

UNADOPTED MINUTES OF THE REGULAR MEETING  
 CITIZENS BOND OVERSIGHT COMMITTEE MEETING  
 HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT  
 FEBRUARY 1, 2023

The Regular Citizens Bond Oversight Committee Meeting on February 1, 2023, was called to order by Manoj Roychowdhury at 6:30 pm, In Person/ZOOM meeting of the District Administration building located at 15959 East Gale Avenue, Hacienda Heights, California 91745.

Members present were: Charlie Klinakis, Antonio Ruiz, Philip Kraft, Reina Schmitz, Gabriela Navar

Members late were: Rod Gonzales (6:36 pm)

Item No. 1	<p><b><u>AGENDA REVIEW AND RE-ORDER</u></b></p> <p>Moved by Philip Kraft and seconded by Reina Schmitz for Review and Re-order.</p> <p>5 yes 0 No 0 Abstain</p> <p><b>Review and Re-order</b>  <b><u>None</u></b></p>
Item No. 2	<p>Request to speak to agenda (Non-Agenda) Items</p> <p><b><u>None</u></b></p>
Item No. 3	<p>Moved by Philip Kraft and seconded by Gabriela Navar to nominate Reina Schmitz as the new CBOC Chair.</p> <p>5 yes 0 No 0 Abstain</p>
Item No. 4	<p>Moved by Charlie Klinakis and seconded by Philip Kraft for Approval of minutes from previous meeting – October 5, 2022</p> <p>Manoj: Thank you Ms. Schmitz, this is all your meeting. Now you are the Chair person.</p> <p>Reina: Good evening everybody. We can say that we started the meeting on time and we are on the 4<sup>th</sup> on the agenda, approval of minutes from the previous meeting, October 5, 2022.</p> <p>5 yes 0 No 0 Abstain</p> <p><b>Review and Change</b>  <b><u>None</u></b></p>

Item No. 5

**BOND EXPENDITURES**

**A. Bond Expenditures**

Reina: On the 5<sup>th</sup> of the agenda is the bond expenditures. We do have a, this is for discussion only, but we do have the handouts from the District. It's in our package. Any questions? There is a negative. Is that negative?

Manoj: Yes.

Reina: Negative \$1000. Any questions on this item on the agenda and why we are in the negative from the committee?

Philip: I have 2 questions first. Is this going to be discussed more in detail or is this our chance to discuss?

Reina: Probably our chance to discuss to ask questions and address our concerns.

Manoj: So, just a quick interjection, Mr. Rod Gonzales, welcome to the CBOC meeting. We want to welcome you to the CBOC committee. We have our chair person just decided. Mr. Earl Carrasco, we are on agenda item number 5. Earl Carrasco is our Director of Fiscal Services. We have our presentation, or just one slide on the monitors. Earl, would you mind going over the highlights of this report?

Earl: Certainly. Hello and good evening. So what we see here is a snapshot of cumulative expenditures and the net changes to those since our last CBOC meeting. The question that came up was, why are we negative? That glaring red number down there. That's not to say we are negative. What that is a summary of the transactions that has happened since last CBOC meeting. And what that is, is the expenditures and the commitments didn't net out essentially, which means that we are having some cost savings with the open purchase orders that were there. As we spend those purchase orders and they drop from commitments to expenditures, we usually reduce the purchase orders, close them out, and you would see a negative number like that. We closed out more purchase orders and paid, which essentially means that we didn't pay out all of the purchase orders and there were cost savings on whatever purchase orders were there. Which is a good thing. But what this also indicates is that we didn't during that time period take on a lot more commitments, which will be opening new purchase orders, which as we know, there was a little bit of a stand still, sort of speak, getting some of the new phases up and running. Typically, you wouldn't really see this until you get towards the end of the bond cycle. However, right now this is the case. When we get things up and running, you really wouldn't see it anymore. But it's not a bad thing, it's actually a good thing. To answer your question, Mr. Kraft, along with this item, uploaded on line is the detailed expenditures. If you have questions on those, you can ask those now. There will be a presentation later about where we are on different projects, but you can ask those questions now if you have any specific questions.

Philip: That's more where I wanted to get into it and how does this relate to the status of the projects generally. Probably left best for after the presentations because many of my questions may be answered.

Reina: I have a question. That means that in explaining on what you just went through once we hear the explanation on the projects that are opened, processed, and potential more. Does that mean that the next meeting we have it will definitely change in the positive direction? Because you have more pieces?

Earl: We would hope so. However, it does kind of depend on the flow of business. The comparison that you are seeing there is the comparison between the total expenditures to date and the committed amounts to date. Typically, we commit the purchase orders funds to the projects, then as we move through the projects and pay the invoices, the commitments turn into expenditures. You can see on here that we still have over \$13 million worth of committed funds. So if between now and the next meeting we spend down more of those funds, then we take on new commitments. You would still see a negative number there. It really just depends.

Reina: Thank you.

Manoj: If I may take the privilege of explaining a little bit more. When Joel, Mr. Duarte, he is looking into the Bond and the we have Jessica from Cumming looking at the Bond expenditures. I'll give a small example. It's a hypothetical example. So for example, we know we are modernizing Newton and there is concrete work going on. At this point in time based on the estimate, we create a purchase order for \$100K just for the concrete work. Subsequently the concrete work is completed and the actual cost of the project based on the actual work done is \$95K. At that point, what we will do is on the column you will see the initial commitment was \$100K. When the project is complete it was \$95K actual total, so we will release that \$5K of the PO back to the bond balance. So it will be a negative. So we will save actually \$5K based on the calculations. This happens over the project period. But over a period of time, you will see some positive numbers because as projects progress we will have more expenditures come.

Reina: Thank you.

Philip: I have a question specifically to this. The attorneys fees. I see \$2600 for a month and a half. To the extent that you can disclose that and not have any privilege issues. What do we have attorneys working on right now?

Earl: So specifically, I don't know. I can look it up and see what was charged there. It would be in the detailed expenditure report, as far as, who we paid and how much. I would have to go see the invoices and see what it actually was.

Philip: I'm just curious if it's a billing thing. I'm an attorney. I bill. I know how those bills work out. If it's a retainer thing that we are paying on a regular basis, I would like to kind of know.

Earl: I could look and let you know.

Philip: Perfect, thank you sir.

Earl: No problem.

Charlie: I'm sure it will come up later. The other fees and change orders. I'm just curious what others are.

Manoj: Earl, do you have the details for the change orders?

Earl: The response to that would be kind of the same as the last one. I can look and see what it was. On the top of my head, I don't know.

Manoj: So we will give the report too because there may be other lots of lines. So we will give that report out on what were the change orders. And also, we heard, I noted down, Mr. Kraft, the attorney fees. What specifically they were.

Charlie: Thank you.

Reina: Any other questions on the bond expenditures? Otherwise, we can go to 6, which is the Board Bond presentations.

Gabriela: I have a question. It was mentioned that the attorneys fees would be in the expenditure report. But I only see attorney fees up to July 2022. So if you could explain how we could look at it at the expenditure report so that we could figure out based on this on what our questions are. If that makes sense.

Manoj: If I'm hearing it Ms. Navar, correctly, you are looking at the attorney fees in the detail report that Earl had provided. And you are seeing the legal expenses up to July 2021, and you are not seeing anything beyond that.

Gabriela: Let me see. Let me take a closer look. I see something. There is just various attorney fees. There are different numbers and the number doesn't, looking at it quickly, the number doesn't necessarily match the number that is being presented to us.

Manoj: Okay. So what we will do is, I'm taking down the notes, we will kind of provide an executive summary to the CBOC members. This will be within the next one week, if I can commit. We will provide an analysis of the legal costs that we had paid from this Measure BB bond fund.

Gabriela: Thank you.

Reina: Will that be up to date?

Manoj: Yes, that will be up to date.

Charlie: Going back a few years now. Initially, the conversation was for attorney fees, I thought that was going to come out of the school district's budget and not out of the bond money. Unless there is something here now that the bond now pays. I'm not sure. Remember that conversation about 7 years ago?

Manoj: I can give you some, this is not based on Hacienda La Puente's specific example. I have not looked into attorney fees specifically for Measure BB Bond. A lot of times, because these are bid projects, a lot of times sub contractor, as you are aware, a sub contractor will issue a lien on something, stop payment, and then we have to get the attorney involved because is it really something that we want to withhold from the GC or General Contractor or not. So those kind of small opinions, and looking at the total amount its not that significant, considering, we have spent about \$50 - \$60 million on the Bond. We will make an analysis of what those are. I don't believe these are retainer fees, as such. We will go back and certainly look and will provide a report as to where we are spending the money on the legal fees.

Reina: Would your report reflect where they were spent and related to the Bond, rather than and open payment for nothing that can be explained and not related to the bond?

Manoj: Yes. We will, and Mr. Kraft kind of mentioned this on a comment. Without divulging out attorney client privilege and going there, we will make sure these are bond related. And we do make sure that there are checks and balances in the system because anything that goes through both Cumming, as well as, Mr. Joel before it goes through the bond payment process to make sure these are bond related. And we have separate billings. Typically, the attorneys for the bond may or may not be the same attorneys we are using for or general practices. They usually bill it by different funds and different attorneys that we use. But we will get that to you.

Reina: Thank you.

Philip: As far as the attorneys one and beating this to death, it just happens to be one of my areas of expertise. I would be interested in maybe viewing the billings on these, to the extent that they are available. I know you don't want to publicly publish those things. But as CBOC we have oversight over it and we want to make sure that that attorneys are charging appropriate fees for the appropriate things. We want to take your word for it, but it's a trust but verify kind of situation. I don't want to get into a position, I know this is \$2000 here but when we look at 4 months down the line there is a \$50,000 line item for attorneys fees and we may have been able to head it off at the pass.

Manoj: I'll take that into consideration. I'm not committing at this point. Not knowing what's on those details exactly. If it refers to an employee or some issue, we have to kind of, I can't really release it. I don't believe those are

	<p>there, but I'll get back to you on that. Like the details on the billings, as such. Thank you. Mr. Klinakis, is your speaker light green. Okay, that's one of the reason feedback we got. We can't hear your vote or something. If you turn it green then we are good.</p> <p>Charlie: Leave it on green on all the time?</p> <p>Manoj: I guess so, or otherwise we have to go back. Thank you.</p>
Item No. 6	<p><b><u>BOARD BOND PRESENTATIONS</u></b></p> <p>Manoj: Before we get to the Board Bond presentations, we are on item 6. We had a good meeting. I just want to give you an overview as to where we are with the bond. That's item number C. 6c. We had a meeting with our Board. As you are aware, back in 2021, sometime in June, the Board kind of paused the Measure BB projects because we had an estimate on the bond project going forward and it far exceeded what the bond dollars were available. We have been going back and forth and we got to a point where we are kind of getting to a new path on the bond projects. I'll share that. But first I'll have the site improvements from Joel Duarte. These are not on bond projects, funded by different funds, so Joel take it over.</p> <p><b>A. Site Improvements (Information Only)</b></p> <p>Joel: Thank you Manoj. This is a school site improvement presentation that was given not too long ago. Next slide. Some of the new projects that we completed since the last presentation that was presented to Board. There was some flooring that we completed at Sparks Elementary and Wilson High School. As well as, some District wide signage. District wide signage for some awards that a number of the school districts...</p> <p>Manoj: Quick interruption. As I kind of mentioned we are installing this new audio system in the Board Room. This actually just installed this morning. We noted the monitors are flickering once in a while. The vendor is coming back on Friday and will fix some of those issues. We have our Director, Technology also here. He's noting it in person that those monitors are flickering. Thank you. Sorry Joel, go ahead.</p> <p>Joel: That's okay. In addition to the signage that we put up, there are some ramps that were repaired at Lassalette school, as well as, some ADA path of travel problems that we had at 4 locations at Los Altos High School. It was paramount that we completed those repairs because those ADA issues were holding up another HVAC project in the gym and locker room. We have since completed those and working through that and move forward with that other HVAC project. Next slide. Here are some pictures of some the flooring at Wilson that was put in. Similar to what we are using in the Bond, although I will stress that this was not done from Bond funds. Next slide. The pivotal practice signs at Workman, Nelson and a couple of other sites. Next slide. The ramps at Lassalette. Next slide. This is kind of a busy slide. These are the path of travel improvements. You can kind of see before and after at 3 of the locations. The 4<sup>th</sup> location, the pictures didn't come out real well so I didn't put them on the slide. Next slide. Projects in</p>

progress. There is a number of blacktop asphalt and striping projects that we are working on, as well as, the next phase of the Workman High School project where we are building the football stadium, re-orientating the baseball field. Moving two of the tennis courts. The Wedgeworth K-5 Permanent School is progressing, although the rain has unfortunately slowed us down a little bit. But that is definitely moving forward. There is an HVAC and fire alarm project here at the District office that we're nearing completion on, as well as, HVAC and fire alarm at both Willow and Dibble adult schools. The La Puente High School Gym and Locker room HVAC project is nearly complete. There is one piece, there is a piece of electrical equipment that is on back order that slowed us down a little bit. We are just waiting on this one piece and we will be done on that project. There is a number of roofing. If you listened to any of the recent Board meetings, we have some roofing challenges. We're moving forward very soon with Valley and Lassalette to address their needs. There is some district wide, extensive district wide need, that the team is putting together a long term plan to address those needs. There really hasn't been a deferred maintenance plan in place. I think part of that is partly because we have been without a Facilities Director for a little while, although, myself and someone else is filling in part of that role. We really do need someone in there full time. Anyways, we're rolling out that plan and tackling those obstacles. District office fuel station, we are moving forward with some repairs required there. As well as, some flooring at the Student Services center. Next slide. We are currently waiting on DSA approval, like I mentioned earlier at Los Altos High School, the gym and locker room project. As well as, 2 new baseball fields at Kwis Elementary and the Center for Performing Arts. We are in design on a district wide HVAC system addressing a number of needs throughout the district. And installation of 2 portables here at the district office that will be used as office/meeting space. Next slide. That concludes the facilities presentation.

Manoj: Thank you Joel. Jessica will go over item number 6b, which is the bond and we'll take questions.

### **B. Presentation from Cumming on Timeline – Sites and Progress**

Jessica: These are the sites where work is happening. Next slide please. This is the listing of improvements that we're putting into each of the projects currently. Next slide. This is the upgrade for 21<sup>st</sup> century technology and electrical. Next slide please. This is Newton Middle School. As you can see, we made great strides with the concrete. I think that is a November, December, and a current photo of the walkway for phase 1. Next slide. This is the November photo for the classrooms in Wing D. Next slide please. This is the December and January. The last classroom is getting flooring tomorrow. Next slide please. This is characterization of the budget with the key costs and the commitments. You can see that from probably from the last time we looked at these, the pink section was much bigger, which is the soft costs. Now we are showing the commitment for the construction. So that gray bit is much more proportional and makes more sense in these graphics. Next slide please. This is Grandview. We finished concrete there today, which is why I'm in my jeans and concrete colored shoes. Next slide please. These are the interiors from about

November at Grandview. The rain has caused us some delays but carrying on. Next slide. Same with this, in terms with the budget. We're much more proportional with the pink section at the top with the gray commitment of the construction. Next slide please. This is Sparks Middle School. Before and the after of the ADA accessible walkways. Next slide please. Interiors of the classrooms. These are November. Next slide please. Same with the budget numbers. Next slide please. We are still on track for those end dates. Next slide please. Questions?

Manoj: Thank you Jessica. I see Mr. Ruiz's hand up on the zoom, I want to acknowledge. Questions from Mr. Ruiz, first.

Antonio: Sure. Thank you very much for the presentation. Can you help me understand what defines the soft costs?

Jessica: Design, inspection, DSA fees. Can you think of anything else, Joel?

Joel: That just about covers everything.

Manoj: Let me take a shot at this, Mr. Ruiz. Thank you Jessica and Joel. The way that school construction works is that we have to usually for any places school sites, we have to follow what we call the Field Act. We have to get approval from the Division of State Architect, which is the DSA. In order to do that, we have to submit the architectural drawings to DSA, both the design as well as the structural calculations. They certify that the design is safe for fire safety and ADA. Basically the ADA access. Those are some of the soft costs. Which does not going into the brick and mortar for the construction. Just goes with the design elements of those. Also, inspection costs. We have to get an inspector who is certified by DSA, who will come to our site and make sure what is on the design is actually what's built by the general contractor. Those are some of the costs that are the soft costs that really does not add to the Brick and Mortar. Those are what we call the hard costs.

Reina: You mentioned 3 of them? I'm sorry.

Manoj: Mr. Ruiz has a follow up question. Mr. Ruiz.

Antonio: Thank you I appreciate it. I just have one more question on the KPI's. I think it was Sparks. If you don't mind going back.

Manoj: Can we go back?

Antonio: Right here, it looks like the balance of the budget is less than \$1 million. About 25%. Is there any concern that the budget will get us through the completion of the project completely?

Jessica: No, we're on budget currently.

Antonio: Great. Thank you.



Philip: Is that for all 3? Are we still on budget for all 3?

Jessica: Yes. We are currently billing at 14% and we are about 25% of the work completed.

Manoj: Ms. Schmitz.

Reina: Yes, you mentioned 3 of the soft costs. It was design, inspection, and what was the other?

Jessica: It was DSA. Division of State Architect fees.

Reina: Thank you.

Philip: In terms of these charts for these 3 different schools, I know it's the committed funds, is this, how much of the work hasn't been done because I know at least for these 3 school sites, it's really just getting started in terms of the hard construction. How much of the entire project has been committed, such that it is already showing up here and how much do you think is left to be added to the committed?

Jessica: That constitutes the bid number plus the bid allowance for each of the projects, so that gray is everything that we have in there right now for that. It may or may not use all of it because of the allowance.

Philip: Have we bid out the entirety of the 3 schools?

Jessica: Everything.

Philip: So, in theory then, the entire construction of the schools should already be there under committed.

Jessica: Yes. Joel, correct me if I'm wrong.

Philip: When we're looking at one of the schools...

Joel: That's correct. When we did award bids a few months back, whenever that was, when we cut and issued purchase orders, those PO's or committed amounts are reflected up on the screen in front of you.

Philip: I think it was Grandview has a balance of almost 41% of its budget. Is that running fantastically? Is that project versus the other two were 25%-30%. It seems like 41% to have left after everything has been bid out, its quite a high number, or are we expecting other contingencies, other things to pop up that's going to increase.

Jessica: The 3 projects are different sizes. There are 12 classrooms at Sparks. There are 20 at Grandview. That probably plays with the 40%, but I'm not quite looking at the same numbers you are looking at. In my mind, it's because of the different sizes. And the different sizes of the phasing.

Manoj: Mr. Kraft you are right on this. All the projects, although they all kind of started at the same time or less because of what the work has been. As you saw, like if there are exterior works, particularly Newton and stuff, it falls behind due to weather. At some point in time we will be all caught up. The last slide is kind of is a critical slide for me. I look at not only the budget but also the schedule. That tells me that Sparks is pretty near completion. We will be done in about 2-3 months. Sparks will be done in April 2023. Grandview and Newton are the ones that are following. One of the things, not in this, is the interim housing for Newton. That was a separate project by itself. That is complete. Right now the students are extensively using 4 classrooms at Newton for the interim housing. That's going on. So far, so good. We haven't had any issues reported for those.

Philip: I see it every morning dropping my daughter off at Newton. It seems to be going well for the 6<sup>th</sup> graders.

Manoj: We also have a hand up from Mr. Ruiz. Once you are done, then we can go back to Mr. Ruiz's question. Okay, Mr. Ruiz.

Antonio: I'm looking at the bond expenditure detail, the spreadsheet. There is a lot of detailed information. Thank you very much. I see PO numbers, committed amounts, total expended and committed, invoice. A lot of details. I was wondering what percentage of these PO's or contracts are fixed if any. Also, if we can get a high level overview of what the bond bid process is or the procurement process in general on what it looks like for the CBOC members.

Manoj: Thank you for that question. If I understand the question correctly, the first question is how much is the costs in the PO are fixed costs? The second question is how do we go about public bidding and the process of procurement for these bond projects? Correct?

Antonio: Yes.

Manoj: I'll take a shot at a couple of those and I'll have Joel and Jessica and Earl kind of jump in. So just you know Mr. Ruiz, Joel is our Director of Purchasing. Also, he is the interim director for Facilities and Bonds. Earl Carrasco is here. He is the Director of our Fiscal Services. He deals with payments. As regards to POs, most of the items that we procure are fixed in nature. The process is for a general build contract, we had architect renderings, and architect designs approved by DSA. Then we went out to public bidding for each of these projects, separately. We went with a General Contractor. There are different ways we can, as you are aware, execute the project. This project was design bid build. That's the methodology we use. That's appropriate for the project. We do have a fixed price for the General Contractor. We also have some contingencies and buffers built in on this projects because we know there are unknown that will come up. There are some design gaps that will usually come up on the design elements. Once we open the ceiling we find some things that needs to be fixed. We have built in a sufficient buffer for contingencies. Those are not fixed costs. Those will only get used if certain conditions happen. General conditions change and stuff. We look through that very

carefully. For most intent and purpose, we will be very close to what is committed. There will be some savings. The savings will primarily come from the contingencies. If we de-scope some work during the construction, we have the ability to de-scope some of the work based on the feedback we have received so far on the Measure BB bond project for the first 5 schools. We have already completed the first 5 schools, so that everyone knows. These are the remaining 3 schools out of the 8 schools that are in phase 1 and 2. The 2<sup>nd</sup> question was, I think I answered both questions, how much is the cost is fixed versus flexible and the other question was what is the procurement method? Joel can go extensively on the bidding process. We as a school district, a public school agency, we follow public contract code, government code to make sure that those projects are bid correctly and awarded correctly, so we don't have much protest and stuff like that. Joel or Earl, you want to add to that?

Joel: Sure. Thank you Manoj. I could kind of give you the quick quick version of the bid process. As Manoj said, these are design build projects. That means that the District will contract and hire an architect. The architect will go out to the respective site and do their preliminary investigations. Meet with the District and get our general specifications, what we are looking for. From that information, will then create their design. Create the construction documents. Those documents are then sent to DSA. DSA will come back to the design architect professional usually with markups. Basically markups are corrections we need to make. We will then make those corrections, send those back to DSA. Once DSA is satisfied that the documents are done correctly per their requirements, they will stamp off on those requirements. The District will get those final complete documents from the architect. We will have Cumming, Cumming is our CM, and our design partner, they will look through those documents as well to see if there are any changes that they see to see if anything could be missing, etc. Make corrections as needed. From that we will have one biddable construction set of documents. We'll put those documents together with the District's front end and our contract documents and we bid those out to the public. Usually our bids are open typically we put them on the street 4-8 weeks depending on the scope of the project and what we feel is needed to get the most competitive proposals or competitive bids. We will advertise in the newspaper, put it on our website. There are some trade journals we will advertise those bids in the trade journals. We will afford the prospective bidders an opportunity to issue questions to us. They will issue questions. We will answer those questions via bid addenda. Sometimes those are construction in nature. Sometimes those questions might be specific to the school's process, etc. We will then collect those bids at a specified time and date established in the bid docs. We will open those bids. We will establish a list. Whoever the low bidder is, we will then go through the bid docs to make sure that their bid submission is a fully responsive bid, meaning they supplied all the information. They got a valid contractors license. They registered with the State. And any and all other requirements that we put into those bid docs. If we deem them a responsive and responsible bidder, they are the low bid, we will then submit our recommendation to the Board to award bid. Once the Board approves that we will move forward with the contract and issue a Notice to Proceed and start the work.

Antonio: Great. Thank you.

Jessica: We pre-qualify our bidders.

Joel: So, it's not always required, but we did do that with some of these projects, prior to going out. What Jessica said a prequalification process, its sort of kind of sort of a mini bid, I'll call it. It's not specific to a project. We ask perspective contractors to submit documents to us where we looked at references. We ask for similar size projects that they completed in the past, x amount of years. Collect all this information, called references, did checks on them. And from that we issued a list of what we call qualified contractors. And at that point, we took bids only from those that the District deemed as qualified.

Rod: Can you go over what the pre-qualification items are? I don't know how many bids went out, but how many bids you got on each project?

Joel: Yes. The pre-qualification process. What that is, I don't have it in front of me, but it's a packet and asks the contractors a number of questions. Size of projects that they completed. What school districts or public entities. Were there any issues with those projects? Were there change orders? Number of change orders. Description of change orders. Just a whole plethora of questions that we wanted specific answers to. Again, we asked for various references. We contacted those references and tried to do our best to make sure that our pool of perspective bidders were contractors that were reputable and had the type of qualifications, etc.

Rod: I got it. After you did that you reduced the pool down to how many possible bidders?

Jessica: 21

Joel: We had 21 potential bidders. Not all of those submitted bids, but we had 21 potential bidders.

Rod: How many actual bids did you get?

Jessica: 4? 3? 4?

Manoj: We'll get back to you on that because I think it was 3 difference schools, right? We bid separately? So we will find out and provide the data to you as to how many bids we received for each school.

Reina: I have a question. At the beginning of the process we were told about the equipment they were bringing to the school. The chairs, the desk, the equipment, all that stuff. We were concerned because through the pandemic a lot of the costs went up. We were told as a committee that there was an agreement that the costs to the project, or whatever what was agreed to was not going to go up. Was that kept?

Manoj: So, the question is most of the furniture, fixtures, FFE items, we had a bid from the supplier of those chairs and desks.

Reina: And the technology as well.

Manoj: The technology we procured on a fixed firm bid. The prices were the same throughout the project. If it's a bid they have to respect that contract. If we are going for additional items, depending on the prices, at this point in time, it may vary. I'll have Joel to kind of address the furniture for those 3 schools that's in in progress.

Reina: Right.

Joel: Yes I will confirm that what Manoj is saying is true, so all the furniture and technology that and when I say technology, I'm talking the monitors that we've seen the computer, teachers, computers, the dock stations, those are all procured from a bid. Those bids that we are using, we did not do we're using what's called a piggyback able bid, meaning another public agency, bid those items and per public contract code, we are allowed to use their bids and their bid pricing. So everything is in contract.

Philip: Can you explain that?

Joel: So, what happens is, public agencies have the ability to offer what's called a piggyback able provision. So let's say for instance, that me as the Hacienda La Puente Unified School District I want to do I want to put forth a bid for chairs, like the ones that you see in front of us. So I write up this. I do all the bid docs, all the all the bid documentation. I write up the specifications, I put a bid on the street. As part of that bid I indicate that I would like the bid to be piggyback able. So me as the district I received those bids in, I vet them and I assign, I award a contract to the low bidder. So me as the district will then go out and procure those specific chairs as needed under the terms of under the terms of the bid. Now, because there is a piggyback able provision in that bid, any other public agency in the state could procure those same chairs from that same awarded contractor for that same bid price.

Reina: So what you're saying is benefits the other Districts.

Joel: It benefits the other the other districts. The other public agencies. It just expedites things.

Reina: OK.

Joel: So, per public contract code, we are only allowed to spend up to the specified bid limit on purchases so that current limit is about just over \$100,000. So, as we go and outfit our schools as part of this bond project with the furniture, I am required, we're spending easily over 100,000 on furniture, I would be required to either bid out all the procurement of that furniture, or in the case that we're doing now, use a piggyback in that falls under the provision of the bid requirement.

Rod: So you could you could go out, get a bid, then see if some other schools somewhere else got a better price than you, and you can piggyback bid on their contract?

Joel: Yes.

Rod: Did you bid out?

Joel: No, we did not bid out. We did some price shopping was done early on and we decided to use the piggyback well bids that were available.

Reina: So basically the pandemic and the high cost of things. Some materials have been more expensive I'm sure, but and the three schools you're working on is very compared to what was spent on the previous ones per project?

Manoj: Yes. So these bids were done just before the price kind of spiked.

Reina: OK.

Manoj: That was the supply chain issue that we looked around September, so we had locked in this fortunately, but that does not guarantee that for the next phases we'll not see those increases, though. Quick thing on the piggyback able bid, it's a provision under public contract code. The largest number of contracts are awarded by the State, State of California, the State Government. They have their general service agencies, GSA. And they issue a huge number of bids throughout the year and all those provisions are usually piggyback able. School districts will typically use, is seen as, what we call the California State bid, and there are other school districts that specializes in say for example, IT. For information technology, computers and stuff. So we'll piggyback. So this is a provision used by various school districts and benefits all the school districts in the state.

Rod: Prior to piggybacking. You go out and vet those numbers?

Manoj: Yes, we usually get a sense of where if we bid as a single district, our pricing may not be as competitive. If a larger agency like, LAUSD, bids out 500,000 shares as opposed to us bidding for 20,000 shares, obviously the price point for LAUSD is much better. And typically we will make sure that we have a piggyback able clause with LAUSD where we can use the same pricing.

Rod: Would you would always bid out 20,000 and then look to see if LAUSD cast out 500,000?

Manoj: It depends on the items. So, we usually get a sense. I mean, that's what Joel in purchasing does. They kind of have a good network within the Los Angeles County. There is a Purchasing professionals network. There are various networks within the State. One is, CAPPO, which is the California Association of Purchasing Professionals. They kind of bounce off each other before they go out for a bid. If someone has done a similar pricing and what are the ranges it coming to. So, we have a pretty good

comparable shopping tool, so to say, informal, within the purchasing community to kind of figure out where the pricing range is. We also get some estimate from the contractor on some of those, or not the contractor, the architect on some of those items and then we figure out whether going a piggyback able route, or if it's a very unique item that's not used by other school districts, then we go out for a bid because it gives us better pricing capability.

Rod: But just to be clear, you don't automatically go out and price it then to see if you can beat it, through this piggyback process?

Manoj: No, once you go out for a public bid, the Board has to kind of either award the bid or reject all the bids. So once we go out for a public bid and we get the bid responses from the vendors, we are under an obligation. We either select the lowest responsible bid, or at that point we can reject all the bids. For a lot of investments, as Mr. Duarte mentioned, goes out before the bidding process. It's an exhaustive process because we have to provide all the specifications, we have to get all the liability clauses.

Rod: I understand but is there like a dollar limit? Like if I'm going to spend \$500,000 I will go to the market myself or is it \$100,000?

Manoj: So, there is a public contract code. So there is a public contract code and if we are procuring an item more than, and it varies year to year, typically it's cost index not going through the full details it's about \$109,000. So if we are procuring anything more than \$109,000 and it's a little more for some other CUPPCA District, which is which is another complex. But typically there is a threshold over which we have to go for a bid. It's required under the public contract code. Similarly for construction, there is something that says if it's more than \$200,000, we have to require to go out for a bid.

Rod: Thank you.

Reina: So for construction is 1 bid typically? And for technology, furniture is different?

Manoj: Bids yes, depending on the item. If I'm buying just computers or buying the monitors that you see that we have those monitors, touch screen monitors in each classroom, that's a separate bid.

Reina: Thank you.

Charlie: I have one quick question. On your bid documents, normally you list the start and finish date of the project. Have any of those been running over? As far as the completion date that you posted initially?

Joel: I'm trying to think back to the first, I'm thinking back of the first five projects that we've already completed.

Jessica: I think Los Altos did because there was a demolition of brick issue that we had to settle with the contractor 1<sup>st</sup>. Then he repaired it and completed. So they were a little over, yes.

Charlie: I mean, normally you'd have it run over either because of the contractor was not performing like he should or there was unforeseen circumstances which naturally delayed the project.

Jessica: Yes, and there's liquidated damages that you could get into, and then we weighed that between, well, this was a rain day, and that was, you know, we were delayed because of this. So those circumstances kind of weighed themselves out and we were pretty close.

Charlie: Pretty much on the first five schools you came up with.

Manoj: So yeah, we have those clauses. If there are penalties that kick in when they go over certain number of days. But also, you're right, the majority clause is, which are unforeseen circumstances. But so far it's it looks like we are on schedule pretty much on the 1st 5 and this, as of now, barring unforeseen, more rain, I think, and most of this to be honest, are happening inside the classrooms, not outside. So we look like we'll be on schedule.

Reina: Thank you, anyone has anymore questions? We're good.

### **C. Measure BB – The Path Forward**

Manoj: OK, thank you Joel. Thank you Jessica. We will move to #6C. That's the Measure BB. And it's a presentation that I made to the Board on our last Board meeting in January. Because again, as I see, Ms. Schmitz, you mentioned that the costs of construction is going on and we are kind of right now, at this point of time, in a holding pattern. We are just completing the phase one and two. The remaining three schools. But there are lot many schools we need to go and address and that was the concern is. Also, we are coming up to a point where we have to go and issue another series of bonds because we are almost about 70% - 80% done on the 1st issuance, so far as, expenditure is concerned. So this presentation addresses that. Some of the highlights of the achievement that we have received on the bond so far. Some of the concerns. Some of the lessons learned that were from the users in classrooms for the first five schools. We captured those. We are redefining some of the scope. And we are addressing as to how we will issue. The first slide I presented it shows a completed classroom. The picture completed classroom. This is a fully complete classroom. You will see some of the features and functions in the classroom. The first things you'll notice is all the chairs and all those desks are pretty mobile. They all have little wheels underneath, so the idea is modern classroom furniture is flexible. So that what used to be what kind of pedagogy where a class teacher will stand in the front of the class and kind of lecture throughout the whole 50 minute period, has changed where they need to reconfigure their classrooms where one group might be doing 1 project. There might be some other hands on activity that's going on in some other section of the class. So that's the idea of bringing in this kind of furniture, mobile furniture. You see a teacher, a teacher desk. You also see behind the teacher, is what we call the touchscreen monitor. Those are the video series. I'm missing out. Help me out Joel. What's the manufacturer?



Shawn: View Sonic.

Manoj: OK, View Sonic. I said video series. OK view Sonic touch screen monitors that can reflect any work that the students are doing on the laptop so the teacher can bring in the student laptop and reflect it on their screen as well as very interactive. So those are some of the features. You also see some of the lights on the top. Those are not Measure BB. Those were the energy project, energy upgrade project, that the district had done before. You see across the walls we have what we call the tack walls. These are tack Boards where the students can put up any projects, post it notes. Are easy to fix, that way it does not damage plaster walls and stuff like that. So these are some of the things and the flooring of course is new. Couple of things that you will see as we go along, and I'll highlight some of the pictures that we have. Next slide, please. This is when the bond passed. As community members, you are aware this bond passed in 2016 and the language was pretty flexible. Thanks to the community, the bond requirement was only 55% threshold. The bond passed with a measure of about 76% passage rate. So the community is was well behind the bond. The next slide shows the first kind of 5-6 years on the bond. As you will see there are, this is the period, also, when the COVID-19 pandemic hit us and we were struggling as to how we transformed the education from classroom based to a digital where the students can learn from home. So the district was fortunate to procure the computers and the carts for the computers and was able to provide those laptops to the students where they can continue their education from home. So there were couple of things here I want, I will not go over all the details, but the bond first authorization for phase one and two was on 2017. As you were aware, the CBOC committee was formed around March of 2017 under the Statute. The Board had approved bond phase one and two, and the construction phase started and we have right now completed 5 and the three schools that you saw, Sparks Middle School, Grandview and Newton. Those are the three middle schools that are pending. One of the questions that often comes up is what goes on in a project? Can you go to the next slide? Why does it take so long? And Joel kind of mentioned a little bit as to the procurement process, but the design process is extensive. It's easy if it's an empty campus for us to go in and completely start the project and finish the project in one go. But one of the challenges out here is these projects are going on where the school is also instruction active instruction is going on. So that's a challenge that means we have to fence off. The first item is we have to secure the campus, fence off the areas which are under construction. In some cases this is the Newton. I think this was a Mesa Robles middle school that we had to also build an interim housing, so the students just like Newton, they have to be moved somewhere. So that the projects can go in. So there is lots of disturbance and usually it takes longer for us to get the projects. And when DSA comes and looks at the Measure BB bond, they will come and basically review all the structural elements of the school sites. Irrespective of the bond is touching or not. So if there is a place in the school site which is not ADA accessible or ADA compliant, the DSA, which is the division of state architect, will say we'll not approve this Measure BB design till you fix the ADA. So that also keeps us in toes that we'll have to go back and associate those projects. So those are taken into consideration by the architect. The

next slide, please. Those are some of the furniture, as you will see, different kinds of furniture we have for different grades. Some of the desk as you can see are elevated desks or they can rise up so that the students can huddle standing up on the project and do some hands on project. There are different configurations that those desks can be aligned. Couple of things. You will also see, can you go to the next slide, is an element that was part of this whole project was the sink in all elementary classrooms. We usually have a sink. Those sinks were not ADA compliant. You see a picture of the sink on the back wall there, so none of them were ADA compliant when we went in. So the design we had to factor in where a wheelchair can access the sink and they can operate the sink faucets. So those are some of the things. On the last picture on the right you will see that there is an element that right outside that door on the threshold you will see a circular kind of new concrete. Those were new curves that had to be laid down for ADA access. So if the threshold is a little higher than what's required for a wheelchair to access, we had to basically grade down the threshold, cut the threshold, pour new concrete and make sure those are accessible. So those are some of the features. The windows that you see, those were not replaced, but those were all cleaned out during the project, as such, to bring in more sunlight. The next slide. This is a picture, more clear picture, of what the sink I was talking about and some of the thresholds and the elements we had to build. One of the item was when we were hanging the View Sonic monitors, those also wanted to make sure that those are not in the way of teacher, that they can bump head. They will have to be secured correctly to the wall, and those are not interfering with the flow of the students. Next slide please. So those are some of the features and I think it was late last year that we had the CBOC members, if you remember, go and visit some of the completed sites in the district. I believe Los Altos Elementary School was on the site. And if any time any of the CBOC members who wants to visit a site that is complete or that the project is going on, just send an e-mail and we'll organize a site visit for you. We do it formally. Once or twice a year, but any time there are significant changes. Let us know if you are interested in visiting the site. Some of the Measure BB bond upgrades. These are some of the upgrades that was part of 2016. When we started the project we had a design committee, Facilities Design Committee, that was comprised of a lot of stakeholders. They came up with what are the design elements that's needed for those classrooms. So what you see is a list of all the project elements that are working on. I'll focus on the other construction work, the ceiling replacement. So as the ceiling was done, the lights were put and some of the ceiling tiles were replaced with the bond. That was not part of the initial bond project, but it kind of rolled into the bond project. The alarm system. The drinking fountains, a picture of you, what you saw and some of the abatement work. As we are pulling out the carpets from the classroom, some of the floorings are what we call hot flooring, so it's kind of a hot situation. There are asbestos, so those has to be abated before we put in an LVT flooring. Next slide, please. So this is in a nutshell where we are with the Measure BB. This is as of January. So if you look at there were eight schools on the phases one and two. It shows who the architects are, if there were interim housings on some of the projects, the number of classrooms we modernized and then the total cost. For those five schools that are complete, those are the actual cost and then we have the estimated cost of the three schools that we are in progress. Internally,

the next slide, and I'll take questions at the end, or if you have some burning questions you can ask at this point. The Board had already approved phase three and four back in 2019. Those are the eight schools on phase three and four. Internally, we had a document within facilities within the bond team, phase 5, 6, 7, 8, and 9. As you will see, phase five was four high schools, phase six and sevens are the remaining schools, but this was never blessed by the Board or never approved by the Board. But I just wanted to share that this was the initial plan when we were planning around 2018-2019 as to how to execute the project. So, the next slide, when I came in the first thing the Board asked us is to go and look at what we have done so far. How we can, a figure was thrown out of \$225 million to complete the total cost of the project based on the phasing that I just showed, phase 2, 3, 4, 5, 6, 7, 8, 9. Of course, the money, I mean the funding that we had issued was \$148 million. And I'll be remiss if I say \$148 million that the district issued as a bond, was never the cost of the entire project. When the bond is issued, usually we do not look, or I will not say usually, the district did not have the project scope for Measure BB. We did not know what modernization are going to do, what schools we are going to do. We did not have a facilities design committee and stuff. So the bond was issued based on the advisor, fiscal advisor or bond advisor, how much the community can bear? So they looked at the community. They do some polling, they find out that if we go out for a bond of \$100 million, this will be the impact on each of the Community household. They take an average assessed value of the household. They figure out it will increase the taxable tax by \$6 or \$10 per year on the bond. So they look and they pull and they figure out that this is something we the community can bear and that's where \$148 million came from. It had no correlation to what the bond cost would be. The bond cost came at a later point of time. It was first kind of divulged out to the Board, or shared with the Board on, I believe, June of 2021 that the cost if we go this whole route it's going to cost \$225 million. Of course, that was a shock to the Board, a gap of about \$77 million. Remember, we have \$148 million funding from the bond and \$225 million, is a big chunk of change. The Board at this point said, let's go back review our bond and see what we can do. So we as a team internally looked at the bond. We captured the data because we had at this point of time five projects going on the bond side. So now we are one year into from 2021, actually a little more than a year. We know what it looks like. We exactly know at this point of time coming. Joel know that if we go out and do this kind of work, these are the things that we have captured from the lessons. Architect, the flaw in that design, if any. The gaps. The DSA, what they're looking for. We have kind of learned our lessons and we are at a much better state at this point. I kind of asked Joel, if we go out for a school tomorrow, which has not been modernized, what it is going to cost? We have that fair costing per classroom. And then looking at this, some of the things that we decided is, I kind of decided when discussing with the team, all our schools are, most of our schools, are under used because our enrollment has declined substantially. There are some schools which are at capacity, but most of the schools have some spare capacity. We will not use interim housing. Interim housing is very expensive. Interim housing is as much as expensive as putting in new portables. Connections of utilities, fire. We have to put every caution, so as you saw Newton, we have interim housing because Newton is kind of an impacted school. But going forward, the alternate

would be we may have to temporarily move some students from one school to another school. That's cheaper. We can provide transportation and still move the students from one school to another school. Execute the project in that school and bring the students back within a period of six months to 8 months. So we will use that. Those are some of the suggestions we are going forward in our path forward. There are existing built in cabinets that were removed. We heard really loudly from our teaching community that they did not want them to be removed. That was the initial thought, so we'll keep the existing cabinet if it's in a good shape, if it is of course in a bad shape, we'll try to refinish and try to see what we can do. We had installed ceiling mounted light speed top cat audio system. Those are about \$1500 to \$2000 a piece per unit. The issue is we realize that they have to be connected to the fire alarms. Those audio top cat audio system. In school district, anything touching fire alarms gets really expensive because that's is such a specialized job. Anytime you have a fire alarm, you have to go and reset the fire alarm. Now we have to go back and touch all those speakers. So I feel, we've talk to the teacher community. We talk to the staff there are alternate availables if they need a wireless speaker. Most of the teachers are very comfortable in sharing in the classrooms and most of their classrooms heads have taken out those shields for COVID, but if a teacher needs to enhance their audio, we have alternate which are available off the market which are \$100 to \$200 a piece, wireless speakers that the teachers can use in any of those classrooms. So we eliminated that. We also eliminated the extraneous fountain, drinking fountains, fire alarms. We are going to still install the drinking fountains, the fire alarms, the water bottle filling stations, but we'll not use the bond funds for doing so. We'll use it from other. The Student devices laptop cart that was part of the bond measure, but at this point of time I think one of the things that COVID-19 taught us that all school students need instructional devices laptops. So I feel this is not a bond expenditure. This is a expenditure that goes with our general fund, outside the bond. So going forward we are going to procure all our laptops, refresh the laptops because the students are coming in on different grades. So we have a completely new laptop device plan. We are taking away that big chunk of change from the bond and we are moving into the general fund. Next slide. Couple of lessons learned, the other item we realized is when we started the bond measure, we really did not do a good work on all the pre construction projects that the district had done on facilities because when we went to apply to DSA, the DSA said oh by the way you had this project done back in 2012 or 2013 that you had not completed. You need to complete that project before we approve the bond. So obviously now we are in a delay state. We have to fix what we have not completed on a submitted project to DSA before we can start the bond work. So we have already worked on that issues for the last three years, thanks to Joel. And we are pretty caught up on our DSA clearance for projects that were done before bond. The next one is one of the critical issues or items that we'll discuss. The idea was to modernize all school sites. As you may be aware, if you are in school districts that California for the last 12-13 years have been declining on enrollment. So our district is not exempt. We are clipping up about 2 1/2 to 3% enrollment every year and I kind of follow the Department of Public Health website to see the life birth trends in LA County. It does not look good for the next decade, it says mentions that the LA County, particularly will lose kids or school enrollment about 3% every

year. I, I'll give you an example. When back in 2006-07 LAUSD was about 700,000 students. Now LAUSD is about 420,000. So they have lost about 280,000 students over the last 10-15 years. That's a significant number. So are we. I believe that there is a strong sense in going back, look at our enrollment and see if there is an opportunity for us to reconfigure some schools. Reconfigure means if we can combine some schools. Make the programs so that we do not, may not need all the school facilities that we have now. It does not mean that we'll close schools. We will repurpose the schools for some other place. So we'll de-scope some of the sites because we really do not want to go and modernize the classroom with Measure BB funds that may not be used in five to six years. So the Board, and I'll go back to the Board reaction to the presentation before I close. Use of BB funds for, what the other thing that the district had not used was the state matching funds. When the districts usually modernized classrooms and construction, new construction, State will usually pitch in. For some matching funds, depending if the state has money, we are in the process of applying for those modernization fund from the state. We think we will get about \$20 million based on one of the consultant study that we have done so that will obviously increase our bond funding from \$148 to \$168 million right away. The pre COVID design paradigm has completely changed as you are aware over the last three years a lot of ideas, particularly for HVAC. You see that ISO air, air filters, at the back of this room for those on the zoom, we have about 1000 air filters, stand alone air filters, in each of the classrooms in our schools. Those are the filters that we had brought in during COVID to make sure our students are breathing and the staff are breathing much cleaner air. We are incorporating that kind of filters in our HVAC design. Going forward, the HVAC itself will basically have those inbuilt filters. We will not need those units, a separate unit. That kind of is difficult to maintain, plus it takes up this footprint and space. So the next slide is we are proposing that we move out from the 9 project phase to a single phase. We want to attack, not say attack, we want to execute all the projects for the remaining schools except the schools that are going to be reconfigured in one shot. This addresses Miss Reina's question. First of all, it takes away the cost of escalation. Because if they're in phases, as you saw, we have locked in phase one and two we have locked in Phase 3, 4, 5 pricing. We have the capability to execute the projects. We have to increase our size, increase our capacity of our CM, which is the construction manager, Cumming? And we will bring in a detailed plan as to how we'll execute the project. It will be disruptive. I do not want to minimize that issue, but I'll come to it a later point. Cost escalation was not factored in on the budget, so we are factoring the cost escalation. And then there are separate other funds. I mean, as I mentioned, HVAC is one of the funds that there is a lot of federal funding coming. SR. being one of them. SR1 and 2 is funding that was allocated by federal government. There is a lot of green funding that is also available we have to apply for it. We'll see if we can leverage those grants and bring it to the school district. The next slide, please. So with that I presented two options to the Board to go as is, as was the initial plan. That is the phasing of the project and then the option B is kind of a one shot one phase project for Phase B simultaneously. All the schools at some time. Based on my calculation, this is a very high level of calculation. What we call rough order of magnitude. The first option was \$225 million. The second option we are looking at about \$90 million. We are not going to

decide as to how we bridge that gap. If it's \$225 million or \$190 million, I'll bring in more data as to how we bridge the gap. The Board will decide on a future date as to how we bridge the gap between \$148 plus \$20 = \$168 and the difference between \$225 million or \$190 million. So one of the advantages of option A as you see it, that's what we did in phase one, and two is less disruptive the students, remained in for more most all sense and purpose. Newton students stayed at Newton. Mesa Robles stayed at Mesa Robles and so forth. If we go with option B, potentially, students from one campus will be housed in another campus for a short period of time, and this may happen throughout the school year. This may be disruptive, but we will work. We have done it before. Providing transportation, adjusting schedules, and several things so all hands will be on deck on that option B. Next slide. So the question that we had posed to the Board is what direction they are giving us at this point of time. We had a direction from, it was not a vote because it was not a formal voting, it was a consent item. The Board more or less directed us for option B. They want to execute the projects. Quicker, faster and lower cost. That means we will start with the reconfiguration committee. The Board wants some data before they decide. On the reconfiguration, we are also bringing in an enrollment projection expert that will project the enrollment for the next 10 years so that we know what our enrollment looks like by grade, by schools. And that's going to happen over the next 2-3 months and we will bring a sense of direction or a recommendation to the Board on sometime around later part of this fiscal year. With that, I'll open up to questions. I think there is a hand up for Mr. Ruiz but also Mr. Kraft So let's go with, I mean your decision as to who you want to go with.

Reina: Let's hear, did you raise your hand?

Philip: Yeah I did. Actually it's directly following up on what Manoj just mentioned. I know it wasn't a vote as to the direction, but what was the consensus unanimous on the Board?

Manoj: Yes they are looking for some data. Also, they said go ahead, plan for option B. The critical issue is again on that, do we do all schools versus do we do a limited number of schools and because the other schools may be reconfigured. So they did not decide on that and I didn't want them to decide on what schools are going to be reconfigured. That would be data-driven. But in all-purpose and sense, we will start working with kind of feeling for architect and some of the project cost and we'll lock in some of the FFE's knowing the number of classrooms. I mean there are some class schools that are again, High Schools, we know that those will definitely again Board decision, but that's not something up for recommendation for reconfiguration. Those 5-4 high schools that we have, those are the anchor 5-4 schools we are starting new programs on the high schools so we can start with those high school project. By the way, the Board also said go ahead and we wanted to and I kind of missed on one of the sides. We are descoping the high schools. To just execute the flooring and the painting for high schools. Because for high schools by itself is a giant footprint. We know internally that there are lots of issues that will come up if we go to DSA. There'll be a lot of ADA compliance, bleachers for press boxes that are not ADA compliant or DSA compliant. We want to go ahead, complete

the high schools, the flooring and painting without going through DSA because those paintings will not need DSA approval. The Board authorized us to go ahead and execute the four high schools. 4 comprehensive high schools. The flooring and the painting project we have already started discussions with the high schools, so that will be starting sometime around July of this year and will be done by hopefully by December or July of next year. So we'll complete the four high schools modernization.

Philip: And I also wanted to make a comment. Thank you and your team for putting this together because this path forward document is exactly the answers, I think, we've, a lot a lot of people in the community have been asking for many months now, so thank you for this. It's nice to see that you and your team Joel, Earl, et cetera have really put a lot of work into trying to forecast where we're gonna go next and be honest and realistic about it, so thank you.

Reina: We have someone?.

Manoj: Mr. Ruiz.

Reina: OK.

Antonio: Yes, thank you very much. Just on the state matching funds. The \$20 million, is that is that the maximum amount available?

Manoj: So the way state matching funds work is based on the age of the particular school or particular classroom building, as well as, there is some eligibility clauses. If we are really in, there are some hardship money, if you are in a in a community that has high like low or impoverished and stuff. In short, it's a complex process to apply for the grant, but right now our eligibility is \$20 million. It changes, so for example, by July of 2023, that's a great question, the eligibility can increase to \$20.5 million. But this district has not pursued the state matching funds, but starting now we have already got the process in place. We will apply for the state matching funds as soon as we determine the eligibility. There's a long queue on that matching funds, it's like first come first go. So we'll be bottom of the line. But as things progress, we may get the fund, five or six years from now, when all the projects are complete. So what happens is then we go back and we can loan out the funds from general fund. Or we can go back and replenish those funds. So once we establish the eligibility, we are certain to get that money from OPSC at some point of time. But at this point of time, 20 million is the max at this point.

Antonio: That was my follow up question. How likely are we to secure the \$20 million? Is there likelihood that they would reject our application or we would it be eligible for 20 million? But it seems like you answered that already.

Manoj: Right, so the consultants are pretty experts. This is what they do, day in and day out. They apply for separate school districts. They know the rules, so to say, of what OPSC, OPSC just so that you know is Office of Public School Construction. And SB is the State Board of Education. These

are the two agencies that allocate the money. Once they kind of figure out they will not put an application just to put in an application. Their applications are normally bearing some exceptional circumstances. 100% approved, so we'll know in about a year or so, if our applications are approved, and then it's a waiting game. The way it works is when the state has money they will or the state issues a bond they will issue us the money. I have been in districts where we have received money that we had applied for 10 years back. So once we know that \$20 million, it's a certain amount of money, absolutely we can budget for it. It's just a matter of when we get it.

Antonio: Great, thank you very much.

Manoj: We have Ms. Navar also hands up. Ms. Navar?

Gabriela: Yes, first off I just want to say Earl, Joel and Manoj, thank you for all the work that you're doing for your team. This presentation is absolutely what we needed, what the Community needed to see. I've been looking into this bond. I want to say since 2018-2019 and a lot of the issues that you are discussing about revising are issues that I questioned and was wondering about and to see this presentation in a way it makes me feel like, OK, the things that I was looking at I wasn't crazy about. Explaining the \$148 million has been a question of where did that number come from? And you providing us those details is great. And I just want to point out thank you so much for this information. So my question is, have the newly elected Board members been brought up to date on the history of the bond? Have they been told about what occurred? What is currently happening? Specifically, I want to know if they've been brought up to date in regards to the audit report from July of last year, where there was some findings of why the shortfall occurred. So I just want to know if the new Board members have been brought up to date on this bond.

Manoj: Thank you for that question. As you may know, the two new CBOC members may not be aware when the Board, I kind of said put a halt to the project or put it in a holding pattern. When the sticker shock for \$225 million came in June of 2021, I'm just giving you some context that Ms. Navar kind of mentioned because she has been in this committee for some time. The Board first said is we want to figure out if there is some fraud going on in this project. That was the first sense is how can, because I think the \$148 million and the \$225 million was never explained, which I think, I mean from a CBO perspective or from a project perspective, that's the first thing we decide when we try to go out with a bond. Without pointing fingers a lot of pre work has had not been done. So the Board brought in an authorized forensic consultant accounting firm, Eide Bailly. They did an audit of all the expenditures that was done prior to 2019-2020 and 2021. They looked at most of the expenditures and how those process. The questions that Mr. Ruiz had, the procurement process and authorization was done for about \$30 to \$40 million worth of expenditure at that point of time, and they shared an extensive presentation. Eide Bailly, the forensic firm, did interact or interview a lot of candidates from the community, some staff, some prior project members and got a lot of information. One of the things that they shared in two public meetings, back in, I believe April and August of last



year, and then they also presented a report of the audit findings from that. We shared those audit findings. The extensive report with the Board members. The two new Board members, as well as the three Board members already had those and there were some questions. If we go back to the Board meeting that we had last meeting. There were a few questions I can remember from one of the newly elected Board members. As to referencing some of the things that could have been done better, I mean I'll say that much at this point of time without sharing too much information. Things could have been done much better. Things were, some of the things were not brought to the Board for decision making process in due course when we knew that there was the estimate for the budget and stuff. So to answer your question, Ms. Navar, these were shared with the Board. At least one of the Board member had questions on one of them. I'm assuming that all of them have gone through and read, but again, it's six years of worth of data, so we are working also from our side to bring the Board members, the two new Board members, Superintendent is working with them to kind of update as to what has gone on the Board, particularly with respect to the Measure BB bond project. And I just want to again, I'll be remiss if I don't say on that report, that Eide Bailly had produced, they thank the CBOC committee overwhelmingly. Because if you look at our website, our CBOC, particularly the section, has all the detailed notes of all those meetings, particularly the design meetings and stuff like, the series of trips that were made to other school sites to look at furniture, fixtures. We also modeled some of the schools in one schools, one classrooms. Lot of projects. I mean things that have gone. We are working on it and we have shared that item with the Board members. And we have hard copies of that report, so if any CBOC member, particularly if you are interested, we can share. We can make some copies and share that with the CBOC committee members as well. OK. We hear you, we'll we'll make 6 or 7 copies and we will share that with the CBOC. It's just so that you know it's about 650 pages, but it's a good read when you are having difficulty falling asleep.

Philip: Uh, to save trees that you can PDF or is it something we'd have to review in here?

Manoj: It's a public document. We can. I mean, I don't know if we can put it in a Google Drive or a Dropbox. We can do that if you if you like it, but at this point of time we are not posting it in publicly, so we will share that with the CBOC Committee members in an electronic format.

Philip: I would much prefer an electronic format to a ream plus paper.

Manoj: Yes, thank you.

Reina: I totally agree.

Manoj: OK, if you need hard copies. I mean, I understand we, we'll print hard copies, but if you need electronic, let's let Lelia know and we'll share that with you.

Charlie: I'll grab a few, just a few, notes that I made. You know, you hit on everything. And I know this. You guys and girls work on this all the time.

Myself as a contractor, we do over 1000 projects a year and many of them are public works, so I'm more than familiar with what's going on out there. Keep in mind we had \$100 billion surplus in the state. Now we're gonna have a \$30 billion deficit. OK, so that's going to impact funds in the future. I was running some numbers the other day for one of my projects and since 2021, we've had a 50% material increase. We have a 35% labor increase. Now 20% of that we haven't had had not hit us yet cause, I would say up through July of 23 this year, maybe half of that labor increase would take effect and then over between 24 and 25 we've probably got another probably 20% labor increase, which has already been negotiated, which is already going to be in public, which is already going to be in the projects. So doing the math, I mean, I see a \$30 million without you doing nothing, that you've got to eat, just on the projects. I like your thought process and I wish I had a crystal ball because right now if you put this out to bid, you're gonna pay through the nose. I personally think you're going to see prices could down considerably towards the end of this year. So and possibly if your timing is correct, if you put it all out to bid, you might hit it perfect, or you still might not, so. You know it's just very, very frustrating. I think for everyone because you've got so many moving parts that you've gotta deal with that are out of your control and ultimately, let's say that the those that are, you know, not informed that don't understand the process, don't understand what's going on, you know, have a tendency to, let's say, overreact, but rightfully so because they don't. It hasn't been explained to them, but I think the more you can explain what's going on out there, I think, the more the public's gonna appreciate it. Because like I said, these are big numbers. It's something I think that the the Board itself, the School Board, needs to do a better job in educating the public. So thank you for all the work you're doing, but like I said, I and you've got your work cut out for you.

Manoj: Thank you, I appreciate the comments. Yeah, I mean that also anytime I mean it keeps us kind of on our toes as to we really do not want to be burned on going at a time or bidding at a time when the pricing we know that it's going to come down. It's difficult to hit that sweet spot and but there are expertise in the districts and also folks like you who are in the project and I kind of know a little bit about Mr. Gonzales, he works in the issuance side and the financing side of the house and I'm kind of sharing that a little bit. We'll also go to the market to kind of issue our second issuance of about \$78 million bond. I think that's where his expertise is. So we'll rely on his expertise on that piece of the market to come out. Where the incidence on the taxpayers is, it is not that high because you can issue a bond at different market rates. I mean the market rate is much higher than what it was six months back, so we will time our bonds accordingly. Thank you.

Rod: The first phase is gonna be complete by the end of this year and you'll have spent about \$40 million?

Manoj: Yeah, it's roughly about \$40 to \$50 million. That's where, I mean, the hard money would be. I mean, it could be \$55-\$57, but again, one of the thing is you, we really cannot kind of take, I was thinking of can we take the 8 schools and the number of classrooms and kind of just for a thumb rule divided and kind of figure out each classroom? Because during the

first phase there is a lot of lessons that we learned that kind of upped the cost. So if we knew that there was a deficiency in one of the design, we had to go back and work with the architect. They had to kind of do a change and stuff like that. So right now I mean we have internally a figure that's pretty on the money and we have also factored in some escalation costs going forward. But yeah, we are about \$50 to \$60 million on the 1st 8 projects.

Rod: The numbers on page 5 are approximately \$40 million.

Manoj: Right, but there are some other cost that are not allocated to that school, so I just want to be cautious.

Rod: There's three that are not complete.

Mano: Right.

Rod: That's where the extra \$10 or \$15 million is going?

Manoj: No, the \$10 or \$15 million or additional cost that the district, kind of, it's not reflected on each. For example, I'll say the computers, right, when we buy the computers we buy it for the district, the folks, and the schools. We really do not allocate that cost to each school sites. So those are some of the cost, and we'll share that on what's the difference.

Rod: Did you say that earlier, are you talking about laptops?

Manoj: Laptops.

Rod: Was being funded with money outside of bond money.

Manoj: No, they were funded from Measure BB, but it's not reflected on one of those eight sites.

Rod: Ok. And in this last column you know it's got the total cost with the completed projects and I added them up and it's about \$40 million. Did these come in on, I mean, there's nothing in here for the estimated cost. Did they come in above?

Manoj: They are pretty much on the money. I do not have the budget from the first five schools. So I'll be, I mean, I do not want to say that we came on the budget. We know we came on or around the budget because there were some revisions to the budget done based on some of the issues. But for that, like the three schools that we are executing now, Grandview, Sparks and Newton, we are slightly below budget and on schedule.

Rod: You've got maybe \$100 million still to spend, based on the \$148,000,000 or actually more than that, \$70 million, I mean \$140 million.

Manoj: That's correct.

Rod: And so you've got 1/3 of the project done and you've got only a third of the money.

Manoj: It's not third of the project done. We have done 8 schools. We have about 31 schools.

Rod: I thought you had 16 schools to go.

Manoj: Now we have the five, the phase three and four. Eight schools too. On the phase three and four.

Rod: On the left phases 5, 6, 7, 8, 9.

Manoj: No, we have not done phase three and four.

Rod: OK.

Manoj: So we have not touched phase three and four.

Reina: Those are the options you mentioned.

Manoj: Yes, so we are combining phases 3, 4, 5, 6, 7, 8, 9. The Board had approved phase three and four. We have started some initial. We have some started some initial architectural discussion with the architect but we have not extensively done so.

Rod: One other thing. You said, the LA School District has gone from 700,000 to 400,000.

Manoj: 420,000 thousand yes, as of today. So Hacienda La Puente, we I think peaked at about 24,000, about 23,000 – 24,000 back in 2006, 2007. I'm looking at Earl. Earl keeps the data. He's our data guru. But right now this year 22-23 we are about 16,150 students. The year before we were 16,560, so we lost about 400 - 350 students. It's not apples to apples because we are also bringing in new what we call TK transitional kindergarten because we have a new mandate to bring in four year olds to our campus. So, there is an increase on the four year old, but overall 500 decrease in students.

Charlie: That's a mandate that's from the state, correct?

Manoj: That's a mandate from the state, and there is some funding. For instruction, we're asking for some more funding for the facilities because, you know, when we bring in four year olds, we more need more kindergarten classrooms. Kindergarten classrooms, if you're familiar with the system, our normal classrooms are about 960 square feet, grade 1st through Grade 12, give or take a few or 960. A kindergarten classroom is about 1350 square feet. It's more because you have to have those little toilets and stuff. It's a larger classroom. So we do not may not have as many kindergarten classroom as we'll end up. So there is some funding needs also for facilities.

Rod: So if you've lost like 30% of the students and we're improving every school in the district, is there any, I mean, I'm, I'm sure you guys already

	<p>talked about this, I'm just wondering why have all those schools run up? Consolidate.</p> <p>Manoj: Right, so that's a discussion. It from a student perspective. It's challenging, right? So to close schools because it impacts community. It impacts teachers because they have to now move from another classroom one site to another site. It impacts community because if the kindergarten school that, as a parent, I had gone to, which is a 1/4 mile from my house, I may have to send my kid to a school which is half a mile away. Those kind of impacts happen and we really have to discuss, get community input and stuff like that to make those decisions. So the Board wants the data and wants to have outreach and community discussion as to what would be the best option. I will be remiss if I miss also that the school, the district, repurposed one of the schools. If you are aware, Kwis elementary school was there in the city of La Puente, or I'm not sure if it is in the unincorporated community of the Valley. We closed Kwis elementary school because we are building a Center for Performing Arts and also the counties building a state-of-the-art Aquatic Center in that facility.</p> <p>Raymond: Temple.</p> <p>Manoj: Oh sorry. My bad sorry I said Kwis. Redact! Redact! Temple. My person in transportation, Director of Transportation, had to shout out sorry my bad. The reason I mentioned Kwis is that Principal from Temple move to Kwis. So not Kwis, Temple Academy is the school that we closed last year and we moved the students to other schools. But we are repurposing that for the Center for Performing Arts and the Aquatic Center. And I'll be beaten blue by the end of this meeting for mentioning Kwis and not Temple. My apologies.</p> <p>Reina: So I'm gonna agree with the team. This is a really amazing report for us. I think we spend a long time in a lot of times questioning when are we gonna see these? When are we gonna see that? And a lot of the answers, as Ms. Navar mentioned, a lot of the answers are of the questions that we have or our community have are in this document, so I appreciate it very much. Anyone else have any other questions in regards to the presentation we just had? Is that good?</p>
Item No. 7	<p><b><u>SUMMARY OF BOND PROJECTS</u></b></p> <p>Reina: So the next thing on the agenda, we have in our in our package the Form 700. Summary on the bond?</p> <p>Manoj: Summary of the bond.</p> <p>Reina: OK.</p> <p>Manoj: So that's a slide that's up.</p> <p>Reina: The last the last in the document. OK before that, OK. And that is up to date, right?</p>

Manoj: Yes. This slide gives the number of classroom and kind of gives you a snapshot of where are we in phase one and two. The three are in construction and the number of classrooms that we had done and the interim classroom and the same project cost. That was a part of the initial my slide too. It's a repeat slide, but just in a snapshot of where we are. Which schools we have modernized and which are complete and where we are on the project?

Reina: Thank you for the summary. Any questions on this?

Philip: I actually do have a quick question, I find it interesting that you highlighted the interim housing and to show that in phase one and two almost \$5 million went to interim housing. I love the shift to a different direction, but I do have a question. I don't know if this could be answered yet. When kids need to be transported from, when students need to be transported from one school to another, is the cost of transport going to be borne by the bond or is that something borne by the district or absorbed within already existing transportation funds.

Manoj: So that's a bond cost usually. So that's a bond cost because but those costs are comparatively much cheaper than the interim housing cost. Because the reason you have to think of the purpose of the moving is because of the bond construction. So it cannot be charged to our student transportation regular.

Reina: But that would be only for students transportation, not for the teachers or anything like that.

Manoj: Right, it will be only for the students at this point of time.

Philip: Thank you.

Charlie: I forgot that interim housing that was built. When the project is completed, are they leaving it there?

Manoj: So the question is, just so that other members can hear the question is, what are we doing with the interim housing? I know in Cedarlane we have kept those interim housing. Joel, you want to add and I think Los Altos have their interim housing too right?

Joel: That is correct. The original thought was and this is going back to some years ago, was to repurpose the interim housing as we went along throughout the projects. Obviously with this new direction, when at all cost, we can avoid it, then we will not do so. Repurpose those in phases or projects down the road. Now what will end up happening to those classrooms? That's kind of a district decision. And you know, we'll have to look at, you know, the cost of removing them if it's needed at the site and so forth.

Charlie: Because the interim housing we bought it correct?

Manoj: That's right, we purchased it and we put all the fixtures and connected the utilities to those interim houses.

Reina: I remember when we started the project, one of the things that we heard was that after the use of its intent, which is to have the students, at while the schools were being remodeled that it was going to be utilized for whatever the school was gonna be able to use, classes or programs or other things, but it that it was gonna be reused, is that still in place.

Manoj: I mean the intern housing for all intent and purpose. They're authorized by DSA. So, Division of State Architect, so they have final authorization. They have their numbers. It can be used for any instruction purpose.

Reina: OK.

Manoj: They're perfectly, basically, spec for instruction only, per person. They have the utilities, connections and stuff like that. Now there are some elements that we have to go back and check because there are some temporary connections that we use from Southern California Edison and stuff like that for those interim housings and Newton. We'll have to go back and check if we have to extend those connections or figure out how to ensure that those utility connections remain after the project is complete.

Reina: Thank you.

Charlie: One last thing. I apologize, I just wanna, so you're saying moving forward for the high schools, all you're going to do is the painting and the floors. You won't do anything any other modernization at the present time?

Manoj: No, I mean we are also getting the technology equipment upgraded. We are using some other technology funds so they will bring in those View Sonic touch screen monitors and stuff. The only thing is we cannot install them on the walls that we have done in other schools. We will keep them on a rolling monitor. I think we had one here, but if you go to schools you will see them on a rolling monitor. So those can move around. So those are some of the limitations, but we are also, I mean, most of those classrooms will need some abatement, when we rip up the flooring. That will be included because one of the things that we heard from one of our prior Board members is the classroom looks the same as to when that person went to the classroom back in 1990s. The same carpet, mostly. I think it's time to kind of get some upgrade on that. But as things progress we will slightly go and we are working with some of the things like if they need a Tack wall. For example one Tack wall, we can mostly kind of do, onesies and twosies, but we are not going to get anywhere where we need DSA approval because as long as soon as we touch that position, the cost shoots up.

Reina: Is if there are needs in these four high school or the high schools rather the other than the managing of the flooring or the painting. I think in the past you mentioned that sometimes the district bears the costs from the budget.

	<p>Manoj: That's correct, so general fund, I mean, I'm kind of kind of shifting it out there for those who doesn't know, we have Shawn McBride out here. That's the good looking gentleman on the right hand side, but he's our Director of NCS Network and Computer Services. He brings in a lot of, how long have you been with us Sean, now 6 months?</p> <p>Shawn: About five months now.</p> <p>Manoj: Five months. He brings in a lot of experience from other agencies, other districts as to what would be the best way to go and do our kind of revamp our technology. We are kind of relooking the technology from a broader district wide picture rather than piece meal technologies that we have in different school sites. So most probably most of those costs will come out from other funds. Not from bond funds.</p> <p>Reina: Any other questions on the summary?</p>
Item No. 8	<p><b><u>FORM 700 – DUE APRIL 1<sup>ST</sup></u></b></p> <p>Reina: We can now go to what 8? The Form 700 which we have in our package and usually what we do at the end of, you know, we can check it out. There's a form that we need to sign and then submit to the office. It's part of our requirement for us to be part of our committees, CBOC.</p> <p>Manoj: It's on it's on page 5, sorry.</p> <p>Reina: And we also have April 1st to turn it in, so let's let's see whether we can do that. Then we can always e-mail it to Lelia.</p> <p>Manoj: You can either e-mail it to Lelia a hard copy, or a soft copy, and we can file it, or you can directly file it online.</p> <p>Reina: Okay.</p> <p>Manoj: So there is a provision that you can file it online.</p> <p>Reina: So to Lelia or bring it to the office or online as well.</p> <p>Manoj: So this is a requirement for any committee members that are on school board or only public agencies.</p> <p>Reina: Thank you.</p>
Item No. 9	<p><b><u>IDENTIFY POINTS OF DISCUSSION FOR UPCOMING MEETING/ MEETING INTERVALS</u></b></p> <p>Reina: Identify new points of discussion for the upcoming meeting. Anyone has any suggestions about what to include on the agenda for the next meeting? What do you guys think about, because most of you are new to bring, if possible, to bring the attorneys? And you guys can ask questions to them or have them do a presentation about their actual role to related to</p>



the bond, the advice or what is it that they do if there is any concerns? That's one of the questions that I heard a lot of at the beginning. Is that doable? Also visits to the schools, any of you who have not done? I know we did two last time right when Rod and I visit. Newton and Los Altos, right, elementary. They were actually on the first phase, which we saw the demolition derby going through the rooms and it was interesting because I've seen things when done, or in the middle, or about to start, but not when they're actually tearing apart the walls and everything else. So that was interesting to see. Thank you for being there, Rod. I know that other committee members couldn't attend at the time, but any ideas?

Philip: I would agree with trying to see specifically the schools that are currently under construction before summer. Maybe before finals or either the elementary school so they don't have finals. But before that end of year push some time in the April time frame to see those three schools. Then we hopefully summer is a big push on construction when the schools are empty and then we can take a look at them at the end of the summer. You know, September time.

Manoj: We can certainly accommodate that. Just so that you know Sparks will be done by April. I'm kind of looking at Joel and pushing Cumming. Most probably you'll see a finished school by May, but certainly Grandview and Newton will still be ongoing.

Philip: It would be wonderful to see Sparks having just wrapped up.

Reina: OK, that what about having the attorneys to come in and tell us. I know they did it at the very beginning, right?

Manoj: Thank you, Miss Schmitz, if I may. So, for the new members in CBOC, there are often questions as to what your roles and responsibilities are. And there is a great resource and I think all of us CBOC members you have been through that. It's California CBOC. CABOC and we will share that link. They have extremely rich documentation as to what the roles and responsibilities of the CBOC members are. What are the questions that you need to ask the school districts? And because at the end of the day, the community is trusting you to make sure that the taxpayer dollars are worth spending. So there is a critical piece that also goes on, and again, these are for the new CBOC members, that there is an annual presentation. That is done by the CBOC chair to our District Board, stating that CBOC has reviewed most of the documents and the functions that CBOC executes. Along with that, our external auditor also audit bond fund. So annually you will receive a bond report that that is delivered. We just actually posted the bond report on our website in January. The Bond report is from 2021 school year. We can electronically mail to you or it's available on our website. It's called bond audit for 21-22 for HLPUSD. What Ms. Schmitz is also mentioning, we have a bond counsel who if needed, can come and clarify if you have some questions or comments and stuff like that, but I also feel the veteran bond members who are here, Ms. Schmitz, Mr. Klinakis, Mr. Kraft himself, and Ms. Navar. Between the five or six of you we have enough information as to what your roles and responsibilities. So if there are some clarifying questions, please bounce it off with the CBOC

committee members or reach out to us. We can bring in our attorneys to have a question and answers, but typically the attorneys will like to get your questions beforehand, and sometimes they can respond through zoom or sometimes they can respond through an e-mail.

Philip: I would actually agree with what Manoj has just said. As far as the having an attorney here, paying to have an attorney travel here, sit here for anywhere between one and four hours billing all that time, potentially charging the bond on that time. Aside from Brown Acts issues, that's the new CBOC members may want to brush themselves up on brown act things because that's a very new thing. If you're not involved in these type of committees. Otherwise I would lean against having an attorney here, unless there's a specific reason, maybe one of the new members wanted to to address.

Reina: Then definitely their rules and responsibilities presentation is important to have. The schedules for the visits should a couple of dates like what you have done in the past.

Manoj: So if I can confirm sometime in May and then sometime in summer because summer you will see some accelerated work when the schools are off. That will be Grandview and Newton, but we'll do schedule a visit in April and we'll share some dates options. And we'll share with the committee members and go from there.

Reina: The other thing I remember when we, maybe a year ago, when you started, in regards to how frequent do we have these meetings? Just because it's every three months and we discussed about every other month that never materialized. I think it did, it did.

Manoj: Let me let me state so I think the meeting was quarterly before I think.

Reina: It was four.

Manoj: Right about 2021. Every once every quarter. So we move to now once every two months.

Reina: Right.

Manoj: So one of the things I just wanted to share. If you look at some of the physical data. Because we are kind of at a slow pace. Just the three schools right now. We do not have much activity. I mean, we have fair amount of activity, a lot, but again significant amount of activity that if the CBOC committee wants, they can go back to quarter but once we go to Phase B, it will be again going back to once every two months because you will now have a lot of data. Fiscal data crossing your way, but there is an option to go back to once every three months or stay once every two months. That's an option available to the CBOC.

Philip: Perhaps we could discuss that at the next meeting. Next one isn't exactly 2 months because of spring break, it's being pushed off to April 12<sup>th</sup>.

	<p>We should hopefully be talking about Sparks almost being done at that point. I think that's a solid date. Maybe at that point we can discuss whether we want to push out three months for the meeting after that.</p> <p>Manoj: OK, I mean that's something. Yeah, I mean you have to decide, but it that's perfect. So we'll agendize it for the next. if the CBOC Committee wants.</p> <p>Reina: So you would send a couple of schedules then times and it's gonna be, and you said toward May, rather?</p> <p>Manoj: Yes, May and then one in July or August, and that can be decided before the school opens. So on May we can decide what's the next school visit, because by that time we'll have a fair idea as to where the projects are.</p> <p>Reina: Hopefully by April 12<sup>th</sup>, then we can have something. Some dates that are more concrete that are closer to whatever project in the advancement of it. Anymore questions or any other suggestions? If none, can we adjourn?</p>
Item No. 10	<p><b><u>NEXT SCHEDULED MEETING</u></b></p> <p>4/12/23</p>
Item No. 11	<p><b><u>ADJOURN</u></b></p> <p>Moved by Philip Kraft and seconded by Charlie Klinakis for Adjournment at 8:43 pm.</p> <p>6 yes 0 No 0 Abstain</p>