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9   Transcript of Video File:

10   ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

11   SPECIAL MEETING

12   CALIFORNIA VOTING RIGHTS PUBLIC HEARING

13   NOVEMBER 13, 2023

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15   Video Runtime: 1 Hour 25 Seconds

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 1   (Beginning of Audio Recording.)

 2   MS. FONG: Good evening, everyone. It's

 3 6:00, and I'm going to call the meeting of the

 4 Roseville City School District Board of Education's

 5 special meeting to order. It is November -- what is --

 6 November 13th, 2023, and this is a special meeting

 7 involving the California Voting Rights Act and also

 8 includes a public hearing. So first, we are going to

 9 have the Pledge of Allegiance.

10   Trustee Baquera, will you lead us?

11   MR. BAQUERA: Please join me in the pledge.

12   (Recitation of the Pledge of Allegiance)

13   MS. FONG: So we have Trustee Constant,

14 Trustee Baquera here, and myself, President Fong, and

15 we also have Trustee Zachreson appearing remotely by

16 phone, so -- for those of you who are listening.

17   May I have a motion to approve the agenda?

18   MR. BAQUERA: So moved.

19   MS. CONSTANT: Second.

20   MS. FONG: There's a motion by Trustee

21 Baquera and a second by Trustee Constant to approve the

22 agenda.

23   Any comments or discussion? All those in

24 favor say aye.

25   BOARD MEMBERS: Aye.

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 1            MS. FONG:  Opposed?

 2            BOARD CLERK:  Roll.

 3            MS. FONG:  Oh, I'm sorry.  For the agenda

 4   approval?

 5            MR. BAQUERA:  Because he's virtual --

 6            MS. FONG:  Oh, I'm so sorry.  It's a --

 7   we're going to do a roll call vote.  Trustee Constant.

 8   Go ahead, Renee.

 9            BOARD CLERK:  Trustee Zachreson?

10            MR. ZACHRESON:  Aye.

11            BOARD CLERK:  Trustee Constant?

12            MS. CONSTANT:  Aye.

13            BOARD CLERK:  Trustee Baquera?

14            MR. BAQUERA:  Yes.

15            BOARD CLERK:  President Fong?

16            MS. FONG:  Aye.  Motion carries.  Thank you

17   for the reminder.

18            Item 4.1 is the public hearing.  So I'm

19   going to go ahead and open the public hearing to review

20   Draft Maps and provide input regarding the

21   establishment of trustee areas.

22            And we have a public comment period.  Looks

23   like we have a few members of the public here.  I have

24   one public comment card.  If there's anybody else that

25   would like to submit a public comment card, you can
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1   submit it over to Jessica if you're interested.

2   So I'm going to go ahead and open the public

3   comment. You have three minutes to provide public

4   comment. And our first comment is from Johnny Knadler.

5   Welcome.

6   MR. KNADLER: I apologize if I don't

7   (inaudible). However, I'd like to note that earlier,

8   at one of the earlier meetings, I made a plea for

9   special education considered -- the district. It

10   wasn't included on any of the maps. So again, I gather

11   at some point the school board would consider special

12   education when they adopt a map.

13   In that vein, I want to discuss something

14   near and dear to me. I have two children that attend

15   Buljan Middle School and -- you know, Buljan was

16   featured at the last school board meeting. It has had

17   a terrible record over the last three years. Its

18   English proficiency has dropped by 10 percent, math

19   dropped by five percent.

20   Currently, only 47 percent of the kids are

21   at grade level in English and 32 percent for math. For

22   special education, it's even worse. Only 16 percent

23   are at grade level in English and nine percent in math

24   and science. Thirty-nine percent of the special

25   education kids at Buljan are chronically absent.

 1   And I wanted to note, during that Buljan

 2   presentation, there was not a single mention of their

 3   special education program. There were no photos of

 4   special education children. Basically, they were

 5   invisible in that presentation, you know, where they're

 6   not seen or heard.

 7   And Buljan should not be celebrated for its

 8   poor academics. And it's, you know, ignorance or --

 9   it's ignoring the special education students. That

10   should be held accountable.

11   And, you know, to make matters worse, in my

12   own case, my child was recently just called SPED,

13   weirdo, and autistic, and compared to an animal. And

14   the school did not do, you know, what we found to be a

15   sufficient response to that.

16   You know, then I asked for my son's records,

17   education records, which I'm entitled to by state law.

18   I have an absolute right. They only provided me with

19   partial records. And then when I asked last week and

20   then today to see his entire record, the school

21   principal, today, didn't even respond, didn't even

22   deign to even say, I acknowledge your request for your

23   records. I will do my best to show you the educational

24   records.

25   For example, his last signed IEP is not in

 1   the records that were provided to me. You know, how

 2   can that be?

 3   And you know, when you look at that, that's

 4   why special education students need the consideration,

 5   because this is how me and many other special education

 6   parents are -- are treated.

 7   You know, do we want a school where the kids

 8   are taunted for their disabilities? Do we want a

 9   school where parents can't even see their child's

10   education records when they ask?

11   You know, that's -- do we want a school that

12   just flagrantly disobeys the law? Because they know

13   most special education parents can't do anything about

14   it, okay. And you know, because of this terrible

15   treatment -- again, I implore for some consideration of

16   special education when we make these maps or form

17   school policy. Previously, I had talked about

18   bullying. It needs to be more robust. You know, at

19   the very least --

20   MS. FONG: Thank you, Mr. Knadler. Your

21   time is up. Thank you.

22   MR. KNADLER: Okay. Thank you.

23   MS. FONG: Our next speaker is Holly

24   Cuthbertson.

25   Welcome.

 1   MS. CUTHBERTSON: Hello, Trustees. Thanks

 2   for hearing me out tonight. I'm here to support Map D.

 3   I actually took a -- a peek at it, and it looks exactly

 4   like the map that I drew. So it's pretty dang close.

 5   It almost looks exactly like it.

 6   And the cool part about it was that it

 7   actually had the -- the school boundary layers over the

 8   top of it, which is amazing because when I created the

 9   map myself, I was literally sitting in front of two

10   screens with the district's website school district

11   boundaries next to the tool that I was using to draw my

12   own map. So I eyeballed it when I was doing it. And

13   so it's really nice to be able to see it actually in

14   the format that it needs to be. So thank -- yes, yes.

15   Thank you.

16   So I support Map D. It's compact. It's

17   contiguous. It meets all of the requirements for

18   having the population be equal, and it allows for a

19   little bit of growth, light growth on the west side,

20   with the District 5. And yeah, that would be the map

21   that I support, and thank you. That's all I wanted to

22   say. Thanks.

23   MS. FONG: Thank you. Next, we're going to

24   have a presentation by Redistricting Partners.

25   Welcome, Liz.

1   MS. STITT: All right. Good evening,

2   Trustees.

3   MS. FONG: Good evening.

4   MS. STITT: So this is the third meeting out

5   of our CVRA agenda. So the importance for the third

6   meeting is it's the draft maps meeting. So we are

7   going to be spending the bulk of our time talking about

8   the Draft Maps.

9   So we'll just briefly be going over the

10 traditional redistricting principles. Those are just

11 the guidelines that we use to draw the maps, and then

12 we'll get into the Draft Maps. A is based on school

13 attendance areas. B and C are based off of

14 neighborhoods, and D is Holly's map, and she just

15 explained it. And then we'll get into the public

16 hearing schedule and next steps.

17   So this is what we use as guidelines for our

18 borders. The first two meetings were based off of

19 this. So if anybody is watching now and curious and

20 want to see a long explanation of these, you can go to

21 the district's website and you can watch the first two

22 meetings there.

23   But these are the ranked criteria. First

24 one is each trustee area has to be relatively equal in

25 population size. Then we want to make sure that each

1 trustee area is contiguous, so it's one whole piece.

2   And we're trying to maintain communities of

3 interest as much as possible. Some of the common

4 communities of interest that we're going to be talking

5 about today are, in fact, neighborhoods and school

6 attendance areas.

7   And then we want to try as -- as best we can

8 to make sure the lines are easy to identify and that

9 they're understandable, and then try to keep districts

10 compact. So we're avoiding those funny-looking shapes

11 that people associate with gerrymandering.

12   So let's get into the Draft Maps. As I

13 mentioned earlier, Draft A is based on attendance area.

14 So this really tried to minimize the splits of

15 attendance areas due to population and census blocks.

16 It's impossible to keep them all together, but whenever

17 there are splits of a -- an attendance area, it's due

18 to population and census blocks.

19   And you'll also notice that Trustee Areas 4

20 and 5 are underpopulated significantly while

21 maintaining a total deviation of less than 10 percent.

22 And then this is also the only draft map that keeps the

23 entire north together, and then it uses I-80 as a

24 divider.

25   So here is Draft Map A, and then here's the

1 overlay of the attendance areas. I tried as best I

2 could to keep them together, but you'll see that

3 certain areas did have to get split due to just

4 maintaining relatively equal populations.

5   And then here's an overlay of the

6 neighborhoods, and all of these maps are also available

7 on the website as well. And so here's the census

8 population and the citizen voting age population. When

9 we look at the deviation, it's still under that 10

10 percent maximum, so we're good there.

11   But you'll notice it's overpopulated in Area

12 1. So we have a -- 4.4 is the largest, and the lowest

13 is -4.1, so that gives us 8.5 percent. And District 5

14 -- or Trustee Area 5 is at -0.2, so it's more even than

15 4.

16   And then we have Draft Map B. So this is

17 based on neighborhoods. Again, the goal was to

18 minimize splits of neighborhoods as much as possible.

19 The only time they were split was to make sure that we

20 had a total deviation of less than 10 percent, and to

21 avoid the awkward census blocks.

22   And then Trustee Areas 4 and 5, again, are

23 underpopulated. And it's very similar to D, but this

24 one has a larger deviation due to trying to

25 underpopulate 4 and 5. So here's the map. When we do

 1 the overlay of the schools and the attendance area, you

 2 could see it's split more here than the Map A. But

 3 when we look at the neighborhood overlay, this does a

 4 better job at keeping together neighborhoods than A

 5 does.

 6   And when we look at the total deviation, 7.5

 7 percent. So again, we're underpopulating 4 and 5,

 8 which is why we do have a larger total deviation than

 9 other jurisdictions. But as long as we're under 10

10 percent, it is assumed to be relatively equal in

11 population.

12   And then we have Draft Map C. So again,

13 this is based on neighborhoods. It's just an alternate

14 -- alternative way of looking at it, so we wanted to

15 give you more options. Again, it underpopulates 4 and

16 5.

17   And the goal with this one is to create a

18 more compact Trustee Area 3. The other ones 3 tended

19 to be less compact, so wanted to give you a

20 visualization of what it would look like with a more

21 compact center. And it also does not use 80 as a

22 divider, and it creates more of a horizontal shape on

23 the eastern side of the district.

24   So here is the map. And when we look at the

25 school attendance areas, you can see it here and then

1 the neighborhood overlay. Total deviation here is

2 eight percent, with District 5 taking on most of the

3 additional projects. So that one was particularly

4 underpopulated.

5   And then we have Draft Map D. So this was

6 submitted by a member of the public. She spoke tonight

7 about it. This one has the lowest deviation out of all

8 of them. But as she mentioned, she did still

9 underpopulate a little bit on the west. And it does

10 appear to maintain neighborhoods very well, so it was

11 clear she was considering that when she was drawing.

12   And here's the attendance area and the

13 neighborhoods. Total deviation is 5.2 percent. So

14 it's the least total deviation we have seen so far.

15   So those were the Draft Maps that we're

16 talking about tonight. At this hearing -- obviously,

17 it's the third one. We still have Public Hearing 4,

18 and 5 is when the final vote will occur.

19   So the goal with tonight is to obviously

20 receive public testimony, hear what the public likes

21 and what they don't like, and then hear from the board

22 on which maps they like, which maps they don't like,

23 here to answer any questions.

24   And if there are maps that you do like, what

25 kind of changes do you want to make?

 1   So hopefully, tonight we can maybe get rid

 2   of a map or two from consideration. And then at the

 3   next meeting, we will bring back the updated maps. So

 4   if you make any changes tonight, we'll bring back the

 5   updated versions. Obviously continue to hear more

 6   testimony from the public.

 7   And then we'll get more input from the board

 8   and hopefully narrow down the map to something that you

 9   feel comfortable voting on at the fifth meeting. So

10   that is the presentation. I'm happy to take questions

11   or pull up any maps.

12   MS. FONG: So as far as tonight, what

13   ability do you -- I mean, when you're pulling up the

14   maps, how much -- how much interactive ability do you

15   have tonight to -- to actually to trace populations? I

16   mean, we can actually change numbers. We can -- we can

17   completely refigure any of these maps tonight.

18   MS. STITT: So I recommend doing that at the

19   fourth meeting. I think tonight it's best to narrow

20   down the maps that you like, so you can all have a

21   consensus on which map you think we should be looking

22   at to make those changes. So now is -- it's a little

23   bit more of an overarching look of what you want, and

24   at the next meeting we can start getting into the

25   population changes.

 1   MS. FONG: Okay. So just foundationally for

 2   me, what would be really helpful for -- for me to help

 3   understand how we can manipulate the map is -- is to

 4   know for each of our different elementary attendance

 5   areas, what the populations are for those specific

 6   attendance areas.

 7   MS. STITT: Okay.

 8   MS. FONG: So that -- I mean, that's not

 9   reflected on any of these maps, which -- which -- you

10   know, we didn't ask you to in the beginning, but those

11   are my primary communities of interest that I'm looking

12   at. I mean, I think, you know, the other trustees can

13   also share their perspectives.

14   But it'll -- it'll be -- it'll be

15   challenging for me to kind of, you know, move things

16   around unless I know what -- how much ability do I have

17   to move things around and to maintain as many of the

18   communities of interest, meaning elementary school

19   district boundaries, as possible. But when that can't

20   be achieved, when you talk about awkward census blocks

21   -- so I'm not really sure exactly what that means.

22   Does that mean they -- I don't know how big

23   an -- a census block is. Is it -- is it 500 people?

24   Is it 200 people? I don't know how detailed -- I mean,

25   how much you can carve in and out of those.

 1   MS. STITT: So census blocks are -- they can

 2   really differ. They can go from zero people, or they

 3   can have, you know, a couple of thousand people in

 4   them. So the way that census blocks are created, it's

 5   from the U.S. Census Bureau. They first use

 6   algorithms and computers to create them.

 7   So it's not necessarily human made, and they

 8   don't necessarily always follow a logical line. So --

 9   and I can show you some of the census blocks that I

10   avoided just to ensure that the lines made sense to

11   people when they look at it.

12   MS. FONG: Right. I mean -- and our

13   attendance boundaries also don't necessarily follow --

14   MS. STITT: Yeah.

15   MS. FONG: -- logical lines in some ways.

16   So I mean, I think that's --

17   MS. STITT: Yeah.

18   MS. FONG: You know, we have to kind of look

19   at those two together.

20   MS. STITT: Yeah.

21   MS. FONG: And then just on -- just all of

22   the maps in general, just to make sure that I'm clear -

23   - so if you just bring up Draft Map A -- so I -- I can

24   see that all of the -- the little houses are --

25   represent our elementary school districts, and then

 1 there's a -- you know, obviously a bunch of colors

 2 around them.

 3   So I guess -- so there's -- so in district -

 4 - in District 5, sort of, like, that -- that little

 5 step up, there's two elementary schools up there, and

 6 then they're both in one specific color. So I know

 7 that's -- so there's -- there's a, like a brownish

 8 color, and there's a pink color underneath. So is one

 9 of those -- is one of the -- so I think -- I know

10 that's Fiddyment and that's Riego Creek.

11   So is Fiddyment the brown color and then

12 Riego Creek is the pink color?

13   MS. STITT: That's right.

14   MS. FONG: Okay. But it's -- but that's --

15 but the schools are not within their color? I guess I

16 was confused why Riego Creek wasn't in the pink.

17   MS. STITT: Yeah. I mean, that's the data

18 that was provided to me, so I also found that odd, but

19 I -- if -- Derk knows better than I do.

20   Feel free to step in.

21   MS. FONG: I didn't mean to put you on the

22 spot.

23   MR. GARCIA: That's okay. So -- yeah. So

24 Fiddyment Farm is the darker gray color, and Riego

25 Creek is kind of the pink color. I am pulling up the

1   map now. I believe Riego Creek -- it's on our website,

2   where kids should go to school, when you pull it up.

3   It's right on the line between the pink and essentially

4   -- essentially the gray.

5   MS. FONG: Okay.

6   MR. GARCIA: So it's just off by a -- by a

7   smidge.

8   MS. FONG: Okay. So the -- just -- it's

9   just the -- the -- the icon is off.

10   MR. GARCIA: Yeah.

11   MS. FONG: Okay. And then -- so for the

12   District 1, the light blue -- so there's Sargeant way

13   over on the -- the far east, I guess. And so it's blue

14   right around Sargeant, and then -- then there's purple,

15   which is Crestmont, I guess. And then there's blue

16   again.

17   So is that -- is that accurate, too?

18   MR. GARCIA: That is accurate, yes.

19   MS. FONG: Okay.

20   MR. GARCIA: Even the little blue smidgen at

21   the bottom, in between, is accurate.

22   MS. FONG: Okay. I mean, I have more

23   questions, but do --

24   Any other comments or questions, Trustees?

25   I don't -- I don't know if Trustee Zachreson has

 1   questions or comments.

 2   MR. GARCIA: Can I --

 3   MS. FONG: I know he's remote.

 4   MR. GARCIA: Can I ask one question?

 5   MS. FONG: Sure.

 6   MS. STITT: Yeah.

 7   MR. GARCIA: If the board so chooses, can

 8   they take portions of one map that they like, important

 9   of another map that they like? So it may not just be

10   one map but what they generally like about multiple

11   maps.

12   Would that be helpful for you, moving

13   forward?

14   MS. STITT: That would be very helpful.

15   MR. GARCIA: Okay.

16   MS. STITT: Yeah.

17   MS. FONG: Trustee Baquera.

18   MR. BAQUERA: Can you give me -- again --

19   and -- and I -- I heard you say it, and I believe I

20   understand it.

21   What's our goal for tonight? To knock out

22   some maps -- well, we have presented four. So for us

23   to say we like option number 1 over option number 4 or

24   rank them?

25   MS. STITT: Yeah.

 1   MR. BAQUERA: I mean --

 2   MS. STITT: If you guys don't feel

 3   comfortable getting rid of maps tonight, you can rank

 4   them to let us know what you like. So if it's easier

 5   to just say, you know, I like this map, and I feel

 6   comfortable going forward with it next month or next in

 7   a couple of weeks, then that can help. Just so we know

 8   that we're on the right track.

 9   If there's anything in here that you think,

10   this is just off, then we might as well talk about that

11   tonight so we have an understanding of what you do and

12   what you don't like.

13   Also, as Derk mentioned, you can absolutely

14   say, can you maybe redraw something? So we like this

15   in Map A, and we like this part in Map B. Can you

16   bring out the best of those two?

17   MR. BAQUERA: I think I'm -- what I'm -- so

18   I have -- I have Map A up on my screen and I'm trying -

19   - I'm trying my best to zoom into it just to kind of

20   get myself oriented on -- on the streets, and I'm

21   struggling doing that.

22   What's your advice for that?

23   MS. STITT: So we do have, on the website,

24   the URL link for each of the maps. And I believe I can

25   pull up the URL links so we can take a look at it at

1   the street level --

2   MR. BAQUERA: Okay.

3   MS. STITT: -- if that is helpful.

4   MS. FONG: That would be helpful to figure

5   it out.

6   MR. BAQUERA: Yeah. That -- that would be

7   really helpful. And even -- yeah. I mean, I would say

8   for public participation's sake too, I mean, maybe just

9   walk through how someone would access.

10   MS. STITT: Oh, yeah.

11   MR. BAQUERA: Is that -- and --

12   MS. STITT: Definitely.

13   MR. BAQUERA: And what they're looking at.

14   MS. STITT: Okay. So I believe they're

15 going to -- yeah. So if you go to the school's -- or

16 the district's website, there's a portion on the

17 website devoted specifically to this districting

18 effort.

19   MR. BAQUERA: Sure.

20   MS. STITT: And everything about

21 districting, you can find on here. And that includes

22 all of the Draft Maps and the census data, the CVAP

23 data, and the URL link. So she just pulled up Draft

24 Map A. And when you zoom in, you can actually get to

25 the street level. It should pull up things like --

1   MR. BAQUERA: Yes.

2   MS. STITT: -- you know, like main

3   attractions or --

4   MR. BAQUERA: Okay.

5   MS. STITT: -- you know, like a supermarket

6   or a school. You can even type in your address or the

7   address of, like, a school in the search bar to easily

8   find a building or whatever.

9   MR. BAQUERA: Okay. Perfect. And you --

10 you may have mentioned this at the very start of your

11 meeting, but if -- I saw several other map options up

12 there.

13   We're not talking about those tonight

14 because?

15   MS. STITT: Because we are required to have

16 any kind of map in discussion posted for seven days in

17 advance to the meeting in order for the public to get a

18 -- have a chance to look at any map discussed. So it

19 was posted today, and we'll absolutely be talking about

20 it at the next meeting. There are 14 maps.

21   MR. BAQUERA: Awesome.

22   MS. FONG: Trustee Constant.

23   MS. CONSTANT: Personally, I -- for me, it's

24 hard to know, like, without maps, without having all of

25 them to look at and -- because I feel like if I was

1 going to do that, I'd say like (inaudible). But for

2 me, I don't want to rule out any maps. I -- for me, I

3 think (inaudible). I know why you were doing that

4 (inaudible). Maybe that's the standard (inaudible),

5 but again, I don't just want to rule out (inaudible).

6   MS. STITT: Yeah. And if you guys don't

7 want to rule out anything tonight, it's completely up

8 to you.

9   MS. FONG: I think -- well, go ahead.

10   MR. BAQUERA: Well, no. And I'm sorry to

11 cut you off. And I think what -- what -- what would be

12 helpful is -- is this -- which I didn't say is thank

13 you very much because -- because I can tell there is a

14 lot of intentionality in the maps that your firm

15 produced.

16   Holly, we can tell that you spent a lot of

17 time, especially looking at neighborhoods, which is

18 awesome.

19   And I think to the point that -- that

20 Trustee Fong started out with is, I think we have

21 established -- and -- and it -- we are showing it here,

22 that schools, elementary schools, is that primary --

23 one of the primary factors, I think, that all of us

24 want to consider in this. And so being able to see

25 them like this is -- is really great.

 1   I have some homework for myself, to go onto

 2   the website and -- and be able to drill down, so I can

 3   -- I think I can better orient on -- on the streets

 4   that are crossed. And -- and I know there's no way

 5   that you could answer this question, but I'm going to

 6   ask it for you anyways --

 7   MS. STITT: Yeah.

 8   MR. BAQUERA: -- which is -- you know,

 9   clearly what we don't want is a neighborhood with, you

10   know, houses on one side of the street and houses on

11   the other side of the street and they're represented by

12   different people. I'm assuming that was something that

13   you took into intention as you drew.

14   Are there areas that we should look at,

15   where, you know, it's -- you know, it's like, hey,

16   there -- there really wasn't an option here, but this

17   is, you know, the best that we could do?

18   Do you have any advice for us on further

19   research into specific neighborhoods or areas?

20   MS. STITT: So I think some of the most

21   helpful information for demographers to get is which

22   neighborhoods should be together, which are more alike,

23   and which are least alike.

24   So if they're, you know, neighborhoods that

25   are next to each other, but they really don't associate

1 with each other or they're just less, you know -- they

2 have less policy interests specifically with schools,

3 should they be together or should they be with another

4 group?

5   So -- and especially when it comes to the

6 western part of the district, how important is it for

7 it to be underpopulated, or do you want to ensure that

8 it's, I guess, more equally populated?

9   It's -- and also keeping in mind, do you --

10 would you prefer that we keep together more

11 neighborhoods to make sure that it's -- you know, as

12 opposed to keeping it underpopulated? So there's some

13 give and take.

14   MR. BAQUERA: I think -- is it a fair

15 statement to say that the -- the -- the underpopulation

16 versus overpopulation, the risk there is now we split

17 more school communities, right?

18   If we're -- if we're attempting to

19 underpopulate in -- in the west, that means it's going

20 to be a tighter district, which means we're not going

21 to get all the school communities into one district.

22   MS. STITT: Yeah.

23   MR. BAQUERA: That's the trade-off?

24   MS. STITT: It could be. So A is what --

25 was my best effort at doing that. But you'll also

1 notice that a lot of these school -- or school

2 attendance areas are just not contiguous themselves.

3 So --

4   MR. BAQUERA: Yeah. And it's oddly shaped.

5   MS. STITT: Yeah.

6   MR. BAQUERA: Yep.

7   MS. STITT: So -- and another reason why

8 they tend to -- this map is a little bit more jaggedy

9 is because the attendance areas are a little less

10 predictable with the lines.

11   MS. CONSTANT: So special ed has been

12 brought up multiple times. That's, you know, not in

13 our census data. Is that something that you provide to

14 our students who are (inaudible) or neighborhoods that

15 they're living in, so that they (inaudible).

16   MS. STITT: Yeah.

17   MS. CONSTANT: (Inaudible). How -- how do

18 you get that?

19   MS. STITT: Yeah. It -- I think it would be

20 helpful if we had some kind of data, if possible. But

21 the issue that I see is that unless there's a

22 predominant neighborhood in which these students live,

23 this is a population that tends to live across the

24 district.

25   So it's hard to say, you know -- we usually

1 like to give the example of a community of interest is

2 like, you know, I'm left-handed so I want to make sure

3 that my left-handed people are being represented. But

4 there are left-handed people throughout the entire

5 district, so you can't really have -- there isn't,

6 like, a neighborhood of left-handed people.

7   MS. CONSTANT: Yeah. We have students

8 across that are -- I'm assuming, the way we're -- we're

9 still going about this but, right?

10   MS. STITT: Yeah. So is there a school that

11 specifically focuses on special education?

12   MR. GARCIA: No.

13   MS. STITT: Okay.

14   MR. GARCIA: And we do not have -- as in

15 some neighboring cities, we do not have a specific

16 population that has come for a program. In some

17 communities nearby, in the city that -- some DHH

18 families have all kind of congregated in a similar

19 community so that their -- so that their kids can be

20 among like peers. We don't have such a neighborhood in

21 our -- in our -- in our city.

22   MS. STITT: Okay. I mean, it's definitely

23 an important population within the school district, so

24 I don't want it to be neglected. But if there are any

25 folks out there who want to provide testimony in terms

1   of their neighborhood and how that impacts their kids,

2   I think that would be helpful. And I can work with the

3   school district, the staff, to get an idea of where the

4   special ed students are, see if there's a trend.

5   MR. BAQUERA: Go ahead.

6   I think Jonathan has question or comments --

7   MS. STITT: Trustee Zachreson, do you have

8   comments at this point or -- I mean, we're -- we're

9   going to continue.

10   MR. ZACHRESON: Oh, yes. Thank you. If --

11   if -- for the comments, if you could turn to Map B, I

12   believe it is.

13   MS. STITT: Which one?

14   MR. BAQUERA: B as in boy?

15   MR. ZACHRESON: Yeah.

16   MS. STITT: Thank you.

17   MR. ZACHRESON: Map B. And -- and again,

18   this kind of goes to maybe, like, overarching guidance.

19   You know, I -- I -- when I looked at the map, I kind of

20   look at, kind of, Roseville, our -- our district split,

21   kind of, two distinct areas. And that is the west of

22   the industrial area there, which is, kind of, what we

23   see as Fiddyment -- sorry -- between Fiddyment and

24   Washington, north of Pleasant Grove.

25   And -- and so I see that there's two

 1 districts that, you know, come out of that side, and

 2 then -- then three districts that come out of the east

 3 side, which is what we see here. And I know from a

 4 population requirement, we have to pull a little bit

 5 out of the east side.

 6   You know, I -- I -- when we map it, I kind

 7 of see that we can kind of think distinctly -- you

 8 know, we could take that, you know, the west area from

 9 one side, and mix it with the east area of another with

10 just a little bit of adjustments there. I think most

11 of the adjustments should come off of Washington

12 Boulevard, kind of like what we see here.

13   And -- and personally, overall, there's one

14 major caveat I'll point out in a minute. I believe

15 that I like this one the best, but I would be very open

16 to feedback and input on the east side, just because

17 I'm less familiar with that area.

18   I do notice though that -- that this side on

19 the east side does follow major boundaries of the

20 middle school, which I think is important as well.

21 When you look at boundaries, I think elementary is a

22 little bit harder. We don't have that overlay, but I -

23 - I do have that up. So I think that's -- that's

24 important.

25   So overall, I kind of like this one, in

1 particular how it adjusts into the east side there,

2 kind of near Brown. And so -- but again, the major

3 caveat here is when we look at the east -- the west

4 side, I kind of see Fiddyment as that major breaking

5 point there.

6   And as you see on this particular one, we

7 have this -- looks like a thumb sticking out of Area 4

8 into Area 5. And from a middle school boundary, from

9 even just access to Area 4, I almost feel like kind of

10 what was in Map 1 may be -- may be a little bit

11 different.

12   But this idea of pulling in north of North

13 Hayden Parkway, which I don't -- you can't really see

14 it here, but that's where Fiddyment is, that -- that

15 closest school next to the Fiddyment, and kind of

16 wrapping around maybe the opposite side of an arch is

17 kind of my thought. You know, that way, it -- it -- it

18 meets the -- it meets the --

19   MS. FONG: Yeah. It's on here.

20   MR. ZACHRESON: -- middle school boundaries.

21 It meets the elementary boundaries. It's a little bit

22 easier to access those homes from Fiddyment on that

23 side of the other -- that's just kind of my overall

24 feedback of what I see and how I -- how I visualize --

25 how we can approach this as we narrow down the maps

1 for, kind of, adjusting.

2   MS. FONG: I think -- well, just some

3 general thoughts in terms of, you know, making our maps

4 and overpopulating and underpopulating. For me, I just

5 feel like we -- we have to use the data that we have

6 now and not, you know, pay a lot of attention to

7 overpopulate or -- or underpopulate.

8   I know we know that the west side is already

9 -- you know, there's a lot of growth going on there,

10 but there's also -- you know, we're also going to be

11 building a couple of new schools over there. We're

12 going to have new middle schools up -- I mean, there's

13 going to be a lot of change in the next 10 years before

14 -- well, by -- by the time we get the next -- the new

15 census data. So I'm not too -- you know, I'm not going

16 to spend as much energy looking at making those kinds

17 of adjustments.

18   I do think that, you know, we can look at

19 the element of the middle school boundaries as well.

20 We only have four right now, so it -- it wouldn't -- it

21 wasn't even anyways. But those help also develop

22 communities of interest, and I -- I think the Westpark

23 side of Roseville is sort of a known community of

24 interest.

25   And then -- so those are all the Westpark

 1 schools over there. Fiddyment, Riego Creek, Orchard

 2 Ranch, Westbrook, and Junction. Those are -- those --

 3 I think those -- that group identifies themselves as a

 4 community interest. And I think Diamond Creek and Blue

 5 Oaks and Thomas Jefferson, those -- those are all sort

 6 of -- they kind of -- you know, they're -- there's a

 7 lot of overlap in communities there, just with sports

 8 and other things.

 9   So I think there's -- I think it's just

10 hard, like Trustee Constant said, to eliminate any maps

11 right now in general because I think all of them could

12 use some tweaking. And I think what we're trying to do

13 tonight is really try to figure out the best -- what we

14 can give them to help us make those tweaks. So for me,

15 I would like to see the attendance numbers or the

16 population numbers for our attendance districts. And

17 that --

18   MS. STITT: Okay.

19   MS. FONG: -- that would be really helpful

20 for me, just so we know, you know, what we're working

21 with and how -- if I want to maintain those

22 communities, how much play we have with some of those

23 and if we have to -- we're probably going to have to

24 break up one or two of our elementary schools'

25 attendance boundaries. But knowing what those numbers

 1   are, I think will just make it easier to -- to help

 2   draw the lines.

 3   MR. GARCIA: Can -- can I clarify that?

 4   Just because I think that's some of the staff's work.

 5   So for example, on this map on the left-hand side,

 6   where Westbrook is and Junction, are you requesting

 7   that -- that the voting -- the number of eligible

 8   voters are in that versus students --

 9   MS. FONG: I was just --

10   MR. GARCIA: -- or are you just talking

11   students?

12   MS. FONG: Well, it has to be population,

13   yeah.

14   MR. GARCIA: It has to be population, right?

15   So okay.

16   MS. FONG: So that's --

17   MS. STITT: Yeah.

18   MR. GARCIA: Okay.

19   MS. STITT: And I can get --

20   MR. GARCIA: If you can, okay.

21   MS. STITT: I can easily put together a

22   breakdown of the population in each attendance area.

23   MR. GARCIA: Okay. Thank you.

24   MS. STITT: Yeah.

25   MS. FONG: Any other comments or questions?

 1   MR. ZACHRESON: Is it -- is it -- so is it

 2 possible to see an alternative version of Map B with,

 3 kind of, those -- those changes I talked about, where

 4 if we were to look at North Hayden Parkway, just kind

 5 of go north there --

 6   MS. STITT: Yes.

 7   MR. ZACHRESON: - to kind of follow that as

 8 we need to, to get the population?

 9   MS. STITT: Yeah. So if -- if the board

10 directs me to make adjustments to the map, I am more

11 than happy to do that. That would be no problem.

12   MS. FONG: So I think it's just difficult to

13 -- to --

14   MR. ZACHRESON: (Inaudible)

15   MS. FONG: -- see on these maps where some

16 of those major arteries are. I mean, I -- you know, I

17 know where Fiddyment is, probably I know where the

18 highways are, but all of the other main streets are

19 very difficult to determine just looking at these

20 individual maps.

21   MR. MITCHELL: Pull up live.

22   MS. STITT: We're going to pull up the live

23 link.

24   MS. HULL: And, Liz, do you want to mention

25 the Districtr tool that we also have available online

1   to play with?

2   MS. STITT: Yeah. So we put together just

3   an outline of the district as best we could. And the

4   public -- anyone here can go to the website and use the

5   online tool to draw. It's not going to be as correct

6   in the sense that it's -- the population is going to be

7   off, but it'll still give you the ability to draw

8   online and make some of your own changes and see the

9   census blocks yourselves.

10   UNIDENTIFIED SPEAKER: Can you pull that up

11   for me?

12   MR. ZACHRESON: So -- yeah. So I know that

13   means -- so sorry if it means that we have to add one

14   more if (inaudible).

15   MS. STITT: Oh, that's totally fine.

16   MR. ZACHRESON: But I would just like to see

17   a version of this where we take that thumb piece, where

18   -- where those -- the current population that's in Area

19   4, that is west of Fiddyment, that little thumb area

20   sticking out there, part of -- in between Fiddyment,

21   Blue Oaks, and Hayden Parkway, is if it was -- that

22   population was replaced by going west of Fiddyment,

23   north of North Hayden Parkway, and just kind of move

24   along to, kind of, replace that population.

25   Maybe once we get to the park there, the --

1   the North Hayden Park -- so that's kind of a natural

2   break, I think, between the homes on North Hayden

3   Parkway, but that's the -- I just think that'd be a

4   better break because -- of -- of -- instead of that

5   area, to adjust it.

6   MS. STITT: Okay.

7   MS. FONG: But does that -- okay. Where is

8   that again? I'm looking at the map.

9   MR. GARCIA: -- this line here. Replace it

10 with what he --

11   MS. FONG: Oh, this line.

12   MR. GARCIA: Yeah. Take the thumb -- take

13 the thumb -- take the thumb -- and replace it without a

14 thumb.

15   MS. STITT: Perfect.

16   MR. GARCIA: That will be (inaudible).

17   MS. STITT: Yeah. Great. So I'm happy to

18 bring back an updated version. You'll still have Map B

19 to look at next time, but I'll just come back with a B2

20 with that adjustment.

21   MR. ZACHRESON: Thank you.

22   MR. BAQUERA: And just in -- for the sake of

23 this map, can you back all the way out? And can we go

24 over to the east side and just do a little, you know,

25 kind of slow move across -- across these maps? Or this

1 map, I should say. And that -- let -- let me -- right

2 -- actually, right where your cursor is there. So all

3 of that detail work is -- that's -- oh, I see. That's

4 based on a neighborhood map.

5   MS. STITT: This one is based off of a

6 neighborhood map, yes. And it looks like it's

7 following a little creek, and that's used as a divider.

8   MR. BAQUERA: I think it's the golf course.

9   MS. STITT: Great.

10   MR. BAQUERA: Right, Holly? Is that --

11   MS. CUTHBERTSON: Yeah.

12   MR. BAQUERA: Okay. And then can we stop

13 there for a sec? And actually, zoom right in where the

14 cursor is. So -- so this -- oh, I see.

15   So this potentially could be an example of

16 houses on two sides of the street, right, being in a

17 different district?

18   MS. STITT: Yeah. And the reason why this -

19 - like, that purple bulges into -- you know, past

20 Washington Boulevard is for population.

21   MR. BAQUERA: Sure.

22   MS. STITT: So if you want me to try to pick

23 up population elsewhere, I'm happy to do that. If you

24 think it would be more appropriate in a different -- in

25 fact, can you zoom out real fast? So maybe --

 1   MR. ZACHRESON: (Inaudible) for adjustments

 2   that -- that Trustee Baquera is talking about. To the

 3   extent that we can avoid splitting the street down the

 4   middle by either moving it a little bit or pulling it

 5   down a little bit, that makes sense to me as well.

 6   MR. BAQUERA: Yeah.

 7   MR. ZACHRESON: But I believe we have room

 8   to pull in population into Area 4, correct? Based off

 9   just the way it's set up now.

10   MR. BAQUERA: Well, can you actually -- zoom

11   -- zoom in there. Okay. Now, stop. Okay. So if you

12   did -- yeah. If you did cut it at Washington, right

13   there on Washington Boulevard, included those houses in

14   what was -- is District 3, is that -- that -- I mean,

15   that could potentially be a -- a move, you know?

16   MS. STITT: We can -- we can do that, and it

17   will put the deviation over 10 percent.

18   MR. BAQUERA: Okay.

19   MS. STITT: So then we would need to find

20   population elsewhere.

21   MR. BAQUERA: Sure.

22   MS. STITT: Which is totally fine. We've

23   seen -- in fact, you'll see the 14 maps from the

24   public. What they do is, instead of the purple, they

25   take it from right above that purple line. So like,

 1   Roseville Parkway, they'll take the population in

 2   between Roseville Parkway and the freeway, and that

 3   usually balances out.

 4   MR. BAQUERA: And is -- I -- I -- I believe

 5   that -- I mean, we're really nailing down on this one.

 6   I believe that is similar to what Trustee Zachreson was

 7   saying, by increasing the purple area on the other

 8   side, all the way to North Hayden, right?

 9   So wouldn't that -- I mean, if you bumped it

10   there and then captured more space over there, I don't

11   know if it's going to -- if that would work or not, but

12   that would be the potential offset, potentially.

13   MS. STITT: We can definitely give that a

14   try, yeah.

15   MR. BAQUERA: Okay. Yeah.

16   MR. ZACHRESON: I still have some thoughts

17   on how it splits. What I -- what I think is the best -

18   - and again, I'm, you know, open to input and -- and

19   obviously want everyone else's. I -- I -- like, any

20   carve out -- we need to take population away to happen

21   somewhere adjacent to Washington Boulevard.

22   So it's whether it's north of that area

23   we're highlighting on or a little bit south, I think is

24   -- I think it's fine to avoid -- you know, to try to,

25   you know, stay close to some of the boundaries and

1   streets and everything that you were talking about.

2   MS. FONG: Going back to Map B, could I --

3   could you see if you can do a map that has all of our

4   Westpark schools that are existing together? So --

5   because this one -- this map has Fiddyment broken and

6   also Riego Creek broken in two.

7   MS. STITT: Yeah. I can definitely create a

8   new map where that's the goal.

9   MS. FONG: And then that -- I mean -- and

10 the -- the part -- the area that's unpopulated right

11 now, I can -- that doesn't have to be included since

12 there's nobody there right now.

13   MS. STITT: Okay.

14   MR. BAQUERA: I think there's 10 or

15 something.

16   MS. STITT: Yeah.

17   MS. FONG: Yeah. Well, there's 10. There's

18 10 people.

19   MR. BAQUERA: I mean, it's -- Map A kind of

20 does it, minus a few, right?

21   MS. FONG: I think so.

22   MR. BAQUERA: Kind of.

23   MR. GARCIA: And when we're saying Westpark,

24 we're saying Westpark the neighborhood, the community,

25 or the boundaries of West Park High School?

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 1              MS. FONG:  The -- well, the -- all of our
 2   elementary schools that are in that boundary.
 3              MR. BAQUERA:  The neighborhood.
 4              MS. FONG:  The neighborhood.
 5              MR. GARCIA:  The neighborhood.
 6              MS. FONG:  Is that the neighborhood?  Is
 7   that how you describe it?
 8              MR. BAQUERA:  It's West Park-Fiddyment
 9   Farms, just to be clear, but.
10              MS. STITT:  And -- and so next time, I'll
11   have updated maps for you with these -- with this
12   input.  This has been really helpful.  And I'll have
13   the ability to draw, so then we'll all see what the
14   population change would be.  And then -- because --
15   you'll see once you start making changes in one area,
16   it sort of ripples and we'll need to make changes in
17   other areas.
18              So what I recommend is you look at the new
19   maps that were submitted by the public, see if you like
20   any of them, and which ones you would want to uplift
21   and turn into a draft map.
22              Which draft maps, you know, that we went
23   over today -- which ones do you like the least?  And we
24   don't have to, you know, talk about in the future if
25   you don't want them, but really narrow down to which
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1 ones you do like and which -- what changes you want to

2 see.

3   MR. GARCIA: And so -- just as a reminder

4 for the board, we asked for the public to submit any

5 maps by the 17th at the latest, as a priority, so that

6 we can get them uploaded prior to the seven days before

7 the 27th. And so we should see all of the maps. So

8 you should have time over the Thanksgiving break.

9 While you're spending with family, just have a little

10 map party. And then you can figure that out and bring

11 in kind of --

12   MR. BAQUERA: Plan on it.

13   MR. GARCIA: -- which are you -- what are

14 your priorities and kind of -- I -- I like the way Liz

15 said it, elevate the one or two maps that you feel best

16 represents the interests expressed by the community,

17 and we can move from there.

18   MS. CONSTANT: (Inaudible)

19   MS. STITT: Yeah. I can work with staff to

20 see if we can put together larger images that'll be

21 printable.

22   So you're looking for, like, street

23 (crosstalk)?

24   MS. FONG: Main arterials. Definitely main

25 arterials.

1   MS. STITT: Yeah.

2   MS. CONSTANT: Bigger.

3   MS. STITT: Oh, absolutely. Yeah. Yeah.

4   MS. CONSTANT: (Inaudible)

5   MS. STITT: Yeah. So it should be on the

6 website, is my understanding.

7   MS. CONSTANT: Yeah. I -- I played around

8 for a little bit and (inaudible).

9   MS. STITT: Oh, yeah.

10   MS. CONSTANT: (Inaudible)

11   MS. STITT: Yeah. So this is Districtr, and

12 what Districtr does is allow anyone to use their

13 website to draw usually congressional or city council,

14 or something like that. If the district wanted to --

15 you know, a couple of months ago they could have

16 requested, and it would've been like $8,000, $9,000 for

17 this program.

18   So this is free. And what you do is -- the

19 -- this is the outline. And when you go to the brush,

20 that -- when you click on that, that is how you draw.

21 And obviously, there are a lot of colors here, but

22 we're really only dealing with five colors.

23   So what you'll want to do is make sure

24 you're drawing within the boundary already set, and

25 you'll just click on all of the -- how much you want to

1   include in your -- or in your trustee area.

2   Now, keep in mind that it has to be about

3   22,000 people. It is -- yeah.

4   MS. CONSTANT: (Inaudible)

5   MS. STITT: Yeah, it's really hard. I was

6   trying to --

7   MS. CONSTANT: Yeah. (Inaudible).

8   MS. STITT: Yeah.

9   MS. CONSTANT: (Inaudible)

10   MS. STITT: So this -- this is not an exact

11   replica because in order to make that happen, we had to

12   split some census blocks. So it just naturally does

13   that. So unfortunately, it takes up all of the census

14   blocks. It -- so it's not exactly the same.

15   MS. CONSTANT: All right. I understand, but

16   I also -- I think the -- I mean, we're putting our

17   district (inaudible). I know I have a hard time too.

18   MS. STITT: Yeah. Yeah, yeah. It's --

19   yeah, you are right. It is not the exact boundary, but

20   it is keeping as much of it together as possible. And

21   you know, now that you know what this program is, maybe

22   in the next redistricting cycle you guys will want to

23   use it. But this is a faster pace, you know, CVRA

24   conversion, so we are doing what we can with what we've

25   got.

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 1            MS. CONSTANT:  Quick turnaround.

 2            MS. STITT:  Yeah.  Very quick turnaround

 3   time.

 4            MS. FONG:  And then so for our next meeting,

 5   all of the -- I don't know how many maps we're going to

 6   have.  We're going to have like 18 maps, I think,

 7   right, with all the ones that we're getting.

 8            And they'll look very similar to this or --

 9   but they're going to -- but they're going to have the

10   arterials and then they won't have -- will they have

11   the population of our elementaries overlaid over them

12   or not?

13            MS. STITT:  So I'll get you a map of the

14   attendance area population, but it won't -- it -- so

15   you'll have that.  And I can definitely have overlays

16   of the school attendance and neighborhoods, if that's

17   helpful.

18            So do you want me to do that for every map

19   so you can look at it?

20            MS. FONG:  I'm less concerned with the

21   neighborhoods --

22            MS. STITT:  Okay.

23            MS. FONG:  -- than I am with the attendance

24   areas, but I mean, I'll defer to my colleagues.

25            MR. BAQUERA:  I -- I would -- I would say
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1 elementary attendance boundaries is my top priority.

2 Second priority would be middle school boundaries.

3 Third priority would be neighborhoods.

4   MS. STITT: Okay.

5   MR. BAQUERA: So I mean, right, if we could

6 see all of that, but, you know, priority-wise, I --

7 that's how I would rank it.

8   MS. FONG: Trustee?

9   MR. ZACHRESON: I would -- I wouldn't need

10 to see it for all of them, but I would like to see, if

11 -- if possible, a middle school boundary overlay on the

12 ones that Redistricting Partners submitted.

13   I think that's at least enough to get us

14 going and we can kind of compare as we look at the

15 community maps. I don't think we need it. I don't --

16 I won't need to have that for all 16 maps or however

17 many are submitted by that time.

18   And -- and to add to that, it would just --

19 I guess, if -- if possible, if we can do that, it would

20 just be a high level -- kind of like what we're looking

21 at right now on the screen, which is just, you know,

22 where we see all the districts with the different maps,

23 elementary boundaries.

24   If it's a similar one with the middle

25 school, if possible, just -- just to kind of show it --

1 like -- like an example on the one we're looking at in

2 number 1, that follows the middle school boundary on

3 the south side of it perfectly, so.

4   MS. STITT: I can definitely put that

5 together.

6   MS. FONG: That would be great. I think

7 that would be helpful in helping us to -- to manipulate

8 and to also look at, you know, trying to keep those

9 communities of interest together as much as possible.

10   MR. BAQUERA: Yeah. And -- and I don't

11 think we need every map to have the main streets, but

12 it -- it would be helpful if -- like, one example of

13 Map A had it.

14   MS. FONG: Yeah.

15   MR. BAQUERA: And just to, again, get the

16 barriers of the streets and neighborhoods.

17   MS. STITT: Yeah.

18   MS. FONG: Any other comments at this time?

19   MR. BAQUERA: Great job. Thank you.

20   MS. FONG: Yes. Thank you for all the work.

21 We have a big job ahead of us still.

22   MR. BAQUERA: Thanks for --

23   MS. FONG: But hopefully --

24   MR. BAQUERA: -- everybody who submitted

25 map/maps.

 1   MS. FONG: Yes. Okay. Thank you again. I

 2 -- I'm going to close the public hearing. Any

 3 comments? We're going to go to comments and -- from

 4 superintendent and board members.

 5   Superintendent Garcia?

 6   MR. GARCIA: No comments. Thank you.

 7   MS. FONG: Trustee Zachreson, any comments?

 8   MR. ZACHRESON: No comment.

 9   MS. FONG: Trustee Constant?

10   MS. CONSTANT: No comment.

11   MS. FONG: Trustee Baquera?

12   MR. BAQUERA: Thanks for all the hard work

13 everybody is putting into this. See you soon.

14   MS. FONG: No comments from me. Thank you,

15 everybody. Our next -- I'm going to adjourn the

16 meeting, and our next regular board meeting will be on

17 December 14th, 2023, at 6:00. Thank you-all. Good

18 night.

19   (End of Video Recording)

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```
 1                          CERTIFICATE

 2

 3            I, Doug Yarborough,do hereby certify

 4   that I was authorized to and transcribed the

 5   foregoing recorded proceedings, and that the

 6   transcript is a true record, to the best of my

 7   ability.

 8

 9

10

11            Dated this 13th of November, 2023.

12

13

14

15   _____
                 Doug Yarborough
16

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