

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION  
Special Meeting 12/11/2023**

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Transcript of Video File:  
ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION  
SPECIAL MEETING  
CALIFORNIA VOTING RIGHTS PUBLIC HEARING AND  
10-YEAR ENROLLMENT AND FACILITIES UPDATE  
DECEMBER 11, 2023

Video Runtime: 1 Hour 40 Minutes 44 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, December 11th,  
4 2023, special meeting of the Roseville City School  
5 District Board of Education to call to order. Can we  
6 stand for the public -- the Pledge of Allegiance?

7                   Holly, would you -- would you mind leading  
8 us in the pledge, please? Thank you.

9                   (Recitation of the Pledge of Allegiance)

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

11                  MR. GARCIA: President Fong, if it pleases  
12 the board, I would like to request that we move Action  
13 Item 5.1, the resolution, from today's meeting to our  
14 regularly scheduled board meeting on this Thursday. We  
15 have posted the agenda. The maps are available, and  
16 all of the maps have been available on our CVRA website  
17 for the past seven days. So we would make that  
18 request, please.

19                  MS. FONG: Is there a motion to move Action  
20 5.1 to Thursday?

21                  MR. ZACHRESON: So -- so just a quick  
22 question on the -- the -- the request. Is it moving  
23 the entire subject or just that the -- the action  
24 component of that?

25                  MR. GARCIA: It is just the -- it is just

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1 the resolution itself, just the action item. So the  
2 public hearing itself can still stand.

3 MR. ZACHRESON: Got it. Okay.

4 MR. BAQUERA: Move -- I apologize. The  
5 specific -- move -- move to approve the agenda with the  
6 exception of 5.1, which will be moved to Thursday's  
7 meeting.

8 MR. ZACHRESON: Second.

9 MS. FONG: There's a motion by Trustee  
10 Baquera and a second by Trustee Zachreson. Any comment  
11 or discussion? All those in favor say aye.

12 ALL: Aye.

13 MS. FONG: Opposed? Motion Carries. Thank  
14 you.

15 I'm going to go ahead and open up the public  
16 hearing. Item 4.1 is a public hearing adopting trustee  
17 area boundary map and election sequence for election of  
18 members of the Board of Education and submitting  
19 proposal to the County Committee on School District  
20 Organization to establish by trustee area elections.  
21 We have a couple of folks that have submitted comments.  
22 First we'll have Cassie L., followed by Holly  
23 Cuthbertson (phonetic).

24 MS. L.: Hi, Board. Thank you for having me  
25 tonight. I live in Roseville, and I have a child in

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1 this school district right now. And I wanted to show  
2 my support for Map B2. I believe that's the  
3 Redistricting Partners map. I think that does a really  
4 good job of keeping neighborhoods together and fairly  
5 dividing all the districts. So thank you.

6 MS. FONG: Thank you. Holly? Welcome.

7 MS. CUTHBERTSON: Hello, everyone. Thanks  
8 for hearing me out today. I just wanted to say, I  
9 appreciate all the time you have spent in the thorough  
10 review of all of the maps that were presented by the  
11 public, including those that came from the students. I  
12 think that was really great. And, you know, all of the  
13 maps that you have to pick from are really reasonable  
14 maps. They're all good maps. I want to say thank you  
15 to Trustee Baquera and President Fong for just doing a  
16 little extra and really making me feel included in the  
17 process. I appreciate it.

18 Let's see. Of all the three maps that I  
19 support, B2. It's an example, I think, of kind of what  
20 can happen when parents get engaged and then also when  
21 others engage back. So I appreciate that. But even  
22 more importantly, I think B2 keeps the greatest numbers  
23 of communities of interest, takes them into  
24 consideration. So, you know, those elementary  
25 attendance boundaries, B2 keeps 11 of seven together,

1 intact, in the district. I think that's really  
2 important.

3 And also what I wanted to say was thank you  
4 for listening and engaging with me. I really  
5 appreciate it. And it kind of -- it affirms my sense  
6 of connectedness that I have with the community. So I  
7 appreciate it. Thank you.

8 MS. FONG: Thank you. Seeing no other --  
9 anybody else that's interested in making a comment on  
10 the -- during the public hearing process?

11 Superintendent, do you want -- do you want  
12 to give a -- an overview?

13 MR. GARCIA: Just as a reminder, the board  
14 did receive one public comment from the public comments  
15 Google form that's included in your packet as well.

16 MS. FONG: Okay.

17 MR. GARCIA: So this is the fifth public  
18 hearing that we have had on the CVRA. We have taken  
19 the, I believe, 26 maps, and taken it -- the board  
20 elevated three at the last meeting. And so this is an  
21 opportunity for the board to further listen and gather  
22 public comment as well as any further conversation  
23 before providing staff with direction and then voting  
24 on a resolution on December 14th. And at that point,  
25 we'll notify the county superintendent. And we'll have

1 a date in January for that board to convene to then  
2 take action on the final map that this board approved.

3 The second thing beyond the map that we  
4 should be aware of is the sequencing. We'll have to  
5 take -- take some action on the sequencing as well, all  
6 of which is included on the CVRA website. And I  
7 believe the board was given hard copies earlier -- or  
8 late last week for their review.

9 MS. FONG: Okay. With that, is there any  
10 comments or discussion amongst the board regarding this  
11 item? Trustee Zachreson?

12 MR. ZACHRESON: I -- I think, like Trustee  
13 Krafka, I would just say, when we, I think, further  
14 discussed and -- and went down to these maps, Trustee  
15 Krafka wasn't able to make that meeting. So --

16 MS. KRAFKA: I -- yeah. I watched the  
17 video.

18 MR. ZACHRESON: But yeah. No. Yeah. I  
19 know you watched the video. But -- but I know -- it  
20 was -- I had some questions about -- for you on this  
21 particular -- you had -- you had put comments in ahead  
22 of time, saying that you wanted some adjustments,  
23 particularly on the east side.

24 MS. KRAFKA: Uh-huh.

25 MR. ZACHRESON: So just wanted to get some

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1 input or just get some feedback from you today.

2 MS. KRAFKA: Yeah.

3 MR. ZACHRESON: Depending on just how those  
4 -- if -- if any of those adjustments have been  
5 incorporated in any of the maps.

6 MS. KRAFKA: So thank you for that. So  
7 yeah. So I did proposed some slight adjustments to the  
8 lines. If you're to look at the B2 map, it would be  
9 adjusting the lines slightly for Area 1, Area 2, just  
10 to keep some of the Title 1 schools further together.  
11 I do think B2 does a good job, though, of -- of keeping  
12 them together. It's not exactly how I had outlined.  
13 Just based on process from my understanding, we would  
14 not be making any line changes today because it's too  
15 late to make changes. So just to clarify, I think that  
16 time has passed, which is fine.

17 I did listen to the meeting and appreciated  
18 all the comments that everyone had made. So -- but I  
19 think if I were to look at the elementary lines, kind  
20 of B2, I think, was closest to what I was targeting.  
21 So for example, I know we don't have them up, but draft  
22 E kind of splits those school districts up a little bit  
23 more than I had desired. And then F does a decent job.  
24 But B2 is mostly aligned with what I was targeting, and  
25 it was to keep those Title 1 schools as -- most

1 together as possible.

2 MR. ZACHRESON: Thank you.

3 MS. FONG: Any other questions or comments  
4 for the -- each other? Trustee Baquera?

5 MR. BAQUERA: I'll say thanks again for all  
6 of the public input that we have received on this  
7 issue. I think coming down to the three final maps is  
8 fantastic. We obviously took a -- had a long journey  
9 and several maps to get there. Appreciate everybody's  
10 effort. Appreciate Redistricting Partner and all of  
11 their work that they did in this. I maintain that I  
12 still have my -- my favorite map. I was interested to  
13 hear if there was any other public input that we  
14 received.

15 But I -- I do believe, in -- in similar  
16 alignment with what Trustee -- Trustee Krafka said, is  
17 there is one map that does keep the neighborhoods --  
18 excuse me, the school communities together, which, I  
19 think, is what we identified as -- as a number one  
20 primary area of interest for us. So I'm interested to  
21 move forward in the conversation to get to our vote  
22 next week. And then further even tonight, we can  
23 discuss if anybody has any ideas on sequencing, right,  
24 President Fong, if -- if -- that's a piece of this  
25 discussion as well. But just to say, thank you for

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1 everybody for all their hard work to get us to this  
2 point. That's all.

3 MS. FONG: I'm happy to give some just  
4 overview thoughts as well on the maps. I want to thank  
5 everybody for their participation, the students, again,  
6 members of the public that are here tonight and that  
7 had given us comments and submitted maps as well.  
8 Appreciate that, and really -- really value the  
9 engagement that we had in the process. We are having  
10 another public hearing on Thursday. So I'm happy to  
11 reiterate my remarks on Thursday as well.

12 But just generally, I do feel that B2 does  
13 the best job of incorporating the communities of  
14 interest that we have all identified as the highest  
15 priority to us, which is the elementary school  
16 districts. I did take a -- a tally of all the  
17 different maps and how many different elementary school  
18 districts are -- remain intact. So with B2, I have 12  
19 of 17. I know Holly had -- had 11. But Westbrook is  
20 our newest school, and it's not actually reflected on  
21 the map. So I kind of just adding them on as well.  
22 Even though it -- it wasn't reflected in the census  
23 numbers, it is one of our schools, and I just include  
24 that with Westpark. So that's -- of -- of this map for  
25 B2, we have 12 of our 17 elementary schools that remain

1 fully intact, which is definitely the highest of all  
2 the three maps.

3 Map E has 18 of 17, and then Map F has nine  
4 of 17. So I can go into all of the different -- eight  
5 of 17, I'm sorry. Eight of 17 for draft E, and then  
6 nine of 17 for draft F. And then each of the maps, of  
7 course, have unique characteristics to them. So B2 is  
8 one of the maps that keeps Catheryn Gates intact, keeps  
9 Woodbridge and Kaseberg intact, and also keeps Sargeant  
10 and Crestmont intact. So that's unique to B2.

11 E keeps -- I don't think there's anything  
12 specifically that E keeps unique. For F, we have --  
13 Cirby and Kaseberg are intact, and then Vencil Brown is  
14 intact for -- for F. So that's unique to F.

15 But overall, the Title 1 schools are, you  
16 know, are pretty well intact in District 2 in the -- in  
17 the B2 map. We have all of Woodbridge. We have all of  
18 Kaseberg, and then as much as we could get of Cirby in  
19 there with keeping, you know, sort of some -- some  
20 contiguous lines. It's just -- it was just a kind of a  
21 challenging area.

22 The whole -- the -- the east side, it splits  
23 nicely in B2 for Crestmont and Sargeant to be all in  
24 one district and then part of Cirby. But then when you  
25 get to 2 and 3, that -- it's just the boundaries of

1 those schools are really are just a little challenging  
2 to keep intact and all of the maps had that -- that  
3 same challenge. So it wasn't just unique to B2. But  
4 you know, in general, I think, you know, we could -- we  
5 could -- like I mentioned at our last meeting, I think  
6 we could spend hours and days and weeks, you know,  
7 drawing up the perfect map.

8 All the maps fit the criteria, all of the  
9 maps are compliant. There's definitely deviations that  
10 are met. Certainly we're going to have a lot of growth  
11 in our district in the next 10 years. And we're  
12 already -- we already have at least 30 -- I think  
13 30,000, at least, more population than -- than our maps  
14 reflect already. So we're already out of compliance  
15 from that standpoint.

16 So to try to -- to try to predict and to try  
17 to make up, you know, for population growth and  
18 population that we're expecting here is -- is really  
19 not part of the process right now. So I think we're  
20 doing the best that we can with the data that we have.  
21 And I appreciate the public's engagement in the  
22 process.

23 Any other comments or questions?

24 MR. ZACHRESON: Yeah. Like, just a -- I had  
25 a question. And maybe we can't answer it tonight

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1 because I think Redistricting Partners would -- might  
2 have to answer this. This is -- has to go with  
3 factoring in -- whether or not we can factor in  
4 existing trustee areas. I believe school boards can  
5 under the law. In -- in consideration, I just want to  
6 -- I believe that was a comment made in a previous  
7 board meeting. I know Trustee Garcia was able to make  
8 a comment on that.

9 MR. GARCIA: Can you clarify the question?  
10 I'm sorry. Trustee areas?

11 MR. ZACHRESON: Yeah. So the -- where  
12 existing trustees live in -- in the -- in the overall.  
13 Is that a -- is that a factor of consideration?

14 MR. GARCIA: It --

15 MR. ZACHRESON: For board members, I thought  
16 they said that was for -- for school districts. But  
17 maybe it's not.

18 MR. GARCIA: It cannot be a factor as of  
19 January 1, 2023.

20 MR. ZACHRESON: Got it. 2023 or 2024?

21 MR. GARCIA: I'm sorry, 2024. And so that  
22 will be the final County Committee will take place in  
23 2024. So trustee residents cannot be a factor.

24 MR. ZACHRESON: Okay.

25 MR. GARCIA: And that was made clear through

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1 Redistricting Partners throughout the entire process.  
2 They refused to receive any data that had your home  
3 addresses or any maps with any of your markings on it.  
4 So they have not -- they have no idea where any of you  
5 reside in -- in this process.

6 MR. ZACHRESON: Good to know. Thank you.

7 MR. GARCIA: And they -- and they still do  
8 not.

9 MR. ZACHRESON: That's good to know. I  
10 would just add then some other comments that -- I -- I  
11 think, you know, my preference is Map E overall. I  
12 feel like it -- it has the natural borders, the most  
13 compact.

14 I think it strikes a nice balance between  
15 the population. I -- I do think -- I -- I know that  
16 the population is growing on the west side, and we  
17 can't completely accommodate for all of that. But it  
18 does have a nice balance of -- with -- with -- if you  
19 look at 5 and 4.

20 Now Map F, although there's this -- some  
21 funky pieces, I think generally it does the same thing,  
22 although some of the lines may look a little bit off  
23 and -- but -- but if you look at natural boundaries and  
24 busy streets, I think it does well. And I think that  
25 Map F does the best overall with -- with the population

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1 size on the west side, that I think both 4 and 5 are  
2 under. Whereas on Map B, District 5, which is our --  
3 our -- our fastest growing area happens, to have the  
4 largest population.

5 And so that's why, you know, I -- I prefer -  
6 - I think Map E strikes a balance between all of those  
7 factors, but with Map F obviously doing the best job on  
8 the population, with Map B doing the -- the least.  
9 Those are my -- my comments.

10 MS. FONG: Trustee Constant?

11 MS. CONSTANT: Okay. I -- I would say that  
12 I -- I still prefer E and F. With B2 for the sizing  
13 and the deviation, it does -- it does obviously fit.  
14 All three of them are fitting.

15 However, in B2, District 5, the area's high  
16 expected growth is the largest. So the maps will be  
17 immediately out of balance. E, the map does a good job  
18 splitting current and future growth areas into the two  
19 districts. And F probably does the best but -- and  
20 will allow the most stable future. But I -- I would be  
21 happy with either.

22 For the contiguous areas, though B2 is  
23 technically contiguous when looking from landmass  
24 alone, the eastern and western portions of the D3  
25 residential areas are split by vast commercial and

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1 residential areas. So there's no neighborhoods that  
2 connect in B2.

3 Maintaining communities of interest, B2, I -  
4 - I don't feel it does. The neighborhood at the  
5 northeast border of D5 and D4 have splits  
6 neighborhoods. D3 attempts to connect two residential  
7 areas by large commercial industrial properties and an  
8 interstate freeway that's only one point of connection  
9 between them.

10 And on F, for communities of interest, with  
11 a minor exception of the -- what I think we all call  
12 the Claw, it's just a handful of homes on the east side  
13 of D5 that pokes into D4. This small neighborhood  
14 could be argued to be suited for D4. It is already  
15 isolated from D4 by physical and natural boundaries of  
16 the businesses.

17 For -- sorry, compactness, B2, the D3 is the  
18 least compact of the maps presented. It is long and  
19 narrow, separating two residential neighborhoods by  
20 large commercial industrial properties and an  
21 interstate freeway with only one point of connecting  
22 between them. E, this -- it has the presence --  
23 presents the most compactness with all five districts.  
24 So I would probably lean towards E.

25 MS. FONG: Any other comments? Trustee

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1 Krafka? No? Oh.

2 MS. KRAFKA: Regardless of which map, I  
3 don't -- I didn't, at least catch, what I heard, if we  
4 had talked about sequencing at all, I'm not sure.

5 MS. FONG: Okay.

6 MS. KRAFKA: So to start off conversation  
7 with sequencing, I would propose that, regardless of  
8 which map, we probably include Districts 5 since I  
9 think one of those elections would be up anyways. And  
10 then I would propose something on the east side because  
11 that is where we're kind of lacking representation, and  
12 so open to discussion on whether it's Districts 1 or 2  
13 or 3. But one of those areas would -- I think would  
14 make the most sense.

15 MS. FONG: Trustee Constant?

16 MS. CONSTANT: I agree. I would -- I would  
17 probably do kind of the opposite sides because that's  
18 our area that we are not represented right now. So  
19 District -- I would probably choose like District 1 and  
20 then the other three would be together. So 5 and 1.

21 MS. FONG: Trustee Baquera?

22 MR. BAQUERA: I -- I would agree. I think  
23 there's consensus there that we have not seen  
24 representation from the far east side in what we would  
25 call District 1. And I think that would be a -- a

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1 great place to start. I think, of course, doing  
2 District 5 is essential. And so I would -- I would  
3 also support a -- a 5 and 1 sequencing for 24, 2, 3, 4  
4 for 26.

5 MS. FONG: I tend to agree. I think 5 is --  
6 is a must. We -- we want to keep some continuity, and  
7 then District 1 for all the reasons everyone else has  
8 mentioned. We haven't had representation there for  
9 quite some time. I'm not sure when the last time we  
10 had a board member that lived in that area has been.  
11 So it makes sense. And I like that it -- we're kind of  
12 starting on the outside, and then we work in for the  
13 two different election cycles.

14 Any other comments? Trustee Zachreson? No?

15 MR. ZACHRESON: No. I think everyone said  
16 the same thing. I think 5 and some, you know,  
17 somewhere on the east side, so .

18 MS. FONG: Okay. So hearing no additional  
19 comments, I'm going to go ahead and close the public  
20 hearing, and we'll resume another public hearing on  
21 Thursday and consider resolution as well. We're going  
22 to move on to Item 6.1. It's information items, and  
23 it's a 10-year enrollment and facilities report update.  
24 So Superintendent Banks.

25 Oh, I'm so sorry. Okay. Well, you want to

1 the public comments until -- let me see. Can you see  
2 that? Okay. Okay. We're going to do the public  
3 comment first since we have a couple of folks that want  
4 to speak on this item.

5 Okay. This is the public comment portion of  
6 the meeting. All items on the agenda will be open for  
7 public comment before final action is taken. Members  
8 of the audience may address the Board of Education on  
9 any item not on the agenda.

10 Items brought to the board in open session  
11 can be of a specific or general nature that are within  
12 the subject matter jurisdiction of the board.

13 Individual speakers shall be allowed three minutes to  
14 address the board on each agenda or non-agenda item.  
15 Brown Act regulations restrict the board from taking  
16 any action on any subject presented that is not on the  
17 agenda.

18 We have one, two, three, four comments so  
19 far. First will be Theresa Enrico (phonetic), followed  
20 by Denise Kyles Jensen (phonetic). Welcome.

21 MS. ENRICO: Hi.

22 MS. FONG: Hi.

23 MS. ENRICO: So I'm Theresa Enrico. I have  
24 two daughters that are in the district. My oldest one  
25 is Olivia (phonetic), and she goes to Riego Creek. And

1 my youngest is Seraphina (phonetic), and she is going  
2 to Ophir with the deaf and hard of hearing program. So  
3 I know there's been a lot of conversation of what to do  
4 with the DHH program. And I know with PCOE trying to  
5 figure out what would be best for them, there's been a  
6 lot of work, and there's a lot of variables, which I'm  
7 very aware of.

8 But Roseville actually has a very large deaf  
9 community. I'm not sure if you are aware of that. But  
10 there's a lot of adults and families living in the  
11 Roseville area that are deaf. And you have a lot of  
12 students in Roseville under your jurisdiction that are  
13 deaf and hard of hearing.

14 So for -- first and foremost, they are yours  
15 and your responsibility. And they are amazing  
16 students. They're wonderful children, just like every  
17 other student. And you have an amazing opportunity in  
18 front of you to add a new program to your campuses, not  
19 something that's put somewhere else, but here, with  
20 you, where they live, to help support them.

21 From a logistical standpoint, it makes sense  
22 to pool your resources into one location to help all of  
23 the adults involved: the teachers of the deaf, the  
24 educational audiologists, the speech therapist, and  
25 which these students see on a regular basis, that they

1 need to be with. Currently, there's two deaf teachers,  
2 teachers of the deaf, that are trying to meet with  
3 these students.

4 They're itinerants. And they're serving  
5 hundreds of students. And they are stretched thin.  
6 They're doing a wonderful job, and they're doing the  
7 best they can. But it would be better served if their  
8 students were in a more central location that could  
9 meet more of their needs.

10 It also will benefit the other students on  
11 campus that are not deaf and hard of hearing, exposing  
12 them to what is out there. Roseville City -- not  
13 Roseville City School Districts, that's you guys.  
14 Roseville Joint High School Districts, they have  
15 adopted ASL as a foreign language requirement or an  
16 option instead of Spanish or French.

17 So that's something -- only Antelope has it  
18 currently, but it would be amazing to include more high  
19 schools having that language requirement. And having  
20 your students exposed to that in elementary school and  
21 in junior high, they might take that route. All of our  
22 local colleges have that option, and so exposing them  
23 early so they know that this is a career option would  
24 be amazing.

25 Thank you very much.

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1           MS. FONG: Thank you. Next, we have Denise  
2 Kyles Jensen, followed by Johanna Wonderly (phonetic).  
3 Hi. Welcome.

4           MS. JENSEN: Hi. Thank you. My name is  
5 Denise Kyles Jensen, and I'm the mom of two deaf boys.  
6 My oldest just completed the K through 8th program at  
7 Ophir, and is now a freshman at Del Oro in the DHH  
8 program. And my youngest is one of the 13 RS -- excuse  
9 me, RCSD students currently being bused to Ophir for  
10 the DHH program.

11           Our -- our family is thrilled that Roseville  
12 City School District is considering hosting the PCOE  
13 DHH program. This is something that I have been  
14 wanting to happen for many, many years.

15           Being that I have got a 15-year-old, I have  
16 a lot of years of having my children bused up to the  
17 DHH program. It varies every year, but we have had  
18 years that it was up to three hours a day in transport  
19 time on the Roseville buses.

20           I would -- I would say that 30 years ago  
21 when the program was established at Ophir, it made  
22 sense. But it has not made sense for a very long time  
23 for the program to be hosted up -- up the hill at that  
24 location. So this is a really -- really -- really  
25 overdue to, you know, be discussing making this change.

1           And in addition to the busing concerns, I  
2 would love to see the program move to a larger school  
3 site. One of the other problems we have is Ophir is  
4 such a tiny school. There's only one class per grade.

5           Sometimes that can be -- cause some -- cause  
6 some issues. And I would also love to have my kids at  
7 a school where they had an option to do extracurricular  
8 activities. Again, being a small school, my older son,  
9 his elective in seventh grade was board games.

10           So as a homeowner, when I -- when we  
11 purchased our house, my oldest was a year old, and one  
12 of the things that I really liked was the Roseville  
13 School District. And as, you know, luck would have it,  
14 my children have never actually had the opportunity to  
15 attend the schools here. So anyways, I'm just here in  
16 support of Stoneridge or any other school option that  
17 Roseville would be willing to offer for PCOE to host  
18 the DHH program. Thank you.

19           MS. FONG: Thank you. Next. We have  
20 Johanna Wonderly, followed by Emily Sheldon (phonetic).  
21 Welcome.

22           MS. WONDERLY: Hello. Good evening,  
23 Roseville City Board members. My name is Johanna  
24 Wonderly, and my children are three of the 13 RCSD  
25 students being served by the regional deaf education

1 program. Our family is delighted to see that Roseville  
2 city staff and board members are looking for  
3 opportunities to bring the PCOE program to one of your  
4 campuses. The plan to change Stoneridge to a TK  
5 through eight to combat declining enrollment in East  
6 Roseville and allow for preferred educational grade  
7 arrangements for our families is truly innovative.

8 Did you know that American Sign Language is  
9 the third-fastest growing language for student  
10 enrollment after Spanish and French in the United  
11 States, according to an MLA paper published in 2018?  
12 Offering ASL on a campus with deaf education program  
13 gives mainstream students access to native language  
14 users, truly giving these students a connection with  
15 the community and culture of our ASL users and creates  
16 natural opportunities for inclusion built into a campus  
17 as a whole for our deaf and hard of hearing youth.

18 My children presently are on the bus over 90  
19 minutes to go 13 miles up the hill. Having deaf  
20 education program closer to home reduces their time on  
21 the bus and gives them more time to be kids.

22 It gives them the flexibility to be involved  
23 in afterschool opportunities. It also gives our deaf  
24 and hard of hearing students a location where they can  
25 have a sufficient amount of peers just like them to

1 prevent social isolation, the biggest risk factor  
2 facing our deaf and hard of hearing youth today.

3           Since kindergarten, my nine-year-old has  
4 been the only deaf student in her class. The capacity  
5 restrictions due to the current campus challenges  
6 prevents new deaf and hard of hearing children from  
7 being added to her class. With this move, she would be  
8 able to have peers for the first time since preschool.

9           We thank you for this plan, and you have our  
10 full support.

11           MS. FONG: Thank you.

12           MS. WONDERLY: And then I do have a copy of  
13 the paper from MLA.

14           MS. FONG: Thank you. Emily Sheldon.  
15 Welcome.

16           MS. SHELDON: Hi.

17           MS. FONG: Hi.

18           MS. SHELDON: Good evening and thank you so  
19 much for your patience. A toddler who missed their nap  
20 is not an ideal board meeting attendee. But my name is  
21 Emily Sheldon. I am a graduate of Roseville City  
22 Schools. I attended Sergeant, Eich, and Oakmont. And  
23 I'm so privileged now as an adult that I get to raise  
24 my own family and my own children here in Roseville and  
25 with the Roseville City Schools.

1           You know, when my daughter was born -- my  
2 daughter is three and a half years old. She's one of  
3 the youngest members of RCSD's deaf and hard of hearing  
4 program. And when she was born right at the start of  
5 COVID, there was a lot that we didn't know.

6           My daughter was born with a rare medical  
7 condition. Took us a long time, especially with the  
8 pandemic, to figure out exactly what was going on. And  
9 one of the things that was so impressive to us is that  
10 it was PCOE.

11           It was the public education system that  
12 really stepped us -- up to support us through the early  
13 intervention program. And we were in that program for  
14 three years. And then we recently made the transition  
15 into preschool.

16           My daughter attends the preschool program at  
17 Ophir. She's unable to ride the bus with her peers.  
18 So we have a blend of either parent transportation or  
19 medical transportation all the way to and from Auburn  
20 every single day.

21           This was a really tricky situation for us,  
22 but being among her peers has been life-changing for  
23 her. She's increased her receptive language, or her  
24 understanding of ASL. She's begun to understand  
25 classroom routines. She's started to form friendships

1 and relationships. And that's something that's  
2 hindered, because the current campus at Ophir is not  
3 very accessible, and it's not ADA compliant. And that  
4 means that deaf disabled children don't have access to  
5 this program on a regular basis.

6 Stoneridge and other campuses here in  
7 Roseville are new. They're beautiful. They're  
8 incredible, and you should be so proud of them. But it  
9 also means that they're accessible, and that there's  
10 space for all students to have access to those  
11 campuses.

12 There's a lot of research that shows that  
13 when you have deaf and disabled students around their  
14 typical peers, everybody benefits. Typical kids learn  
15 more about empathy, they learn more about their own  
16 self-actualization, and their deaf and disabled peers  
17 are also learning new skills alongside them. In the  
18 end, everybody wins. And as mentioned, a huge portion  
19 of this student population is from right here in  
20 Roseville. And we would be so thankful if we could  
21 also go to school in our home district.

22 Thanks so much.

23 MS. FONG: Thank you. Last one. Thank you  
24 for the comments.

25 Associate Superintendent Banks.

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1 MS. BANKS: It's a tough act to follow.

2 MS. FONG: Definitely.

3 MS. BANKS: All right. Let's just do a  
4 testing.

5 MS. FONG: It is.

6 MS. BANKS: I apologize. Sorry. So sorry.

7 MS. FONG: Try now.

8 MS. BANKS: Thank you. All right. Good  
9 evening. All right. I'm going to have myself situated  
10 here. And we have the clicker working. All right.

11 Well, tonight I'm here to provide an update  
12 on the 10-year facilities and enrollment plan that I  
13 originally shared with you back in November. This  
14 evening's update will delve into two scenarios that  
15 will aim to alleviate the enrollment at Chilton Middle  
16 School. I will also shed some light on the potential  
17 impact to Eich's International Baccalaureate, or IB  
18 program, if the district were to implement a TK-8  
19 program at Stoneridge.

20 Furthermore, I will share insights into the  
21 prospect of combining our preschool programs, provide  
22 information regarding the deaf and hard of hearing  
23 program, share a recommendation regarding playground  
24 structures replacements at four of our school sites,  
25 and finally wrap things up with a reminder to the board

1 about the recommended boundary adjustments for the  
2 Amoruso Ranch development. So we have all that to  
3 cover, but we'll go ahead and get started. And we'll  
4 end with next steps.

5 All right. So before we delve into the --  
6 delve into the latest scenarios, I would like to  
7 revisit some critical data from our previous  
8 presentation that is fundamental to tonight's -- to  
9 tonight's discussion. This information will focus on  
10 the enrollment trends at both Chilton and Cooley. So  
11 we're just -- there's not -- no information. I'm just  
12 going to give you some reminders about our previous  
13 information.

14 So first, let's begin with Chilton. Over  
15 the next 10 years, we predict that we will observe a  
16 distinctive pattern, one in which I call a critical  
17 period of enrollment for the school.

18 Between the year '25-'26 and the '28-'29  
19 school year, Chilton will experience a surge of  
20 enrollment, peaking at 1,380 students approximately.  
21 However, this peak is followed by a gradual decline,  
22 reaching 1,220 students we project in the year '29-'30.  
23 So there's a surge, and then it goes down.

24 Now, shifting our attention to Cooley, our  
25 projections indicate a similar critical period of

1 enrollment with a slightly different timeline. We  
2 anticipate Cooley's enrollment to reach its peak in-  
3 between the 2031 and '32 school year, and the '33 and  
4 '34 school year. This projection considers the  
5 development of Amoruso Ranch and the final build out of  
6 Creekview Ranch. We anticipate that Cooley will peak  
7 at approximately 1,300 students during that time  
8 period.

9 Another important detail I want to point out  
10 to you before we look at the new scenarios is that a  
11 decision has been made regarding purchasing portables  
12 that were to be added to Chilton. It was clear after  
13 the last board meeting that the board was uncomfortable  
14 with Chilton's enrollment reaching close to 1,400  
15 students. Based on that feedback, the contractor  
16 purchasing portables will not be brought back to you at  
17 the next meeting on Thursday.

18 Practically speaking, to have implemented  
19 portable classrooms on the campus ready for the first  
20 day of school in August, we would have needed to  
21 present the portable classrooms contract to you by --  
22 you know, in December. So the next meeting, which is  
23 Thursday. This timeline is crucial to ensure the  
24 timely receipt and installation of the buildings is in  
25 June and July. So at this time, again, we do not plan

1 to add portables to Chilton for the '24-'25 school  
2 year.

3 All right. With that, let's jump into the  
4 scenarios. All right. So there are two new scenarios  
5 to review tonight, that specifically focus on the West  
6 End schools, and enrollment impacts at Chilton. The  
7 first scenario, named Scenario A, shows what Westbrook  
8 and Chilton would look like over the next 10 years if  
9 we implemented a TK-6 program at Westbrook.

10 For this scenario and Scenario B, the next  
11 scenario, we provide data around a non-choice option  
12 for the sixth grade at elementary school and a choice  
13 option for parents.

14 For the choice option, we assume that 50  
15 percent of the families would choose to keep their  
16 students at their elementary school and 50 percent  
17 would choose to send them to the middle school. We  
18 aren't exactly sure what the actual percentage would be  
19 but -- if we gave families the option. But for these  
20 scenarios, that is the assumption we are using. It's a  
21 50 percent split.

22 If we do not provide families a choice,  
23 Chilton's enrollment would peak at 1,290 students and  
24 get as low as 1,050 students. As a reminder, Chilton  
25 has a capacity currently at 1,200 students. Similarly,

1 if we don't provide families a choice, Westbrook  
2 enrollment, their enrollment, would peak at 740  
3 students. And just as a reminder, the capacity  
4 enrollment at Westbrook is currently 800. So that's  
5 Scenario A, just using Westbrook as the option for a  
6 TK-6.

7 All right. So let's move to Scenario B.  
8 Now, let's look at Scenario B, where we added a TK-6 at  
9 Junction as well as Westbrook. Similar to Scenario A,  
10 we show what a non-choice for parents option would look  
11 like, as well as the choice option.

12 This first slide for Scenario B is just  
13 focusing on Chilton. So we don't have the elementary  
14 schools on here. It's just the choice and non-choice  
15 option for -- for Chilton. Chilton's enrollment would  
16 peak at 1,170 students if both Junction and Westbrook  
17 held their sixth graders at the elementary school. If  
18 we offered a choice for parents at Westbrook and  
19 Junction, Chilton would then peak at 1,280 students.  
20 So that's the difference if we offered the choice and  
21 the non-choice, and that's Chilton.

22 So now, this slide is still Scenario B, and  
23 this slide shows the impacts to Junction and Westbrook  
24 if we offered a sixth grade at both of these sites. If  
25 we don't offer a choice and all sixth graders attend

1 Westbrook, and all the sixth graders stay at Junction,  
2 Westbrook will peak at 740 students, and Junction's  
3 enrollment would peak at 780.

4 Junction's capacity, just as a reminder, is  
5 825. So it's within the capacity. If we allow parents  
6 to choose to send their children to Chilton or stay at  
7 Westbrook and Junction for sixth grade, Westbrook would  
8 peak at 710, and Junction would peak at 720, again,  
9 below their enrollment capacity.

10 As mentioned previously, Chilton's critical  
11 enrollment period does not begin until the '25-'26  
12 school year. So no decision needs to be made right  
13 now. We would like to be thoughtful in our approach in  
14 making a grade configuration change, even as a choice  
15 for parents. So at this time, if the board would like  
16 to adjust the grade configuration at Westbrook and/or  
17 Junction, we recommend that action be taken for  
18 implementation during the -- for the '25-'26 school  
19 year.

20 And with that we're going to pause, and  
21 we're open for discussion.

22 MS. KRAFKA: So --

23 MS. FONG: Trustee Krafka.

24 MS. KRAFKA: -- capacity is 1,200 for  
25 Chilton. What is the current year enrollment?

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1 MS. BANKS: 1,210. So we're just above  
2 that.

3 MS. KRAFKA: Okay. So -- and then do we  
4 have a projection for next year, because I heard we are  
5 not doing portables, right?

6 MS. BANKS: Right. So we would be at 1,250  
7 next year.

8 MS. KRAFKA: 1,250?

9 MS. BANKS: Uh-huh. And I did include in  
10 your packet -- or I had Renee include it, the original.  
11 So you have the -- the four scenarios. But I also  
12 copied the scenario -- the first scenario that we had  
13 back in October that just is everything stayed as is,  
14 right? This is what it would look like.

15 And so you can look at Chilton there at the  
16 top. This is if we did nothing where that critical  
17 period is. Now, as you note on there, the portables  
18 are on this scenario on this sheet because at that  
19 time, we were talking about adding them. But this --  
20 the capacity is right now at 1,200.

21 MR. GARCIA: Can I make a comment also?

22 MS. BANKS: Yes.

23 MR. GARCIA: So Amy, we have a substantial  
24 amount of development happening on the West End, and we  
25 know that some of our schools are going to account for

1 those neighborhoods that don't have a new school built  
2 yet.

3 Do these numbers include those students?

4 MS. BANKS: Yes. So the development we're  
5 talking about specifically right now, in current days,  
6 is Creekview Ranch, and those are in our numbers. And  
7 those are also taken out of Chilton, and they go to  
8 Cooley. So they're included in Cooley's numbers. But  
9 both Junction and Westbrook do include the  
10 matriculation of the Creekview students.

11 MR. GARCIA: Including sixth grade?

12 MS. BANKS: Including the sixth grade.

13 MR. GARCIA: So I think the other important  
14 part here is that what we're planning to do is to get  
15 some direction from the board on any thinking, bring  
16 something back to you in February as another  
17 informational item, and in the late spring, bring  
18 something back as an action item.

19 So there's no final decision that needs to  
20 be made this evening. We just wanted to be able to  
21 begin to answer any questions for you related to these  
22 scenarios and/or get some initial thinking, because  
23 what we originally brought was an entirely either TK-5  
24 or TK-6 for the entire district.

25 And now we have just narrowed it down to the

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1 area where there is the issue at Chilton because we  
2 heard loud and clear that close to 1,400 was  
3 unacceptable to the board, right? And so there would  
4 be an option, and correct me if I'm wrong, if the board  
5 wanted to do something for '25-'26, in terms of adding  
6 classrooms, they could direct us in April or May to add  
7 it for the '25-'26 school year.

8 MS. BANKS: Absolutely.

9 MR. GARCIA: Just not for '24-'25?

10 MS. BANKS: Absolutely.

11 MR. GARCIA: Okay.

12 MS. BANKS: And we have funds for that,  
13 correct.

14 MS. FONG: So when you talk about the  
15 capacity of Chilton being 1,200, and we're at 1,210  
16 right now --

17 MS. BANKS: Uh-huh.

18 MS. FONG: -- what -- what do -- what does  
19 that mean?

20 MS. BANKS: It's just approximately.  
21 There's just students -- you know, some of the classes  
22 aren't fully loaded. Some are loaded higher. And so  
23 it just works out that way. No -- currently at  
24 Chilton, there are no teachers that are on rotation.

25 MS. FONG: Okay.

1 MS. BANKS: They all have their own  
2 classroom. And we are at capacity. So if we were to,  
3 like, next year, if we were projecting the 1,250, we  
4 might need to put student teachers on rotation, where  
5 they'll have to share classrooms.

6 MS. FONG: Uh-huh.

7 MS. BANKS: And again, if it grows to 1,280,  
8 same idea.

9 MS. FONG: Any other comments?

10 MS. KRAFKA: Well, I mean, I -- it -- my  
11 preference would be a choice, right, because it's going  
12 to be very up to the families of what they think suits  
13 their children best. However, I recognize, given a  
14 choice, you would definitely have to do the Westbrook  
15 and Junction option, not just the Westbrook option.  
16 And even then, it peaks at 1,280 --

17 MS. BANKS: Uh-huh.

18 MS. KRAFKA: -- which is above --

19 MS. BANKS: Uh-huh.

20 MS. KRAFKA: -- 70 kids above what they have  
21 today.

22 MS. BANKS: Uh-huh.

23 MS. KRAFKA: So that even --

24 MS. BANKS: We would have to share  
25 classrooms.

1 MS. KRAFKA: So then -- yeah.

2 MS. FONG: So when you say we get to 1,280,  
3 that means physically, students would be able to be -- you  
4 know, be able to function in -- in -- in that  
5 environment. But teachers would be moving classrooms,  
6 or would they -- they would be rotating classrooms?

7 I'm interested in looking at considering a  
8 non-choice option, possibly even as early as next year  
9 just to kind of get a sense of, you know, what the  
10 interest might be, and also an opportunity for us to go  
11 out in the community and -- and talk about it. And  
12 then since we could probably accommodate, you know,  
13 even if it's just not what -- even if a -- a large  
14 number didn't choose -- even -- even if 50 percent  
15 didn't choose, we could still probably make it work.

16 But if there -- we might find out that there  
17 is a significant interest in -- you know, in these two  
18 schools of staying an extra year. And if they had more  
19 information about that, what that would entail. So I  
20 would be interested in -- in potentially exploring a  
21 choice option for '24-'25 and then perhaps a non-choice  
22 option thereafter.

23 MR. GARCIA: So if I could speak to that,  
24 just for a moment.

25 MS. BANKS: Uh-huh.

1 MR. GARCIA: So I think logistically and  
2 timing of it, to do a choice option for '24-'25 would  
3 be very, very difficult to execute in terms of the  
4 registration and re-enrollment process. I think what  
5 we could do is go out and survey parents at these two  
6 schools around those who would be interested in  
7 extending their elementary school experience by another  
8 year.

9 But to make it a choice option in '24-'25,  
10 with all of the work we have around the civil rights  
11 data collection as well as the enrollment and re-  
12 enrollment, I -- I -- I think it would become  
13 burdensome on especially tech staff to do all the  
14 backend work.

15 We recently closed out with PowerSchool, who  
16 is our student information system, all of our changes  
17 for the '24-'25 school year. So it would be reopening  
18 that contract and -- and contracting almost all of that  
19 out. And so given that the critical period is '25-'26,  
20 that's why we're asking for that decision to be '25-  
21 '26.

22 If the board should choose to do something  
23 for '24-'25 to alleviate room-sharing, I think it would  
24 be a forced sixth grade at Westbrook, mainly because  
25 it's a brand-new school. They have been in fifthth

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1 grade only. And that would be easier to just expand --  
2 expand their experience to sixth grade. But I would  
3 caution the board on directing staff, and -- as to do  
4 an optional '24-'25.

5 MS. CONSTANT: No. I mean, definitely I  
6 understand that question, Alisa, because I frankly have  
7 the same question. But I understand the comments, too.  
8 I -- I would not probably be in favor of a non-choice  
9 option extra. I just think that's too vast of a change  
10 for parents but okay --

11 MR. GARCIA: And we -- and we agree with  
12 you. That -- that -- that's --

13 MS. CONSTANT: Yeah.

14 MR. GARCIA: -- why we're asking for some  
15 direction to be provided for the '25-'26 school year.  
16 And if we could bring the information back to you in  
17 February, again, as an informational item, we could  
18 even survey members of both of those communities and  
19 then have that information for you. Because again, we  
20 just chose 50 percent as a number,. We don't -- we  
21 don't know if that number is --

22 MS. CONSTANT: Yeah. Right.

23 MR. GARCIA: -- 20 percent, or if that  
24 number is 80 percent.

25 MS. CONSTANT: Right. Right.

1 MR. GARCIA: That could better inform the  
2 board as to making a decision in April or May for the  
3 '25-'26 school year. And so we would actually like the  
4 opportunity to survey parents in those communities and  
5 bring accurate information back to you in -- in  
6 February, again for a '25-'26 launch, though. Which  
7 then, could also give time for additional portables if  
8 we need it, given that only 20 percent want to stay and  
9 80 percent want to go to Chilton. If -- if the board  
10 really wants to do the optional route. And so --

11 MR. BAQUERA: I think that -- that's -- that  
12 -- you -- you hit on a, I think, where I stand on -- on  
13 the issue, which is, I don't -- I don't like the forced  
14 option. I like the -- to be able to provide the  
15 flexibility to the parents.

16 I think some will self-select to stay, keep  
17 their students at the elementary. I think I am in  
18 support of the idea of making it optional. And if we  
19 need to add portables to Chilton based on our attempt  
20 to alleviate this issue of overcrowding, then I am okay  
21 with portables in that scenario, just not as the only  
22 option to alleviate the overcrowding.

23 So I -- and I -- and I recognize too, the  
24 teacher quality of life or teacher quality of work --  
25 none of us like the idea of room sharing, shopping

1 cart, moving. So whatever -- finding that best  
2 scenario that -- that makes everybody happy but  
3 provides the flexibility to those parents.

4 Here's a question: is -- would we open up,  
5 potentially, a elementary six option at Westbrook and  
6 Junction for others in the west side to -- if they  
7 wanted to attend that option at either of those  
8 schools? Would that be an option?

9 MR. GARCIA: So if we're talking '25-'26 --

10 MR. BAQUERA: Yes.

11 MR. GARCIA: -- we can explore that. If  
12 we're talking '24-'25, there's zero chance we could  
13 offer that to other -- right, so.

14 MR. BAQUERA: Sure.

15 MR. GARCIA: For '25-'26, we can look at  
16 that. That adds another layer of complexity with the  
17 inter-district transfers because we have said those --  
18 that those schools are closed, right?

19 MR. BAQUERA: Sure.

20 MR. GARCIA: And so now we're saying we're  
21 going to open them for a grade level. So it just adds  
22 a whole lot -- potentially some confusion as well as  
23 some complexity on -- on -- on our side. So -- but it  
24 is something that we can look at for '25-'26 but for  
25 sure not for '24-'25.

1 MR. BAQUERA: Can I ask the rest of the  
2 board how they -- how they feel about that, opening it  
3 up? To -- I'm sorry, I'll -- I'll rephrase the -- the  
4 question. The thought on if we move to an optional  
5 Westbrook Junction, optional six, but then allowing  
6 other, if we put parameters on it, west side schools to  
7 go into Junction or Westbrook as a sixth option instead  
8 of going to Chilton, how do people feel about that?

9 MS. FONG: Trustee Zachreson?

10 MR. ZACHRESON: Yeah. I think it would  
11 depend on the data that we get back. I would imagine  
12 whatever the percentage is at one school will probably  
13 be consistent at the other schools.

14 And -- and there might be an issue of -- of  
15 -- of parents wanting to transfer to an -- you know,  
16 Westbrook, or Junction, or -- you know, to get -- to  
17 take advantage of that. So I think it would be  
18 something to consider, depending on how many people are  
19 interested in that, and then take a look at the -- the  
20 middle schools afterwards.

21 But I think, you know -- you know, I don't  
22 know what the interest is, so that's really hard to  
23 gauge. I mean, if it's close to zero, I -- I'm -- I'm  
24 kind of leaning towards, you know, the portables. But  
25 if there's a lot of interest, then I think it makes

1 sense to try to accommodate that. So I think that --  
2 that I would really want to just get that data before  
3 really giving any kind of direction.

4 MS. FONG: Trustee Constant?

5 MS. CONSTANT: So I -- for me, I -- I'm all  
6 about choice. I think our -- not every school is a  
7 right fit for every kid. And I -- I had kids do --  
8 some stayed in the elementary for their grades, some  
9 went up to the middle school and had a completely  
10 different education. So I am super concerned about  
11 that because I don't want to see that happen again.  
12 And, like, my kids, they're still fighting over who has  
13 a better education. So I would love to -- obviously,  
14 if -- if this is the path we end up going down, I  
15 definitely support choice.

16 But I would also -- I think it's going to be  
17 really important that we survey not only our families  
18 but our teachers, too. And -- but I -- I -- but our  
19 families, we need to know who has any interest in this  
20 because I know I would make different decisions had I  
21 known a little bit more. But I -- I didn't have a  
22 choice. So I had to do what I did.

23 But I -- I -- to be honest, I have always  
24 had concerns with Chilton. I have -- my kids have been  
25 there, and they have seen that we have experienced the

1 growth. I -- I actually would -- I mean, if our  
2 numbers are low, I would prefer to go back to the  
3 portables, if that's an option, because -- and -- and  
4 if it's what the staff can handle. So it's -- I -- I  
5 think we need to do a little bit more research before  
6 we make any major decisions, so.

7 And I'm in no rush to do anything in '24,  
8 just because our numbers are still close to enrollment,  
9 and I -- or capacity. And I know that this -- our  
10 staff and our teachers and our admin do some magical  
11 things of making sure numbers work. So I trust you  
12 guys, so. But I -- I would like more information. A  
13 survey would be great.

14 MS. KRAFKA: In terms of your  
15 recommendation, Rob, I guess I -- instead of opening  
16 up, you know, Orchard Ranch and Riego to move to  
17 Westbrook or -- or Junction, I -- I wonder if we just  
18 open up Orchard to be the third TK through six --

19 MR. GARCIA: Yeah. I -- I don't disagree  
20 with that idea, but --

21 MS. KRAFKA: -- as opposed to transferring.

22 MR. GARCIA: I don't know if they have  
23 space.

24 MS. FONG: They have the capacity looks  
25 like.

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1 MS. BANKS: Sorry, could you repeat that?

2 MS. KRAFKA: I think his recommendation was  
3 it -- it'd be Riego and Orchard, right?

4 MR. GARCIA: Yeah.

5 MS. KRAFKA: Like the other two schools.

6 MR. GARCIA: Yes. They would be given the  
7 option to go to a Westbrook or a Junction.

8 MS. KRAFKA: So they could have sixth grade  
9 at elementary, and so then you're doing inter-district  
10 transferring. And so what I was recommending is, I  
11 wonder if instead of just Westbrook and Chilton,  
12 because Westbrook and Chilton's capacity for -- Chilton  
13 could potentially be still too high. You know, do we  
14 open up the TK through six to also Riego and/or also  
15 Orchard?

16 MR. GARCIA: As optional?

17 MS. KRAFKA: And maybe it doesn't work. I -  
18 - yeah.

19 MR. GARCIA: And I think that, yeah -- no --  
20 and I think that is a great idea. I just don't think  
21 they have the capacity at the schools. And I don't  
22 know if somebody can answer that.

23 MS. FONG: I -- I think --

24 MS. CONSTANT: Sorry. Yeah, sorry -- just  
25 to clarify. You're saying Riego go to K-6? Is that --

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1                   MS. FONG: I don't -- Riego -- I don't think  
2 Riego has the capacity right --

3                   MS. CONSTANT: It would be all four, or  
4 having them all go into either Westbrook or --

5                   MS. KRAFKA: No. I -- I think it would be -  
6 - if possible, I think it would be better to have all  
7 four be TK through six as opposed to letting them  
8 transfer to a different elementary school.

9                   MS. CONSTANT: I -- I -- I'm pretty sure our  
10 -- our schools are -- those schools are full, though,  
11 right --

12                  MS. KRAFKA: Then maybe it doesn't work.

13                  MS. CONSTANT: -- classroom wise?

14                  MS. BANKS: So, I mean, Orchard Ranch  
15 actually is on it's -- it's enrollment is going down.

16                  MS. KRAFKA: Okay.

17                  MS. BANKS: So Orchard Ranch actually has  
18 capacity. Riego Creek is -- is one of the elementary  
19 schools in that area that still has growth. It is  
20 still growing, and it has our special education, our  
21 SDC programs --

22                  MS. KRAFKA: Yeah.

23                  MS. BANKS: -- our ASD and those programs  
24 are also there. And we would like to keep those  
25 students in their -- in -- for Shana Hazan West End

1 school. So I would say Riego Creek should not be  
2 considered.

3 MS. KRAFKA: Yeah.

4 MS. BANKS: It does not have -- I don't  
5 believe, when -- according to my projections or the  
6 productions we have created here, but Orchard Ranch  
7 does have space to hold their sixth graders as an  
8 option. And I'm happy to run that and have that --  
9 what that looks like for Orchard Ranch.

10 MS. FONG: I'd be -- I'd be interested in  
11 seeing that as well because I think that's a better  
12 option than having them transfer, and they can stay in  
13 their home school.

14 MS. BANKS: Okay.

15 MS. FONG: And there's capacity.

16 MS. KRAFKA: And that'll help reduce the  
17 Chilton capacity even more because even with the choice  
18 option it potentially could peak above where we want  
19 it, right?

20 MS. CONSTANT: So can I ask on these two  
21 sites we're talking about, I -- I know we haven't fine-  
22 tuned everything because it's still a lot of decisions  
23 to make and not a lot of time. But I mean, what would  
24 that potentially look like as the sixth grade? I know  
25 I have -- I have brought up sports before and that --

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1 and I don't need to know any of that. But with -- with  
2 sixth grade at the middle school, there's you know,  
3 there's -- they're switching teachers, they -- is that  
4 -- none of that has happening, I'm --

5 MS. BANKS: Right.

6 MS. CONSTANT: -- guessing because of the --

7 MR. GARCIA: Yeah, it would just be a  
8 preliminary experience.

9 MS. CONSTANT: -- so it would be similar to  
10 a fifth grade class.

11 MR. GARCIA: Yeah.

12 MS. BANKS: Exactly.

13 MS. FONG: And self-contained -- what we  
14 have talked about.

15 MR. BAQUERA: And -- and what I would -- you  
16 are -- you are the experts -- to answer -- could I  
17 throw this out to say, we don't know what that  
18 experience would look like, but we would charge the  
19 principals at, let's just say, Junction, Westbrook, and  
20 Orchard, to say, the three -- you three schools will be  
21 teaching a sixth grade.

22 What kind of experience can you create for  
23 these sixth graders? And if they have two classes,  
24 couldn't they potentially switch in the middle of the  
25 day and do two subjects? No?

1 MS. BANKS: Well, yeah. You know, I  
2 actually was a sixth grade teacher, both at the middle  
3 school and elementary school. And I think it can be  
4 done that way. You know, I think there is that  
5 opportunity to teach math and science and language arts  
6 and English.

7 One of the things you find is that you have  
8 sixth graders, they take on a different role, maybe of  
9 student counsel when you're at the elementary school.  
10 They -- you know, you -- they -- they take on different  
11 roles, maybe in community service in the community  
12 because they're a little bit older.

13 You know, you -- it's just a different  
14 experience when you have sixth graders at an elementary  
15 school. It doesn't look the same as maybe a middle  
16 school experience. But your elementary school changes  
17 when you have sixth graders there. So it can just look  
18 the same, but it's not going to be the same experience  
19 as the middle school.

20 But I think with any time this -- our  
21 teachers are going to make that experience wonderful.  
22 And they're going to have a -- that experience as an  
23 elementary school, and they're not going to know what  
24 they missed out on because they didn't have that other  
25 experience. So I think that's the difference, is

1 they're going to have a different experience, but our  
2 teachers are going to make it special, and they're  
3 going to add some flavor and fun to it.

4 MR. BAQUERA: The other part to that,  
5 though, that's dependent upon enrollment.

6 MS. BANKS: Yes, exactly.

7 MR. GARCIA: So if you have 30 kids who stay  
8 at Westbrook, they're going to get one teacher, and  
9 it's just going to be an extended elementary school  
10 experience. Which many of us had. Many of us went K-  
11 6, right? And so it's not an unusual experience, but  
12 it would be an elementary school experience.

13 If you had 65 kids, now you have two  
14 teachers and you can do something different and more  
15 creative. So it really is 100 percent dependent upon  
16 the number of children who actually enroll. So I think  
17 Trustee Constant is exactly correct. It's too early to  
18 get into the specific -- into the specifics because we  
19 just don't know what it looks like yet in terms of the  
20 numbers to then create which program is it going to be.

21 MS. CONSTANT: And I think if it was a non-  
22 choice -- at least in my mind, if it was not a choice,  
23 it would be a lot more important to me, you know,  
24 because we should be --

25 MR. BAQUERA: Sure.

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1 MS. BANKS: -- forcing people.

2 MS. CONSTANT: -- removing that option for  
3 the kids to participate in sports. Now, at least the  
4 parents would have the option if -- if that's important  
5 to their child, they could go to the middle school.

6 MS. BANKS: Right. Right.

7 MR. ZACHRESON: And I would say like  
8 anything we do, we're -- we're -- we're -- we're not  
9 doing this because we want to and we think it would be  
10 fun. We're doing this to solve a problem, right? So I  
11 mean, I think at the end of the day, if we could market  
12 the fact that, hey, here are the benefits of staying in  
13 sixth grade.

14 And -- and I understand that we can't make  
15 promises that we can't deliver upon. But I think there  
16 is a way to package it to say, here's the experience  
17 that your sixth grader would get if they stayed on one  
18 of these campuses and just work to, you know, find a  
19 way to sell it a little bit.

20 MR. GARCIA: So it sounds to me like there's  
21 two things. One is we want Amy to go back and look at  
22 the Riego Creek numbers to see if adding sixth grade --

23 MS. BANKS: Orchard Ranch.

24 MR. GARCIA: I'm sorry.

25 MS. FONG: Orchard Ranch.

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1                   MR. GARCIA: No. Riego Creek first to  
2 confirm the numbers.

3                   MS. FONG: Oh, okay.

4                   MS. CONSTANT: Right.

5                   MR. GARCIA: If they can or can't.

6                   MS. CONSTANT: Sure.

7                   MR. GARCIA: But then -- we also then want  
8 to look at the three elementary schools where we  
9 believe there is space and survey those parent  
10 communities of those three schools and bring that  
11 information back to you in February. Are we hearing  
12 that?

13                   MR. ZACHRESON: It -- it -- and -- and I  
14 would say yes, that is that is the interest. But I  
15 would also say -- I would also say, like, any data is  
16 as good as the survey, which is as good as the survey  
17 question.

18                   So I would just put -- I would -- I would  
19 work with communications. I would put some forethought  
20 into, again, selling this idea a little bit as, here  
21 are the benefits if you were to stay and would you be  
22 interested in taking this option?

23                   Because I -- I venture to guess if you're  
24 presented with the -- the option, me being a parent of  
25 a -- of a current sixth grader, to say, you can stay at

1 your existing campus, and you're not going to get  
2 anything special.

3 And you will not be able to participate in  
4 any of your middle school activities, like -- and I  
5 know there's not a lot, but band or Project Lead The  
6 Way or any of the sports or any of the clubs. You are  
7 not going to get any of that, but you're going to be  
8 able to stay at your home site. Which one would you  
9 prefer?

10 Well, I -- I feel like I know which way I  
11 would vote on a survey. So all I'm saying is, you  
12 know, a little bit of a marketing plan to show them  
13 what an option would be if they stayed. And I  
14 understand we can't make promises. So I feel like I  
15 made my point.

16 MS. BANKS: Okay.

17 MS. FONG: And do we just have a general  
18 idea of our -- I mean, say Orchard Ranch. I mean,  
19 they're our largest school. Do we have a general idea  
20 of how many -- how many are in that grade band?

21 MS. BANKS: So they're --

22 MS. FONG: Can't be.

23 MS. BANKS: -- currently at 600; is that  
24 correct?

25 MR. GARCIA: Yeah. We -- we know the exact

1 number of every class of every grade level --

2 MS. CONSTANT: We just wouldn't have it be  
3 broken down by level --

4 MS. FONG: I mean, they're -- I mean,  
5 there's our -- they're our largest school, so.

6 MS. BANKS: Probably around 100 --

7 MS. FONG: Okay.

8 MS. BANKS: -- I would assume.

9 MS. FONG: Okay.

10 MS. BANKS: So without -- yeah -- without TK  
11 there. Yeah.

12 MS. FONG: Okay. Sure. Okay, we'll move  
13 on. Let's talk about programs.

14 MS. BANKS: All right. So during our last  
15 meeting, the board had some questions about the impacts  
16 to the IB program at Eich if we opened a TK-8 at  
17 Stoneridge Elementary School. Tonight I want to share  
18 some information about what the program would look like  
19 at Eich if the enrollment were to be at 650 students.

20 First off, Eich currently has 70 percent to  
21 80 percent of its student body participating in the  
22 full IB pathway. If the program -- if the enrollment  
23 were to be at 650 students, we believe about 50 percent  
24 of that student population would participate in the IB  
25 -- in the full IB program.

1           The students at Eich would also need to  
2 participate in intervention courses, English language  
3 development courses, or special education courses,  
4 limiting their ability to take the full IB pathway.

5           In terms of staffing, as a general rule,  
6 staff follows the students. So as students leave the  
7 site, we will shift staff to other sites. Most of the  
8 staff, we believe, would be absorbed by other schools,  
9 depending on their credential.

10           We also looked at the course offerings if  
11 the enrollment were to be at 650 students at Eich.  
12 Currently, Eich offers six visual and performing arts  
13 pathway, plus some single electives like leadership and  
14 yearbook. If the enrollment were at 650 students, we  
15 could offer three full VAPA Pathways.

16           Finally, we looked at our world language  
17 offerings at Eich. We currently have French, Spanish,  
18 and Heritage Spanish world language. If the enrollment  
19 were to be at 650, we could offer Spanish and Heritage  
20 Spanish world language classes.

21           Okay. Also at our last meeting, the board  
22 asked for an update on the idea of consolidating our  
23 preschool programs at Eich West, also known as the  
24 Sierra Gardens campus. It is important to note that  
25 this consolidation will only be viable if we create a

1 TK-8 program at Stoneridge, which would then reduce the  
2 numbers of students at Eich.

3 Updating this campus would require ADA  
4 upgrades in the parking lot and the front entrance  
5 leading up to the office. These upgrades would cost  
6 approximately \$750,000.

7 Another upgrade that would be required is to  
8 install a preschool-appropriate playground structure  
9 with a poured-in-place surface. This would cost  
10 approximately \$80,000. And there are additional soft  
11 costs with any renovation or any upgrades that we would  
12 do that it would be approximately \$225,000, with a  
13 total project cost to fully implement the upgrades  
14 would be about \$1.1 million.

15 And the last program we want to look at  
16 tonight is another update about the deaf and hard of  
17 hearing program. First off, we have been made aware  
18 that Loomis Union notified the county that they will  
19 need the classrooms used by the DHH program at the  
20 oversight starting in the '26-'27 school year. And  
21 this is due to enrollment in Loomis Union.

22 The current makeup of the DHH program  
23 consists of 75 percent of that student population live  
24 in South Placer. And as mentioned before, we currently  
25 have 13 students of our own in that program.

1           In our discussion with the county, it was  
2     made clear that their first preference for the DHH  
3     program is to be housed at a TK-8 model site in Placer  
4     County -- South Placer. However, they have -- they are  
5     open to the possibility of splitting the program  
6     between an elementary school and a middle school at two  
7     different sites in our district.

8           Regardless of whether or not we split the  
9     model between sites, it is imperative that we fully  
10    understand the requirements. At the elementary level,  
11    the district who would host the DHH program must offer  
12    American Sign Language, or ASL, enrichment to our  
13    elementary students and also offer ASL as an elective  
14    at our middle school program.

15           All right. So those are the two program  
16    updates. I'm happy to pause here just to have any  
17    discussion or any additional questions, clarification?

18           MS. FONG: Trustee Baquera.

19           MR. BAQUERA: Can you talk through the  
20    logistics of -- I think we talked a lot through the  
21    Stoneridge site being a TK-8. Can we talk through just  
22    this last slide of the DHH program? If we did a Vencil  
23    Brown Buljan.

24           The sites are close together. I know it's  
25    not ideal, based on the interest of the county. But

1 just to provide us -- what are your thoughts on the  
2 other -- other options to host the program if  
3 potentially not at Stoneridge?

4 MS. BANKS: Right. So like I said, they --  
5 the -- the county is open. It's just isn't ideal.

6 MR. BAQUERA: Sure.

7 MS. BANKS: Like was mentioned before,  
8 there's a lot of itinerant staff that help support our  
9 students. And so they are going to need to be going  
10 between these school sites. So the closer the school  
11 sites are together, the better.

12 We are splitting families, though, as well,  
13 and the transportation of that, so that is a concern as  
14 well. If we look to the middle of the district or the  
15 east end, we do have room, you know, at our -- like a -  
16 - a Brown and Buljan, for example, or another  
17 combination, just not really on the west end, as we  
18 have talked about.

19 It can be done, and the county is open. I  
20 think the county really wants, you know, just to find a  
21 district that's, you know, ready to receive them and --  
22 and embrace the -- the program. And so they are open  
23 to that. But it's just not ideal. I don't know if I  
24 answered your question. I don't know if you know -- if  
25 we talked about anything else with that, so.

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1           MS. FONG: That -- that was a good question  
2 by Trustee Bauqera because I was wondering if -- if we  
3 looked at other sites besides Stoneridge. I -- I  
4 didn't even think about looking at other additional  
5 sites. So that being a good example because they're  
6 very close in proximity.

7           MS. BANKS: Right.

8           MS. FONG: And I -- I understand the  
9 county's interest in keeping TK-3 together, but I also  
10 appreciate the value of having TK-5 in elementary, and  
11 then, you know, the -- the middle schoolers together  
12 with their own peers. I think that's -- that's what --  
13 how we all of the other students are engaged. So I --  
14 I see that as a as a good win for -- for both parties  
15 as well.

16           So I'm reluctant, I guess, to -- to go to a  
17 TK-8 at Stoneridge because of the impact to the IB  
18 program. So -- but I do want to -- I -- I'm very  
19 interested in serving the DHH population in a way that  
20 can be, you know, accommodated.

21           So I -- I feel like splitting them between  
22 an elementary and a middle school is a good option for  
23 us. It's -- it's less disruptive to our -- our  
24 Stoneridge Community and our Eich community, but still  
25 serves the needs of the DHH community.

1 MR. BAQUERA: You know, my -- my follow-up  
2 comments is to that point would be I -- if we ask  
3 ourself, what is the why for moving Stoneridge to a TK-  
4 8? And in my opinion, I think there's two reasons why  
5 I would advocate.

6 One is to provide a different offering for  
7 that community in hopes that we would encourage people  
8 who live in that neighborhood to stay the course  
9 instead of leaving our -- our district, okay? There's  
10 number one.

11 Number two is to solve a declining  
12 enrollment challenge that we know we have on the East  
13 End. For me, moving Stoneridge to a TK-8 is a trigger  
14 mechanism. That is -- and I -- I said it previously,  
15 if we closed one of the other east side schools or  
16 repurposed an east side school to fill a different need  
17 that the district had, then that would trigger a TK-8  
18 model at Stoneridge.

19 Just moving Stoneridge to TK-8 to try the  
20 model with the negative impact that it would have at  
21 Eich doesn't seem to me to be a -- a worthwhile move,  
22 which is why I would -- I would say, and I think it was  
23 mentioned by all of the board, we -- we wanted to be  
24 able to provide an offering for the DHH program, work  
25 with the county to say, here's the -- here's the best

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1 option that we can provide for you, and see what they -  
2 - see what they would say to that.

3           So I would say, if Vencil Brown and Buljan  
4 would be amenable to them or other options that they  
5 potentially could come up with for that combo would be  
6 there as well.

7           MS. FONG: Trustee Constant?

8           MS. CONSTANT: That's a great idea, Trustee  
9 Baquera. I -- I definitely want to support the  
10 program. I -- I'm curious, how many classrooms is  
11 that?

12           MS. BANKS: How many classrooms do they  
13 grade?

14           MS. CONSTANT: Yeah.

15           MS. BANKS: Yeah. So we have that  
16 information.

17           Susan, do you remember? Four classrooms.  
18 Was that the office spaces as well? We need office  
19 spaces.

20           So four classrooms and then some additional  
21 auxiliary spaces for staff to meet --

22           MS. CONSTANT: Okay.

23           MS. BANKS: -- and plan.

24           MS. CONSTANT: And is that -- is that like  
25 two and two? Was that three and one? Do we know those

1 numbers?

2 SUSAN: It was -- it's one at the middle  
3 school level, so one at six, eight, and then three  
4 preschool to fifth grade.

5 MS. CONSTANT: Okay. I do like the idea --  
6 I know, you know, keeping them in close proximity of  
7 the two schools. I think that's a fantastic idea.

8 Ideally, you know, the east side because we  
9 do have space in those schools, but I am I -- I  
10 understand the idea of creating something different on  
11 the east side to keep those students that are leaving.  
12 But I am -- I -- I can't -- I can't see affecting Eich  
13 because it is such a fantastic program, and it flows  
14 straight into the high school.

15 I think it would be terrible to affect that  
16 school that way. But I think that we have other  
17 options. And I would love to support. I mean, it  
18 would be great to have preschool at all one school.

19 It would be great to have, you know, all  
20 these different options and have something new or  
21 different that we can offer so that we are not losing  
22 students. But I do -- I do like that idea.

23 MR. BAQUERA: I mean, the other -- the other  
24 natural would be a Sergeant Eich, who has an existing  
25 IB program, but I -- I just don't think the proximity

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1 is there. I mean, they are -- they are close together

2 --

3 MS. BANKS: It's not as close as -- uh-huh.

4 MR. BAQUERA: -- but they're not, you know,  
5 down the street.

6 MS. CONSTANT: Do -- do we know if those  
7 schools have the options to -- I mean, I know they're  
8 less enrollment. But do they have the options to  
9 provide the -- the rooms and the office space that they  
10 need?

11 MS. BANKS: Yeah. Brown and Buljan would.

12 MS. CONSTANT: Okay.

13 MS. BANKS: There would need to be  
14 adaptations to the sites at both sites for things, you  
15 know, things that are -- are needed in -- in the  
16 spaces. But yes, we have -- we have space at both of  
17 those sites, in particular. But I guess we could look  
18 at what the combination would best be for our district.

19 MS. CONSTANT: And I -- I would just also  
20 like to say, I think it's fantastic to provide ASL to  
21 our students because my daughter discovered it in  
22 college, and she absolutely loves it. So if something  
23 -- if that's something that we can start our kids  
24 younger, I think it's -- what a great opportunity.

25 MS. FONG: I 100 percent agree. I mean, I -

1 - I vividly remember learning ASL as an elementary  
2 school student myself and just, I mean, I still  
3 remember how to sign my name to this day.

4           So I just think it's a really -- it's just a  
5 powerful tool, and as some of the parents mentioned, it  
6 just teaches, you know, it teaches other students. It  
7 teaches them about empathy and understanding. And it's  
8 just -- it gives everybody a chance to have that unique  
9 connection. So whatever we can do to see what options  
10 that we have available that work for us and that may  
11 work for the county, I would definitely be interested  
12 in exploring.

13           MS. KRAFKA: I just want to reiterate, I  
14 also think that Buljan and Brown would be a great  
15 solution. I think it -- it -- we would welcome the --  
16 having that program at our schools. I do think putting  
17 it at Stoneridge would probably be too disruptive. So  
18 I think the Buljan-Brown is a great solution.

19           MR. BAQUERA: The -- and I -- and I would  
20 say, I -- I would agree with that point. And I would  
21 say disruptive in the sense of it's -- it not currently  
22 a TK-8 campus, right? And so by adding --

23           MS. KRAFKA: And the impact on the IB  
24 program.

25           MR. BAQUERA: Yeah.

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1 MS. KRAFKA: Yeah. Yeah. Yeah.

2 MR. ZACHRESON: Just to -- just to kind of  
3 agree with -- with a lot of what was said about wanting  
4 and looking forward to hosting -- wanting to host the -  
5 - the DHH program, a couple questions about the  
6 existing program and where it's at now in the high  
7 school. So is Loomis -- are most of their campuses K  
8 through 8?

9 MS. BANKS: Uh-huh. They're all K through  
10 8.

11 MR. ZACHRESON: So yeah. So I think, I  
12 mean, that might be part of where it's coming from. I  
13 would imagine they're used to -- to working with the TK  
14 through eight model, where we're used to working TK  
15 through five -- five and, you know, a six through  
16 eight. So I -- I, you know, I -- I prefer not, you  
17 know, at this point without having all of that, not to  
18 change to a TK through eight, but wanting to figure out  
19 how do we host it.

20 Where is the equivalent program at the high  
21 school?

22 MS. BANKS: Del Oro.

23 MR. ZACHRESON: Del Oro. Okay. So again,  
24 wouldn't look at proximity, closer to the east side.  
25 It kind of -- where it's at now would make sense, if we

1 could do that through two different -- two different  
2 campuses, elementary and middle school.

3 And then do we have any outside of the  
4 county? Do we have Sacramento, El Dorado? I mean,  
5 what else -- do they have other -- I mean, I guess I'm  
6 asking because is there a way that -- that we can  
7 attract, right?

8 MS. BANKS: Other students too?

9 MR. ZACHRESON: Other students too?

10 MS. BANKS: I don't believe -- PCOE is  
11 taking care of it. I don't know.

12 MR. GARCIA: San Juan Unified has a large  
13 DHH program as well.

14 MR. ZACHRESON: Okay.

15 MR. GARCIA: Almost all DH -- so does Elk  
16 Grove Unified School District. Almost all of them are  
17 full. It's extremely difficult to find educators with  
18 that credential as well. The reason why this is here  
19 is the board had requested options and  
20 programmatically. And so we were trying to create some  
21 win-win scenarios with preschool becoming really  
22 overcrowded and -- and split, both at Stoneridge and at  
23 Kaseberg.

24 And so we hear the direction from the board.

25 So we may need to look at what are options for

1 preschools in the future. We have -- we're going to  
2 have over 200 kids, and by the time we are built out,  
3 we'll probably have more than 300 preschool kids.

4 So our current model is not going to sustain  
5 preschool. So this was a way that we could have done  
6 that. So we'll need to think of some other options  
7 around preschool. That's why we're looking at a 10-  
8 year facilities plan, right? Ten years out. So we'll  
9 need to bring something back to you potentially in  
10 February or in April as it relates to preschool  
11 overall.

12 So that's the reason why we brought it to  
13 you, but it was a request from the board to look at  
14 things programmatically. And for all of the reasons  
15 that the parents as well as the board stated around  
16 combining our DHH kids as well as our non-DHH kids,  
17 ASL, all those things we saw as benefits and  
18 potentially people being attracted to the district.

19 TK-8, we have kids that borders Loomis, and  
20 Loomis are TK-8. So we have kids who leave to go to  
21 Loomis for that model. So there's another reason why  
22 we thought of those things, so. But we hear clearly  
23 that --

24 MS. BANKS: There's an interest.

25 MR. GARCIA: -- too disruptive to -- to

1 Eich. And so we will start to look at preschool  
2 options and begin having conversations with the county  
3 around an elementary and middle school for our DHH.

4 MS. CONSTANT: Can I -- can I -- oh, sorry.

5 MR. ZACHRESON: And I'll just, sorry, add  
6 real quick. I think wherever we decide, obviously it's  
7 not today, but I think it would be worthwhile to, you  
8 know, say -- say we plan it for '26. If we know that  
9 at whatever campuses they're going to be, I -- I think  
10 if we could start having ASL there in advance so that  
11 there's more students in the population there that --  
12 that can --

13 MR. GARCIA: Yeah. And think that we -- the  
14 requirement is to have ASL at the elementary and the  
15 middle school, right, as an option. And so there are  
16 some increased costs by splitting the program as  
17 opposed to having it on a campus that will -- that will  
18 have to absorb and build into the budget overall.

19 But we can start working with the county and  
20 signaling that our board has an interest in hosting a  
21 programming. That's what it sounds like or -- and  
22 looking at to the logistics and potential options and  
23 bring those back to you in February.

24 MR. ZACHRESON: Thank you.

25 MS. CONSTANT: For the preschool, I would

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1 love to see maybe some other options, if possible, to  
2 be able to host all of our preschools to a --

3 MS. BANKS: Yeah. We did look at that  
4 because that was brought up last meeting to say, could  
5 we just fit -- we have some shrinking and, you know,  
6 some schools that are getting smaller and smaller. Can  
7 we -- we actually cannot. There isn't an elementary  
8 school.

9 Remember we're absorbing new developments.  
10 We still have the absorption of Amoruso Ranch and  
11 Placer One, and we don't have a current campus that can  
12 accommodate both campuses coming together, both  
13 programs coming together. That is not an option.

14 MS. CONSTANT: How many -- I'm sorry, both -  
15 - both -- which programs?

16 MS. BANKS: So our two campuses of  
17 preschool, we can't push it into one existing school  
18 the way we currently have our enrollment projected and  
19 where people -- kids are coming into the district. It  
20 takes -- we are -- I think we're at, gosh, I think 11  
21 or 12 classrooms. I mean, it's a lot of classrooms  
22 between the two campuses.

23 That's why they're split right now, right?  
24 One campus, Kaseberg, couldn't hold them all.  
25 Stoneridge couldn't hold them all, so we needed to

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1 split them. And so there isn't a current campus right  
2 now that can push them all together in the existing  
3 model.

4 MS. CONSTANT: So I, you know, I dislike  
5 portables, but I mean, portables being an option, if  
6 that was -- if -- if we're declining in a school, not  
7 that I want to do -- I mean, not that -- that's not my  
8 goal is -- to do that to a school. But if -- is that  
9 an option with -- if we have portables?

10 MS. BANKS: Always an option. We'll look at  
11 portables to cost -- at a cost, of course.

12 MS. CONSTANT: Sure.

13 MR. BAQUERA: Yeah.

14 MS. BANKS: But yeah.

15 MS. CONSTANT: I would -- I would love that  
16 other options to see.

17 MS. BANKS: Sure. Yes. We will bring that  
18 back for sure.

19 MR. BAQUERA: What I would -- what I would  
20 be interested to see for a preschool program is  
21 identifying, what are the schools that we currently  
22 have that have the lowest enrollment and that show a  
23 continued decline in enrollment to see again, if there  
24 is a campus that we could or should consider  
25 repurposing? Whether or not that's on the east side of

1 town, or whether or not that's in Central Roseville,  
2 whatever that might be.

3 But at some point, there has to become a  
4 number of students that makes the school not  
5 sustainable to support the full infrastructure. So I  
6 would -- I would be interested to see. It doesn't have  
7 to be all the campuses, but just year over year over  
8 year, where is our lowest-enrolling campuses, and  
9 what's their declining enrollment continuing to look  
10 like?

11 MS. FONG: I mean, and I also see the  
12 interest of -- of staff wanting to consolidate all the  
13 preschools in one location for just continuity and, you  
14 know, consolidating staff in general. But I also  
15 wonder whether or not that necessarily is, you know,  
16 also serves the needs of our families having to travel,  
17 say, from Amoruso Ranch to a Stoneridge or to a  
18 Kaseberg.

19 And it -- it does seem to make a little bit  
20 of sense if we have a declining enrollment in one of  
21 the west side schools to, maybe perhaps, Junction when  
22 some of the other schools open up. Or down the road,  
23 maybe it does make sense -- now I'm talking about  
24 adding another school. But, you know, I -- I -- I  
25 think there -- there might be some I mean, I think that

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1    there's value in having preschool offerings close to  
2    where the families live.

3                   MR. BAQUERA:   That's a good point.

4                   MS. CONSTANT:   I -- I -- I would just like  
5    to say, too, I think if we were able to have a  
6    preschool class at every school, that would be  
7    fantastic. I don't know that -- that's an option,  
8    obviously. But that's ideal, like, because then your  
9    kids are going to the same school, right? I mean --

10                  MS. BANKS:   Yeah.   Yeah.   Yeah.

11                  MS. CONSTANT:   This is wishful thinking.

12                  MS. BANKS:   Yeah.

13                  MS. CONSTANT:   Right?  Isn't that what we're  
14    supposed to be doing?

15                  MS. BANKS:   I like -- I like that.

16                  MS. CONSTANT:   But, you know, I mean,  
17    ideally, that's -- that's the goal, right? You have  
18    your kids all go to one school.

19                  MS. BANKS:   Right.

20                  MS. CONSTANT:   And then they move to the  
21    next school, but staffing-wise and the services needed  
22    --

23                  MS. BANKS:   Yeah.   Yeah.   Sure.

24                  MS. CONSTANT:   -- for the more complex  
25    stuff.

1 MS. BANKS: Yeah. For sure.

2 MS. CONSTANT: That's my actual, real, like

3 --

4 MS. BANKS: Yeah. I like it, too.

5 MS. CONSTANT: I like that.

6 MS. BANKS: Not budget-based.

7 MR. GARCIA: So let me just restate for  
8 clarity because we want to make sure that we're giving  
9 the board what they want, right? So we are removing  
10 TK-8 as an option at Stoneridge. You would like to see  
11 what other options are available for the DHH program,  
12 meaning elementary and middle schools where there could  
13 be space.

14 We' woul bring that back to you in February.  
15 And then you also want us to explore lower -- the  
16 elementary school or facilities that we have that may  
17 be able to house a preschool program in the future; is  
18 that right? And the -- both of those items back in  
19 February? Okay.

20 MS. BANKS: Okay. Let's move on to  
21 facilities. So as mentioned in our previous  
22 presentation, we identified immediate and future needs  
23 for playground replacements, HVAC, and roof  
24 replacements. Tonight I examine our immediate needs  
25 and make recommendations about how we can move forward

1 with these items.

2 To start, let's look at playground  
3 replacements. We have identified four school sites,  
4 they're here on the slide, that are in the immediate  
5 need category for replacement. We recommend moving  
6 forward with these replacements during the '23-'24  
7 school year.

8 Staff recommends we replace the structures,  
9 remove the bark, and add poured-in-place surfaces to  
10 the playground boxes. If staff brought back contracts  
11 for the board's approval in January, and the contracts  
12 were actually approved -- were approved, the  
13 playgrounds could all be installed before the beginning  
14 of the next school year at those four school sites.  
15 That's what we are recommending on playground  
16 replacements.

17 In terms of HVACs and roofs, since our last  
18 meeting, you had a lot of questions about the CalSHAPE  
19 program, as you should because we don't have a lot of  
20 information about the replacement cycle for our HVACs.

21 We contacted Cal shake -- CalSHAPE and asked  
22 for updated information about where we were in the  
23 grant process. The grant managers are still in the  
24 process of reviewing our HVAC assessments, the ones  
25 that they did during the summertime on all of our roof-

1 access HVAC units.

2 And the data has not yet been determined,  
3 and it will not be given to us until January or  
4 February. They need that data to be solidified, so  
5 then they can make recommendations of which units would  
6 actually be replaced by the grant. I would like to  
7 bring back this update to you at a future meeting and  
8 potentially make recommendations for additional  
9 committed funds during budget adoption in June.

10 Similarly, I will bring back -- I -- I may  
11 bring back recommendations for additional committed  
12 funds for roofs, as well, in June during budget  
13 adoption. So we're going to kind of push that off a  
14 little bit until we get more information. All right.  
15 So I didn't do a discussion there. I thought we could  
16 probably move.

17 MS. KRAFKA: Just one quick question.

18 MS. BANKS: Oh, sure.

19 MS. KRAFKA: For the playground replacement,  
20 is that in the budget currently?

21 MS. BANKS: It is.

22 MS. KRAFKA: Okay.

23 MS. BANKS: And I will talk more about that  
24 when we bring the contracts to you in -- in January.

25 All right. So let's move to the boundary.

1 All right. So in looking at our feeder patterns, as  
2 part of the 10-year facilities enrollment plan, we  
3 noticed that Amoruso Ranch students were slated to go  
4 to Buljan Middle School but attend elementary schools  
5 that do not feed Buljan Middle School. Staff is  
6 recommending that we adjust the Amoruso Ranch  
7 boundaries before we have any families living in that  
8 development.

9 This slide shows the current boundary map  
10 for our four middle schools. And as you can see, the  
11 Amoruso Ranch development feeds into Buljan. So that's  
12 the top area that's in the light yellow, Amoruso Ranch.  
13 Do you need me to point that out? Get my little  
14 pointer. I never can do it.

15 MS. CONSTANT: I know one is yellow, and one  
16 is tan, so it's kind of hard to --

17 MS. BANKS: This right here is Amoruso. So  
18 all of this right here, all the way down here. This  
19 right here is -- is all Cooley. So yeah. So it's --  
20 it's the color that just makes it a little bit more  
21 challenging, so I apologize for that.

22 What we're proposing -- so when looking at  
23 the 10-year feeder pattern and facilities enrollment,  
24 we noticed -- oh, sorry. I already got -- talked about  
25 that. Sorry. Sorry. Sorry. So here's the proposed

1 boundary change to bring -- we would like to bring back  
2 to you in January. On this map, you can see the  
3 development is the peach color for Amoruso Ranch, and  
4 it is currently -- in -- in this map, it would feed  
5 into Cooley.

6 As a reminder, all of the scenarios  
7 presented since October or the first presentation, the  
8 Amoruso Ranch children -- students are all currently in  
9 the Cooley's numbers.

10 So we kind of made that assumption we were  
11 going to do this. And they're already in all of our  
12 numbers. We have them feeding to Cooley rather than to  
13 Buljan. So it doesn't change any of the current  
14 numbers that you guys have been seeing. Does that make  
15 sense?

16 All right. So next steps. We have talked  
17 about a lot of next steps. But first of all, at our  
18 January meeting, I would like to bring back to you an  
19 action item around the Amoruso Ranch recommended  
20 boundary adjustments. And I would also like to bring  
21 back to you a contract for the playground replacement  
22 considerations to move forward with that if possible.

23 At the February meeting, I will plan to  
24 bring back an updated information on the 10-year  
25 facilities and enrollment plan. We have obviously

1 taken a lot of notes tonight, and we are clear now on  
2 what we would like -- you would like to have in more  
3 information on.

4 It'll come back as an information item-only  
5 in February. And then at a board meeting in the  
6 spring, I would say April or May, this 10-year  
7 facilities enrollment plan will come before you as an  
8 action item, where the district hopes to get direction  
9 from the board on the next steps to changes to grade  
10 configurations or program changes for the '25-'26  
11 school year.

12 And then finally, an action item in June may  
13 be before you as part of the budget adoption program,  
14 where we might recommend additional committed funds for  
15 HVAC and roof replacements as part of the budget  
16 adoption process. And with that, I'll open it up to  
17 board comments or questions.

18 MS. FONG: Trustee Baquera?

19 MR. BAQUERA: One of the things -- and --  
20 and I think you have -- I think you have -- you have  
21 done this. In your very first slide is -- it's -- you  
22 wrote the objectives of the presentation. I think it  
23 would be helpful to fully understand, too, what are the  
24 -- what are all the challenges and problems that we're  
25 seeking to solve, right?

1            Obviously we know the number one being  
2 overcrowding at Chilton, preschool program split  
3 between campuses, is there a way to combine campuses?  
4 I -- I would be interested to see kind of from your  
5 lens, and -- and this could come back in February, is,  
6 here's the challenges we're trying to solve. And  
7 here's, you know, our -- our -- here's our proposed  
8 plan. Here's our thoughts. Here's some creative  
9 thinking that -- that we have, so.

10            MS. BANKS: Sure.

11            MR. BAQUERA: Is that --

12            MS. BANKS: Like a summary sort of -- of  
13 what the issues are, and maybe some of the solutions we  
14 presented and some future solutions to those issues?

15            MR. BAQUERA: Perfect. Yeah. Perfect way  
16 to say it.

17            MS. BANKS: Okay. You got it.

18            MS. FONG: Trustee Constant?

19            MS. CONSTANT: I would just like to say  
20 thank you because I know we're asking a lot, and, you  
21 know, it's -- I feel like it's a tug of war, like, hey,  
22 thanks for providing that. Can you provide us some  
23 more? And -- and -- and -- and I just want to say we  
24 appreciate -- well, I appreciate it because I know  
25 there's a lot of work and a lot of, like, thought

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1 processes going into a lot of teamwork and -- by  
2 everyone. So thank you for keep giving us ideas and  
3 thoughts so that we can try to help --

4 MS. BANKS: Make thoughtful decisions.  
5 Yeah.

6 MS. CONSTANT: -- make the best decisions.  
7 Yeah.

8 MS. BANKS: These are big decisions. These  
9 are 10-, 20-, 30-year decisions you're making.

10 MS. CONSTANT: These are huge decisions.

11 MS. BANKS: These are huge.

12 MS. CONSTANT: And they are not lightly  
13 placed upon our shoulders.

14 MS. BANKS: No.

15 MS. CONSTANT: So I -- I just -- and I know  
16 it's on yours too, so I just want to say thank you  
17 because --

18 MS. BANKS: Partners in it together.

19 MS. CONSTANT: Yeah.

20 MS. KRAFKA: I feel like we have made some  
21 real progress, though. Like, I feel like I can see it  
22 coming together --

23 MS. BANKS: Yeah. Yeah. Me, too.

24 MS. KRAFKA: -- this meeting particular, so  
25 thank you.

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1 MS. BANKS: Me, too.

2 MS. FONG: Agreed. And -- and I appreciate  
3 that the proposal for Amoruso Ranch boundary change.  
4 It just makes sense. I mean, I know this was -- the  
5 decision was made a long time ago that that was --  
6 those students were going to go to Buljan. But since  
7 they're feeding into Cooley Schools already, it makes  
8 perfect sense. And so that just seems like a -- a  
9 natural. So thank you for that.

10 And I -- and I also want to echo the  
11 comments. I -- I know it's a lot of information. And  
12 -- and we definitely appreciate the opportunity to --  
13 to be engaged early in the process and -- so we have  
14 the opportunity to provide feedback, so thank you.

15 MR. BAQUERA: Thank you.

16 MS. FONG: Okay. Moving on to Item 6.2,  
17 which is California School Board Association delegate  
18 assembly nominations. Superintendent Garcia?

19 MR. GARCIA: The item before you is  
20 informational-only in case the board had a  
21 recommendation. In our current Region 4, we have one  
22 of the board members in Rocklin Unified School District  
23 who is scheduled to term off in 2024, Mrs. Tiffany  
24 Saathoff. It's my understanding that the Rocklin Board  
25 is going -- is nominating her for this. So there's not

1 a need for us to do that if that was an item. Rocklin  
2 is already doing that.

3 But if there is somebody else, we would take  
4 that name and create an item on the 14th. If not,  
5 we'll just leave this off of -- off the agenda for the  
6 14th. So kind of for a discussion, if there was  
7 anybody you-all were thinking of that we needed to  
8 contact and/or -- or move the name forward.

9 MS. FONG: Seeing none. Okay. Thank you  
10 for the information. We're going to move on to  
11 comments from superintendent and board members.  
12 Superintendent Garcia?

13 MR. GARCIA: I want to thank the board for  
14 their flexibility on the resolution. We appreciate  
15 that. And I also would love to thank Amy for all of  
16 her work on this 10-year facilities plan. I think she  
17 hit the nail on the head when she said, this is 10-,  
18 20-, 30-year decisions, right? So trying to get the  
19 board the most information you can to make the best  
20 decision for our kids. And we'll see you in just a few  
21 days.

22 MS. FONG: Trustee Zachreson?

23 MR. ZACHRESON: I just want to thank the  
24 speakers who spoke today of the boundaries as well --  
25 the trustee areas as well as the DHH program. Again,

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1     thank you for the -- the hard work that you put into  
2     all the facilities, many, many presentations, and many,  
3     many reworks, so thank you.

4             MS. FONG:   Trustee Krafka?

5             MS. KRAFKA:   Just thank you.   No comments.

6             MS. FONG:   Trustee Constant?

7             MS. CONSTANT:   No comments.

8             MS. FONG:   Trustee Baquera.

9             MR. BAQUERA:   Thank you for all the effort,  
10     the conversation, for coming and speaking with the  
11     board tonight.   No other comments.   Thank you.

12             MS. FONG:   Thank you also everybody for  
13     coming to make comments and for the engagement in the  
14     process.   Greatly appreciate hearing from you.   And  
15     thank you to staff for all of the hard work to provide  
16     us with all this information to make decisions moving  
17     forward.

18             With that, we are going to adjourn the  
19     meeting.   Our next meeting will be scheduled for  
20     Thursday, December 14th at 6:00 p.m.

21             (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 of January, 2024.



---

Doug Yarborough

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