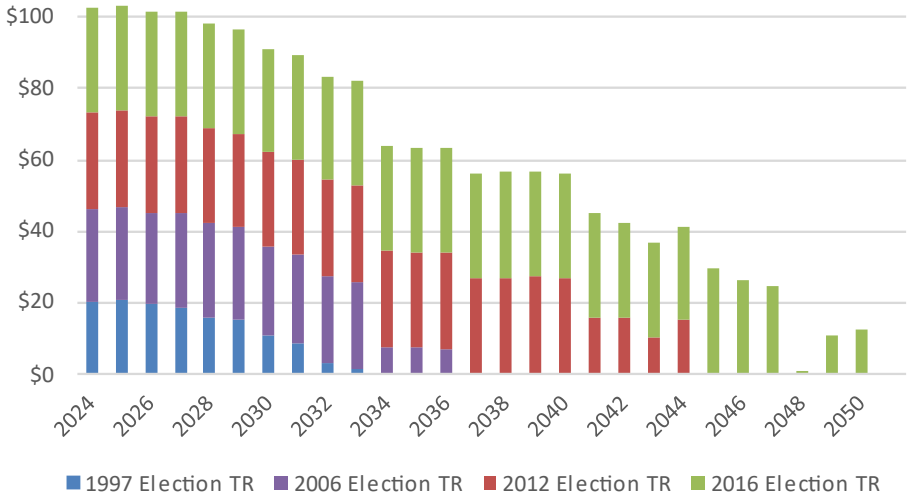
Table 10: Summary of District G.O. Bond Authorizations and Past Issuances

Series	Type	Sale Date	Principal Amount	Principal Outstanding	Repayment Ratio[1]	Years Remaining	Refunded Series
1997 Election (Prop. 46 Election)					**Authorization:**		**$57,000,000**
New Money Issues							
1997A	**Tax-Exempt GO Bond**	8/5/1997	$5,000,000	$0	2.03	0	
1999B	**Tax-Exempt GO Bond**	6/30/1999	$13,000,000	$0	2.02	0	
2000C	**Tax-Exempt GO Bond**	7/11/2000	$4,000,000	$0	2.07	0	
2001D	**Tax-Exempt GO Bond**	2/20/2001	$7,800,000	$0	1.93	0	
2001E	**Tax-Exempt GO Bond**	7/24/2001	$15,000,000	$0	1.95	0	
2002F	**Tax-Exempt GO Bond**	8/6/2002	$5,000,000	$0	1.91	0	
2004G	**Tax-Exempt GO Bond**	6/30/2004	$7,200,000	$0	1.90	0	
		Total	**$57,000,000**				
Refunding Issues							
2001	**Tax-Exempt GO Bond**	8/15/2001	$20,920,000	$0	1.96	-1	**97A, 99B, 2000C**
2010	**Tax-Exempt GO Bond**	3/3/2011	$10,750,000	$0	1.35	0	**01D, 01E, 02F, 04G**
2011	**Tax-Exempt GO Bond**	7/1/2011	$7,275,000	$0	1.46	-1	**01D, 01E, 02F, 04G**
2012	**Tax-Exempt GO Bond**	6/21/2012	$12,240,000	$740,000	1.62	1	**01D, 01E, 02F, 04G**
2019	**Taxable GO Bond**	10/31/2019	$13,765,000	$13,590,000	1.18	9	**01Ref, 11Ref**
2020	**Taxable GO Bond**	9/3/2020	$13,645,000	$11,945,000	1.12	10	**10Ref, 11Ref, 12Ref**
		Total	**$26,275,000**		**1.17**	**10**	
1997 Election 2022-23 Tax Rate: $4.60					**Remaining Authorization:**		**$0**
2006 Election (Prop. 39 Election)					**Authorization:**		**$64,000,000**
New Money Issues							
2007A	**Tax-Exempt GO Bond**	2/8/2007	$32,000,000	$0	1.83	0	
2008B	**Tax-Exempt GO Bond**	7/11/2008	$31,997,467	$7,077,467	1.98	10	
		Total	**$63,997,467**				
Refunding Issues							
2014	**Tax-Exempt GO Bond**	6/4/2014	$11,835,000	$4,435,000	1.36	3	**2007A**
2015	**Tax-Exempt GO Bond**	4/8/2015	$14,305,000	$8,025,000	1.72	13	**2007A**
2016	**Tax-Exempt GO Bond**	8/31/2016	$16,360,000	$9,235,000	1.23	3	**2008B**
2020	**Taxable GO Bond**	9/3/2020	$9,110,000	$8,685,000	1.18	10	**14Ref, 15Ref**
		Total	**$37,457,467**		**1.48**	**13**	
2006 Election 2022-23 Tax Rate: $23.20					**Remaining Authorization:**		**$0**
2012 Election (Prop. 39 Election)					**Authorization:**		**$90,000,000**
New Money Issues							
2012A	**Tax-Exempt GO Bond**	12/27/2012	$18,390,000	$10,385,000	1.79	20	
2013B	**Tax-Exempt GO Bond**	5/30/2013	$25,500,000	$1,030,000	1.99	5	
2014C	**Tax-Exempt GO Bond**	10/21/2014	$15,750,000	$2,025,000	2.07	15	
2015D	**Tax-Exempt GO Bond**	7/22/2015	$30,360,000	$3,790,000	1.89	5	
		Total	**$90,000,000**				
Refunding Issues							
2019	**Taxable**	10/31/2019	$13,057,988	$12,180,000	1.48	20	**2012A, 2013B**
2020	**Taxable GO Bond**	9/3/2020	$68,020,000	$65,820,000	1.38	21	**2013B, 2014C, 2015D**
		Total	**$95,230,000**		**1.48**	**21**	
2012 Election 2022-23 Tax Rate: $44.30					**Remaining Authorization:**		**$0**
2016 Election (Prop. 39 Election)					**Authorization:**		**$142,500,000**
New Money Issues							
2017A	**Tax-Exempt GO Bond**	3/15/2017	$81,000,000	$81,000,000	2.13	23	
2018B	**Tax-Exempt GO Bond**	3/14/2018	$13,996,626	$12,782,213	2.16	24	
2020C	**Tax-Exempt GO Bond**	11/24/2020	$10,995,135	$10,995,135	1.99	27	
		Total	**$105,991,760**	**$104,777,348**	**2.12**	**27**	
2016 Election 2022-23 Tax Rate: $27.10					**Remaining Authorization:**		**$36,508,240**
All Elections Total			**$316,989,228**	**$263,739,815**	**1.70**	**27**	
Aggregate 2022-23 Tax Rate: $99.20							

Sources: Electronic Municipal Market Access (EMMA), Thomson Reuters, County

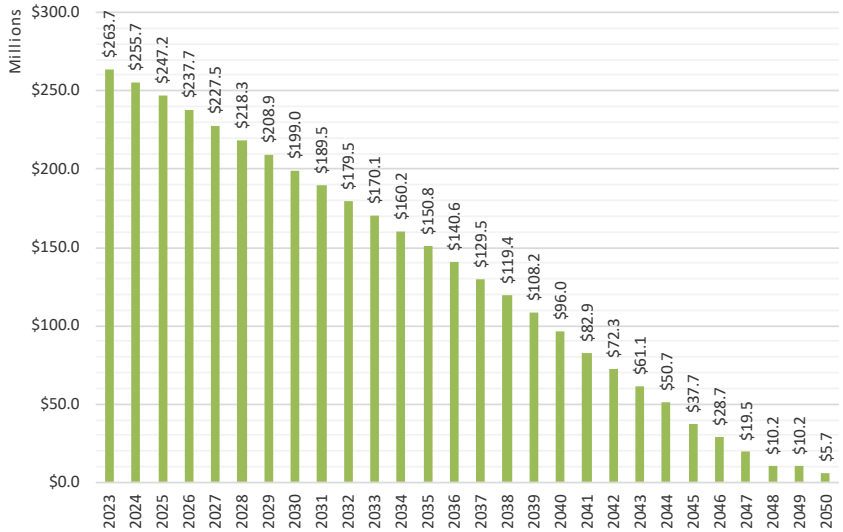
[1] *Repayment ratio upon issuance of bonds; total represents weighted average of all outstanding bonds*

Figure 1: Estimated District G.O. Bond Tax Rates Per $100,000 of Assessed Value



The District's currently outstanding bonds, and subsequent refunding of these bonds, account for approximately $263.7 million in outstanding principal. All outstanding bonds are scheduled to be repaid by fiscal year FY2050-51, with total annual payments ranging between $4.8 million and $19.6 million for the next 27 years. Total principal to be repaid year-to-year range from $4.5 million to $13.1 million, while interest payments range from $170,400 to $9.9 million. Figure 2 indicates that the District had approximately $263.7 million in total outstanding G.O. bonded indebtedness in FY2022-23 and declining thereafter. Absent any additional debt issuance, all current outstanding principal is scheduled to be retired by the end of FY2050-51.

Figure 2: Remaining G.O. Bond Principal Outstanding Over Time



5.3.2 DISTRICT HISTORICAL ASSESSED VALUE & BONDING CAPACITY

The District's assessed valuation serves as the source from which tax revenues are derived for purpose of repaying bond debt service. As assessed value grows, so too does the District's ability to repay a greater amount of bond debt service and therefore its ability to issue additional bonds. Table 11 presents a history of the District's assessed valuation. Historically, assessed value has increased with some minimal periods of decline. During the early to late 2000s, the District experienced assessed value growth ranging from approximately 9 to 14 percent annually. This coincided with a period of strong economic performance statewide. Conversely, as the economy contracted during the Great Recession, the District's assessed valuation experienced periods of contraction in FY2010 through FY2012. Overall, assessed valuation growth averaged 5.1 percent annually over the last 20 years. Most recently, over the last 5-year period, the annual assessed valuation growth rate has averaged 4.6 percent. While annual assessed valuation growth has slowed compared to the mid-2000s, it may indicate a more sustainable pace of economic expansion within the District.

Table 11: Historic District Total Assessed Valuation

Assessed Valuations		
FYE	Total	% Change
2003	$5,963,113,197	9.28%
2004	$6,635,172,071	11.27%
2005	$7,583,558,704	14.29%
2006	$8,657,971,155	14.17%
2007	$9,931,635,061	14.71%
2008	$10,883,340,116	9.58%
2009	$10,923,360,081	0.37%
2010	$10,256,972,528	-6.10%
2011	$10,222,956,307	-0.33%
2012	$10,128,841,659	-0.92%
2013	$10,224,776,805	0.95%
2014	$10,523,302,599	2.92%
2015	$11,258,539,314	6.99%
2016	$11,811,053,863	4.91%
2017	$12,231,081,218	3.56%
2018	$12,813,934,964	4.77%
2019	$13,410,386,931	4.65%
2020	$14,062,908,693	4.87%
2021	$14,639,854,133	4.10%
2022	$15,163,509,508	3.58%
2023	$16,040,644,236	5.78%
5-Year Average		4.59%
10-Year Average		4.61%
20-Year Average		5.07%

Education Code 15102 limits the amount of outstanding principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For an elementary school district, bonded indebtedness cannot exceed 1.25 percent of the District's total assessed valuation at the

time bonds are to be sold. The bond limit may be exceeded by obtaining a waiver from the State. In 2017, the State approved the District's request for a Debt Limit Waiver, enabling the District to issue bonds up to 2.12 percent of the District's total assessed valuation. As calculated in Table 12, using the District's current total assessed value and effective debt limit, the District has a gross bonding capacity of approximately $321.5 million. Table 12 indicates that the District had approximately $264 million in total outstanding G.O. bonded indebtedness as of 2022-23, resulting in a current net bonding capacity of approximately $76.3 million. Overall, the District is currently utilizing 131.54 percent of its statutory bonding capacity.

Table 112: District's Bonding Capacity

Fiscal Year 2022-23	
ASSESSED VALUATION	
Secured Assessed Valuation	$15,214,314,339
Unsecured Assessed Valuation	$826,329,897
DEBT LIMITATION	
Total Assessed Valuation	$16,040,644,236
Applicable Bond Debt Limit with Waiver*	2.12%
Bonding Capacity	$340,061,658
Outstanding Bonded Indebtedness	$263,739,815
NET BONDING CAPACITY	$76,321,843
% of Capacity Current Used	77.56%
*2017 Waiver	
HARDSHIP ANALYSIS	
Hardship Requirement	60.00%
Statutory Bonding Capacity (1.25% AV)	$200,508,053
Outstanding Bonded Indebtedness	$263,739,815
% of Statutory Bonding Capacity Utilized	131.54%

Additional bonding capacity requires an increase in the assessed valuation of the District over time and/or the repayment outstanding principal. The District may also elect to pursue authorization from the State Board of Education for a waiver to increase its bonding capacity as it has successfully obtained in the past.

The District is currently in process of applying for an additional waiver, with respect to its recently approved 2022 authorization, to increase its bonding capacity to approximately 2.14 percent.

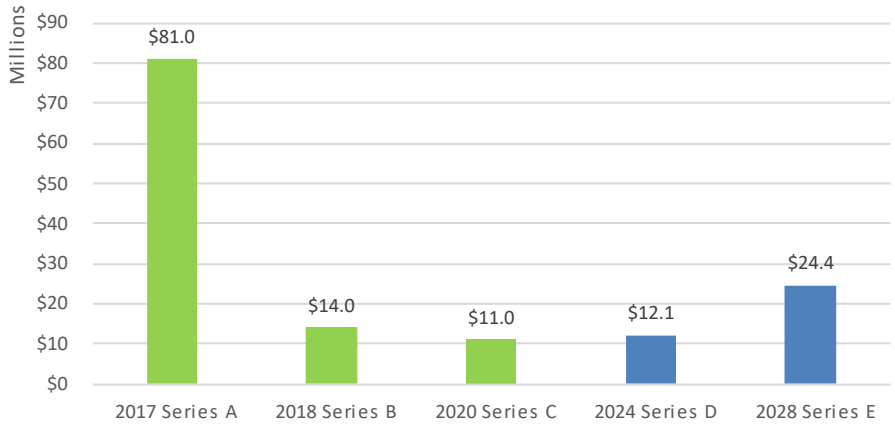
5.3.4 ADDITIONAL G.O. BOND SALES

The availability of future bond funds is dependent on the District's assessed valuation growth to accommodate the Prop. 39 tax rate allowance of $30 per $100,000 of assessed value for elementary school districts in California. Based on Prop. 39, under which Measure "D" was held, the District is legally permitted to sell bonds up to the amount authorized by voters, so long as the bonds may be reasonably

supported by a maximum tax rate per year of $30 per every $100,000 of assessed property value. The tax rate to repay the outstanding Measure D bonds commenced in fiscal year 2018-19; for the current fiscal year 2022-23, the County is levying a rate of $27.10 per $100,000 of assessed property value.

Figure 3 presents the amount of bonds issued to date and the amount that may be issued in the future assuming certain conditions. First, it is assumed that assessed value will continue to grow at approximately 87 percent of its last five-year average rate, or 4 percent per year. It also assumes that the repayment of any new bonds to be sold will not exceed the $30 per $100,000 assessed valuation tax rate. Figure 5 illustrates the estimated timing and size of remaining bond issuances in support of the Master Construct Program. In total $36.5 million in authorization remains from Measure "D" which may be issued as indicated over two bond sales.

Figure 3: Estimated Timing and Sizing of Future Measure "D" Bond Issuances



The availability of additional funds issued in 2020 Series C is credited to the District's recent growth in assessed valuation and current interest rates for similarly rated California school districts. To access the bond proceeds and to conform to the Program's constraints such as the $30 tax rate, the District has utilized Capital Appreciation Bonds (CABs). CABs are bonds that may defer principal and interest repayments in order to better accommodate debt service repayment requirements and available tax revenues. As such, they tend to require a higher rate of interest for repayment. This may increase the overall cost of borrowing; however, the overall program has benefited from lower than expected interest rates and it is estimated based on current market conditions that the total repayment ratio for all Measure "D" bonds will be lower than the overall repayment ratio estimated to voters at the time of the election. It is estimated that the balance of the Measure "D" authorization will be issued over two future tranches currently scheduled for 2024 and 2028, subject to Board review and approval. The estimated amounts of $12.1 million for the 2024 Series D issuance and $24.4 million for the 2028 Series E issuance assume 4 percent average annual District assessed value growth moving forward. In addition, the average interest rate is assumed to be 4 percent, which is higher than the most recent 2020 Series C issuance. Bond terms are assumed to be 25 years and will likely utilize CABs. Actual bond proceeds from future issuances may

differ from the estimates provided here and will depend on both District needs and market conditions at the time of sale. This analysis includes assessed values for 2022-23 as published by the County.

5.3.5 ADDITIONAL G.O. BOND AUTHORITY

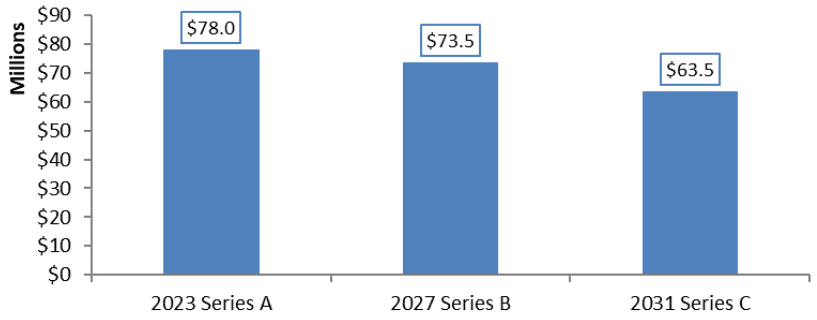
Proposition 39 authorizes school districts to issue new bonds upon a 55 percent affirmative vote by the local electorate in a regularly scheduled election. For an elementary school district, the maximum tax rate to be levied at the time bonds are sold must not exceed $30 per $100,000 of assessed value. In addition, districts must agree to be subject to certain conditions, including the establishment of a project list, an independent citizens' oversight committee, and annual performance and financial audits. The District has a history of conducting Proposition 39 elections and issuing bonds consistent with these requirements.

In November 2022, voters in the District approved and authorized a new general obligation bond program which was structured to meet the above requirements and mitigate the delay or future lack of State aid funding of proposed projects. Assuming that the District's assessed valuation continues to grow at an annual average of 4.0 percent and that the District implements the maximum tax rate of $30 per $100,000 of assessed value allowed by Proposition 39 over a 30-year term for each bond sale, the District could generate approximately $215 million in bond proceeds over a projected 8-year period based on current market conditions. The size and timing of bond series depend on the needs of the overall program and are structured to allow projected assessed valuation growth between bond issuances so that required tax rates for bond repayments stay within the estimated Proposition 39 rate of $30 per $100,000 of assessed valuation. The issuance of additional bonds will require authorization from the State Board of Education for a waiver to increase its bonding capacity which the District has been successfully garnered in the past. The application for this waiver has been submitted to the State Board of Education and will be considered at its March 2023 meeting.

Figure 4: Estimated 2022 Election Bond Proceeds

Prop. 39 (55%) Election

Tax Rate	2023 Series A	2027 Series B	2031 Series C	Total
$30	$78.0	$73.5	$63.5	**$215.0 million**



SECTION 6

MASTER BUDGET & SCHEDULE

The Master Construct and Implementation Program is proposed to be integrated into the Enhanced Master Construct Program with the construction of Rose Avenue serving as the bridge between the two programs. Utilizing estimated State aid eligibility for modernization funding and a potential new General Obligation (G.O.) bond authorization, a phasing program is proposed for the implementation of the proposed improvements. Proposed facilities improvements are presented in phases to reflect the expected availability of funds and projected sequencing of projects, taking into consideration student interim housing needs during construction. Proposed sources and uses of funds, along with constraints, have been identified and a proposed plan of sequencing has been prepared. The estimated costs provided represent a combination of "hard" and "soft" costs. In combination, they comprise what is properly called the total "Project Cost". Hard costs result from the construction itself (e.g. bricks and mortar). Soft costs are those costs that are an integral part of the building process and are usually precursors to, or supportive of, the construction. These include professional fees and other related, non-construction costs.

6.1 ADOPTED MASTER CONSTRUCT AND IMPLEMENTATION PROGRAM MASTER BUDGET

Table 13 is the adopted Master Budget for the Master Construct and Implementation Program approved by the Board in August 2022. No adjustments to the Rose Avenue Elementary reconstruction project are recommended at this time. Remaining improvements are integrated into the adopted Master Budget in the Enhanced Master Construct Program in the following section.

Table 123: Adopted 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	$ 13,693,719	$ -	$ 13,693,719	$ -	$ -
Series C	$ 10,815,135	$ -	$ 10,815,135	$ -	$ -
Series D	$ 11,900,000	$ -	$ -	$ 11,900,000	$ -
Series E	$ 24,600,000	$ -	$ -	$ -	$ 24,600,000
Total Master Construct Bonds	**$ 141,733,853**				
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*	$ 36,767,241	$ -	$ 25,340,295	$ 10,463,203	$ 963,742
Est. Developer Fees	$ 41,072,159	$ 7,454,555	$ 4,424,484	$ 777,892	$ 28,415,228
Mello Roos Proceeds	$ 9,088,089	$ 9,088,089	$ -	$ -	$ -
State Reimbursements (Driffill)	$ 9,001,083	$ 9,001,083	$ -	$ -	$ -
Est. Interest Earnings	$ 9,087,018	$ 1,594,953	$ 3,856,391	$ 681,167	$ 2,954,508
Est. Total Sources	**$ 346,999,440**	**$ 127,388,677**	**$ 138,855,023**	**$ 23,822,261**	**$ 56,933,479**

Uses	Est. Total	Phase 1	Phase 2	Phase 3	Phase 4
Acquire New K-5 Elementary Site	$ 7,767,119	$ 7,767,119	$ -	$ -	$ -
Acquire New K-5/Middle School Site	$ 9,756,633	$ 557,358	$ 9,199,275	$ -	$ -
Construct Doris/Patterson K-5	$ 29,556,164	$ -	$ 492,786	$ -	$ 29,063,377
Construct Doris/Patterson 6-8	$ 278,057	$ -	$ 278,057	$ -	$ -
Construct Seabridge K-5	$ 28,568,432	$ -	$ 3,019,331	$ -	$ 25,549,101
Reconstruct Harrington Elementary	$ 23,776,013	$ 23,776,013	$ -	$ -	$ -
Reconstruct Elm Elementary	$ 32,878,847	$ 32,878,847	$ -	$ -	$ -
Reconstruct Lemonwood K-8	$ 41,990,714	$ 41,990,714	$ -	$ -	$ -
Reconstruct McKinna K-5	$ 36,191,904	$ -	$ 36,191,904	$ -	$ -
Reconstruct Marina West K-5	$ -	$ -	$ -	$ -	$ -
Reconstruct Rose Avenue K-5	$ 51,071,913	$ -	$ 51,071,913	$ -	$ -
Reconstruct Sierra Linda K-5	$ -	$ -	$ -	$ -	$ -
Marshall K-8 (CR)	$ 13,019,406	$ 13,019,406	$ -	$ -	$ -
Driffill K-8 (K/MPR)	$ 429,872	$ 351,773	$ 78,099	$ -	$ -
Chavez K-8 (SL/MPR)	$ 649,121	$ 649,121	$ -	$ -	$ -
Curren K-8 (SL/MPR)	$ 598,603	$ 598,603	$ -	$ -	$ -
Kamala K-8 (SL/MPR)	$ 619,816	$ 619,816	$ -	$ -	$ -
McAuliffe ES (K/Modular/Modernization*)	$ 7,746,520	$ 321,487	$ 2,923,187	$ 4,501,846	$ -
Brekke ES (K/Modular/MPR/Support)	$ 3,341,492	$ 275,097	$ 1,909,465	$ 1,156,930	$ -
Ritchen ES (K/Modular/Modernization*)	$ 7,509,474	$ 552,588	$ 3,043,393	$ 3,913,493	$ -
Ramona ES (Modular/MPR/Support)	$ 4,240,115	$ -	$ 2,192,490	$ 2,047,625	$ -
Project 1 Adjustment	$ -	$ -	$ -	$ -	$ -
Fremont MS (SL/Gym)	$ 7,458,717	$ 1,901,281	$ -	$ 5,557,436	$ -
Dr. Lopez Academy of Arts & Sciences (SL/Gym)	$ 2,579,278	$ 1,079,278	$ -	$ 1,500,000	$ -
Planning for K-8 MPRs	$ 166,253	$ 166,253	$ -	$ -	$ -
Harrington Kindergarten Annex	$ 3,215,039	$ 3,215,039	$ -	$ -	$ -
Lemonwood Kindergarten Annex	$ 3,571,599	$ -	$ 3,571,599	$ -	$ -
Technology	$ 12,234,498	$ 12,184,723	$ 49,775	$ -	$ -
Subtotal	$ 329,215,599	$ 141,904,518	$ 114,021,272	$ 18,677,331	$ 54,612,479
Brekke ES COP Lease Payments	$ 3,831,453	$ -	$ 3,831,453	$ -	$ -
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	$ -	$ -
Portables Lease Payments	$ 564,000	$ -	$ 564,000	$ -	$ -
Subtotal	$ 13,778,789	$ -	$ 9,395,289	$ 2,062,500	$ 2,321,000
Program Reserve	$ 4,005,052	$ (14,515,841)	$ 922,621	$ 3,082,431	$ -
Est. Total Uses	**$ 346,999,440**	**$ 141,904,518**	**$ 124,339,182**	**$ 23,822,261**	**$ 56,933,479**
Est. Ending Fund Balance	$ -				
Total Combined Master Budget	**$ 346,999,440**				

*Assumes State Aid Financial Hardship funding for Ritchen and McAuliffe modernization projects

6.2 MASTER CONSTRUCT AND IMPLEMENTATION PROGRAM EXPENDITURES TO DATE

A budget and expenditure tracking protocol has been established and utilized for projects currently being implemented. As of the June 2022 Semi-Annual Report, the total budget was approximately $256.8 million for projects under current implementation, inclusive of the program reserve. 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 14 provides a summary report of expenditures made for the Program during the period July 1, 2012 – October 31, 2022 totaling approximately $227.6 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) and are used in reporting these expenditures. The report is organized by Fiscal Year and includes expenditures across various construction funds. It should be noted that expenditure reporting is based on the budget approved as part of the June 2022 Semi-Annual Report. Once the recommended budget adjustments are approved as part of this December 2022 report, subsequent expenditure reports will reflect the revised budget value.

The District has accounted for districtwide expenses, including the program manager fee in object codes 5800 and 6205 and has not allocated these expenses to specific projects. For the purposes of Table 1, CFW has allocated such districtwide program manager fee expenses by taking the actual expenditures for a given fiscal year and then allocating the actuals by the percentage of fees earned for that period for a given project pursuant to the latest agreed upon fee calculation. Pursuant to the contract, the total program management fee does not exceed 4.75% of the projects managed.

From July 1, 2012 through October 31, 2022, the District disclosed expenditures of approximately $35.1 million for additional facilities improvements not identified in the Master Construct Program. Of the total, $14.3 million were expended for eligible projects prior to the adoption of the January 2013 Implementation Plan beginning with $3.7 million of Developer Fee Fund balances, plus additional expenditures thereafter which were planned for State aid reimbursement. Given the deferral of State reimbursements, these expenditures are now being subsumed into 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 $20.8 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.

Table 13: Estimated Expenditures to Date for Projects Under Implementation

Project	Adopted Budget	Fiscal Year Expenditures 2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23[1]	Total
Acquire Site New Elem K-5	$7,767,119	$7,669,851	$34,158	$0	$46,736	$16,375	$575	($575)	$0	$0	$0	$0	$7,767,119
Doris/Patterson Acquire Land	$9,199,275	$0	$0	$0	$75,044	$205,921	$8,906,123	$12,186	$0	$0	$0	$0	$9,199,275
Doris/Patterson LAFCO Planning	$557,358	$0	$14,625	$37,345	$29,551	$143,778	$254,516	$14,492	$7,518	$2,730	$2,802	$0	$507,358
Design & Reconstruct Harrington Elem K-5	$23,776,013	$145,778	$1,493,468	$12,213,321	$9,696,534	$224,482	$2,431	$0	$0	$0	$0	$0	$23,776,013
Design & Reconstruct Lemonwood Elem K-8	$41,990,714	$143,601	$853,523	$1,448,320	$1,743,844	$15,507,309	$14,838,960	$6,968,618	$388,855	$82,327	$15,359	$38,154	$42,028,868
Design & Reconstruct Elm Elem K-5	$32,878,847	$0	$371,370	$1,190,499	$339,884	$3,322,667	$13,223,004	$13,246,832	$1,164,669	$19,923	$0	$0	$32,878,847
Design & Construct Seabridge K-5	$3,019,331	$0	$0	$0	$0	$149,354	$1,758,821	$432,230	$377,275	$301,651	$0	$0	$3,019,331
Design & Reconstruct McKinna K-5	$36,191,904	$0	$0	$0	$0	$665,360	$1,890,610	$16,647,525	$14,958,735	$1,928,504	$101,171	$0	$36,191,904
Design & Reconstruct Rose Avenue K-5	$51,071,913	$0	$0	$0	$0	$56,208	$1,101,475	$907,133	($12,288)	$339,496	$14,048,528	$6,109,092	$22,549,644
Design & Reconstruct Marina West K-5	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Design & Construct Doris/Patterson K-5	$492,786	$0	$0	$0	$421,184	$0	$0	$71,602	$0	$0	$0	$0	$492,786
Design & Construct Doris/Patterson 6-8	$278,057	$0	$0	$0	$0	$0	$0	$278,057	$0	$0	$0	$0	$278,057
Design & Improve K-5 Kindergarten Facilities													
Ritchen	$552,588	$14,815	$70,444	$350,437	$116,773	$119	$0	$0	$0	$0	$0	$0	$552,588
Brekke	$275,097	$11,699	$57,322	$199,450	$6,513	$112	$0	$0	$0	$0	$0	$0	$275,097
McAuliffe	$321,487	$11,331	$86,709	$214,442	$8,898	$107	$0	$0	$0	$0	$0	$0	$321,487
Driffill	$351,773	$51,334	$56,711	$242,911	$0	$817	$0	$0	$0	$0	$0	$0	$351,773
Total K-5 Kindergarten Facilities	***$1,500,945***	***$89,180***	***$271,185***	***$1,007,240***	***$132,184***	***$1,155***	***$0***	***$0***	***$0***	***$0***	***$0***	***$0***	***$1,500,945***
Design & Construct Science Labs/Academies													
Chavez	$649,121	$17,481	$168,665	$443,521	$19,273	$182	$0	$0	$0	$0	$0	$0	$649,121
Curren	$598,603	$16,815	$118,588	$445,540	$17,485	$176	$0	$0	$0	$0	$0	$0	$598,603
Kamala	$619,816	$17,230	$155,224	$428,876	$18,299	$186	$0	$0	$0	$0	$0	$0	$619,816
Dr. Lopez Academy of Arts & Sciences	$1,079,278	$63,562	$300,654	$664,564	$23,810	$25,687	$1,000	$0	$0	$0	$0	$0	$1,079,278
Fremont	$1,901,281	$85,016	$510,634	$1,209,204	$12,709	$83,718	$0	$0	$0	$0	$0	$0	$1,901,281
Total Science Labs/Academies	***$4,848,099***	***$200,104***	***$1,253,766***	***$3,191,705***	***$91,576***	***$109,948***	***$1,000***	***$0***	***$0***	***$0***	***$0***	***$0***	***$4,848,099***
Project 1 Remaining Adjustment	***$0***												
Kindergarten Flex Classrooms													
Brekke	$1,909,465	$0	$0	$0	$0	$0	$920,944	$988,521	$0	$0	$0	$0	$1,909,465
McAuliffe	$2,472,793	$0	$0	$0	$0	$0	$752,619	$1,706,119	$14,054	$0	$0	$0	$2,472,793
Ramona	$2,192,490	$0	$0	$0	$0	$0	$149,233	$1,898,328	$144,929	$0	$0	$0	$2,192,490
Ritchen	$2,597,633	$0	$0	$0	$0	$0	$720,196	$1,699,266	$178,170	$0	$0	$0	$2,597,633
Total Kindergarten Flex Classrooms	***$9,172,380***	***$0***	***$0***	***$0***	***$0***	***$0***	***$2,542,992***	***$6,292,234***	***$337,154***	***$0***	***$0***	***$0***	***$9,172,380***
Kindergarten Annex Improvements													
Harrington	$3,215,039	$0	$0	$28,210	$111,846	$62,878	$1,827,579	$1,177,574	$6,952	$0	$0	$0	$3,215,039
Lemonwood	$3,571,599	$0	$0	$22,554	$31,791	$34,636	$28,156	$167,567	$3,123,055	$126,417	$37,424	$69,596	$3,641,195
Total Kindergarten Annex Improvements	***$6,786,638***	***$0***	***$0***	***$50,764***	***$143,637***	***$97,514***	***$1,855,735***	***$1,345,141***	***$3,130,007***	***$126,417***	***$37,424***	***$69,596***	***$6,856,234***
Marshall K-8 12 Classroom Addition	$13,019,406	$0	$0	$82,332	$556,774	$175,245	$4,059,139	$5,350,111	$2,771,500	$24,306	$0	$0	$13,019,406
Planning related to MPRs for P/P K-8 Schools	$166,253	$0	$0	$0	$204,698	($36,006)	($2,439)	$0	$0	$0	$0	$0	$166,253
Driffill MPR	$78,099	$0	$0	$0	$0	$0	$0	$78,099	$0	$0	$0	$0	$78,099
Technology Phase 1	$12,184,723	$1,293,151	$7,531,055	$2,170,169	$269,612	$920,735	$0	$0	$0	$0	$0	$0	$12,184,723
Technology Phase 2	$49,775	$0	$0	$0	$0	$63,465	$187,239	$16,213	($127,279)	($89,863)	$0	$0	$49,775
Driffill Construct Kindergarten Classrooms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
McAuliffe 21st Century Modernization	$450,394	$0	$0	$0	$0	$0	$0	$0	$230,585	$208,558	$9,492	$0	$448,634
Ritchen 21st Century Modernization	$445,760	$0	$0	$0	$0	$0	$0	$0	$232,088	$202,543	$9,398	$0	$444,029
Program Planning	$150,474	$150,000	$474	$0	$0	$0	$0	$0	$0	$0	$0	$0	$150,474
Program Reserve	$772,147												
TOTAL	**$256,848,411**	**$9,691,666**	**$11,823,625**	**$21,391,694**	**$13,751,259**	**$21,623,508**	**$50,620,180**	**$51,659,899**	**$23,458,818**	**$3,146,592**	**$14,224,173**	**$6,216,842**	**$227,608,256**

Notes:

1. Fiscal Year 2022-23 expenditures are as of October 31, 2022

2. Budgets have been adjusted per the June 2022 Master Construct and Implementation Program approved by Board

3. Figures presented above are unaudited

4. Approximately $7.7 million in reported FY2017-18 expenditures for the Doris/Patterson Acquire Land was paid out of COP funds

6.3 ADOPTED ENHANCED MASTER CONSTRUCT MASTER BUDGET

Table 15 summarizes three estimated major funding sources to finance the proposed Enhanced Master Construct program including remaining General Obligation (GO) authorization, a new GO Bond program, and State Aid including reimbursements, estimated modernization grants or grants from the State's TK/K program. Approximately $215 million is available from the recently approved Measure "I" and may be available to fund the program over time in three-year increments starting in 2023 and ending in 2031. An additional $36.5 million in existing GO bond authorization is estimated to be available from the District's existing Measure "D" authorization. Approximately $51.1 million in estimated State Aid reimbursements, modernization, and TK/K grants may be garnered over time taking into consideration the timing of eligibility and proposed improvements. As shown in Table 16, $262.7 million in projects is estimated across all selected school sites. A Program Reserve of $39.9 million (15%) is recommended providing a grand total budget of $302.6 million.

Table 15: Estimated Funding Sources

Estimated Sources	Phase 1	Phase 2	Phase 3	Total
2016 GO Bond Authorization				
Series A (2024)	$0	$11,879,137	$0	**$0**
Series B (2028)	$0	$24,629,103	$0	**$0**
Subtotal	**$0**	**$36,508,240**	**$0**	**$36,508,240**
2022 GO Bond Authorization				
Series A (2023)	$78,000,000	$0	$0	**$78,000,000**
Series B (2027)	$0	$73,500,000	$0	**$73,500,000**
Series C (2031)	$0	$0	$63,500,000	**$63,500,000**
Subtotal	**$78,000,000**	**$73,500,000**	**$63,500,000**	**$215,000,000**
State Aid				
Reimbursements	$6,040,697	$0	$0	**$6,040,697**
Modernization (Financial Hardship)	$9,744,000	$0	$0	**$9,744,000**
Modernization (60% Grant/40% Match)	$0	$5,006,464	$22,273,856	**$27,280,320**
TK/K Grants (Financial Hardship)	$7,997,517	$0	$0	**$7,997,517**
Subtotal	**$23,782,214**	**$5,006,464**	**$22,273,856**	**$51,062,534**
Total Sources	**$101,782,214**	**$115,014,704**	**$85,773,856**	**$302,570,774**

Table 16: Estimated Uses

Estimated Uses	Phase 1	Phase 2	Phase 3	Total
McAuliffe K-5	$7,642,590			$7,642,590
Ritchen K-5	$6,366,142			$6,366,142
Brekke K-5			$8,000,033	$8,000,033
Ramona K-5			$7,354,070	$7,354,070
Driffill K-8 (New CRs/21st Century + Support Facilities)	$5,630,548	$12,435,422		$18,065,971
Chavez K-8			$14,696,311	$14,696,311
Kamala K-8			$19,708,843	$19,708,843
Curren K-8		$26,442,963		$26,442,963
Marshall K-8			$5,376,218	$5,376,218
Soria K-8			$3,904,945	$3,904,945
Fremont 6-8	$65,758,461			$65,758,461
Frank 6-8			$15,290,123	$15,290,123
Dr. Lopez 6-8		$55,058,467		$55,058,467
ECDC at Driffill	$3,086,209			$3,086,209
ECDC at Curren		$1,023,086		$1,023,086
ECDC at Rose Avenue		$4,929,979		$4,929,979
Total	**$88,483,950**	**$99,889,917**	**$74,330,543**	**$262,704,410**
Program Reserve	***$13,298,264***	***$15,124,787***	***$11,443,313***	***$39,866,364***
Total Uses	**$101,782,214**	**$115,014,704**	**$85,773,856**	**$302,570,774**

6.4 PROPOSED PROGRAM SEQUENCING

Construction activities for the proposed improvements would require a coordinated sequencing program to accommodate the student population given the need to improve occupied school sites. The following proposed Master Schedule assumes that the plan for sequencing will minimize any associated costs for the construction of interim facilities. To date, all 8 replacement schools have been built within minimal associated interim facilities costs. The key has been to build the “new facilities” in such a manner that the facilities to be replaced remain in use while the new facilities are built and to use those facilities as additional swing space once the new replacement facilities are completed.

Rather, the proposed plan of sequencing begins the process with the design and construction of Fremont at its proposed new location. Upon completion, students from Fremont would be moved into the new school. The old facility would be retained as long as possible to provide “swing space” to be used to house the next proposed projects to be constructed in sequence. Upon completion in its role as “swing space”, the old Fremont campus will be removed and replaced with appropriate field space in support of the new campus for school and community use.

Likewise, the construction of the new Lopez campus would be done in similar fashion as that undertaken at Lemonwood, with the new building designed and constructed first on the adjacent playfield while the existing school remains in operation. Upon completion, the old building would be ultimately demolished

and play fields provided in its place. In the interim, the old facility would operate as additional "swing space" to expedite the completion of the next sequence of schools to be improved.

Both Driffill and Frank are proposed to be improved with students in place. The new proposed facilities at Driffill would be built first as they do not displace existing uses. The portables on site would be used in combination with the newly constructed classrooms, including those in the proposed ECDC, to provide "swing space" as the remaining classrooms, including those in the P2P wing are upgraded. A similar approach is anticipated at Frank through a phased classroom improvement program by utilizing the existing portable as "swing space" in combination with completed classrooms once they receive upgrades.

An additional option, if necessary, is to maximize capacity to full enrollment at all 21st Century replacement or improved existing schools allowing the provision for the use of other select schools to be used as "swing space" in addition to those identified above. Once improvements at those schools needing "swing space" is complete, students would return to their school of residence.

6.5 PROPOSED PROGRAM MASTER SCHEDULE

As summarized in Tables 17-19, the estimated cost for the proposed improvements is estimated to be implemented over three phases beginning in FY2022-23 through FY2030-31. Phase 1 completes improvements at Fremont, McAuliffe, Ritchen, and the proposed Driffill ECDC facility. Bond proceeds from a new measure are proposed to front the brunt of required costs. State reimbursements are projected to be also available and may assist in funding additional reserve requirements for that phase. Phase 1 improvements are projected to be complete by the end of FY2026-27.

Table 17: Phase 1 Master Schedule and Sequencing

Project	Estimated Budget
McAuliffe K-5	$7,642,590
Ritchen K-5	$6,366,142
Driffill K-8	$5,630,548
Fremont 6-8	$65,758,461
ECDC at Driffill	$3,086,209
Total	**$88,483,950**
Program Reserve	***$13,298,264***
Total Uses	**$101,782,214**

Phase 2 completes improvements at Driffill, Curren, Lopez, and the proposed ECDC facilities at Curren and Rose Avenue. Bond proceeds from the second series of bond sales from the proposed new bond measure would fund a major portion of anticipated costs. The balance is anticipated to be from State

reimbursements from prior improved projects. Phase 2 improvements are projected to be complete by the end of FY2030-31.

Table 18: Phase 2 Master Schedule and Sequencing

Project	Estimated Budget
Driffill K-8	$12,435,422
Curren K-8	$26,442,963
Dr. Lopez 6-8	$55,058,467
ECDC at Curren	$1,023,086
ECDC at Rose Avenue	$4,929,979
Total	**$99,889,917**
Program Reserve	***$15,124,787***
Total Uses	**$115,014,704**

Phase 3 completes improvements at Brekke, Ramona, Chavez, Kamala, Marshall, Soria, and Frank. Proceeds from the third series of bond sales from the proposed new bond measure would fund a major portion of anticipated costs. The balance is anticipated to be from State reimbursements from prior improved sites. Phase 3 improvements are projected to be complete by the end of FY2034-35.

Table 19: Phase 3 Master Schedule and Sequencing

Project	Estimated Budget
Brekke K-5	$8,000,033
Ramona K-5	$7,354,070
Chavez K-8	$14,696,311
Kamala K-8	$19,708,843
Marshall K-8	$5,376,218
Soria K-8	$3,904,945
Frank 6-8	$15,290,123
Total	**$74,330,543**
Program Reserve	***$11,443,313***
Total Uses	**$85,773,856**

Based on the identified phasing plan, Table 21 provides a summary of projects under management, including those that are currently underway and are to be implemented, totaling approximately $126.8 million.

Table 20: Projects Under Management

Project Name	Start Date	End Date	Master Budget (Current Dollars)
Construct:			
Rose Avenue	Jan-2017	Sep-2023	$51,071,913
Fremont Middle	Dec-2022	Nov-2025	$65,758,461
Driffill ECDC	Nov-2022	Oct-2024	$10,001,526
		Total	**$126,831,900**

SECTION 7

RECOMMENDATIONS

7.1 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 update 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/Enhanced Master Construct
- 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
19-Jan-22	A.6	Presentation of the December 2021 Semi-Annual Implementation Program Update as an Adjustment to the Master Construct and Implementation Program	Presentation regarding the December 2021 Semi-Annual Implementation Program Update, for adoption at the February 2, 2022 regular Board meeting.	Information
2-Feb-22	C.1	Approval and Adoption of the December 2021 Semi-Annual Implementation Program Update as an Adjustment to the Master Construct and Implementation Program	Approval and Adoption of the December 2021 Semi-Annual Implementation Program Update as an Adjustment to the Master Construct and Implementation Program	Approved
2-Mar-22	C.9	Ratification of Work Authorization Letter #8 to Agreement #13-129 with Knowland Construction Services (KCS) to provide DSA Inspection Services for the McKinna Elementary School Reconstruction Project	Ratify WAL #8 for Master Agreement #13-129 with Knowland Construction Services, for DSA Inspector of Record (IOR) Services and In-Plant Inspections, in the amount of $8,722.00, to be funded from the Master Construct and Implementation Program	Approved
20-Apr-22	D.5	Approval of Resolution #21-29 of the Board of Trustees of the Oxnard School District Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program - Driffill Preschool Classrooms	Approve Resolution #21-29 Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program - Driffill Preschool Classrooms	Approved
20-Apr-22	D.6	Approval of Resolution #21-30 of the Board of Trustees of the Oxnard School District Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program - Driffill Transitional Kindergarten Classrooms	Approve Resolution #21-30 Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program Driffill Transitional Kindergarten Classrooms	Approved
20-Apr-22	D.7	Approval of Resolution #21-31 of the Board of Trustees of the Oxnard School District Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program - Driffill Kindergarten Classrooms	Approve Resolution #21-31 Supporting Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program - Driffill Kindergarten Classrooms	Approved
1-Jun-22	D.1	Consideration and Approval of Resolution #21-37 Authorizing the Issuance and Sale of 2022 Refunding General Obligation Bonds	Approve Resolution #21-37 authorizing issuance and Sale of 2022 Refunding General Obligation Bonds in the Aggregated Principal Amount of Not to Exceed $10,650,000, and Approving All Related Documents and Actions	Approved
7-Sep-22	C.8	Approval of Change Order #001 to Amendment #001 to the Construction Services Agreement #17-158 with Balfour Beatty Construction LLC, to increase the contract amount of the negotiated GMP by $234,166.40 and add 40 days to the contract, to be paid out of Master Construct and Implementation Funds within the approved budget.	Approval of Change Order #001 to Amendment #001 to Construction Services Agreement #17-158 to increase the contract amount of the negotiated GMP by $234,166.40 and add additional 40 days to the contract.	Approved
19-Oct-22	C.11	Approval and ratification of Amendment #004 to Agreement #17-49, for additional Architectural Services for the Rose Ave School Reconstruction Project, in the amount of $204,885.00, to be paid from Master Construct and Implementation Funds allocated from the project budget as approved by the Board in June 2022 Six-month update.	Approval of Amendment #004 to Agreement #17-49 for additional Architectural Services. This will increase the Agreement #17-49 by $204,885.00 to be paid from the Master Construct and Implementation Funds.	Approved