

UNADOPTED MINUTES OF THE REGULAR MEETING  
 CITIZENS BOND OVERSIGHT COMMITTEE MEETING  
 HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT  
 JUNE 5, 2019

The Regular Citizens Bond Oversight Committee Meeting on June 5, 2019, was called to order by Leticia Covarrubias, Committee Chair at 6:35 p.m., in the La Puente Conference Room of the District Administration building located at 15959 East Gale Avenue, Hacienda Heights, California 91745.

Members present were: Leticia Covarrubias, Louis Perez, Charlie Klinakis, Reina Schmitz, Henry Huang, Margarita Sudjono, Olivia Roberts

Members absent were: Savina Low (Late)  
 Neal Noborio (Late)

Item No. 1	<p>Moved by Charlie Klinakis and seconded by Louis Perez for Agenda review and reorder.          7 yes. 0 No. 0 Abstain          Review and Re-order  <u><b>No Change</b></u></p>
Item No. 2	<p>Request to speak to agenda          No speakers</p>
Item No. 3	<p>Moved by Olivia Roberts and seconded by Charlie Klinakis for Approval of minutes from previous meeting – March 6, 2019.          7 yes. 0 No. 0 Abstain          Review and Change  <u><b>No Change</b></u></p>
Item No. 4	<p><u><b>Bond Expenditures</b></u></p> <p>Annie: Tonight I will have Barry Oh present that to you. I apologize I have not been feeling well. I've been sick for a while, so I cannot talk for awhile. This is the role for Barry, so I am sure that Barry will be able to present it just fine.</p> <p>Barry: This is just an update on the expenditures that we incurred and spent, as well as, what is committed to date as of April 30<sup>th</sup>. These are some of the major categories the expenditures completed. We have a total cost of issuance, which is \$290,750. Now I just want to note there, it's a net cost of issuance. There's another item, I'll add it to the next meeting, there's another piece to it, which is the underwriter's fee. The underwriter's fee, is \$175K. On the audit report, it does show on there as both an expenditure and funds side. It's a net 0 in a sense, but it's funds coming in, but it's an underwriter's fee, so I'll add it. So this will go up by \$175K. Other contracted services is a small amount at \$2,848. Attorney fees, a big chunk here is the architect and engineering fees, \$262K. Division of the State Architect, the DSA fees, we have it at almost at \$13K. So the total expenditures</p>

completed for April 30<sup>th</sup> is roughly at \$572K. We have other P.O. amounts committed. And that amount so far is \$2.388 million. So you add those two plus the \$175K, will be a little over at \$3.1 million that is the total expenditures completed and committed amounts to date.

Leticia: Anybody have any questions on the bond expenditures completed and committed?

Reina: You said, you have underwriter's fees.

Barry: For the next presentation, I will add it in. That is \$175K.

Charlie: Is the \$175K for the entire life of the bond, or only for the part we took out.

Barry: It's only for the part we took out.

Charlie: So it will be another \$175K for the next issuance.

Barry: Roughly, yes.

Charlie: And if we left it up to the County, would it still have been \$175K?

Barry: No, it would have been more.

Charlie: Because of a percentage?

Barry: Exactly. There's another \$78 million left, so roughly about the same.

Charlie: The Division of State Architects, does this need to go to DSA? Is that the fee according to the state?

Mark: Those fees will be for any fees for any projects that have actually been submitted to date. There will be additional fees as additional projects are submitted. So I think this probably only includes 3 projects to date. Probably Los Altos portables, Nelson modernization, and Workman El modernization.

Charlie: How many modernizations do we have?

Mark: There will be 8 in the first 2 phases. Plus 4 interim housing projects. So 12 total.

Reina: Is Nelson on the list.

Mark: It should be Workman Elementary, Los Altos Elementary.

Charlie: The accounting on the first page, we can pretty much would triple this.

Mark: The cost varies by the cost of the project. For the interim housing projects, for instance, can be a lower fee. And the actual modernizations

	<p>can be a higher fee. So my best guess is, it's probably about a 1/4 to 1/3 of the DSA fees for the first round.</p> <p>Leticia: Are there any other questions?</p>
<p>Item No. 5</p>	<p><b><u>Bond Fund – County Trust Account</u></b>  <b>a. <u>Debt Service (Prior Meeting Discussion)</u></b></p> <p>Barry: So this is the investment pool as of April 30<sup>th</sup>. There are small changes, slight improvement from the last investment pool from the LA County Treasurer. As of April 30<sup>th</sup>, the whole value of this treasury pool was \$34.879 billion. And the market value was approximately \$34.724 billion. These are very highly liquid assets. About 50% of it, they mature within 60 days. You have a bulk of it in US Government and Agency Obligations. And the next line item is Commercial Paper, bringing those two together is 93%. Commercial Paper are bank loans to the County, Short Term.</p> <p>Charlie: Question please.</p> <p>Leticia: Yes</p> <p>Charlie: So you said \$34 billion, but these are saying \$33 billion.</p> <p>Barry: It's a different point in time, so it was \$33 as of December 31, 2018. And the market value was \$33.047. A slight improvement since December 31<sup>st</sup>. What I read off to you, I have a slightly updated number as of April 30<sup>th</sup>. But pretty close.</p> <p>Reina: What was the number you said?</p> <p>Barry: As of April 30<sup>th</sup>? The cost value of the treasury pool is \$34.879 billion and the market value is \$34.724 billion. Both of those you can see that the market value is slightly less than the book value.</p> <p>Leticia: Are there any other questions regarding this document?</p>
<p>Item No. 6</p>	<p><b><u>Board Approved Design Guidelines</u></b></p> <p>Annie: This is per the request. This is an update item only. We have sent the link and report to all of the members. So take a look at the approved design guidelines by the Board.</p> <p>Leticia: Did everyone have a chance to review that link prior to the meeting?</p> <p>Charlie: Which one was that?</p> <p>Leticia: It is item number 6 on the agenda. It was an 87 page powerpoint presentation. I can start discussing with what I saw in the reports. It was a nice presentation. In the presentation, it included one summary page, which was really nice on the overview on the design guidelines. It basically provided design guidelines into 4 parts. There is no page number on here, but I am looking particularly at the overview page. If we can jump to that.</p>

It might be 3 slides down. That is the overview page. The design guidelines are divided into 4 parts and they listed them below. The design guidelines on the first one, what I see here Annie, is the 3D of furniture, the finishes and equipment. And that includes the diagrams. That's what our discussions have been seeing in the design guidelines and all the furniture. The next item on that overview is technology and equipment recommendations. I'm not sure if we had have a lot of discussions on technology and equipment. We've had somewhat of the computer mobile carts. The third part is wall and floor finish recommendations which there were discussions about that. It's been in the designs that we've seen, well not the designs, but information on the walls and floor finishes. And the fourth one is the budgetary tool for cost estimation. The presentation did a really good job breaking down the design guidelines into 4 parts. So if you haven't had a chance to review it, I suggest you review it. If you have any questions, we can always bring that back. Anyone else had a chance to review and have questions on this?

Reina: Same thing as you. I thought it was a little too long and I think by the time I get there I'm a little lost. I'd rather hear the explanations from the presentations, so I stopped at about 7, so I didn't get that far.

Leticia: Well I looked at it. 87 pages seems like it's so much, but there are a lot of pictures.

Annie: Thomas, why don't you open up a few pictures. There are a lot of pictures, but basically it's going back to the basic foundation on how the classroom should be set up. There are a lot of pictures because the design guidelines are based on the grade level. That's why you see that many pages long. But if you look at a few of them, it's basically the zoning. A very well explanation in terms of design guidelines. What should be the area of the students in grouping, silent corners for their reading times, anything like that will be specified in the design guidelines. And this design guidelines have been approved by the Board of Education.

Leticia: This is our approved design guidelines. There is another slide, too bad there are no page numbers on this so you can reference it. There's another slide for technology and equipment recommendations for all classrooms. If we can go to that slide. So what this appears, Annie, this is the design guidelines for technology and equipment recommendations for classrooms?

Annie: Yes.

Leticia: So here are the design guidelines for the technology. Teacher laptops, google based dedicated cloud based system, wall or ceiling mounted for interactive projection screen, low profile desktop document camera. What is that?

Annie: Thomas, can you explain those technical?

Thomas: The low profile document camera, you don't want one that is very bulky, so the kids can't see you. So they have these designs that are very slim that you can fold away, fold up. So that is what we mean by low profile.

Savina: So that is what it is? A document camera?

Thomas: That is one kind of a document camera. There are some that are very slim. Some have a lot of lights on them. Depends on the application. We are going with a low profile one.

Leticia: So that projects the document onto the....?

Thomas: Yes. So the teacher projects a math textbook and they will put it there. Take a look kids at this picture and we will work this math problem together on the screen.

Leticia: That is pretty cool. I haven't seen that.

Annie: The technology is very good, so it can be projected out to the whole classroom.

Reina: Is that what you are utilizing to do it here? This is the same system you are using in this room with all these tv's connected to one? Is that it?

Thomas: Yes. That is to show documents. I can lay it underneath the camera and it will see it and it will project all over.

Reina: I see. Okay.

Annie: Nowadays, it's very small. I believe there may be one more version that is a little bit more smaller than that.

Leticia: So that will be recommended to be in all of the classrooms. Something similar. Speakers, Sound system with necklace or lanyard microphone, printer, 2-3 surface mounted outlets per open wall or 1 outlet every 12 ft, provide at least 1 outlet per AV equipment. So is that for just all of the equipment that will be used in the classroom, it's some upgrades.

Annie: Upgrades. And actually for the next meeting when we return, starting in the year of 19-20, it will be presented to the Board at the next meeting that the District will be launching the 1 on 1 technology for students. It's in the classroom for the core subjects. For example, Math, Social Studies, Earth Science, Language Arts. All of that will be on the 1 on 1. We actually already have the 2 on 1. Now we are ready for the next one. The Bond did call for technology. However, with technology, you don't have to wait for the classroom to be completed. Technology like the laptops, one of the recommendations was, there is a laptop that is small enough that will be in the cart, it's not heavy, but when you flip it, it can become a tablet as well. So that will be fit in for both group of students. For example, TK, 1-3<sup>rd</sup>, maybe they prefer a tablet. All you need to do is flip it in half and you pull out the stylus and it becomes a tablet. And that will be implemented next year. So in the classroom, one of the technology that will use all different

kind of devices. It could be a tablet, the laptop, a desktop. So that will be launching out at the beginning of this year. Hopefully we will be able to put it in the classroom by late August or early September.

Margarita: So what grade is that going to be?

Annie: All grade levels.

Leticia: And that is bond money?

Annie: Yes because you do not have to wait for the classroom to be completed for the technology.

Leticia: Right. You can start now.

Margarita: So when you say 1 on 1, what does that mean?

Annie: That means if I am a student in the classroom each of the student will have one kind of technology.

Margarita: So before they were sharing two.

Annie: Before now, currently as we speak, we are two on one. Actually it's more than two on one. The two on one is more like the laptop. But you have desktop in there. You have some sort of tablet in there. So now, every classroom will more than enough for all of the students if we put it in this way.

Leticia: Can you go to the next slide? Is this where you are talking about Annie, that tablets with a case and the mobile device charging carts.

Annie: Yes, based on the design guidelines.

Leticia: That's for grades 1 and 2. And the next slide is for grades 3-8.

Annie: And that is when the design guidelines call for the tablet for the low grade level and laptop for upper grade level. However, we are able to consolidate to get the 2 in 1. For example, laptop and tablet, they are the same machine.

Leticia: Who makes it?

Annie: Thomas?

Thomas: Lenovo

Annie: It's very nice. When we were testing it, in one corner, you pop it and the stylus comes out, so it's a tablet and you can write on that. If you are missing the stylus, it is designed to actually use a number 2 pencil. It has a very nice cover with the plastic around the corners. So if the students drop it, it will not break easily. It will prevent the break.

Leticia: Very nice. Any questions on the technology design guidelines?

Reina: Just one question. How is all this technology for each student in all the classrooms, are all of these getting warranties long enough that they can replace it without any additional costs?

Annie: Yes. We are asking for a 4 year warranty, right Thomas? And with the battery for life, with a minimum 4 year life of the battery. For example, anything wrong, Thomas, can you explain a little bit, if anything wrong with a device, teacher will just put it away and get picked up and handled by the vendor.

Thomas: It's pretty nice. It's like delivering a pizza. The school doesn't have to box it up, send it back. If it's broken, you call it in. They come to the site. They go and fix it and they bring it back. It doesn't get any easier than that. Very very nice.

Margarita: Every time we need to update the equipment, what's the plan?

Annie: Every kind of technology, normally its about 5-6 years. If you look at the life span of technology, it covers 5-6 years. Normally you will change it in year 5 or 6. Normally that's how it would work.

Savina: So if this is the bond money issuance, we only get it one time and we need to replace it, where is that money going to come from?

Annie: The District will have to budget it. That's why we do it in phases. We can't do all at once. We do not have enough money to buy all of 20,000 devices all at the same time. So this time, we only put the 2 to 1 to become 1 to 1. The other technology, the District paid for it in the past has a 3 year life. So in 3-4 years after, you just have to budget to implement the update of that and you just have to review the budget.

Leticia: So non bond money will be used for replacements.

Charlie: To clarify, you are saying that every classroom that gets modernization will get this new technology.

Annie: Will get the 1 on 1 technology.

Charlie: What happens to the classrooms that are not going to get retrofitted, will they get the same technology?

Annie: If there are students and a teacher in a classroom, they will get it. Some will be different. For example, some of the High Schools or Middle Schools, band, you do not need every single student to have technology in band, or choir, or something like that. This is more for the core subject that we are talking about. Math, Science, E.L. This is more for the students who go to the classroom who require the technology to do their research and study. Like P.E., for example, there is a student and a teacher, but they do not need technology in the PE locker room. They don't need it for band or choir. They probably will use something else.

Louis: In 5 years, more or less will the equipment pay for itself and then gets replaced?

Annie: You have to do the replacements in cycles. And you will have to build it into the budget.

Margarita: So how much are you talking about in the budget?

Annie: It really depends on the technology at the time. I cannot be here and estimate because the technology you are looking at now becomes cheaper and cheaper compared to the same computer we are talking about if we purchase this one prior to this one, prior to the one before this, when we did the technology for the school, it probably cost about \$800 per unit. We can get the 2 to 1 tablet, with a better design, for less than \$500.

Leticia: Any other questions?

Charlie: In your own budget, you schedule an "x" amount of dollars, for the construction phase, "x" amount of dollars allocated for technology. What happens if you start running out of money? You concentrate more on the inside, which you should, vs. the technology side?

Mark: It's probably more of a question for Annie than me.

Annie: Let me respond like this. When we passed the Bond, the total number of classrooms, we kind of know more or less, it will be about 1000 classrooms total. Based on the projection on what we have now, we would be able to in phase 1 and phase 2 and the next couple of phases, get into the classroom for both construction and technology at the same time. We divided up to make sure we can get to all of the classrooms. I cannot speak for about 8 years from now, if we go out for the 2<sup>nd</sup> issuance of the bond at the time how much the cost is going to be. But for the first issuance, we budgeted it for both for every single classroom.

Charlie: Is there a possibility, what worries me is for the 2<sup>nd</sup> phase there might not be enough money for the retro fit and the technology.

Annie: Right. At that time if we ever get to that point, we are always transparent with the Board. If we get to that point, we would need to get approval. The Board will have to decide which one. But at this time, we don't see that is going to be a problem.

Leticia: There is another slide on grades 7-8 Music. This is recommendations for grades 7-8 music. Wall or ceiling mounted interactive projection system, wall mounted speakers, electronic keyboard & MIDI / USB Interface, 2-3 surface mounted outlets per open wall.

Annie: As you can see, this is a music classroom. Music classroom, you don't see a lot of technology in there. What they need is something else, like, the electronic keyboard, the USB Interface, its more interactive, so when they do the music. They need more outlets for the classroom



	<p>because a lot of the equipment devices. The design is calling for different things for different subjects.</p> <p>Leticia: I think the next slide is on Science. Grades 7-8 Science. So you can see it was a nice presentation, very organized, detailing the design guidelines. Our responsibility as CBOC members when we are reviewing expenditures, we are going to see the expenditures aligned to these design guidelines. So that is what we will be reviewing and will be seeing. Are there any other questions? I encourage you to take a look at it and provide your feedback. It's really nice. Thank you for sharing that with us.</p>
Item No. 7	<p><b><u>Measure BB</u></b>  <b>a. <u>Tax Payer Approved Project List</u></b></p> <p>Leticia: The attachment is a copy of the official statement on the bond measure act. This was a page that was pulled out of the official document?</p> <p>Annie: Right.</p> <p>Leticia: So what we are looking at here is under the projects, this is the official project list for Measure BB. It's something for us to be aware of and consider when we are reviewing the expenditures with the official project list looks like. It provides the facilities and equipment needed for career training, advanced programs in math, science, technology, music, visual and performing arts. Annie has just finished sharing with us that the bond money will be used for these academic and arts, as well as CTE. The project lists will repair or replace worn out roofs, floors, plumbing, and electrical systems, providing improved, up to date technology, which we see. Includes technology infrastructure and repair athletic facilities and infrastructure, upgrading and repairing fire alarm systems to automatic systems, fire safety equipment, sprinklers and safety doors. I'm not going to read everything out, I'm just highlighting something that we should all be aware on what the official project list is for Measure BB.</p> <p>Annie: You will see that the Bond is calling for the repair of the fire alarm systems to the automatic system. You will see that some of the projects are in DSA at this time, right Mark?</p> <p>Mark: As of today, we have 13 fire alarms that DSA have approved.</p> <p>Annie: You will see that all of the bonds now are being prepared for DSA approval, now it's going to get out and we are going to start a lot of projects soon. Soon you will see the fire alarm system.</p> <p>Margarita: What was being done in the system, basically, in terms of school shootings and things?</p> <p>Annie: Mark, maybe you can respond to that? We actually have done quite a few things, including for a lot of the schools, the front entry. Remodeling, to make sure that there is limited access. Maybe Mark can help explain.</p>

Mark: Sure. There are a series of things. Anybody who knows those types of things, there's nothing that makes a school incident proof. What you can do, is make it harder. So went through, and one of the first things that Annie had us do was to replace fencing and upgrade that. We have done school office entry remodels, to get a controlled entry at every site. And upgrade those entries so there is a better control into the school site. Part of the stuff we talked about being incorporated into the bond is, one of the main things we talked about is, how classrooms are laid out. To allow teachers to protect students in those events. One of the things we spent a lot of time in the 21<sup>st</sup> century classroom meetings is, how should a classroom be laid out so teachers can secure themselves and still have a view out. So in lots of cases where they are blocking the lower mini windows, because many schools are built with lots of lower mini windows, teachers typically want to cover or paint them anyway. So we are going to block those and put tack panels in the inside. Tackable panels like this, so they can use it for good or effective display, but it doesn't give a clear view into the room. We also had a job walk today on door hardware. There are requirements in the new law, that when you upgrade a classroom, you are required to be able to lock the classroom from the inside. When our schools were built, you couldn't necessarily do that, you had to open the door to lock it, and now you are need to be able to lock the door from the inside. So we are working with dual hard wares specifiers to change those locks out during this process. We are also taking some look at, and we haven't committed to it yet, because we want to understand the cost, automatic systems that allow us to do an automatic lockdown. So you can push a button and lock classrooms doors immediately. We want to be able to understand the cost and support that. But all of the classrooms that get door work, will get a lock that will allow them to lock from the inside.

Margarita: So that is the progress? That's not happening yet?

Mark: Its being incorporated into the plans that are being submitted to DSA. I don't believe, Workman already went through DSA, so it wasn't in those, but we are working with dual hardware to get those added to those plans. All of the architects are incorporating that into their plans for this first phase.

Savina: Is that part of the bond money?

Mark: That will be part of the bond money. I don't know, that will be a question for Annie, as we put the head end of it in, the software, infrastructures, controls, electronic locks, if we do it, if that will be in the bond or not. That will be a decision for later on. That will be a relatively minor cost compared to actual door hardware that I have to buy.

Charlie: On the electronic door locks, that could be overwritten by the teacher in the classroom, couldn't it?

Mark: There's a whole bunch of programming options. When you set up electronic lock systems, Thomas and I sat in a long presentation last week, about how that software is programmed and the options you have. For a hard lock down, you can always escape. You can't lock people into a room. How those things are set up, for a hard lock down, those doors cannot be

overwritten by anybody's key. You buy this ID card, you have to use a physical key. So that keeps people from using their pass to get in. But there are options on how to program those. But you can always escape a classroom. And you have to be able to do that. But how you control and how to get in is the issue.

Savina: Are you also talking about the panic bars?

Mark: If you are talking about the panic bars, like those right there, there's a new version of those, which is really fancy term, which I'll probably get the initials wrong. But it's remote undocking and door switch monitoring. So what happens is, you don't have electronic access to them. You can't unlock the door. But if they have been marked open, and when you hit the lock down, it automatically puts them into their reverse positions, so they are locked from the outside.

Margarita: How about for the high school, in terms of, when students bring in weapons in high school.

Mark: That is more of a School Police question. We never used, Gary would be know this better than I would, we never used metal detectors or those things. Our school police are pretty vigilant about monitoring social media. Making sure they have connections with students. We do unscheduled and requested scans of sites with dogs to check for weapons and drugs and those things. I would love to say there is a perfect solution, but there isn't. We're pretty much vigilant about that. Our school police has done a really remarkable job of monitoring and addressing those things before it ever gets to the school.

Gary: I will say this, when we had advanced notification that someone might bring a gun to school, we pretty much had all of the police officers and administrative staff go out and we will do a search of everybody entering the school. We've done that at Wilson and I believe we've done that at Los Altos.

Reina: That's a preventive measure you use now.

Mark/Gary: Yes.

Olivia: What was it called Gary?

Gary: It's really, we go physically search everybody.

Olivia: Is it because of the tip?

Gary: Yeah. We have a hotline. It will come in. Or if the police see something on facebook, we will go out there. Just a precautionary thing.

Louis: Is there a spot check thing, where you line everybody up?

Gary: We line everybody up.

Louis: You go down the line

Gary: Well what we do is we set up interest areas. And we are lined up and we check everything that is coming in. So it takes a while, but we physically check. I think we also did it at La Puente High School when there was a bomb scare.

Leticia: Are there any other questions on this agenda item?

Reina: I noticed that some schools have a neighboring wall, and the neighboring wall has high bushes all the way to the ground to about 6 feet tall. They are really nice and safe and look good inside the campus of the school. Baldwin academy is one of them. There are other schools when you are driving down the street you can see all the kids playing. Is there anything in place to keep these kids more protected than these high walls in the future or no? Has it ever been brought up?

Mark: So we have had some of that discussion and we are looking at doing some of those in some places. The problem is, if you put up a screen, that you can't see into the school, that works all the time. Which means, after hours when there are people vandalizing and doing other things, you can't see them. So it actually reduces security after hours and evenings when most of the vandalism and destruction occurs. LA County Sherriff's can drive by and look into a school that is lit up at night now and see what's going on. When you put those barriers up, you can't. We used to have, Grandview was my favorite, we had fences everywhere. Lots of screens, all closed up, we got lots and lots of vandalism. We took a lot of the interior fencing out and opened the campus up. Vandalism has gone down. One of the big things we have done though is the camera systems. We had about a 40% drop in graffiti and vandalism when we put the cameras up. Those are the best things we can really do. The screens don't really, for some people gives a perception of safety, but what it really means, the public can't see in, the police can't see in, and protect people when they need to.

Annie: And myself, for example, I live right by a school. And one time over the weekend, I drive by and the school has fencing and you can see through it, I feel that that they took something and tried to get out. I called the police department, and well enough they came in and you can see through it when you drive by. You can tell that they tried to take something out from the classroom and because I drive by there and at least 2 or 3 incidents over the weekend, especially early in the morning, because nobody really there. When we walked up to the house we saw that and we called and were able to stop a few of them.

Reina: So depending, I guess on the location.

Annie: Right.

Leticia: I just had one comment to make on this project list on this agenda item. I noticed that on the project lists that use non bond funding, help cover what is on the Measure. Which is a lot of the repairs.

	<p>Annie: Right.</p> <p>Leticia: I believe there is a document that says \$63 million. \$63.5 million since September 2016.</p> <p>Annie: That's right.</p> <p>Leticia: That's \$63.5 million in repairs, painting, track and field, other projects, is that on a handout? Am I jumping to something?</p> <p>Annie: I think that is 9B</p> <p>Leticia: So I am jumping to something, so when we get to it, I'll bring that up.</p> <p>Reina: Are you talking about Facility Project Expenditures</p> <p>Annie: Number 9. We are a little bit ahead.</p> <p>Leticia: That's on the agenda.</p>
Item No. 8	<p><b><u>Bond Compliance</u></b></p> <p><b>a. <u>Timeline Projection of Project Completion</u></b></p> <p>Olivia: Can I just jump in here and ask some questions? I know that Arash is gone, under circumstances not known to us and which is none of our business, how is his departure affecting the pace at which the projects are going forward and is he being replaced and what will he be replaced with? And how will that be paid for and how will that affect the projects?</p> <p>Annie: Upon the departure of Mr. Mir, actually all of the work that he's been doing, it's been absolved between all of us. I can speak in the room here that Mark handles a lot of projects too. Myself has been handling a lot of Arash been doing. And there is another person, she happens not be here today, Kim Tran, she also handling a bit of that. We are in the process, the District issued the RFP, the Board has decide to hire and move on with another person. And sometimes its timely. I will share with you the timeline on hiring a person here is very lengthy. I have a Director of Purchasing vacancy for 18 months already. The work is still being handling by us as well. The Board and Superintendent has decided to ask us to go out for an RFP. There's a lot of other school districts that have a bond as well. The expertise is an issue lately with a lot of the school districts and there is a lot of challenges with that stuff. Mark, do you remember we send out the RFP already?</p> <p>Mark: Yes. The RFP has been issued. The last question is due by 4:00 pm today. The responses back to the submittals are due by Friday. We are going to get their submittals next Thursday. We are planning on interviewing the week after that and take it to Board after that.</p>

Annie: The Board will probably want to interview on the 27<sup>th</sup>. The Board will decide to interview them.

Leticia: And this is the RFP for?

Mark: We call them Program Management/Construction Management, that combination. We will have to turn in the actual scope of services once we interview the company.

Leticia: And that is to replace Arash?

Mark: Yes. That will be really up to the Board on what they finally do. It will take a lot of that day to day functionality over of reviewing plans, making sure responses are getting to the architects, making sure we have standard specifications in place. That labor intensive piece of it. There is still a lot of the decision making that still needs to happen from Annie and Superintendent and the Board's level.

Olivia: So this is going to be, in all likelihood, a long process. If you're talking about the Purchasing position being opened for 18 months. We're talking about people with his expertise, they are doing a specialty management.

Mark: I think what Annie was explaining, the intent is to use a management company, we could get people on board very quickly within a month or so. Whereas, if we fly it and go through our req. approval process, there is no guarantee that we could be a year out to find somebody to do that.

Olivia: The cost for a management company is considerably more for an individual, correct?

Mark: We don't know that yet.

Annie: We don't know until after we receive all of the response.

Leticia: It sounds like a good option, considering the length of time to recruit someone here, and there is no guarantee because there are a lot of bonds you would get a high quality person who has a lot of knowledge. And if they get a better offer than us, they can be with us for 6 months and move on. I'm glad that the District is considering this option to go out for an RFP with a professional construction management. It may cost more, but maybe in the end it will help move it along.

Annie: In the meantime, it won't slow down any of the projects because we have been doing it lately too.

Leticia: So on the timeline Annie, do you think we are good on meeting the timeline on the projects?

Annie: Like I shared with you before, the timeline, phase 1 and phase 2 expenditures, I had some concern about that. But since we took over and we do everything we can to make sure we expedite. I shared with you all of the projects now that are going to DSA. We are launching the technology

now. We also have the fire alarm project. We have 13 approved from DSA. We have the drinking fountains too. We have 10 of them already. So it will be moving a lot quicker than before.

**b. Timeline Projection of Expended and Committed Funds**

Leticia: With the purchase of the technology by August, how much are you anticipating that is going to cost of the bond funds?

Annie: It is a combination of everything that I shared with you. Every device more or less will cost about \$500 - \$600. We have a plan to purchase 10,000 devices.

Leticia: The reason for the concern on the timeline is because we need to expend a certain amount of the bond fund within 3 years of the bond issuance.

Annie: Right.

Leticia: So we are coming close to that timeline.

Annie: Right. At that time it says expended or committed. If you have all of the projects already approved and committed, just waiting for it to be completed. It will be fine.

Leticia: And what is the percentage again, Annie?

Annie: 80%

Gary: It's written in the bond language.

Leticia: Anything else on this item, Bond Compliance, Timeline Projection of Project Completion or Timeline Projection of Expended and Committed Funds

Charlie: If we can go back a second and put my two cents in on construction management. This is my own observation, there seems to be a history with this District, going out to hire construction managements. The last time they did this, I believe they paid 6%. Just doing the math. On \$100 million, you will pay \$6 million. I find that hard to believe that it's cheaper. Just throwing my two cents in and hopefully they take a good look at this. I do agree with your side also, you can't wait a year and a half. You gotta move forward with the project and keep it going. Especially if you have to get the buildings built within 3 years.

Mark: 80% has to be committed within the 3 years of issuance.

Charlie: Right. I get it. I'm hoping they take a good look at this and don't over pay. I think they overpaid in the past. Something I think we should be taking a look at. It's not our call, it's who the Board members call and who they pick. Even though we have the money, we won't be throwing it away.

	<p>Leticia: I'm glad you brought that up. I had no idea it would cost that much.</p> <p>Charlie: If you look at the whole project, it will be \$9 million</p> <p>Gary: The other thing to consider though is, we also have to hire staff if we don't go with CM/PM.</p> <p>Charlie: I get it.</p> <p>Leticia: Anything else on this item?</p>
Item No. 9	<p><b><u>Efforts Minimizing Cost to Community – Taxpayers</u></b></p> <p><b>a. <u>CTE/Modernization Grants</u></b></p> <p>Leticia: I asked Annie to bring this to CBOC members attention on our efforts to secure other funding sources. She provided us...</p> <p>Annie: Item 9A</p> <p>Leticia: Item 9A is Vocational and Technology Education Improve Act. Is this a grant?</p> <p>Annie: Yes this is a grant. VATEA.</p> <p>Leticia: The grant is for \$459K. You can see the items that the grant funded. And the next item is Career Technical Education Incentive Grant. About \$3.7 million. These are some efforts that the District is making to offset the grant costs for technology.</p> <p><b>b. <u>Non-Bond Funds</u></b></p> <p>Leticia: The next item is 9B. This item is what I was discussing earlier about items being funded with non bond funds that are part of the project list. So its about \$63.5 million in non bond funds for various projects.</p> <p><b>c. <u>Sale of Surplus Property</u></b></p> <p>Leticia: This is the resolution?</p> <p>Annie: This is the resolutions for all of the surplus properties the Board would like to sell. Actually 2 of them already sold. However, by the time we receive the money, we don't know when.</p> <p>Leticia: How long does it take?</p> <p>Annie: It really depends.</p> <p>Gary: On average, you are looking at 18 months to 2 years. You have to go through the County process to get approvals. It takes time. With La Subida and Glenelder, its Lennar Homes and they are working with County right now.</p>



Leticia: So it could take a couple of years before the funds...

Gary: It could be sooner. Depends on the County.

Annie: Depends on the County. That's what I mean like they go out and get the plan approval, right Gary? The plan approved by the County.

Gary: They look at the zoning. Traffic study and all that.

Leticia: The 2 properties, each property is at \$21.5 million?

Gary: That's correct.

Leticia: Okay that's 2 properties, for \$43 million. And Lomitas is \$5.2 million?

Gary: Lomitas is now kind of on hold.

Leticia: The sales of surplus property, the funds have not been committed to offset the bond money, correct? At this time.

Gary: Not at this time.

Olivia: Why is it on hold?

Gary: There was an issue with the developer and the County. It would require rezoning and they weren't able to rezone it, so they pulled out of escrow.

Charlie: With this money, weren't they going to use it to build the new school?

Gary: That's part of it. But it hasn't been officially said. That's just me saying it, nobody else.

Leticia: I think I saw a resolution for Wedgeworth to be sold.

Annie: Yes that's right.

Leticia: But Wedgeworth isn't being sold right?

Annie: Not yet.

Leticia: Is it going to be sold?

Annie: The Board did a resolution on the surplus property of Wedgeworth.

Margarita: The portion of it.

Annie: The portion of it.

Margarita: Is this the field part? Which portion of that?

Gary: That part has been quite determined yet. It depends on after the design of the school and actual placement. We have a general idea, but until its finalized. That's when we will step in with our Broker and with our attorney's to parcel out that part. Until we know exactly where it is going to be we haven't been able to move yet. You get a general where they want to place it, but we need to know the actual dimensions.

Leticia: So the resolution, the price does not include the entire property at this time until you find out what you are going to parcel out.

Gary: Yes.

Leticia: That's the action the Board had to take in order to have that availability.

Gary: Yes

Reina: Just one question. These 2 properties, how long has the school district been utilizing this as a school. Many years?

Gary: La Subida, 30 years.

Mark: I have it written down someplace. I want to say La Subida used in '84 – '88.

Gary: Wasn't that when it was used for Special Ed? The reason why we moved that was because they were saying we were isolating special ed students, so we moved them closer.

Mark: Glenelder was 2009 when we closed the school.

Gary: Yeah I think so. And we moved those students to Cedarlane.

Mark: Lomitas was either 2010 or 2011.

Gary: We moved the Valley School over to Shadybend.

Reina: So we are talking about that the School District has owned these 2 properties for longer than 3 years.

Gary: Oh yeah. Before unification.

Charlie: How has it been to show us that the District has been selling properties and maybe or maybe not that some of this money is going to go the 21<sup>st</sup> century classrooms. This really has zero value to me but just show us they are selling properties.

Annie: This is a requirement for them to sell it.

Charlie: What I meant was, as for my obligations for the bond, to make sure the money is spent properly for the bond.

Annie: This is not. This is outside the bond.

Reina: This is additional information.

Charlie: I'm just saying you are giving us this information.

Annie: Right, just information only.

Neal: Is money being allocated to Wedgeworth for 21<sup>st</sup> century classrooms?

Annie: From the sale of the property? From the bond? Absolutely from the Bond, calling for based on whatever is on the sale for the bond. As far as the value of all of this, when the District will receive the money, that is up to the Board to decide on how they would like to spend the money. Like Gary have mentioned, they can decide to use the portion of the money to build up Wedgeworth. They can decide to spend all of the money to do improvements at the school sites. That is at the....

Reina: Discretion.

Annie: Yes

Charlie: I think what he was asking was, correct me if I'm wrong, are we going to spend money to retrofit the school and then tear it down?

Neal: No. I was wondering, our responsibility is for the 21<sup>st</sup> century bond to be used properly. With this new money, they are going to do something. Are they going to allocate that money to some schools and we don't have to spend so much in bond money on there?

Annie: We will know when we receive the money, on what the Board would like to spend it on, but we are not there. It will be a long time before we get there. At this time, we don't have the money. We are working on the bond money to upgrade all of the schools.

Reina: And we have to spend at least 80% of that.

Leticia: I had asked them to bring this as part as our responsibilities as a CBOC committee to see what other sources are out there to offset the bond costs. So that is a good question that you asked that Neal because it absolutely does have something to do with our responsibility. This is about \$110 million between the grants which will be used help offset the costs for technology. Non bond money which is about \$63 million for other projects, which is good. And the sale of the properties is about \$43 million. And that comes out to \$110 million. Our total bond issuance is \$148 million. I already took a look at this and it's a significant amount in comparison to the bond issuance.

Louis: So what are the guidelines? Is someone going to tell us what to do or do we do it and go home?

Leticia: We are reviewing all of the information and that is our guidelines to review the information and to report out. If you see anything that is not aligned that we reported out to the Board, say "Hey these expenditures are not aligned with the Measure." At this point, this is information on the surplus property. They don't have the money yet. And they haven't made a decision on how they are going to spend the money. One of the things we may want to consider as we move forward on this, is because the construction cost, as we move further, if the \$148 million doesn't cover some of the items on the Measure, we have the sale of the surplus property. Would the Board consider allocating some of the money to help cover the remaining projects? That's something to consider.

Neal: Right now, don't we have like \$3 million as of April that has already been committed? And aren't we supposed to have \$148 million committed?

Annie: The first issuance is only \$70 million.

Neal: So there is going to be \$67 million to be elsewhere.

Annie: \$70 million. 80% of that will be \$57 million.

Neal: And that will be allocated at some point?

Annie: Allocated and committed by year 3.

Leticia: Which is what date?

Annie: July 11, 2020.

Leticia: So next year.

Reina: So we have a year and half to make sure all the projects get done.

Olivia: So what is the committed money? So that takes care of what we are talking about. Can those costs go up, the committed money, for certain products?

Annie: They can. Anything is possible.

Olivia: So then that could become a problem.

Annie: At that time, like we shared with you, if you are looking at that. The bond is only one source of the money to use it for the improvement for the whole school district. We have 35 schools. So far, we already spent a lot of this out of the District money. Whether we finance it or it coming from the District general fund or all of the other funds. If it gets to that point, I cannot predict what is going to go up because of the tariff or anything.

Olivia: We know nothing is coming down.

	<p>Annie: We know it's not coming down. When we handle the budget, we will know when we get there. Either upon the time when it happens, the Board will have to make a decision. Are they going to authorize the District using some of the reserve, the general fund, or any other money here to commit it.</p> <p>Leticia: Are there any other questions on this agenda item?</p>
Item No. 10	<p><b><u>Board Bond Presentations</u></b>  <b>a. <u>Measure BB Bond</u></b></p> <p>Annie: Mark, maybe you can help present the report for me. I lost my voice again.</p> <p>Mark: Sure. I will give it my best shot. You want me to go through in detail or do you want me skim through it.</p> <p>Leticia: Thank you for bringing that up. I had asked Annie to change. We usually go through these items in detail. I am not sure if it is necessary for us to go through these in detail. They provide this information, if you have any questions, then we may go ahead and bring them forward and ask. Basically these are just projects that they are working on. Right Mark?</p> <p>Mark: Generally speaking. We can go through the detailed questions you may have. The intent of the report is to give the Board a status update on how things are going. What specific activities are occurring. So they got an update on the 21<sup>st</sup> century classrooms committee that provided input on the standards, on what you already looked at. That committee has been meeting at least monthly, since last November. Giving input particularly from the instructional side on how classrooms function and what they need to look like. They have been pretty intensive discussions about things that probably don't seem that difficult. But cabinet layouts, do we want cabinets or do we not want cabinets. Covered windows, or not covered windows. We spent a lot of time on those things. We also spent a lot of time on technology. What is the right technology to use in classrooms? So that is one of the activities we reported out. The other one is, where does the architect stand? The architects have, generally speaking, been working on the development construction plans. The plans started going into DSA in May. The first set of plans for Los Altos El. went to DSA on May 22<sup>nd</sup>. The plans for Workman El. went into DSA on March 29<sup>th</sup>. Nelson plans go in this week. That is the status of those and the others are following shortly behind that. The first things we are trying to get done, you'll see that on the schedule is, interim housing at the schools that need them. Los Altos Elementary, Cedarlane, Mesa Robles. I will be there right at the second when it's almost there, Newton Middle School. So they have to put in the interim housing is the first thing they are doing. They finished the layouts and the Principals have just signed off on them. The Architects basically got all their layouts for the modernization work. We had meetings with them, 2 in the last 3 weeks, to go over contracts and specification details. Things like, what kind of dual hardware do we want. What kind of finish materials. One of the things that probably matters to CBOC themselves, is looking at materials and the cost indexes for those materials. Tackable wall</p>

panels. Things that are pretty straight forward things. These things that you pin stuff up to. This material you see here is \$1 square foot. We are going through the materials the architects proposed because, for instance, one of them is \$6 a square foot. It's gorgeous but we can't afford \$6 a square foot. Going through their ceiling tile materials, and figuring out, which ceiling tile material are they proposing, which acoustic panels. Whiteboards, what whiteboard material do we want to use? Laying those out and looking at costs and making sure we can afford it make sure its sustainable material. That's kind of the architect side of it. I think what Annie and I and others have been doing in the last few weeks is touching base back with Principals. Connecting architects to the 21<sup>st</sup> century classroom committee meetings and making sure we close that loop. That's kind of what this overall presentation tells you over the three updates to the Board. How's that?

Leticia: Thank you. Any questions?

Charlie: How many different architect firms? Did they hire one for each school?

Mark: We hired a group of architects. Originally there were 6 assigned. 2 of those have withdrawn. So we are now down to 4. We tried to assign them, to the same architect, that was doing the same kind of school. Los Altos elementary and Nelson are the same building plans. So we have one architect to do those. Sparks Middle School and Newton are the same building plans and we have one architect to do those. Cedarlane is a one kind of building. Nothing like it in the first group, but the buildings at Amar is like that, so when we finish with Cedarlane and if we are happy with that architect, we use them to do the work at Amar. Office P.S. who was the architect for Mesa Robles has withdrawn. We assigned that to PBK Architects. If they are successful there, they will probably repeat at Orange Grove and Sierra Vista, which again are the same building types.

Charlie: The last architect that resigned, is that now behind schedule?

Mark: No, I think we picked that up pretty quickly. We have a good relationship with PBK. They are a bigger firm. They can step in quickly. I should have been clear about that. The architect at Mesa had 2 tasks. Interim housing and modernization. PBK has picked up the modernization work. And we have given the interim housing to a firm called TBP, whom we've done a lot of work with and whose already put modulars at that site already. So they know the site plans and know the details for the modulars are, grading plans, electrical plans, and low voltage plans. They have already stepped up and provided us drawings since Office. P.S. withdrew end of April early May.

Olivia: Did we pay them anything?

Mark: A very minor amount for survey work and those things that they had actually produced and delivered. I want to say I saw a number. It should be on that summary.

Barry: Yeah its on that summary. It is a small amount.

Reina: The 2 that resigned, and did a job, and got paid, produced a product, architect drawing or whatever, was that utilized for the next architect to continue on from there?

Mark: The 2 that withdrew, one of them never really produced any work, and was not paid anything. Office P.S. withdrew and they already turned over their civil engineering drawings, surveys, all those things that were started to the new architect.

Reina: And they can take off from there.

Mark: Right.

Charlie: You still have the copy of the schedule. You're still in contact with the schedule.

Mark: Annie already said, we have a lot of concerns trying to get this done by then. I think we have done a lot to get these moved ahead quickly. I don't think we will have concerns about interim housing. I think the next big schedule concern is, more complicated phases concern, how you break up the work to get it done without disrupting school, and get it done on time.

Reina: One of the sites I went to visit, the recommendations from Arash, was that they were going to utilize the existing restrooms and classrooms from half of the school and block a section for the other half of the school. He was providing some sort of access to the students. So I don't know if he left anything after that site report.

Mark: I don't understand the question. Could you be site specific? That will help.

Reina: We went to Nelson and we checked the classrooms. The last thing we saw was the north part of the campus that has restrooms on the eastside. He was making a recommendation with the Director on that day, "If we utilize the restrooms, and block this wall here, the kids can still utilize it and we will work in this section." And then, when they are working on the rest of the sections, open an outlet, a special area, where they can walk into the restroom and utilize it, while they are working on the rest of the area. So that is what he was talking about.

Mark: So phasing is one of the hardest things to do in a modernization. And the very worst thing is restrooms, because unfortunately restrooms involve plumbing and other work. They take, I'm making up a number and it may not be exactly right, 6-8 weeks, while the work in the classroom may take 4-6 weeks. So you finish the work in the classrooms, but the restrooms are not done yet. And you are ready to turn those over. We will have to work carefully with the architects. One of the things we talked about early on, was is it necessary to make that work as we bring in interim restroom portables, if we need to. We would like to avoid that because that is a cost that you don't get back. I mean, putting in a restroom structure and losing it, it's an expensive cost. We are probably talking about \$200K at least to

put it in for something that is not going to stay. Plus the actual rental of the building of we got it. If we buy one, its about \$250K for a restroom building. So \$450K for something that is short term, we'd rather find ways to use onsite restrooms. But if that is not feasible, then we will revert to that option.

Reina: I think what he mentioned also at the meeting was, this campus has 3 rows of classrooms and you have one along the side of the office.

Mark: At Nelson, you have the MPR, plus two rows of permanent classrooms of modulars. And then you have the kindergarten building and 2 more permanent rows of modulars.

Reina: So when I was asking them, why the kids would not have 2 restrooms. One on one end and one on the other.

Mark: If I remember the restrooms right, besides the kindergarten restrooms, there is a boys set and then there is a girls set. Boys are in one wing and the girls are in the next wing. And then boys and girls. What we try and be careful is, you want to be careful mixing lower grade kids and upper grade kids, if you can avoid it. Because first and second graders with 4<sup>th</sup> and 5<sup>th</sup> graders, sometimes it's a supervision issue.

Leticia: If you have specific questions, you can see Mark afterwards, if we can continue on to the next item.

Reina: I was just mentioning that I understand what the concern was. That's why for the information.

Mark: Remember that is what we talked about in the presentation. That's why its really important with the architects and principals to have in the same room again to work out those kind of details.

Neal: You mentioned that Office P.S. is no longer and withdrew. But we had expenditures. Is there more of a document?

Mark: Are you looking at Mesa? Those are the committed numbers. That was what the contract amount. They haven't been paid on that. I want to say the total payment was a small amount.

Neal: What was the payment?

Barry: I believe, if I remember correctly, it was less than \$5000 for Office P.S. It was a very small amount.

Annie: Actually it's under 8B. It's \$2636.00. Total expenditure.

Neal: That's Office P.S.

Annie: Mesa Interim Housing

Mark: Those are committed. The contracted amounts, but not paid amounts.



Neal: I am assuming that Office P.S. is somewhere on here.

Mark: Right. So when you look at Vendor Architect on the first line.

Neal: TBD?

Mark: TBD is to be determined on this chart. On Mesa it says Vendor TBD, Architect. That would be Office P.S. But they have withdrawn, so the numbers changed. But that \$63K was the contracted amount in the committed column. But nothing in the completed amount. Nothing has been paid on that.

Neal: I thought you said they did some work and you paid them.

Mark: There's a small amount, since this has been updated, but like he said it's like \$5000 or something.

Barry: It's less than \$5000.

Neal: But it should be on here.

Henry: This is through April.

Mark: Right.

Leticia: So we will send an updated one at the next meeting.

Neal: In the next 3 months?

Leticia: In the next 3 months. You guys can send us monthly the expenditures without us having a meeting for informational only and recap at a meeting. Right Annie?

Annie: We can do that.

Leticia: Would the CBOC members like to have a monthly report emailed?

Reina: That way we don't get these. And actually get the actual numbers they are reporting on.

Mark: This was a March 30<sup>th</sup> and this a May expenditure.

Neal: That's why I was asking if there was something more current.

Leticia: If the CBOC members would like a monthly report, we can request that.

Annie: Barry, monthly when you are closing the book, you can just do it and send it to Lelia to send it to the CBOC members.

Leticia: Thank you.

Item No. 11	<p><b><u>Non Bond Projects</u></b></p> <p><b>a. <u>Report Only or Review/Discuss</u></b></p> <p>None</p>
Item No. 12	<p><b><u>CBOC Membership</u></b></p> <p><b>a. <u>Accept Member Resignations</u></b></p> <p>Leticia: We have 3 resignations, I'm sad to say, we are losing Henry, Joe and Adria. All 3 members are representing the community at large. May I have a motion to accept the resignations?</p> <p>Moved by Louis Perez and seconded by Savina Low to accept member resignations.</p> <p>9 yes. 0 No. 0 Abstain</p> <p><b>b. <u>Review CBOC Membership Criteria</u></b></p> <p><b>a. <u>Membership Position</u></b></p> <p><b>b. <u>Terms</u></b></p> <p>Leticia: With 3 resignations, that leaves us with how many members?</p> <p>Annie: We have 11. Now we will have 8.</p> <p>Leticia: We will have 8 members. It looks like there is still representing the required representation, right Annie?</p> <p>Annie: That's right. We still have all of the category required.</p> <p>Leticia: We still have all the required categories.</p> <p>Louis: Is quorum necessary? Do we meet the quorum with that many members?</p> <p>Leticia: We would still need a quorum. So the quorum will be 5.</p> <p>Annie: We have 8 now, so the quorum will be 5.</p> <p><b>c. <u>Vacant Positions</u></b></p> <p><b>a. <u>Replace</u></b></p> <p>Leticia: We will need 5 members for a quorum. We are good there. My question to the CBOC members is, do we want to request the members are replaced?</p> <p>Reina: Can I make a recommendation? Since we are half way there, is it a possibility to retain the ones that are here on a regular basis, then move</p>

on? Or do you want to replace them to get alternates? That's the question. Can we retain who we have and/or is there a need to have alternates?

Olivia: I'm good with 8.

Leticia: I am good with 8 also. I don't know how others feel.

Savina: I am good with 8. The meeting will go faster.

Louis: In the end, the means we will be here all the time.

Leticia: You're here all the time Lou.

Charlie: So, the first bond issuance, right now we can only serve 3 terms. We are in our second term right now. Somewhere along the lines, we probably need to bring in fresh members on because we are going to term out. We might want to bring on fresh members on next year. I'm just saying. Somewhere along the line, you need to do something. I think our second term expires September 20. That will take us into 22. I think before we issue the second bond, we probably need to bring in more members on.

Olivia: Can the Board reappoint us, Annie?

Annie: The Board can, will have to go through the process like last time. Also, to share with you, when the District received the resignation of the other members, I sent an Executive Summary to the Board to share with the Board, at this time, we still have representation from all of the required categories. And also ask the Board, whether or not, they would like to bring in more members. I think at this time, the Board have shared, in general, they think now, you will be able to still move on. The Board is aware and I asked the Board individually if they feel they want to replace the resigned number.

Neal: Let me just say, I have a concern with people with construction backgrounds, business backgrounds. These people who resigned, Henry and Joe seemed to have a lot of experience in construction and stuff. I know Charlie does.

Olivia: That's my background.

Leticia: 8 sounds good. We meet the required composition of the CBOC committee. I do understand Charlie, that is important to bring up that we are going to need to look for members. I think the max we can serve is 3 terms. Either way, the max is 3 terms. Maybe you can provide us with a timeline for when we have to start looking that we need to look into bringing other members.

Annie: In general, the 3 terms will expire in September 2022.

Leticia: September 2022

	<p>Annie: And the committee can decide that maybe closer to that in about a year, that is my recommendation. In 2020 or 2021. In the beginning you can have a discussion about that.</p> <p>Leticia: In a year from now, you're saying.</p> <p>Louis: When is our next meeting? Is that getting pretty close to the date?</p> <p>Leticia: No, she's saying in a year from now that we begin the discussions.</p> <p>Annie: On how we plan to go out and recruit.</p> <p>Reina: Recruit new members.</p> <p>Leticia: It's really the Board's responsibility to do this.</p> <p>Annie: It's also your recommendation in term of timeline as well.</p> <p>Leticia: We want to make sure that we leave the committee the foundation that we established in a good position. Bring others in and guide them so they don't have such a large learning curve because at that point its going to be really active with the bond expenditures.</p> <p>Charlie: I think you also said that the Board could also extend our terms if they wanted to.</p> <p>Annie: Gary, I believe they can. Right Gary?</p> <p>Gary: I would think they would probably need to change the bylaws. This came from the bylaws.</p> <p>Annie: The bylaws would always go back to the Board for reconsideration.</p> <p>Leticia: So we will not replace any vacant positions.</p>
Item No. 13	<p><b><u>Identify Points of Discussion for Upcoming Meeting</u></b></p> <p>None</p>
Item No. 14	<p><b><u>Next Scheduled Meeting</u></b></p> <p>September 4<sup>th</sup> @ 6:30 pm</p>
Item No. 15	<p><b><u>Adjourn</u></b></p> <p>Moved by Louis Perez and seconded by Savina Low for Adjournment at 8:07 p.m. 9 yes. 0 No. 0 Abstain</p>