

UNADOPTED MINUTES OF THE REGULAR MEETING  
 CITIZENS BOND OVERSIGHT COMMITTEE MEETING  
 HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT  
 SEPTEMBER 5, 2018

The Regular Citizens Bond Oversight Committee Meeting on September 5, 2018, was called to order by Leticia Covarrubias, Committee Chair at 6:34 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, Olivia Roberts, Margarita Sudjono

Members absent were: Henry Huang, Adria Ybarra

Members late: Savina Low (arrival @ 6:37 pm after roll call)  
 Neal Noborio (arrival @ 6:42 pm after roll call)  
 Joe Moore (arrival @ 6:54 pm after roll call)

Item No. 1	Moved by Louis Perez and seconded by Charlie Klinakis for Agenda review and reorder. 6 yes. 0 No. 0 Abstain Review and Re-order <u><b>No Change</b></u>
Item No. 2	Request to speak to agenda No speakers
Item No. 3	Moved by Charlie Klinakis and seconded by Louis Perez for Approval of minutes from previous meeting – June 6, 2018. 6 yes. 0 No. 0 Abstain Review and Change <u><b>No Change</b></u>
Item No. 4	<u><b>Bond Expenditures to Date</b></u> Annie: In your packet, you will see we have 2 different reports for you. One as of June 30, 2018. And the reason for that is because as you know we are closing the very first year on June 30th. The first part would show you to share with you all revenue and expenditures. Just a quick note, that the proceeds from the sale of the Bond, and we all know it's \$70 million. For this year, we accumulated from last July 11 <sup>th</sup> , the date of bond issuance, we accumulated interest, \$796,477.74. That is the income. For the expenditures, we shared with you a few times already. The cost of issuance final one is \$290,750.00. The attorney fees is \$1,064.00. And Architect and Engineering fees with the cost of \$19,571.26 as of June 30 <sup>th</sup> . With that, the ending balance for the bond balance is \$70,485,092. So that is the first part.  So from there, we share with you the ending fund balance of the prior year which became the beginning fund balance of now. As of July 31 <sup>st</sup> , we continue to list all of the expenditures to date. The only thing we added to

	<p>this one is the committed amounts to date. This is basically all of the contracts with Architects. We are committed to them, we have a contract with them, they are working on the project, and it have not been paid yet. But it shows as a committed amount. To show the expenditure to date and the committed amount is \$1,438, 473. And that concludes the revenues and expenditures for the bond report.</p> <p>Reina: You were referring to a second page? Are they separate? I only have one page.</p> <p>Annie: I'm sorry, the second slide. Not the second page. I may have 2 pages. The 2<sup>nd</sup> slide.</p> <p>Reina: There are 2 slides.</p> <p>Annie: Yes that is correct ma'am.</p>
Item No. 5	<p><b><u>Bond Expenditures FY 17-18</u></b>  <b><u>a. Audit Performance Report</u></b></p> <p>Annie: Just a note to everyone, we have completed the year end closing, we just showed you all of the expenditures as of June 30<sup>th</sup>. Now our auditors are working with the District to review and perform an audit for the bond for this year.</p> <p>The auditor was here last week and we submit all of the information they requested from us for the bond audit. They review and they are working with us and they do not have any questions so far. We submitted everything they ask for. They will finalize the audit and they will issue the report by the deadline, hopefully by end of November. And we hope to get it ready to get to the Board hopefully by the end of November, or early December. At the time, when the audit report is completed, I will bring it forward to the CBOC committee for all of you to review.</p> <p>Leticia: I would like to add, I was interviewed by the auditor last week and they asked questions from me regarding our activities as CBOC members. She was very thorough.</p>
Item No. 6	<p><b><u>Board Bond Presentations</u></b></p> <p>Annie: We will start with the very first one, which is the oldest one, for the Board meeting on June 21<sup>st</sup>. We shared with the Board, that on June 6<sup>th</sup>, the committee met at the District office. We also shared with the Board, the District continues to work on the PO's for architectural services that were issued for the following projects. The first one was for design guidelines. The 21<sup>st</sup> century classrooms for Grandview. Same thing for Workman, Mesa, and the interim housing for Mesa.</p> <p>As we discussed earlier, not all school requires interim housing. It really depends on the vacant classrooms and all of the empty classrooms at the school. So some of them will have it and some won't.</p> <p>The planning continues. Besides the architect working on the design guidelines, the District team also do the assessment of all of the buildings</p>

of all of the schools. Not only just for phase 1 and phase 2, we are working on all of the other schools. As the list says, Los Altos ES, Nelson, Workman, Cedarlane, Grandview, Mesa, Newton, Sparks, La Puente HS, Wilson HS, and Workman HS. These are the ones that we have reviewed and completed the assessment for this year. The planning will continue to have the evaluation on the DSA requirements for the 21<sup>st</sup> century classrooms and interim housing projects. The District also working on the recommendation, hopefully in the near future, for the next phase.

Charlie: This question is probably for Mark. I noticed for the DSA requirements for the 21<sup>st</sup> century classroom and interim housing projects, there's very little structural being done. Is that correct? Does the DSA still have to approve something?

Mark: That's probably a question for Arash. There are a series of things that trigger for DSA approval. One is the dollar value. Over, I think the current value is for non-structural is over \$225,000 requires DSA approval.

Charlie: So is this going to delay the project?

Mark: You are required the extra time for DSA approval. So I guess the answer is, that will be in the timeline.

Leticia: When will the assessment be provided to the CBOC committee?

Annie: I will have Mr. Mir provide a summary of a report. Basically, what we do is that we have facility employee, the technician for technology, going out and get into every single classroom to review what is in the classroom now. In addition to that process, in what Architects do, it would help the District understand what is really in there. So we do our own assessment as well. It's more like for raw material, but I'll have Mr. Mir put together a report for those schools who have a completed assessment review.

Leticia: So the assessment is an internal assessment.

Annie: Yes

Leticia: It will be nice to have it for the CBOC committee.

Annie: It's always my philosophy that in addition to whatever people tell me, I like to have our own opinion as well. We should be able to understand exactly so when it comes to the design, whatever they tell us, we should already have the report on hand. For the next report on the 26<sup>th</sup>, as you know, for the months of summer, the Board only meets basically once a month. Regularly we meet twice a month. Every month we share with the Board on the 2<sup>nd</sup> board meeting, once a month. We shared with the Board that the designs have started for the following projects. As you can see the list of projects, Cedarlane has actually 2 projects going on at the same time. This is 21<sup>st</sup> century classrooms design guidelines and with all of that, in addition to working on that at Cedarlane, they are working on the interim housing.

The next one is for the 21<sup>st</sup> century classroom for Grandview, for Mesa. Also we are working on the interim housing project for Mesa. We are working on the 21<sup>st</sup> century classrooms for Workman ES, Nelson ES, Los Altos ES, and also the interim housing for Los Altos ES. Just like all of the other meetings, we continue to share with the Board, this is just continuing off the list. So far, the District have completed 16 schools of the internal review as of July 26th. Design guidelines was prepared by one of the Architects and the following picture you will see that they used digital scanning by the architects. This is a sample one for Nelson. The band room at Newton. The Kindergarten classroom at Mesa and the science lab in the next couple of pictures. One of the reasons we make sure they do the scanning is because it will tell you what is actually in there. And the measurements, they do all of that in the scanning. They do a lot of scanning lately for the design guidelines.

Leticia: It's a little camera they use in the classroom?

Annie: Yes. And if you see that, they go into the room and scan the room and it gets translated into the Revit 3 D modeling software where we can move things around.

Neal: Is this part of the architect?

Annie: Yes this is part of the architect when they come up with the design. They are working on the design for the school.

Neal: This is going to be indicative of all the classrooms?

Annie: They do all the classrooms. This is just the scanning of all the classrooms to make sure we have all of the classrooms scanned. When they come and finish the design, they will come up with a few recommendations for the design after.

Reina: So it will be based on the scanning, and based on the measurements?

Annie: The main purpose of this one is to know what is in there. Also the measurements in the classrooms, so when they do the design, they have info. Just like when you don't have information in front of you, it's very difficult for you to design and use your imagination. So this one, they need to go back and look at the detail and they have it. So for example, they want to talk about room number B1. When they are working on that it's kindergarten, they can go back and look into the room and see what is in there. In the next following pictures, you will see the planning continues. At the end of the report, we shared with the Board that we are currently evaluating DSA requirements for the 21<sup>st</sup> Century Classroom and Interim Housing projects.

Neal: Will they be doing a scanning of all the classrooms at all of the sites?

Annie: Yes.

Reina: Is there a cost attached to that?

Annie: It's attached to their scope of work. They are not going to bill anymore than that. It's part of their job that they have to do.

Neal: Is this part of the \$1.7 million?

Annie: Yes. This is the total committed for all the phase 1 and phase 2.

Neal: So these guys are just coming up with the design prior to this and this is going to go to all of the other architects.

Annie: Right. You don't want to have all the architects to have their hands on the design. You should only have one recommendation, but they are working with the other architects. It doesn't mean that they are coming up with the design themselves. That is their job to make sure they are working with them and get everybody's input to come up with the design. And as for themselves, the architect, they don't get to make the final decision. It will go to all of the stakeholders and we make sure we review it. Instructional Division review, teachers will have to review and give their input as well. So basically, after they come up with a design, we will bring it in front of everybody for their input.

Charlie: On the interim housings, are they trailers?

Annie: The interim housing are more like modulars.

Charlie: On the modulars, will they also be bringing up those to 21<sup>st</sup> Century?

Annie: This is just the interim temporary housing. This is just a temporary classroom for them while we are working on the permanent building.

Charlie: Are they going to be brought in to supplement the building they are in now or are they already existing and going to use them.

Annie: It depends. Some schools have their existing classrooms that they are going to use as their interim housing. The District have been in declining enrollment. So not all classrooms will have a teacher. So we are not going to remodel every single classroom that have no teacher. This year we barely have about 18,000. So if the school have empty classrooms, they will use that as interim housing.

Olivia: How do you define which of the classroom is part of the 21<sup>st</sup> century classrooms? There was a question during our site visit. How many portables need monitors, projectors, smartboards, who makes that decision?

Annie: It's the site. If the Principal say, whether or not it's a permanent structure or the portable, if they say that classroom will have students and a teacher in there, it will be a 21<sup>st</sup> Century classroom.

Leticia: The design guidelines and recommendation, is that going to be part of the facility master plan?

Annie: The facility master plan is a billion dollar plan. The design is not in there. I would say they would look at the facility master plan, but that doesn't mean the design guidelines will copy the facility master plan. It's based on what is considered to be a 21<sup>st</sup> Century classroom now and the architects are working on that now and will give the District a recommendation on how the classroom shall look like. I would like to go to the next report. The next report in August shows accessibility compliance considerations of the design phase for the following projects. As you can see that 21<sup>st</sup> century classrooms is in one column and interim housing is in another one. I shared with you before that some of the schools like Cedarlane will need to have interim housing because we don't have empty classrooms or vacant classrooms to temporarily house them while we are working in their classrooms. We will need to have to put a portable there to do interim housing. Grandview has enough empty classrooms to use as interim housing, so we don't need to bring in any portable there. It really depends on the site and enrollment and the availability of the classrooms at the school site.

Neal: It's based on enrollment?

Annie: Yes. Enrollment will determine how many classrooms you need.

Neal: What happen if the school decreases in enrollment?

Annie: If the school decreases in enrollment, we actually may have the projection.

Neal: Right. You take off like 2%.

Annie: I would share with you, even though we decline in enrollment, it doesn't come in the perfect number. You're not going to lose a classroom with 20 – 24 students at one time.

Neal: That's why they combine the classes.

Annie: Yes that is very true for all the school districts in California. You have 24 to 1 for TK – 3<sup>rd</sup> grade. We may lose students, 2 in one grade, 5 in another grade, at the end of the day, you probably might have the combo. So we have the report to project out in the future.

Neal: You talk about interim housing. What's the timeframe? With the bond, don't we need to spend the money in like 3 years?

Annie: The Bond says we have to spend the majority of the money in 3 years. This is the very first year. In the planning phase, you will see that everything is kind of slow. When everything actually gets out and start buying, you will see much quicker. Yes we will need to comply with that. In 5 years, we have to finish the \$70 million dollars. Majority of the money will

be spent in the first 3 years. Now they are working on the design. When it gets to DSA, we believe we have enough time.

Leticia: You have a timeline right on all the phases? Have you shared that with us?

Annie: Yes we did about 2 - 3 meetings ago.

Reina: Have there been any updated changes? Can we get a copy here?

Annie: What we can do is agendize for next time and bring in the timeline schedule again. So you can see the timeline for every school.

Reina: In the interim housing, I visited Nelson, and they have portables and the principal was talking about they will use as alternates. Are they being 'shared from one school to another? For example, Cedarlane needs interim housing, do they bring a brand new one there or bring from another school?

Annie: It really depends. It could be a combination of all. For example, the District also purchases from other school districts. When sometimes they have a surplus portable, we have purchased them for a \$1 each. Sometimes we move the portable from one school to another one when we know for sure that they will not need it in the future. In the past, the District has, if we don't have any other option, then we would probably have to purchase the portable and put it in as interim housing.

Reina: Would there be a potential to leave it at that location because all the classrooms are utilized.

Annie: It also really depends. As you can see that at some of the schools we increase, even if we have declining enrollment, some of the schools have increased in terms of enrollment. For this phase now, we know that we are going to do the interim housing after its completion of the bond. It's really up to the District at that time to decide whether or not we are going to move those to make those permanent at another school or continue to surplus that. It really depends on the whole plan after the end of the bond. Assessment of building elements have been completed for all the following schools. You can see from last time we had 16, now we have more than 20 already.

Margarita: I have a question about the interim housing, did we decide already, how many new ones?

Annie: We haven't decided yet. We are still working on that. It really depends. Sometimes in the decision on how many portables we need to bring in, it depends on how many classrooms we want to do at one time. Some schools make perfect sense to the set of 8. But some schools, the wing is 6. So you don't want to move half of them away, you have to make the number to make sense to you. Some of them you will see that we move 8 classrooms out. Move them back. And move another 8 set out and bring them back to complete it. Some schools because of the structure of the

design of the current school, the wing comes in 6 classrooms. So it doesn't make sense to do 8 because you have to get into the other wing and get 2. We are working with the architects and the school site administrator. School site administrator and teachers actively participate in all of this because this is their school. They know how they want to do it and they know what they want. So we are working with everyone.

Neal: The design assessments, do they also include, when we work on the classrooms, do we need to get permits for everything? Are there inspections?

Annie: Yes. Inspections are part of the plan.

Neal: Do the design assessments factor in modernizing to code?

Annie: If anything is required, that is why we have the professional architects working on that. Yes we do our own internal assessment, but usually that is based on the professional service. They know if it's out of compliance of code, and when you go to DSA, they required the District to make sure we comply and we have to make sure we do it at that time.

Leticia: So the sites are being assessed for accessibility for disabilities and at that time if they find anything, it will be modernized?

Annie: They have to. Otherwise, it will not be DSA. The very next one, we shared with the Board also, like I shared with the last one, the 3D modeling of the scanned classrooms. This will be used to prepare the design guidelines. Architects shared their comments with HED. HED is one of the architects that will not make a decision themselves. They get input. The following is all of the pictures of the planning. If you are looking in here, you will see their recommendations on one model. And the very next one is kind of the same thing. This is a sample of a report that later on that will be issued by HED as a complete design guideline. I believe this one is for 2<sup>nd</sup> grade. It doesn't look the same by grade level. Every grade level have something different. This room is design for music and there's another one for science. You see how they do it? They don't use a regular table and chair. Because this is the music room, they design it a little bit different. We continue with all the other plans as we do every month. We review all DSA requirements and continue working on the future phases.

Savina: Did they ever define what a 21<sup>st</sup> century classroom is? Is there a definition that we can all agree? This is a 21<sup>st</sup> century classroom but this is not?

Annie: The concepts of 21<sup>st</sup> century classroom is based on a couple of things. This is the design guidelines that everyone gets to see the design closer. For example, it will have the Wi-Fi internet access. They will probably have moveable furniture. They would have some of the technology including, like Chromebook, it really depends.

Savina: So you are saying it's not defined. So there's no real definition of it?



Annie: The definition, your definition for 21<sup>st</sup> century classroom for each of us will be a little bit different. In the end, the District will have to decide which one will be the definition of 21<sup>st</sup> century classrooms at Hacienda La Puente based on the design guidelines that comes from the Architects. Does that make sense to you? Because your definition and my definition could be different.

Leticia: So it's important that we all understand the definition.

Annie: And that is when the professionals will issue the report with all the recommendations and the District will work with all stakeholders and make sure we review with them and get everybody's input to become the guidelines for the District.

Leticia: The guidelines become the definition?

Annie: Yes. At this time if you ask me my personal definition, I don't think I can say that.

Savina: So we let them dictate to us what is the definition?

Annie: No, we get input from all stakeholders. They don't get to decide. Please remember one thing that they are a professional service. They are a licensed professional service. They make the recommendation. We get input. It is the District's job to go out to meet everybody, all stakeholders, who are involved and get their input. We will be the one to get their input and come up with the final conclusion. After that, we will have the final definition of that as an entire District.

Joe: Wouldn't there be some questions as to whether or not, the bond money is being spent properly if you don't know ahead of time exactly what the 21<sup>st</sup> century classroom is supposed to look like? If I was out voting, I would say, the 21<sup>st</sup> century are the following 9 things. And after all is spent, I would compare what you said in the beginning of the 9 things to make sure they were completed with all those 9 things. If we are creating the definition as we go along, wasn't there something in there that the public knew that was going to be part of the 21<sup>st</sup> century classroom?

Annie: Absolutely. When the District approve the design guideline or get all of the stakeholder's input, there will be a packet that will show the definition of that.

Joe: But we didn't have that ahead of time.

Annie: We know ahead of time. When we built the sample classroom. Remember when we went out for the bond, we did build the sample classroom. We did 10 different sample classrooms across the District. At that time, we shared with everybody that will be the sample of the 21<sup>st</sup> century classroom. That means, furniture, technology, wireless technology, and the instructional strategy. All of the designs for the new 21<sup>st</sup> century classroom. That is the idea from the very beginning. I don't think I can say

that we are going too far away from that, we are still focused on what we said at the very beginning. The difference is at that time, the District now wants to put it in practice by having the professional people work on it.

Joe: Is there any concerns that someone will come back and say, that we are too far off field on what was proposed, and ask about the money, so at the end someone steps up and says you didn't spend the money on what you said you were going to and here are examples of that. Any plans for that? Do we know how to deal with that?

Annie: I know exactly how to deal with that. We based that on the design guidelines that we are going to have.

Joe: Which is in the proposal.

Annie: Yes.

Leticia: The design guidelines will be completed by when, Annie?

Annie: Hopefully, by the end of September.

Leticia: September? Which is the end of this month? By the next meeting, we will have the guidelines which are the definition for the 21<sup>st</sup> century classrooms and what type of expenditures we should see.

Annie: The type of expenditures are very clear. They have to be focused on the 21<sup>st</sup> century classroom. Whatever the design guidelines coming up, that is what we would spend it on. We cannot spend it on any other item.

Leticia: And the guidelines will be appropriate for every grade level?

Annie: By grade level. It may also go by subject level. You see as one of the examples, the music. It's not by grade level. Maybe all 6,7,8 go to the same room and learn music.

Margarita: Some people when they think of 21<sup>st</sup> century classrooms, expect the classroom to be newer and more modernized. We can't always make things look brand new. Last time when we visited the sites, we were talking and he said we can't always make things look brand new because there is no way we can do that for every single classroom. So sometimes when people come in and see the 21<sup>st</sup> century, it doesn't look like 21<sup>st</sup> century, even though we may have the technology for 21<sup>st</sup> century, but the room itself doesn't look brand new. I think that is one of the reasons people will say that the money wasn't really spent because when you say 21<sup>st</sup> century, people, even me, think everything is totally brand new. Not only the technology and furniture, but the room itself.

Leticia: Everybody differs because my definition is not the same. My definition is there adequate wifi coming in to the room? Do all students have a tablet or chromebook? Does the teacher have a smartboard? Is it interactive engagement? Immediate assessments? So I'm not necessarily looking for a pretty classroom. Yeah we have a pretty classroom, but they

don't have immediate assessments or interactive engagements and have access to a tablet and a chromebook.

Margarita: I'm not saying it's not pretty, but you can tell the difference. Let's put it that way. When you get into the classroom you can tell the difference.

Leticia: That's a good point to bring up because everybody will have different opinions on 21<sup>st</sup> century.

Neal: I thought we requested a copy of the suggestions that the committee was going to come up with, from teachers, administrators, parents, or whoever was on that committee.

Annie: They haven't met yet. They are waiting for the design guidelines.

Neal: They are waiting for the design guidelines? I thought they come up with their own on what they want.

Annie: They come up with, like Teachers feel they need technology. They like to have a new floor, some bring up they would like to have more speed in the classroom to make it fast enough for the kids to have internet and they make sure that they can do all of that in the classroom and to incorporate in all other classrooms. They did bring it up, they did give their input, that is why they get all of that in and we are working on the design. When they go back, they have their committee, they get to review all of that to make sure that whether or not all of their input was brought up.

Neal: When we look at the design guidelines from the architects, or whoever, do we say it doesn't seem like they included some of these...

Annie: They haven't finished. To answer your question, how do we give them their input when they haven't submitted their report to us?

Neal: Committee Report?

Annie: No, I'm talking about from the Architect. We have to wait for the Architect to complete the design guidelines.

Leticia: The Architect's report will include the input from the teachers?

Annie: The ideas from the teachers.

Leticia: The ideas. The teachers input will be part of the report that we're going to have completed by the end of this month?

Annie: I would like to share with all of you in the conversation with the teachers. They bring it up, they say, they don't need to have the classroom look pretty or brand new. Some of them say, they like the room like this. They like the tack board. The low grade level, instead of them taping it, they can use a tack board to put up all of their materials all around their classroom. So all of that, if you have every single person we talk to, actually nobody has the same opinion about how it looks. At the end of the day, you

can build every classroom that will be different based on what they want in the classroom. That is why the design guidelines are an important piece in this process. To make sure we are coming up with, for example, TK, what do we need in TK? We probably don't need the laptops because they are too young to do laptops. Maybe what they need is a little chromebook. Some of the high schools want the real computer because they don't believe that typing on a tablet is the same because they have a different need. So therefore, let me share with you one more time that nobody has the same opinion at this time. We have to wait for the design guidelines to be complete to share back with everybody's input.

Charlie: There are a lot of moving parts. At the end of the day, and this is my own assumption, correct me if I'm wrong. The school board will make the final decision on what they want in each classroom. And they will make the determination what is 21<sup>st</sup> century or not.

Annie: Yes

Charlie: If they make that determination, and for whatever reason, the majority here, doesn't like it, we can voice our opinions but that doesn't mean they need to take that opinion or listen to it. They can still move forward with the project that they are seeing it in their own minds. Is that correct?

Annie: The Board has the majority of the vote. The Board will need to approve it with the majority of the Board. The Board of Education.

Charlie: That is what I am saying. The school board will ultimately make the decision. We don't make the decision.

Annie: Right.

Charlie: We can voice our opinion. Like you said, it's all subjective to what 21<sup>st</sup> century is. But I understand some good points were made as far as what we are overseeing. It's subjective to what is that money being spent on. I also understand that from prior meetings we had, you can actually go into a classroom now and do maybe 50% of it because you are going to use other monies that are available through other funds. So it's possible to go into a classroom and do all technology, don't touch anything else right now, because you rather use this bond money for these type of improvements and use other monies available to you for maybe putting new carpet in or new painting, or whatever.

Annie: You're right. For example, we haven't moved forward with the construction phase of the bond. If you are looking at that, facility department which is under Mark, we continue to put in new carpet in the classroom. We continue to change, remember the Board approved Phase 1, 2, and 3 of the lighting project, which is to bring in the new lighting and energy saving for the classroom already. So all of this already happened. So yes, you are asking if there are any other funding available, yes absolutely we will go in and do that kind of work.

Charlie: Is it possible that we can go see a classroom and they can say its finished as far as this bond goes, but it might not look finished because they are going to come back afterwards to use other monies to finish some of these other projects.

Annie: Yes that could be an option as well.

Leticia: Annie are you looking at grants, like prop 1 D grants since you have the bond and it could be used as a match?

Annie: We have been looking into everything. If there is anything available, we look into.

Leticia: It's due in November, I think. So that is one of our roles as CBOC members is to find out if the District is trying to secure grants to leverage the bond and maximize it.

Annie: We have all the other projects that are not bond. We have the following reports from the months June, July, and August. This is non bond, but we shared with the Board that at the same time we do the Bond, we want to share with you all as well. If you look at the very first one in June, you will see that all the projects have been completed for the month of June. However, this is all non bond money. Just to go back, Charlie, you mentioned about if the District continues to use all of the other leverage to pay for other projects, this is another example for you to see it. We have completed a lot of other projects that are non bond. For example, the concrete. The school site not only have classrooms, but all the other things around the school as well. We do a lot of other projects and we list it separate from the bond. As you are looking at that, this year we spent a lot of money. I'll show you the report once we get into the month of August. You will see how much the District spent in the last 3-4 years in term of non bond projects. If you look at the pictures, you will see that this is the fencing at La Puente High School in the 100 wing. So we put the money in here. It may not be in the classroom, but you're looking at the outside of the campus. It looks cleaner and better. The very next one you will see that irrigation installation is complete at Los Molinos. The grass looks a lot greener. The next one, you will see Newton Middle School we replaced the portable. They had one portable that was out of date and very old. The District worked on bringing them a new one. This is the CNG, I'm sure you are all aware that we have a CNG gas station here at the District office. So to save the money and time for people to go to Valley Vista to fuel in the gas, we have it here. If you look at the next one, this is another example, yes even though we have declining enrollment, Los Molinos continues to have more enrollment in this school. And to show you that all of the portables at Los Molinos, we were working in the summer to replace them.

Leticia: This shows Los Altos Elementary.

Annie: Sorry, Los Altos Elementary school. One of the schools in Phase 1 and Phase 2.

Margarita: Los Altos Elementary school has declining enrollment? I thought they were at capacity?

Annie: They are at full capacity. I misspoke. I said some of the schools have declining, and some schools they continue to have more. That is one of the reason they need to have more portable classrooms at the school. If you look at the very next one, this is the office front entry at Grandview Middle School. Safety is a concern everywhere, not only here, but at every school district. We make sure we spent money on this item as well. This is the Cedarlane Head Start Portable. We worked on that in the summer as well. Same thing like all of the other projects, all of the other projects are in progress as of July 26<sup>th</sup> and some of them have been completed. I would like to move forward to all of the pictures so you can see every month we like to highlight the work done. It's not everything, because we don't have enough time do everything, but this is one example of the parking lot we do here. We are working on the roofing at Newton. We are also working on the drinking fountain, which is the water bottle. So basically, the difference is if you look at the left you will see how the old one looks like. In the right side, you will see that I was there testing it to make sure it was working. I refilled my bottle because I was walking around and I finished 2 of them.

Reina: For the new water upgrade, did they use copper?

Annie: Maybe I can defer to Mark.

Mark: You're talking about the water connections to them? When we are doing new plumbing in the wall, or connecting to it, it's new copper. In this project, we are not going back to refeed that all the way back to the beginning to the line.

Reina: So whatever is there, is there, and you just connect to it.

Mark: All the fittings and connections at the point of connection are replaced. Which is typically the problem. If you are worried about lead, the place it typically happens is with the fittings at the wall and in the fixture itself and that is what we are replacing.

Charlie: Are things like this part of the 21<sup>st</sup> century?

Mark: Not necessarily 21<sup>st</sup> century, but when you get into bond work, when your friends at DSA look at the plans, they are going to require we add more of these because that is the new standard for handicap accessible. We are doing a bunch of those before we get there. That should minimize the amount of money from the bond. But anytime you affect the path of travel, like the accessible path, you have to have at least one accessible drinking fountain on it. If it's not, we have to replace it. We are going to do a lot more of those outside of the bond work with other money that Annie set aside for me so the dollars in the bond go farther.

Charlie: I don't remember what I was told, \$12K to \$15K?

Mark: Installed, that drinking fountain replacement runs us right about \$5K with the bottle filler and everything else. It depends on how it was installed. \$3650 is typical.

Charlie: Also, by doing it in house, you save some money on installation.

Mark: We have a contractor doing it, but it's not coming out of bond money, it's coming out of other money.

Margarita: Is that filtered water?

Mark: Yes. It's filtered at the fixture. We will have to change filters periodically.

Annie: This is something we will continue to do more. I have Mark also to put in the request to make sure we install more than just a few in the next year or so. Just like the money we spend, it will be a requirement to go out for bid. So probably this is the next one we will have to go out for bid.

Neal: Are all of these projects you have listed here funding money.

Annie: Yes, that is District money. The funding is the District money.

Neal: I noticed that Wedgeworth has a permanent school in progress.

Annie: Wedgeworth has a plan. They haven't had a permanent school.

Neal: So we still need to fundraise for that?

Annie: The Board will need to decide and authorize the design of the school. The Board hasn't authorized the building of the school, they are working on the design. At this time, they have no funding secured for that project yet. But we are working on it.

Leticia: They are working on the design, so they hired an architect and so they are spending money.

Neal: That is not our responsibility?

Leticia: It could be part of our responsibility because we need to review if the District is using the bond money responsibly. So then within our responsibility will be to look at enrollment projections declining, schools that may be closing. So if they are going to build a school, and going to spend multi millions of dollars in a school, yet we have a bond that we are using tax payers dollars, the questions becomes, is it necessary to build another school or is there another school with declining enrollment. What can be done to save tax payers money? So yes it is part of our review as CBOC members.

Annie: Let me share this. Wedgeworth is a school. It's been there for over 50 years already. At one point, yes, there was a plan to make Wedgeworth a permanent school. Not a portable park, that is what people are referring

it to. So the Board, made a decision, yes, it may be about 50 years late, but they have decided that to move forward. Wedgeworth will not go away anytime soon, but there could be other impact. I personally will look into all of the possible input from the committee. I am not the Board, I don't know what school they are going to school or whether or not they are going to close. All we know is that there is a committee and their input and will give it to the Board for recommendation or consideration. The Board will make their final decision on that. Whether or not we waste the tax payer money on the work we don't use it yet, all of the Phase 1 and Phase 2, I'll be honest with you, will be there. I don't see any problem or any potential that it will jeopardize the bond money at this school. One of the reasons we haven't move forward to recommend the next phase because we are waiting for all of the input to be completed. I don't want to go out and make a recommendation yet because I'm waiting to see where it goes. Whether or not, that's why you see we continue to work on evaluating the next phase. One of the options is that we move forward. I will share with you, since you are on the CBOC committee, of them thinking that, some of the schools are in question, do not do it now. We haven't touched any school that is of concern.

Louis: I have a question on these pictures here. How long will they last? The old ones were porcelain. These other ones are stainless steel. As you can see with the Porcelain, they had a long life, 30-40 years. Will this one do the same thing?

Annie: We just installed them. I really don't have an answer.

Louis: If they are going to stay that way, who's going to keep it up? Who's going to polish them up?

Mark: As far as I know, they don't make porcelain versions on the bottle filler. I'll look somewhere, but the more complicated they make the accessibility, the harder it is for us to find the more durable things to do that. There is a cast iron enamel coated one that they make for putting out in fields, but not near walls that is really durable like the porcelain and steel. Those old porcelain tubs last forever. Here's the problem, every time DSA change the rules on accessibility, that particular high low drinking fountain, we had to actually go to the Department of Justice to get that particular item approved with the bottle filler on it because DSA hasn't approved them yet. It took us almost a year to get them approved. The Federal Department of Justice finally overruled the DSA and say they had jurisdiction to bring that in. Every time they change those rules, it makes it harder and harder to manufacture something that is the porcelain and steel style and we have to proceed, so we bought those.

Annie: I would like to move forward to the very last report in August for 2018. Same like the other ones, except for this one at the Board, we shared with the Board one of questions about how much the District have spent on non bond monies in 2013-current. I would like to go to that. All of this one was shared at the last Board meeting and I want to be aware as well. If you look into the report, the Board have approved the Capital projects, site improvement projects, that's what we call it. It's beginning is 2013-14. In



	<p>the completion of 2013-14, the District spent \$7.7 million for that year. In 2014-15 you can see the list below, the District spent an additional \$14.5 million in addition to the 2013-14. We move to 15-16, all of the projects listed below, costs \$19 million total. And we go into 16-17, the total costs is a little over \$26 million. At the completion of 17-18, we spent \$12.6 million. For the total from July 2013 to June 30, 2018, the District spent a little over \$80 million on non bond capital projects.</p> <p>Joe: Did we already spent \$13 million on a track already?</p> <p>Annie: Yes. At Wilson and Los Altos High School.</p> <p>Joe: Okay because this says Workman High School.</p> <p>Annie: Some we already paid.</p> <p>Joe: Didn't you get push back on spending \$13 million?</p> <p>Annie: Actually we completed that project at a very decent cost compared to all of the other capital projects with the same type out there.</p> <p>Joe: I was just wondering if somebody looked at that and said something.</p> <p>Annie: It's on the priority project list. So you can see we spent a lot of money over the last few years.</p> <p>Reina: So this is last years amount. The District spent over \$3 million in portables. Is this District wide? Is there a number attached to that on how many portables were bought?</p> <p>Annie: This is not the purpose of this report to tell you how many. We only list the expenditure because there was a request to list the expenditures. We don't have the details attached.</p> <p>Reina: Is there a way to find out.</p> <p>Annie: We do, but it's not just one or two schools. It's all of the schools.</p> <p>Leticia: It's not really our responsibility as CBOC members to grill down to the details for these type of projects. If it was a bond project, we could request information.</p>
Item No. 7	<p><b><u>Site Visits</u></b>  <b><u>a. Summary of Site Visits</u></b></p> <p>Leticia: In May, we conducted site visits. There are several members who went to visit some of the sites. The Phase 1 sites that were visited by Neal and Reina at Nelson. Margarita visited Newton. Neal visited Cedarlane. Grandview – Olivia and Neal. Those were Phase 1 sites. Phase 2 sites, Louis visited Sparks.</p> <p>Louis: I wanted to visit California, they were basically the same.</p>

Leticia: Did you visit California also?

Louis: No, I did not.

Leticia: Los Altos, Olivia visited also. Mesa Robles, I visited, Neal, Margarita, and Savina. And Workman, Olivia visited. Did anyone visited a school site that I didn't mention? I have margarita's report here. Margarita, did you want to share? I can read it out.

Margarita: I don't have a copy with me. When I visited Newton, I talked with the Principal. I saw in the pathway/hallway, where they have cement, a lot of them were uneven. When the kids were running around, a lot of accidents happening. One slab is higher than the other slab. So that is one thing we might want to consider. Also, they have the hallways with the roof on top of it, some of the roofs are leaking due to the rainy season. Even though the kids are going through that, they will get wet because part of the roof is leaking. Also, another thing is, there are a lot of cracks between the slabs. Also, they were wondering if they can get appropriate lunch seating area. I don't know if you remember, Wedgeworth, the new one they have a couple of the chairs under the shade.

Annie: Thank you for all of that. I'm sure that if there are any concerns, the Principal will have a conversation with the District as well. I really appreciate that report and just for you to know that sometime you don't see the same school with the same type of project because it's the need of every school. The District will not have that money to move on every little thing that is required. So we set up a priority list. So you shared something about Wedgeworth, with a new shade structure and new bench, that was probably the priority for that school at that time. But Newton, may choose a different project. So when you walk around the District, some may not be duplicated. Some schools look the same but some projects are different.

Leticia: Savina, I have your report.

Savina: I went to Mesa Robles on May 7<sup>th</sup> if this year. Leticia, Margarita, and Neal were with me. I mentioned that the old floors need replacing. Storage cabinets and shelving needed to be updated. I thought maybe the Band room could be updated to have some see through cabinets to put the instruments there. This is also what the staff told me. Now that I think about it, I guess the Principals already communicated with you all about their needs. So if we go there and get their input, you probably heard it all already.

Annie: Yes

Savina: So in that case, the Principal just saw small things. Of course this is an old school that needs upgrades.

Leticia: I also visited that site and some of the things I saw was like, the band room, you showed a new picture of the band room, and I was glad to see that because the band room we visited, was like oh my goodness. So it's good to see the design there for the band room. Some of the things I

saw some of the classrooms have thin walls, like a partition, not even a real wall. So the disruption from the other classroom of students, I'm hoping that is in the design plan could be more permanent walls. That's what I saw at Mesa Robles.

Leticia: Neal?

Neal: I was going to send my stuff but after talking to Arash and listening to this whole discussion, it's kind of pointless. I mean, I could tell you what I saw, but it's really going to come down to what the design guidelines are going to say and what the requirements are going to be for the classroom. They all had wifi issues. If it's not within in the prevue of the bond money to use for that site, one observation is not going to matter.

Leticia: The responsibility of CBOC members is to go out to the sites and report out our observations.

Neal: Can you really say you are an expert?

Annie: I would like to address it this way. I am sorry you feel like this is a pointless issue, but we take it very seriously. If this school district doesn't feel it's important to do all of this, then the Board of Education will not have authorized the \$85 million over the last 5 years to do all of this. The facility master plan report shows that the District will need \$1 Billion to consider an upgrade of all of the schools and up to date based on all the new things we've been talking about. We don't have all of that money, so we will do our best. Yes we recognize that some of our schools have a dropping in the internet and we are working on that. I can share with you that, lately we have been working on all of the wireless internet as well. But it's not bond. It's part of the other projects that are part of technology. We appreciate all of the input. At the end of the day, we need to have input in order for the District to do a better job. And every single input, whether or not, you may feel like you have not touched anything, but I always keep in mind that you guys have input. At one point, Wedgeworth shared that they need more shade structure. When we do approved projects, we did the shade structure. And when they talk about the security entrance of the school that will need to be improved, yes, we later on did the project. Not all of the schools will happen at the same time, but we divide in phases and we complete all of that. Fencing is done. The paving is done. And you can see that we are continuing with the Track and Field. The playground equipment used to have all woodchips and we have to refill every year. Now we do it with the bouncing floor with the flat surface. Another input, you might not think we are considering, for example is, there is a parent that came up and said at one of our meetings, "Can we have some location to identify the name of the school and the location because you guys have all these schools very close to each other. We can't even know the address of the school." Or something like that. So we put in all of the signage at the school. I don't know if you happen to see any of that to show the name of the school, the logo of the school, and all of that. So even that, the small things, we put in every consideration when do projects.

Neal: Some of the things, like the AC units, are not part of this project. It's part of the facility improvements. It's not part of this discussion. Libraries are not included, just whatever classes the teachers are in. Of course, if teachers get cut, you will not include that classroom in the upgrade process right? It's like \$100K per classroom. Some of these classrooms need a lot more work than \$100K allotted for that.

Annie: I would say with 100K, you can do quite a few things for a project. Like, floor, painting, new tack board. I don't know if you had a chance to visit the SELPA classroom, we spent a little over \$100K, you can see it was completely transformed. I appreciate all of your input.

Leticia: The auditor did ask the question, "Do you feel comfortable providing input. Does the District receive the input and/or discussion?" And I said yes. So I'm hoping everyone else feels comfortable when we have this meeting, I'm pretty sure we do. That is one of the questions the auditor did ask.

Charlie: On the mark up, you said it ran about \$100K per classroom.

Annie: For the furniture, technology, we do the floor, we do the tack board, the painting, some we do the ceiling.

Charlie: Was it running \$100K

Annie: Over \$100K. Some were \$120K. It really depends. Some of the rooms when we took over, that is the room they really want to look different.

Charlie: The question is, on average it was running about \$100K per classroom. How many months ago was that?

Annie: About a year and a half. Almost 2 years.

Charlie: I know I keep bringing it up, but prices are up about 30%. So this will cost like \$130K or \$150K. So I don't see you getting much bang for your buck.

Margarita: The roofing for Newton, is that completed?

Mark: We did. The worst wing there was the C Wing, which we started over Spring Break last year. We did the rest of the campus after that. I think that picture actually shows it.

Leticia: I would like to move on to the next site visit. Olivia.

Olivia: Neal and Arash, I met at Grandview on May 15<sup>th</sup>. The classrooms we visited, ceilings have been updated. The window coatings are absolutely God awful. New flooring will be part of the bond, based on existing conditions. Stakeholders will meet on the technology and furniture design. Stakeholders include, CSEA, HLPTA, SEIU, and others. There are 7 architects involved in this project. On the construction budget, figures need to be right on design. One architect alone had a price of \$8 million for

the design on construction only. 6 architects have been assigned phases 1 and 2. Price negotiations and other fees are in process. The prototype classroom were pretty amazing. That prototype classroom cost \$148K and it's the only one in its kind. The extra furniture cost is \$12K - \$15K. This is a separate classroom at Grandview. It's a 3,4 combo class. Tables and chairs, there are bouncy rubber ball type chairs that the kids seem to be comfortable with. The 1<sup>st</sup> grade classroom we visited had 4 computers. The 1<sup>st</sup> grade students are already familiar with how to become successful leaders. The band rooms are being planned to be part of the 21<sup>st</sup> century classroom project. No guarantee. It will be a challenge. Drinking fountains and water is preferred to be available in the band room. The band room at Grandview is absolutely deplorable and needs to be completed updated. It sits right off of the stage and through this screwy little passage way. The prototype room for 7<sup>th</sup> grade houses 28-34 students. There are classroom walls that are 18 inches deep to house the wiring, which is a significant amount of loss per classroom. The fire marshall may come into play with the ceiling tiles that aren't fire resistant. Smart walls, tackable walls, cabinets are useful. Teachers who are using the room, makes it work, but is not crazy about it. There will be approximately 25 contracts for 8 schools. There will be inspectors, architects, PLA contractors in there. All will handle in house. I highly recommend any stakeholder to go and visit that classroom. It's pretty amazing as well as the Lakeshore furniture. So that was Grandview. I visited Workman with Arash on the 21<sup>st</sup> with Principal Julia Gavilanes. The necessary work with 21<sup>st</sup> century classroom projects will come from bond money. We visited Kinder, Preschool and Special Ed. The windows here also are deplorable. Title 24 may come into play. It's up to the Architects and their professional judgment. The question arose, are sinks really necessary after 3<sup>rd</sup> grade? This is when kids can go walk to a restroom. So do we need to spend that kind of money on the sinks? The tinted windows are for sun control, which makes sense, but looks deplorable. The library could only have a capacity of 49 as its current occupancy configuration. The library does not come out of the bond money and its absolutely horrible and needs to be done. The Architects need to come to Workman and look at the restroom and portables. Same for technology, projectors, smart walls. This is all dependent on which portable classrooms will be part of 21<sup>st</sup> century classroom projects. Walked across the street to Sierra Vista. They are not part of the plan when we use for temporary classrooms. The bathrooms are under self evaluation by the District. The Head Start classroom is in a portable and is also part of the bond money. Students are 3-4-5 years old. 2 classes, morning and afternoon. This school has Code to the Future program. Visited Los Altos Elementary school on the same day with Arash. The problem with this one is the slope down to the play areas which is a challenge for accessible path of travel. Question was how many walls need to be tackable. The District will decide on how many tackable walls. The slope from the office parallel to the street, should be 8 inches, but isn't. Restrooms were in fairly good shape. Computer labs are being used, but not in regular classrooms. Portables are 960 sq. ft. and they do not have room for computers.

Annie: Thomas, can you go back to the last report and the very last 2 slides on the pictures. I would like to go back to that one. You had mentioned the library. This is a sample of one of the libraries at Sparks Elementary we

just redid over the summer. If you look at the floor, we are modeling that for the libraries. The way we also do it here is that we take turns. We make sure we do all 4 quads, we all take turns, doesn't mean it's exactly the same thing, but we make sure we touch everything. The Library may not be this time.

Olivia: Maybe next time?

Annie: Possibly. Thomas, if you could go to the very next one. That is the insulation of all of the sides to make this school look more attractive. In addition to that, is one of the inputs from the committee as well regarding to know how to identify the schools. Remember, some of the schools are very close to each other. In one block, you could have 2 or 3 different schools. And it's very confusing for them.

Olivia: Who picked those out?

Annie: The committee.

Reina: I had a question. At night when it is very dark, you don't know what school it is. I know there is no need, but is there a way, there could be lighting or something? This way in the dark, people can still identify what school it is.

Annie: We will keep that in mind, when the Board approves and authorizes the next project. I appreciate that and we will keep that in mind.

Louis: I only went to Workman Elementary. It's basically the same as California Elementary. They were built at the same time. Those neighborhoods were built about the same time. The school seems to be a bit run down. The covers on top of the roof were kind of droopy and low. And the blacktop ends and the kids either trip getting off or trip getting on the sidewalk that leads into the campus. Instead of there being cement or concrete, there is blacktop and it gets pretty hot. Rest of the buildings seems to be falling apart. The walls, the windows. The school need a major overhaul. It needs a big change. But kids seems to be happy and having a good time. Staff do a good job to keep their minds off the surroundings and into studies and keeping kids to do their work.

Reina: I visited Nelson and most of the classes the day we went with Mr. Mir, he was there on behalf of the District. The classrooms are very much in need of repair. The one thing that caught my eye was, most of the drinking fountains inside the classrooms definitely need a lot of work. We noticed some of them we can see the rust coming out on the faucets. Most of the windows where there is plastic or glass, I don't know what it is, are really bad. You don't know if it's dark or light outside cause it looks so gloomy because the films are so worn out. The other thing is, the path of the walkway from outside the classrooms were too narrow. Even some sprinklers the kids were getting into grass and running into the mud and puddles. The classroom itself, all of them need lighting. I did turn on the lights to see how bright or dark it was. They all definitely need an upgrade in the lighting. Almost all of the rooms need some sort of floor or carpet

	<p>because they are all worn out and I don't know how old the carpet is. You can see the tears in some of them. The teachers do a good job in keeping the kids busy and occupied. There are art hanging from the walls and ceiling. There were old cabinets there and one classroom had a kid inside the cabinet. And I asked why the kid was inside the cabinet. And it was obvious that the cabinet had no doors. It was probably quiet time, I would call it something else, but that's what they probably call it. The principal did say that the teacher of that classroom kept it that way. I just respected that. Other than that, the school needs a lot of work. They were talking about how they would isolate the bathrooms when they are working on some of the rooms. They are coming up with a lot of ideas and the Principal did say that the teachers are going to participate in the process and hope their ideas are taken into consideration. Making it into a 21<sup>st</sup> century classroom is one thing, but cosmetically it does need a lot of work. The one thing I like to see more on, not only on some schools, but every school, there should be trees around for shade. That will make it a lot more beautiful.</p> <p>Leticia: I would like to thank all of the members for taking the time to go out and do the site visits. I know we had to arrange our schedules and I appreciate everybody's time. I appreciate the report out. I also appreciate Mr. Mir. I know this was a lot work to go out to the school sites and you did an awesome job.</p> <p>Margarita: Can I add something? I also noticed at Newton is the computers need to be upgraded because they were talking about installing programs. So I hope after this bond is done, we will have no problems with that in any of the classrooms. It's such a shame because they want to install a program and they can't do that because the computer is not compatible.</p> <p>Annie: We will take a look into that, but sometimes it's the access. As you know, at the school district, not everybody has administrator access. Sometimes it requires that. I will have Dr. Tan work on that. Most of the time when things happen like that, the school works with us and we will have the tech to come and take a look. Thank you for that as well.</p> <p>Leticia: Thanks to everyone. It's been a long meeting. I don't know if we want to continue. The rest of the items are pretty extensive in discussion. Maybe move the items to the next meeting. How does everyone feel?</p> <p>All: Yes</p> <p>Leticia: Please move item 8 to the next meeting please.</p>
Item No. 8	<p><i>Items in this section have been moved to the following meeting.</i></p> <p><b><u>Reports</u></b>  <b><u>a. Bylaws</u></b></p> <p><b><u>a.1. Roles and Responsibilities</u></b></p> <p><b><u>a.2. Member Attendance</u></b></p> <p><b><u>b. Scope of Work – Carry Over Discussion From June 6<sup>th</sup></u></b></p>

	<p><b><u>b.1 Phases – Budget</u></b></p> <p><b><u>b.2. Phases – Technology</u></b></p> <p><b><u>c. Number of Classrooms</u></b></p> <p><b><u>d. 21<sup>st</sup> Century Proposed Designs from Reconfiguration Committee</u></b></p>
Item No. 9	<p><b><u>Identify Points of Discussion for Upcoming Meeting</u></b></p> <ul style="list-style-type: none"> <li>• Item 8</li> <li>• Audit report</li> <li>• Timeline</li> <li>• CBOC annual report – to recap past year</li> <li>• Design guideline report</li> </ul>
Item No. 10	<p><b><u>Next Scheduled Meeting</u></b>  Wednesday, December 5, 2018  La Puente Conference Room  6:30 pm</p>
Item No. 11	<p><b><u>Adjourn</u></b>  Moved by Louis Perez and seconded by Olivia Roberts for Adjournment at 8:17 p.m.  9 yes. 0 No. 0 Abstain</p>