

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 10/16/2023**

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Transcript of Video File:
ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
SPECIAL MEETING
CALIFORNIA VOTING RIGHTS ACT PUBLIC HEARING
OCTOBER 16, 2023

Video Runtime: 49 Minutes 27 Seconds

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1 (Beginning of Video Recording.)

2 MS. FONG: Good evening, everybody. It's
3 6:00. I'm going to call the Monday, October 16th, 2023
4 special meeting of the Roseville City School District
5 Board of Education to order. The topic is a public
6 hearing of the Roseville City School District Board of
7 Education on the California Voting Rights Act.

8 We'll start with the Pledge of Allegiance.

9 Trustee Baquera, will you lead us in the
10 Pledge of Allegiance?

11 MR. BAQUERA: Please stand.

12 (Recitation of the Pledge of Allegiance)

13 MS. FONG: Item 3.1 is the agenda approval.

14 Is there a motion to approve the agenda?

15 MR. BAQUERA: So moved.

16 MS. CONSTANT: I -- I'll second.

17 MS. FONG: There's a motion by Trustee
18 Baquera and a second by Trustee Constant to approve the
19 agenda. Any comments or discussion? All those in
20 favor say, aye.

21 BOARD MEMBERS: Aye.

22 MS. FONG: Aye. Opposed? Motion carries.

23 Yeah. Item 4 is the public hearing. It's a
24 public hearing to gather pre-map input on trustee
25 areas. I'm going to formally open the public hearing.

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1 And it looks like we have at least one public comment.

2 Are there any other -- okay.

3 We have -- first, we have Johnny Knadler.

4 You have about three minutes. Okay. No
5 problem.

6 MR. KNADLER: Hello. Okay. I am a parent
7 (inaudible) want you to consider communities of
8 interest. And community of -- communities of interest
9 are groups of individuals who are likely to have
10 similar legislative concerns and who would benefit from
11 cohesive representation. So I'm here to ask that
12 special education and special education students be
13 considered a community of interest when looking at
14 these maps.

15 Currently, special education students are
16 among the worst performers in the school district.
17 Even in the best middle school, only about 30 percent
18 of the students are proficient at math and -- or
19 English, and 20 percent at math. And this represents
20 actually a drop in the last four years. Where my kids
21 go to school, it's only 16 percent in English and 9
22 percent in math.

23 And as a community of interest, this is an
24 opportunity to afford people with special education
25 children, or an interest in special ed, to have some

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1 input in electing a school board member who will have
2 that as one of their priorities. And so I'm asking
3 that -- most of the consideration will be given to
4 population and other demographics, but I would like to
5 see the demographics include special education children
6 who are enrolled in that district.

7 You know -- I know after COVID, it's all
8 gone down. My kids have suffered through COVID and
9 I've seen their education drop and I haven't seen any
10 significant improvement. And I feel that if we had a
11 better focus on special education, or someone to stand
12 up for special education parents, then that would help
13 all students. For example, you know, with dyslexia
14 programs and things like that, and having some kind of
15 specialist to say, hey, you know, when we consider
16 this, we should have things for special education kids.
17 And I think that's being ignored.

18 You know, primarily look at sports. At our
19 school, virtually no special ed kids are in that. They
20 just had a Halloween carnival. A handful of special
21 education kids were there because they excluded most
22 parents from there and adult support, so kids weren't
23 comfortable.

24 And one last thing. One thing that does
25 touch the district on money, special education kids

1 have among the highest percentage of chronic
2 absenteeism. And some -- I mean, just to give you an
3 idea: Chilton, 21 percent; Buljan, 39 percent; Cooley,
4 31 percent; Woodbridge has among the worst, 46 percent
5 of their special education kids fall into the chronic
6 absenteeism.

7 That represents money that the district is
8 losing. And that is something where fiscally-minded --
9 and I'm fiscally-minded, that could help improve the
10 school district overall, and will provide a source of
11 funds for the school to then use for all of its
12 students.

13 Anyways. That is it. Thank you very much
14 for your time.

15 MS. FONG: Thank you.

16 Okay, I apologize. I went a little bit out
17 of order. Now we are going to go ahead and have our
18 presentation from Redistricting Partners.

19 MR. GARCIA: Yeah.

20 MS. FONG: Superintendent Garcia?

21 MR. GARCIA: I'm pleased to introduce Paul
22 and Liz from Redistricting Partners. Local firm out of
23 the Sacramento area. We engaged them in a contract to
24 assist us with this rather aggressive timeline.

25 They've put an overview for us together, so this is the

1 first pre-map public hearing. I think their
2 presentation is roughly 45 minutes long, and leaving
3 some time for any questions and/or comments from the
4 board.

5 Paul, welcome.

6 MS. FONG: Perfect. Welcome.

7 MR. MITCHELL: Thank you very much. Great
8 be here -- great to be here today.

9 My name is Paul Mitchell. I am the owner of
10 Redistricting Partners. Liz Stitt, who is here with
11 me, is our chief operating officer.

12 Can I use the arrow?

13 And Liz is -- will be somebody else who will
14 be coming up and presenting to you, and -- and we'll
15 both be helping facilitate this process. We are doing
16 this on a pretty, you know, expedited time frame, based
17 on the California Voting Rights Act and what's called
18 the Safe Harbor Provisions. And I'll go through that
19 and be able to answer any questions you have, either
20 about your specific redistricting, redistricting in
21 general, the California Voting Rights Act. Any terms
22 that you kind of get stuck on, I'm happy to talk about.

23 The things I'll be talking about is the
24 California Voting Rights Act, what is districting, what
25 is the Voting Rights Act, the Federal Voting Rights Act

1 and kind of how that differs, traditional redistricting
2 principles, districting principles, and the mechanics
3 of how the districting works, and then talk about your
4 school district's population data as the census sees
5 it. So it's different than, you know, how the true
6 population data is, given the rate of change that you
7 have in Roseville. And then talk about this hearing
8 schedule.

9 So first off, the California Voting Rights
10 Act is not what might come to mind the first time you
11 hear the words. It's not like the Federal Voting
12 Rights Act, some broad act that covers a lot of
13 different voting rights issues. The California Voting
14 Rights Act is just one thing. It only applies to
15 agencies that have at-large election systems. And all
16 it does is says that if you have racially polarized
17 voting in your area, meaning, and I could discuss it at
18 length, like cohesive voting patterns among Latino and
19 Asian and African American or other protected classes.
20 If you have that pattern of voting and you're in an at-
21 large election system, you need to convert to
22 districts.

23 Now, the -- I keep trying to do the arrow.
24 The rules around the California Voting Rights Act have
25 changed a lot in their interpretation and

1 implementation over the last 20 years. This is an act
2 from 2001. So we've had this thing in place for 23
3 years, and yet we didn't see, like, immediate sweeping
4 changes of agencies from at-large to districts when it
5 first took effect.

6 When it first took effect, people didn't
7 really understand necessarily what agencies it would
8 apply to. They didn't understand necessarily, like,
9 say your city had a charter, would it apply to a city
10 with a charter? Would it apply the -- to the city
11 based -- or to the school district or a community
12 college, based on this federal standard of, you know,
13 if you can create majority minority districts you need
14 to convert, or would it apply to any agency with no
15 kind of, like, numeric threshold that you have to meet
16 in order to be forced to convert?

17 There were also real challenges in
18 implementing the California Voting Rights Act
19 initially, because if you, as an agency, said, oh, you
20 know, we want to convert. A court wasn't telling you,
21 but you were just raising your hand and saying, yeah,
22 we want to convert based on this law. You would
23 literally have to pay for the election to have the
24 voters affirm that switch to a districted system, which
25 could cost agencies millions of dollars just to change

1 their election system.

2 So in the last decade, there have been
3 changes to the law. There have been court cases, most
4 recently, the State Supreme Court in a case in Santa
5 Monica, that have helped to define the terms of how
6 we're going to do this and also make it easier for
7 agencies to do that conversion.

8 So the way the law works, you can be sued to
9 convert. And if you're sued, you can be sued for an
10 unlimited amount of money. Santa Monica is probably in
11 the 10 millions of dollars range. But if you convert
12 quickly using the Safe Harbor Provisions, you're --
13 anybody who were to come and sue you would be
14 restricted to \$30,000, which is inflation adjusted.
15 And you have to follow a strict process of -- with a
16 number of hearings and a -- and, you know, a pretty
17 quick timeline, and you can kind of use those
18 provisions in the Safe Harbor Provisions.

19 Now, one of the first things I'm asked often
20 is, well, if we go to districts, then do I only care
21 about my district? Like, do I only care about my area?
22 Does it change how we budget? You know, does my area
23 get certain money and other areas get certain money?
24 And all these other kinds of things that you might see.

25 The fact is, is that the districting affects

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1 one thing. It affects, on election day, who's voting
2 for the school board members and where the school board
3 members have to live in order to be qualified as a
4 candidate. That's it. This is a change in your
5 election system. It doesn't have to be a change in
6 your governance structure and how you operate.

7 We see a lot of agencies that -- for just
8 their own culture. You know, if you go to City of
9 Sacramento, on the doors for each council member, it'll
10 say the neighborhoods they represent. That's the way
11 they choose to govern. Other cities, they have a city
12 council or a school board or a community college, and
13 yeah, they might be elected by a district and they
14 might be geographically dispersed throughout the area
15 as a body, but they all take in the interest of the
16 whole body when they're voting on things and when
17 they're -- when they're doing things. So that's just a
18 long way of saying that this doesn't change how you
19 govern, it changes how you're elected, and that's it.

20 Now, the Federal Voting Rights Act, which,
21 again, still in court all the time, we've had Supreme
22 Court cases as recently as the last few months on the
23 Federal Voting Rights Act. It affects redistricting in
24 two real important ways.

25 One is it has this concept that if you can

1 create a district that's a majority of a minority
2 population, that has that -- that racially polarized
3 voting, then you have certain rules that are applied to
4 how you draw districts. And the other is an area that
5 has been made inactive but still is in the law, that
6 has to do with the idea that in certain circumstances,
7 the federal government would have to approve any
8 election changes. But that part of the law is right
9 now inactive. That's called Section 5. The California
10 Voting Rights, again -- Act, again, is just narrowly
11 focused to the one instance of at-large elections.

12 Now, we don't have to get into a lot of
13 detail with this, but, you know, the Federal Voting
14 Rights Act and Section 2 of the Voting Rights Act
15 doesn't just say any 50 percent population has to be
16 drawn in a certain way in a district. It requires pre-
17 existing conditions, three of them: that there's
18 cohesive voting patterns, that there's an ability to
19 create a district that's over 50 percent, and that
20 there's block voting against the minority group.

21 I don't think we're going to -- we haven't
22 looked at the data yet for your district because we're
23 not supposed to. Right now, we are supposed to have
24 conversations and -- and present to the public. But in
25 a couple weeks when we start drawing districts, we'll

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1 get to understand more about the layout. But I don't
2 think that we'll be worrying about Federal Voting
3 Rights Act issues here.

4 Now, there are some basic rules for
5 redistricting, and this is in flux. A bill just signed
6 by the governor would put school districts under the
7 same rules as cities and counties in terms of how you
8 do redistricting. We're in kind of an in-between
9 period right now where that law hasn't taken effect.
10 But as we work with agencies from community colleges to
11 water districts to school districts, you know, we
12 encourage agencies just to go ahead and use as much as
13 possible those city and county kind of standards
14 because it's kind of the -- you know, the highest
15 standards you can reach in municipal redistricting.

16 The rules for redistricting start with
17 districts being equal size. Now, it's a funny issue to
18 bring up here, because Roseville is changing so much,
19 that we know something that's equal sized now is not
20 going to be equal sized in two or three or five years.
21 We worked on the redistricting for Roseville and had
22 the same situation doing that city redistricting.

23 But cities need to be equal sized based on
24 population. The population number we use is the 2020
25 census. If we were standing here in 2029, we'd still

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1 be using the 2020 census. If we were standing here in
2 2030, we'd still be using the 2020 census. Until the
3 new census comes out in 2031, we're going to be using
4 the 2020 census.

5 There's an ability to say we're going to use
6 equal population, but have a little bit of a buffer.
7 This isn't going to be like drawing congressional
8 districts where it's a one person deviation. We're
9 going to allow ourselves a 10 percent range, so the
10 largest district is no more than 10 percent greater
11 than the smallest district in population, and that's
12 going to be considered equal. Equal enough. And that
13 is a standard that's in the state law, and we can
14 utilize that to, say, not have to just split a
15 neighborhood for no reason. Or you can utilize that to
16 say this side of the district is going to gain a lot of
17 population soon so we'll make those districts a little
18 underpopulated. And we'll make these districts a
19 little overpopulated so as they grow, they kind of fill
20 in a little bit to make the population more equal. But
21 we'll decide as we see what districts look like, how we
22 want to deal with that.

23 Districts need to be contiguous whole
24 pieces. When you have an area that is not contiguous,
25 like Catalina Island or Treasure Island, then yeah, you

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1 can, like, go and connect a non-contiguous piece. But
2 when you are drawing an agency like this where you
3 don't have any non-contiguous pieces, every district
4 part is going to touch.

5 The ideas around touching have changed,
6 believe it or not, and California has made stricter
7 rules about what is contiguous. In some states, this
8 might be considered contiguous. That purple district
9 that is in three different parts; in California, that's
10 not considered contiguous. And there's actually a
11 lawsuit about this redistricting right now.

12 This is contiguous. This is Davis. And
13 it's contiguous, but it's something that we point out
14 because there is an idea of something being
15 functionally contiguous. And somebody came forward in
16 Davis and said, I want to do the five districts all as
17 columns. And what it created was, and we understand
18 this if you're driving out the 80, it -- it would have
19 created districts where you had a district that starts
20 on one side of the 80 and then goes to the other side
21 of the 80. Where literally, you are in one house on
22 one side, you'd have to cross a freeway and a railway
23 to get to the other side of the district. So it'd be
24 functionally contiguous, like, looking at a satellite
25 photo, but not literally contiguous because you can't

1 get there from here.

2 So when we're drawing districts, we'll want
3 to think about that, potentially. When we're drawing
4 districts, if you were to, say, connect two districts
5 at a point, and that point has a railway line and a
6 freeway and you can't get there, then maybe that's not
7 the right way to draw the district.

8 This was discussed by a member of the public
9 earlier, and I think was put in -- in great terms.
10 We're going to draw districts based on state law around
11 communities of interest. And this is the idea about
12 districts. They're not drawn to elect political
13 parties. They're not drawn to elect a certain person.
14 They're drawn to be a representation of a part of the
15 community that's geographically natured.

16 Communities of interest are different based
17 on agencies. It's very subjective. We have had
18 redistrictings -- I did a redistricting in Solano
19 County, where it was the walnut farmers and the almond
20 farmers, right? Nobody is going to come up to the
21 microphone tonight and talk about almond farmers and
22 walnut farmers. We did a redistricting in Novato,
23 where it was the elevation. People in higher elevation
24 had a higher water rate than people in lower elevation,
25 and so elevation was a community of interest.

1 So for a school district redistricting, the
2 things that you might be looking at will be, you know,
3 neighborhoods, and you might look at educational
4 attainment data. You might be looking at, you know,
5 where the student populations are and all these kinds
6 of criteria.

7 You can look at Latinos, Asian, African
8 Americans, you know, Armenians or Jewish communities,
9 or Chaldeans or other populations that have an ethnic
10 composition.

11 But this is an important fact. We can
12 consider those issues and we'll look at those data
13 points, but it cannot be the predominant criteria.
14 Redistricting has this weird thing where on one hand,
15 we can't draw districts based on race unless the
16 Federal Voting Rights Act comes in and says, well, you
17 have to not dilute this racial group. So we have kind
18 of a little bit of a dance. Same thing with the State,
19 California Voting Rights Act. You might see a couple
20 areas where you say, hey, Paul, that sounds like a
21 racially related consideration. And it can be, it just
22 can't be the predominant factor.

23 One of the best examples of -- or
24 descriptions of this came from a law professor who said
25 that race and redistricting is like your speedometer.

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1 If I drove over here from Arden on the 80 and all I did
2 was stare at my speedometer, I would have been in a
3 crash, right? But at the same time, if I had driven
4 over here and not paid any attention to my speedometer,
5 I would have probably sped. So you want to be aware of
6 it, but you can't let it be the only thing you look at,
7 and it's also something you can't just never look at.

8 So when we talk about communities of
9 interest, this is actually a really interesting thing.
10 And when you hear people talk, this is what you want to
11 listen for. You want to listen for a community of
12 interest is an area that has a shared culture, shared
13 characteristic. It also has a geographic nature, some
14 density and ability to map it. And then it has a
15 relationship to the agency. So when we're talking
16 about communities of interest when people come forward,
17 that's really the things you want to listen to.

18 The example I give when I do city council
19 redistricting is skateboarders. First time I ever did
20 anything political, I went and spoke at a city council
21 about a skateboarding ordinance. And so skateboarders
22 as a community of interest might not seem like
23 something really special, but it was -- I could tell
24 you where the people who skateboarded lived, you have a
25 -- so there's a geographic nature. You have a

1 community that has a kind of shared culture. And then
2 you also have a city, this was Costa Mesa, that was
3 trying to ban a skateboard park. So there's a policy
4 action. And so that's what you want to look for.

5 I think when -- when the speaker came, when
6 the member of the public came up, he talked about that
7 shared culture very well. Talked about the
8 relationship to the agency very well. I think the
9 challenging part might be for us to determine if
10 there's a way to identify that geographic nature and
11 how to see if when we consider redistricting maps, if
12 there's a way to determine an area that might have more
13 or greater share of people with special education needs
14 rather than just they're evenly distributed throughout
15 the whole district. So that would be something we can
16 talk about.

17 Districts should be easily identifiable.
18 This is, kind of, the eyeball test. And when you see a
19 redistricting, your redistricting should look kind of
20 normal. This compactness, this last criteria is kind
21 of the same thing. Think about redistricting as you
22 want districts that are more squares and circles and
23 clear than, like, redistricting that's, like, two
24 octopuses hugging, right? That is what we're going
25 for.

1 There are all kinds of mathematical criteria
2 around compactness, but California kind of got rid of
3 those. We don't do a bunch of math around determining
4 compactness, although I can talk the math anytime.
5 What we talk about is the idea that a district is
6 compact if it avoids -- if it avoids -- you know, I'm
7 sorry. The -- the language is such a word salad. A
8 district is compact -- let me see if it's in the slide.
9 A district is -- is compact if it --

10 How does it word it, Liz?

11 MS. STITT: If you don't bypass.

12 MR. MITCHELL: -- if you don't bypass nearby
13 populations to go to far away populations. Such a
14 weird way of putting it. But what that means is if we
15 started on the left side of the dais and took the first
16 two school board members and then avoided this nearby
17 population, then went over here to the member of the
18 public, that, by California law, is not considered a
19 compact district because it avoids nearby population to
20 go get a far away population.

21 So we'll do that when we're -- we'll look at
22 that when we're drawing districts. We'll look at
23 districts and we can talk about how compact they are
24 based on that criteria.

25 This is an example of a city that has

1 districts that are not compact. That blue district
2 there is so not compact, that it really doesn't even --
3 it's not even contiguous. It kind of doesn't even
4 touch itself along the way.

5 It won't shock anybody, probably, but right
6 up here, one, two -- this, where my shaky mouse is, all
7 four council members live right there. And so they
8 artfully drew the district so that it would not -- it
9 would allow all the council members to keep their
10 seats. That's what the plan looked like in the end.
11 That's the final city council redistricting that we did
12 to fix that.

13 So I'm going to get into a little bit of the
14 mechanics. Does anybody have any questions so far?

15 So it'd be great if we could just draw
16 districts based on, like, some major streets and make
17 it all look pretty and, you know, not worry about them
18 all be equally sized and just make districts that make
19 sense to us based on how we understand the community we
20 live in. But we can't. We have to use the census data
21 in order to draw districts.

22 And again, if I'm just, like, talking to
23 somebody, a friend, and I start talking about census
24 data, most people think of census data as like this
25 monolithic thing. Census data comes out every decade

1 and it's this one thing and it's -- that's all it is.
2 When we get into actual work, it's actually a lot more
3 than that. And census data starts with a geographic
4 data set.

5 The first thing in the census data is the
6 census blocks, block groups, and census tracts. These
7 are perfectly nested units. Somebody from the census
8 50 years ago, 40 years ago, I don't know, came in and
9 started drawing little shapes and says, okay, this is
10 going to be a census block, and this is going to be a
11 census block, and this little cul-de-sac, and then this
12 part of this is going to be a census block, and they
13 drew squiggly little areas all around the state. And
14 then they came in after that, they combined census
15 blocks to create block groups. They came in after that
16 combined block groups to create census tracts. And
17 those shapes are like little honeycombs, and the data
18 is what goes into the honeycombs when we get the census
19 data.

20 And when we look at the census data for your
21 area, you'll see that we have this cumulative 110,000
22 people, based on the most recent census. But all those
23 110,000 people are placed in each of the little census
24 blocks. All those blocks are in the block groups and
25 the tracts. And we have to use those geographies to

1 draw your districts.

2 The data in the census in this top table is
3 from that decennial census, that once every 10 year
4 census. The data in the bottom table looks at your
5 citizen voting age population. And as you might
6 remember from the political fights a few years ago, the
7 census doesn't ask if you're a citizen or not. But the
8 American Community Survey, which is a survey of three-
9 and-a-half percent of the nation's population every
10 year, that one does ask about citizenship. It asks
11 your citizenship, it asks how many cars you have, it
12 asks how many bathrooms you have, it asks how long your
13 commute is, how many, you know, years of education you
14 have, your income. And that data table at the bottom
15 is the data that we use for any kind of Voting Rights
16 Act consideration.

17 It's basically like what percentage of the
18 eligible voters in the district are Latino: 12.7
19 percent. But if you were to say, Paul, what percentage
20 of all residents are Latino? That's in the top table
21 at 16.8. So when we're talking about total population,
22 we'll talk about that in the top table. When we're
23 talking about citizen voting age population, that'll be
24 in the bottom table.

25 Our hearing process is starting with two

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1 hearings that are back to back, just like this one. In
2 fact, we might just do the same exact presentation both
3 times. Maybe it'll be Liz next time. And the purpose
4 of this is to not only bring all of you up to speed,
5 but any members of the public, to bring them up to
6 speed. And in this period, we can't do any mapping
7 yet. So you are more than welcome, as -- as board
8 members, or members of the public are more than welcome
9 to come up and say, I live on Main Street and this --
10 this area should be drawn in with that area. They can
11 have all kinds of discussions about it. It's just that
12 we can't or you can't start actually mapping.

13 After the second hearing, we can start
14 mapping based on any of your input, any public input.
15 And we will provide maps as draft maps for you to
16 consider.

17 The game isn't like we come here and we say
18 we're going to try to draw the perfect map. What we
19 want to draw is we'll draw some maps that lay out
20 different options so that you get kind of a full range
21 of what things could look like. And it's entirely your
22 job to then take those and start to shape them into the
23 maps that you want to adopt.

24 We will come forward with those maps. Those
25 maps will be put on the website and be public seven

1 days in advance of your meeting. That way, nobody
2 comes in here and gets surprised. And that's the way
3 the state law works, by the way, that every time you're
4 considering a map, it needs to be public seven days
5 beforehand.

6 So we can't be having a meeting and somebody
7 says, oh, I was just over at Starbucks and I came up
8 with this really cool map I want to talk about.

9 It's like, great. Your really cool map can
10 be brought up at the next meeting after it's been
11 posted on the website for seven days.

12 The -- the fourth hearing is what I consider
13 the most important hearing. That's because you've had
14 the public outreach, you've had some mapping options,
15 and at that fourth hearing, you're trying to narrow it
16 down to one final map. That one final map will then be
17 posted on the website for seven days and will be voted
18 on at the fifth hearing.

19 If you have any changes to that fifth -- to
20 that meeting -- to that map in the fifth hearing, then
21 we would have to bring those up at a future meeting.
22 We'd have to say, okay, this meeting, we're just going
23 to end and we're going to bring up at our next meeting
24 a map for a full vote and repost it to the website.

25 The process after that is that the county

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1 office of education will be approving this. They'll be
2 both approving it based on the process you conducted
3 and also the map. And then those maps will go to the
4 county registrar. We work on that process with the
5 county registrar, and they would be in place for the
6 2024 elections.

7 MR. GARCIA: Paul, I have a question.

8 MR. MITCHELL: Yeah.

9 MR. GARCIA: Point of clarification. For
10 meeting number 5 --

11 MR. MITCHELL: Yeah.

12 MR. GARCIA: Perfect. Slide. December
13 11th. So if I'm understanding correctly, if there is
14 any changes to the map made at that meeting, we'd have
15 to come back, post that map for seven days, and then
16 come back and have another --

17 MR. MITCHELL: Yeah.

18 MR. GARCIA: -- meeting before?

19 MR. MITCHELL: Yeah. So let's say the
20 November 27th date, when we are done with that meeting,
21 you can say, hey, Redistricting Partners, I want to
22 change -- make this one change, I want to make that one
23 change. We can go back and make those changes and get
24 them to your staff so that that map can be posted by
25 December 4th.

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1 That map that's posted by December 4th will
2 be the map you're voting on December 11th. And if you
3 have any more changes that you need to make, or if they
4 don't -- you can't get a vote on that and you have to
5 go back to the drawing board, then you have to have
6 another hearing. You can't just do it that night.

7 MR. GARCIA: The reason I bring the date up
8 is that the county committee is meeting on Monday,
9 December 18th to do our final map and Western Placer
10 Unified's final map. A subtle a way of saying we need
11 to have a decision on the 11th that would -- would be
12 adopted.

13 MS. KRAFKA: So what happens if that doesn't
14 happen, though? I mean, what happens if we miss that
15 date?

16 MR. GARCIA: If we miss that date, I would
17 be contacting the county superintendent and asking them
18 to get in contact with the county committee to see if
19 they could do it after the winter break, but before the
20 90-day Safe Harbor timeline, which is about two weeks
21 from January -- it's -- by the time we get back from
22 spring break, it's probably less than one week from the
23 time we get back from -- from winter break.

24 MS. KRAFKA: So we'd be asking them to do a
25 special meeting, essentially?

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1 MR. GARCIA: Correct.

2 MS. KRAFKA: Okay.

3 MR. GARCIA: Yeah. And we'd have to do a
4 special meeting, which would need to be probably on the
5 18th then ourselves, right? Okay.

6 MR. ZACHRESON: I -- I have a question on
7 this as well.

8 MR. MITCHELL: Yeah.

9 MR. ZACHRESON: Does -- so on that -- that
10 27th -- well, we have to vote for something that --
11 that's been out for seven days on December 11th. Can
12 it -- can we have two maps that we're basically picking
13 from on that last day that been out for --

14 MR. MITCHELL: Yeah, I didn't word it that
15 way, but technically, you could have, like, two maps
16 that are going for -- generally, it's advised to either
17 have one map or a very limited number of maps, because
18 you don't want to have a situation like -- there was
19 one city that tried to pull a little trick where they
20 didn't decide a final map, and at the last hearing,
21 somebody went into the website and said, look at this
22 map that was just posted. Nobody has noticed this map
23 that it was posted. Let's adopt that map and they
24 tried to pass it.

25 And so it's about -- it -- the decision on

1 the 27th is what is the best way to communicate to the
2 members of the public what is being considered, and
3 generally, that is seen as being one map. If there is
4 an inability to get to one map finalized on that last
5 meeting and you need to move forward two, there's
6 nothing that would prohibit that in the law. It's just
7 kind of in the best interest of you and the public to
8 make sure that that's really clear.

9 MS. KRAFKA: But maybe where you're going
10 with that, if there's two, there's a backup plan. If
11 that one map doesn't get voted on, there's no other
12 option except for -- to miss the date.

13 MR. ZACHRESON: Exactly. That's -- that's -
14 - if there's not --

15 MS. KRAFKA: Yeah.

16 MR. ZACHRESON: -- consensus or maybe
17 there's a -- you know, it's very contentious and it
18 could be a -- a 3-2 vote or something --

19 MR. MITCHELL: Yeah, we -- and we can just -
20 - I'm -- I'm sure by the 27th, we'll know a lot --

21 MR. ZACHRESON: Yeah, we'll know.

22 MR. MITCHELL: -- more about that. Yeah.

23 MS. KRAFKA: Yeah.

24 MR. MITCHELL: Yeah.

25 MR. ZACHRESON: Yeah.

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1 MS. FONG: Any other questions? So --

2 MR. MITCHELL: One thing I didn't mention --

3 MS. FONG: I was going to ask about that.

4 Okay.

5 MR. MITCHELL: -- a little pretty map.

6 MS. FONG: Yeah.

7 MR. MITCHELL: We love maps. This is what I
8 affectionately call a place mat. And I call it a place
9 mat because my daughter, who's now -- who's now 14,
10 was, you know, five in the last redistricting, or, you
11 know, something like that. And we used to print these
12 out and we put them on laminated pieces of paper so you
13 could draw with a dry erase marker, and she would use
14 them as place mats. And so we continue calling it a
15 place mat.

16 And what it does is it takes that census
17 data and it puts it into areas that are combinations of
18 census blocks. So it's not as detailed as all the
19 little census blocks that have two and four people,
20 it's kind of put into little groups or clusters. And
21 then we put rounded numbers in there in order to allow
22 it -- the member of the public to more easily draw
23 their own districts, and then add them up and place the
24 count of the districts in -- onto there.

25 And while all they have to do, really, is

1 take a picture with their cell phone, e-mail it back to
2 the district, and we will then take that data and draw
3 it in the mapping software. So when you guys see it,
4 you'll see the map that they drew, but you'll also see
5 a detailed seven-page report on that map with all the
6 individual districts that's shown and all their
7 demographics shown.

8 We have it as this base version, and then we
9 have on the other side, the same map where the coloring
10 is based on the neighborhoods. And you can see we
11 tried to follow the neighborhoods as much as possible
12 in drawing these shapes as well, because for a lot of
13 people, the neighborhoods is, kind of, what they think
14 of as a potential community of interest. In fact, when
15 we were talking with a member of the public, he was
16 able to identify where he lived based on what the
17 neighborhoods were called.

18 MS. CONSTANT: So can I ask -- so if they're
19 uploading these to you and you're redrawing -- yeah, to
20 us and then they give them to you to --

21 MR. MITCHELL: Uh-huh.

22 MS. CONSTANT: -- make prettier, you're not
23 really changing those lines. You're just letting us
24 know if there's any issues with that map?

25 MR. MITCHELL: Yeah. What we're going to do

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1 is we'll draw it in the same program that we use to
2 draw this map.

3 MS. CONSTANT: Uh-huh.

4 MR. MITCHELL: And it'll be all the shaded
5 areas. And then we'll go ahead and -- and provide that
6 to you as our interpretation of what they drew. But
7 since they -- all these lines are census lines, it's
8 really easy for us to follow those lines.

9 MS. CONSTANT: Sure.

10 MR. MITCHELL: If somebody does draw a
11 district where they try to break those lines and do
12 their own interpretive thing, then we might have to put
13 a little notation that it does the best we can to draw,
14 based on what they submitted. But most of the time, it
15 can be done real easy.

16 Another thing, just in case some any member
17 of the public is watching or if you end up ask --
18 having this question, they don't have to draw all five
19 districts. If somebody wants to submit one district
20 that's just, this is my district, I just want to draw
21 this one, fine. That's a great submission. It helps
22 us understand it. But when people do draw five
23 districts, they pretty quickly learn how challenging
24 this can be. Because if somebody came over here in
25 Diamond Oaks and said, well, I want my district right

1 here, and they landlocked, you know, 30,000 population
2 on this -- on the eastern side of it, it would
3 essentially make it impossible to draw the other
4 districts.

5 We have 110,000 people, so roughly 22,000
6 per district, and doing this exercise of drawing all
7 five districts really does kind of, like, help people
8 form in their brain, like, oh, the thing I was thinking
9 I really wanted doesn't make sense, you know? So it's
10 a great exercise.

11 MS. FONG: So --

12 MS. CONSTANT: Okay. So --

13 MS. FONG: Oh, go ahead.

14 MS. CONSTANT: No, go ahead.

15 MS. FONG: So I understand how you -- how
16 you drew it by communities of interest based on
17 neighborhood associations, but does it have to look
18 like this for the public? Could it be -- instead of
19 neighborhood districts, could it be our own individual
20 elementary school districts?

21 MR. MITCHELL: Yeah. I mean, we could
22 definitely do a version of this where we overlaid the
23 elementary school districts as well.

24 MS. FONG: I -- I mean, I would have an
25 interest in that.

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1 MR. MITCHELL: Or -- we've done other --
2 we've done other things for school districts like --
3 we're just finishing up in Belmont, and we did do some
4 work looking at their student populations and how they,
5 you know, lay it out. We can also place campuses or
6 campus facilities on mapping and show that to you as
7 well. So we can do other things to help illustrate the
8 elements that you might want to look at.

9 MS. FONG: And then the individual census
10 tracts that have zeros in them --

11 MR. MITCHELL: Yeah.

12 MS. FONG: -- so obviously, they don't have
13 any people living there now, but over time -- so in
14 2030, will those -- every -- all the other -- all the
15 other census tracts will remain how they are and
16 they'll just -- the numbers may increase or decrease.
17 And then the ones that are zero, those will just slowly
18 get redrawn within the -- the existing boundaries that
19 they have, or will -- how will that work?

20 MR. MITCHELL: What will the census do?
21 Yeah, when the -- in a lot of cases, a big open field
22 will be drawn by the census as one big census block.
23 And then you know, 500 people move in there and the
24 census will come through, in a process they do every
25 decade, to redraw all those boundaries and to add new

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1 census blocks. And there's no saying how they're going
2 to do that, but it will mean that when you draw
3 districts in 2031, you're going to have a lot more data
4 up in those areas where new -- where people have moved
5 in.

6 But for the purposes of the districts you'll
7 be drawing, it's not -- you're not able to consider
8 future population. You have to only base it on the
9 census population.

10 MS. FONG: Right. But --

11 MS. CONSTANT: So --

12 MS. FONG: Go ahead.

13 MS. CONSTANT: Sorry. But, like, so I live
14 out there, a lot of us do, and I know it's --
15 obviously, since that last census, there's a ton of
16 houses there. So with that percentage, like that 10
17 percent, are we allowed to then consider that, you know
18 --

19 MR. MITCHELL: Yeah.

20 MS. CONSTANT: -- so that it's not such a
21 drastic boundary changes for the next --

22 MR. MITCHELL: Yeah.

23 MS. CONSTANT: -- drawing redistricting?

24 MR. MITCHELL: Yeah, I'll -- there -- I'll
25 give -- here's one little perspective on this. So

1 Davis had, not to the same extreme, but had some of the
2 same issues that you have, in that we were doing their
3 redistricting and there was a big development right up
4 here, and this area up here, north of -- North Davis
5 was all being developed. And they were like, we can
6 drive you there right now. There's developments
7 happening. There's thousands of people moving in
8 there. At the same time, though, there was an
9 increased density here in South Davis. They never saw
10 it because it was just more people living in the same
11 apartments. It was, like, the average apartment was
12 going from, you know, 2.3 people per apartment to 3.1
13 people per apartment, and it was kind of invisible
14 population growth.

15 And so yours is going to be much more
16 extreme than Davis's, but that's one reason why we're
17 not allowed to, kind of, adjust for that. It's because
18 it is kind of -- it tends to favor the development we
19 see rather than the population growth we don't see.

20 And you will be able to use that 10 percent
21 deviation. That potentially when we end up with these
22 final plans, that the districts where you have this
23 zero population, this -- these areas here to the north
24 and west, those areas, you could say, well, we're going
25 to make those districts instead of being 23,000, we're

1 going to have those be 21,000, and the 21,000
2 population district is going to be here, and the 23,000
3 population district is over there.

4 But it's not something you want to set out
5 right now in stone, because you might go through the
6 process and it's like, wait, if we do that, we end up
7 splitting these neighborhoods. And so it doesn't make
8 sense. Like, the trade-off isn't worth it. So it's
9 something to know that's in our back pocket that we can
10 use, but we don't want to start out immediately saying
11 that that's how we have to do it. Yeah.

12 MS. CONSTANT: I'm sorry. I just want to
13 make sure that's, like, an option for us since --

14 MR. MITCHELL: Oh, of course. Of course.
15 Within the 10 percent range, you can.

16 MS. CONSTANT: Okay.

17 MR. MITCHELL: Just can't exceed the 10
18 percent range.

19 MS. FONG: So another thing that -- that
20 might be helpful to make this map just more user-
21 friendly is to have the main roads indicated on there.
22 I don't know if that's possible. I mean, I'm hoping
23 that's possible, because just to give people a point of
24 reference where the main roads are, where, you know,
25 Foothill, Blue Oaks, Fiddymont, the -- some of our

1 bigger main roads, Pleasant Grove, and then also where
2 the individual schools are located. If that's -- is --
3 I don't know if that would -- it's going to be too
4 complicated, but just -- I think --

5 MR. MITCHELL: Yeah.

6 MS. FONG: -- people just need a -- a frame
7 of reference.

8 I mean, I -- I mean, you -- you can look at
9 the map and kind of generally know where you live, but
10 then you kind of -- it kind of -- I kind of get a
11 little disoriented when you get to -- when it's such --
12 such big -- the scale.

13 MR. MITCHELL: Yeah. I think this will be
14 posted on the website tonight, but we can update it
15 with maybe a few major roads.

16 With these maps, it's always -- one of these
17 challenges with this is that you want simplicity in a
18 redistricting map to see the area, but you also have
19 people who say, like, but I want to know where I live.

20 MS. FONG: Right.

21 MR. MITCHELL: And -- but just so you know,
22 when we do provide you the actual draft maps, you'll
23 get a PDF that looks like this with all the individual
24 pages. You'll also get a web map that you can type in
25 any address and it'll just bring it up. So there will

1 be a web map component and a printed map component to
2 try to reach both of those. So somebody says, what
3 street is that? Well, on the web map, you can zoom in
4 and see all the streets and whatever, or search for an
5 address. But on the PDF, you're going to be a little
6 bit more limited. So we'll get that balance as we
7 start put -- seeing actual draft maps, too.

8 MR. BAQUERA: Just to concur, and along with
9 the point that Trustee Fong made, is I think seeing our
10 schools on here would be helpful and seeing those
11 schools' boundaries would be really helpful. The major
12 crossroads, added bonus.

13 But I think, you know, we talked about
14 communities of interest. Clearly, a school is a
15 community of interest --

16 MR. MITCHELL: Uh-huh.

17 MR. BAQUERA: -- so that would be
18 interesting and useful information. Just echoing
19 comments there.

20 MR. MITCHELL: Great.

21 MR. ZACHRESON: I have a -- a question and
22 just adding to that. Yeah, knowing the -- you know,
23 school boundaries, I think, are important as well.

24 When we get the maps on third meeting --

25 MR. MITCHELL: Uh-huh.

1 MR. ZACHRESON: Again, just the -- the
2 clarity or the detail that we can see on the digital
3 version. We'll be able to see those tracts, the small
4 -- small groups of homes in the digital version; is
5 that what you're saying?

6 MR. MITCHELL: And it'll be using census
7 blocks to draw those --

8 MR. ZACHRESON: Okay.

9 MR. MITCHELL: -- but it'll be aggregated,
10 all those census blocks, to be one area.

11 MR. ZACHRESON: Okay.

12 MR. MITCHELL: The individual little blocks
13 aren't as useful in that context, but it'll sum up all
14 that population in that area. And if you do see, like,
15 a squiggly little arm that goes out, we can have a
16 conversation about is that a squiggly little arm
17 because somebody did something weird, or is that a
18 squiggly little arm because that census block is just
19 shaped really strangely? You know?

20 MR. ZACHRESON: Yeah. And that -- that's
21 why I asked that question, because if we're looking and
22 we have to make these tweaks or we don't quite like
23 something, it -- do we know that if we cut something
24 off, that we're actually breaking into a census tract
25 or not?

1 MR. MITCHELL: Yeah. So we know that if
2 you're using this, you're not cutting any blocks for
3 sure. And if and when at that, like, say, third or
4 fourth hearing, we want to kind of open up the mapping
5 software, that's also something that could be a
6 possibility. Especially at that fourth hearing, if --
7 we can always kind of be prepared for that if
8 necessary. If there's, you know, a contentious piece
9 of the map and we want to actually, like, dive in and
10 start picking census blocks, we can do that process, if
11 necessary, as we get towards the end.

12 MR. ZACHRESON: And -- and to that point,
13 you know, another way to look at it is say we're
14 looking at school boundaries, is that potentially our
15 boundaries are crossing through all these different
16 census tracts.

17 MR. MITCHELL: Yeah. The -- we'll -- we'll
18 talk about the school boundaries and we can look and
19 see, and it's -- if it -- counties generally use
20 parcels as a primary area -- way to draw lines. Census
21 blocks often divide parcels. So census blocks might go
22 right through front lawns, where parcels aren't going
23 to ever split a front lawn. It's the door, actually.
24 The door of the house is the address for the census.
25 And so you might have a parcel that cuts across

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1 somebody's driveway, and that house isn't actually in
2 that block. But a parcel line wouldn't and another
3 school -- other boundaries wouldn't, but that's just
4 how the census works.

5 MR. ZACHRESON: Interesting. Okay. Thank
6 you.

7 MR. MITCHELL: Yeah.

8 MS. FONG: Any other comments or questions?

9 MR. MITCHELL: Thank you very much.

10 MS. FONG: Okay. Thank you. Appreciate it.

11 MR. MITCHELL: Have a great evening.

12 MS. FONG: So seeing as that we had our
13 presentation, we had a public hearing. I'm going to
14 close the public hearing. Are there any -- let's do
15 comments from the superintendent board members.

16 Superintendent Garcia?

17 MR. GARCIA: No, I just want to thank Paul
18 and Liz for being here, and look forward to a smooth
19 process as we are forced to redistrict our wonderful
20 district.

21 MS. FONG: Trustee Krafka?

22 MS. KRAFKA: No comments. Thank you.

23 MS. FONG: Trustee Zachreson?

24 MR. ZACHRESON: No comments either.

25 MS. FONG: Trustee Constant?

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1 MS. CONSTANT: No comments. Thank you.

2 MS. FONG: Trustee Baquera?

3 MR. BAQUERA: Appreciate everybody's work.

4 It -- it's going to be a fun and exciting process to go
5 through. Look forward to working with you -- you all
6 to find a great outcome for the future of RCSD.

7 MS. FONG: And I -- I do hope we have some
8 additional public engagement on this. I think it's a
9 really important, big development in our district, and
10 I hope there is a lot of input for -- in -- during the
11 process. So whatever we can do to increase that would
12 be much appreciated.

13 With that, I am going to adjourn the meeting
14 at 6:46 p.m.

15 (End of Video Recording)

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CERTIFICATE

I, Doug Yarborough, do hereby
certify that I was authorized to and transcribed
the foregoing recorded proceedings, and that the
transcript is a true record, to the best of my
ability.

Dated this 29th day of January, 2024.



Doug Yarborough

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