

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023**

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

Transcript of Video File:
ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
REGULAR/ORGANIZATIONAL MEETING
CALIFORNIA VOTING RIGHTS ACT PUBLIC HEARING
DECEMBER 14, 2023

Video Runtime: 3 Hours 14 Minutes 46 Seconds

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 2

1 (Beginning of Video Recording.)

2 MS. FONG: Okay. Good evening, everyone.
3 Thank you for your patience. I'm going to call the
4 Thursday, December 14th, 2023 meeting of the Roseville
5 City School Board of Education to order.

6 We're going to do that after the closed
7 session.

8 And we're going to stand for the pledge of
9 allegiance. Sorry.

10 Trustee Baquera, please.

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

12 ALL: I pledge allegiance to the flag of the
13 United States of America and to the republic for which
14 it stands, one nation under God indivisible with
15 liberty and justice for all.

16 MS. FONG: Okay. Item 6.1, reporting action
17 taken in closed session. Item 6.2 is report action on
18 recommendation of administrative panel regarding
19 potential expulsion of student number EXP0123-24.

20 Regarding Student EXP0123-24, we have a
21 recommendation, an administrative panel that -- from an
22 administrative panel that a student be expelled for the
23 remainder of the school year.

24 Is there a motion to approve this
25 recommendation?

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 3

1 MR. ZACHRESON: I'll move to approve this
2 recommendation.

3 MR. BAQUERA: Second.

4 MS. FONG: There's a motion by Trustee
5 Zachreson and a second by Trustee Baquera to approve
6 the motion. All those in -- any comments or
7 discussion?

8 All those in favor say aye.

9 BOARD MEMBERS: Aye.

10 MS. FONG: Opposed? Motion carries. The
11 student may apply for readmission to the Roseville City
12 School District after May 30th, 2024.

13 Item 6.3 is Board action on recommendation
14 of administrative panel regarding potential expulsion
15 of student number EXP0223-24. Regarding student number
16 EXP0223-24, we have a recommendation from an
17 administrative panel that a student be expelled for the
18 remainder of the school year.

19 Is there a motion to approve this
20 recommendation?

21 MR. ZACHRESON: I'll move to approve this
22 recommendation.

23 MS. CONSTANT: I'll second.

24 MS. FONG: There is a motion by Trustee
25 Zachreson and a second by Trustee Constant to approve

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 4

1 the motion. Is -- any comments or discussion?

2 All those in favor say aye.

3 BOARD MEMBERS: Aye.

4 MS. FONG: Opposed? Motion carries. The
5 student may apply for readmission to the Roseville City
6 School District after May 30th, 2024.

7 Yeah. Item 6.1. I'm sorry. This is a
8 report of action taken in closed session. The Board
9 took action in closed session on agenda item 6.1,
10 purchase of real property. The Board approved the
11 purchase of the property for a new elementary school in
12 the Winding Creek development.

13 Item 7.1 is agenda approval. May I have --
14 I'm sorry. Oh, sorry. My fault. I missed that paper.
15 Oh, there it is.

16 Okay. In open session -- in closed session,
17 the Board took action to place a certificated employee
18 on immediate unpaid suspension pending the dismissal
19 from the district.

20 The vote was three to two with Trustee
21 Zachreson, Trustee Krafka, and Trustee Constant voting
22 in favor and Trustee Baquera and Trustee Fong voting
23 no. The motion carried.

24 Item 7.1 is agenda approval. Is there a
25 motion to approve the agenda?

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 5

1 MR. BAQUERA: Move to approve the agenda.

2 MS. CONSTANT: I'll second.

3 MS. FONG: There's a motion by Trustee
4 Baquera to approve the agenda, with a second by Trustee
5 Constant. Any comments or discussion?

6 All those in favor say aye.

7 BOARD MEMBERS: Aye.

8 MS. FONG: Opposed? Motion carries.

9 Moving on to reports and presentations, Item
10 8.1 is the Roseville City School District Foundation
11 update. Welcome, President Short.

12 MR. SHORT: Thank you, President Fong. A
13 few items to update you on today. First, I want to say
14 thank you to our Roseville community. We had a very
15 successful Roseville Rocks campaign last month.

16 We raised about \$4,500, and even better, we
17 received almost triple the number of participants,
18 number of givers, this year as compared to last year.
19 So I really want to say thank you to all the families
20 that contributed to our music education efforts
21 specifically.

22 I do want to point out that while the
23 campaign is over, donations are always accepted. So
24 thank you.

25 Also want, too, my -- my constant reminder

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 6

1 that our next golf tournament is coming up on May 13th,
2 2024. So hope to see everyone there.

3 And last but not least, I want to introduce
4 one of our newest members to the Roseville City School
5 District Foundation Board. Lewis McGeorge right here
6 is the general manager of Monk's Cellar, where we have
7 maybe met more than once as a foundation board. So
8 please welcome him, and -- and thanks for being here.

9 MS. FONG: Welcome.

10 MR. MCGEORGE: I just want to say thanks.
11 I'm very excited to join the Foundation Board, and I'm
12 super excited to get this golf tournament under way so
13 I can actually feel like I'm doing something now. Good
14 for me.

15 I know some -- have some connections in the
16 golf world and the restaurant world, so hopefully I can
17 make it a good one for us to share and raise a lot of
18 money. And hopefully you guys will see me around a lot
19 more. So thank you.

20 MS. FONG: Okay. Welcome to the Board.
21 Thank you for the good work at the Foundation. Thank
22 you.

23 MR. BAQUERA: Can I -- can I ask you a
24 question? If someone wanted to donate, how -- what's
25 the best way for them to donate?

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 7

1 MR. SHORT: We accept -- certainly we can
2 always accept a -- a check made out to the Foundation
3 and mailed to our address, which is the same address as
4 the -- the district.

5 Or if you search Roseville Rocks, a -- a --
6 a campaign did -- an e-mail did come out from
7 Superintendent Garcia. That link is still active. I -
8 - I checked it before I -- I, you know, said anything.
9 So Roseville Rocks is the name of the campaign and --
10 and we would love to see some more support. Thank you.

11 MR. MCGEORGE: Thank you.

12 MS. FONG: Thank you. Moving on to the
13 public comment portion of the Board.

14 I'm sorry. Is CSEA here?

15 Oh, I'm sorry. Diane. I'm sorry. Welcome.
16 RTA is not here today.

17 MS. TURNER: Hi. Good evening, Board
18 members and Cabinet. Yes. CSA -- CSEA would like to
19 wish each of you fellow employees and our CSEA families
20 a wonderful holiday break and happy new year.

21 The CSEA Board and our members will return
22 in January 2024, unbelievably, continuing to work hard
23 in each of our crafts for the second part of this
24 school year. Thank you so much.

25 MS. FONG: Thank you. Happy holidays.

1 Okay. We're going to move on to the public
2 comment portion of the Board. All items on the agenda
3 will be open for public comment before final action is
4 taken. Members of the audience may address the Board
5 of Education on any item not on the agenda.

6 Items brought to the Board in open session
7 can be of a specific or general nature that are within
8 the subject matter jurisdiction of the Board.
9 Individual speakers shall be allowed three minutes to
10 address the Board on each agenda or non-agenda item.

11 Brown Act regulations restrict the Board
12 from taking any action on any subject presented that is
13 not on the agenda.

14 I have a number of individuals to speak, and
15 I also have some individuals that are speaking related
16 to the redistricting process. So I'm going to let you
17 do the public comment when we -- when we do the -- the
18 public hearing for that.

19 So -- so first for general public comments,
20 I have Jeremy Thomas, followed by Savannah. Welcome.

21 MR. THOMAS: Hi, guys. Hello, Board
22 members. What is going on? Days after you guys vote
23 against parental rights, we the parents discover that
24 you have been allowing a boy to change in the girl's
25 locker room at Chilton.

1 When I heard wind of a similar situation
2 earlier in the school year, I was told that wasn't
3 happening. But it's a lot harder to lie when you have
4 a plethora of girls coming home in tears because you
5 allowed for an extremely awkward situation, a situation
6 that should have been prevented to take place without
7 any of those girls' parents' knowledge or consent.

8 That's disgusting. Oh, but it's the law and
9 stuff. What about protecting those girls? What about
10 discrimination against religions who oppose a boy
11 changing with girls? I guess they don't matter when an
12 agenda needs to be pushed.

13 I don't care about any unjust laws written
14 by pedophiles and corrupt politicians. In the words of
15 MLK, Jr., one has not only a legal but a moral
16 responsibility to obey just laws. Conversely, one has
17 a moral responsibility to disobey unjust laws.

18 These same corrupt pieces of human filth
19 made laws that legally allow one person to knowingly
20 infect another person with HIV without any
21 repercussions, or allows a 20 -- 20-year-old to legally
22 have sex with a 13-year-old without being labeled a
23 pedophile or being prosecuted as one, or allows a 12-
24 year-old who can't buy cigarettes, alcohol, join the
25 military, vote, buy a gun, rent a car, gamble, et

1 cetera, but you know what they can do? They sure can
2 mutilate their bodies.

3 These are the people you are afraid to take
4 action against. They are monsters that poison
5 children's minds into thinking boys can be girls and
6 vice versa. Boys will never be girls. Girls will
7 never be boys. There are only two genders, and I'll be
8 damned if you try and normalize that way of thinking in
9 a conservative area.

10 You were voted in to uphold conservative and
11 Christian values for which this country was founded on,
12 and nothing about what you are allowing to happen right
13 now is winning the trust of the parents that moved here
14 to get away from the lefty lunacy.

15 You have no problem keeping secrets from us.
16 You have no problem lying to us. And you have no
17 problem indoctrinating and grooming our children. To
18 me, that is a huge problem, and every single one of you
19 who enable this should be ashamed of yourselves. The
20 day of reckoning is coming, and you will be held
21 accountable for your actions. Thank you.

22 MS. FONG: Next is Savannah, followed by
23 Nicole Floyd. Welcome.

24 SAVANNAH: Hello. I'm here tonight to
25 discuss the seventh-grade girls locker room. I want to

1 start by saying I understand there is a California Law
2 requiring access. However, I do not believe -- I'm
3 sorry.

4 I do believe the current law and policy is a
5 huge problem for all students. This policy not only
6 deprived these girls of consent, but also put the
7 transgender child in a horrible situation.

8 While my heart goes out to this student and
9 their family through all this public opinion, and so
10 much of this must feel like a personal attack, it is
11 not.

12 My main goal is to be a voice for my
13 daughter. She has the right to feel safe and
14 comfortable in the girls' locker room. Her first
15 experience undressing in front of a biological male
16 should be her choice.

17 She should have the right to consent. Her
18 rights should not be removed and replaced with the
19 rights of someone else. My hope is that this Board can
20 find some solution where all students can feel safe and
21 comfortable. Thank you.

22 MS. FONG: Next is Nicole Floyd, followed by
23 Holly Cuthbertson. Welcome.

24 MS. FLOYD: Hi. Thank you. My name is
25 Nicole Floyd. I'm also here to speak on the event that

1 just happened with the boy changing in the girls'
2 locker room.

3 My daughter -- this happened on November
4 27th. There was a boy in the locker room. The girls
5 were extremely terrified. They went up to their
6 teacher and they asked the teacher, what's going on?
7 Why is there a boy in here?

8 And they said they have to; it came from the
9 district. So they did not feel safe or comfortable.
10 They weren't allowed to go change in the girls' locker
11 -- in the -- in the stalls. They asked if they could
12 change in the stalls. They said no. And they made
13 them change in front of the boy.

14 They were extremely terrified. They were
15 crying. They were not happy. A lot of the girls felt
16 uncomfortable. Mostly all of it, my daughter said. My
17 daughter is here today.

18 So it's the truth that -- people are trying
19 to say she was lying and there wasn't a boy in there.
20 People are trying to cover it up. It happened.

21 He was in there Monday. He was in there
22 Tuesday. Wednesday, I'm not sure if he was in there.
23 She was sick. And then Thursday, she came to school
24 and they finally moved the boy to the office, to change
25 in the office. And I think that it might have been the

1 boy's choice. I'm not sure.

2 Because he was uncomfortable also, because
3 the girls were uncomfortable. I am not okay with this.
4 They -- they did not know it was happening. They
5 didn't know it was coming.

6 They also -- you guys, have been teaching in
7 sex ed class -- I found this out. If I knew this, I
8 would not have let my daughter go to school.

9 On Page 16, there is a graph and chart here
10 that says, "The Many Dimensions of Human Sexuality:
11 Gender identity comes from the brain. Sexual
12 orientation comes from the heart.

13 And biological sex comes from your private
14 areas." This is not okay. This is not okay to teach
15 my child this. You don't choose to be a boy or a girl
16 from your heart, and you don't teach that to my child.

17 This is not okay because I have my own
18 religion, and this is not okay to teach my child. I
19 don't teach this in my home, and I'm -- I do not
20 appreciate you guys teaching this to my child.

21 And if I would have known this, I would've
22 never ever allowed her to be in the sex ed class
23 teaching this stuff. I'm not okay with that. It's not
24 okay that you guys aren't letting us know what is being
25 taught to our kids before it happens. So I -- I do not

1 appreciate that at all. I'm not okay with that.

2 I actually pulled her out of school that day
3 because I knew what was coming. When she told me about
4 it, I saw it, I was not okay. I pulled her out that
5 day. I didn't want her to be infiltrated with that and
6 -- and -- and -- and learning those things. I -- I
7 don't agree with that.

8 Also, there's some things that I've heard
9 from my daughter about some teachers. I don't know if
10 you guys know about this, but Mr. Beaman, he touches
11 girls' waists and butts, and she's hearing that from
12 multiple students.

13 Also, Mr. Leddy says inappropriate --
14 inappropriate comments about girls' butts and talks
15 badly. I don't know. I know there was a teacher that
16 was fired recently. I don't know if it was them, but
17 we need to know about that as parents.

18 If there's stuff happening and there's a
19 teacher saying inappropriate stuff or they're getting
20 fired, we should know about this. You guys should let
21 the parents know. I shouldn't hear about it from my
22 child. You know? It's not okay. I'm not okay with
23 this. I'm not okay with any of this that's happening
24 right now.

25 So I appreciate you guys letting me speak.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 15

1 Something needs to change though. So I know you're
2 saying it's the law, but what about my daughter's
3 rights?

4 What about how she feels? What about all
5 these girls that don't feel comfortable with this boy
6 in the locker room? It's not okay. So I -- I --
7 something needs to happen because --

8 MS. FONG: Your time is up. Thank you.

9 MS. FLOYD: Yeah. Thank you.

10 MS. FONG: Holly Cuthbertson. Welcome.

11 MS. CUTHBERTSON: Good evening.

12 MS. FONG: Hi.

13 MS. CUTHBERTSON: Hi. So I'm kind of
14 putting on my east side hat today. And when I was at
15 the last meeting on Tuesday, you were talking about the
16 10-Year enrollment and facilities update and the
17 planning.

18 I appreciate the long-term planning. That's
19 awesome. I know it's to fix the growth that's
20 happening on the west side and the kind of declining
21 enrollment on the east side. You were discussing the
22 programs like at Stoneridge.

23 I think there was some -- that was kind of
24 on the -- on the horizon, was possibly changing it to
25 TK through 8 school. And I kind of heard maybe --

1 maybe some consensus from the Board that maybe that
2 wasn't going to happen or that wasn't the ideal kind of
3 situation.

4 And I -- I was excited to hear that because
5 I know Eich has a wonderful IB program. My daughter's
6 participating in it and, you know, it's so much work to
7 lead up to getting certified to be an IB school.

8 My daughter was at Sargeant Elementary
9 School when they got IB certified. She was, I think,
10 in first grade. I was on the parent panel when the
11 commission came in to make the approval process and
12 all.

13 It was very exciting and it was a ton of
14 work, and I would be sad if all of that work went away
15 from our teachers, and our kiddos would be missing out.
16 And so I appreciate your passion for IB.

17 I mean, I heard it across the board at the
18 meeting, so it's -- it's appreciated. Also, the VAPA
19 Program too, not cutting that. It's such an advantage
20 for our students to be able to have it.

21 You know, IB teaches our students how to be
22 open-minded. It teaches them how to use critical
23 thinking, how -- especially particularly for our girls,
24 you know, how to lead and how to take risk. You know,
25 that wasn't something that I learned when I was a kid.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 17

1 So that -- that all of our students are getting the
2 chance to do that is -- is much appreciated.

3 And then I also think of having Vencil --
4 Vencil Brown and Buljan as your option for possibly the
5 DHH Program, I think that's a great idea. I can't
6 remember where it initiated, but man, it sounds
7 awesome.

8 And it would be a wonderful experience for
9 the students that are at that school as well. I think
10 it would be a great compromise. I know they were
11 hoping for maybe TK through 8, but -- but I think -- I
12 think you can make it work with the other schools.

13 So thanks for your time.

14 MS. FONG: Thank you. I'm going to move on
15 to the consent agenda. Is there a motion to approve
16 the consent agenda? I -- more.

17 MR. ZACHRESON: Do we have more?

18 MS. FONG: No. No.

19 MS. CONSTANT: Is (inaudible)?

20 MS. FONG: Who's asking?

21 MR. NADLER: I'm --

22 MS. FONG: Oh, I'm so sorry. Oh, I didn't
23 see you, Johnny. Okay. I thought you were only for
24 the -- the public hearing. Do you want to come speak
25 on -- now? Okay. That's fine. Okay. Welcome.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 18

1 MR. KNADLER: So John Knadler. Since the
2 last time I spoke at a regular school board meeting, my
3 son has been called sped, autistic, the R word. He's
4 been compared to an animal. And I have reported this
5 multiple times to the school and the highest-ranking
6 special education administrator.

7 Surprisingly, I was told, don't worry, it's
8 been handled. It isn't bullying because it isn't
9 severe and pervasive. It isn't discrimination even
10 though it's based on his handicap and disability.

11 Well, when you have to talk to a crying
12 child who asks you, what's wrong with him? Why is he
13 like this? Why do kids make fun of him? I would say
14 that's severe.

15 When you go to tell the school for almost
16 the last year and a half and it -- and the bullying
17 continues on and on, week after week, month after
18 month, I consider that pervasive.

19 Whatever Buljan is doing, it isn't working.
20 Since the first time I brought this up a few months ago
21 to a school board meeting and asked for a better
22 bullying policy, nothing has happened. There has not
23 been any attempt to discuss bullying or fixing the
24 problem with bullying.

25 The school board has discussed trucks. It's

1 discussed redistricting. It's discussed all kinds of
2 things, but it hasn't discussed special education or
3 bullying.

4 What has to happen before this is fixed?
5 What has -- has to happen before the school district
6 addresses severe and pervasive bullying, especially
7 against special education students? What has to happen
8 before the school district supports special education
9 students?

10 At the last regular school board meeting,
11 Buljan gave a -- a presentation. They didn't mention a
12 single special education student. They didn't
13 highlight a single special education program. It was
14 as if the special education students didn't exist.

15 Last week was Inclusive School Week where
16 you're supposed to celebrate special education
17 students. I didn't see anything. There was nothing at
18 all. SPED was ignored just like that Buljan
19 presentation.

20 Special education students are the most
21 vulnerable students in the district with some of the
22 lowest test scores and highest rates of chronic
23 absenteeism. I spoke with the auditor. At -- chronic
24 absenteeism cost the district hundreds of thousands, if
25 not at least a million dollars, because they miss it on

1 the daily average attendance.

2 Special education students deserve our help.
3 They deserve our support. They deserve to be
4 identified and discussed. If you need ideas on how to
5 address special education, let me know and I'll send
6 you a lot.

7 And I think it needs to be on the Board
8 agenda at some point during the year, rather than me
9 coming here and speaking at every Board meeting. Thank
10 you.

11 MS. FONG: Thank you. Okay. Moving on to
12 the consent agenda. Is there a motion to approve the
13 consent agenda?

14 MR. ZACHRESON: I -- I would like to pull
15 some of the job descriptions, just anything relating to
16 the job descriptions. So I think 10-point -- 10.12,
17 10.13, 10.14, 10.15.

18 MS. FONG: So 10-point --

19 MR. ZACHRESON: For -- just -- just for --
20 further discussion.

21 MS. FONG: Okay. So 10.12, 10.14, 10.15.
22 Not 10.13?

23 MR. ZACHRESON: And 10.13. Anything related
24 to job descriptions.

25 MS. FONG: Okay. All the job descriptions?

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 21

1 MR. ZACHRESON: Yes. Just for additional
2 discussion.

3 MS. FONG: Okay. Can we do a motion to
4 approve all of the -- the consent agenda with the
5 exception of 10.12, 10.13, 10.13 -- and .14, and 10.15?
6 Is there a motion?

7 MR. BAQUERA: So moved.

8 MR. ZACHRESON: Second.

9 MS. FONG: There's a motion by Trustee
10 Baquera, a second by Trustee Zachreson, to approve the
11 consent agenda with the exception of those four items.
12 Any comments or discussion? This requires a roll-call
13 vote.

14 THE CLERK: Trustee Zachreson?

15 MR. ZACHRESON: Aye.

16 THE CLERK: Trustee Krafka?

17 MS. KRAFKA: Yes.

18 THE CLERK: Trustee Constant?

19 MS. CONSTANT: Aye.

20 THE CLERK: Trustee Baquera?

21 MR. BAQUERA: Yes.

22 THE CLERK: President Fong?

23 MS. FONG: Aye. Motion carries. So then
24 let's take the different -- the individual items
25 separately. That'd be the best approach.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 22

1 MR. ZACHRESON: I -- I -- if --

2 MS. FONG: Or do you want to talk about the

3 --

4 MR. ZACHRESON: General collective.

5 MS. FONG: Okay.

6 MR. ZACHRESON: So maybe, you know, the
7 answers might vary, so --

8 MS. FONG: Do you need any -- would you like
9 any additional information from staff, or would you
10 like just to make comments?

11 MR. ZACHRESON: Just -- just a question.

12 MS. FONG: Okay.

13 MR. ZACHRESON: Yeah. From staff. So
14 approving these today doesn't lead to -- I know some
15 are for ratification, some approval. This isn't
16 leading to directly hiring.

17 That's going to come back at a later time
18 and that if we -- and if we do have any hiring for
19 these positions, will these come back as individual
20 action items, not -- not on consent? Or will they be
21 something on consent for any -- any future approvals
22 for employment?

23 MR. GARCIA: At this time, these are
24 requests for approval of just the job descriptions. We
25 would notice the Board once we advertise. But at this

1 point, we wouldn't come back and ask for approval
2 unnecessarily for -- for each one. If we made a -- so,
3 for example, the van driver, we don't have the student
4 van here yet, so we can't -- we can't hire that
5 position.

6 Once the van arrives and we create routes,
7 we'd want to hire that position. So we'd notify the
8 Board, the van is here, and we'd like to hire for that
9 position. And then we'd notify you in our personnel
10 pages on consent that we've hired somebody for that
11 position.

12 MR. ZACHRESON: Got it. Yeah. I just --
13 and these are -- I know some are ratification of job
14 position's approval. Can you maybe just specify the
15 distinction there?

16 So -- so 10.12 says ratification of job
17 description: computer technician. 10.14 is approval of
18 job description. Communications technician.

19 MR. GARCIA: So can we -- 10.12, the
20 computer technician, can we talk about that one in
21 terms of ratification versus approval?

22 MS. BAICHTAL: So that -- that is a new
23 position. We work -- when we do new job descriptions,
24 we work with CSEA and they have a -- a voting process
25 as well. So sometimes we get a little ahead of them.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 24

1 Sometimes they get a little ahead of the --
2 of us. So they have voted for that already. They have
3 approved that. So we are ratifying it now.

4 MR. ZACHRESON: Got it. And so the approval
5 is just action from the Board only?

6 MS. BAICHTAL: Right.

7 MR. ZACHRESON: Got it. Got it. Okay. I -
8 - I think just for me, just the notice I think is
9 important. So as -- as these come up, in particular,
10 anything new, just to be made aware of it. So that's
11 all.

12 MS. FONG: Okay. So we're going to go back
13 and vote on those -- can we go back and vote on those
14 as a group? Okay. Is there a motion to -- to approve
15 10.12, 10.13, 10.14, and 10.15, involving the various
16 job descriptions that are listed?

17 MR. ZACHRESON: I'll move to approve this.

18 MS. CONSTANT: I'll second.

19 MS. FONG: There's a motion by Trustee
20 Zachreson, a second by Trustee Constant, to approve the
21 10.1 -- 10.12, 10.13, 10.14, and 10.15, involving
22 various job descriptions. Any -- and any comments or
23 discussion? All those in favor say aye.

24 BOARD MEMBERS: Aye.

25 MS. FONG: Opposed? Motion carries.

1 Item 12.1 is a public hearing involving
2 adopting trustee area, boundary map, and election
3 sequence for the election of members of the Board of
4 Education and submitting proposal to the county
5 committee on school district reorganization to
6 establish, by -- by trustee, area elections.

7 Superintendent Garcia, would you mind
8 providing an overview, please?

9 MR. GARCIA: Sure. So the Board has engaged
10 in moving from at-large elections to trustee-area
11 elections. We've held multiple meetings. We had two
12 meetings with demographers before any maps were
13 created. Those were based upon community areas of
14 interest.

15 The Board gave clear direction to
16 demographers that their primary area of interest were
17 elementary school boundaries. We then held additional
18 public hearings requesting maps from the public.

19 I believe we received a total of 27 maps --
20 26 maps for the Board to review. At the November 27th
21 meeting, three maps were elevated, and then we had
22 another hearing on December 11th.

23 And so we bring it back to you one final
24 time for your final consideration of the three maps
25 that have been elevated, and in addition to that, the

1 sequencing tied with each map as well.

2 MS. FONG: And so we have a couple of public
3 comments related to this item. I'm going to open the
4 public hearing. And Nicole Young will be first,
5 followed by Johnny Nadler.

6 Welcome.

7 MS. YOUNG: Hi. Thank you, Board. I was
8 looking at the maps, and Map B seems like an obvious
9 attempt at gerrymandering. None of the maps did what
10 this one does, and it appears that it was specifically
11 modified at the behest of Trustee Fong.

12 It was not one of the independent maps and
13 it was -- and it obviously pushes the boundaries
14 unnaturally. Trustee Fong is the beneficiary of this
15 map, by a voting standpoint, as she would be the only
16 trustee in District 4.

17 It is quite frankly an embarrassment, mostly
18 on Trustee Fong's part, to show such a bias. Perhaps
19 she thinks she cannot hold her seat on her own merit.
20 I urge you, the Board, to vote against Map B. Thank
21 you.

22 MS. FONG: Next is Johnny Knadler.

23 MR. KNADLER: Hello again. This will be
24 short. I understand why you-all want to do the
25 sequencing to only do two seats at a time, but I -- I

1 believe that actually all five seats with all new
2 districts should go and then the terms would just be
3 shorter for the people in the -- that are up for re-
4 election and the other people would be elected to a
5 full term. That's what I believe.

6 Also, I think that Brown should be kept as -
7 - in District 3 as opposed to District 4. I believe in
8 two of the maps, it's -- it's in District 4. I would
9 prefer District 3 because, otherwise, they're just
10 going to get outvoted by District 4. But thank you.

11 MS. FONG: Thank you.

12 Okay. At this point, I'm going to open it
13 up to the Board for discussion on the -- the maps
14 before we get to the action items. Any comments or
15 discussion on the maps?

16 MR. ZACHRESON: This is a question that's
17 kind of going to the timeline here. So we approve the
18 maps tonight and then the next step is going to the
19 county -- there's a county board that reviews it.

20 We don't have a date for that meeting,
21 correct?

22 MR. GARCIA: The County has submitted, I
23 believe, four dates that they're looking at, January
24 7th, 8th, 9th, and the 7th. Thank you. 8th, 9th,
25 10th, and 17th are the four dates that they put out to

1 their county committee members to see which of those
2 dates they could obtain a quorum.

3 So at this point, I don't have any further
4 information beyond that they're putting those dates out
5 to the county committee.

6 MR. ZACHRESON: Got it. And -- and when is
7 our -- our deadline that we -- that, basically, they
8 have to finish their process?

9 MR. GARCIA: We have until January 19th to
10 fit within the 90-days window.

11 MR. ZACHRESON: And so if they -- if they
12 don't have a meeting or end up rejecting our map, what
13 happens at that point, if they -- if they have a
14 meeting, let's say, on the 10th of January and they
15 reject our map?

16 MR. GARCIA: I think that would go to a
17 closed session item but given that we would not meet
18 the 90-day window, I'm assuming we would be receiving
19 further correspondence.

20 MR. ZACHRESON: Got you. Got you. And I
21 ask, you know -- I mean, my comments are on the record.
22 I -- I personally prefer Map E. And I'm not going --
23 you know, we've received a couple comments about
24 gerrymandering. I'm not going to opine on that.
25 However, I do say that at least there's an appearance

1 of that and I think that's a concern with how that's
2 carved out.

3 One of our initial criteria was also to try
4 to keep the population on the west side negative
5 deviation, within the -- within the -- the standards,
6 and -- and -- and the -- and the Map F actually does
7 the best job of that, where I think Map E does a
8 compromise.

9 However, with those adjustments that were
10 made to Map B, it actually puts Map B -- sorry.
11 Trustee Area 5, the highest deviation, 4.7 -- positive
12 deviation, 4.7 percent, and takes away from Trustee
13 Area 4, which is the -- the -- the largest negative
14 deviation, right, in a very awkward way off Fiddymont.

15 That essentially captures kind of what I
16 think the -- if -- I think some of the e-mails and --
17 and public comments that we received was alluding to.

18 So I guess my concern is just whether or not
19 there is anything, just I think the appearance of it is
20 problematic and may lead to some -- some problems down
21 the road. And so for that, I do agree with the
22 assessments that we should reject Map B2 and approve
23 one of the other two. My preference is Map E because I
24 think it does the best job with that.

25 MS. FONG: Trustee Krafka.

1 MS. KRAFKA: So when we started this
2 process, we kind of laid out what are the best
3 objectives in order to keep common communities
4 together, and two objectives were shared largely
5 amongst the Board.

6 Number one, to try to keep the elementary
7 schools as much together as possible. It's impossible
8 to avoid any splits, but we wanted to try to keep them
9 together as much as possible, especially Map E draws a
10 line right through some district -- or some of the
11 elementary school areas.

12 The second objective, which was one true to
13 my heart, was that I did want to try to keep the Title
14 I schools together as much as possible, again, to keep
15 those common areas of interest together. And that is
16 the reason why and the sole reason why I'm supporting
17 Map B2.

18 MS. FONG: Trustee Constant.

19 MS. CONSTANT: I still -- I -- I -- I much
20 prefer E and F for multiple reasons, but I -- I would -
21 - I would lean towards E.

22 Again, has clean boundaries on -- on keeping
23 the schools or -- they are impossible to not share
24 between the districts, which I think is actually really
25 important because we are -- we were all elected to

1 serve all children of the district, or at large, we --
2 we were supposed to serve all district, so we shouldn't
3 be just -- just solely for -- I mean, thankfully, we
4 have four middle schools at this point because it
5 shouldn't be a middle school in each boundary -- in
6 each district that we are supporting.

7 So I hope that whatever map is chosen that
8 we are still focusing on all children in our district,
9 not just the ones in our district. I know we have
10 constituents that we -- that we answer to, but I
11 believe very strongly that, that -- we need to answer
12 to all of our district constituents.

13 So this has never been my goal is to go to
14 districting. I've been against it since day one, but
15 unfortunately, we are not given a choice.

16 The compactness, it's -- E is -- is the most
17 compact of all the districts. E uses the main
18 thoroughfares as the primary lines. It does keep the
19 main communities of interest, unlike B2, and it is
20 contiguous. So I believe it does the best job of
21 splitting everything that we've talked about, and --
22 and I hope everyone considers Map E.

23 MS. FONG: Trustee Baquera.

24 MR. BAQUERA: I appreciate everyone's
25 comments. I've -- I've previously expressed my

1 interest for a specific map, and -- and what I -- what
2 I will start to say is none of us -- none of us wanted
3 this.

4 None of us wanted to move to districts. We
5 received a demand letter, and that's where we find
6 ourselves today. We have reviewed several maps, and
7 Trustee Constant, I -- I cannot agree more with your
8 statement about every Board member serving every child
9 and every family in the district.

10 I would even advocate that we, in the
11 future, work at some sort of a -- a Board statement
12 around that process. The fact that no matter the
13 district, no matter where we sit, that we do work every
14 day to represent every kid and every family.

15 For the justification number 1 we set
16 forward was to attempt to keep the most elementary
17 schools together within each of the -- each of the
18 districts to make it easier for those school
19 communities to communicate specifically with their
20 Board member of that district. I continue to support
21 Map B2.

22 MS. FONG: I want to say I agree with --
23 with Trustee Constant's initial remarks and as well as
24 Trustee Baquera's, and I think we all collectively
25 share that view that we -- we are here to represent all

1 of the different -- all of our students, no matter what
2 district we live in, and I -- I think we will continue
3 to -- to use that -- use that as our guiding light
4 moving forward.

5 I have previously expressed interest in B2
6 as well. When you look at all the -- all three of them
7 -- first of all, all three of the maps are legally
8 compliant. We've worked with an independent
9 demographer that -- we've made sure all the criteria
10 have been met.

11 The standard deviations for the population
12 differences between all the districts is well within
13 the margins. We have to keep in mind that we're using
14 20 -- 2020 census data, so the -- the information that
15 we're using is already inaccurate.

16 We have had a lot of growth in Roseville
17 since that time, but we are -- we are required to use
18 2020 information and 2020 -- 2020 data.

19 So with that in mind, knowing that we've
20 already had significant population growth, 30, 40, 50 -
21 - 40,000, I think, in Roseville already, each of these
22 -- these maps are going to be completely different in
23 10 years and we're going to have new elementary schools
24 in three year -- in 10 years and these districts are
25 not going to look the same, and any attempt to even try

1 to -- to make them closer at this point, we're still
2 going to be off in our deviation in -- in 10 years from
3 now.

4 So -- and that is not necessarily a criteria
5 that we use to -- to guide our principles. The main
6 criteria that we had all agreed on was trying to
7 maintain the communities of interest, which is our
8 elementary school districts.

9 So the maps have clearly laid out the
10 overlay of all of our elementary school districts in
11 each of these maps, and Map B2 does the best at
12 maintaining the most communities of interest. We -- it
13 maintains 12 of our 17 elementary districts.

14 In District 5 and District 4, all of the
15 maps -- all of the maps are the same in the sense that
16 one of the -- the -- one of the schools, Fiddymont
17 Farm, is not being able to -- be included in the entire
18 district of the West Park area, which we all agreed is
19 -- is a community of interest as well.

20 So District 5 and District 4 and all the
21 maps generally have the same schools represented but
22 just in varying -- varying degrees.

23 The biggest difference in these maps are
24 really in Districts 1, 2, and 3. So for B2, B2 does
25 the best at maintaining specifically Neighborhood or

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 35

1 District 3, it keeps Catheryn Gates, Spanger -- and
2 Spanger both together as well -- I'm -- I'm sorry.

3 Catheryn Gates and Stoneridge together, and
4 it does split up Thomas Jefferson and Spanger, but all
5 of the -- all of the maps split up those two. So in
6 Map E, in District 3, not a single elementary district
7 is intact in District 3.

8 So every single -- Thomas Jefferson,
9 Catheryn Gates, Vencil Brown, Spanger, Kaseberg, and
10 Woodbridge are all -- parts of them are all included in
11 that district, with it not including one single
12 elementary school district. So that's really, to me,
13 the big distinction between B2 and E.

14 And also, to trustee -- Trustee Krafska's
15 point about our trying to do the best that we could to
16 maintain the communities of interest of our Title I
17 schools, Woodbridge, Kaseberg, and Cirby, B2 also does
18 a really nice job of doing that as well. So for those
19 reasons, that is why I favor B2.

20 MR. ZACHRESON: Can I clarify something?

21 MS. FONG: Sure.

22 MR. ZACHRESON: So I know that -- I know
23 that we had talked about as -- elementary school
24 districts as one of the areas. We also talked about
25 middle schools, we talked about main thoroughfares, we

1 talked about natural boundaries, we talked about
2 deviation, we talked about that, you know, roughly 12
3 to 15 percent of the actual voting age is of actual
4 parents.

5 So I just want to add that -- that -- that
6 there wasn't a vote giving direction to the
7 demographers specifically that says, we want to focus
8 on elementary school districts alone, that there's a
9 lot of other considerations by law that we have to
10 consider, not just elementary school districts.

11 Especially since we know that sometimes the
12 elementary school boundaries can be drawn in a very
13 funky manner that don't align with the Voting Rights
14 Act. So I just wanted to clarify that.

15 MS. FONG: I -- I don't disagree that some
16 of our -- our boundaries are drawn in a very unusual
17 manner. I still think that, as -- as a -- as districts
18 -- or as a district, our elementary schools are a
19 specific community of interest and they share a -- a
20 nexus between that -- that group of people that -- that
21 attend that school.

22 There -- that is a very -- that is a very --
23 that is a very definitive community of interest. And
24 we -- unlike other city councils and other
25 organizations that have this process, we have these --

1 we have actual boundaries that have already -- that are
2 already in place, that are already defined, that help -
3 - that can guide us in the process, so --

4 MR. ZACHRESON: I just wanted to clarify
5 that just because of the -- some comments, and then I
6 just want to also clarify that, of the maps in front of
7 us, none of them actually were maps that were solely,
8 independently drawn by the -- the redistricting.

9 They've all -- they've all been done with
10 the assistance of, but two of them were public plan
11 maps and the first one is a modified map.

12 Again, my understanding is at -- at the
13 behest of a -- of a particular board member, so I just
14 want to clarify that none of the ones on here are
15 solely just ones that were given back to us from the
16 demographer, right? They're all outside of that.

17 MS. FONG: Right. I think --

18 MS. KRAFKA: Just -- just to clarify, the
19 modifications I had requested at a previous meeting,
20 those actually were on Map A and those did not come
21 forth for voting.

22 MR. ZACHRESON: Yeah. And that's
23 unfortunate. Yeah. And I think the timeline -- the
24 restricted timeline and all of that stuff made it very
25 difficult.

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023**

Page 38

1 I would -- I would suggest, if -- if we're
2 not happy with anything, maybe we come back for a -- a
3 -- you know, I don't know if we have to do other
4 special meetings for the maps or not, but again, I -- I
5 -- what we have in front of us, I feel like the Map E
6 does the best job. So that's just -- I just wanted to
7 add that thought process out there and also just
8 clarify the record.

9 MS. FONG: Any additional comments or
10 thoughts that want to be shared during the public
11 hearing process?

12 Okay. Hearing none, we're going to move on
13 to the action matters. We're going to -- and we're
14 going to close the public hearing and we'll move on to
15 the action matters. Item 13.1 is adopt a final trustee
16 area map.

17 Any comments or discussion, or is there a
18 motion to adopt a map?

19 MR. BAQUERA: I make a motion to approve Map
20 B2 for --

21 MS. KRAFKA: I'll second that motion.

22 MR. BAQUERA: -- new trustee area.

23 MS. FONG: There's a motion by Trustee
24 Baquera and a second by Trustee Krafka to approve Map
25 B2. Any additional comments or discussion?

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 39

1 All those in favor say, aye.

2 MR. BAQUERA: Aye.

3 MS. KRAFKA: Aye.

4 MS. FONG: Aye.

5 Opposed?

6 MS. CONSTANT: Nay.

7 MR. ZACHRESON: No.

8 MS. FONG: So the motion carries 3-2.

9 MR. BAQUERA: Do you want to do roll call?

10 BOARD CLERK: Yeah. Just one second. I'm
11 going to try --

12 MS. FONG: Oh, okay. Item 13.2 is adopt an
13 election sequencing for the final trustee area map.

14 And do you want to provide a quick overview,
15 Superintendent Garcia?

16 MR. GARCIA: Based upon the approval of Map
17 B2, within the PDF we've provided different options for
18 the sequencing. I'm trying to find the page. Starting
19 on Slide 23, we have Election Sequencing Version 1,
20 which is Area 1 and Area 5.

21 I believe that was originally listed because
22 we have not had a trustee from Area 1 in at least the
23 last 10 years. And we -- as noted before, Trustee Area
24 5 is a continuing -- is a growing area, I mean, so we
25 wanted to make sure that there's representation on both

1 sides. And then in 2026, there would be three seats up
2 in Area 2, 3, and 4, so that would be the first
3 version.

4 The second version is with Area 5 and Area
5 2. So therefore, in 2024 it would be Area 5 and Area
6 2, and then in '26, it'd be Area 1, 3, and 4.

7 On the next slide, which is on Page 25, it
8 would be Election Sequencing Version 3, which is Area 5
9 and Area 3 go in 2024, and then Area 1, 2, and 4 would
10 go in '26. And then the final one is Sequencing
11 Version 4, which is Areas 4 and 5 up in 2024, and then
12 Areas 1, 2, and 3 up in 2026.

13 So there are four versions for the Board to
14 select from, and these were posted more than seven days
15 in advance for any public comment as well and posted on
16 the agenda appropriately.

17 MS. FONG: Any comments or discussion on the
18 sequencing?

19 MS. CONSTANT: I'd like to make a motion --

20 MS. FONG: Please do.

21 MS. CONSTANT: -- if there's none. I would
22 like to make a motion we do Districts 5 and 1's,
23 especially since we haven't had anyone in that area in
24 a long time, in the 2024 election, with 2, 3, and 4
25 going in the 2026 election.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 41

1 MR. BAQUERA: Second.

2 MS. FONG: There's a motion by Trustee
3 Constant and a second by Trustee Baquera to have
4 Version 1 of the sequencing, which includes District 5
5 and District 1 in 2024 and then 2, 3, and 4 in District
6 -- in 2026. And is there any comments or discussion?

7 MS. KRAFKA: Yeah. Yeah. Can I just ask a
8 question --

9 MS. FONG: Sure.

10 MS. KRAFKA: -- before we proceed? I think
11 we had all agreed that we want some representation on
12 the east side, and I'm 100 percent agreeing with that.

13 What I'm wondering is if there's interest in
14 the Board to instead have District 2 go to represent
15 Title I schools, since they -- we had a strong interest
16 in making sure they had representation, if there was
17 any interest in that or if there was a strong tendency
18 to District 1 instead of District 2.

19 MS. FONG: Any comments?

20 MR. ZACHRESON: I -- I don't know. I don't
21 want to say I have a strong tendency. Just
22 geographically, it just feels nice to have, you know,
23 some separation, right? We have the ends and then
24 three connected.

25 So 2 is kind of -- you know, 2 or 3 would

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 42

1 offer that -- some separation where we have the -- you
2 know, there's not as many contiguous districts within
3 the boundaries, but that would be my -- one of my
4 reasons that I was leaning towards 2, but I think you
5 have a valid point about the Title I schools too.

6 MS. CONSTANT: I would just go back to we
7 haven't had any representation for a really long time
8 in 1, where we have in 2. We've had several Board
9 members that have served through the years in --

10 MS. KRAFKA: Oh, okay.

11 MS. CONSTANT: -- in 2, so I know -- I -- I
12 -- obviously, we are going to get representation for
13 them, but 1 has been the longest without. If you want
14 to look at where everyone was living, because obviously
15 I'll go back to I really think we were all representing
16 everything, but with anyone not living there, that's
17 why I would vote for that.

18 MS. FONG: And I would tend to agree. We --
19 we have not had representation in District -- in that
20 district on the east side for quite some time.

21 I do share Trustee Krafka's interest in --
22 in -- you know, I'm looking forward to having district
23 representation in -- in -- in that district, but I
24 would like to see us having a representative from
25 District 1 in the -- in the most recent election. So

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 43

1 there is a motion and a second. We had some comment,
2 discussion, so we're -- we're going to entertain the
3 motion.

4 All those in favor say, aye.

5 MS. CONSTANT: Aye.

6 MR. ZACHRESON: Aye.

7 MS. KRAFKA: Aye.

8 MR. BAQUERA: Aye.

9 MS. FONG: Aye.

10 Opposed? Motion carries.

11 MR. GARCIA: (inaudible).

12 MS. FONG: Yes. We're going to take a
13 moment to generate the resolution.

14 (OFF THE RECORD)

15 MS. FONG: Okay. We're coming back from
16 recess -- from a -- a short recess. We're moving on to
17 Item 13.3 on action matters.

18 Item 13.3 is Resolution Number 2023-24.13,
19 Adopting Trustee Area Boundary Map And Election
20 Sequence For The Election Of Members Of The Board Of
21 Education And Submitting Proposal To The County
22 Committee On School District Organization To Establish
23 By Trustee Area Elections.

24 Is there a motion to approve Resolution
25 2023-24.13, which includes --

1 Is it up there?

2 MR. GARCIA: Yeah. So it -- well, it
3 includes Draft Map -- or Final Map B2 as well as
4 Sequencing Version 1.

5 MS. FONG: So which includes Draft -- final
6 Map B2 and Sequencing 1 --

7 MR. GARCIA: Version.

8 MS. FONG: -- Version 1. Is there a motion
9 to approve?

10 MS. CONSTANT: Can I ask a question? So we
11 had a split vote on the actual map adoption. So how --
12 for a resolution, I -- I don't recall ever having a
13 split vote on that when we had a resolution, so just
14 curious in that, does the resolution have --

15 MR. GARCIA: So the resolution has the ayes
16 as well as the noes, and so should the Board choose to
17 maintain their vote as is, they would be noted
18 appropriately on the resolution.

19 MS. CONSTANT: Okay. Thank you.

20 MR. GARCIA: Uh-huh.

21 MS. FONG: Is there a motion?

22 MS. KRAFKA: I'll make a motion to approve
23 the sequencing resolution.

24 MR. BAQUERA: The 13.1.

25 MS. KRAFKA: Thank you. 13.1.

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023**

Page 45

1 MS. CONSTANT: No.

2 MS. FONG: No.

3 MR. BAQUERA: Excuse me.

4 MS. CONSTANT: 13.3 --

5 MS. KRAFKA: That's -- no, 13.3.

6 MS. FONG: No?

7 MR. BAQUERA: Excuse me.

8 MS. KRAFKA: 13.3.

9 MR. BAQUERA: Resolution.

10 MS. FONG: 13.3.

11 MR. BAQUERA: Resolution.

12 MS. KRAFKA: Resolution.

13 MS. FONG: Resolution. Yes.

14 MR. BAQUERA: I'll second that motion.

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

16 Krafka and a second by Trustee Baquera to approve the

17 Draft Map B2 with the first version of sequencing. Any

18 comments or discussion? This requires a roll call

19 vote.

20 THE CLERK: Trustee Zachreson?

21 MR. ZACHRESON: No.

22 THE CLERK: Trustee Krafka?

23 MS. KRAFKA: Yes.

24 THE CLERK: Trustee Constant?

25 MS. CONSTANT: Nay.

1 THE CLERK: Trustee Baquera?

2 MR. BAQUERA: Yes.

3 THE CLERK: And President Fong?

4 MS. FONG: Yes. Motion carries 3 to 2.

5 Item 13.4 is Independent Auditor's Report
6 for the period ending June 30th, 2023. Associate
7 Superintendent Banks, you're going to have a few
8 presentations for us up here.

9 MS. BANKS: I'm going to be up here for a
10 while. Yeah.

11 All right. So good evening.

12 MS. BANKS: Okay. All right. So good
13 evening. Before I invite Jesse Deol -- Deol up here
14 from the James Marta & Company, I'm here to review the
15 results of our annual audit.

16 I want to extend my sincere gratitude to
17 Jesse and his team for their unwavering professionalism
18 and commitment to our district. Throughout the audit
19 process, Jesse and his team were with us every step of
20 the way, providing invaluable expertise and support as
21 we navigated our first year with a brand new auditor's
22 firm.

23 They have worked diligently to address our
24 questions, concerns, making certain we felt entirely at
25 ease with the entire process. Their dedication and

1 attention to detail has been pivotal in ensuring the
2 transparency and accuracy of this financial record. So
3 I'd like to invite up Jesse Deol from James Marta to go
4 over the audit results from the '22-'23 school year.

5 MS. FONG: Welcome.

6 MR. DEOL: Thank you. Good evening,
7 everyone. I'm going to go ahead and just summarize the
8 results for the audit process. These results are as
9 June 30th, 2023. And so you have a couple
10 communications in front of you.

11 We have the Governance Letter. That's the
12 auditor's communication to the Board. It basically
13 outlines what the scope of the audit is, what it is
14 that we're engaged to do.

15 Then you have the Audit Report in front of
16 you that has the audit opinion. And then within the
17 Audit Report, you have the Internal Control Letter, the
18 State Compliance Audit Letter, and then the Federal
19 Compliance Audit Letter.

20 So the scope of the audit, we were engaged
21 to perform the financial statement audit. It also
22 includes those other -- other communications that I --
23 I mentioned, and I'm going to go ahead and start with
24 the items that are listed in the Governance Letter.

25 So the biggest thing you want to take away

1 from the Governance Letter is our audit opinion. We
2 issued an unmodified opinion, that means the audit
3 report is free immaterial of its statement, so it's
4 accurate, and it is also in conformity with the
5 appropriate accounting standards.

6 We did work closely with the district
7 management team. We performed inquiries. We talked to
8 the staff to look at what it is that their functions
9 are, the policies, procedures.

10 And then we had -- we went ahead and tested
11 those controls to ensure what they said that they do.
12 They actually perform those duties, and that's how we
13 came up with our internal control report.

14 And that basically, it's not an opinion. It
15 just calls out if there is any deficiencies in
16 controls. We did not have any additional consultations
17 during the audit process. We did not have any
18 disagreements or difficulties during the audit process,
19 and we did receive appropriate management
20 representation.

21 Basically, everything that the district
22 provided to us was true and accurate to their
23 knowledge, and so we were able to obtain appropriate
24 and sufficient audit evidence to form our basis for
25 audit opinion.

1 There are a couple items that we wanted to
2 bring to your attention that requires management,
3 judgment, and accounting estimates. And so we have the
4 collectability of receivables that requires management
5 judgment, and we have the net pension liability, which
6 is an estimate, okay?

7 We did not have any issues with either. We
8 felt comfortable with the management judgment on the
9 collectible receivables. It -- it -- it's common with
10 local education agencies to have large receivables that
11 are deferred from the state and federal resources, so
12 it's common.

13 And so we felt comfortable with the accounts
14 receivable balances that are listed in the account --
15 the audit report. In regards to the pension liability,
16 we're always using the PERS and STRS pension actuarial
17 evaluations. They're always a year behind.

18 So if you recall, last year, you had a
19 decrease, a significant decrease in your pension
20 liability. Now, they're using 2021 results in your
21 2022 audit. So if you think back to 2021, we had a
22 rebound with our market on our investments, and so the
23 investments in the pension plan, they're inflated.

24 So the liability was a lot less in 2022.
25 Well, the opposite happened. When we're looking at the

1 actuarial valuations, we're looking at 2022 results, so
2 we've been at a -- a decline between 20 and 25 percent,
3 and so that's why your pension liability increased
4 substantially, okay?

5 So that's -- I'm going to be showing that in
6 just a second, but I just want to kind of bring it to
7 your attention that it is an estimate, and we are using
8 dated data.

9 I already went over the internal control
10 explanation. Basically, nothing was identified, no
11 control deficiencies, no significant deficiencies or
12 material weaknesses. So the business practices in the
13 business office are sound.

14 There were no recommendations that we needed
15 to make in this audit period. So everything went as
16 planned. There were no findings noted, and there was
17 no significant adjustments that needed to be made, and
18 there were no disclosures that were omitted.

19 So everything you have in front of you is
20 true and accurate as of June 30th, 2023. Now, going
21 into the audit report, you'll see our audit opinion is
22 listed on Pages 1 through 3. And again, it is an
23 unmodified opinion.

24 Following the audit opinion is the
25 management discussion and analysis, that's basically

1 the Cliff Note version of what transpired during the
2 year. So if you don't want to read the entire 80-plus-
3 page audit report, please do read these few pages.

4 It'll kind of tell you in summary format what
5 transpired, so it's a good resource for you.

6 I did pull a couple items out of the
7 management discussion analysis to bring to your
8 attention. So the Summary Statement of Net Position,
9 this is a balance sheet if you will.

10 So total assets, they're up 8.9 million from
11 the year prior. Now, the deferred outflows and
12 inflows, they're related to the pension liability, so
13 this is straight from the actuarials. So the district
14 has no control over this. Deferred outflows were up
15 34.9 million, and I'll just give you a quick
16 explanation on how this works.

17 So when the district makes contributions to
18 the PERS and STRS in the current year, it's -- they're
19 doing it after the measurement period. The measurement
20 period, again, is a year behind.

21 So anything they do here, even though
22 they're expensing it on the financials that you
23 probably see on a first interim and second interim
24 basis, and then the unaudited, that's happening
25 currently, but we have to back that out when we do the

1 conversion and implement the GASB 68 on the financials
2 that then gets taken out of the expense and put -- put
3 into the outflow.

4 So the expenses that you actually see in
5 your financials for the pension, they're from last
6 year, so that's kind of how that works. So these are
7 deferred by a year.

8 And then there are other items that the
9 actuary looks at. They look at longevity. You know,
10 people are living longer, so they're looking at all
11 these different items.

12 And then there's items that they -- they get
13 deferred, and you can't recognize all those in the
14 current period, so that's kind of how those work. So
15 deferred outflows were up 34.9 million.

16 Deferred inflows were down 7.1 million. And
17 then I mentioned that the pension liability increased
18 substantially, that makes up the majority of the 33.1
19 million increase in the current year.

20 All in all, net position was up 17.9
21 million, so that is good news, okay? So you do want to
22 have your net position in a healthy position, and it
23 is.

24 And then this -- this right here is actually
25 taken right out of the MDNA. So now you can actually

1 see exactly what I was referring to, but I'll start
2 with the two blue rectangles. So we did have current
3 assets to take a decrease, and that's just money being
4 spent on these construction projects, okay?

5 But then you can see the offset, capital
6 assets increase 18.7 million. So we did have some
7 projects that were near completion. We had a -- a wood
8 -- Westbrook -- Westbrook Elementary, thank you, that
9 was near completion, and so that's why you had that
10 uptick there. I already talked about the deferred
11 outflows and then just talked about the -- the total
12 liabilities.

13 So again, you'll see the current liabilities
14 is the accounts payable, so that's the timing of when
15 we're getting these construction and vendor invoices.
16 So as of year-end, we did have less outstanding
17 compared to the year prior. And then the long-term is
18 again -- so you have a couple different items that are
19 in your long-term liabilities.

20 So you have some bonds, you have some
21 certification of participation, compensated absences,
22 and then you have the pension liability and you have a
23 -- an open liability. So a majority of that increase
24 is the pension.

25 And then at the bottom, you'll see the total

1 net position for this district is 238 million. Again,
2 it's very healthy compared to the prior year. It went
3 up 17.7.

4 Focusing on the statement of activities, so
5 this is the income statement, if you will. So revenues
6 were up 20 -- 20.9 million from the year prior, but
7 expenses were also up 28.3 million.

8 And so if you're comparing the change in
9 that position from the year prior, it is less 7.4
10 million compared to prior year's results. And then
11 this is a visual representation of the statement of
12 activities, and so you'll see that we had some one-time
13 funding that came through.

14 So again, emphasis on the one-time, so we
15 are entering uncertain economic times, so be very
16 mindful of that. You're not going to always see these
17 types of large funding coming through. And then we did
18 have an uptick in our expenses.

19 A majority of it was salaries and benefits.
20 And then again, that's just what -- what's going on in
21 the current economic times. So when you're comparing
22 the net position from last year to this year, we did
23 have a drop of 7.4. But all in all, we did end up with
24 17.76 million greater than the expenses all in all.

25 Now, focusing on the general fund revenues.

1 So the majority of the funding at this district is from
2 the LCFF sources, and so that's kind of typically what
3 you see with a district this size.

4 But however, you do have substantial federal
5 dollars coming through, and that's the reason why it
6 triggered a federal compliance audit, and so I'll get
7 into those results in just a moment. But just wanted
8 to show you a visual representation of where majority
9 of the -- the funding for the general fund is coming
10 from.

11 Then focusing on the expenses, you'll see
12 the majority of the expenses that the district is tied
13 up in salaries and benefits.

14 So again, just be mindful when you guys are
15 doing the budgeting process, as you'll see on the next
16 slide here, the financial trends and analysis. So
17 it'll take a two -- a year look back, and you have the
18 current year and then you adopt a budget.

19 So you'll see we've had surpluses in the
20 last three years, but then this is as of the adopted
21 budget. So things have probably changed since then,
22 but we were budgeting for a deficit of seven point --
23 almost 8 million, so that's the reason why I wanted to
24 bring that up, just be mindful.

25 And then looking at the bottom there, you'll

1 see the 2022-year on the long-term liabilities. That's
2 why I was saying that's an outlier when we had that
3 substantial decrease in your net pension liability.
4 But if you take that out, we're -- we're still trending
5 in the right direction.

6 So just in 2021, we had 173 million in debt.
7 And now, we -- we ended up with a hundred -- almost 156
8 million. And then at the bottom, you'll see the ADA.

9 We had a drop, but we are budgeting for an
10 increase, so that's good news because, again, when
11 you're looking at the LCFF funding model, one of the
12 items within there is the ADA. And so if we're
13 budgeting to have an increase, that's going to be good
14 news.

15 Especially, if the one-time funding is going
16 to be going away, we still have the LCFF funding
17 available to us. All in all, you do have a healthy
18 reserve. Districts this size should have at least
19 three percent. You guys are at 6.7, and you are still
20 budgeting for a nine percent, so that's still good news
21 there.

22 And then this is just a visual
23 representation of the ADA over the last few years. So
24 I led off with the audit opinion, and then we did
25 conduct a state compliance audit, and we issued an

1 unmodified opinion.

2 So no findings for the state laws and
3 regulations, that's good news there. And then I
4 mentioned on the internal control letter, no
5 deficiencies were noted, so good news. And then we did
6 have to audit your federal funds.

7 We did have to conduct audits over a couple
8 different major programs, and we did opine and with
9 unmodified opinions on both of those programs, so --
10 and then there's an internal control component with
11 those, and you did not have any -- any significant
12 deficiencies or mature weaknesses, so clean sweep all
13 the way through, clean audit.

14 And then that just is a testament to your
15 management team. So great job with having proper
16 controls in place and following the rules and
17 regulations.

18 And then again, as Amy mentioned, they were
19 very proactive. Anytime there's any questions, they
20 reached out to us. There were comments from the last
21 year's audit. They wanted to make sure that they were
22 resolved. So they worked with us, and -- and they did
23 a great job in taking care of that.

24 So these results are a testament to Amy and
25 her leadership and -- and the district staff, so they

1 did a great job, and I wanted to thank her and -- and -
2 - and the entire district staff for all of what they
3 did.

4 First year audit is a lot of work, okay? So
5 they had to recreate the wheel with helping the auditor
6 understand how they do everything, and -- and we issued
7 their audit very early.

8 So again, it's her, and Dawn, and the rest
9 of the district staff. They did a great job. So I
10 just wanted to make sure I -- I -- I -- I commended
11 them for the all their hard work, so I'll leave it up
12 to you guys for any questions.

13 MS. FONG: Thank you.

14 Any comments or questions? Trustee Krafka.

15 MS. KRAFKA: I was just curious if there
16 were any audit adjustments either proposed in past or
17 booked?

18 MR. DEOL: So there were -- let's see. Do
19 you happen to have the Governance Letter?

20 MS. KRAFKA: If this packet that we just
21 went through, and if it's a follow-up letter --

22 MR. DEOL: Actually, it -- it's a letter.
23 It's -- it's a -- it's the very last page in your
24 letter. Basically, any adjustments that were made,
25 they were provided from Amy's team.

1 And so we agree, and we basically booked
2 them into the audit report. And so one of the things
3 I'll call out is the fair market value adjustment.
4 That's one of the -- the common ones that everybody had
5 to adjust for just because it's material.

6 If you've been following what's going on
7 with the economy with the interest rates as of closing,
8 the -- the county treasurer was basically reporting
9 that the assets were at an unrealized loss.

10 MS. KRAFKA: Uh-huh.

11 MR. DEOL: So how that really works is if
12 everybody that has their money pooled in the County
13 Treasury decides they want to withdraw all their funds
14 all at the same time, that's when you actually are
15 going to realize the loss.

16 MS. KRAFKA: Uh-huh.

17 MR. DEOL: But that's not going to happen.
18 And so it's a paper transaction. Funds that are
19 invested have to be stated at fair market value, and
20 that's the reason why we had to put that adjustment.

21 So again, that came from Amy's team, and
22 then we just booked it here just for financial
23 presentation purposes. And it's going to get reversed
24 out on the first day of '23-'24 fiscal year. So July
25 1st, it'll just be reversed.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 60

1 MS. KRAFKA: And then reevaluated annually?

2 MR. DEOL: Exactly.

3 MS. KRAFKA: Yeah.

4 MR. DEOL: Exactly.

5 MS. KRAFKA: Okay. Thank you.

6 MR. DEOL: Yeah.

7 MS. KRAFKA: Well, having been on both sides
8 of an audit, I appreciate the work that goes into on
9 both sides. So thank you, everybody.

10 MR. DEOL: Yes. You're welcome. Any other
11 questions?

12 MS. FONG: Any other comment, questions?
13 Thank you.

14 MR. GARCIA: I have one quick comment.
15 Jesse, I wanted to thank you and your team. It was
16 great to see you guys here.

17 MR. DEOL: Yes.

18 MR. GARCIA: In the office taking over
19 conference rooms and being available, right? So
20 helping us through the first audit with you guys. I
21 think it went as smooth as it possibly could. So kudos
22 to your team as well, and please pass that along to
23 your folks from us.

24 MR. DEOL: Will do. Thank you.

25 MR. GARCIA: Thank you very much.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 61

1 MR. DEOL: Thank you.

2 MS. FONG: So at this point, don't we -- we
3 need to take action to -- to accept the audit, correct?
4 Okay. Is there a motion for 13.1 -- 13.4, which is
5 Board of Education to accept the 2022-2023 Independent
6 Audit as -- as submitted by James Marta & Company LLP?

7 MR. ZACHRESON: I'll move to accept the
8 Independent Auditor's Report.

9 MS. KRAFKA: I'll second.

10 MS. FONG: So motion by Trustee Zachreson
11 and a second by Trustee Krafska to accept the audit.
12 Any comments or discussion? All those in favor say
13 aye.

14 MS. CONSTANT: Aye.

15 MS. KRAFKA: Aye.

16 MR. ZACHRESON: Aye.

17 MS. FONG: Opposed? Motion carries. And
18 thank you for the work on both sides. Okay. Item 13.5
19 is the first Interim Financial report for the period
20 ending October 31st, 2023.

21 Amy?

22 MS. BANKS: All right. Well, good evening.
23 First off, I want to -- of course, thank the fiscal
24 team. They have been working really hard, not just on
25 the audit, but also getting the financials ready for

1 the first interim.

2 So I do appreciate their work, and we did
3 it. So this presentation will review our first interim
4 financials. The report shows our financial health from
5 the period of July 1st through October 31st, California
6 school -- requires school districts to complete two
7 interim reports, an unaudited actuals report, and a
8 budget adoption report.

9 All of these reports show our fiscal health,
10 get reported to the state and to the county, and are
11 shared with you and to the community to show how we are
12 doing fiscally.

13 All right. So let's jump into the multi-
14 year projections of the first interim. On Slide number
15 3, I want to highlight some items on each of the
16 slides.

17 I won't go through line by line, but I do
18 want to start here with the assumptions we use for the
19 revenues. At the top of the chart, you will see our
20 cost of living adjustment or a COLA. You may have
21 heard by now that we most likely will receive a smaller
22 COLA next year than what is on the assumption sheet
23 here.

24 As you can see for the '24-'25 school year,
25 we're using 3.94 and 3.29 for the '25-'26 school year.

1 We will continue to use the current School Services of
2 California Dartboard. That's where the -- this -- this
3 data comes from.

4 Use their projections of the COLA until the
5 governor releases his budget in January. At that time,
6 the COLA will then be adjusted, and we will make
7 further adjustments as necessary, and I'll talk more
8 about that on the next slide.

9 Additionally, towards the top of the chart,
10 you will see student growth of 100 students for each
11 year in the '24-'25 school year, as well as the '25-'26
12 school year. We grew by just over 400 students for the
13 current year, and we believe we will see increased
14 growth over the next two years, so we have
15 conservatively projected a hundred students in both out
16 years.

17 Another thing I would like to point out to
18 you is that we currently have just over 7,700
19 unduplicated students, which includes students who are
20 designated as English learner, low-income, and foster
21 youth. These students drive the supplemental funds
22 that we've received through our Local Control Funding
23 Formula, or LCFF. This is up this year from last year.
24 Last year, we were about 6,000 students. This year,
25 again, we were at 7,700.

1 We are not certain if this current number is
2 an anomaly or not, and so we -- before -- or therefore,
3 we plan to budget conservatively again in the following
4 two years and drop that number back down to 6,000. So
5 those assumptions are in the future projections that we
6 have.

7 MR. ZACHRESON: Can I ask a question about
8 that?

9 MS. BANKS: Of course.

10 MR. ZACHRESON: How much variation do we
11 usually have with unduplicated accounts?

12 MS. BANKS: The last couple of years, we
13 have seen these kinds of variations since we have
14 incorporated the -- the annual household eligibility
15 form in our registration process.

16 We did see a quite an enormous jump from
17 when we did that that year, and we have been making
18 changes in the registration process and so that form
19 changes slightly each year.

20 MR. ZACHRESON: So I guess absent that
21 change, do we see significant upswings or downswings
22 like in the almost 2000?

23 MR. GARCIA: So I can tell you -- so the
24 short answer is no.

25 MR. ZACHRESON: Okay.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 65

1 MR. GARCIA: Which is why we're budgeting
2 back down to the 6,000 in the out years, so --

3 MR. ZACHRESON: To what we've historically
4 been?

5 MR. GARCIA: Correct.

6 MS. BANKS: Correct.

7 MR. ZACHRESON: Okay. Got it.

8 MR. GARCIA: Yes, exactly. Correct.

9 MS. KRAFKA: Yeah. So I mean, the one thing
10 to note though is that historically the forms used to
11 be passed out, and it was upon the parent to return the
12 form, right?

13 MS. BANKS: Correct.

14 MS. KRAFKA: And then when we did the -- we
15 had the free lunches. There was no longer incentive to
16 do the form. It dropped down, and so now it's part of
17 the registration, and so I wonder myself if the uptick
18 is not because of an uptick of this part of the
19 community, but an uptick because more accurate capture
20 of that community.

21 MR. ZACHRESON: Yeah. Down to that point
22 is, is I'm asking like -- well, I mean, do we expect to
23 see a more accurate count --

24 MS. KRAFKA: Right. Yeah.

25 MR. ZACHRESON: In 2024 and 2025, that's

1 going to be closer to that 7,700.

2 MS. KRAFKA: Right.

3 MR. ZACHRESON: And are we being too
4 conservative, I guess? Is -- is the -- that was the
5 premise of my question.

6 MS. BANKS: Sure. So last year at 6,000, we
7 felt like that was the right -- it just -- that jump
8 wasn't as large as it was the previous year. We just
9 feel like that's more accurate. But again, we want to
10 be conservative.

11 So to leave it at 7,700 just doesn't seem --
12 it just seems like it could be an anomaly just the way
13 we have it in a registration process and the way we put
14 that form together in there in front of parents. We
15 think that's just an anomaly. So rather than budgeting
16 high, we just want to be conservative and go back to
17 where we've seen the historical average be.

18 MR. ZACHRESON: Got it. Got it. And just
19 to comment on that, just from talking with folks who
20 are unfamiliar with that, who -- who generally are just
21 skeptical about sharing their -- their personal
22 financial information, there's probably -- it's
23 probably even higher in some ways. Some people don't
24 understand why they're asking. Like, why are they
25 asking about how much I make and all that stuff.

1 And -- and -- and there's a reason. It's
2 not just because we want to know how much you make, so
3 I'd imagine there's people not reporting just because
4 of the privacy issue.

5 MS. BANKS: Uh-huh. That's a good point.
6 All right. So that's -- that's it on the revenues.
7 All right. So I'd like to give some additional
8 information around the COLA.

9 The Legislative Analyst Office, or the LAO,
10 released an updated budget forecast that highlighted
11 our current state's economy. According to the report
12 that was recently released, the state is entering into
13 what they call a cooling period.

14 This is being caused in part by the higher
15 borrowing costs, reduction in investments in new
16 businesses across the state. The -- the state is in
17 more of a cooling period. The LAO projects in its
18 budget forecast that the state will need to cut \$16.7
19 billion from Prop 98, which is how we receive our
20 funding for schools.

21 The LAO has also calculated the cost-of-
22 living adjustment or the COLA to be around 1.3 or 1 --
23 1.27 for the '24-'25 school year. The COLA is based on
24 six of the eight quarters.

25 So they calculated it, and they have six of

1 the eight quarters needed to fully calculate it. That
2 will be done and completed, again, in -- in the late
3 winter and will be released with the Governor's January
4 Proposal. As I mentioned earlier, this financial
5 report uses a 3.94 COLA for next year and a 3.29 for
6 '25-'26.

7 If I were to have used a 1.3 COLA for next
8 year and a two percent COLA for '25-'26, we would
9 receive just under \$9 million less in revenue in our
10 LCFF dollars. So again, I'll be bringing back an
11 updated COLA that will reflect what the new school
12 services Dartboard shows back to you in the second
13 interim in March with accurate information.

14 MS. KRAFKA: And that's 9 million over the
15 two years?

16 MS. BANKS: Correct.

17 MS. KRAFKA: Thank you.

18 MS. BANKS: All right.

19 MR. ZACHRESON: And -- and what -- and --
20 sorry, just to clarify. And what is it with the
21 current projection?

22 MS. BANKS: Current project is COLA 3.94 and
23 3.29.

24 MR. ZACHRESON: And what the -- what does
25 that represent dollar -- dollar-wise?

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 69

1 MS. BANKS: So if we -- for '24-'25, if we
2 were to drop it down to one point -- the 1.3 percent
3 COLA, it would be a reduction of 3.5 million.

4 MR. ZACHRESON: Oh, it -- it -- oh, it's a
5 reduction?

6 MS. BANKS: Yeah. A reduction. Yeah.

7 MR. ZACHRESON: Okay. Sorry. Okay.

8 MS. BANKS: Yeah.

9 MR. ZACHRESON: I thought you -- I thought
10 it was comparing something else. Thank you.

11 MS. BANKS: No. Does that -- that answer
12 your question? Okay.

13 MR. ZACHRESON: Yes. Thank you.

14 MS. BANKS: Perfect. All right. So now
15 let's move on to the revenues again with those
16 assumptions. Let me point out a few other highlights
17 for revenues.

18 First of all, on this page, it's the multi-
19 year, so we see three years' worth of revenues. We see
20 a decrease in the federal revenue in the out years.
21 This is due to the spending down of our one-time ESSER
22 funds for the '23-'24 school year and '24-'25 school
23 year.

24 And this is also the same with our other
25 local revenue, we're specifically spending down in the

1 other local revenue. You see from 13 million to 10
2 million. Our CalSHAPE funds are in the other local
3 revenue for this year, and they will be expended out
4 for next year.

5 Let's move to the assumptions for
6 expenditures. This chart, I know, has a lot of
7 information on it. It's pretty busy. So I want to
8 point out a couple of things.

9 First off, you notice that our State Teacher
10 Retirement System or STRS employer contribution rate is
11 flat for the current year and the next two years. And
12 the Public Employee's Retirement System or PERS
13 employer contribution for our classified folks is
14 expected to increase over the next two years.

15 I have also included the actual staff that
16 we added for our current year based on the growth we've
17 seen since the last school year.

18 You can see that we added 25 FTE of
19 certificated -- certificated staff, which includes both
20 general education and special education teachers as
21 well, so for both of those. I also included the FTE
22 added in the classification of instructional aides for
23 current year.

24 This is not just for special education IAs.
25 It includes our TK instructional assistants, classroom

1 monitors, and other IAs that work with general
2 education students.

3 I also want to point out if you go over to
4 '25-'26, you see the growth in instructional aides from
5 4 FTE to 10.

6 This is due to the fact that we will be
7 expected to reduce our TK ratio down to 10 to 1 in the
8 '25-'26 school year, and so we have included what it
9 would take to make sure that we are compliant with that
10 and bring our -- our TK numbers down to 10 to 1. So
11 you see that in the multi-year.

12 So this slide shows the expenditures for the
13 current year as well as the next two years that include
14 those assumptions I just shared with you. Some
15 highlights of -- for our expenditures that are current
16 that are in here are our current settlement has -- is
17 for all labor groups is in here and included in this
18 current year and the next two years expenditures.

19 There is a decrease in the '24-'25 school
20 year expenditures due to the curriculum adoption we
21 will do this year. Reduction of the posted carryover
22 for current year and the expenses tied to the materials
23 and supplies purchased to start up the ELO-P Program
24 that we don't anticipate will be an ongoing expense, so
25 it was a one-time expense in our -- our books and

1 supplies.

2 You'll also see a decrease in the services
3 object right there, services and operating
4 expenditures. This is due to our one-time contracted
5 services for special education for the '23-'24 school
6 year. We've taken that money out for the next year as
7 well. Again, for the expenses tied to the CalSHAPE
8 Program. We expect to have that fully expended this
9 year.

10 These are our multi -- our ending fund
11 balances for the current year and the next two years
12 for both restricted and unrestricted funds. I also
13 want to note that we will talk more about our committed
14 funds in a future slide but that makes up -- those
15 committed funds make up the majority of the ending fund
16 balance in the unrestricted slide.

17 All right. So these next two slides will
18 contain charts. These are the comparisons that we look
19 at for -- from budget adoption that we did in June, it
20 seems like a lifetime ago, to the current first
21 interim. I will highlight the major revenue and
22 expenditure adjustments that we've seen since budget
23 adoption.

24 So this first slide is just the revenue. So
25 we're going to compare our revenues from -- from June.

1 For the revenues, we'll start out with our local
2 control funding formula, or LCFF. We recognized an
3 overall increase again of 417 students, which is
4 awesome, since June.

5 In addition, we have increased our average
6 daily attendance by just under one percent. So our
7 current ADA is at 94 percent right now, thus far for
8 the '23-'24 school year, I agree that's a huge -- a
9 huge applause there.

10 We also saw an increase in our other state
11 revenue with additional expanding learning
12 opportunities program funding, as well as from state
13 lottery.

14 In addition, we recognize our reimbursement
15 from the state for the classified Summer Assistance
16 Program, which is the -- which is very exciting because
17 it's the first year we've had this program up and
18 running to benefit our classified staff. So that money
19 has been seen as a revenue.

20 And finally, we recognize the following
21 revenues in other local revenue. We received again --
22 our CalSHAPE keeps coming up, but our CalSHAPE funds
23 for phase one.

24 And we also recognize an adjustment with an
25 interest earned that went into the other local revenue.

1 So those are the increases that we have seen in
2 revenues since June.

3 So we move to the expenditure side. Again,
4 we're going to compare from June until now. The
5 biggest adjustment in expenditures is attributed to our
6 total compensation settlements with our labor partners.
7 Those are seen in the first three lines on the chart
8 for salaries and benefits.

9 We also have seen the adjustment for
10 expenditures in books and supplies associated with the
11 furniture purchase of Westbrook that will actually hit
12 in this current year and curriculum purchased with one-
13 time funds in both Universal pre-K, so our TK folks,
14 and some special education curriculum that was
15 purchased with one-time funds.

16 If we skip down to the middle of the chart,
17 you see the \$4.7 million increase in services and
18 operating expenses. We recognize the expenses
19 associated with the CalSHAPE program, maintenance
20 projects that have been carried over from '22, '23.

21 Again, some of those projects straddle two
22 years because we don't finish the project by June 30th.
23 And finally, we see the expenditure increase in this
24 area in this object for our special education
25 contracted services. So that is attributed to part of

1 the increase there for services and operating
2 expenditures.

3 So like we talked about before, in this
4 district, we have -- we really do plan for
5 infrastructure and long-term projects with our
6 committed funds. This slide shows the balances for the
7 first interim on the funds that we have committed for
8 special projects.

9 We have a multi-year maintenance plan for
10 roofing and HVAC. Again, funds that we approved back
11 in '20, '21, will be fully expended in the '24-'25
12 school year. We also have technology replacement plan
13 for our one-to-one Chromebook Initiative for students
14 on grades two through eight through '30-'31, as well as
15 funds committed for technology infrastructure that
16 includes our wireless networks.

17 We have funds for other initiatives as well
18 with instructional materials safety. And you see the
19 new school start up there for our funds that we need to
20 build a new school.

21 Finally, in June, we actually committed
22 funds to help with the increases in the billback for
23 our PCOE services and to offset the reduction of our
24 special education funding that we were going to receive
25 through the SELPA realignment that took place last

1 year. That will not hit until the '24-'25 school year.

2 We had a reprieve this year. We only saw an
3 increase in just the billback, but we will see the
4 increase in billback as an ongoing expense as well as
5 the reduction in our special education funding. And so
6 this is there to help us have a softer landing with
7 that. So you see that we have a total committed funds
8 balance there at the bottom.

9 So these are unrestricted assigned reserves
10 that the Board approved. The Board has approved an
11 additional two percent reserves for economic
12 uncertainty beyond the required three percent that was
13 mentioned earlier, which brings our reserve up to five
14 percent for economic uncertainty.

15 So the interim reports, they do include
16 criterion standards section. In this section, the
17 districts are measured against set standards or set
18 deviations. And if we are outside of those standards,
19 then we receive an unmet status and we must explain
20 what the difference is.

21 It doesn't necessarily mean a bad thing.
22 It's just that it's different than what we had said
23 things were going to be in June, for example, and we
24 have to explain the differences.

25 So we were outside of the standard for ADA

1 and enrollment. This is primarily due to the increase
2 in enrollment that we weren't expecting in June, as
3 well as our increase in average daily attendance. We
4 were outside of the standards in our revenue for both
5 LCFF and federal and state revenue.

6 This is due to our growth and some
7 additional one-time funds that we were not expecting --
8 or increases in those one-time funds. And then
9 finally, we were outside of the standards for
10 expenditures in books and supplies, as well as
11 services.

12 And as mentioned before, these were outside
13 the standard due to our increase in contracted services
14 for the current year, our CalSHAPE program, and
15 expenses tied to one-time funds.

16 So we do have factors that we -- that may
17 impact our long-range planning that we are continuing
18 to monitor -- monitor closely. A couple that I want to
19 highlight for you are as follows: Enrollment and
20 average daily attendance, or ADA, we'll monitor these
21 things very closely we continue to do so.

22 And we may need to make some adjustments to
23 our projections accordingly in the second interim.
24 Cost of new construction is something we need to
25 monitor as we begin to time out the beginning of

1 construction for the new elementary school in the
2 Winding Creek area.

3 We work closely with our staff in the
4 Educational Services Division led by Susan Fridly, to
5 enable us to monitor the potential increases in special
6 education costs that may occur. So we're continually
7 meeting and forecasting what those costs may be.

8 Finally, it's important to note that the
9 economic outlook for the state and for schools does not
10 look rosy. As mentioned in a previous slide, we will
11 keep a close eye on the statutory cost of living
12 adjustment, or the COLA, and the governor's January
13 budget proposal to gain insight on what the potential
14 cutbacks or decreases in funding may be moving forward.

15 So we'd like to always end or get close to
16 ending with the key takeaways that I would like you to
17 have based on this report.

18 First off, the budget projections that we've
19 talked about do remain conservative. District
20 enrollment is growing, and we project growth in the
21 next two years. Our ADA is slightly improving, which
22 is hopeful because this means more students are coming
23 to school more often.

24 Finally, our district is showing we are in
25 good financial health with the help of thoughtful

1 planning for the future.

2 So the next step in this process is to file
3 a positive certification with the County Office of
4 Education. Positive certification means we can meet
5 all of our financial obligations for the current year
6 and the following two years.

7 We look forward to the governor's budget
8 proposal in January and what that may show to us. And
9 with that, we'll open up to your comments or questions.

10 MS. FONG: Any comments or questions?
11 Trustee Krafka?

12 MS. KRAFKA: I just had one with the
13 outsourced contract labor we've talked quite a bit
14 about that. I know there's been quite a bit of effort
15 to hire internally instead of using that. I'm just
16 curious on if that outsourced labor cost has been
17 decreasing, if we've been successful in that area, or
18 if it still remains a steady state?

19 MS. BANKS: Still remains.

20 MS. KRAFKA: Okay.

21 MS. BANKS: Pretty steady.

22 MS. KRAFKA: Okay.

23 MS. BANKS: The - I know the fill rate has
24 improved. We've hired quite a few of our staff, but
25 there's just increase in demand for student need as

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 80

1 well. And so we aren't seeing a great decrease in the
2 cost of the contractor services at this time.

3 MS. KRAFKA: We're not? Okay. Do we have a
4 plan to decrease it? Just looking -- I mean, because
5 contract labor is generally a lot more expensive. And
6 I -- I know that we were working on hiring, but I'm
7 just wondering if we're actively have a plan to reduce
8 that?

9 MR. GARCIA: Go ahead.

10 MS. BANKS: Yeah. So -- oh, go ahead.

11 MR. GARCIA: Go ahead. I can kind of talk a
12 little bit. So part of the issue with that is we grew
13 roughly 400 and --

14 MS. BANKS: 17 students.

15 MR. GARCIA: -- 17 students.

16 MS. BANKS: Uh-huh.

17 MR. GARCIA: And so those are students who
18 are coming in, and with a significant percentage of
19 those coming in with IEPs requiring staff. So it's the
20 idea that we can plan for who is here now, but we can't
21 hire for who is coming in because we don't know who
22 those are.

23 And so in really great financial years, I
24 think we can hire a little ahead of that. Our concern
25 kind of moving forward is what Amy talked about. The

1 next couple, three years potentially is a downturn for
2 us.

3 And so we're going to need to strike that
4 balance between the number of positions that we have
5 and the number of anticipated students that we're
6 getting in.

7 With the housing inventory, meaning the
8 resale still remaining really low, the only option for
9 folks who are looking to move really is new home
10 construction. So we do anticipate that continuing to
11 be strong in this area. And so we'll be looking at
12 what our current enrollment is, along with the
13 projections over the last couple of years given kind of
14 the interest rates, right?

15 So it's a long way of saying, no, we don't
16 know exactly what it is, but we understand why it's
17 happening. It's just hard to plan for it without
18 knowing the exact number of students and what's in --
19 in their IEPs and what those needs are.

20 MS. KRAFKA: Yeah. I was actually thinking
21 more short term for the rest of this calendar -- or
22 this school year.

23 MR. GARCIA: Got you. So that answer is
24 even more short. So we've -- we've held two hiring
25 fairs. Jessica has done a social media campaign.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 82

1 We've extended it to not only locally, but into the Bay
2 Area. And we've -- we kind of have who -- who we have
3 at this point.

4 We continue to recruit locally, meaning
5 individual principals with their families. And that's
6 where we're finding some of that success for some of
7 those short-term aides. But outside of that, there's -
8 - I think the resources have been tapped.

9 MS. KRAFKA: Okay. So not much chance for
10 change this school year is what I'm hearing?

11 MR. GARCIA: Correct.

12 MS. KRAFKA: Thank you.

13 MS. FONG: Any other comments or questions
14 for Amy? Thank you so much.

15 MS. KRAFKA: I would just like to say thank
16 you.

17 MS. BANKS: Yes. You're welcome.

18 MS. FONG: Is there a motion to approve the
19 first interim report for the period ending October
20 31st, 2023, and declare a positive certification and
21 approve a revised budget as projected year totals?

22 MS. CONSTANT: I'll make a motion we approve
23 13.5.

24 MR. ZACHRESON: Second.

25 MS. FONG: There's a motion by Trustee --

1 Trustee Constant and a second by Trustee Zachreson to
2 approve 13.5. Any comments or discussion?

3 All those in favor say aye.

4 BOARD MEMBERS: Aye.

5 MS. FONG: Opposed? Motion carries. Okay.

6 13.6 2022-2023 accounting for developer fees.

7 MS. BANKS: All right. So I'm here tonight
8 to present the annual developer fee accounting report.
9 This report outlines the fees collected by our
10 district.

11 As mandated by the government code, it is
12 imperative the district show the fees received, and
13 then we need to show how we demonstrate that there's
14 still a need to accommodate school -- for students for
15 school housing. So we must show the need while we're
16 showing what we're collecting.

17 The first page details the expenditures or
18 projects tied to these funds across our district. As
19 per our developer fee conducted in 2022, we are only
20 eligible right now to receive -- to collect Level 1
21 developer fees. The subsequent page of the report
22 delineates just our 10-year history of the fees that
23 we've collected. So with that, I ask that you approve
24 the update on the Annual Developer Fee Report.

25 MS. FONG: Is there a motion for -- to

1 approve 13.6?

2 MS. CONSTANT: I'll make a motion we approve
3 13.6 second.

4 MR. BAQUERA: Second.

5 MS. FONG: So motion by Trustee Constant,
6 second by Trustee Baquera to approve 13.6. Any
7 comments or discussion?

8 All those in favor say aye.

9 BOARD MEMBERS: Aye.

10 MS. FONG: Opposed? Motion carries.

11 Item 13.7 is Resolution 2023-24.14, Notice
12 of Completion for the Recoat of the Flat Roofs Project
13 at Thomas Jefferson Elementary School.

14 MS. BANKS: Yep. So good stuff here. As
15 part of our committed funds for roof replacements,
16 we're continuing to really get those flat roofs up and
17 going, get them replaced. And so this was at Thomas
18 Jefferson.

19 They were all recoated and we are in good
20 shape there. This resolution if passed will allow the
21 district to file the official notice of completion with
22 the Placer County Recorder's office.

23 MS. FONG: Is there a motion to approve 13.7
24 Resolution 2023-24.14?

25 MR. ZACHRESON: I'll -- I'll move to approve

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 85

1 of the resolution.

2 MS. CONSTANT: I'll second.

3 MS. FONG: There's a motion by Trustee
4 Zachreson and a second by Trustee Constant to approve
5 13.7 Resolution 2023-24.14. Any comments or
6 discussion? This requires a roll call vote.

7 THE CLERK: Trustee Zachreson?

8 MR. ZACHRESON: Aye.

9 THE CLERK: Trustee Krafka?

10 MS. KRAFKA: Yes.

11 THE CLERK: Trustee Constant?

12 MS. CONSTANT: Aye.

13 THE CLERK: Trustee Baquera?

14 MR. BAQUERA: Yes.

15 THE CLERK: President Fong?

16 MS. FONG: Aye. Motion carries.

17 MS. BANKS: Thank you.

18 MS. FONG: You're Welcome. Item 13.8,
19 Resolution 2023-24.15 Notice of Completion for the
20 Construction of the Westbrook Elementary School.

21 MS. BANKS: This is a big monumental day.

22 MS. FONG: Yes, it is.

23 MS. BANKS: Right?

24 MS. FONG: Big one.

25 MS. BANKS: We're really excited about this

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 86

1 big one. Yeah. So Westbrook was designed in 2019 and
2 construction was completed July of 2023. The school
3 officially opened its door, as you know, in August with
4 525 students.

5 We're pleased to announce that -- announce
6 that all the punch list items have been resolved and we
7 are ready to file this notice of completion with the
8 county. We're super excited about that. We ask that
9 you approve this resolution for the completion of
10 Westbrook Elementary School.

11 MS. FONG: Is there a motion to approve 13.8
12 Resolution 2023-24.15 for Notice of Completion of the
13 Construction of Westbrook Elementary School?

14 MR. BAQUERA: So moved.

15 MS. CONSTANT: I'll second.

16 MS. FONG: There's a motion by Trustee
17 Baquera and a second by Trustee Constant to approve
18 Resolution 2023-24.15. Any comments or discussion?

19 I just wanted to say congratulations. It's
20 been wonderful to see it go from the dirt to a vibrant
21 school.

22 No comments or discussion. This requires
23 roll call vote.

24 THE CLERK: Trustee Zachreson?

25 MR. ZACHRESON: Aye.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 87

1 THE CLERK: Trustee Krafka?

2 MS. KRAFKA: Yes.

3 THE CLERK: Trustee Constant?

4 MS. CONSTANT: Aye.

5 THE CLERK: Trustee Baquera?

6 MS. FONG: Yes.

7 THE CLERK: President Fong?

8 MS. FONG: Aye. Motion carries.

9 Item 13.9, Resolution 2023-24.16, Notice of
10 Completion for the D and E Wing Roof Replacement
11 Project at Eich Middle School.

12 MS. BANKS: Yes. Uh-huh. This one is
13 similar to our first notice of completion tonight.
14 This project is part of our committed roof replacement
15 funds and was paid for out of those funds.

16 This project included the re-roofing of both
17 the D and the E wing at Eich. We are almost done with
18 Eich. We also ask that you approve this resolution to
19 -- that we completed the work and that we can file this
20 with the county as well.

21 MS. FONG: Is there a motion to approve 13.9
22 Resolution 2023-24.15?

23 MR. ZACHRESON: I'll move to approve 13.9.

24 MR. BAQUERA: Second.

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

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 88

1 Zachreson and a second by Trustee Baquera to approve
2 13.9 Resolution 2023-24.16. Any comments or
3 discussion? This requires a roll call vote.

4 THE CLERK: Trustee Zachreson?

5 MR. ZACHRESON: Aye.

6 THE CLERK: Trustee Krafka?

7 MS. KRAFKA: Yes.

8 THE CLERK: Trustee Constant?

9 MS. CONSTANT: Aye.

10 THE CLERK: Trustee Baquera?

11 MR. BAQUERA: Yes.

12 THE CLERK: President Fong?

13 MS. FONG: Aye. Motion carries.

14 THE CLERK: Thank you.

15 MS. FONG: Item 13.10, Reject Claim Against
16 the District. Associate Superintendent Banks.

17 MS. BANKS: Okay. So SIG, our Schools
18 Insurance Group, has reviewed the claim as reviewed in
19 closed session with you. And SIG is recommending that
20 we reject the claim at this time.

21 MS. FONG: Is there a motion to reject the
22 claim in 13.10?

23 MS. KRAFKA: I'll make a motion to approve
24 13.10.

25 MS. CONSTANT: I'll second.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

1 MS. FONG: There's a motion by a Trustee
2 Krafka and a second by Trustee Constant to reject the
3 claim in 13.10. Any comments or discussion? All those
4 in favor say aye.

5 BOARD MEMBERS: Aye.

6 MS. FONG: Opposed? Motion carries. You're
7 done.

8 MS. BANKS: Thank you.

9 MS. FONG: Thank you.

10 Item 13.11, Request Approval of Change in
11 Salary Schedule for Director of Food Services and the
12 Assistant Director of Food Services. This is
13 Superintendent Baichtal.

14 MS. BAICHTAL: Thank -- thank you. We are
15 presenting tonight an update to our classified
16 management salary schedule specific to the director and
17 assistant director of Food Services. These positions
18 are unique in our district.

19 These employees serve not one but two school
20 districts equaling about 20,000 children each day.
21 With the implementation of the Universal Feeding, they
22 have been responsible for the management and oversight
23 of daily operations, which has increased from about 25
24 percent of students being served breakfast and lunch to
25 100 percent of students being offered breakfast and

1 lunch at all 30 sites across both districts.

2 So when we looked at the surrounding -- at
3 districts with similar job descriptions
4 responsibilities in similar volume to what our
5 employees have, we determined the increases on the
6 proposed salary schedule that's in front of you. So
7 with the proposal, we are moving the assistant director
8 from Block D to Block E.

9 The director position would move from Block
10 F to Block G. And then we would eliminate Block F.
11 That was -- the director was the only position in
12 there. So these moves would represent between a five
13 and seven percent increase to both positions. So we
14 ask that the Board take action and approve the updated
15 classified management salary schedule.

16 MR. ZACHRESON: I had a question.

17 MS. FONG: Any -- any comments? Go ahead.

18 MR. ZACHRESON: A quick question. So I see
19 that note in here, you said five to seven percent
20 increase. And I see the note in here that says five
21 percent. I believe we received a comment suggesting
22 that it might lead to a 15 percent.

23 Do you know where that's coming from? Is it
24 -- is it -- is it a shift between moving between two,
25 you know, from D to -- to E plus an increase or -- or

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 91

1 maybe that's an -- an incorrect number?

2 MR. GARCIA: It's an incorrect number.

3 MR. ZACHRESON: Okay. Thank you.

4 MS. FONG: Any other comments or questions?

5 Is there a motion to approve the approval of change in
6 the salary schedule to the director of Food Services
7 and the assistant director of Food Services in 13.11?

8 MS. CONSTANT: I'll make a motion we approve
9 13.11.

10 MR. BAQUERA: Second.

11 MS. FONG: So motion by Trustee Constant and
12 second by Trustee Baquera to approve 13.11. Any
13 comments for -- or discussion? All those in favor say
14 aye.

15 BOARD MEMBERS: Aye.

16 MS. FONG: Opposed? Motion carries.

17 Item 13.12, Adoption of the 2024-2025 school
18 year calendar. Much anticipated.

19 MS. BAICHTAL: Yeah. Yeah. Much
20 anticipated. Thanks again. So tonight we're
21 presenting the draft for the '24-'25 academic calendar
22 with a request for approval. We've worked with staff,
23 consulted with both RTA and CSEA, in -- in an effort to
24 bring forward the calendar that not only aligns with
25 our high school district, but also maximizes our

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 92

1 student learning. So we ask tonight that the board
2 approved this draft of the 2024-2025 school calendar.

3 MS. FONG: Any comments or questions on the
4 calendar?

5 MR. BAQUERA: I -- I appreciate all the
6 effort that goes into the dynamic manner that this
7 appears. I appreciate the coordination with the high
8 school district for our dually enrolled kids. And
9 yeah. Thank you.

10 MS. FONG: I -- I echo those comments.
11 Thank you for working with the high school district to
12 -- to make sure -- or to -- to do the best that we can
13 to be in alignment for our families. Okay. With that,
14 is there a motion to approve 13.12, which is the
15 adoption of the 2024-2025 school year calendar?

16 MS. CONSTANT: I'll move we approve 13.12

17 MR. BAQUERA: Second.

18 MS. FONG: So motion by Trustee Constant and
19 second by Trustee Baquera to approve 13.12, which is
20 the adoption of the 2024, 2025 school year calendar.
21 All those in favor say aye.

22 BOARD MEMBERS: Aye.

23 MS. FONG: Opposed? Motion carries. And
24 we're going to take a -- a 10-minute break since it --
25 just we've been going on for -- for quite some time,

1 and I think we just -- everyone needs a little comfort
2 break. So we'll be back in 10 minutes.

3 (OFF THE RECORD)

4 MS. FONG: Okay. We're back from our short
5 recess. It's 8:10 p.m. We're going to move on to our
6 informational items. Item 14.1 is the results of the
7 2022-23 California Assessment of School Student
8 Performance and Progress, CAASPP. And we have Angela
9 Garcia presenting. Welcome.

10 MS. GARCIA: Oh, good evening. I will be
11 starting the presentation tonight, and then Brandon
12 Blom will come join for the second half. So tonight we
13 are bringing to you the Smarter Balanced Summative
14 Assessments Update.

15 Hold on. I got to turn it back on. It was
16 on a recess too. All right. So our goals of this
17 evening are to review the 2022-23 SBAC results. Those
18 are also referred to as CAASPP. We will review those
19 by a grade level and also break down that information
20 by subgroup.

21 We will review findings from that 2022-23
22 SBAC data and discuss our professional learning that
23 we're currently doing in Roseville City that correlates
24 with that data.

25 This slide shows the percent of students

1 that met or exceeded for ELA, again for 2022-23,
2 starting at the state level, then breaking that data
3 down by Region, Placer County, and then with us in
4 Roseville City for our district.

5 Underneath, you can see where we were
6 percentage-wise for students that met or exceeded in
7 2021-22, so that you're able to compare those two
8 years.

9 The next slide shows the same information,
10 but for math, showing the percent of students that met
11 or exceeded. Again, starting at the state level,
12 moving into the region, then showing Placer County, and
13 us here in Roseville City. And then comparatively, the
14 2021-22 percentages are listed underneath.

15 The next slide shows that overall percentage
16 again, and then breaks down the data by grade level.
17 So showing 58 percent of our students met or exceeded
18 overall in ELA, and then showing you what those
19 percentages look like by grade level.

20 And then for math, 50 percent of our
21 students met or exceeded. And then again, showing
22 third through eighth grade, how that performance was by
23 grade level.

24 We're going to discuss this more in the
25 findings, but something to note when we're looking at

1 that ELA by grade level, the standards are very similar
2 but increase in rigor by year.

3 Where math, it's really completely different
4 standards that are being assessed year by year. So
5 something to note as you're looking at that data by
6 grade level for ELA and math.

7 I will break down the ELA data for you just
8 a little bit further. So this slide shows, again by
9 grade level, the students and then how they performed
10 within those four domains.

11 So how our student -- how many -- what
12 percentage of our students exceeded the standard, met
13 the standard, nearly met, and then did not meet the
14 standard. If you add the blue and that green, those
15 top two colors, that is the overall percentage that you
16 just saw on the previous slide by grade level, overall,
17 how many students met or exceeded that standard.

18 And then the next slide shows how we did by
19 subgroup. The red line going across showing you that
20 58 percent, all students met or exceeded. And then how
21 we did by subgroup compared to that all students line
22 across.

23 Taking a look at professional development
24 related to ELA and some of the work that we are doing
25 within the district. We spent our first two district

1 professional development days in August, and then most
2 recently in October.

3 Again, really realigning our PLC work by
4 site and by grade level, using our essential standards
5 pacing guides that we have in all of our grade levels,
6 taking a look at the common assessments that we're
7 using, and that data that we are bringing to our PLCs
8 to discuss how are our Tier I strategy is working?

9 What's working? How can we learn from each
10 other? And then really breaking that down by student
11 and name by need and understanding which of our
12 students need that Tier II extra support. And so we've
13 spent a lot of time at sites and within our grade
14 levels breaking down that PLC work and continuing to
15 grow in that progress across the district.

16 Looking back at our Elementary Cycle 1 that
17 our teachers went through, our TK through fifth grade
18 teachers received professional development in English
19 language development instructional strategies that
20 support language acquisition across all content areas
21 for all students.

22 This was the same ELD professional
23 development that our sixth through eighth grade
24 teachers received last year.

25 And then we had some days for our middle

1 school ELA teachers to come together as well. The
2 focus was on on-demanding write -- on-demand writing
3 prompts and how we use those as a way to pre and post
4 assess our writing and for teachers to be able to
5 progress monitor and plan the instruction that they're
6 doing throughout that unit.

7 And then we also gave teams time to -- or to
8 provide calibration across the sites to really align.
9 They took a look at actual RCSD student writing samples
10 and calibrated with our writing rubrics and had great
11 discussion across sites.

12 We just had kicked off Elementary Cycle 2
13 this last week and started with our fifth grade
14 teachers this week.

15 We are focusing our ELA time -- our teachers
16 have not had ELA PD cycles since 2019, 2020. And so
17 we're really taking time to go back and realign those
18 Tier I best practices, taking a look at an effective
19 literacy block and the different components of that.

20 We have teachers that are now teaching
21 elementary that taught middle school, and they never
22 received that professional development. We have new
23 teachers to Roseville, of course. And then just a
24 great reminder for all of our teachers of that
25 effective literacy block and the components of that for

1 Tier I, and then also how we're supporting small groups
2 within that Tier I instruction. And then that Tier II
3 instruction for our students that need extra support.

4 MR. BLOM: Good evening. I want to discuss
5 math further and -- this chart is the same format that
6 the ELA one was. So you have blue as standard
7 exceeded. Green, standard met.

8 Standard nearly met for yellow. And then
9 that color at the bottom there, standard not met. So
10 you can see by grade level the breakdown of those
11 different categories.

12 And then once again, same format for math
13 when it comes to looking at our subgroups in comparison
14 to all students with the dotted blue line representing
15 all students.

16 So looking at the professional development
17 and what we are doing to continue to improve math
18 learning for students, PLC is the big focus this year,
19 really around essential standards and data analysis.

20 And then for Elementary Cycle 1, we had --
21 just like -- I'll actually hit on the ELD section
22 first. So just like Angela said, even though ELD was
23 highlighted in the ELA section, it really is the
24 strategies help, no matter the subject.

25 And then when it comes to math, talking

1 about teacher-led small group for all students to
2 support differentiation of Tier I math instruction,
3 that's really around not waiting for kids.

4 If I deliver a lesson and a student is not
5 doing well, why am I going to wait three weeks? Let's
6 do that right then. We call Tier I. Let's pull a
7 small group. How do I support that small group? And
8 also, how do I support students with meaningful
9 independent work that they can do while myself as the
10 teacher am meeting and giving that additional support
11 as needed.

12 And then in Elementary Cycle 2, they just
13 started this week. Evaluating tasks for meaningful
14 small group instructions. So continue with that small
15 group idea of how do I help kids in a smaller group
16 that need additional support.

17 And then the other thing we're really
18 working on and we've done this in both middle school
19 and elementary, and it's been very positive with
20 teachers, is making sense of word problems.

21 So we looked at the performance tasks that
22 students have to do on the CAASPP test. And it's not
23 about just that test, but, like, when you're looking at
24 a word problem and the one -- the fifth grade example
25 that they just did today in professional development,

1 there's 12 different questions actually embedded within
2 that one performance task. And you can see why as a
3 kid, that's very overwhelming.

4 So we're really working with our teachers on
5 -- okay, when you have this large problem, how do you
6 actually help students break that down so they
7 understand in a way?

8 And teachers have been very appreciative of
9 the time to, one, kind of experience that -- that --
10 those word problems as a student themselves, but then
11 really think, okay, how am I going to help my student
12 understand how to break apart these bigger assessment
13 questions?

14 And then when we looked at middle school, we
15 had the middle school math curriculum adoption this
16 year and anytime we have curriculum adoption, then, you
17 know, we want to make sure that we're supporting our
18 teachers by providing additional professional
19 development when they have a new curriculum. And so
20 we've been -- that's been a lot of the focus around
21 middle school.

22 And then we still did have a middle school
23 PD cycle where we went over PLC best practices,
24 identify ways to provide student support around the
25 essentials in Tier I instruction because we really want

1 to make sure that we're giving every student the best
2 instructional strategies and teaching methods to make
3 them -- make sure that they are understanding the math
4 content.

5 And then we've also been doing professional
6 development specifically for our intervention teachers.
7 So I know that is new this year. And thank you again.
8 That's been going really well.

9 The feedback from teachers are they are
10 seeing a lot of growth. We'll have better data after
11 the i-Ready window, but as far as just the informal
12 data, they really said they -- the biggest change is,
13 yes, they're seeing kids' math skills grow, but they
14 also are just seeing their confidence.

15 They're more willing to take on the
16 challenge of, oh, I don't know that problem. And so
17 really good meeting with those teachers and really
18 appreciate -- they appreciated that separate time to
19 discuss what's going well in their class, challenges,
20 and moving forward.

21 So when we look at both ELA and math and we
22 look at the findings, RCSD is 11 percent -- percentage
23 points higher than the state in ELA and 15 percentage
24 points higher in math.

25 RCSD performs similar to Placer County in

1 both math and ELA. Our ELA scores remain fairly
2 consistent across grade levels. Like Angela said, the
3 standards really are pretty similar. It's just the
4 rigor changes.

5 The math scores match the state's trend,
6 which we've seen in RCSD as well, which is -- you see
7 that -- that downward trend, you know -- or we see that
8 after fourth grade. And then when we look at data for
9 specific subgroups, it clearly indicates the need for
10 additional support for these students.

11 In regards to next steps, first thing when
12 you hear about attendance, it -- the best way we can
13 educate kids are when they're with us, right? And so I
14 know it's been a huge focus and, you know, we continue
15 to see an increase in student attendance and that's
16 what we want.

17 We want kids in the seat so we can do the
18 best job that we can to educate them. And so we'll
19 continue the Every Day Matters Attendance Campaign,
20 utilizing A2A to progress monitor data and celebrate
21 attendance growth.

22 We're continuing that work with site -- PLC
23 work. We're really making sure that it's clear across
24 the district. The best work that we see is when PLCs
25 have common assessments, they're using that common

1 assessment to look at data to discuss what is the best
2 instructional strategy happening within our school and
3 then responding to that data.

4 And so they -- we're working on how do they
5 identify data trends and then make sure that they have
6 targeted areas for student support. We'll continue
7 with our professional development and then also
8 behavior support for TK through eighth grade through
9 our PBIS structures.

10 Angela, come up as well.

11 Any board comments or questions?

12 MR. ZACHRESON: I -- I guess it's probably a
13 question for extra data. So I see, like, on -- you
14 know, we're breaking out a lot of the subgroups. We
15 have that for math. We have that for ELA.

16 When we look at overall for our district, it
17 -- it's -- math has held steady, ELA dropped relative
18 to the county -- relative to the state and our region.
19 And the math, although was flat, we saw the county was
20 flat and we saw increase for the state and the region.

21 And I -- I know we've done a lot of work in
22 -- to help improve scores and we've put a lot of
23 effort, but what I'm wondering is maybe the way that
24 we're presenting it doesn't tell the whole story in
25 that -- that there -- maybe we have a higher population

1 of subgroups, like -- like, say we have an increase in
2 homeless population, for example. I'm not sure if
3 that's true.

4 We know that those are lower by virtue of a
5 lot of factors, one of them being attendance. Does --
6 does a shift in certain subgroups, right, explain some
7 of it? And I don't know the answer to that because I
8 don't see the year-over-year.

9 I don't see the percentage. So just -- it
10 would be -- and maybe this is a -- a further
11 conversation we have about what I'm -- what
12 specifically I'm looking for, but I would like to see
13 something that compares the year-over-year on the -- on
14 the subgroups, as well as either percent of population
15 or change in population or something to that effect, to
16 see, like, you know -- you know, kind of what's
17 happening.

18 Is it across the board? Is there particular
19 subgroups? Is it a population of subgroup? Are we
20 having a certain population decreasing? What that is,
21 right? So I guess it's -- I guess that's --

22 MR. GARCIA: The other which may help with
23 that too, Trustee Zachreson, is we printed off the
24 reports for each individual school. And so you can
25 look specifically.

1 We had some good discussion around, kind of,
2 Title 1 earlier, and so I think you can look at the
3 individual schools and, kind of, those scores as well,
4 which may give you some patterns that you may be asking
5 for.

6 This also goes back to the conversation that
7 Amy had around our unduplicated count and 7,700 kids
8 versus 6,000 and is that an anomaly versus, kind of,
9 what we have seen in the past? And so I think those
10 are -- those are good questions, but they're -- they're
11 unanswered at this time because we're just not sure,
12 right?

13 MR. ZACHRESON: Yeah.

14 MR. GARCIA: In terms of side-by-side
15 comparisons, I think on the data side, we're doing the
16 best we can with the people that we have who are doing
17 other jobs right now, right?

18 And so we can -- we can work on that
19 starting next year to try and kind of put some things
20 together. I know that's been an interest of the Board.
21 Frankly, everybody's just working at 110 percent
22 capacity and that's why we have a -- an overview and
23 then the individual reports.

24 MR. ZACHRESON: And then I'll just offer --
25 maybe if there's maybe a data set, that might just be

1 easier and I could help work with -- work with that.

2 Data presentation is a specialty of mine so I -- I
3 don't mind helping and assisting with that.

4 MS. FONG: Trustee Krafka?

5 MS. KRAFKA: So thank you for the
6 presentation. I very much appreciate our scores
7 relative to the state. One reason why I'm in
8 Roseville.

9 However, we have high standards here so I'm
10 looking for -- you know, if we -- regardless, I -- I
11 don't -- I don't think anyone here would look at me and
12 tell me that a 50 percent or 58 percent is -- is
13 something we're satisfied with.

14 And so, you know, if it's something we want
15 to really move the needle on, I think, like, what
16 drastic things can we do to move the needle?

17 I mean, I think you guys have done a great
18 job at doing PD every year and so I'm -- I was in --
19 the presentation, I was listening for what are we doing
20 different, right? If we just do the same things, we're
21 not going to move the needle, right? And I did hear --
22 it sounds like ELA PD was done when it hadn't been done
23 for a few years.

24 I recall middle school, some of the math --
25 I think there was a math intervention class or

1 something of that sort was added.

2 And so maybe it's too early to tell the
3 difference, but I would just encourage everyone to
4 think about what drastic things can we do different
5 because if we don't do drastic things differently,
6 we're not going to move the needle.

7 And so I think the -- if we can move the
8 needle drastically, I think our ADA would skyrocket and
9 I think, you know, we would be able to provide lots of
10 additional things for our students. So thank you.

11 MR. GARCIA: I -- I'll comment on that also
12 just for a second. So Jamey and I have had a couple
13 conversations regarding the '24-'25 school year around
14 the -- that exact topic.

15 And we, kind of, look forward to bringing
16 you some information in January and February as it
17 relates to that after we confer with our RTA, kind of,
18 counterparts to make sure that we're all in alignment,
19 but we appreciate the thoughts and we agree with you.

20 MS. KRAFKA: Good. Thank you.

21 MS. FONG: Trustee Constant.

22 MS. CONSTANT: Thank you for the overview.
23 It's -- it's always really important for us to see
24 what's happening and -- especially with all the
25 percentages and, you know, where -- where do we need

1 help?

2 What -- what are we doing well at? And just
3 a quick question. I know -- I know you guys already,
4 like -- as our kids are getting ready for high school
5 and we're working with those -- with the high school
6 district to -- I mean, are we -- in those
7 conversations, do we have -- hey, is there anything
8 you're noticing when they come in as freshmen -- what
9 they might be missing in math or, you know -- you are.
10 Okay.

11 MR. BLOM: So yeah, we definitely need --

12 MS. CONSTANT: I assumed.

13 MR. BLOM: Yeah. And different -- I mean,
14 we -- we meet math. We actually -- and not just the
15 subjects that are ELA and math. So for example --

16 MS. CONSTANT: Sure. Spanish.

17 MR. BLOM: -- you know -- a lot of times the
18 focus, we -- well, language. We actually are having an
19 articulation meeting for science in February, but same
20 thing with, like -- hey, you know, we -- we always go
21 like -- you know, just asking what -- what -- what are
22 the key things they want to make sure that our kids are
23 the strongest in? And of course, it wants to be
24 proficient in everything, but --

25 MS. CONSTANT: Sure.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 109

1 MR. BLOM: -- we definitely -- I mean, I --
2 it's really subject by subject and we are going through
3 -- we've had math meetings. We have the science one
4 set up. We've got world language.

5 And so we definitely continue those
6 conversations with the high school, you know, around
7 what -- what do we need to do to make sure our kids are
8 as prepared as possible, so -- and we will continue
9 that conversation.

10 MS. CONSTANT: Are they -- are they noticing
11 anything that's maybe not reflective in these numbers
12 or -- or areas?

13 MR. BLOM: You know -- I mean, it -- and
14 Jamey, you can, kind of, chime in as well because I
15 know you're part of the meeting.

16 MS. CONSTANT: That's probably a very, like
17 --

18 MR. BLOM: Yeah, but I -- I -- that's a --

19 MS. CONSTANT: I'd throw you off the loop by
20 asking that --

21 MR. BLOM: No. And -- and it's not -- and -
22 - there hasn't been anything that's really stuck out as
23 far as, like, oh, this is what needs to change. I
24 mean, it's just -- I think -- and it's not just
25 Roseville City, right? I mean --

1 MS. CONSTANT: Sure.

2 MR. BLOM: -- more kids that can be
3 proficient and want to learn, that's always their --
4 you know, can you -- we -- what are we doing to help
5 spark the interest of learning as well as proficiency?
6 And that's the same in any district. And so there
7 hasn't been anything that's really stood out.

8 MS. CONSTANT: Yeah. I -- I -- I guess
9 where -- you know, like, if -- if, you know, maybe some
10 kids that are at Roseville High School and, like -- you
11 know, hey, like, we're noticing that in -- you know,
12 when they're doing, like, geometry, you know, in that -
13 - in those lessons, like, what's happening there?

14 They don't know what they're supposed to --
15 you know, the -- any basics or whatever they're
16 supposed to know coming in as -- you know, going into
17 that freshman math. So just out of curiosity, if there
18 was anything -- any big things like that that come out
19 of those meetings or if it's just, hey, you know, we --

20 MS. SCHREY: I think -- I think the handoff
21 is pretty solid and I give -- I think we give them
22 really good quality information that they're able to
23 really -- what they really want is children are ready
24 for Integrated Math 1.

25 MS. CONSTANT: Yeah.

1 MS. SCHREY: You know? And our children
2 that I think that we have an Integrated Math in our
3 middle schools are -- is a better solid student of who
4 is Integrated Math and who should be in Integrated
5 Math.

6 I think that is a better dialed in student
7 so I think that is a better quality. So those kids
8 that are going into Integrated Math 2, I think, has
9 been better of who we're handing to Integrated Math 2.

10 MS. CONSTANT: Okay.

11 MS. SCHREY: So I think that has been
12 better. One of the things that they're doing now is we
13 are going to be working with them that students will be
14 taking a world language test.

15 And so they have put together a world
16 language test together, collaboratively with our
17 teachers. So we're going to have a better
18 understanding of what they want from our world language
19 teachers coming out of, like, world language Spanish 2.

20 And so I think we're -- we're getting better
21 at, like, what are we dialing in on? And so that's
22 actually what our teachers are doing in their
23 professional development.

24 Our world language teachers -- so they're
25 coming together as they have assessments, going back to

1 this PLC work. So they're saying, okay, how can we
2 make sure we're monitoring our kids so that by the time
3 they get to that test in eighth grade, they're going to
4 be able to hand that off?

5 So I think that we're actually coming
6 together better in that eighth to ninth grade and
7 that's good because even the -- the teachers in the
8 ninth grade, all the schools weren't together.

9 MS. CONSTANT: Yeah.

10 MS. SCHREY: So in terms of math and
11 language arts, I think we've always had a pretty solid
12 foundation in that.

13 MS. CONSTANT: Yeah.

14 MS. SCHREY: Again, these -- these
15 small percentages right now are not trends or anything,
16 and we've had a pretty good solid foundation of what
17 we've handed off, but we always ask the question
18 because we always want feedback.

19 MS. CONSTANT: Sure. I -- I -- I -- and I -
20 - I asked that and I think I've asked it in the past
21 too. It's something that I've always found important,
22 but I also just wanted to make sure if there was, like,
23 anything, hey, what could we be doing? But --

24 MS. SCHREY: Always want to get
25 better, right?

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 113

1 MS. CONSTANT: Always like to get better and
2 just making sure that we're all on the same page and,
3 like, that our kids are preparing for high school so
4 they can be successful. And -- and --

5 MS. SCHREY: And I have a child in the mix
6 of it --

7 MS. CONSTANT: Yes.

8 MS. SCHREY: -- and we always want to make
9 sure our kids are prepared. I think that --

10 MS. CONSTANT: Yeah.

11 MS. SCHREY: -- same -- same with Brandon.
12 Same with Angela.

13 MS. CONSTANT: Yeah.

14 MS. SCHREY: We have kids in the system and
15 we want to make sure that not only our own kids, but
16 all kids in the system are able to -- to -- to meet the
17 standards. And -- and so we're always working for that
18 single --

19 MS. CONSTANT: And I feel like -- that we
20 have been more consistent in the last few years,
21 especially the last few years where -- especially with
22 the IM math classes. I -- I keep mentioning that
23 because that -- you know, being back in the era of
24 common core, that was huge.

25 So really seeing, like, how rough that was

1 back then and it just seems to getting -- be getting
2 better and better. And I feel like our kids are more
3 and more prepared going into the high schools, so it's
4 stronger.

5 MR. BLOM: And we've -- we've had very tight
6 criteria and we keep reflecting with our teachers on
7 that and so part of that, when we make that shift, when
8 we make better criteria, sometimes our own parents
9 aren't as happy that, oh, their kid didn't get in.

10 But kind of, through feedback from the high
11 school, like, this is the kind of the profile of the
12 kid that -- you know, because beauty of the high school
13 is you could start on IM 1 and still take every -- you
14 know, on -- when you're on the block schedule, you can
15 take every class so it's not like it's, oh, you must
16 get in there, but --

17 MS. CONSTANT: Sure.

18 MR. BLOM: -- we need to keep getting
19 feedback from our teachers of who are successful in
20 those classes. And I would agree that because we keep
21 tidying that up, the feedback we have gotten from the
22 high school is who we are sending onto IM 2 are like --
23 those are students who are -- you know, they're ready
24 for that. And so --

25 MS. CONSTANT: Perfect.

1 MR. BLOM: -- that's -- it took a little
2 bit, but I feel like -- and we'll still ask our
3 teachers, but the criteria hasn't really changed in a
4 couple years because it's -- it's working, right?

5 MS. CONSTANT: Yeah.

6 MR. BLOM: So I appreciate that.

7 MS. CONSTANT: Well, I'm excited about the
8 world language and hearing more about that. Thank you.

9 MS. FONG: Trustee Baquera.

10 MR. BAQUERA: I know the -- well, I'll --
11 I'll ask you -- I'll ask you the question before I -- I
12 make my statement, which is the role in TOSAs
13 supporting -- supporting ELA and math. It wasn't
14 really a question.

15 MR. BLOM: Okay.

16 MR. BAQUERA: I can make it a question.

17 MR. BLOM: So --

18 MR. BAQUERA: Yeah. What is the role of the
19 TOSAs in supporting the -- yeah, okay.

20 MR. BLOM: So they continue to support
21 specifically -- I mean, they support in many areas like
22 we've talked about, but in math, they -- you know, that
23 is a time within their day to make sure that they're
24 supporting.

25 They also support -- they come and get

1 professional development every other week that they can
2 then help deliver to their school site.

3 So that has continued with the goal as we
4 talked about the first year with so much around -- so,
5 I mean, I don't have the hard data, but we know that
6 that has not been -- you know, they -- they've been
7 able to do more of what they were hired to do.

8 And so yes, that is still continuing. We
9 just did more professional development during
10 conference week. It's nice. We do a TOSA bootcamp
11 where we bring them in because, you know, they don't
12 have to have -- they don't have conferences. So that's
13 a great time for us.

14 And we just did that right before break.
15 And so we continue to work with them and, you know,
16 they find -- the teachers find value in that fact that
17 they have someone that can, you know, help guide that
18 professional development at the school site when we
19 can't be out there and they are still working with
20 students as well.

21 MS. GARCIA: They've also been -- we've
22 given them some extra professional development with the
23 PLC process and helping lead and work side by side with
24 the principal and be part of those PLC meetings, be
25 part of those data conversations where they're asking

1 about students' name by need, who we're providing Tier
2 II, and then they also help with some of that Tier I,
3 Tier II support.

4 So they're very much involved in that
5 process as well with that data analysis and supporting
6 the teams that decides it.

7 MR. BAQUERA: That was a perfect lead in to
8 basically my comment of this to say the district has
9 strongly supported the -- the TOSA program.

10 And I think it -- it was -- it was that
11 evolutionary idea of, you know, all -- all of us recall
12 the TOSAs were that frontline for behavior management
13 for a couple of years. And I think now, they really
14 are able to get in to accomplish the goals that your
15 team has -- has set forth.

16 I know that there is some really great work
17 being done by the TOSAs in the district and I, for one,
18 would be interested to hear from that group just about
19 some of the particular programs that they've
20 implemented in some of the schools.

21 I'm -- I'm sure they're working at creating
22 best practices on -- on what has worked, but I -- I
23 think it's a big investment for the -- the district.
24 And -- and I think -- the hope is it's going to show
25 downrange results hopefully next year. That's my two

1 cents and I don't know if you would agree with me or
2 not.

3 MR. BLOM: Yeah. I mean, I think anytime
4 you -- I mean, like you said, it just -- the reality
5 was that first year, what we've been over, is to gain
6 traction, right?

7 It's -- we all want that thing that we're
8 just going to plug in and right away, scores go up by
9 this amount, but, like, we know that from both our own
10 observation, feedback from principals, feedback from
11 teachers, feedback from TOSAs themselves that, you
12 know, they believe in the work that they are doing.

13 And when you get positive feedback from all
14 those different areas, that's a good thing. But yes,
15 it is going to, you know, take time when you're talking
16 about doing best instructional practices, whether it's
17 with the PLC or instructionally, but we -- we do
18 believe that that is the right word.

19 MR. BAQUERA: Thanks. That's it.

20 MS. FONG: I want to thank -- thank for --
21 thank you for the presentations. I think we look
22 forward to -- to seeing these results and sort of an
23 overview every year when -- when this comes up and, you
24 know, I know there's absolute commitment to, you know,
25 getting our students up to standards.

1 I mean, I think everybody in this room,
2 everybody in our district, that we all share that same
3 common goal. That is our primary goal of the Board,
4 but just to -- to piggyback on Trustee Krafka's
5 comments, I know we've -- we've talked about
6 intervention.

7 We -- I know we were very committed to PLCs,
8 we're very committed to professional development. We
9 invest a lot of money in those areas, certainly with
10 TOSAs. And I think, you know, to her comment, you
11 know, I think we also really need to think about doing
12 something significantly different and I -- it sounds
13 like there -- there are discussions about that.

14 I appreciate the data on all the different
15 individual schools. Perhaps there -- we would have --
16 we could have a time sometime next year when things are
17 a little bit more settled -- if we could have a -- just
18 a another discussion similar to our enrollment study of
19 10 years moving forward.

20 I think there'd be a lot of interest in
21 maybe spending some more time diving into some of our
22 data and figuring out how we can measure, you know, how
23 we're making progress, especially in the area of math.

24 I think when you look at the data, it's just
25 very concerning that as our kids get older and as we're

1 getting them ready to launch to high school, they're
2 really -- they're starting to dip and -- and it's hard
3 because, you know, we're comparing third grade from
4 this year to third grade next year.

5 We're not comparing the same students. And
6 so we aren't really sure how our interventions have
7 helped those students.

8 And so that's -- I think that's the data
9 that I'm looking for and -- and that -- so we can
10 actually measure, okay, we invested all this time, all
11 these resources in math in the last year, and can we
12 follow those students?

13 Can we see if the -- the students that were
14 not meeting standards in third grade, are they -- are
15 they catching up in third -- fourth grade or is it
16 taking to fifth grade? Are we seeing, sort of, these
17 same bands across all grades?

18 If they're behind in third grade, what --
19 what is the likelihood -- can we track some students
20 three years down the road? Are they still behind?

21 And, you know, I -- when we talked about the
22 intervention of math in sixth grade last year, I know I
23 was pretty vocal about wanting to really focus our
24 intervention on the lower grades, because by the time
25 they get to sixth grade, there's just a lot of years

1 that -- that they maybe have been deficient in math and
2 we're not sure where all those holes are.

3 But if we start the intervention earlier in,
4 say, third grade or even fourth grade, there's less
5 time for them to get behind.

6 So by the time when they get to sixth grade,
7 you know, they could be three grades behind, whereas if
8 they're in third grade or fourth grade, then maybe it's
9 only one or two grades and we have that chance to
10 really, kind of, shore up and plug up those holes early
11 before it's -- it's a little bit too late and maybe
12 they -- they feel less confident in math.

13 They're not -- you know, they just don't --
14 they don't enjoy math and I think we're seeing that
15 with a lot of our middle school kids and, you know,
16 when you get to high school, it becomes a much -- much
17 harder road for them.

18 So if there's time and if there's -- you
19 know, if that's something that staff is already going
20 to be looking at, I -- I -- I do appreciate the data.
21 We -- we just got it tonight, so I haven't had a chance
22 to look at it.

23 No one's had a chance to look at it, but I
24 think there might be an interest in -- in maybe diving
25 in a little bit deeper to see how we can help provide,

1 you know, our support in -- in what staff feels is the
2 best way to really -- to take a different look at
3 things since we've -- we've -- we've done some things,
4 but I think we haven't done anything as dramatic as
5 maybe we would -- maybe would like to see.

6 Okay. Any other comments? This is
7 information, so I appreciate it.

8 Okay. We're going to move on to 14.2, which
9 is Middle School English Language Arts Curriculum Pilot
10 and Traditional Kindergarten Curriculum Update.

11 Welcome. Hi, Kelly.

12 MS. YUSIM: Hi. Thank you. Good evening,
13 everyone. My name is Kelly Yusim. I'm one of the
14 coordinators of Educational Services. I work with ELA
15 and social studies, history teachers. So I'm really
16 excited to be here tonight to talk to you about our
17 middle school ELA Pilot and future hopeful curriculum
18 adoption.

19 Okay. So by the end of our presentation
20 tonight, we'll have a common understanding of the
21 curriculum review process as well as what curriculum
22 evaluation criteria we'll be using. We'll take a look
23 at the pilot timeline and then we'll discuss our next
24 steps. Whoops.

25 So why are we looking at a curriculum

1 adoption and why are we thinking about a pilot? Our
2 current curriculum company is Springboard and that
3 adoption ends at the end of this school year.

4 Our RCSD teachers have reviewed data and
5 they're really looking for a curriculum that will
6 maximize student learning so we have the opportunity to
7 explore different curriculums that would do that.

8 And it's vital for teachers to have a
9 curriculum that aligns with the teaching, the learning,
10 and the progress monitoring of those grade level
11 standards and those essential standards in order to
12 support student engagement and also achievement.

13 Okay. So just a quick look at the review
14 process overview in, really, four steps. So step 1
15 being that a committee will select -- or selects the
16 instructional materials for the pilot that's based on
17 the California's curriculum review process.

18 Our second step is to ensure that those
19 instructional materials comply with state laws and
20 regulations. Our third step is to define and
21 prioritize the evaluation criteria in order to develop
22 those evaluation instruments. And we will be using
23 rubrics for those. And then our fourth step is for our
24 committee to pilot our two selected materials in order
25 to then make a recommendation to the Board.

1 Sorry if I'm a little stuffy. Okay. Our
2 Educational Partners Communication Plan. So we want to
3 make sure that we're including all of our educational
4 partners and getting as much feedback as we can.

5 So our first step would be to inform the
6 community that we're exploring two new curriculums for
7 middle school language arts, then informing families of
8 the students that we'll be going through the pilot
9 process, just, (a) they'll be going through the pilot
10 process, and (b) what will that look like for the
11 students?

12 We'll make pilot materials available here at
13 the district office so community -- community members
14 can schedule a preview and provide feedback that way.
15 We'll also post a curriculum feedback form on our RCSD
16 website so their community members can submit their
17 comments or questions.

18 And then we'll be hosting two community
19 nights to invite community members here to the district
20 office to preview and provide feedback on the potential
21 curriculums.

22 Okay. So again, taking a closer look at our
23 evaluation criteria, this one specifically for teacher
24 feedback, our current curriculum, teachers feel that
25 the informational reading selections are outdated and

1 therefore difficult to engage the students.

2 They feel like it lacks supports for English
3 learners and other special populations. And they feel
4 that the materials currently do not offer enough
5 opportunities for additional practice and support with
6 writing, writing conventions, and grammar.

7 If looking at future curriculum, teachers
8 are really looking for materials that have that
9 appropriate level in scaffolding, differentiation,
10 intervention, and support for all learners.

11 They're really looking for engaging
12 information and literary texts and they're looking for
13 a strong writing program and strong writing instruction
14 with varied writing opportunities, including low stakes
15 writing.

16 And they're looking for materials that
17 include high quality sequences of text dependent
18 questions and then frequent opportunities for evidence-
19 based discussions. So opportunities to really look
20 closely at that text.

21 So a little bit about the pilot process
22 itself. So looking at our pilot team, an application
23 was sent out to all middle school ELA teachers. We
24 really worked to seek equal representation between all
25 of our grade levels and all of our sites. At this

1 point, we have 10 teachers participating in the pilot.

2 The breakdown is as follows.

3 So we have five general -- five general
4 education sixth grade teachers, one RSP sixth grade
5 teacher, one general education seventh grade teacher,
6 and three general education eighth grade teachers at
7 this time.

8 So thinking about the pilot and the
9 curriculums themselves, currently, we are with
10 Springboard, so we'd like to continue to explore that
11 curriculum. Our two other options include McGraw Hill
12 StudySync ELA and Amplify ELA.

13 So with that, pilot teachers will receive a
14 full day training on each new curriculum. Pilots will
15 be five weeks for both of the new curriculums and pilot
16 teachers will use the evaluation instruments and the
17 rubrics to evaluate not only our current curriculum,
18 but the two new potential curriculums as well.

19 So the next few slides just go over a
20 timeline of the pilot process and implementation. So
21 in October, we sent committee information and created
22 the pilot committee. In November, the pilot committee
23 met to review the evaluation instrument and review our
24 current curriculum, Springboard. The pilot selection
25 process also began.

1 We met with two different curriculum
2 representatives and the teachers decided that
3 ultimately, they would like to move forward with a
4 pilot this year.

5 Currently, in December, we're arranging
6 those materials to be delivered to our warehouse and
7 then getting them out to our sites in order to begin
8 the pilot process.

9 Oops. So in January, the teachers will
10 receive the full day training on the first curriculum
11 and we'll continue to make sure that those materials
12 are delivered to the sites. January through March is
13 our first pilot. It will be five weeks.

14 In February, the pilot teachers will then
15 receive the second training on the second curriculum.
16 In March, we will be holding our community review
17 nights. In March through April, we'll have our second
18 pilot.

19 Again, it will be five weeks long. And then
20 in April, the pilot teachers will come together to
21 decide if there's a curriculum that they would like to
22 recommend to the Board. And then in May, we'd present
23 the curriculum adoption update to you guys.

24 So just thinking about our next steps moving
25 forward. So the pilot teachers will continue to

1 implement our current curriculum until the pilot
2 trainings.

3 After the training, the pilot team will
4 implement the pilot curriculums with fidelity. The
5 pilot teachers will continue to receive training and
6 support throughout the implementation of the pilots.
7 The pilot team will score each pilot curriculum using
8 the evaluation instruments.

9 On March 6th and March 13th, from 5:45 to
10 6:45 p.m., we'll be holding our community review nights
11 here in the boardroom for any educational partners
12 wishing to come preview, ask questions about the
13 curriculum. And then in April, the team will come back
14 together and discuss the pilot data and therefore
15 decide on a potential recommendation.

16 MS. GARCIA: All right. And then jumping to
17 our transitional kindergarten, so a different age
18 group. Here's our pilot update. I know I've brought
19 this to you a few months ago, but here's where we are
20 now.

21 So we currently have seven teachers who did
22 volunteer to be on that pilot team for TK. We do have
23 special education representation. We have one teacher
24 that teaches an SDC TK/K combo, so it's great to have
25 her input. We also have one kindergarten teacher on

1 the team, which helps us gather feedback on that
2 transition from TK to kindergarten.

3 We kicked off with our Frogstreet Pilot as
4 our first pilot. Teachers received training on
5 November 16th.

6 Here they had a two-hour training with one
7 of our Frogstreet trainers, and then received all their
8 boxes of materials and they were very excited. They
9 began working with those pilot materials just last
10 week. We gave them a week after break to get used to
11 everything and kind of dive into those curriculum
12 components.

13 Parent communication was shared with those
14 classrooms that are participating in the pilot with
15 links to both of those pilot resources so that parents
16 could take a look and understand that pilot process
17 that's happening in their classrooms.

18 The Frogstreet Pilot will go through the
19 week of January 22nd. And the next time our team will
20 come together will be on January 22nd, where they will
21 receive training with the second pilot, a scholastic
22 trainer.

23 And we also as a team will meet and go
24 through our rubric that we're using as criteria to
25 evaluate the first pilot and have some discussion on

1 how that Frogstreet pilot went before we move into the
2 second pilot with Scholastic. So that's where we are
3 right now for our transitional kindergarten pilot.

4 With that, are there any Board comments on -
5 - or questions with either one of those pilot?

6 MS. FONG: Comments or questions?

7 MS. CONSTANT: I'd just like to say, thank
8 you for putting this together for us. Piloting
9 programs, it's a lot of work, and I am very grateful to
10 all those that wanted to participate and wanted to step
11 up and are -- you know, all the kids that are getting
12 to -- a chance to have a voice.

13 I think it's really important. I've stated
14 it -- many times before. My kids loved being a part of
15 that and definitely were very opinionated on what
16 program they liked. So it was nice that the teachers
17 take that feedback and, you know, use their own
18 knowledge to make the great choices that they've been
19 making for our district.

20 So I know this is a lot of work, so kudos
21 and thank you to everybody who's been participating and
22 -- and getting this in line, but it's -- it's super
23 important. So thank you.

24 MS. FONG: I want to thank you everybody as
25 well for the -- for the update and for the

1 presentation, and definitely wanted to shout out to all
2 those teachers that have volunteered.

3 Is there -- is there a sort of a sweet spot
4 of how many teachers that you generally like in -- in
5 pilot programs and TK? I mean, I know there's less
6 classes. So is it -- is there -- is -- the number that
7 you have, do you feel like it's sufficient? Did you
8 have to encourage others to -- to volunteer or was --
9 was there enough that -- that on their own volunteered?

10 MS. GARCIA: I felt with TK, we had enough.
11 We did try to have representation from all sites and we
12 meet as a whole district TK team, three or four times
13 throughout the year, so they are continuously kept
14 updated on that process.

15 And I would say all of the TK teachers are
16 very excited about it, but some of them were very much
17 okay with hearing from their team and getting that
18 feedback. And so we feel like we have good
19 representation and it was great that we felt like we
20 also have a special education teacher, part of that,
21 and then a kindergarten teacher as well.

22 MS. FONG: Right. And same question from
23 middle school. And I noticed there's only one seventh
24 grade teacher.

25 MS. YUSIM: Yes. Yeah. And what's unique

1 about that is that we have the -- one of the eighth
2 grade teachers also teaches a section of seventh grade.
3 She's willing to pilot both materials for us.

4 So we'll get another seventh grade
5 perspective as well. And also we found that many of
6 our ELA teachers do have experience in all of sixth
7 through eighth, and during our trainings, they'll get
8 exposure to all of the grade level curriculums. So
9 they'll have an opportunity to at least provide some
10 insight and input in that perspective as well.

11 MS. FONG: Great. Appreciate that. Any
12 other comments or questions? Okay. Thank you -- thank
13 you.

14 MS. YUSIM: Yeah. Thank you.

15 MS. FONG: We're going to move on to the
16 organizational meeting of the Roseville City School.
17 Do we -- do we need to -- we don't need to know. We're
18 going to move on to the organizational meeting of the
19 Roseville City School District Board of Education,
20 annual meeting.

21 Item 15.1 is Annual Board of Organization
22 and Election of Officers for the Roseville City School
23 District Board of Education for 2023.

24 Superintendent Garcia, do you want to give
25 overview?

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 133

1 MR. GARCIA: Yeah, before you have several
2 Board agenda items. One is to elect a Board president.
3 The second is to elect a Board clerk. The third, I
4 traditionally serve as the secretary to the Board.

5 We then have an appointment to the County
6 Committee to elect district organization officers. And
7 then the final one is the Board meeting dates that are
8 proposed. We did put a hard copy of those Board
9 meeting dates in your calendar as well for your review.

10 And then pending approval, Renee can also
11 send those out and add those to your calendar, if those
12 are the ones that are approved.

13 So at this time we'd ask that you move on to
14 15.2 and have a discussion regarding electing a Board
15 president.

16 MS. FONG: Okay. Moving on to Item 15.2.
17 Are there -- is -- do you -- do -- is there an interest
18 -- does everyone want to -- does -- I'll open it up to
19 see who -- who's interested in serving.

20 MR. BAQUERA: Would you -- can I ask though,
21 you have served -- you've served this past year as
22 president. Do you want to -- I mean, talk about the
23 position? I think you've done a fantastic job. I
24 appreciate your leadership as serving as Board
25 president.

1 It doesn't just start here at leading the
2 meeting, but it -- you spent a lot of extra time
3 managing the agenda, working with Superintendent
4 Garcia. I think you do a fantastic job, but do you
5 want to talk just a little bit about the -- the role of
6 the president and --

7 MS. FONG: Sure. I -- I'm -- I'm honored to
8 have served. I appreciate the -- the confidence of --
9 of the Board. It is in addition, obviously -- in
10 addition to the running the meeting, there are some
11 preparation meetings that -- that take place prior to
12 the Board meetings.

13 Usually one additional boarding -- or one
14 additional meeting, generally Superintendent Garcia,
15 sometimes with -- also with the clerk to go over the
16 agenda and go through the -- the agenda items to make
17 sure they're -- in case there's any questions or any
18 clarification that may be needed and -- and just to
19 give an overview of the agenda in general.

20 So in addition to -- to running the
21 meetings, there are some -- there is some additional
22 time associated with serving as president. I'm happy
23 to serve again, if that's the -- if that's the interest
24 of the Board. I enjoy working with Superintendent
25 Garcia. I -- I think we've been a good team, but I'm -

1 - I'm open.

2 MR. BAQUERA: As I said, I think you do a
3 fantastic job and I would fully support you continuing
4 to serve as president, but open to conversation as
5 well.

6 MS. KRAFKA: I echo for that as well.

7 MS. CONSTANT: I'll make a motion for 15.2,
8 we elect for President Fong.

9 MR. BAQUERA: I second.

10 MS. FONG: There's a motion and a second for
11 myself to continue to serve as president. Any comments
12 or discussion? All those in favor, say aye.

13 MS. CONSTANT: Aye.

14 MR. BAQUERA: Aye.

15 MS. KRAFKA: Aye.

16 MS. FONG: Opposed? The motion carries.
17 Thank you. I appreciate it, and I look forward to
18 serving.

19 Item 15.3 is the election of a Board clerk.
20 The clerk serves in the secondary role in the event
21 that I'm unavailable to -- to be at the meeting or to
22 run the meeting. The Board clerk will -- that is --
23 that is their role. I've enjoyed working with Trustee
24 Baquera.

25 Oftentimes we meet with Superintendent

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 136

1 Garcia on matters related to the agenda. And if you
2 are interested, I would be happy to -- to nominate you.
3 If there's others interest, let's talk -- we can -- we
4 can have a discussion, if you're interested.

5 MR. BAQUERA: I enjoy serving as clerk. I
6 did one time -- I believe it was once I had to step in
7 for you when you were running, like, 10 minutes late
8 for a meeting.

9 That was my shining moment. This kind of
10 scared me. I -- I -- I do appreciate working with you
11 and serving as clerk, but also I'm open to the
12 conversation if anybody else is interested.

13 MS. KRAFKA: I would support having you
14 continue in that role.

15 MS. CONSTANT: I'll second.

16 MS. FONG: So is there -- was that a motion?

17 MS. KRAFKA: I'm -- I'd like to make a
18 motion to nominate Trustee Baquera for the Board clerk.

19 MS. FONG: There's a motion and I will
20 second it. So there's a motion and a second, to have
21 Trustee Baquera serve as the Board clerk for the next
22 year. Any comments or discussion? All those in favor,
23 say aye.

24 MR. GARCIA: Aye.

25 MS. KRAFKA: Aye.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 137

1 MS. CONSTANT: Aye.

2 MS. FONG: Opposed?

3 BOARD CLERK: Who was the second on the
4 motion?

5 MS. FONG: I was.

6 MR. BAQUERA: I appreciate everybody's vote.
7 Was it -- is that right?

8 MS. FONG: That's -- that's right. Okay.
9 So we're going to move on to 15.4, appoint the
10 superintendent as the secretary to the Board. I don't
11 think there's any question that -- that Derk would --
12 would love to continue to serve in this role. So can
13 we have a motion unless somebody else wants to take it
14 over?

15 MS. CONSTANT: I'll make a motion that we
16 appoint Superintendent Garcia as our secretary to the
17 Board without the ability to deny the role.

18 MS. FONG: Was that a second?

19 MS. KRAFKA: That's a second.

20 MS. FONG: There's a motion by Trustee
21 Constant and second by Trustee Krafka, to have
22 Superintendent Garcia to continue to serve as secretary
23 to the Board. Any comments or discussion? All those
24 in favor, say aye.

25 MR. ZACHRESON: Aye.

1 MR. BAQUERA: Aye.

2 MS. CONSTANT: Aye.

3 MS. KRAFKA: Aye.

4 MS. FONG: Motion carries. Item 15.5 is
5 appoint one Board member as its representative to elect
6 members to the Placer County Committee on School
7 District Organization.

8 MS. FONG: A quick overview?

9 MR. GARCIA: Yeah. As we've seen -- this is
10 actually kind of an important position because the
11 county committees has met regarding the Aspire Solaire
12 thing, six or seven times. And just a quick update on
13 that.

14 They did reject the territory transfers, of
15 both Placer County and Sacramento County. And so this
16 person, they meet once a year and they help elect or
17 nominate the people and approve them to that committee.
18 So I believe that Trustee Constant has served in that
19 capacity the last few years, just as -- for historical
20 context.

21 MS. FONG: Thank you for your service,
22 Trustee Constant.

23 MS. CONSTANT: Uh-huh.

24 MS. FONG: Is there an interest in
25 continuing to serve or is anybody else interested in

1 serving?

2 MS. CONSTANT: I'm happy to serve, but if
3 someone else wants to, I'm --

4 MR. BAQUERA: I think you do a fantastic job
5 in that role.

6 MS. CONSTANT: Oh, thank you. Thank you.
7 It's a second vote.

8 MR. BAQUERA: Yeah.

9 MS. CONSTANT: Yeah. I'm happy to do it if
10 -- if -- if you need it. But also, if anyone has any
11 interest.

12 MR. BAQUERA: Move to have Trustee Constant
13 serve as representative for Item 15.5.

14 MS. FONG: I'll second. There's a motion by
15 Trustee Baquera and a second by Trustee Fong to appoint
16 Trustee Constant to serve in the -- on the -- as a
17 member of the -- to the Placer County Committee on
18 School District organization. Any comments or
19 discussion? All those in favor, say aye.

20 MR. BAQUERA: Aye.

21 MS. CONSTANT: Aye.

22 MS. KRAFKA: Aye.

23 MS. FONG: Motion carries. Thank you for
24 your service, Trustee Constant. Item 15.6 is approved
25 Board meeting dates for 2024.

1 Superintendent Garcia?

2 MR. GARCIA: So we've attempted to have most
3 of the dates on the second Thursdays of the month.
4 Obviously there's some exceptions from that starting in
5 January. Coming off of the winter break, we need more
6 time to put the agenda together.

7 June, we have two meeting dates that tend to
8 be later in the -- in the month, because we need as
9 much time to get the final budget done as well as the
10 local control accountability plan.

11 And then at the request of the Board, we
12 move the August Board meeting early so that we can make
13 any -- take action prior to actually school beginning.
14 And then the December meeting, there is legislative
15 language related to the dates that we have to have the
16 organizational meetings.

17 So that's why those dates are laid out
18 there. We are open to changes to -- based on the needs
19 of the trustees.

20 MS. FONG: Are there any dates that have --
21 that have a conflict?

22 MS. CONSTANT: I -- I do have a question.
23 Traditionally, we always meet on a Thursday in
24 December, which would probably be the 12th, but we are
25 meeting on the 16th, which is a Monday. Is that -- was

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 141

1 that accurate for that calendar? Are we traditionally
2 they not ever on Mondays, but what -- first interim?

3 MS. FONG: December 16th.

4 MS. CONSTANT: Okay. So -- because I was
5 just curious why it was maybe not the 9th -- 12th or
6 the 19th. Okay. I guess it cannot be that --

7 MR. GARCIA: Outside of -- that -- it's
8 outside of the window for --

9 MS. CONSTANT: Got it.

10 MR. GARCIA: -- first review.

11 MS. CONSTANT: Okay. Thank you.

12 MS. FONG: Does it -- are there any -- are
13 there any specific dates that people may haven't --
14 have a conflict with that we might need to revisit?

15 MS. KRAFKA: I -- I do have probably
16 potential conflict for February 8th, so it'd be
17 interested to see if there's any flexibility around
18 that date that whole week. So, you know, if you want
19 to keep Thursday, interested to see if the 1st or the
20 15th is an option.

21 MS. FONG: Okay. February 8th of this -- is
22 that a -- I'm on the wrong. Well, I'm 2025. I went to
23 2025. That's why it was like a Saturday. I -- I knew
24 we weren't meeting on a Saturday.

25 MS. CONSTANT: I'm actually gone the 15th.

1 Just --

2 MR. BAQUERA: Of February?

3 MS. CONSTANT: Yeah.

4 MS. FONG: You're gone the 15th?

5 MS. CONSTANT: Yeah. But I'm able to do the
6 8th.

7 MS. FONG: And the 1st is too close? Is the
8 1st an option? Superintendent Garcia, is that too
9 early -- is that too close after the January 18th?

10 MS. CONSTANT: Or does that the -- too big
11 of a gap between that and March?

12 MR. GARCIA: I think the more important day
13 there is the March 14th, because we have to bring any
14 personnel actions to you before the 15th. So whatever
15 pleases the Board in February is fine with us. We just
16 have to keep that March date there.

17 MR. BAQUERA: Could we --

18 MS. FONG: What about -- go ahead.

19 MR. BAQUERA: Could we move the March date
20 up or leave it at the 14th? If we did the 1st and the
21 7th?

22 MR. GARCIA: I -- I think we'd just prefer
23 to leave it on the 14th to allow personnel enough time
24 to work through anything that needs to be done, just in
25 case.

1 MS. FONG: Could we do the set -- do you
2 just have a conflict on the -- Meghan is out the whole
3 week of the 8th. So the week --

4 MS. KRAFKA: Yeah.

5 MS. FONG: -- the following week is --

6 MR. GARCIA: The big item we have in
7 February is probably the 10-year plan update. So our
8 plan was to survey parents, starting in January. So we
9 could, you know, run it for two weeks instead of three,
10 and have survey results for you and bring those back to
11 you in February at the beginning.

12 MS. CONSTANT: Could -- could -- I mean,
13 could we ask -- I -- you know, I'd love to work it
14 around you, but could we also ask if we have a quorum
15 for the 8th?

16 MR. BAQUERA: We --

17 MS. FONG: So far I can -- I mean, that
18 looks okay for me, but --

19 MR. BAQUERA: I can make the 8th.

20 MR. GARCIA: The -- the -- the -- yeah.
21 Either date is fine for -- the 8th works -- works for
22 me. And --

23 MS. KRAFKA: And it's not 100 percent, but
24 it's just my probability.

25 MS. FONG: Okay.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 144

1 MS. KRAFKA: So it -- it -- feel free to do
2 what's best for the Board.

3 MS. FONG: Well -- and Trustee Constant, you
4 had a conflict with the 15th, correct?

5 MS. CONSTANT: Correct.

6 MS. FONG: The whole week or just the 15th?

7 MS. CONSTANT: I'm gone most of the week.

8 MS. FONG: Okay.

9 MR. BAQUERA: Yeah. I would say if it's not
10 -- if it's not --

11 MS. FONG: A definitive conflict?

12 MR. BAQUERA: Well, what I would say is, if
13 it's not a good idea for staff to move it to the 1st,
14 given the timeline, and if you have a conflict on the
15 15th, I would -- I guess I would propose to leave it on
16 the 8th or -- or --

17 MR. GARCIA: In my -- in my -- in my
18 experience, Trustee Krafka is very engaged in -- in
19 every meeting and reading the entire packet and sending
20 --

21 MS. KRAFKA: -- it's problematic --

22 MR. GARCIA: -- and sending it ahead -- and
23 sending it -- sending us all of her questions and --
24 and comments in a -- in a -- in a timely manner. So I
25 would have confidence, even if there was a conflict,

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 145

1 that she would be fully engaged and probably watching
2 the video, no matter which time zone or continent she's
3 on.

4 MS. KRAFKA: Yep.

5 MS. FONG: Okay.

6 MS. KRAFKA: That's accurate. I would agree
7 with --

8 MS. FONG: Let's --

9 MS. KRAFKA: -- that.

10 MS. FONG: -- let's leave it at the 8th
11 because we're just hoping that -- that Trustee Krafska
12 will be able to make it because we don't know for sure
13 yet. Yeah. And

14 MS. KRAFKA: Okay.

15 MR. ZACHRESON: Just -- and just to add, the
16 -- the whole part of beginning August and July, that's
17 a -- that's a question mark for me. I don't think I
18 can really schedule anything yet.

19 MS. FONG: Right.

20 MR. ZACHRESON: When you say specific dates,
21 that's kind of an FYI.

22 MS. FONG: Right. Okay.

23 MR. ZACHRESON: So -- so long as we have a
24 quorum, then we should be fine.

25 MS. FONG: The dates in -- the dates in June

1 always seem to creep up. So, you know, take a quick
2 look at the 18th, the 18th through 20th. That's not
3 the week to plan your summer vacation.

4 MR. BAQUERA: Yeah, that's why I can tell
5 you that I am not available on the 18th but am
6 available on the 20th.

7 MS. FONG: Okay.

8 MR. BAQUERA: And --

9 MR. GARCIA: We need -- we need a quorum on
10 the 20th for sure, because we're approving the budget
11 and the LCAP on the 20th.

12 MS. CONSTANT: I am here.

13 MR. BAQUERA: I can be here and very tanned.

14 MS. FONG: Good to know. Good to know.
15 Okay. So it sounds like we're not going to make any
16 changes to the calendar at this point? I mean,
17 throughout the year, if something comes up, then we
18 don't -- we realize we might not have a quorum, then we
19 can always revisit it. So is there a motion to approve
20 the Board meeting dates for 2024 from 15.6?

21 MR. ZACHRESON: I'll move to approve the
22 Board meeting dates.

23 MS. CONSTANT: I'll second.

24 MS. FONG: There's a motion by Trustee
25 Zachreson and a second by a Trustee Constant, to

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 147

1 approve the Board meeting dates for 2024 in 15.6. Any
2 comments or discussion? All those in favor, say aye.

3 MS. CONSTANT: Aye.

4 MS. KRAFKA: Aye.

5 MR. ZACHRESON: Aye.

6 MS. FONG: Motion carries. Okay. Item 16.1
7 is comments from superintendent and Board members.

8 Superintendent Garcia?

9 MR. GARCIA: I do want to thank staff for
10 all of their work on the budget, especially first
11 interim. It's a lot, and then having a full audit
12 coming through. So for Amy and her team, excellent
13 work.

14 I just provided a quick update on the Aspire
15 Solaire. So the territory transfer was rejected by
16 both Sacramento County as well as Placer County.

17 And then given the signals that we're
18 getting from the LAO and the state, I can imagine that
19 a majority of our time in the spring semester will we
20 spent on the budget, and I am really proud of the work
21 that we've done over the last few years. I think we
22 are well-positioned given a fiscal downturn.

23 So thanks to the Board for their fiscal
24 conservancy as well as putting things into committed
25 funds. I think it's going to allow us to -- to get

1 through this much better than most districts, so thank
2 you. And finally, happy holidays to everyone.

3 MS. FONG: Thank you. Trustee Zachreson?

4 MR. ZACHRESON: Yeah. Just, you know, I --
5 I guess we spent -- we've had a lot of Board meetings
6 over the -- over the last -- I -- gosh, two months or
7 so. So I think -- I'm looking forward to that being
8 done with.

9 But with that said, I think -- you know, I'd
10 like to -- to see some of the policy committee meetings
11 start. We can get back to work on that. I know
12 there's a few, you know, cell phone policy, you know,
13 some of the behavior stuff.

14 It's kind of what we talked -- what we saw
15 from public comment tonight over I think some of the
16 sex ed and the -- the -- the -- what I'm generally fear
17 -- hearing feedback I'm hearing is about the access to
18 reviewing that and -- and not understanding that
19 process.

20 So I think all of that stuff -- you know, I
21 think it's important to -- to keep that work going, and
22 -- and Merry Christmas to everybody.

23 MS. FONG: Trustee Krafka?

24 MS. KRAFKA: Thank you, everyone, for
25 sticking through some long meeting tonight, so -- and

1 all the hard work and enjoy the winter break.

2 MS. FONG: Trustee Constant?

3 MS. CONSTANT: Thank you, everybody, for
4 being here and for all the presentations tonight. It
5 is a long one. We still have another meeting after
6 this, but if -- I would just like to say, I hope you
7 enjoy your holidays and hit some nice time off to rest
8 and recoup for January.

9 MS. FONG: Trustee Baquera?

10 MR. BAQUERA: Happy -- happy holidays, Merry
11 Christmas, happy Hanukkah, happy Kwanza. Thank you,
12 everyone, for all the presentations, all the incredible
13 work being done.

14 To the teachers and our professional staff
15 who are I'm sure extremely exhausted and ready for a
16 great break. So are the parents and so are the kids.
17 So with that, thanks everybody.

18 MS. FONG: I just want to say thank you to
19 everybody as well. Happy holidays. I appreciate all
20 of the stamina of the Board the last few months.

21 We've really had a -- a lot of meetings and
22 a lot of big issues and a lot of decisions that are
23 really going to impact this district for the next
24 decade. So I appreciate everybody's thoughtfulness and
25 efforts to -- to make the best decisions we can for our

1 district.

2 And with that, we will not be going back
3 into closed session. Oh, we -- we are going back into
4 closed session. I thought we were going to be done.
5 Okay. We -- wishful thinking. We will be going back
6 into closed session, but our next meeting is not until
7 January 18th, 2024.

8 MR. BAQUERA: Oh, yeah. And then we end
9 this --

10 MS. FONG: Yes.

11 MS. CONSTANT: Yes.

12 MS. FONG: -- meeting of the Roseville City
13 School District School's Public Financing Corporation
14 to order. And can I have a motion to approve the prior
15 minutes of September -- I'm sorry, December 15th, 2022?

16 MS. CONSTANT: I'll move we approve 2.1.

17 MR. BAQUERA: Second.

18 MS. FONG: There's a motion by Trustee
19 Constant and a second by Trustee Baquera to approve the
20 minutes in 2.1. Any comments or discussion? All those
21 in favor, say aye.

22 MR. ZACHRESON: Aye.

23 MS. KRAFKA: Aye.

24 MS. CONSTANT: Aye.

25 MS. FONG: Motion carries.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 151

1 Item 3.1 is the election of officers, and
2 first is to elect a president.

3 Superintendent Garcia, do you have a quick
4 overview?

5 MR. GARCIA: We just have traditionally gone
6 with the same president, and the clerk as treasurer,
7 and then me as the secretary. It's really Amy who does
8 the work.

9 MS. FONG: Thank you. Is there a motion to
10 -- to approve a president?

11 MR. BAQUERA: Move to approve Trustee Fong
12 as the president for the Roosevelt City School's Public
13 Financing Corporation.

14 MS. KRAFKA: I'll second that motion.

15 MS. FONG: A motion by Trustee Baquera, and
16 a second by Trustee Krafka, to approve Trustee Fong as
17 the president of the Roseville City School's Public
18 Financing Corporation. Any comments or discussion?
19 All those in favor, say aye.

20 MS. KRAFKA: Aye.

21 MS. CONSTANT: Aye.

22 MS. FONG: Opposed? Motion carries.

23 Is there a motion to elect a treasurer?

24 MS. CONSTANT: I'll make a motion we approve
25 Trustee Baquera as our treasurer for 3.2.

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Page 152

1 MS. FONG: And I'll second. So there's a
2 motion by Trustee Constant and a second by President
3 Fong, to elect Rob -- Trustee Baquera as the treasurer
4 of the Roseville City School's Public Financing
5 Corporation. Any comments or discussion? All those in
6 favor, say aye.

7 MS. KRAFKA: Aye.

8 MS. CONSTANT: Aye.

9 MS. FONG: Motion carries.

10 Item 3.3 is appoint the superintendent as a
11 secretary of the Public Financing Corporation. And
12 some -- is there a motion to approve -- to nominate
13 Superintendent Garcia?

14 MS. CONSTANT: I'll make a motion we approve
15 Superintendent Garcia as our secretary of the Public
16 Financing Corp.

17 MR. BAQUERA: Second.

18 MS. FONG: There's a motion by Trustee
19 Constant, and a second by Trustee Baquera, to appoint
20 Superintendent Garcia as the secretary of the Public
21 Financing Corporation. Any comments or discussion?
22 All those in favor, say aye.

23 MR. ZACHRESON: Aye.

24 MS. KRAFKA: Aye.

25 MS. CONSTANT: Aye.

1 MS. FONG: Motion carries.

2 Item 4 is report status of projects. Is
3 there any report of status of projects?

4 MS. BANKS: There is. Yep.

5 MS. FONG: Associate Superintendent Banks?

6 MS. BANKS: Okay. The purpose of this
7 meeting is to give an update on our outstanding
8 certificates of participation as well as status report
9 on current projects.

10 The background of this corporation is
11 basically it was established in 1998 when the district
12 took out a COP, or Certificate of Participation for \$19
13 million, to help construct Catheryn Gates, Phase one of
14 Stoneridge Diamond Creek and Cooley.

15 Also in February of 2022, the district took
16 out another COP, or Certificate of Participation, in
17 the amount of just over \$5 million, to help bridge the
18 funding of construction of Westbrook.

19 As of June 30th, 2023, the district had a
20 principal balance of \$6.3 million for the Certificates
21 of Participation that we hold.

22 Next, I'd like to review the projects that
23 we currently are working on. We currently are not
24 constructing any schools or have any major projects
25 going on other than just our committed projects and

1 ongoing facility projects that we do yearly.

2 The division of state architecture has
3 approved our design of Creekview, and we are currently
4 getting ready to submit paperwork to the state
5 allocation board to get in line for hopefully state
6 funding that may be present in the -- in the future,
7 hopefully with a bond.

8 But at this time, we plan to open this
9 school -- we don't plan to open until the fall of 2027.
10 And with that, this concludes the updates on our
11 projects.

12 MS. FONG: Thank you for the update.

13 With that we're going to adjourn the
14 meeting, 9:17, and we're going back in a closed
15 session.

16 (End of Video Recording.)

17

18

19

20

21

22

23

24

25

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

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 30th day of January 2024.



Doug Yarborough

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: \$16.7..15.6

	1's	40:22	100	41:12	13.4	46:5
<hr/>	\$			63:10		61:4
	1.27	67:23		89:25	13.5	61:18
\$16.7	67:18	1.3	67:22	143:23		82:23 83:2
\$19	153:12		68:7 69:2	10th	27:25	13.6
\$4,500	5:16	10	33:23,24		28:14	83:6
\$4.7	74:17		34:2 39:23			84:1,3,6
\$5	153:17		70:1 71:5,	11	101:22	13.7
\$6.3	153:20		7,10 93:2	110	105:21	84:11,
\$9	68:9		119:19	11th	25:22	23 85:5
			126:1	12	34:13	13.8
			136:7		36:2 100:1	85:18
<hr/>	(10-minute				86:11
		92:24		12-	9:23	13.9
(a)	124:9	10-point		12.1	25:1	87:9,
(b)	124:10	20:16,18		12th	140:24	21,23 88:2
		10-year			141:5	13th
<hr/>	1	15:16		13	70:1	6:1
		83:22		13-year-old		128:9
1	32:15	143:7				14
	34:24	10.1	24:21			21:5
	39:19,20,	10.12	20:16,	13.1	38:15	14.1
	22 40:6,9,		21 21:5		44:24,25	93:6
	12 41:4,5,		23:16,19		61:4	14.2
	18 42:8,		24:15,21	13.10	88:15,	122:8
	13,25	10.13	20:17,		22,24 89:3	14th
	44:4,6,8		22,23 21:5	13.11	89:10	2:4
	50:22		24:15,21		91:7,9,12	142:13,20,
	67:22	10.14	20:17,	13.12	91:17	23
	71:7,10		21 23:17		92:14,16,	15
	83:20		24:15,21		19	36:3
	96:16	10.15	20:17,	13.2	39:12	90:22
	98:20		21 21:5		43:17,	101:23
	105:2		24:15,21	13.3	18 45:4,5,	15.1
	110:24				8,10	132:21
	114:13					15.2
	123:14					133:14,16
						135:7
						15.3
						135:19
						15.4
						137:9
						15.5
						138:4
						139:13
						15.6
						139:24

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 12/14/2023

Index: 156..25

146:20		153:15	150:7
147:1	<u>2</u>		
156 56:7	2 34:24	2022-2023 61:5 83:6	2024-2025 91:17
15th	40:2,5,6,	2022-23	92:2,15
141:20,25	9,12,24	93:7,17,21	2025 65:25
142:4,14	41:5,14,	94:1	92:20
144:4,6,15	18,25	2022-year	141:22,23
150:15	42:4,8,11	56:1	2026 40:1,
16 13:9	46:4 97:12	2023 2:4	12,25 41:6
16.1 147:6	99:12	46:6 47:9	20th 146:2,
16th 129:5	111:8,9,19	50:20	6,10,11
140:25	114:22	61:20	21 75:11
141:3	2.1 150:16,	82:20 86:2	22 74:20
17 34:13	20	132:23	22-'23 47:4
80:14,15	20 9:21	153:19	
17.7 54:3	33:14 50:2	2023-24.13	22nd
17.76 54:24	54:6 75:11	43:18,25	129:19,20
17.9 52:20	20,000 89:20	2023-24.14	23 39:19
173 56:6	20-year-old	84:11,24	74:20
17th 27:25	9:21	85:5	23-'24 59:24
18.7 53:6	20.9 54:6	2023-24.15	69:22 72:5
18th 142:9	2000 64:22	85:19	73:8
146:2,5	2019 86:1	86:12,18	238 54:1
150:7	97:16	87:22	24-'25 62:24
1998 153:11	2020 33:14,	2023-24.16	63:11
19th 28:9	18 97:16	87:9 88:2	67:23
141:6	2021 49:20,	2024 3:12	69:1,22
1st 59:25	21 56:6	4:6 6:2	71:19
62:5	2021-22	7:22 40:5,	75:11 76:1
141:19	94:7,14	9,11,24	91:21
142:7,8,20	2022 49:21,	41:5 65:25	107:13
144:13	24 50:1	92:20	25 40:7
	83:19	139:25	50:2 70:18
	150:15	146:20	89:23
		147:1	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: 25-'26..ability

25-'26 62:25	30th 3:12	50 33:20	
63:11	4:6 46:6	94:20	<hr/> 8 <hr/>
68:6,8	47:9 50:20	106:12	8 15:25
71:4,8	74:22	525 86:4	17:11
26 25:20	153:19	58 94:17	55:23
40:6,10	31st 61:20	95:20	8.1 5:10
27 25:19	62:5 82:20	106:12	8.9 51:10
27th 12:4	33.1 52:18	5:45 128:9	80-plus-
25:20	34.9 51:15		51:2
28.3 54:7	52:15	<hr/> 6 <hr/>	8:10 93:5
<hr/> 3 <hr/>	<hr/> 4 <hr/>	6,000 63:24	8th 27:24
3 27:7,9	4 26:16	64:4 65:2	141:16,21
34:24	27:7,8,10	66:6 105:8	142:6
35:1,6,7	29:13	6.1 2:16	143:3,15,
40:2,6,8,	34:14,20	4:7,9	19,21
9,12,24	40:2,6,9,	6.2 2:17	144:16
41:5,25	11,24 41:5	6.3 3:13	145:10
46:4 50:22	71:5 153:2	6.7 56:19	<hr/> 9 <hr/>
62:15	4.7 29:11,	68 52:1	9 68:14
3-2 39:8	12	6:45 128:10	90-day 28:18
3.1 151:1	40 33:20	6th 128:9	90-days
3.2 151:25	40,000 33:21	<hr/> 7 <hr/>	28:10
3.29 62:25	400 63:12	7,700 63:18,	94 73:7
68:5,23	80:13	25 66:1,11	98 67:19
3.3 152:10	417 73:3	105:7	9th 27:24
3.5 69:3	<hr/> 5 <hr/>	7.1 4:13,24	141:5
3.94 62:25	5 29:11	52:16	<hr/> A <hr/>
68:5,22	34:14,20	7.4 54:9,23	A2a 102:20
30 33:20	39:20,24	7th 27:24	ability
90:1	40:4,5,8,	142:21	137:17
30-'31 75:14	11,22 41:4		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: absences..adopt

absences 53:21	accuracy 47:2	37:1 44:11 70:15 97:9	102:10 107:10 125:5 134:13,14, 21
absent 64:20	accurate 48:4,22	actuals 62:7	Additionally 63:9
absenteeism 19:23,24	50:20 65:19,23	actuarial 49:16 50:1	address 7:3 8:4,10 20:5 46:23
absolute 118:24	66:9 68:13 141:1 145:6	actuarials 51:13	addresses 19:6
academic 91:21	achievement 123:12	actuary 52:9	adjust 59:5
accept 7:1,2 61:3,5,7, 11	acquisition 96:20	ADA 56:8, 12,23 73:7 76:25 77:20 78:21 107:8	adjusted 63:6
accepted 5:23	Act 8:11 36:14	add 36:5 38:7 95:14 133:11 145:15	adjustment 59:3,20 62:20 67:22 73:24 74:5,9 78:12
access 11:2 148:17	action 2:16, 17 3:13 4:8,9,17 8:3,12 10:4 22:20 24:5 27:14 38:13,15 43:17 61:3 90:14 140:13	added 70:16, 18,22 107:1	adjustments 29:9 50:17 58:16,24 63:7 72:22 77:22
accommodate 83:14	actions 10:21 142:14	addition 25:25 73:5,14 134:9,10, 20	administrative 2:18,21,22 3:14,17
accomplish 117:14	active 7:7	additional 21:1 22:9 25:17 38:9,25 48:16 67:7 73:11 76:11 77:7 99:10,16 100:18	administrator 18:6
account 49:14	activities 54:4,12		adopt 38:15, 18 39:12
accountability 140:10	actual 36:3		
accountable 10:21			
accounting 48:5 49:3 83:6,8			
accounts 49:13 53:14 64:11			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: adopted..applause

55:18	20:8,12,13	107:18	98:22
adopted	21:4,11	aligns 91:24	102:2
55:20	40:16	123:9	103:10
	133:2		113:12
adopting	134:3,16,	allegiance	
25:2 43:19	19 136:1	2:9,12	animal 18:4
adoption	140:6	allowed 8:9	announce
44:11 62:8	agree 14:7	9:5 12:10	86:5
71:20	29:21	13:22	annual 46:15
72:19,23	32:7,22	allowing	64:14
91:17	42:18 59:1	8:24 10:12	83:8,24
92:15,20	73:8	alluding	132:20,21
100:15,16	107:19	29:17	annually
122:18	114:20	America 2:13	60:1
123:1,3	118:1	amount 118:9	anomaly 64:2
127:23	145:6	153:17	66:12,15
advance	agreed 34:6,	Amplify	105:8
40:15	18 41:11	126:12	answers 22:7
advantage	agreeing	Amy 57:18,	anticipate
16:19	41:12	24 61:21	71:24
advertise	ahead 23:25	80:25	81:10
22:25	24:1 47:7,	82:14	anticipated
advocate	23 48:10	105:7	81:5
32:10	80:9,10,	147:12	91:18,20
afraid 10:3	11,24	151:7	anytime
	90:17	Amy's 58:25	57:19
age 36:3	142:18	59:21	100:16
128:17	144:22	analysis	118:3
agencies	aides 70:22	50:25 51:7	appearance
49:10	71:4 82:7	55:16	28:25
agenda 4:9,	alcohol 9:24	98:19	29:19
13,24,25	align 36:13	117:5	appears
5:1,4 8:2,	97:8	Analyst 67:9	26:10 92:7
5,10,13	alignment	Angela 93:8	applause
9:12	92:13		73:9
17:15,16			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: application..assistants

application	3:1,5,19,	22:14	arts 112:11
125:22	21,25 4:25	146:10	122:9
apply 3:11	5:1,4	April	124:7
4:5	17:15	127:17,20	ashamed
appoint	20:12	128:13	10:19
137:9,16	21:4,10	area 10:9	asks 18:12
138:5	24:14,17,	25:2,6,16	Aspire
139:15	20 27:17	29:11,13	138:11
152:10,19	29:22	34:18	147:14
appointment	38:19,24	38:16,22	assess 97:4
133:5	43:24	39:13,20,	assessed
appreciated	44:9,22	22,23,24	95:4
16:18 17:2	45:16	40:2,4,5,	assessment
101:18	82:18,21,	6,8,9,23	93:7
appreciative	22 83:2,23	43:19,23	100:12
100:8	84:1,2,6,	74:24 78:2	103:1
approach	23,25 85:4	79:17	assessments
21:25	86:9,11,17	81:11 82:2	29:22
appropriately	87:18,21,	119:23	93:14 96:6
40:16	23 88:1,23	areas 13:14	102:25
44:18	90:14	25:13	111:25
approval	91:5,8,12	30:11,15	assets 51:10
4:13,24	92:14,16,	35:24	53:3,6
16:11	19 138:17	40:11,12	59:9
22:15,24	146:19,21	96:20	assigned
23:1,14,	147:1	103:6	76:9
17,21 24:4	150:14,16,	109:12	assistance
39:16	19 151:10,	115:21	37:10
89:10	11,16,24	118:14	73:15
91:5,22	152:12,14	119:9	assistant
133:10	approved	arranging	89:12,17
approvals	4:10 24:3	127:5	90:7 91:7
22:21	75:10	arrives 23:6	assistants
approve 2:24	76:10 92:2	articulation	70:25
approving	133:12	108:19	
	139:24		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: assisting..back

assisting 106:3	attributed 74:5,25	77:3,20	5 150:21, 22,23,24
Associate 46:6 88:16 153:5	audience 8:4	avoid 30:8	151:19,20, 21 152:6, 7,8,22,23, 24,25
assumed 108:12	audit 46:15, 18 47:4,8, 13,15,16, 17,18,19, 20,21	aware 24:10	
assuming 28:18	48:1,2,17, 18,24,25	awesome 15:19 17:7 73:4	ayes 44:15
assumption 62:22	49:15,21 50:15,21, 24 51:3	awkward 9:5 29:14	<hr/> B <hr/>
assumptions 62:18 64:5 69:16 70:5 71:14	55:6 56:24,25 57:6,13,21 58:4,7,16	aye 3:8,9 4:2,3 5:6, 7 21:15, 19,23 24:23,24 39:1,2,3,4 43:4,5,6, 7,8,9	B2 29:22 30:17 31:19 32:21 33:5 34:11,24 35:13,17, 19 38:20, 25 39:17 44:3,6 45:17
at-large 25:10	59:2 60:8, 20 61:3,6, 11,25 147:11	61:13,14, 15,16 83:3,4 84:8,9	back 22:17, 19 23:1 24:12,13 25:23 37:15 38:2 42:6,15 43:15 49:21 51:25 55:17 64:4 65:2 66:16 68:10,12 75:10 93:2,4,15 96:16 97:17 105:6
attack 11:10		85:8,12,16 86:25 87:4,8 88:5,9,13 89:4,5 91:14,15 92:21,22 135:12,13, 14,15 136:23,24, 25 137:1, 24,25	
attempt 18:23 26:9 32:16 33:25	auditor 19:23 58:5		
attempted 140:2	auditor's 46:5,21 47:12 61:8		
attend 36:21	audits 57:7		
attendance 20:1 73:6 77:3,20 102:12,15, 19,21 104:5	August 86:3 96:1 140:12 145:16		
attention 47:1 49:2 50:7 51:8	autistic 18:3	138:1,2,3 139:19,20, 21,22 147:2,3,4,	
	average 20:1 66:17 73:5		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: background..big

111:25	14,16	21 137:6	basis 48:24
113:23	82:17 83:7	138:1	51:24
114:1	84:14	139:4,8,	Bay 82:1
128:13	85:17,21,	12,15,20	Beaman 14:10
143:10	23,25	142:2,17,	beauty
148:11	87:12	19 143:16,	114:12
150:2,3,5	88:16,17	19 144:9,	began 126:25
background	89:8	12 146:4,	129:9
153:10	153:4,5,6	8,13	begin 77:25
bad 76:21	Baquera	149:9,10	127:7
badly 14:15	2:10,11	150:8,17,	beginning
Baichtal	3:3,5 4:22	19 151:11,	2:1 77:25
23:22 24:6	5:1,4 6:23	15,25	140:13
89:13,14	21:7,10,	152:3,17,	143:11
91:19	20,21	19	145:16
balance 51:9	31:23,24	Baquera's	behavior
72:16 76:8	38:19,22,	32:24	103:8
81:4	24 39:2,9	based 18:10	117:12
153:20	41:1,3	25:13	148:13
Balanced	43:8 44:24	39:16	behest 26:11
93:13	45:3,7,9,	67:23	37:13
balances	11,14,16	70:16	beneficiary
49:14	46:1,2	78:17	26:14
72:11 75:6	84:4,6	123:16	benefit
bands 120:17	85:13,14	125:19	73:18
Banks 46:7,	86:14,17	140:18	benefits
9,12 61:22	87:5,24	basically	54:19
64:9,12	88:1,10,11	28:7 47:12	55:13 74:8
65:6,13	91:10,12	48:14,21	bias 26:18
66:6 67:5	92:5,17,19	50:10,25	big 35:13
68:16,18,	115:9,10,	58:24	85:21,24
22 69:1,6,	16,18	59:1,8	86:1 98:18
8,11,14	117:7	117:8	110:18
79:19,21,	118:19	153:11	
23 80:10,	133:20	basics	
	135:2,9,	110:15	
	14,24		
	136:5,18,		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: bigger..Brandon

117:23	114:5,18	90:14	books 71:25
142:10	115:1,6,	91:15	74:10
143:6	15,17,20	92:1,22	77:10
149:22	118:3	103:11	bootcamp
bigger	blue 53:2	104:18	116:10
100:12	95:14	105:20	borrowing
biggest	98:6,14	119:3	67:15
34:23	board 2:5	123:25	bottom 53:25
47:25 74:5	3:9,13	127:22	55:25 56:8
101:12	4:3,8,10,	130:4	76:8 98:9
billback	17 5:7	132:19,21,	boundaries
75:22	6:5,7,11,	23 133:2,	25:17
76:3,4	20 7:13,	3,4,7,8,	26:13
billion	17,21 8:2,	14,24	30:22
67:19	4,6,8,10,	134:9,12,	36:1,12,16
biological	11,21	24 135:19,	37:1 42:3
11:15	11:19	22 136:18,	boundary
13:13	16:1,17	21 137:3,	25:2 31:5
bit 79:13,	18:2,21,25	10,17,23	43:19
14 80:12	19:10	138:5	boxes 129:8
95:8 115:2	20:7,9	139:25	boy 8:24
119:17	22:25 23:8	140:11,12	9:10 12:1,
121:11,25	24:5,24	142:15	4,7,13,19,
125:21	25:3,9,15,	144:2	24 13:15
134:5	20 26:7,20	146:20,22	15:5
block 90:8,	27:13,19	147:1,7,23	boy's 13:1
9,10	30:5 32:8,	148:5	boys 10:5,
97:19,25	11,20	149:20	6,7
114:14	37:13	boarding	brain 13:11
Blom 93:12	39:10	134:13	brand 46:21
98:4	40:13	boardroom	Brandon
108:11,13,	41:14 42:8	128:11	93:11
17 109:1,	43:20	bodies 10:2	113:11
13,18,21	44:16	bonds 53:20	
110:2	47:12 61:5	booked 58:17	
	76:10 83:4	59:1,22	
	84:9 89:5		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: break..carries

break 7:20	18:20	14	called 18:3
92:24	128:18	buy 9:24,25	calls 48:15
93:2,19	Brown 8:11	_____	Calshape
95:7	17:4 27:6	C	70:2 72:7
100:6,12	35:9	_____	73:22
116:14	budget	CAASPP 93:8,	74:19
129:10	55:18,21	18 99:22	77:14
140:5	62:8 63:5	Cabinet 7:18	campaign
149:1,16	64:3	calculate	5:15,23
breakdown	67:10,18	68:1	7:6,9
98:10	72:19,22	calculated	81:25
126:2	78:13,18	67:21,25	102:19
breakfast	79:7 82:21	calendar	capacity
89:24,25	140:9	81:21	105:22
breaking	146:10	91:18,21,	138:19
94:2	147:10,20	24 92:2,4,	capital 53:5
96:10,14	budgeting	15,20	capture
103:14	55:15,22	133:9,11	65:19
breaks 94:16	56:9,13,20	141:1	captures
bridge	65:1 66:15	146:16	29:15
153:17	build 75:20	calibrated	car 9:25
bring 25:23	Buljan 17:4	97:10	care 9:13
49:2 50:6	18:19	calibration	57:23
51:7 55:24	19:11,18	97:8	carried 4:23
71:10	bullying	California	74:20
91:24	18:8,16,	11:1 62:5	carries 3:10
116:11	22,23,24	63:2 93:7	4:4 5:8
142:13	19:3,6	California's	21:23
143:10	business	123:17	24:25 39:8
bringing	50:12,13	call 2:3	43:10 46:4
68:10	businesses	39:9 45:18	61:17 83:5
93:13 96:7	67:16	59:3 67:13	84:10
107:15	busy 70:7	85:6 86:23	85:16 87:8
brings 76:13	butts 14:11,	88:3 99:6	88:13 89:6
brought 8:6			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: carryover..class

91:16	4:17 70:19	62:19 63:9	149:11
92:23	certificates	70:6 74:7,	Chromebook
135:16	153:8,20	16 98:5	75:13
138:4		charts 72:18	chronic
139:23	certification	check 7:2	19:22,23
147:6	53:21	checked 7:8	cigarettes
150:25	79:3,4	child 11:7	9:24
151:22	82:20	13:15,16,	Cirby 35:17
152:9	certified	18,20	city 2:5
153:1	16:7,9	14:22	3:11 4:5
carryover	cetera 10:1	18:12 32:8	5:10 6:4
71:21	challenge	113:5	36:24
carved 29:2	101:16	children	93:23
case 134:17	challenges	10:17	94:4,13
142:25	101:19	31:1,8	109:25
catching	chance 17:2	89:20	132:16,19,
120:15	82:9	110:23	22 150:12
categories	121:9,21,	111:1	151:12,17
98:11	23 130:12	children's	152:4
Catheryn	change 8:24	10:5	claim 88:15,
35:1,3,9	12:10,12,	Chilton 8:25	18,20,22
153:13	13,24 15:1	chime 109:14	89:3
caused 67:14	54:8 64:21	choice 11:16	clarification
celebrate	82:10	13:1 31:15	134:18
19:16	89:10 91:5	choices	clarify
102:20	101:12	130:18	35:20
cell 148:12	104:15	choose 13:15	36:14
Cellar 6:6	109:23	44:16	37:4,6,14,
census 33:14	changed	chosen 31:7	18 38:8
cents 118:1	55:21	Christian	68:20
Certificate	115:3	10:11	class 13:7,
153:12,16	changing	Christmas	22 101:19
certificated	9:11 12:1	148:22	106:25
	15:24		114:15
	chart 13:9		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: classes..commitment

classes	137:3	collectible	27:14
113:22	151:6	49:9	28:21,23
114:20	Cliff 51:1	collecting	29:17
131:6	close 38:14	83:16	31:25 37:5
classification	78:11,15	collective	38:9,17,25
70:22	142:7,9	22:4	40:17
classified	closed 2:6,	collectively	41:6,19
70:13	17 4:8,9,	32:24	45:18
73:15,18	16 28:17	color 98:9	57:20
89:15	88:19	colors 95:15	58:14
90:15	150:3,4,6	combo 128:24	61:12
classroom	closely 48:6	comfort 93:1	79:9,10
70:25	77:18,21	comfortable	82:13 83:2
classrooms	78:3	11:14,21	84:7 85:5
129:14,17	125:20	12:9 15:5	86:18,22
clean 30:22	closer 34:1	49:8,13	88:2 89:3
57:12,13	66:1	commended	90:17
clear 25:15	124:22	58:10	91:4,13
102:23	closing 59:7	comment 7:13	92:3,10
clerk 21:14,	code 83:11	8:2,3,17	103:11
16,18,20,	COLA 62:20,	40:15 43:1	119:5
22 39:10	22 63:4,6	60:12,14	122:6
45:20,22,	67:8,22,23	66:19	124:17
24 46:1,3	68:5,7,8,	90:21	130:4,6
85:7,9,11,	11,22 69:3	107:11	132:12
13,15	78:12	117:8	135:11
86:24	collaborativel	119:10	136:22
87:1,3,5,7	y 111:16	148:15	137:23
88:4,6,8,	collect	comments 3:6	139:18
10,12,14	83:20	4:1 5:5	144:24
133:3	collectability	8:19 14:14	147:2,7
134:15	49:4	21:12	150:20
135:19,20,	collected	22:10	151:18
22 136:5,	83:9,23	24:22 26:3	152:5,21
11,18,21			commission
			16:11
			commitment

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: committed..confident

46:18	communications	compares	comply
118:24	23:18	104:13	123:19
committed	47:10,22	comparing	component
72:13,15	communities	54:8,21	57:10
75:6,7,15,	30:3 31:19	69:10	components
21 76:7	32:19	120:3,5	97:19,25
84:15	34:7,12	comparison	129:12
87:14	35:16	98:13	compromise
119:7,8	community	comparisons	17:10 29:8
147:24	5:14 25:13	72:18	computer
153:25	34:19	105:15	23:17,20
committee	36:19,23	compensated	concern
25:5 28:1,	62:11	53:21	29:1,18
5 43:22	65:19,20	compensation	80:24
123:15,24	124:6,13,	74:6	concerns
126:21,22	16,18,19	complete	46:24
133:6	127:16	62:6	conduct
138:6,17	128:10	completed	56:25 57:7
139:17	compact	68:2 86:2	conducted
148:10	31:17	87:19	83:19
committees	compactness	completely	confer
138:11	31:16	33:22 95:3	107:17
common 30:3,	company	completion	conference
15 49:9,12	46:14 61:6	53:7,9	60:19
59:4 96:6	123:2	84:12,21	116:10
102:25	comparatively	85:19	conferences
113:24	94:13	86:7,9,12	116:12
119:3	compare	87:10,13	confidence
122:20	72:25 74:4	compliance	101:14
communicate	94:7	47:18,19	134:8
32:19	compared	55:6 56:25	144:25
communication	5:18 18:4	compliant	confident
47:12	53:17	33:8 71:9	121:12
124:2	54:2,10		
129:13	95:21		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: conflict..continue

conflict	36:9	7,10,13,19	81:10
140:21		114:17,25	85:20
141:14,16	considers	115:5,7	86:2,13
143:2	31:22	130:7	153:18
144:4,11,	consistent	135:7,13	
14,25	102:2	136:15	consultations
	113:20	137:1,15,	48:16
conformity		21 138:2,	consulted
48:4	constant	18,22,23	91:23
	3:23,25	139:2,6,9,	content
congratulations	4:21 5:2,	12,16,21,	96:20
86:19	5,25 17:19	24 140:22	101:4
connected	21:18,19	141:4,9,	context
41:24	24:18,20	11,25	138:20
connections	30:18,19	142:3,5,10	
6:15	32:7 39:6	143:12	contiguous
	40:19,21	144:3,5,7	31:20 42:2
consensus	41:3 42:6,	146:12,23,	continent
16:1	11 43:5	25 147:3	145:2
consent	44:10,19	149:2,3	continually
9:7	45:1,4,24,	150:11,16,	78:6
11:6,17	25 61:14	19,24	
17:15,16	82:22 83:1	151:21,24	continue
20:12,13	84:2,5	152:2,8,	32:20 33:2
21:4,11	85:2,4,11,	14,19,25	63:1 77:21
22:20,21	12 86:15,		82:4 98:17
23:10	17 87:3,4	Constant's	99:14
conservancy	88:8,9,25	32:23	102:14,19
147:24	89:2 91:8,	constituents	103:6
	11 92:16,	31:10,12	109:5,8
conservative	18 107:21,	construct	115:20
10:9,10	22 108:12,	153:13	116:15
66:4,10,16	16,25	constructing	126:10
78:19	109:10,16,	153:24	127:11,25
conservatively	63:15 64:3	8,25	128:5
		111:10	135:11
consideration		112:9,13,	136:14
25:24		19 113:1,	137:12,22
considerations			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: continued..created

continued 116:3	57:4,10 63:22 73:2 140:10	copy 133:8 core 113:24 Corp 152:16	counterparts 107:18 country 10:11 county 25:4 27:19,22 28:1,5 43:21 59:8,12 62:10 79:3 84:22 86:8 87:20 94:3,12 101:25 103:18,19 133:5 138:6,11, 15 139:17 147:16 couple 26:2 28:23 47:9 49:1 51:6 53:18 57:7 64:12 70:8 77:18 81:1,13 107:12 115:4 117:13 cover 12:20 crafts 7:23 create 23:6 created 25:13 126:21
continues 18:17	controls 48:11,16 57:16	corporation 150:13 151:13,18 152:5,11, 21 153:10	
continuing 7:22 39:24 77:17 81:10 84:16 96:14 102:22 116:8 135:3 138:25	conventions 125:6 conversation 104:11 105:6 109:9 135:4 136:12	correct 27:21 61:3 65:5,6,8, 13 68:16 82:11 144:4,5	
continuously 131:13	conversations 107:13 108:7 109:6 116:25	correlates 93:23 correspondence 28:19	
contract 79:13 80:5	Contract 9:16	corrupt 9:14,18	
contracted 72:4 74:25 77:13	conversion 52:1	cost 19:24 62:20 77:24 78:11 79:16 80:2	
contractor 80:2	Cooley 153:14	cost-of- 67:21	
contributed 5:20	cooling 67:13,17	costs 67:15 78:6,7	
contribution 70:10,13	coordination 92:7	councils 36:24	
contributions 51:17	coordinators 122:14	count 65:23 105:7	
control 47:17 48:13 50:9,11 51:14	COP 153:12, 16		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: creating..daughter's

creating	51:18	curriculums	95:5,7
117:21	52:14,19	123:7	96:7 98:19
Creek 4:12	53:2,13	124:6,21	101:10,12
78:2	54:21	126:9,15,	102:8,20
153:14	55:18	18 128:4	103:1,3,5,
creep 146:1	63:1,13	132:8	13 105:15,
criteria	64:1 67:11	cut 67:18	25 106:2
29:3 33:9	68:21,22	cutbacks	116:5,25
34:4,6	70:11,16,	78:14	117:5
114:6,8	23 71:13,	Cuthbertson	119:14,22,
115:3	15,16,18,	11:23	24 120:8
122:22	22 72:11,	15:10,11,	121:20
123:21	20 73:7	13	123:4
124:23	74:12	cutting	128:14
129:24	77:14 79:5	16:19	date 27:20
criterion	81:12	cycle 96:16	141:18
76:16	123:2	97:12	142:16,19
critical	124:24	98:20	143:21
16:22	126:17,24	99:12	dated 50:8
crying 12:15	128:1	100:23	dates 27:23,
18:11	153:9	curriculum	25 28:2,4
CSA 7:18	curriculum	71:20	133:7,9
CSEA 7:14,	74:12,14	74:12,14	139:25
18,19,21	100:15,16,	100:15,16,	140:3,7,
23:24	19 122:9,	10,17,21,	15,17,20
91:23	25 123:2,	25 123:2,	141:13
curiosity	5,9,17	5,9,17	145:20,25
110:17	124:15,24	124:15,24	146:20,22
curious	125:7	125:7	147:1
44:14	126:11,14,	126:11,14,	daughter
58:15	17,24	17,24	11:13
79:16	127:1,10,	127:1,10,	12:3,16,17
141:5	15,21,23	15,21,23	13:8 14:9
current 11:4	128:1,7,13	128:1,7,13	16:8
	129:11	129:11	daughter's
		cycles 97:16	15:2 16:5
		<hr/>	
		D	
		<hr/>	
		daily 20:1	
		73:6 77:3,	
		20 89:23	
		damned 10:8	
		Dartboard	
		63:2 68:12	
		data 33:14,	
		18 50:8	
		63:3	
		93:22,24	
		94:2,16	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: Dawn..development

Dawn 58:8	decisions	deficit	dependent
day 10:20	149:22,25	55:22	125:17
14:2,5	declare	define	deprived
31:14	82:20	123:20	11:6
32:14	decline 50:2	defined 37:2	Derk 137:11
59:24	declining	definitive	description
85:21	15:20	36:23	23:17,18
89:20	decrease	144:11	descriptions
102:19	49:19 53:3	degrees	20:15,16,
115:23	56:3 69:20	34:22	24,25
126:14	71:19 72:2	delineates	22:24
127:10	80:1,4	83:22	23:23
142:12	decreases	deliver 99:4	24:16,22
days 8:22	78:14	116:2	90:3
40:14	decreasing	delivered	deserve
96:1,25	79:17	127:6,12	20:2,3
deadline	104:20	demand 32:5	designated
28:7	dedication	79:25	63:20
debt 56:6	46:25	demographer	designed
decade	deeper	33:9 37:16	86:1
149:24	121:25	demographers	detail 47:1
December 2:4	deferred	25:12,16	details
25:22	49:11	36:7	83:17
127:5	51:11,14	demonstrate	determined
140:14,24	52:7,13,	83:13	90:5
141:3	15,16	deny 137:17	develop
150:15	53:10	Deol 46:13	123:21
decide	deficiencies	47:3,6	developer
127:21	48:15	58:18,22	83:6,8,19,
128:15	50:11	59:11,17	21,24
decided	57:5,12	60:2,4,6,	development
127:2	deficient	10,17,24	4:12 95:23
decides	121:1	61:1	96:1,18,
59:13			
117:6			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: deviation..district

19,23	differently	discrimination	133:14
97:22	107:5	9:10 18:9	135:12
98:16	difficult	discuss	136:4,22
99:25	37:25	10:25	137:23
100:19	125:1	18:23	139:19
101:6		93:22	147:2
103:7	difficulties	94:24 96:8	150:20
111:23	48:18	98:4	151:18
116:1,9,	diligently	101:19	152:5,21
18,22	46:23	103:1	discussions
119:8	Dimensions	122:23	119:13
deviation	13:10	128:14	125:19
29:5,11,	dip 120:2	discussed	disgusting
12,14 34:2		18:25	9:8
36:2	direction	19:1,2	dismissal
deviations	25:15 36:6	20:4	4:18
33:11	56:5	discussing	disobey 9:17
76:18	directly	15:21	distinction
DHH 17:5	22:16	discussion	23:15
dialed 111:6	director	3:7 4:1	35:13
dialing	89:11,12,	5:5 20:20	district
111:21	16,17	21:2,12	3:12 4:6,
Diamond	90:7,9,11	24:23	19 5:10
153:14	91:6,7	27:13,15	6:5 7:4
Diane 7:15	dirt 86:20	38:17,25	12:9 19:5,
difference	disability	40:17 41:6	8,21,24
34:23	18:10	43:2 45:18	25:5 26:16
76:20	disagree	50:25 51:7	27:7,8,9,
107:3	36:15	61:12 83:2	10 30:10
differences	disagreements	84:7 85:6	31:1,2,6,
33:12	48:18	86:18,22	8,9,12
76:24	disclosures	88:3 89:3	32:9,13,20
differentiatio	50:18	91:13	33:2
n 99:2	discover	97:11	34:14,18,
125:9	8:23	105:1	20 35:1,6,
		119:18	7,11,12
		129:25	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: districting..economic

36:18	districting	5:23	103:17
41:4,5,14,	31:14	door 86:3	dually 92:8
18 42:19,	districts	dotted 98:14	due 69:21
20,22,23,	27:2 30:24	downrange	71:6,20
25 43:22	31:17	117:25	72:4 77:1,
46:18	32:4,18	downswings	6,13
48:6,21	33:12,24	64:21	duties 48:12
51:13,17	34:8,10,	downturn	dynamic 92:6
54:1 55:1,	13,24	81:1	
3,12 57:25	35:24	147:22	<hr/> E <hr/>
58:2,9	36:8,10,17	downward	e-mail 7:6
75:4	40:22 42:2	102:7	e-mails
78:19,24	56:18 62:6	draft 44:3,5	29:16
83:10,12,	76:17	45:17	earlier 9:2
18 84:21	89:20	91:21 92:2	68:4 76:13
88:16	90:1,3	dramatic	105:2
89:18	148:1	122:4	121:3
91:25	dive 129:11	drastic	early 58:7
92:8,11	diving	106:16	107:2
94:4 95:25	119:21	107:4,5	121:10
96:15	121:24	drastically	140:12
102:24	Division	107:8	142:9
103:16	78:4	drawn 36:12,	earned 73:25
108:6	dollar 68:25	16 37:8	ease 46:25
110:6	dollar-wise	draws 30:9	easier 32:18
117:8,17,	68:25	drive 63:21	106:1
23 119:2	dollars	driver 23:3	east 15:14,
124:13,19	19:25 55:5	drop 54:23	21 41:12
130:19	68:10	56:9 64:4	42:20
131:12	domains	69:2	echo 92:10
132:19,23	95:10	dropped	135:6
133:6	donate 6:24,	65:16	economic
138:7	25		
139:18	donations		
149:23			
150:1,13			
153:11,15,			
19			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: economy..end

54:15,21	effort 79:14	elected 27:4	eligibility
76:11,14	91:23 92:6	30:25	64:14
78:9	103:23	electing	eligible
economy 59:7	efforts 5:20	133:14	83:20
67:11	149:25	election	eliminate
ed 13:7,22	Eich 16:5	25:2,3	90:10
148:16	87:11,17,	27:4	ELO-P 71:23
educate	18	39:13,19	embarrassment
102:13,18	eighth 94:22	40:8,24,25	26:17
education	96:23	42:25	embedded
2:5 5:20	103:8	43:19,20	100:1
8:5 18:6	112:3,6	132:22	emphasis
19:2,7,8,	126:6	135:19	54:14
12,13,14,	132:1,7	151:1	employee
16,20	ELA 94:1,18	elections	4:17
20:2,5	95:1,6,7,	25:6,10,11	Employee's
25:4 43:21	24 97:1,	43:23	70:12
49:10 61:5	15,16	elementary	employees
70:20,24	98:6,23	4:11 16:8	7:19 89:19
71:2 72:5	101:21,23	25:17	90:5
74:14,24	102:1	30:6,11	employer
75:24 76:5	103:15,17	32:16	70:10,13
78:6 79:4	106:22	33:23	employment
126:4,5,6	108:15	34:8,10,13	22:22
128:23	115:13	35:6,12,23	enable 10:19
131:20	122:14,17	36:8,10,	78:5
132:19,23	125:23	12,18 53:8	encourage
educational	126:12	78:1 84:13	107:3
78:4	132:6	85:20	131:8
122:14	ELD 96:22	86:10,13	end 28:12
124:2,3	98:21,22	96:16	54:23
128:11	elect 133:2,	97:12,21	78:15
effect	3,6 135:8	98:20	122:19
104:15	138:5,16	99:12,19	
effective	151:2,23	elevated	
97:18,25	152:3	25:21,25	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: ended..exhausted

123:3	enrollment	established	evidence
150:8	15:16,21	153:11	48:24
ended 56:7	77:1,2,19	estimate	evidence-
ending 46:6	78:20	49:6 50:7	125:18
61:20	81:12	estimates	evolutionary
72:10,15	119:18	49:3	117:11
78:16	ensure 48:11	evaluate	exact 81:18
82:19	123:18	126:17	107:14
ends 41:23	ensuring	129:25	exceeded
123:3	47:1	Evaluating	94:1,6,11,
engage 125:1	entering	99:13	17,21
engaged 25:9	54:15	evaluation	95:12,17,
47:14,20	67:12	122:22	20 98:7
144:18	entertain	123:21,22	excellent
145:1	43:2	124:23	147:12
engagement	entire 34:17	126:16,23	exception
123:12	46:25 51:2	128:8	21:5,11
engaging	58:2	evaluations	exceptions
125:11	144:19	49:17	140:4
English	equal 125:24	evening 2:2	excited
63:20	equaling	7:17 15:11	6:11,12
96:18	89:20	46:11,13	16:4 85:25
122:9	era 113:23	47:6 61:22	86:8 115:7
125:2	essential	93:10,17	122:16
enjoy 121:14	96:4 98:19	98:4	129:8
134:24	123:11	122:12	131:16
136:5	essentially	event 11:25	exciting
149:1,7	29:15	135:20	16:13
enjoyed	essentials	everybody's	73:16
135:23	100:25	105:21	Excuse 45:3,
enormous	ESSER 69:21	137:6	7
64:16	establish	149:24	exhausted
enrolled	25:6 43:22	everyone's	149:15
92:8		31:24	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: exist..federal

exist 19:14	55:11,12	extended	134:4
EXP0123-24	71:22 72:7	82:1	135:3
2:19,20	74:18	extra 96:12	139:4
EXP0223-24	77:15	98:3	Farm 34:17
3:15,16	expensing	103:13	fault 4:14
expanding	51:22	116:22	favor 3:8
73:11	expensive	134:2	4:2,22 5:6
expect 65:22	80:5	extremely	24:23
72:8	experience	9:5 12:5,	35:19 39:1
expected	11:15 17:8	14 149:15	43:4 61:12
70:14 71:7	100:9	eye 78:11	83:3 84:8
expecting	132:6		89:4 91:13
77:2,7	144:18	<hr/> F <hr/>	92:21
expelled	expertise	facilities	135:12
2:22 3:17	46:20	15:16	136:22
expended	explain	fact 32:12	137:24
70:3 72:8	76:19,24	71:6	139:19
75:11	104:6	116:16	147:2
expenditure	explanation	factors	150:21
72:22	50:10	77:16	151:19
74:3,23	51:16	104:5	152:6,22
expenditures	explore	fair 59:3,	fear 148:16
70:6	123:7	19	February
71:12,15,	126:10	fairly 102:1	107:16
18,20 72:4	exploring	fairs 81:25	108:19
74:5,10	124:6	families	127:14
75:2 77:10	exposure	5:19 7:19	141:16,21
83:17	132:8	82:5 92:13	142:2,15
expense 52:2	expressed	124:7	143:7,11
71:24,25	31:25 33:5	family 11:9	153:15
76:4	expulsion	32:9,14	federal
expenses	2:19 3:14	fantastic	47:18
52:4 54:7,	extend 46:16	133:23	49:11
18,24			55:4,6
			57:6 69:20
			77:5

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: fee..follow-up

fee 83:8, 19,24	felt 12:15 46:24 49:8,13 66:7 131:10,19	59:22 61:19 62:4 66:22 68:4 78:25 79:5 80:23	147:22,23
feedback 101:9 112:18 114:10,19, 21 118:10, 11,13 124:4,14, 15,20,24 129:1 130:17 131:18 148:17	Fiddyment 29:14 34:16 fidelity 128:4 figuring 119:22 file 79:2 84:21 86:7 87:19	financials 51:22 52:1,5 61:25 62:4 Financing 150:13 151:13,18 152:4,11, 16,21 find 11:20 32:5 39:18 116:16 finding 82:6 findings 50:16 57:2 93:21 94:25 101:22 fine 17:25 142:15 143:21 145:24 finish 28:8 74:22 fired 14:16, 20 firm 46:22 fiscal 59:24 61:23 62:9	fiscally 62:12 fit 28:10 fix 15:19 fixed 19:4 fixing 18:23 flag 2:12 flat 70:11 84:12,16 103:19,20 flexibility 141:17 Floyd 10:23 11:22,24, 25 15:9 focus 36:7 97:2 98:18 100:20 102:14 108:18 120:23 focusing 31:8 54:4, 25 55:11 97:15 folks 60:23 66:19 70:13 74:13 81:9 follow 120:12 follow-up
Feeding 89:21	fill 79:23 filth 9:18 final 8:3 25:23,24 38:15 39:13 40:10 44:3,5 133:7 140:9 finally 12:24 73:20 74:23 75:21 77:9 78:8,24 148:2 financial 47:2,21 55:16		
feel 6:13 11:10,13, 20 12:9 15:5 38:5 66:9 113:19 114:2 115:2 121:12 124:24 125:2,3 131:7,18 144:1			
feels 15:4 41:22 122:1			
fees 83:6, 9,12,21,22			
fellow 7:19			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: Fong..frequent

58:21	47:5 58:13	7,18	forward
Fong 2:2,16	60:12	143:1,5,	32:16 33:4
3:4,10,24	61:2,10,17	17,25	42:22
4:4,22	79:10	144:3,6,8,	78:14 79:7
5:3,8,12	82:13,18,	11 145:5,	80:25
6:9,20	25 83:5,25	8,10,19,	91:24
7:12,25	84:5,10,23	22,25	101:20
10:22	85:3,15,	146:7,14,	107:15
11:22	16,18,22,	24 147:6	118:22
15:8,10,12	24 86:11,	148:3,23	119:19
17:14,18,	16 87:6,7,	149:2,9,18	127:3,25
20,22	8,21,25	150:10,12,	135:17
20:11,18,	88:12,13,	18,25	148:7
21,25	15,21	151:9,11,	foster 63:20
21:3,9,22,	89:1,6,9	15,16,22	found 13:7
23 22:2,5,	90:17	152:1,3,9,	112:21
8,12	91:4,11,16	18 153:1,5	132:5
24:12,19,	92:3,10,	Fong's 26:18	foundation
25 26:2,	18,23 93:4	Food 89:11,	5:10 6:5,
11,14,22	106:4	12,17	7,11,21
27:11	107:21	91:6,7	7:2
29:25	115:9	forecast	112:12,16
30:18	118:20	forecast	
31:23	130:6,24	67:10,18	founded
32:22	131:22	forecasting	10:11
35:21	132:11,15	78:7	fourth 102:8
36:15	133:16	form 48:24	120:15
37:17	134:7	64:15,18	121:4,8
38:9,23	135:8,10,	65:12,16	123:23
39:4,8,12	16 136:16,	66:14	frankly
40:17,20	19 137:2,	124:15	26:17
41:2,9,19	5,8,18,20	format 51:4	105:21
42:18	138:4,8,	98:5,12	free 48:3
43:9,12,15	21,24	forms 65:10	65:15
44:5,8,21	139:14,15,	formula	144:1
45:2,6,10,	23 140:20	63:23 73:2	frequent
13,15	141:3,12,		
46:3,4	21 142:4,		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: freshman..generate

125:18	funding		140:1,2
freshman	54:13,17	G	141:7,10
110:17	55:1,9		142:8,12,
freshmen	56:11,15,	gain 78:13	22 143:6,
108:8	16 63:22	118:5	20 144:17,
Fridly 78:4	67:20	gamble 9:25	22 146:9
Frogstreet	73:2,12	gap 142:11	147:8,9
129:3,7,18	75:24 76:5	Garcia 7:7	151:3,5
130:1	78:14	22:23	152:13,15,
front 11:15	153:18	23:19	20
12:13 37:6	funds 57:6	25:7,9	GASB 52:1
38:5	59:13,18	27:22	Gates 35:1,
47:10,15	63:21	28:9,16	3,9 153:13
50:19	69:22 70:2	39:15,16	gather 129:1
66:14 90:6	72:12,14,	43:11	gave 19:11
frontline	15 73:22	44:2,7,15,	25:15 97:7
117:12	74:13,15	20 60:14,	129:10
FTE 70:18,	75:6,7,10,	18,25	Gender 13:11
21 71:5	15,17,19,	64:23	genders 10:7
full 27:5	22 76:7	65:1,5,8	general 6:6
126:14	77:7,8,15	80:9,11,	8:7,19
127:10	83:18	15,17	22:4 54:25
147:11	84:15	81:23	55:9 70:20
fully 68:1	87:15	82:11 91:2	71:1
72:8 75:11	147:25	93:9,10	126:3,5,6
135:3	funky 36:13	104:22	134:19
145:1	furniture	105:14	generally
fun 18:13	74:11	107:11	34:21
functions	future 22:21	116:21	66:20 80:5
48:8	32:11 64:5	128:16	131:4
fund 54:25	72:14 79:1	131:10	134:14
55:9	122:17	132:24	148:16
72:10,15	125:7	133:1	generate
	FYI 145:21	134:4,14,	43:13
		25 136:1,	
		24 137:16,	
		22 138:9	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: geographically..growth

geographically 41:22	God 2:14	79:7	60:16
geometry 110:12	golf 6:1, 12,16	grade 16:10 93:19	80:1,23 97:10,24 106:17
gerrymandering 26:9 28:24	good 2:2 6:13,17,21 7:17 15:11 46:11,12 47:6 51:5 52:21	94:16,19, 22,23 95:1,6,9, 16 96:4,5, 13,17,23 97:13 98:10 99:24	116:13 117:16 128:24 130:18 131:19 132:11 149:16
girl 13:15	56:10,13, 20 57:3,5 61:22 67:5 78:25 84:14,19 93:10 98:4 101:17 105:1,10 107:20 110:22 112:7,16 118:14 122:12 131:18 134:25 144:13 146:14	102:2,8 103:8 112:3,6,8 120:3,4, 14,15,16, 18,22,25 121:4,6,8 123:10 125:25 126:4,5,6 131:24 132:2,4,8	greater 54:24
girl's 8:24			green 95:14 98:7
girls 9:4,9, 11 10:5,6, 25 11:6 12:4,15 13:3 15:5 16:23			grew 63:12 80:12
girls' 9:7 11:14 12:1,10 14:11,14			grooming 10:17
give 51:15 67:7 105:4 110:21 132:24 134:19 153:7			group 24:14 36:20 88:18 99:1,7,14, 15 117:18 128:18
givers 5:18	gosh 148:6	grammar 125:6	groups 71:17 98:1
giving 36:6 99:10 101:1	Governance 47:11,24 48:1 58:19	graph 13:9	grow 96:15 101:13
goal 11:12 31:13 116:3 119:3	government 83:11	grateful 130:9	growing 39:24 78:20
goals 93:16 117:14	governor 63:5	gratitude 46:16	growth 15:19 33:16,20 63:10,14
	governor's 68:3 78:12	great 17:5, 10 57:15, 23 58:1,9	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: guess..high

70:16	71:4	hand	112:4	38:2	114:9	25:1,22
77:6	78:20	handed		134:22		26:4
101:10			112:17	136:2		38:11,12,
102:21		handicap		139:2,9		14 82:10
guess	9:11		18:10	148:2		115:8
29:18		handing		149:10,11,		131:17
64:20	66:4		111:9	19		148:17
103:12		handled	18:8	hard	7:22	hearings
104:21				58:11		25:18
110:8		handoff		61:24		heart
141:6			110:20	81:17		11:8
144:15		Hanukkah		116:5		13:12,16
148:5			149:11	120:2		30:13
guide	34:5	happen	10:12	133:8		held
37:3			15:7 16:2	149:1		10:20
116:17			19:4,5,7	harder	9:3	25:11,17
guides	96:5		58:19	121:17		81:24
guiding	33:3		59:17	hat	15:14	103:17
gun	9:25	happened		health	62:4,	helped
guys	6:18		12:1,3,20	9 78:25		120:7
8:21,22			18:22			helping
13:6,20,24			49:25	healthy		58:5
14:10,20,		happening		52:22 54:2		60:20
25 55:14			9:3 13:4	56:17		106:3
56:19			14:18,23	hear	14:21	116:23
58:12			15:20	16:4		helps
60:16,20			51:24	102:12		129:1
106:17			81:17	106:21		hey
108:3			103:2	117:18		108:7,
127:23			104:17	heard	9:1	20 110:11,
			107:24	14:8 15:25		19 112:23
			110:13	16:17		high
			129:17	62:21		66:16
						91:25
half	18:16	happy	7:20,	hearing	8:18	92:7,11
93:12			25 12:15	14:11		106:9
				17:24		108:4,5
						109:6
						110:10
						113:3
						114:3,10,
						12,22

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: higher..impact

120:1	66:17	11:19	101:11
121:16	138:19	31:7,22	IAS 70:24
125:17	historically	117:24	71:1
higher 66:23	65:3,10	149:6	IB 16:5,7,
67:14	history	hopeful	9,16,21
101:23,24	83:22	78:22	idea 17:5
103:25	122:15	122:17	80:20
highest	hit 74:11	hoping 17:11	99:15
19:22	76:1 98:21	145:11	117:11
29:11	149:7	horizon	144:13
highest-	HIV 9:20	15:24	ideal 16:2
ranking 18:5	hold 26:19	horrible	ideas 20:4
highlight	93:15	11:7	identified
19:13	153:21	hosting	20:4 50:10
62:15	holding	124:18	identify
72:21	127:16	household	100:24
77:19	128:10	64:14	103:5
highlighted	holes 121:2,	housing 81:7	identity
67:10	10	83:15	13:11
98:23	holiday 7:20	huge 10:18	IEPS 80:19
highlights	holidays	11:5 73:8,	81:19
69:16	7:25 148:2	9 102:14	II 96:12
71:15	149:7,10,	113:24	98:2
Hill 126:11	19	human 9:18	117:2,3
hire 23:4,	Holly 11:23	13:10	IM 113:22
7,8 79:15	15:10	hundred 56:7	114:13,22
80:21,24	home 9:4	63:15	imagine 67:3
hired 23:10	13:19 81:9	hundreds	147:18
79:24	homeless	19:24	immaterial
116:7	104:2	HVAC 75:10	48:3
hiring	honored	_____	impact 77:17
22:16,18	134:7	I	149:23
80:6 81:24	hope 6:2	i-ready	
historical			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: imperative..informing

imperative 83:12	inaudible 17:19	increase 52:19	119:15
implement 52:1 128:1,4	43:11 incentive 65:15	53:6,23 56:10,13 70:14 73:3,10	individuals 8:14,15 indivisible 2:14
implementation 89:21 126:20 128:6	include 71:13 76:15 125:17 126:11	74:17,23 75:1 76:3, 4 77:1,3, 13 79:25 90:13,20, 25 95:2 102:15 103:20 104:1	indoctrinating 10:17 infect 9:20 infiltrated 14:5
implemented 117:20	included 34:17 35:10 70:15,21 71:8,17 87:16	increased 50:3 52:17 63:13 73:5 89:23	inflated 49:23 inflows 51:12 52:16
important 24:9 30:25 78:8 107:23 112:21 130:13,23 138:10 142:12 148:21	includes 41:4 43:25 44:3,5 47:22 63:19 70:19,25 75:16	increases 74:1 75:22 77:8 78:5 90:5	inform 124:5 informal 101:11 information 22:9 28:4 33:14,18 66:22 67:8 68:13 70:7 93:19 94:9 107:16 110:22 122:7 125:12 126:21
impossible 30:7,23		incredible 149:12	
improve 98:17 103:22	including 35:11 124:3 125:14	independent 26:12 33:8 46:5 61:5, 8 99:9	
improved 79:24	Inclusive 19:15	independently 37:8	
improving 78:21	income 54:5		
inaccurate 33:15	incorporated 64:14	individual 8:9 21:24 22:19 82:5 104:24 105:3,23	informational 93:6 124:25 informing 124:7
inappropriate 14:13,14, 19	incorrect 91:1,2		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: infrastructure..item

infrastructure	instrument	133:19	81:7
75:5,15	126:23	136:2,4,12	invest 119:9
initial 29:3	instruments	138:25	invested
32:23	123:22	141:17,19	59:19
initiated	126:16	interim	120:10
17:6	128:8	51:23	investment
Initiative	Insurance	61:19	117:23
75:13	88:18	62:1,3,7,	investments
initiatives	intact 35:7	14 68:13	49:22,23
75:17	Integrated	72:21 75:7	67:15
input 128:25	110:24	76:15	invite 46:13
132:10	111:2,4,8,	77:23	47:3
inquiries	9	82:19	124:19
48:7	interest	141:2	invoices
insight	25:14,16	147:11	53:15
78:13	30:15	internal	involved
132:10	31:19 32:1	47:17	117:4
instruction	33:5 34:7,	48:13 50:9	involving
97:5 98:2,	12,19	57:4,10	24:15,21
3 99:2	35:16	internally	25:1
100:25	36:19,23	79:15	issue 67:4
125:13	41:13,15,	intervention	80:12
instructional	17 42:21	101:6	issued 48:2
70:22,25	59:7 73:25	106:25	56:25 58:6
71:4 75:18	81:14	119:6	issues 49:7
96:19	105:20	120:22,24	149:22
101:2	110:5	121:3	item 2:16,
103:2	119:20	125:10	17 3:13
118:16	121:24	interventions	4:7,9,13,
123:16,19	133:17	120:6	24 5:9
instructionally	134:23	introduce	8:5,10
118:17	136:3	6:3	25:1 26:3
instructions	138:24	invaluable	28:17
99:14	139:11	46:20	38:15
	interested	inventory	
	117:18		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: items..kids

39:12	109:14	106:18	justice 2:15
43:17,18	January 7:22	133:23	justification
46:5 61:18	27:23	134:4	32:15
84:11	28:9,14	135:3	
85:18 87:9	63:5 68:3	139:4	<hr/> K <hr/>
88:15	78:12 79:8	jobs 105:17	
89:10	107:16	John 18:1	Kaseberg
91:17 93:6	127:9,12	Johnny 17:23	35:9,17
132:21	129:19,20	26:5,22	keeping
133:16	140:5	join 2:11	10:15
135:19	142:9	6:11 9:24	30:22
138:4	143:8	93:12	Kelly
139:13,24	149:8	Jr 9:15	122:11,13
143:6	150:7	judgment	key 78:16
147:6	Jefferson	49:3,5,8	108:22
151:1	35:4,8	July 59:24	kicked 97:12
152:10	84:13,18	62:5 86:2	129:3
153:2	Jeremy 8:20	145:16	kid 16:25
items 5:13	Jesse 46:13,	jump 62:13	32:14
8:2,6	17,19 47:3	64:16 66:7	100:3
21:11,24	60:15	jumping	114:9,12
22:20	Jessica	128:16	kiddos 16:15
27:14	81:25	June 46:6	kids 13:25
47:24 49:1	job 20:15,	47:9 50:20	18:13 92:8
51:6 52:8,	16,24,25	72:19,25	99:3,15
11,12	22:24	73:4 74:2,	102:13,17
53:18	23:13,16,	4,22 75:21	105:7
56:12	18,23	76:23 77:2	108:4,22
62:15 86:6	24:16,22	140:7	109:7
93:6 133:2	29:7,24	145:25	110:2,10
134:16	31:20	153:19	111:7
<hr/> J <hr/>	35:18 38:6	jurisdiction	112:2
James 46:14	57:15,23	8:8	113:3,9,
47:3 61:6	58:1,9		14,15,16
Jamey 107:12	90:3		114:2
	102:18		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: kids'..laws

119:25	knew 13:7	89:2	laid 30:2
121:15	14:3	106:4,5	34:9
130:11,14	141:23	107:20	140:17
149:16	knowing	135:6,15	landing 76:6
kids' 101:13	33:19	136:13,17,	language
kind 15:13,	81:18	25 137:19,	96:19,20
20,23,25	knowingly	21 138:3	108:18
16:2 27:17	9:19	139:22	109:4
29:15 30:2	knowledge	141:15	111:14,16,
41:25 50:6	9:7 48:23	143:4,23	18,19,24
51:4 52:6,	130:18	144:1,18,	112:11
14 55:2	Krafka 4:21	21 145:4,	115:8
80:11,25	21:16,17	6,9,11,14	122:9
81:13 82:2	29:25 30:1	147:4	124:7
100:9	37:18	148:23,24	140:15
104:16	38:21,24	150:23	LAO 67:9,
105:1,3,8,	39:3 41:7,	151:14,16,	17,21
19 107:15,	10 42:10	20 152:7,	147:18
17 109:14	43:7	24	large 31:1
114:10,11	44:22,25	Krafka's	49:10
121:10	45:5,8,12,	35:14	54:17 66:8
129:11	16,22,23	42:21	100:5
136:9	58:14,15,	119:4	largely 30:4
138:10	20 59:10,	kudos 60:21	largest
145:21	16 60:1,3,	130:20	29:13
148:14	5,7 61:9,	Kwanza	late 68:2
kindergarten	11,15	149:11	121:11
122:10	65:9,14,24	<hr/>	136:7
128:17,25	66:2	L	launch 120:1
129:2	68:14,17	<hr/>	law 9:8
130:3	79:11,12,	labeled 9:22	11:1,4
131:21	20,22 80:3	labor 71:17	15:2 36:9
kinds 19:1	81:20	74:6	laws 9:13,
64:13	82:9,12,15	79:13,16	16,17,19
Knadler 18:1	85:9,10	80:5	
26:22,23	87:1,2	lacks 125:2	
	88:6,7,23		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: LCAP..long

57:2	110:5	95:1,6,9,	39:21
123:19	123:6,9	16 96:4	47:24
LCAP 146:11	leave 58:11	98:10	49:14
LCFF 55:2	66:11	123:10	50:22
56:11,16	142:20,23	125:9	94:14
63:23	144:15	132:8	listening
68:10 73:2	145:10	levels 96:5,	106:19
77:5	led 56:24	14 102:2	literacy
lead 16:7,	78:4	125:25	97:19,25
24 22:14	Leddy 14:13	Lewis 6:5	literary
29:20	lefty 10:14	liabilities	125:12
90:22	legal 9:15	53:12,13,	live 33:2
116:23	legally	19 56:1	living
117:7	9:19,21	liability	42:14,16
leadership	33:7	49:5,15,	52:10
57:25	legislative	20,24 50:3	62:20
133:24	67:9	51:12	67:22
leading	140:14	52:17	78:11
22:16	lesson 99:4	53:22,23	LLP 61:6
134:1	lessons	56:3	local 49:10
lean 30:21	110:13	liberty 2:15	63:22
leaning 42:4	letter 32:5	lie 9:3	69:25
learn 96:9	47:11,17,	lifetime	70:1,2
110:3	18,19,24	72:20	73:1,21,25
learned	48:1 57:4	light 33:3	140:10
16:25	58:19,21,	likelihood	locally
learner	22,24	120:19	82:1,4
63:20	letting	lines 31:18	locker 8:25
learners	13:24	74:7	10:25
125:3,10	14:25	link 7:7	11:14
learning	level 83:20	links 129:15	12:2,4,10
14:6 73:11	93:19	list 86:6	15:6
92:1 93:22	94:2,11,	listed 24:16	long 40:24
98:18	16,19,23		42:7 81:15

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: long-range..makes

127:19	121:15	37:24	44:22
145:23	130:9,20	50:17	50:15
148:25	134:2	58:24	57:21
149:5	147:11	mailed 7:3	58:10 63:6
long-range	148:5	main 11:12	66:25 67:2
77:17	149:21,22	31:17,19	71:9 72:15
long-term	lots 107:9	34:5 35:25	77:22
15:18	lottery	maintain	82:22 84:2
53:17,19	73:13	34:7 35:16	88:23 91:8
56:1 75:5	love 7:10	44:17	92:12
longer 52:10	137:12	maintaining	100:17
65:15	143:13	34:12,25	101:1,2,3
longest	loved 130:14	maintains	103:5
42:13	low 81:8	34:13	107:18
longevity	125:14	maintenance	108:22
52:9	low-income	74:19 75:9	109:7
looked 90:2	63:20	major 57:8	112:2,22
99:21	lower 104:4	72:21	113:8,15
100:14	120:24	153:24	114:7,8
loop 109:19	lowest 19:22	majority	115:12,16,
loss 59:9,	lunacy 10:14	52:18	23 123:25
15	lunch 89:24	53:23	124:3,12
lot 6:17,18	90:1	54:19	127:11
9:3 12:15	lunches	55:1,8,12	130:18
20:6 33:16	65:15	72:15	134:16
36:9 49:24	lying 10:16	147:19	135:7
58:4 70:6	12:19	make 6:17	136:17
80:5 96:13	<hr/>	16:11	137:15
100:20	M	17:12	140:12
101:10	<hr/>	18:13	143:19
103:14,21,	made 7:2	22:10	145:12
22 104:5	9:19 12:12	32:18 34:1	146:15
108:17	23:2 24:10	38:19	149:25
119:9,20	29:10 33:9	39:25	151:24
120:25		40:19,22	152:14
			makes 51:17
			52:18
			72:14

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: making..meet

making 41:16	32:1,21	materials	38:13,15
46:24	34:11 35:6	71:22	43:17
64:17	37:11,20	75:18	102:19
99:20	38:5,16,	123:16,19,	136:1
102:23	18,19,24	24 124:12	mature 57:12
113:2	39:13,16	125:4,8,16	maximize
119:23	43:19	127:6,11	123:6
130:19	44:3,6,11	129:8,9	maximizes
male 11:15	45:17	132:3	91:25
man 17:6	maps 25:12,	math 94:10,	McGeorge
management	18,19,20,	20 95:3,6	6:5,10
48:7,19	21,24	98:5,12,	7:11
49:2,4,8	26:8,9,12	17,25 99:2	Mcgraw
50:25 51:7	27:8,13,	100:15	126:11
57:15	15,18 32:6	101:3,13,	MDNA 52:25
89:16,22	33:7,22	21,24	meaning 81:7
90:15	34:9,11,	102:1,5	82:4
117:12	15,21,23	103:15,17,	meaningful
manager 6:6	35:5 37:6,	19 106:24,	99:8,13
managing	7,11 38:4	25 108:9,	means 48:2
134:3	March 68:13	14,15	78:22 79:4
mandated	127:12,16,	109:3	measure
83:11	17 128:9	110:17,24	119:22
manner	142:11,13,	111:2,4,5,	120:10
36:13,17	16,19	8,9 112:10	measured
92:6	margins	113:22	76:17
144:24	33:13	115:13,22	measurement
map 25:2	mark 145:17	119:23	51:19
26:1,8,15,	market 49:22	120:11,22	media 81:25
20 28:12,	59:3,19	121:1,12,	meet 28:17
15,22	Marta 46:14	14	79:4 95:13
29:6,7,10,	47:3 61:6	matter 8:8	108:14
22,23	match 102:5	9:11	113:16
30:9,17	material	32:12,13	
31:7,22	50:12 59:5	33:1 98:24	
		145:2	
		matters	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: meeting..modified

129:23	38:4 109:3	merit 26:19	52:15,16,
131:12	110:19	Merry 148:22	19,21 53:6
135:25	116:24	149:10	54:1,6,7,
138:16	134:11,12,		10,24
140:23	21 140:16	met 6:7	55:23
meeting 2:4	148:5,10	33:10	56:6,8
15:15	149:21	94:1,6,10,	68:9,14
16:18	Meghan 143:2	17,21	69:3 70:1,
18:2,21	member 32:8,	95:12,13,	2 74:17
19:10 20:9	20 37:13	17,20	153:13,17,
25:21	138:5	98:7,8,9	20
27:20	139:17	126:23	
28:12,14	members 3:9	127:1	mind 25:7
37:19 78:7	4:3 5:7	138:11	33:13,19
99:10	6:4 7:18,	methods	106:3
101:17	21 8:4,22	101:2	mindful
108:19	24:24 25:3	middle 31:4,	54:16
109:15	28:1 42:9	5 35:25	55:14,24
120:14	43:20 83:4	74:16	minds 10:5
132:16,18,	84:9 89:5	87:11	mine 106:2
20 133:7,9	91:15	96:25	minutes 8:9
134:2,10,	92:22	97:21	93:2 136:7
14 135:21,	124:13,16,	99:18	150:15,20
22 136:8	19 138:6	100:14,15,	missed 4:14
139:25	147:7	21,22	missing
140:7,12,	mention	106:24	16:15
14,25	19:11	111:3	108:9
141:24	mentioned	122:9,17	mix 113:5
144:19	47:23	124:7	MLK 9:15
146:20,22	52:17	125:23	model 56:11
147:1	57:4,18	131:23	modifications
148:25	68:4 76:13	military	37:19
149:5	77:12	9:25	modified
150:6,12	78:10	million	26:11
153:7	mentioning	19:25	37:11
meetings	113:22	51:10,15	
25:11,12			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: moment..navigated

moment 43:13	motion 2:24	147:6	moving 5:9
55:7 136:9	3:4,6,10,	150:14,18,	7:12 20:11
Monday 12:21	19,24 4:1,	25 151:9,	25:10 33:4
140:25	4,23,25	14,15,22,	43:16
Mondays	5:3,8	23,24	78:14
141:2	17:15	152:2,9,	80:25
money 6:18	20:12	12,14,18	90:7,24
53:3 59:12	21:3,6,9,	153:1	94:12
72:6 73:18	23 24:14,	move 3:1,21	101:20
119:9	19,25	5:1 8:1	119:19
monitor	38:18,19,	17:14	127:24
77:18,20,	21,23 39:8	24:17 32:4	133:16
25 78:5	40:19,22	38:12,14	multi 72:10
97:5	41:2 43:1,	61:7 69:15	multi- 62:13
102:20	3,10,24	70:5 74:3	69:18
monitoring	44:8,21,22	81:9 84:25	multi-year
112:2	45:14,15	87:23 90:9	71:11 75:9
123:10	46:4 61:4,	92:16 93:5	multiple
monitors	10,17	106:15,16,	14:12 18:5
71:1	82:18,22,	21 107:6,7	25:11
Monk's 6:6	25 83:5,25	122:8	30:20
monsters	84:2,5,10,	127:3	music 5:20
10:4	23 85:3,16	130:1	mutilate
month 5:15	86:11,16	132:15,18	10:2
18:17,18	87:8,21,25	133:13	
140:3,8	88:13,21,	137:9	<hr/> N <hr/>
months 18:20	23 89:1,6	139:12	Nadler 17:21
128:19	91:5,8,11,	140:12	26:5
148:6	16 92:14,	142:19	nation 2:14
149:20	18,23	144:13	natural 36:1
monumental	135:7,10,	146:21	nature 8:7
85:21	16 136:16,	150:16	navigated
moral 9:15,	18,19,20	151:11	46:21
17	137:4,13,	moved 10:13	
	15,20	12:24 21:7	
	138:4	86:14	
	139:14,23	moves 90:12	
	146:19,24		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: Nay..omitted

Nay 39:6	26:4	109:10	obtain 28:2
45:25	nights	110:11	48:23
necessarily	124:19	notify 23:7,	obvious 26:8
34:4 76:21	127:17	9	occur 78:6
needed	128:10	November	October
50:14,17	ninth 112:6,	12:3 25:20	61:20 62:5
68:1 99:11	8	126:22	82:19 96:2
134:18	noes 44:16	129:5	126:21
needle	nominate	number 2:19	offer 42:1
106:15,16,	136:2,18	3:15 5:17,	105:24
21 107:6,8	138:17	18 8:14	125:4
negative	152:12	30:6 32:15	offered
29:4,13	non-agenda	43:18	89:25
Neighborhood	8:10	62:14	office
34:25	normalize	64:1,4	12:24,25
net 49:5	10:8	81:4,5,18	50:13
51:8	note 51:1	91:1,2	60:18 67:9
52:20,22	65:10	131:6	79:3 84:22
54:1,22	72:13 78:8	numbers	124:13,20
56:3	90:19,20	71:10	officers
networks	94:25 95:5	109:11	132:22
75:16	noted 39:23	<hr/>	133:6
newest 6:4	44:17	o	151:1
news 52:21	50:16 57:5	obey 9:16	official
56:10,14,	notice 22:25	object 72:3	84:21
20 57:3,5	24:8 70:9	74:24	officially
nexus 36:20	84:11,21	objective	86:3
nice 35:18	85:19	30:12	offset 53:5
41:22	86:7,12	objectives	75:23
116:10	87:9,13	30:3,4	Oftentimes
130:16	noticed	obligations	135:25
149:7	131:23	79:5	older 119:25
Nicole 10:23	noticing	observation	omitted
11:22,25	108:8	118:10	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: on-demand..packet

50:18	operations	option 17:4	outlier 56:2
on-demand	89:23	81:8	outlines
97:2	opine 28:24	141:20	47:13 83:9
on-demanding	57:8	142:8	outlook 78:9
97:2	opinion 11:9	options	outsourced
one's 121:23	47:16	39:17	79:13,16
one- 74:12	48:1,2,14,	126:11	outstanding
one-time	25 50:21,	order 2:5	53:16
54:12,14	23,24	30:3	153:7
56:15	56:24 57:1	123:11,21,	outvoted
69:21	opinionated	24 127:7	27:10
71:25 72:4	130:15	150:14	overlay
74:15	opinions	organization	34:10
77:7,8,15	57:9	43:22	oversight
one-to-one	opportunities	132:21	89:22
75:13	73:12	133:6	overview
ongoing	125:5,14,	138:7	25:8 39:14
71:24 76:4	18,19	139:18	105:22
Oops 127:9	opportunity	organizational	107:22
open 4:16	123:6	132:16,18	118:23
8:3,6 26:3	132:9	140:16	123:14
27:12	oppose 9:10	organizations	132:25
53:23 79:9	opposed 3:10	36:25	134:19
133:18	4:4 5:8	orientation	138:8
135:1,4	24:25 27:7	13:12	151:4
136:11	39:5 43:10	originally	overwhelming
140:18	61:17 83:5	39:21	100:3
open-minded	84:10 89:6	outdated	
16:22	91:16	124:25	<hr/> P <hr/>
opened 86:3	92:23	outflow 52:3	p.m. 93:5
operating	135:16	outflows	128:10
72:3 74:18	137:2	51:11,14	pacing 96:5
75:1	151:22	52:15	packet 58:20
	opposite	53:11	
	49:25		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: pages..performance

144:19	114:7	payable	68:8 69:2
pages 23:10	116:24,25	53:14	73:6,7
50:22 51:3	130:14	PBIS 103:9	76:11,12,
paid 87:15	131:20	PCOE 75:23	14 89:24,
panel 2:18,	145:16	PD 97:16	25 90:13,
21,22	participants	100:23	19,21,22
3:14,17	5:17	106:18,22	93:25
16:10	participate	PDF 39:17	94:10,17,
paper 4:14	130:10	pedophile	20 95:20
59:18	participating	9:23	101:22
parent 16:10	16:6 126:1	pedophiles	104:14
65:11	129:14	9:14	105:21
129:13	130:21	pending 4:18	106:12
parental	participation	133:10	143:23
8:23	53:21	pension	percentage
parents 8:23	153:8,12,	49:5,15,	80:18
10:13	16,21	16,19,23	94:15
14:17,21	partners	50:3 51:12	95:12,15
36:4 66:14	74:6	52:5,17	101:22,23
114:8	124:2,4	53:22,24	104:9
129:15	128:11	56:3	percentage-
143:8	parts 35:10	people 10:3	wise 94:6
149:16	pass 60:22	12:18,20	percentages
parents' 9:7	passed 65:11	27:3,4	94:14,19
Park 34:18	84:20	36:20	107:25
part 7:23	passion	52:10	112:15
26:18	16:16	66:23 67:3	perfect
65:16,18	past 58:16	105:16	69:14
67:14	105:9	138:17	114:25
74:25	112:20	141:13	117:7
80:12	133:21	percent	perform
84:15	patience 2:3	29:12 36:3	47:21
87:14	patterns	41:12 50:2	48:12
109:15	105:4	56:19,20	performance
			93:8 94:22
			99:21

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: performed..populations

100:2	pieces 9:18	Placer 84:22	plethora 9:4
performed	piggyback	94:3,12	plug 118:8
48:7 95:9	119:4	101:25	121:10
performs	pilot 122:9,	138:6,15	point 5:22
101:25	17,23	139:17	20:8 23:1
period 46:6	123:1,16,	147:16	27:12
50:15	24 124:8,	plan 37:10	28:3,13
51:19,20	9,12	49:23 64:3	31:4 34:1
52:14	125:21,22	75:4,9,12	35:15 42:5
61:19 62:5	126:1,8,	80:4,7,20	55:22 61:2
67:13,17	13,15,20,	81:17 97:5	63:17
82:19	22,24	124:2	65:21 67:5
PERS 49:16	127:4,8,	140:10	69:2,16
51:18	13,14,18,	143:7,8	70:8 71:3
70:12	20,25	146:3	82:3 126:1
person 9:19,	128:1,3,4,	planned	146:16
20 138:16	5,7,14,18,	50:16	points
personal	22 129:3,	planning	101:23,24
11:10	4,9,14,15,	15:17,18	poison 10:4
66:21	16,18,21,	77:17 79:1	policies
personally	25 130:1,	PLC 96:3,14	48:9
28:22	2,3,5	98:18	policy 11:4,
personnel	131:5	100:23	5 18:22
23:9	132:3	102:22	148:10,12
142:14,23	Piloting	112:1	politicians
perspective	130:8	116:23,24	9:14
132:5,10	pilots	118:17	pooled 59:12
pervasive	126:14	PLCS 96:7	population
18:9,18	128:6	102:24	29:4
19:6	pivotal 47:1	119:7	33:11,20
phase 73:23	place 4:17	pleased 86:5	103:25
153:13	9:6 37:2	pleases	104:2,14,
phone 148:12	57:16	142:15	15,19,20
	75:25	pledge 2:8,	populations
	134:11	11,12	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: portion..privacy

125:3	126:18	19:11,19	preview
portion 7:13	128:15	59:23 62:3	124:14,20
8:2	141:16	93:11	128:12
position	potentially	106:2,6,19	previous
23:5,7,9,	81:1	122:19	37:19 66:8
11,23 51:8	practice	131:1	78:10
52:20,22	125:5	presentations	95:16
54:1,9,22	practices	5:9 46:8	previously
90:9,11	50:12	118:21	31:25 33:5
133:23	97:18	149:4,12	primarily
138:10	100:23	presented	77:1
position's	117:22	8:12	primary
23:14	118:16	presenting	25:16
positions	pre 97:3	89:15	31:18
22:19 81:4	pre-k 74:13	91:21 93:9	119:3
89:17	prefer 27:9	103:24	principal
90:13	28:22	president	116:24
positive	30:20	5:11,12	153:20
29:11	142:22	21:22 46:3	principals
79:3,4	preference	85:15 87:7	82:5
82:20	29:23	88:12	118:10
99:19	premise 66:5	133:2,15,	principles
118:13	preparation	22,25	34:5
possibly	134:11	134:6,22	printed
15:24 17:4	prepared	135:4,8,11	104:23
60:21	109:8	151:2,6,	prior 51:11
post 97:3	113:9	10,12,17	53:17
124:15	114:3	152:2	54:2,6,9,
posted	preparing	pretty 70:7	10 134:11
40:14,15	113:3	79:21	140:13
71:21	present 83:8	102:3	150:14
potential	127:22	110:21	prioritize
2:19 3:14	presentation	112:11,16	123:21
78:5,13		120:23	privacy 67:4
124:20		prevented	
		9:6	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: private..provide

private	66:13 79:2	program	64:5 77:23
13:13	116:23	16:5,19	78:18
proactive	117:5	17:5 19:13	81:13
57:19	122:21	71:23 72:8	projects
probability	123:14,17	73:12,16,	53:4,7
143:24	124:9,10	17 74:19	67:17
problem	125:21	77:14	74:20,21
10:15,16,	126:20,25	117:9	75:5,8
17,18 11:5	127:8	125:13	83:18
18:24	129:16	130:16	153:2,3,9,
99:24	131:14	programs	22,24,25
100:5	148:19	15:22	prompts 97:3
101:16	professional	57:8,9	Prop 67:19
problematic	93:22	117:19	proper 57:15
29:20	95:23	130:9	property
144:21	96:1,18,22	131:5	4:10,11
problems	97:22	progress	proposal
29:20	98:16	93:8 96:15	25:4 43:21
99:20	99:25	97:5	68:4 78:13
100:10	100:18	102:20	79:8 90:7
procedures	101:5	119:23	propose
48:9	103:7	123:10	144:15
proceed	111:23	project	proposed
41:10	116:1,9,	68:22	58:16 90:6
process 8:16	18,22	74:22	133:8
16:11	119:8	78:20	prosecuted
23:24 28:8	149:14	84:12	9:23
30:2 32:12	professionalis	87:11,14,	protecting
36:25 37:3	m 46:17	16	9:9
38:7,11	proficiency	projected	proud 147:20
46:19,25	110:5	63:15	provide
47:8	proficient	82:21	39:14 97:8
48:17,18	108:24	projection	100:24
55:15	110:3	68:21	107:9
64:15,18	profile	projections	
	114:11	62:14 63:4	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: provided..read

121:25	purchased	44:10 64:7	147:14
124:14,20	71:23	66:5 69:12	151:3
132:9	74:12,15	90:16,18	quorum 28:2
provided	purpose	103:13	143:14
39:17	153:6	108:3	145:24
48:22	purposes	112:17	146:9,18
58:25	59:23	115:11,14,	
147:14	pushed 9:12	16 131:22	<hr/> R <hr/>
providing	pushes 26:13	137:11	raise 6:17
25:8 46:20	put 11:6	140:22	raised 5:16
100:18	27:25 52:2	145:17	rate 70:10
117:1	59:20	questions	79:23
public 7:13	66:13	46:24	rates 19:22
8:1,3,17,	103:22	57:19	59:7 81:14
18,19 11:9	105:19	58:12,14	ratification
17:24	111:15	60:11,12	22:15
25:1,18	133:8	79:9,10	23:13,16,
26:2,4	140:6	82:13 91:4	21
29:17	puts 29:10	92:3	ratifying
37:10	putting	100:1,13	24:3
38:10,14	15:14 28:4	103:11	ratio 71:7
40:15	130:8	105:10	RCSD 97:9
70:12	147:24	124:17	101:22,25
148:15		125:18	102:6
150:13	<hr/> Q <hr/>	128:12	123:4
151:12,17	quality	130:5,6	124:15
152:4,11,	110:22	132:12	re- 27:3
15,20	111:7	134:17	re-roofing
pull 20:14	125:17	144:23	87:16
51:6 99:6	quarters	quick 39:14	reached
pulled 14:2,	67:24 68:1	51:15	57:20
4	question	60:14	read 51:2,3
punch 86:6	6:24 22:11	90:18	
purchase	27:16 41:8	108:3	
4:10,11		123:13	
74:11		138:8,12	
		146:1	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: reading..registration

reading	106:24	93:5,16	58:5
124:25	117:11	reckoning	recruit 82:4
144:19	receivable	10:20	rectangles
readmission	49:14	Recoat 84:12	53:2
3:11 4:5	receivables	recoated	red 95:19
ready 61:25	49:4,9,10	84:19	redistricting
86:7 108:4	receive	recognize	8:16 19:1
110:23	48:19	52:13	37:8
114:23	62:21	73:14,20,	reduce 71:7
120:1	67:19 68:9	24 74:18	80:7
149:15	75:24	recognized	reduction
real 4:10	76:19	73:2	67:15
realign	83:20	recommend	69:3,5,6
97:17	126:13	127:22	71:21
realigning	127:10,15	recommendation	75:23 76:5
96:3	128:5	2:18,21,25	reevaluated
realignment	129:21	3:2,13,16,	60:1
75:25	received	20,22	referred
reality	5:17 25:19	123:25	93:18
118:4	28:23	128:15	referring
realize	29:17 32:5	recommendation	53:1
59:15	63:22	s 50:14	reflect
146:18	73:21	recommending	68:11
reason 30:16	83:12	88:19	reflecting
55:5,23	90:21	record 28:21	114:6
59:20 67:1	96:18,24	38:8 43:14	reflective
106:7	97:22	47:2 93:3	109:11
reasons	129:4,7	Recorder's	region 94:3,
30:20	receiving	84:22	12 103:18,
35:19 42:4	28:18	Recording	20
rebound	recent 42:25	2:1	registration
49:22	recently	recoup 149:8	64:15,18
recall 44:12	14:16	recreate	65:17
49:18	67:12 96:2		
	recess 43:16		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: regular..required

66:13	releases	75:12	42:7,12,
regular 18:2	63:5	87:10,14	19,23
19:10	religion	replacements	48:20
regulations	13:18	84:15	54:11 55:8
8:11 57:3,	religions	report 2:17	56:23
17 123:20	9:10	4:8 46:5	125:24
reimbursement	remain 78:19	47:15,17	128:23
73:14	102:1	48:3,13	131:11,19
reject 28:15	remainder	49:15	representative
29:22	2:23 3:18	50:21 51:3	42:24
88:15,20,	remaining	59:2 61:8,	138:5
21 89:2	81:8	19 62:4,7,	139:13
138:14	remains	8 67:11	representative
rejected	79:18,19	68:5 78:17	s 127:2
147:15	remarks	82:19	represented
rejecting	32:23	83:8,9,21,	34:21
28:12	remember	24 153:2,	representing
related 8:15	17:6	3,8	42:15
20:23 26:3	reminder	reported	98:14
51:12	5:25 97:24	18:4 62:10	reprieve
95:24	removed	reporting	76:2
136:1	11:18	2:16 59:8	republic
140:15	Renee 133:10	67:3	2:13
relates	rent 9:25	reports 5:9	request
107:17	reorganization	62:7,9	89:10
relating	25:5	76:15	91:22
20:15	repercussions	104:24	140:11
relative	9:21	105:23	requested
103:17,18	replaced	represent	37:19
106:7	11:18	32:14,25	requesting
released	84:17	41:14	25:18
67:10,12	replacement	68:25	requests
68:3		90:12	22:24
		representation	required
		39:25	
		41:11,16	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: requires..roofs

33:17	120:11	revenue 68:9	revisit
76:12	129:15	69:20,25	141:14
requires	responding	70:1,3	146:19
21:12	103:3	72:21,24	rights 8:23
45:18	responsibiliti	73:11,19,	11:18,19
49:2,4	es 90:4	21,25	15:3 36:13
62:6 85:6	responsibility	77:4,5	rigor 95:2
86:22 88:3	9:16,17	revenues	102:4
requiring	responsible	54:5,25	risk 16:24
11:2 80:19	89:22	62:19 67:6	road 29:21
resale 81:8	rest 58:8	69:15,17,	120:20
reserve	81:21	19 72:25	121:17
56:18	149:7	73:1,21	Rob 152:3
76:13	restaurant	74:2	Rocks 5:15
reserves	6:16	reversed	7:5,9
76:9,11	restrict	59:23,25	role
resolution	8:11	review 25:20	115:12,18
43:13,18,	restricted	46:14 62:3	134:5
24 44:12,	37:24	93:17,18,	135:20,23
13,14,15,	72:12	21 122:21	136:14
18,23	results	123:13,17	137:12,17
45:9,11,	46:15	126:23	139:5
12,13	47:4,8	127:16	roll 39:9
84:11,20,	49:20 50:1	128:10	45:18 85:6
24 85:1,5,	54:10 55:7	133:9	86:23 88:3
19 86:9,	57:24	141:10	roll-call
12,18	93:6,17	153:22	21:12
87:9,18,22	117:25	reviewed	roof 84:15
88:2	118:22	32:6 88:18	87:10,14
resolved	143:10	123:4	roofing
57:22 86:6	Retirement	reviewing	75:10
resource	70:10,12	148:18	roofs 84:12,
51:5	return 7:21	reviews	16
resources	65:11	27:19	
49:11 82:8		revised	
		82:21	

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: room..school

room 8:25	129:24	Saturday	34:8,10
10:25		141:23,24	35:12,23
11:14	rubrics		36:8,10,
12:2,4	97:10	Savannah	12,21
15:6 119:1	123:23	8:20	43:22 47:4
	126:17	10:22,24	62:6,24,25
rooms 60:19		SBAC 93:17,	63:1,11,12
Roosevelt	rules 57:16	22	67:23
151:12	run 135:22	scaffolding	68:11
	143:9	125:9	69:22
Roseville	running		70:17
2:4 3:11	73:18	scared	71:8,19
4:5 5:10,	134:10,20	136:10	72:5 73:8
14,15 6:4	136:7	schedule	75:12,19,
7:5,9		89:11,16	20 76:1
33:16,21	<hr/> s <hr/>	90:6,15	78:1,23
93:23		91:6	81:22
94:4,13	Sacramento	114:14	82:10
97:23	138:15	124:14	83:14,15
106:8	147:16	145:18	84:13
109:25	sad 16:14	scholastic	85:20
110:10	safe 11:13,	129:21	86:2,10,
132:16,19,	20 12:9	130:2	13,21
22 150:12	safety 75:18	school 2:5,	87:11
151:17		23 3:12,18	89:19
152:4	salaries	4:6,11	91:17,25
rosy 78:10	54:19	5:10 6:4	92:2,8,11,
rough 113:25	55:13 74:8	7:24 9:2	15,20 93:7
roughly 36:2	salary	12:23 13:8	97:1,21
80:13	89:11,16	14:2 15:25	99:18
routes 23:6	90:6,15	16:7,9	100:14,15,
	91:6	17:9 18:2,	21,22
RSP 126:4	samples 97:9	5,15,21,25	103:2
RTA 7:16	Sargeant	19:5,8,10,	104:24
91:23	16:8	15 25:5,17	106:24
107:17	satisfied	30:11 31:5	107:13
rubric	106:13	32:18	108:4,5
			109:6

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: School's..service

110:10	153:24	secrets	separation
113:3		10:15	41:23 42:1
114:11,12,	SCHREY		
22 116:2,	110:20	section	September
18 120:1	111:1,11	76:16	150:15
121:15,16	112:10,14,	98:21,23	sequence
122:9,17	24 113:5,	132:2	25:3 43:20
123:3	8,11,14	seek 125:24	sequences
124:7	science	select 40:14	125:17
125:23	108:19	123:15	sequencing
131:23	109:3	selected	26:1,25
132:16,19,	scope 47:13,	123:24	39:13,18,
22 138:6	20	selection	19 40:8,
139:18	score 128:7	126:24	10,18 41:4
140:13	scores 19:22	selections	44:4,6,23
150:13	102:1,5	124:25	45:17
School's	103:22	selects	serve 31:1,2
150:13	105:3	123:15	89:19
151:12,17	106:6	SELPA 75:25	133:4
152:4	118:8	semester	134:23
schools	SDC 128:24	147:19	135:4,11
17:12	search 7:5	send 20:5	136:21
30:7,14,23	seat 26:19	133:11	137:12,22
31:4 32:17	102:17	sending	138:25
33:23	seats 26:25	114:22	139:2,13,
34:16,21	27:1 40:1	144:19,22,	16
35:17,25	secondary	23	served 42:9
36:18	135:20	sense 34:15	89:24
41:15 42:5	secretary	99:20	133:21
67:20 78:9	133:4	separate	134:8
88:17	137:10,16,	101:18	138:18
105:3	22 151:7	separately	serves
111:3	152:11,15,	21:25	135:20
112:8	20	service	138:21
114:3			139:24
117:20			
119:15			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: services..site

services	131:23	shore	121:10	116:23
63:1 68:12	132:2,4	short	5:11,	side-by-side
72:2,3,5	seventh-grade	12 7:1		105:14
74:17,25	10:25	26:24		sides 40:1
75:1,23	severe 18:9,	43:16		60:7,9
77:11,13	14 19:6	64:24		61:18
78:4 80:2	sex 9:22	81:21,24		SIG 88:17,
89:11,12,	13:7,13,22	93:4		19
17 91:6,7	148:16	short-term		signals
122:14	Sexual 13:11	82:7		147:17
serving 32:8	Sexuality	shorter 27:3		significant
133:19,24	13:10	shout 131:1		33:20
134:22	shape 84:20	show 26:18		49:19
135:18	share 6:17	55:8 62:9,		50:11,17
136:5,11	30:23	11 79:8		57:11
139:1	32:25	83:12,13,		64:21
session 2:7,	36:19	15 117:24		80:18
17 4:8,9,	42:21	showing 50:5		significantly
16 8:6	119:2	78:24		119:12
28:17	shared 30:4	83:16		similar 9:1
88:19	38:10	94:10,12,		87:13
150:3,4,6	62:11	17,18,21		90:3,4
set 32:15	71:14	95:19		95:1
76:17	129:13	shows 62:4		101:25
105:25	sharing	68:12		102:3
109:4	66:21	71:12 75:6		119:18
117:15	sheet 51:9	93:25		sincere
143:1	62:22	94:9,15		46:16
settled	shift 90:24	95:8,18		single 10:18
119:17	104:6	sick 12:23		19:12,13
settlement	114:7	side 15:14,		35:6,8,11
71:16	shining	20,21 29:4		113:18
settlements	136:9	41:12		sit 32:13
74:6	seventh	42:20 74:3		site 96:4
seventh	126:5	105:15		
126:5				

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: sites..splitting

102:22	slides 62:16	120:16	131:20
116:2,18	72:17	131:3	specialty
sites 90:1	126:19	sound 50:13	106:2
96:13	slightly	sounds 17:6	specific 8:7
97:8,11	64:19	106:22	32:1 36:19
125:25	78:21	119:12	89:16
127:7,12	small 98:1	146:15	102:9
131:11	99:1,7,14	sources 55:2	141:13
situation	112:15	Spanger	145:20
9:1,5 11:7	smaller	35:1,2,4,9	specifically
16:3	62:21	Spanish	5:21 26:10
sixth 96:23	99:15	108:16	32:19
120:22,25	Smarter	111:19	34:25 36:7
121:6	93:13	spark 110:5	69:25
126:4	smooth 60:21	speak 8:14	101:6
132:6	social 81:25	11:25	104:12,25
size 55:3	122:15	14:25	115:21
56:18	softer 76:6	17:24	124:23
skeptical	Solaire	speakers 8:9	sped 18:3
66:21	138:11	speaking	19:18
skills	147:15	8:15 20:9	spending
101:13	sole 30:16	special 18:6	69:21,25
skip 74:16	solely 31:3	19:2,7,8,	119:21
skyrocket	37:7,15	12,13,14,	spent 53:4
107:8	solid 110:21	16,20	95:25
slide 39:19	111:3	20:2,5	96:13
40:7 55:16	112:11,16	38:4	134:2
62:14 63:8	solution	70:20,24	147:20
71:12	11:20	72:5	148:5
72:14,16,	son 18:3	74:14,24	split 35:4,5
24 75:6	sort 32:11	75:8,24	44:11,13
78:10	107:1	76:5 78:5	splits 30:8
93:25	118:22	125:3	splitting
94:9,15		128:23	31:21
95:8,16,18			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: spoke..stronger

spoke 18:2 19:23	98:6,7,8,9	state 47:18 49:11	46:19 79:2 123:14,18,
spot 131:3	standards 29:5 48:5	56:25 57:2	20,23
spring 147:19	76:16,17, 18 77:4,9	62:10	124:5
Springboard 123:2 126:10,24	95:1,4 96:4 98:19	67:12,16, 18 70:9	130:10 136:6
staff 22:9, 13 48:8 57:25 58:2,9 70:15,19 73:18 78:3 79:24 80:19 91:22 121:19 122:1 144:13 147:9 149:14	102:3 106:9 113:17 118:25 120:14 123:11	73:10,12, 15 77:5 78:9 79:18 94:2,11 101:23 103:18,20 106:7 123:19 147:18	steps 102:11 122:24 123:14 127:24
stakes 125:14	standpoint 26:15	state's 67:11 102:5	sticking 148:25
stalls 12:11,12	stands 2:14	stated 59:19 130:13	Stoneridge 15:22 35:3 153:14
stamina 149:20	start 11:1 32:2 47:23 53:1 62:18 71:23 73:1 75:19 114:13 121:3 134:1 148:11	statement 32:8,11 47:21 48:3 51:8 54:4, 5,11 115:12	stood 110:7 story 103:24 straddle 74:21
stand 2:8	started 30:1 97:13 99:13	status 59:19 130:13	straight 51:13
standard 33:11 76:25 77:13 95:12,13, 14,17	starting 39:18 93:11 94:2,11 105:19 120:2 140:4 143:8	States 2:13 status 76:19 153:2,3,8	strategies 96:19 98:24 101:2
		statutory 78:11	strategy 96:8 103:2
		steady 79:18,21 103:17	strike 81:3
		step 27:18	strong 41:15,17, 21 81:11 125:13
			stronger 114:4

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: strongest..superintendent

strongest	15,19,21,	13:23	success	82:6
108:23	24 71:2	14:18,19	successful	
strongly	73:3 75:13	37:24	5:15 79:17	
31:11	78:22	66:25	113:4	
117:9	80:14,15,	84:14	114:19	
STRS 49:16	17 81:5,18	148:13,20	sufficient	
51:18	83:14 86:4	stuffy 124:1	48:24	
70:10	89:24,25	subgroup	131:7	
structures	93:25	93:20	suggest	38:1
103:9	94:6,10,	95:19,21	suggesting	
stuck 109:22	17,21	104:19	90:21	
student	95:9,12,	subgroups	summarize	
2:19,20,22	17,20,21	98:13	47:7	
3:11,15,17	96:12,21	102:9	summary	
4:5 11:8	98:3,14,	103:14	51:4,8	
19:12 23:3	15,18	104:1,6,	Summative	
63:10	99:1,8,22	14,19	93:13	
79:25 92:1	100:6	subject 8:8,	summer 73:15	
93:7 95:11	102:10	12 98:24	146:3	
96:10 97:9	107:10	109:2	super 6:12	
99:4	111:13	subjects	86:8	
100:10,11,	114:23	108:15	130:22	
24 101:1	116:20	submit	superintendent	
102:15	118:25	124:16	7:7 25:7	
103:6	120:5,7,	submitted	39:15 46:7	
111:3,6	12,13,19	27:22 61:6	88:16	
123:6,12	124:8,11	submitting	89:13	
students	125:1	25:4 43:21	132:24	
11:5,20	students'	subsequent	134:3,14,	
14:12	117:1	83:21	24 135:25	
16:20,21	studies	substantial	137:10,16,	
17:1,9	122:15	55:4 56:3	22 140:1	
19:7,9,14,	study 119:18	substantially	142:8	
17,20,21	Studysync	50:4 52:18	147:7,8	
20:2 33:1	126:12			
63:10,12,	stuff 9:9			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: supplemental..teachers

151:3	19:8 125:2	talk 18:11	taught 13:25
152:10,13,	supposed	22:2 23:20	97:21
15,20	19:16 31:2	63:7 72:13	teach 13:14,
153:5	110:14,16	80:11	16,18,19
supplemental	surpluses	122:16	teacher 12:6
63:21	55:19	133:22	14:15,19
supplies	Surprisingly	134:5	70:9 99:10
71:23 72:1	18:7	136:3	124:23
74:10	surrounding	talked 31:21	126:5
77:10	90:2	35:23,24,	128:23,25
support 7:10	survey	25 36:1,2	131:20,21,
20:3 32:20	143:8,10	48:7	24
46:20	Susan 78:4	53:10,11	teacher-led
96:12,20	suspension	75:3 78:19	99:1
98:3 99:2,	4:18	79:13	teachers
7,8,10,16	sweep 57:12	80:25	14:9 16:15
100:24	sweet 131:3	115:22	70:20
102:10	system	116:4	96:17,18,
103:6,8	70:10,12	119:5	24 97:1,4,
115:20,21,	113:14,16	120:21	14,15,20,
25 117:3		148:14	23,24
122:1	T	talking	99:20
123:12		15:15	100:4,8,18
125:5,10		66:19	101:6,9,17
128:6		98:25	111:17,19,
135:3	takeaways	118:15	22,24
136:13	78:16	talks 14:14	112:7
supported	takes 29:12	tanned	114:6,19
117:9	taking 8:12	146:13	115:3
supporting	57:23	tapped 82:8	116:16
30:16 31:6	60:18	targeted	118:11
98:1	95:23 96:6	103:6	122:15
100:17	97:17,18	task 100:2	123:4,8
115:13,19,	111:14	tasks 99:13,	124:24
24 117:5	120:16	21	125:7,23
supports	124:22		126:1,4,6,
			13,16

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: teaches..Tier

127:2,9, 14,20,25 128:5,21 129:4 130:16 131:2,4,15 132:2,6 149:14	23:17,18, 20 technology 75:12,15 tend 42:18 140:7 tendency 41:17,21 term 27:5 81:21 terms 23:21 27:2 105:14 112:10 terrified 12:5,14 territory 138:14 147:15 test 19:22 99:22,23 111:14,16 112:3 testament 57:14,24 tested 48:10 text 125:17,20 texts 125:12 thankfully 31:3 That'd 21:25	there'd 119:20 thing 47:25 63:17 65:9 76:21 99:17 102:11 108:20 118:7,14 138:12 things 14:6, 8 19:2 55:21 59:2 70:8 76:23 77:21 105:19 106:16,20 107:4,5,10 108:22 110:18 111:12 119:16 122:3 147:24 thinking 10:5,8 16:23 81:20 123:1 126:8 127:24 150:5 thinks 26:19 Thomas 8:20, 21 35:4,8 84:13,17	thoroughfares 31:18 35:25 thought 17:23 38:7 69:9 150:4 thoughtful 78:25 thoughtfulness 149:24 thoughts 38:10 107:19 thousands 19:24 throw 109:19 Thursday 2:4 12:23 140:23 141:19 Thursdays 140:3 tidying 114:21 tied 26:1 55:12 71:22 72:7 77:15 83:18 Tier 96:8, 12 97:18 98:1,2 99:2,6 100:25
--	--	---	--

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: tight..transition

117:1,2,3	149:7	22:14 32:6	6:1,12
tight 114:5	timeline	99:25	track 120:19
time 15:8	27:17	told 9:2	traction
17:13	37:23,24	14:3 18:7	118:6
18:2,20	122:23	ton 16:13	Traditional
22:17,23	126:20	tonight	122:10
25:24	144:14	10:24	traditionally
26:25	timely	27:18 83:7	133:4
33:17	144:24	87:13	140:23
40:24	times 18:5	89:15	141:1
42:7,20	54:15,21	91:20 92:1	151:5
59:14 63:5	108:17	93:11,12	trainer
74:13	130:14	121:21	129:22
77:25 80:2	131:12	122:16,20	trainers
88:20	138:12	148:15,25	129:7
92:25	timing 53:14	149:4	training
96:13	Title 30:13	top 62:19	126:14
97:7,15,17	35:16	63:9 95:15	127:10,15
100:9	41:15 42:5	topic 107:14	128:3,5
101:18	105:2	TOSA 116:10	129:4,6,21
105:11	TK 15:25	117:9	trainings
112:2	17:11	TOSAS	128:2
115:23	70:25	115:12,19	132:7
116:13	71:7,10	117:12,17	transaction
118:15	74:13	118:11	59:18
119:16,21	96:17	119:10	transfer
120:10,24	103:8	total 25:19	147:15
121:5,6,18	128:22	51:10	transfers
126:7	129:2	53:11,25	138:14
129:19	131:5,10,	74:6 76:7	transgender
133:13	12,15	totals 82:21	11:7
134:2,22	TK/K 128:24	touches	transition
136:6	today 5:13	14:10	129:2
140:6,9	7:16 12:17	tournament	
142:23	15:14		
145:2			
147:19			

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023 Index: transitional..understanding

transitional	4 21:9,10,	135:23	59:10,16
128:17	14,16,18,	136:18,21	67:5 80:16
130:3	20 24:19,	137:20,21	87:12
transparency	20 25:2,6	138:18,22	138:23
47:2	26:11,14,	139:12,15,	ultimately
transpired	16,18	16,24	127:3
51:1,5	29:11,12,	144:3,18	unanswered
treasurer	25 30:18	145:11	105:11
59:8	31:23	146:24,25	unaudited
151:6,23,	32:7,23,24	148:3,23	51:24 62:7
25 152:3	35:14	149:2,9	unavailable
Treasury	38:15,22,	150:18,19	135:21
59:13	23,24	151:11,15,	unbelievably
trend 102:5,	39:13,22,	16,25	7:22
7	23 41:2,3	152:2,3,	uncertain
trending	42:21	18,19	54:15
56:4	43:19,23	trustee-area	uncertainty
trends 55:16	45:15,16,	25:10	76:12,14
103:5	20,22,24	trustees	uncomfortable
112:15	46:1 58:14	140:19	12:16
triggered	61:10,11	truth 12:18	13:2,3
55:6	79:11	Tuesday	underneath
triple 5:17	82:25 83:1	12:22	94:5,14
trucks 18:25	84:5,6	15:15	understand
true 30:12	85:3,4,7,	turn 93:15	11:1 26:24
48:22	9,11,13	TURNER 7:17	58:6 66:24
50:20	86:16,17,	two-hour	81:16
104:3	24 87:1,3,	129:6	100:7,12
trust 10:13	5,25 88:1,	types 54:17	129:16
trustee 2:10	4,6,8,10	typically	understanding
3:4,5,24,	89:1,2	55:2	37:12
25 4:20,	91:11,12	<hr/>	96:11
21,22 5:3,	92:18,19	U	101:3
	104:23	<hr/>	111:18
	106:4	Uh-huh 44:20	
	107:21		
	115:9		
	119:4		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: undressing..vote

122:20	unrealized	utilizing	versions
148:18	59:9	102:20	40:13
undressing	unrestricted	_____	versus 23:21
11:15	72:12,16	v	105:8
unduplicated	76:9	vacation	vibrant
63:19	unusual	146:3	86:20
64:11	36:16	valid 42:5	vice 10:6
105:7	unwavering	valuations	video 2:1
unfamiliar	46:17	50:1	145:2
66:20	update 5:11,	values 10:11	view 32:25
unfortunate	13 15:16	van 23:3,4,	virtue 104:4
37:23	83:24	6,8	visual 54:11
unique 89:18	89:15	VAPA 16:18	55:8 56:22
131:25	93:14	variation	vital 123:8
unit 97:6	122:10	64:10	vocal 120:23
United 2:13	127:23	variations	voice 11:12
Universal	128:18	64:13	130:12
74:13	130:25	varied	volume 90:4
89:21	138:12	125:14	volunteer
unjust 9:13,	143:7	vary 22:7	128:22
17	147:14	varying	131:8
unlike 31:19	153:7	34:22	volunteered
36:24	updated	Vencil 17:3,	131:2,9
unmet 76:19	67:10	4 35:9	vote 4:20
unmodified	68:11	vendor 53:15	8:22 9:25
48:2 50:23	90:14	versa 10:6	21:13
57:1,9	131:14	version	24:13
unnaturally	uphold 10:10	39:19	26:20 36:6
26:14	upswings	40:3,4,8,	42:17
unnecessarily	64:21	11 41:4	44:11,13,
23:2	uptick 53:10	44:4,7,8	17 45:19
unpaid 4:18	54:18	45:17 51:1	85:6 86:23
	65:17,18,		88:3 137:6
	19		
	urge 26:20		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: voted..worked

139:7	ways 66:23	Whoops	word 18:3
voted 10:10	100:24	122:24	99:20,24
24:2	weaknesses	wind 9:1	100:10
voting 4:21,	50:12	Winding 4:12	118:18
22 23:24	57:12	78:2	words 9:14
26:15	website	window	work 6:21
36:3,13	124:16	28:10,18	7:22 16:6,
37:21	Wednesday	101:11	14 17:12
vulnerable	12:22	141:8	23:23,24
19:21	week 18:17	wing 87:10,	32:11,13
_____	19:15	17	48:6 52:14
W	97:13,14	winning	58:4,11
_____	99:13	10:13	60:8 61:18
waists 14:11	116:1,10	winter 68:3	62:2 71:1
wait 99:5	129:10,19	140:5	78:3 87:19
waiting 99:3	141:18	149:1	95:24
wanted 6:24	143:3,5	wireless	96:3,14
30:8 32:2,	144:6,7	75:16	99:9
4 36:14	146:3	wishful	102:22,23,
37:4 38:6	weeks 99:5	150:5	24 103:21
39:25 49:1	126:15	wishing	105:18
55:7,23	127:13,19	128:12	106:1
57:21	143:9	withdraw	112:1
58:1,10	well-	59:13	116:15,23
60:15	positioned	wonderful	117:16
86:19	147:22	7:20 16:5	118:12
112:22	west 15:20	17:8 86:20	122:14
130:10	29:4 34:18	wondering	130:9,20
131:1	Westbrook	41:13 80:7	142:24
wanting	53:8 74:11	103:23	143:13
120:23	85:20	wood 53:7	147:10,13,
warehouse	86:1,10,13	Woodbridge	20 148:11,
127:6	153:18	35:10,17	21 149:1,
watching	wheel 58:5		13 151:8
145:1			worked 33:8
			46:23
			57:22

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: working..youth

91:22	write 97:2	23 71:8,	year-old
117:22		13,18,20,	9:24
125:24	writing	21,22	year-over-year
working	97:2,4,9,	72:6,9,11	104:8,13
18:19	10 125:6,	73:8,17	years 33:23,
61:24 80:6	13,14,15	74:12	24 34:2
92:11	written 9:13	75:12	39:23 42:9
96:8,9	wrong 18:12	76:1,2	55:20
99:18	141:22	77:14 79:5	56:23
100:4		81:22	63:14,16
103:4	<hr/> y <hr/>	82:10,21	64:4,12
105:21		91:18	65:2 68:15
108:5	year 2:23	92:15,20	69:20
111:13	3:18 5:18	95:2,4	70:11,14
113:17	7:20,24	96:24	71:13,18
115:4	9:2 18:16	98:18	72:11
116:19	20:8 33:24	100:16	74:22
117:21	46:21 47:4	101:7	78:21 79:6
129:9	49:17,18	105:19	80:23
134:3,24	51:2,11,	106:18	81:1,13
135:23	18,20	107:13	94:8
136:10	52:6,7,19	116:4	106:23
153:23	53:17	117:25	113:20,21
works 51:16	54:2,6,9,	118:5,23	115:4
52:6 59:11	22 55:17,	119:16	117:13
143:21	18 58:4	120:4,11,	119:19
world 6:16	59:24	22 123:3	120:20,25
109:4	62:14,22,	127:4	138:19
111:14,15,	24,25	131:13	147:21
18,19,24	63:11,12,	133:21	years' 69:19
115:8	13,23,24	136:22	yellow 98:8
worry 18:7	64:17,19	138:16	you-all
worth 69:19	66:6,8	146:17	26:24
would've	67:23	year's 54:10	Young 26:4,7
13:21	68:5,8	57:21	youth 63:21
	69:19,22,	year-end	
	23 70:3,4,	53:16	
	11,16,17,		

ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION

Special Meeting 12/14/2023

Index: Yusim..zone

Yusim	90:16,18
122:12,13	91:3
131:25	103:12
132:14	104:23
	105:13,24
<hr/>	
z	137:25
<hr/>	145:15,20,
Zachreson	23 146:21,
3:1,5,21,	25 147:5
25 4:21	148:3,4
17:17	150:22
20:14,19,	152:23
23 21:1,8,	zone 145:2
10,14,15	
22:1,4,6,	
11,13	
23:12	
24:4,7,17,	
20 27:16	
28:6,11,20	
35:20,22	
37:4,22	
39:7 41:20	
43:6	
45:20,21	
61:7,10,16	
64:7,10,	
20,25	
65:3,7,21,	
25 66:3,18	
68:19,24	
69:4,7,9,	
13 82:24	
83:1 84:25	
85:4,7,8	
86:24,25	
87:23	
88:1,4,5	