

President Saathoff:

... will reconvene to open session. The board would like to remind the public that this meeting is being audio and video recorded. It is also available via live stream for the public through links found on the front page of the RUSD website. We would also like to remind everyone to please enter and exit through the lobby.

Tonight, we have Sophie Burns from Rocklin High as our student board representative. Sophie, will you please introduce the Color Guard and lead us in the Pledge of Allegiance.

Sophie Burns:

Ladies and gentlemen, please stand for the presentation of the colors by the Rocklin Unified School District's Junior ROTC Color Guard and the Pledge of Allegiance. The commander and US flag bearer, for this evening's Color Guard is Cadet Captain Ryan Manning. The state flag is carried by Cadet Captain Sophia Burkhalter. The right guard is Cadet Master Sergeant Madison Card. The left guard is Cadet Captain McKenna MacVicker.

Cadet Captain Ryan Manning:

Recess. [inaudible 00:12:13].

Group:

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible with liberty and justice for all.

Cadet Captain Ryan Manning:

[inaudible 00:12:34].

President Saathoff:

Thank you. Okay. We will now move to our special recognition and presentations portion of the evening. Chief Dosanjh, will you please introduce our family partners and education recognition tonight?

Chief Dosanjh:

Good evening, President Saathoff, trustees, and Superintendent Stock. The Family Partners In Education Program allow us, the Rocklin Unified School District, to recognize family engagement and involvement to help our students achieve excellence during the school year. Antelope Creek Elementary School principal Brian Arcuri is introducing the Werner family for tonight's Family Partners In Education recognition.

Principal Brian Arcuri:

All right. Help me out here. Good evening, president Saathoff, board, Superintendent Stock. What an honor to be here on this beautiful spring day. And you can see, I have this beautiful family here, and we're here to honor their contribution to Antelope Creek, specifically Ms. Varner here, who is our current PTC president and has been on the board for how many years? Five? Three? Your husband says five. I'm going with your husband. We're going to give you a couple extra credit years.

But here's a fun fact too. You were in the kindergarten, went to kindergarten at Antelope Creek, and is now returning as a parent of these two fine ... Where did Charlotte go? Oh, Charlotte. But we're

recognizing them tonight, Samantha, for all her contributions and it always humbles me when I start talking about this. It brings me to tears, truthfully, because they have day jobs, and yet, they come and they give nothing but time and effort and energy to our school. And how humbling and inspiring, so thank you.

Some recent things they've done, she's led us, and we just replaced our whole kindergarten rug in the library, our rug in the library, which doesn't sound like a lot, but it was great. Kids go in there now and they have a place to sit that's vibrant and clean and nice.

She also just led an effort where the PTC funded a new electronic marquee for Antelope Creek, which is going to be fabulous, because then, I don't have to get up on a ladder every month, so I really thank you for that one. What else? I could go on and on. Funnel hoops on the main yard, refurbishing the kindergarten yard. What else? Class and school supplies, honoring our staff monthly, giving back just unselfishly.

I want to honor your mom tonight. I want to honor you guys because, again, Charlotte and Jackson, and Alan, her husband, also are always at these events and fundraisers, giving their time, helping out when they can too, and they have to give up mom on certain nights. That's big, to be without mom for a couple hours. We honor her tonight. Samantha, thank you for everything you've done for Antelope Creek.

President Saathoff:

Samantha, it is my pleasure to give you this award, and there's a gift also. I know that parents like you do the work of 10 parents, and that often, it's the few that does the work for the many. And if it wasn't for parents like you, they just wouldn't get done. I know that the teachers appreciate you so much, and the parents of the rest of school are very lucky to have you and very grateful that you do all that you do.

Thank you. Always fun seeing these presentations. It's such an important part of the night. Chief Dosanjh, will you please go on to our next item, our employee recognition for the evening?

Chief Dosanjh:

President Saathoff, trustees, and Superintendent Stock, tonight, for our employee recognition Victory High School principal Scott Hutton joins us to introduce Alicia Walker.

Principal Scott Hutton:

Good evening, President Saathoff, excuse me, trustees, Superintendent Stock. It's always a pleasure to be here. If you don't know, this is Alicia Walker, one of my dear friends and colleagues, and probably the most energetic and positive person on the planet. No exaggeration here. They know. They know.

If you ever contacted our campus by phone, you know that every call is answered with the most welcome and jovial, "Good morning." If you've ever visited our campus, you know that every personal greeting is done with a warm smile and a contagious, "Hello, how are you?," and certainly, the kindness that goes with it. And quite honestly, if you haven't had the pleasure of either of those, then, holy buckets, I think that your life is about to be fulfilled just a little bit more because I'm going to go on for a little while, so bear with me.

Alicia joined the Rocklin Unified School District in 2011, working in the nutrition services department. Later that same year, she transferred to the Rocklin Alternative Education Center, where she started as our librarian. Like all that Alicia does, she was an exceptional librarian, but I'd always known, for the reasons that I already stated, we needed to find a place for her where she had more of a public, interactive role.

In 2020, when our current registrar had retired, Alicia accepted that current position. I will tell you that she has been exceptional in every facet of that role. And to be clear, the position of site registrar and attendance clerk, and she does both, is a daunting responsibility, particularly at an alternative education center.

However, Alicia has dedicated the time to fully understand the complexities of our program and takes extra care to present that information to families interested in enrolling. And this is where it's really important, because she takes the time, and I hear her all the time, providing the positive promotion that we need and explaining the difference by design that our program has to offer.

Further, she spends an extraordinary amount of time reminding families why they need to be at school, what happens if they aren't at school, calling and emailing them to remind them that they aren't in school-

Group:

[inaudible 00:20:28] other things.

Principal Scott Hutton:

... assisting former graduates who actually were at school and that's why they graduated.

Group:

Got to prove it.

Principal Scott Hutton:

Mm-hmm. That's exactly right. Providing graduation documentation, answering the phone, maintaining records, responding to record requests, providing first aid assistance, and announcing one of my favorites, and that is our Panther Pride recipients.

Despite the enormity of these tasks, and I'm certain that I am missing a whole bunch of them, she goes beyond her assigned responsibilities to provide support and goodwill for our entire team here, and this is almost everybody.

As a self-proclaimed foodie, she's the unofficial office chef, filling the office with tempting smells and offering appetizer samples throughout the day. As the Sunshine Club coordinator, this is my favorite part, to be honest, she takes the time to decorate the spaces. You should have seen my office on my birthday. Holy buckets. It was crazy.

Group:

It was a dinosaur theme.

Principal Scott Hutton:

Yeah, it was beautiful. But also she's coordinating the treats that go along with it to ensure every birthday is special, but also, when personal circumstances arise, that those are recognized as well.

Often serving as the face of our school. Alicia's character, values, and personality epitomize cultural that we work daily to foster on our campus. Despite the very frequent difficult conversations her position requires, whether with students or parents, she consistently maintains a positive, compassionate and sympathetic disposition. Recognizing, excuse me, that our students often carry more weight than they should, quite honestly, she sees the positives in each one of them and goes beyond to help them reach

their potential. Not only does she know every student by name, but she also knows their parents by name. And if I was a betting person, I'd say she probably knows their grandparents by name. It's pretty awesome.

Her daughter, Savannah, who is here tonight, you can probably tell that she takes after Alicia in many ways, particularly looks, but also all of the same great character trait. She's an outstanding student at Victory High School. She's also an acclaimed, what do we call that?

Group:

Competitive dancer.

Principal Scott Hutton:

Competitive dancer. That's the word I'm looking for. Thank you.

Tonight for all that Alicia does to support Victory High School, the Rocklin Alternative Education Center, and quite honestly, Rocklin Unified, the community, she's most deserving of this distinction, so I thank you for that time.

Group:

Thank you. Oh. [inaudible 00:23:02].

President Saathoff:

Now, Alicia, okay, I get to say a few words, so you got to come up here. Although, I don't know, are you worried about what I'm going to say?

Alicia, when I saw your name come through, oh, I was just so ecstatic. I almost was shocked to say, how have we not done this before? Because you have been here so long and you have made such an incredible impact. And when I saw that you were getting this and only one of us gets to speak, I knew I had to fight to be able to say a few words because, Alicia, I have known you for many years and you have served our community in such incredible ways, not only here in the school district, but out in the community. It is amazing to see the group that is here tonight. It shows the way that you love and that you care.

I've encountered you not only as a trustee, being able to come and take tours and check, and and each and every time, there was always the joy that we see right now, every single time I come onto campus, I've seen that, but also as a parent of a child that found themselves wanting a different experience with an alternative center.

I just think, the way that you give hope to every single family, I think he said it best when he said that you know every single parent's name, every single child's name. That's no easy task, but that's huge, because it lets them know that you see them, you care about them. There's a genuine joy that you bring. There's a genuine hope that you bring. I know that Victory and Rocklin Alternative Education Center, you guys do so many different outreaches for your students, and every single time, I've had just a small level of participation in those. You've been there on the front lines leading every step of the way. I just want to take a second to publicly say thank you.

Again, the people in the room, this is a testament to your character, to your genuine love for the students and their families, and the staff. I thought that was so special. Now, I have not seen these treats. You guys did not take me into the back room for the staff treats, so now that I know, I need to take the full tour, apparently.

But all joking aside, Alicia, thank you. Thank you for serving not only the community as a whole, but Rocklin Unified, and specifically the students. Some of, honestly, our most vulnerable students, that phone call you make to check on them, that could be one of the most critical points of contact they have that entire day or entire week, so thank you for doing that, Alicia. We appreciate you.

Principal Scott Hutton:

Oh, here we go. [inaudible 00:25:51].

Speaker 1:

Thank you.

Group:

Thank you.

President Saathoff:

We'd like to take a moment to thank you and your families for joining us. While you are more than welcome to stay for the rest of the meeting, we also know you have busy lives, and we want to be respectful of your time.

If you would like, you are free to go and enjoy the rest of your evening. It is fully appropriate to sneak out at this point. Thank you again for joining us.

Okay. Before we move on with our meeting, Trustee Counter, could you please read action that was taken in closed session this evening?

Trustee Dereck Counter:

Sure.

In closed session, the board voted to release one classified employee from their position, pursuant to education code 45113. The vote was unanimous.

In close session, the board voted to approve Dee Torrington as the Assistant Director, Special Education Support Programs. The vote was unanimous.

Speaker 2:

Woo.

President Saathoff:

Thank you. Okay. We will now continue on with our meeting with Item 6.1, Rocklin Teachers Professional Association. I'd like to welcome Travis Maugette, for our RTPA report.

Travis Maugette:

It always feels like we have all this celebration, and then, there's us. In a good way, in a good way.

For those of you that don't know, Dee was a former bargaining chair for RTPA for a lot of years, pretty much authored the standard of special education contract language for not just us, but for a state model too, so could not be happier to hear her moving into that role. Awesome. Thank you everybody that was involved. Thank you, Leslie.

I want to start off with some opportunities, I'm going to put my teacher hat on for a minute. First off, good evening, everybody. Hello. I teach geography on the occasional days that I get to be at school and do my teaching job. And I was kind of joking a little bit earlier with Tony about, such a good year to be a geography teacher in Rocklin, because we have real geography things happening right here in Rocklin that, from an adult perspective, and no surprise, but from a board member's perspective, with the remapping of our district right now, is angst filling, and there's a little bit of anxiety around that, but what an opportunity to remind kids why maps matter and how important this class that I take just I have to graduate might actually be when it comes to the real world, so just a great opportunity to bring that real world stuff in.

I want to give a shout out, and he's only with us through this process, but Dr. Levitt, in the way he has built and presented things for the public to look at and understand, I've never been a part of this process or really paid a lot of attention to something like this, but talk about making it accessible to the community. There's a lot of information on there, and if you go in, and community, if you're listening, go in and look at the maps and the spreadsheets that go with them, because it's totally layman's and palatable and understandable.

And there's the why, it's not just, here's the thing, but there's a why, if you just take even just a few minutes to look at that. I'm just going to speak to that later. I'm not an expert, by any means, but just really appreciative of that process, being one that the community that it's going to affect and involve can actually understand it, and then, from a selfish perspective, a geography teacher can bring it into a conversation in a classroom.

I have that as a geography teacher. And then, I'm kind of the other side of not just the literal world, but geography in real life. We have a lot of conflict going on in Eastern Europe and the Middle East, and we teach those units and have for a long time in geography at Whitney High School, and again, it's an unfortunate situation, but it's a neat time to be teaching that content. And then, oh, by the way, the stuff we taught you, that was history that happened many years ago. Let's turn on the news right now, and we can see it real life today.

Again, it's an unfortunate reality of those situations, but again, just a great opportunity to be an educator in that content area. I get to be a little bit selfish with that. Government at work and geography at work, and again, good year to be a geography teacher, on the occasional days that I get to do that.

I really want to kind of focus my time tonight on the RTPA side, just on the labor work. First, I want to acknowledge President Saathoff, we're playing email tag and I know we got some things, but I really appreciate you reaching out after my comments last meeting. And for those that don't know, we're working on getting time together to work on some of those collaborative conversations that I was discussing with you guys last time, so I'm really appreciative of that. It sounds like we're going to finally get that opportunity next week, just saw your email when I got here, but really appreciative of that.

Also of our, it's a limited capacity, but we have two trustees that get to join us in our labor work, and we had some pullout days last week. I know Trustee Hupp and Trustee Price got to join us for the first part of our day one. They sit at that steering level group with us. And it was a great conversation at that group, to have a task of, where are we going with this? We kind of knew why we needed it, but we're past the need, and now, we're at a place, with our labor work, of, where are we going? And it was really fun to hear the conversations both with our board members there, and then, as the day evolved as well with expanded and different groups of, there's a strong interest to have common goals, obviously, but it was a great opportunity for us to use the LCAP as an anchor or a starting point for that labor work to transition from relational to teaching and learning, the whole job that we're actually all here to do. It was really cool to see that shift in focus.

And it was well-timed. I know we have an LCAP update this evening, but to have something that has always been a collaborative process, just by nature of requirements of the LCAP, but to see that be something that we can all lock in on, and then, find ways to better collaborate, understand, and implement those LCAP priorities, as well as things that aren't a priority but are still part of that process. It was really cool. And that's really the big focus of that day one.

For those of you that aren't in the loop of the labor collaboration work, we have a steering-level group that drives big district-level things. We've expanded that out to have intentional relationships through different departments and different leadership both in our TPA district and where we even got to conversations of, who else can we start bringing to this room? And what other groups and partnerships can we start building?

And then, we ended the day, actually, with a neat opportunity of our TPA Small Leadership Group and Rocklin Unified Small Leadership Group, just where are we struggling in areas? And it was good to hear, in a constructive way, that we got work of our own to do. We put a lot of time and intentional efforts into those below and around the organization, but there's areas where we need to step back. And I love the term Roger always uses, is just recalibrate. Where can we, as leaders, refocus ourselves? Where do we need to work on things? And then, hopefully, that becomes new culture and new norm in other areas around all of us. It was just a really cool day.

Day two was probably my favorite, though. No offense to everybody that was at day one, but day two, this time, was our site level focus. We brought all of our site reps teams, we brought our principals, and even at the high school level, we were able to fold in an assistant principal, so we were able to grow that group a little bit there as well.

My favorite part of the day was, the work was very organic and very intentional, but with no boundaries other than, hey, here's your lane and here's my lane, but we've got five lanes of play space in the middle. We got to see opportunities of collaboration happening from, "We need help, guide and hold our hand in this journey," to, "We got this." And I actually got an update from my own site today, and I'm not officially part of that labor team, but I'm indirectly there, and they had a great off-site work day, just really celebrating-

PART 1 OF 6 ENDS [00:35:04]

Travis Maugette:

... off-site workday, just kind of really celebrating the accomplishments that they were able to do, right? They're in a different place, as all the sites are, where they're really kind of able to sit back and just look at the successes and not just look at, where do we need to work next, but let's just enjoy the moment and the good that we've already done and grow from there.

But again, my favorite part of the day was a new element we folded in where we added some layers of consultation, some close, intentional conversations. We leaned into our labor leaders that come and partner with us, and they were able to partner with some site teams and do some work there. And then, Roger and I got to go sit in a room.

Now, I'll remind you guys, there are conference rooms in this building that have zero ventilation, so if you get a choice, don't pick those conference rooms. But we sweated through it, and we had just some overwhelmingly positive conversations with sites.

And it wasn't that everybody came in there and saying praises. It was that everybody came in there and had a level of trust and comfort and safety where they could look the superintendent in the eye, they could look the union president in the eye and tell us where do they need help and how can we need



help or how can we help them. And they came in there with realistic expectations. Nobody came in with a, "We need to start from square one and level everything and redo it." They came in with, "These are some challenges, these are some ideas we have to overcome these challenges. How can you help?" And if nothing else, people felt heard. And if you know anything about collaboration, sometimes, that's all that's needed for people to be able to move and work together.

But it was the commitment of Superintendent Stock to sit there with me, and then, a huge kudos to all the teams that did get a chance. We didn't get a chance to meet with everybody, just time constraints, but the teams that came in the room had no problem communicating very directly what they needed, and also what they don't need, things that they're doing well, areas where they're looking for some additional help. And that, to me, is the exact definition of collaboration, right? We're here, we're not here to just have the easy fun conversations. We're going to have difficult, uncomfortable, or just eye-opening ones, and everybody walked out of the room with a, "Oh, my gosh. I think we know where to go next." Whether we can plug some resources in and solve problems, or we have to step back and reevaluate on a bigger level.

It was such a fun experience. Superintendent Stock and I are also talking about how can we make that more of a regularly accessible opportunity. And we've had some staffs reach out in the past, say, "Can you come to a staff meeting and touch on this topic?" This might be another opportunity for us to get out and do that together, right? That collaborative joint effort. It was just really good. There was a lot of other stuff going on in the room. We were just, like I said, locked in there with lots of good conversations, so it was really fun. Again, just kudos to Roger for putting himself out there. That's not a comfortable or regular thing for a superintendent to do in a lot of areas, and it just speaks to the superintendent we have, and then, again, just all the work that everybody's been a part of through that. The fun thing that came out of that is the homework side of it, and I'm not really a big homework teacher, but I love that we left those two days with homework of, how can we make this a teaching and learning focus process now? We started this with a, we need to help fix and repair relationships and just communication, and those kind of basic things, and we're what seems like way down the road, but also just yesterday, we're now in a place where we're talking about, how does this implement in a classroom? How does this directly connect kids, not just staff members that indirectly connect the kids? It's just really cool to be that place already, when it feels like we just started this work. And at the same time, it feels like we've been doing it forever. So just one of those neat nuances that developed through things.

Again, just huge shout out. I know there's continued support from the board to be able to do those things. You guys authorize and allow resources and time for those things. It's very appreciated. Again, I'm hoping that once President Saathoff and I get an opportunity to sit down, we can continue some conversations and we'll just keep that ball rolling as we go into it.

We're in that spring sprint now, is what I like to call it, whether you're running away from allergies or running to graduation, or you're running to not go to summer school if you're a high school student listening to Mr. Maugelette tonight, do your homework. But just what a great place to be, as the weather changed and the positivity, that kind of energy that comes with that. Again, huge shout out to all the people that were involved in the collaborative work. And there's a lot I'm not mentioning, I don't want to be up here all night, but again, just a great experience last week and just a fun opportunity to just sit and have conversations. Sometimes, that's a simple thing that makes all the difference. That's all I have for you guys this evening. I'm going to go back and sit and be the other person in the room with you. Thank you.

President Saathoff:



Thank you, Travis. I appreciate the conversation and the update on the labor management work. I know those are two very full days, so thank you for the update for those of us that can't all sit on that, since we're only allowed to have two board members on that, and I do too look forward to us meeting next Wednesday, so thank you very much.

Moving on to our next item, actually, tonight we do not have a report from CSCA, although we're incredibly thankful for their work, so we will continue, moving on to Item 7.1, comments and report from student board representative. Correct? Okay. Student board representative Sophie Burns, will you please share your report for the evening?

Sophie Burns:

Good evening, trustees, and Superintendent Stock. Here are a few updates from our schools. Cobblestone was so excited recently to have two amazing employees honored by the district. Dave Mazzone was honored as District Paraprofessional of the Year, and Brittany Littrell as District Counselor of the Year.

Over 350 students received perfect, excellent, or improved attendance certificates at the end of the second trimester. Student leadership continues to support students with practicing character traits with monthly assemblies, and is currently working with Whitney High School leadership to raise funds for the Leukemia Society.

PTC has scheduled a family dance on April 12th and campus beautification projects on April 20th. Go Cougars. Whitney High School is getting ready for Multicultural Week, starting on the 22nd. This culminates in Culture Fest on the 26th from 6:00 to 8:00 p.m. Also coming up, our Junior Prom on Saturday the 20th and Senior Ball on May 4th.

Sunset Ranch has been having lots of fun, as their spring book fair and first annual PTC International Fair was a huge hit. So many of their families participated and shared their cultures. Such an amazing learning opportunity for students to learn about others. This week, they had a PTC sponsored skate night at Skate Town. It was a glowing night. They're also gearing up for Earth Day with the help of their own culture crew and leaders of the pack, student leadership, with a special week full of activities and spirit for campus during the week of April 22nd, they're going green there at the ranch.

At Breen, second grade is performing Rumpus in the Rainforest on April 17th and 18th and an evening performance for parents on April 18th. They have been practicing very hard and look forward to performing on stage.

Their third graders have been studying the fascinating history of Rocklin. They visited the Rocklin History Museum last month. Last week, they traveled back in time to the 1890s with a visit to the Bernhard Museum for Living History Day. Their students spent the day doing chores as children did in the 1890s. This is a day their students and parents will never forget.

At Parker Whitney, they held their annual talent show, with many students displaying their musical, athletic, and dance skills. They also had a surprise staff dance number. Their site also held a food drive for their local high school students who are food insecure. They are looking forward to their book Fair next week and their annual Root Beer Float Night with the Panther community.

Quarry Trail students have attended field trips to Coloma for the Gold Discovery Tour, the State Capitol and the Roseville Theater. These field trips are opportunities for the students to enjoy hands-on learning experiences.

This week, Quarry Trail has honored the volunteers who have helped them all year to make the school a great place. They had a morning reception honoring families and community helpers. On April 19th, the

Quarry Trail PTC will be hosting the Spring Carnival. The theme is The World Fair. There will be culturally inspired games for the students to play and food trucks that will provide different ethnic foods. Quarry Trail will kick off its Spring Book Fair on April 19th along with the Spring Carnival, and will open until the 25th.

It's going to be a couple of weeks filled with fun and excitement at Twin Oaks Elementary. Snowy King will be at Twin Oaks every other Wednesday, just in time for the warmer weather. The PTC is hosting their spring festival on Friday, April 19th, from 5:00 to 7:00. p.m. They are grateful for the support of high school volunteers from Rocklin and Whitney High School, who will make this event even more special. Their talented third grade Timberwolves are practicing for their upcoming play, Going Buggy, which will be presented next Friday, the 26th. Next Friday is also Spirit Day. Staff and students are invited to dress up as their favorite book characters. They are all looking forward to the next few weeks and know that they'll have additional events before wrapping up this school year,

Rocklin Elementary just wrapped up a successful Bingo and Book Fair Family Night last Friday. In addition, Bulldog Country continues to offer after-school clubs for students. This spring, they're offering wall ball, pickleball, disc golf, kindness, book, and volleyball clubs. There's something for everyone.

Sierra Elementary wants to thank the PTC for their support of the School Dance Show, Dance Is Joy: A Celebration Of Cultural Dances From Around The World, directed by International Dance Art Academy, through a collaborative partnership with Sierra's, VAPA and PE programs and several Sierra parent volunteers who provide their cultural expertise and resources to enhance this program. During the dance show, Sierra students had the opportunity to practice their IB learner profile attribute, risk-taking, by performing in front of an audience of peers and supporters. We are very proud of them all.

Sierra's PTC also led a successful and fun school auction at Whitney Oaks Country Club to fundraise to support staffing for Sierra Spanish classes required by the IB program, and many other program enhancements at the school. The Sierra staff is incredibly grateful for the hard work and support of their amazing parent volunteers so that Sierra students can learn a second language and develop the IB approaches to learning, intending to launch them into the world as internationally minded students.

Lastly, Rocklin High School just wrapped up Sadie's Week with many fun lunchtime activities, such as a movie in popcorn in the large gym, and wrapped up the week with a very spirited rally and a great dance. Now, Rocklin is preparing for their Senior Prom next Saturday.

President Saathoff:

Thank you, Sophie, for your report. Okay, board trustees, any colleagues have any items to share with the community?

Trustee Dereck Counter:

I'll go. Again, had a great event. Just want to comment. We had the third annual Crystal Apples Award ... Crystal Apple, sorry, not Apples. Apple Award night on Sunday, right across the street, and just want to say congratulations to Jennifer Gamble from Victory High School, congratulations to Ryan Spears, Jerrica Siska, and Bill Kimmel from Rocklin High School, and congratulations to Whitney Lum, Abby Pena and Emily Cavolt, from Whitney High School. They all were Crystal Apple Award winners on that night. It was very good. Thank you.

And then, a sincere thank you to the Church of Jesus Christ of Latter-Day Saints, which is right across the way, that hosted this whole thing, put it together, and it was an amazing opportunity to honor and appreciate the teachers. Thank you, thank you, thank you, and congratulations to the winners.

Rachelle Price:

I appreciate what you said, Travis, about labor management. We were only there for two hours, but appreciate that relationship and how things are going. I'm glad to hear about the rest of the two days.

On the day after our last board meeting, we loaded the new electric bus and did the prize patrol in the pouring rain, but it was really fun. And I don't know that we've had a chance to give those teachers and classified staff a public shout out. I'm going to read their names, if we haven't had a chance. Okay. I don't want to steal anybody else's thunder, but Whitney High School Teacher of the Year, Timothy Farnan. Breen Teacher of the Year for elementary schools was Ms. Bainhower. Transportation Department, Christina Maddox. Valley View Elementary, Yvonne Tibbets. Whitney High School, custodial and maintenance services, Eric Schmidt. Victory High School and Rocklin High School, food and nutrition services, Rosa Sanchez. Cobblestone Paraprofessional, Dave Mazzone. Maintenance and operations, Ralph Ruiz. District Office, technical services, Jason ... Let's see ... Schmeyers. Whitney High School, clerical and administrative services, Carrie Schlentz. Cobblestone School Counselor, Brittany Littrell. And Rocklin High School security services, Karen Cox. It was a lot of fun to show up and definitely surprise them. It was one of the highlights of the year. That's a fun one.

Also, at the last music meeting, I was again reminded about an amazing teacher, and I just wanted to mention her, Mrs. Thorndyke at Rocklin Elementary. She's a kindergarten teacher. She, in the last few years, taught herself how to play the ukulele and has brought that into her classroom and is doing some amazing things. I'm headed to play with them in the morning tomorrow, but she also is asked to sit on the nonprofit, Ukes For School, is on their board as a teacher representative, and they also donated 12 ukuleles to the Rocklin Elementary staff who want to start playing. I'm really impressed with her and excited to engage with her and see what else we can do to support her.

Last thing, Rocklin City Day of Service is on Saturday. We have big projects happening for the city as well as for the school district. If you'd like to join us on Saturday morning at 9:00 a.m. at Rocklin High School, we're moving in 40 yards of bark. And also, at Rocklin Elementary, there's some weed whacking back by the amphitheater. That is open to the public at 9:00 a.m.

President Saathoff:

Okay. I too just want to say the Crystal Apple award ceremony was amazing. It was so fun to go and honor those teachers. They were voted award recipients by their students, so the students actually got to get up and give a speech about their teacher, and then, the teacher came up to accept the award. And it should be said that this was planned and initiated by Trustee Price, who did tons and tons and tons of work to make this happen.

And then, it's been a very busy month, or not even a month ... Yeah, it's been a busy month. But looking at the maps, and I know we're going to talk more about this in a little while, but there's been 10 maps submitted so far and lots to look at, lots to consider, lots to think about. I hope everybody is looking at them, pulling them up, and considering what it might mean to them. And it actually, Travis, would be such an awesome assignment for your students to create one of those maps and learn how to use the tools. I think that should be the homework tonight. It was really, really fun to hear about all the exciting things that are going on around the district. And since it is the spring sprint, it was exciting to hear about the dances and the proms and balls and all the shopping that's happening out there right now.

I want to give a shout out to Craig Rouse. I have been picking his brain and asking him a million questions and just trying to understand maintenance and operations, and why we go with portables over actual stick-built buildings. I've been doing a deep dive and talking to lots of different people, but everyone I talk to just basically confirms everything that Craig has said. I do still have a couple more

questions about sleepers and gravel, but I have super appreciated all of your information and the time that you took to show me around and to answer all my questions. And that's it.

Michelle Sutherland:

I feel like you guys have covered a lot. I second all of that. Yes, thank you, Trustee Price, for what you did to plan that event. It was really, really nice. And thank you also for listing off all of the names of the employees who were recognized. I think we all were thinking to do that, so thank you.

The only other thing that is kind of fun is, my oldest daughter has had her second girls' flag football practice slash game on Sundays, and after one practice slash game, I love it, because it's all in one day. You just go, get in, get out. But she's like, "I'm going to play in middle school. I'm so excited. I love it." So I'm very excited that these activities are feeding into these new programs and getting kids excited about it.

And thank you, Sophie, for all of your updates. I will be at the Quarry Trail Carnival on Friday and I actually even got my husband to sign up to work at a booth too. Every booth is going to have its own cultural game from a different part of the world, so we get to learn how to play those and teach the kids, and it should be really fun. Thank you.

President Saathoff:

Sophie, thank you again for your report. I loved when you mentioned the Bernhard Museum. One of my favorite photos of me and my daughter is us dressed up when we went on that field trip. I don't know if she loves it now at this age in her life. I think she's more embarrassed, but I think it's a beautiful fun memory, and I think it's a fun experience for our students to participate in that, so thanks for highlighting that.

Yes, what was that? Spring sprint, is that the phrase? Yes, we're feeling the spring sprint, but I will say one of the things I love about spring, is it gives us a beautiful opportunity to show appreciation and thanks to many, many people that do incredible work. And then, we celebrate all that with some beautiful graduations at the end of the year.

We are in that season of celebrating and appreciating. Crystal Apple Awards Night was a beautiful opportunity to celebrate teachers nominated by their students. I thought that was very powerful to hear from the students themselves, why they nominated their teachers. And what I heard consistently across the board was, "My teacher sees me. My teacher cares about me. My teacher has fun with me. I have joy when I go into my classroom with my teacher." It was really powerful to hear the things that our students were saying, so thank you to those teachers. And the many more, I'm sure many of those students would've nominated 10, 15 people if they could have.

Additionally, I just wanted to highlight, as we're in our spring sprint, that we also have an opportunity to recognize incredible teachers and staff at our 28th annual employee recognition. That'll be coming up next month, but I wanted to highlight it, because nominations are due soon, by April 24th, to the site department admins. I know an email went out, but employees get to participate in this, so I look forward to, May 23rd recognizing, but just highlighting, again, nominations are due by April 24th. With that ... Oh.

Michelle Sutherland:

I have one more thing. I knew that there was one more thing. Just for those who are not in the Springview loop, just wanted to let everyone know that one of the eighth grade teachers there, Joe

McLean, was nominated for and selected as one of five finalists for the NBC Sports Bay Area California All-Star Teacher Awards, so congrats to him on making the cut.

President Saathoff:

Great. Okay. Superintendent Stock. Do you have comments?

Superintendent Stock:

Believe it or not, I do have a couple. Again, just to pick up a few of the themes, again, the Crystal Apple Award event was, I think, also unique in a couple of ways. One is, the teachers being honored also got to invite their families as well. And often, the people at home don't hear about the great things they do, so to hear the students talk about why and have their families hear, that is great. And then, we also had majority of our city council there, so a chance for our civic leaders to also hear firsthand the great things that our teachers are doing in their classrooms made it a really unique and special event.

Again, thanks to our human resources department and for everyone that nominated so we could do the prize patrol, which is amazing to just surprise folks and say, "You're amazing, and we want everyone to know." They're always surprised and they're always just so grateful, so appreciate all the work that goes into that.

And then, on the labor management work, which was significant, again, as Travis mentioned as well, just thank you to the board for their continued support of those efforts. They really do make a difference. And I won't do the recitation that he did around the phenomenal work, but just to see the sense that we're really continuing to focus on the relationships, how we work together, but really thinking around, how does this support the teaching and learning? How does this really impact the students? And be mindful and intentional around that is really where we want to see the evolution of this, because that's really, day in, day out, what we're all focused on, is our students and what goes on in our classrooms. To have this be another linchpin to that work to make really Rocklin the best it can be for students is phenomenal, and appreciate the hard work that goes in from everyone involved in it, because it is extra, it's above and beyond, but it really makes us a great place.

And then, also, people may not know, but we have a very active employee wellness group that is led out by a couple of our folks in human resources are our health services supervisor, along with a committee of people, and they do things throughout the year to make sure employees, no matter what your job is in the district, that you have a chance to have wellness be a part of what you do in Rocklin Unified, because we truly care about everyone that works here and their whole being. And we know that, if you're in a good space, then, you can come in and do your best for kids.

One example was, I had the opportunity to play pickleball Monday night out at Rocklin High with a group that they put together. I know Trustee Price was out the previous week, but it was just great to be able to do something for fitness but also fun as well, so just appreciate the fact that we have folks that intentionally think about the wellness of the people that serve our kids as well. That's what I have.

President Saathoff:

Okay. I have not yet picked up pickleball, but it sounds like I have to now. I will say there were many schools represented at Run Rocklin on Sunday. That was incredibly fun to see.

I couldn't actually run with my family because I was trying to take video footage of everybody coming through, but I was there with my family. And actually, my husband participated in his first half marathon, so that was very fun. But it was great to get to talk to a lot of parents, and some staff were

out there as well. I always love these wellness opportunities to engage not only in our community but our own wellness.

Okay. All comments? Final call. Any final comments? Then, we will go ahead and move on with our public hearing for the evening. Item 8.1, I would like to welcome Dr. Justin Levitt from National Demographics Corporation, to present Item 8.1 on the transition to by-trustee area elections, our proposed trustee area maps for the evening. Welcome, Dr. Justin Levitt.

Dr. Justin Levitt:

Thank you, President Saathoff, members of the board, and members of the community. My name is Dr. Justin Levitt. Let me open up our presentation for tonight. Okay. There we go.

As always, it's a pleasure to be back here in Rocklin, and it's a pleasure to present to you some draft maps tonight for our first time. Just to refresh where we are in the process and where we're going, we began this process back in January when the district received a demand letter. In March, the board decided to move forward with districting, and on March 20th and April 3rd, we held our first two draft map hearings. For the last couple of weeks, we have processed 10 maps, including seven community maps and three demographer drawn maps. And tonight, we are doing our first presentation on the draft maps.

Following tonight's presentation, there's another opportunity for members of the community to submit maps before the May 1st public hearing. Again, we have that window so that there's enough time for us to process the maps and to make sure that, if we need to reach out or if we have any issues with the maps, we can reach out to people who submitted them. I'll tell you we were getting maps all the way up until midnight on the night that we were accepting maps last time, and we certainly welcome that, but we do have that because do have that window, in order to make sure that we get those processed for the deadline we need to post by. That deadline doesn't come from us. It actually comes from the State of California that says that all maps must be publicly available for viewing for a full seven days, a full week, before they're presented at a public hearing at which they are discussed. Our deadline is April 19th, so that we can get the maps published on the 24th for our May 1st hearing. That'll be our next discussion of the maps.

Following that, the final map adoption hearing will be on May 15th. Again, if there are any revisions or needs for changes, we have another window before those maps will be posted, by May 8th. And then, following that, the map gets sent to the county committee on school district organization for Placer County, and they'll hold a hearing here in the district. That's where they will confirm the change of election system from at-large elections to trustee area elections.

And as a reminder, these trustee areas will be used through the 2030 election. Following the 2030 election, when we get the census results back in 2031, the district will have to make sure that the trustee areas are still in compliance with all federal and state law that exist at that time, and again, every 10 years thereafter. Just as a brief reminder, this doesn't affect where your child attends school. This also doesn't affect the fact that all board members are responsible to all the residents of the district, and this is really just about that method of election of a board of trustees.

Just to briefly talk about our rules and goals, I'm not going to spend the length of time we did in first two hearings on this, but I do want to start with these as our evaluation criteria. For example, all maps must comply with the federal requirement that districts have the same number of total residents. All 10 of our maps do comply with that criterion. Similarly, all maps meet our Federal Voting Rights Act requirement. It is not possible, in this district, to draw a majority protected class district. We did evaluate all the maps for that, but that's not a requirement here.



In the middle column are California criteria, geographic contiguity, a really fancy way of saying, that's a good term for the AP Geography students, that the district should have one outside boundary. All 10 of our maps actually meet that criterion as well. There were a couple of maps that didn't on submission, but we fixed the very minor, it was always zero population changes we did, to make sure that they did meet that criterion. Mostly just streets that were mis-assigned, literally the width of a street.

Avoiding divisions of neighborhoods and communities of interest is our next priority. This is where, I think, a lot of our differences between our maps stem from. And this is something we're going to come back to as we look at the different maps, because these are prioritized in this order for a reason. If there is an issue, for example, with a map that, say, doesn't follow a major street, but it doesn't do so because there's something we're trying to keep together in terms of communities of interest, that's a valid reason for doing that.

I'm going to skip the third criterion because that didn't really apply here. We do have some non-populated segments of both Roseville and Lincoln in the district, but they didn't really affect any of the boundaries here. Easily identifiable boundaries, this is something like following major roads or other natural and manmade features like rivers, canals, parks, things that serve to divide communities. I'm going to come back to this criterion as I look at a couple of the maps. And compactness, which the law defines as not bypassing one group of people to get to a more distant group of people.

One of the real challenges in the geography, as we looked at drawing the maps, is that some of the blocks, especially, and this is true of any city that is more recent and has a lot of cul-de-sacs or canyons or other sorts of geography, just on the West side of the train tracks, there is a very long block that stems from the Northern end of the city almost 75% of the way down the city. I know that it impacts every single map. That's something we can't do anything about in terms of compactness. But there are some other couple cases where I'll point out where it looks like the map has been drawn to bypass a neighborhood, and if that's the case, maybe we can justify it with communities of interest. As we looked at the maps, none of them, I don't think any of them are a violation of the objective criteria. I think they're all justifiable, but there are a couple that will talk about that look like they could be improved slightly.

And then, lastly, the prohibition in the third column, maps should not be drawn for the purposes of favoring or discriminating against an incumbent political candidate or political party. These maps were both drawn and all 10 of them were analyzed blind to where the current board members live blind to the partisan makeup of each of the five trustee areas.

And finally, if there are other factors that we want to consider, such as trying to equalize the number of school sites, for example, between the districts, trustee areas, that could be taken into account, but only after everything else we're talking about that's required by law.

Now, the maps are available on our interactive web viewer. This is a great tool we have online on the district's website. That allows you to zoom in and out, select districts and see some statistics or demographics for each district or trustee area. You can also overlay it on everything from topography maps to some of the socioeconomic demographics that we've talked about in previous presentations. We linked that in this presentation, but we really encourage you to view the maps there.

We're going to go through the maps individually. If, when you do your public comment or when the board wants to make a comment and refer to a specific map, we have each of them on a slide so we can pull them up as needed.

We'll start with our first few were community maps that we received. In fact, 101 was received the same night as we did our last presentation, I believe. And you'll see that there are some differences and similarities between the maps. Every map, I think, has one trustee area that is in the very Eastern end of



the district. It includes, especially all the areas East of interstate of the interstate I-80, but it also includes a lot of that Downtown or Central Old Town Rocklin area. And then, right just West of that is where you see that really long census block. And that census block just runs almost the full length of where the the Eastern edge of the district is, all the way down past Downtown. That's going to be something we see on each of the maps.

Now, this particular map, 101, does have a couple of districts that do span the length of the district. Trustee Areas 3 and 4, in green and purple, are very long, and they seem to include a lot of communities along those kind of lines.

Now, that's again something we might be able to justify using communities of interest, but it's certainly may not be the most compact area. It looks like Area 2, in this map, was one of those areas that was the priority and Areas 3 and 4 were drawn around it. And if there are good reasons for that, that's an example of something that we can do, but we have to justify that.

Map 102, again, we see a very densely populated areas in the Southern portion of the district, adjacent to Roseville, particularly, basically, where the freeways meet is a very densely populated part of the district. And we see that very long District 3 again. Again, that's the geography of that census area.

We do see that both Areas 4 and 5, and especially where the two of those trustee areas meet, we have some areas where they seem to cut through neighborhoods. For example, Area 4 includes most of the area between the Oaks, and I believe it's Stanford Ranch, but not four blocks. There's four blocks it leaves out. That would be something that, if we were interested in this map as a general thing, would it be possible to follow that and keep that single development together? And it's very clear on the map that it's one model of home, it's one model of, they're all built around the same time.

Those are the kinds of things that we're looking at improving the maps. There's a valid reason for splitting it this way. Then, we can talk about that as a good split-

#### PART 2 OF 6 ENDS [01:10:04]

Dr. Justin Levitt:

... there's a valid reason for splitting it this way, then we can talk about that as a good split. But otherwise, that could be an option.

Map 103, again, we see... You're seeing a lot of the same patterns, but where we see some differences in this map, the area right along the southern end, especially the southern portion where Roseville comes around and comes up the southern side, and this map is more evenly divided between two and four. So rather than linking the areas around that curve, this map splits them into two separate trustee areas, two and four. Again, all three of these maps were submitted by residents of our community. The biggest concern we had with 103 is the area on Park Drive at the north end of area two is it's populated. There's homes along there. There's no way to drive from those homes to the rest of the trustee area. And yes, we have that long block. It's mostly a park. It's mostly a wide open space. And so if we were looking at making this a little bit better at following major roads, there actually is a census block that runs east of Park Drive that we could use as the border and put all the populated area into area three rather than area two.

So map 104, again, you see a lot of these very similar designs. Notice the colors change because these are all community maps. We use the numbering that the community members used on their own maps. And that way if they want to speak about it and they've written up comments, you'll be able to identify it with the map. But some people started with one on the northwest corner, other people started with one in Old Town Rocklin, and so we have different colors and different numbers.

Map 105 is the first of our three NDC drafts. So the NDC drafts are 105, 106 and 107. And I can talk a little bit more about these, and we do invite community members to come and speak about the maps or write up their comments in the emails that they sent. All of those emails with the comments will be provided for you if they include them. One of the things we were looking at doing in this map was, first of all, using the attendance areas as much as possible. And I think maybe 106 is kind of the best example of this, but 105, that was definitely a priority. We really wanted to create, I almost call them like quadrant areas, so using the major roads and division lines to try to create a northwest to southwest, a southern and an eastern district, including trying to keep all of the gridded streets in the Old Town Rocklin in one area and trying to keep all that high density apartments mostly along the south end of the district together as well. So this one was really highly emphasizing those compactness and major streets.

Attendance areas played more of a role when we drew 106, particularly creating that northern area that kind of tried to follow a lot of the attendance or school boundaries in the north end of the district to the extent possible. Some of them cut across that long block line, but where we could, we tried to follow the attendance area boundaries here. One of the things we also tried to do in this map was get the middle school into area five. So crossing from the gridded streets into where the middle school is, just across there, to include that and make sure each of the trustee areas had a minimum of three school sites to the extent we could.

Map 107. Again, we're seeing a lot of similar patterns here. I think we looked at a lot of similar factors to 105 as well, but tried to keep more of the central area, the central parts in areas two and four and not quite come down quite as much with an area... Not coming down as far. So again, we just see some similarities and differences in the different maps. We try to use as much of the major roads as possible in these maps and do something different than we were seeing in the community maps. We obviously don't want to create just the same map with minor changes at this point in the process. And then we get to more community maps. These are the three community maps that were received at the end of the day, 108, 109 and 1010. In fact, 1010 I believe was received at 11 PM on the night we had our cutoff.

So 108, I think... You're going to see this in 110 as well. It's on the south end of area two in this map, the blue area. The wraparound to get the elementary school, that's less than perfectly compact because you're bypassing the communities kind of adjacent to between Antelope Creek and the road there. And so those would be the kind of things that we could look at adjusting if this was a map you liked the general feel of.

And then map 109, again, we see a lot of similar features. I think a lot of the community maps really try to create minimal deviations. And I'll just briefly go... Map 110, for example, had a deviation of less than 1%. But in order to get there you can kind of see the border, especially area three in green kind of jogs back and forth in order to get that low deviation. I would encourage you to think of if you like the idea of 110 and the general shapes, we could align for example that area three border much better to the major roads within the district like Stanford Ranch for example. But we were presenting all of these as we receive them. And that's our commitment except for those zero population areas to ensure that it's legal. We're presenting you exactly the map as we receive it.

In addition to the maps themselves, we also have sequences of election that accompany them. And each of these has basically two areas have to be up in 2024, three areas up in 2026. The education code policy generally dictates that if there is a trustee that is up for election in 2026, and they're either the only one residing in a trustee area or there are more than one but trustee but they both have a 2026 election cycle, that area must be put up in 2026, the later of the two years. And that's sort of an interpretation of an education code provision about how you sequence elections when you're switching to districts. And so our legal team, I didn't do this personally, our legal team put together these sequences of election based on their knowledge of each board member's term.

And you can see here that there are some options in some of the maps. So for example, in MAP 101, we have three vacant or we have three seats that have a question. And you would have a question generally if the seat was either vacant or sometimes in some cases if there are two trustees that have different election cycles. And so normally that would require a designation of which trustee area would elect in which year. And so we put the options for you here.

In map 1, for example, we think areas three and five would be assigned to 2026, and two of the three remaining areas, one, two, and four, would need to be assigned to the 2024 election. The last of those three would be assigned to 2026. And that could either be... That's, generally speaking, best done by the board, who knows the areas and who knows, for example, may want to create a mix of parts of the district that have an election in the same year so we don't have all the areas in the west having the same election year and then the two areas in the east kind of the same or principles like that. And so each map does have that accompanying sequence of election. And as you can see, a lot of the maps do have that choice. Two of three areas must be up in 2024.

So with that, our hope tonight would be that we would be able to discuss the maps. And following a discussion of the maps, we would love to be able to either narrow down the number of maps, there's a lot of them that are similar or have similar features, or maybe it's a pick and choose different features between the maps, and then any requests for modifications that we could come back with an improvement. Something that we often see at this stage in the process could be something like either, "I like this map, but can we align this boundary to the major roads, can we fix this particular problem on the map;" or another common thing is, "I like this western area in this map and I like the eastern areas in this map. Can we figure out a way to put them together to make one map that combines two different maps?"

Leave the details up to us, we'll come back with that new map for you at the next hearing. But that's kind of a very common request. "We really like the way that you used this street in the east, but we really think that the west is better served on this alignment. Can we figure out a way to put these two maps together?" Generally we do that a lot to come up with the final map. So with that, if you have any questions, I'm happy to address them on any specific map or about anything.

President Saathoff:

Thank you for the wonderful presentation and the detailed information. Just a point of clarification, we are a unified school district. I believe it was map 106 that you said you attempted to utilize attendance boundaries creating a minimum of three schools. I'm assuming that's looking at elementary school boundaries. Could you just clarify that for us? Were middle schools or high schools taken into consideration?

Dr. Justin Levitt:

So they were less taken into consideration. I mean, the school sites themselves were taken into considerations. We're trying to balance them because there weren't enough to have three elementary schools in each of five trustee areas. So if we can put a middle school, and we have a cluster of schools right in the center of the city that kind of have to stay together geographically in a lot of maps, but we didn't use the high school or middle school areas or attendance areas or trust school boundaries as much because there aren't as many of them as there are the elementary areas. If there is a particular section of a boundary that you would like us to consider more, we can really strive to do that. But with fewer high schools and middle schools than there are trustee areas, that becomes like, okay, we can use it as a boundary, but there's going to be more than one trustee area that send their kids to this particular... to Whitney High or to...

President Saathoff:

Yeah. No, I understand the difficulty. So thank you so much. Thank you for clarifying too. I think a few people were asking me that question, so thank you for clarifying.

Rachelle Price:

Would you mind just giving us some examples? I know we talked about our last meeting, communities of interest. I know we talked about some of the things to consider major roads, elementary attendance, boundaries, HOAs. Any others that you would suggest?

Dr. Justin Levitt:

You've listed off several really important ones. And it's really also thinking about development patterns. I think one very common one in communities like Rocklin is when were certain communities developed or built and the different needs of an older community versus a newer population.

Rachelle Price:

Okay. Thank you. Can you also clarify how many would you like us to get down to tonight?

Dr. Justin Levitt:

We have 10 maps and I think some of them have a lot of features in common with each other. If we could narrow down to around three, I would say two to four, besides any new maps that were requested or revisions that were requested. It could be something like, "We like map," I'm just going to pick a random one, "104, but we're going to keep that in for now, but we want you to make some modifications to it." And then hopefully the next meeting you just say, "We like the modified map," and we can get rid of the original 104.

Rachelle Price:

Thank you.

Dr. Justin Levitt:

Not-

Rachelle Price:

I'm just curious... And you've done this obviously way more than we have. Is there any thought on we go through and say, "Is anybody interested in discussing any of these," so we eliminate some maybe initially right at the beginning or what would you suggest?

Dr. Justin Levitt:

So I mean, I am happy to work with the board however the board would like. Typically, you might want to see if you're on the same page as each other, just each of you can give top maps-

Rachelle Price:

Oh, top three? Okay.

Dr. Justin Levitt:

We like to think of this as not eliminating maps tonight, but as focusing the conversation down on the best maps. So if each of you give three maps and maybe we have a total of four to five total, that would definitely be an improvement over, "Have bring 10 maps back."

President Saathoff:

I think this also being the first opportunity for the community to really try maps and look at maps and hear your feedback on the maps, I am sure those that wrote maps or submitted maps are probably hearing your feedback first time right now too and going, "Oh wait, we might be open to that little change." So I wonder if it's helpful to really kind of maybe highlight a few of the topics of interest. If there's a specific map that somebody really loves, feel free. But I'd really love to start out a little bit if it's okay with what are some things that are maybe important to you, because there might be a map that you could alter or change and it might be a great map, but there was maybe one or two concerns within it could be fixed. Right? So I think let's leave it open to the trustees because we're not necessarily declining any maps tonight. You're just asking for a little more direction so you know if we want you to revisit some map source for the next meeting, is that correct?

Dr. Justin Levitt:

Exactly. We often call them focus maps because the idea is we can focus the conversation on maps that we think serve as a good starting point.

President Saathoff:

Just to clarify for the community, I just want to make sure we open the public hearing for those that have submitted cards too. But because you have given the presentation and the board does have the opportunity to talk with you, it is appropriate for the board to ask some questions of his presentation and talk with him before we formally open the public hearing. I just wanted to clarify that.

So I'll start out by just throwing out, I haven't had a ton of feedback from the community yet. I think everybody was probably waiting to hear your response to the maps, but I have seen some interest in HOAs or developments staying together. And I did notice several maps kind of did break up some of those. And so again, I just share publicly, I've heard some interest about that. We do have some developments in our community, HOAs in our community that they're... Dr. Levitt, if there may be an HOA community that had sections of the development built at different times, have you seen that where if a map is built by when it was built, you may actually... There'll be breaking up that HOA group. So I'm a little concerned about that. What are your thoughts on that?

Dr. Justin Levitt:

Oh, absolutely, and I agree with you. And I think I was giving examples of things that could potentially be communities of interest, but I grew up in a community that was a planned community that started construction in '85 and ended in '99. So I certainly know it's very much a community of interest, but it has that development history. And so what I wanted to say was, in some cases, this is really one of those things where communities of interest can depend on even the neighborhood we're talking about.

And so for some neighborhoods, this particular community, just to give a couple examples, I know in Sacramento, Natomas, for example, built out over a period of 30 years, but they have a clear community of interest despite that. On the other hand, in other neighborhoods it might be more appropriate to talk about, well, these homes are all date to 1920s and '30s, this other section was developed in the last 15

years and they have very different issues. So it really comes to the neighborhood specifically. So I agree with you.

President Saathoff:

I did notice though some of the later maps or even some of the maps that you presented, like the 105, 106 one, it looked like some of those communities were broken up.

Dr. Justin Levitt:

And if we have, then I would hope that we could fix that or we could at least be able to tell you what the reason was. I'm sure some of the elementary boundaries cross some of those areas.

Michelle Sutherland:

Are we just asking questions or are we starting to talk about some of our thoughts? Or where are we at?

President Saathoff:

The first item is the presentation and the board to give thoughts to him. It can be thoughts and questions. I got clarification on that. And then we will formally open up the public hearing for all public comment.

Michelle Sutherland:

Okay. But we're not talking about the maps that we kind of gravitated toward or... Okay. I don't want to say the wrong thing.

President Saathoff:

[inaudible 01:29:02].

Michelle Sutherland:

Okay. So thank you for this. Thank you to those in the community that took time to do this as well. So one thing, and I definitely see in the maps that you all created, that compactness piece of it, I found myself gravitating more toward a few of the community developed maps. And I don't know, I'll be interested to see what the rest of you think given that... I think we've all lived here for quite a long time and are familiar with the neighborhoods and things. But one of the things in regards to communities of interest that really sticks out to me is the Old Rocklin and the side where there are older schools and schools that have maybe been traditionally fall under Title I status.

That to me is like a community of interest because I know we've heard from members of the community. Those schools, they don't raise as much money through their PTCs. They sometimes don't have access to some of the things that some of our other schools in other areas of the city have. And for that reason, some of the maps that I see that the ones that you guys created started down in that Antelope Creek southern part. But rather than kind of coming upward to be more of that narrow, you guys went kind of to the west. But to me, that breaks up some of that Old Rocklin where we could have two distinct districts that make up those older schools.

So I found that I was kind of gravitating toward 103, 104, and then 102, but agreed that there some... There were a couple other ones I was looking at, but it's almost like as you start to say, well, we could pull from here and then we could add here and pull from, it almost starts to become a different map. So

I found that those were the three that I could look at and kind of visualize them making sense without a ton of overhaul and pulling from one and adding to another.

103, I think creates those too. I felt like it looked pretty compact. I did agree with the comments that you made about that Park Drive up at the top, and I think it also would go to President Saathoff's piece about some of the HOA and keeping that together. If that makes sense with the numbers, that would be a really good move, I thought. With 104, just looking at that district two, I noticed this, I would imagine as we focus in on certain maps that you guys would clean them up because there's that little chunk that kind of comes out in district two, and there's one side of the street that's in district one instead of two that ideally that little piece would get incorporated into two. I think it still splits some of Ruhkala, but they are still in the same middle school and high school districts. And there's a little piece in three that sticks up, but that may be no homes there. I'm not sure.

And then 102 is not as clean looking as far as the boundaries. The only couple things that stuck out the most were like in district two at kind of the top close to where it says Loomis. There's like a little end of that neighborhood and there's a couple little offshoots into three into the green, and then there's a couple little offshoots into one. I don't think it's very many houses could get kind of pulled into two. And then on-

Trustee Dereck Counter:

They were trying to use a railroad track-

Michelle Sutherland:

Yeah. Maybe.

Trustee Dereck Counter:

But they didn't take it all the way up.

Michelle Sutherland:

And then on the other end of two, by Ruhkala, again, there's some of those streets. It seems like Park Drive should include that little chunk, so basically west of Park Drive. So I guess that was just... As I scrolled and scrolled, it seemed like those three to me, knowing what I do about communities of interest across the city, seem to require the least amount of little tweaks.

Dr. Justin Levitt:

And I would just say that that's exactly the kind of feedback that I can take and come back with a revised version that tries to accomplish all of those things and hopefully would serve the district.

Rachelle Price:

Could you pull up map 103? I also found myself really drawn to 103 and 104. The top, very top right corner of the district five, that actually is a Whitney Oaks court. You see it's got a couple little... Are you looking at this little spot right here?

Dr. Justin Levitt:

Mm-hmm.



Rachelle Price:

So that I think we would want to keep with three because that's part of Whitney Oaks. And then-

Dr. Justin Levitt:

[inaudible 01:34:27].

Rachelle Price:

Yeah-

Dr. Justin Levitt:

That's all part of the Park Drive issue that I-

Rachelle Price:

Yes, I think that that needs to be fixed. The other thing that I wanted to point out on 104 is that I know in our demand letter it mentioned the Latino, which we don't have a high geographic concentration of. However, the thing that I really was drawn to about map 104 is that it had a 26% Asian population. And I think that that is our highest concentration. I think it was pulled from the Twin Oaks neighborhood, and so I really liked that that was represented in map 104.

I would like to better understand into why that little area is pulled out. I don't know if there was a high population specific to that or if you know why that little area-

President Saathoff:

[inaudible 01:35:26].

Dr. Justin Levitt:

My suspicion is that it is to do with population. But one of the things we could try to do, if you like 104 is, is there a way of doing that? A lot of the community maps have very low deviations. And we have some room there-

President Saathoff:

[inaudible 01:35:42].

Rachelle Price:

So that area that is pulled out is still part of Cresleigh Springs, but it is a different builder. So I'm not a 10 about pulling that out. I was just curious if that changed our numbers on population percentage or population numbers. But other than that, that met a lot of the communities of interest. I felt like HOAs were taken into account neighborhoods seemed to make sense. I think I was going to add up the number of years the five of us have lived in Rocklin. It would be a lot. So that's a good thing. You know? Yeah.

Trustee Dereck Counter:

I think, just one of the things, it's in one of the layers. It would be... And again, and I tried to do it where you put the elementary school boundary layers and then you have the maps, what happens if the colors start merging and it gets really confusing. But I would like to... There's some... I think the elementary

school boundaries do a good job of using natural divisions other than Parker Whitney, and the railroad track. But I mean, you're talking so small. But if we could keep to using the elementary school boundaries where possible because there's natural divisions with the elementary schools. I get Whitney and Rocklin and Granite Oaks and Springview. You've only got those two schools in each grade level, so it's not... You're never going to be perfect there.

But from a high level standpoint, you could theoretically have two elementary schools, two plus in everyone's area. And again, if it works, but those were nice. Those were nice cutups when you start overlaying them. They make some natural boundaries in places around roads and things.

Michelle Sutherland:

And I do think 103 seemed to... None of them perfectly follow, but that one did seem... And actually, 104 was kind of similar too. Yeah. But the 10...

Trustee Dereck Counter:

[inaudible 01:37:43].

Michelle Sutherland:

Yeah, it does. I would go toggle back and forth kind of quickly, and it would help me to understand it better. Like on, off, on, off. Okay. But I thought 103 and 104, there was some-

Trustee Dereck Counter:

There's general-

Michelle Sutherland:

Yeah. Whoop, whoop. Yes.

Rachelle Price:

One other thing about 103. On trustee area one, why is this additional little pink jagged edge?

Michelle Sutherland:

Yeah. The little squares. Yeah.

Dr. Justin Levitt:

That's the population.

Rachelle Price:

Population. Okay.

Dr. Justin Levitt:

So if you just go across on the railroad track-

Trustee Dereck Counter:

[inaudible 01:38:18].

Dr. Justin Levitt:

... you are... you need... You don't have enough people in-

Rachelle Price:

You have to have a few more. Yeah. You can't.

Dr. Justin Levitt:

So you cross somewhere.

Rachelle Price:

Okay. And are any of you familiar with that neighborhood or can picture? Is that going to feel strange for them or for that neighborhood?

Speaker 3:

Pacific?

Julie Hupp:

Pacific and Sunset? That's-

Speaker 3:

That's up the-

Julie Hupp:

... heading up the hill.

Speaker 3:

That's where the apartment complexes are.

Julie Hupp:

I know. It does-

Speaker 3:

[inaudible 01:38:42] neighborhood by Tri City.

Julie Hupp:

Yeah.

Speaker 3:

That's that one little funky-

Julie Hupp:

I don't think it-

Kevin Cooper:

That little [inaudible 01:38:42]-

Trustee Dereck Counter:

But they're Tri City. I know that.

Julie Hupp:

It's-

President Saathoff:

[inaudible 01:38:42] right there.

Dr. Justin Levitt:

A lot of... It is-

Julie Hupp:

It is. It's Bolton. It's that right across from the baseball diamonds.

Trustee Dereck Counter:

Is this-

Julie Hupp:

I actually don't think it's a bad cut.

Trustee Dereck Counter:

Sorry.

Julie Hupp:

No, I don't think it's a bad cut.

Rachelle Price:

I don't think it's a bad cut because-

Trustee Dereck Counter:

That's where Tri City is in the red-

Michelle Sutherland:

It's a very distinct neighborhood.

Dr. Justin Levitt:

It is apartments. It is-

President Saathoff:

[inaudible 01:39:03] neighborhood.

Julie Hupp:

Yes. It is.

Dr. Justin Levitt:

It's high density apartments. So I think the option is that little cut or as we see in 104 and many of the other maps are... 104 actually goes south-

Trustee Dereck Counter:

[inaudible 01:39:17] Antelope Creek.

Dr. Justin Levitt:

Yeah, goes south toward Antelope Creek. Some of the other maps go into the gridded streets that are kind of still there on the other side of the train tracks. So those are the options. It has to cross somewhere just to get under that 10%. And that's really the question of where.

Michelle Sutherland:

Yeah. 104 looks good too. And then it keeps more of the grid all on the district five side.

Trustee Dereck Counter:

Yeah. I would say from, I guess 104, if you look at area four, there's a Valley View. If you look at the Valley View cut on the north side of where four is as opposed to running... I mean, I don't know if there's probably nothing there, but if you just kept it in line with where Valley View the elementary school boundary is, it makes an even cut. It probably doesn't affect any people, but it would just be a nice-

Michelle Sutherland:

Yeah, because that ridge there, because then right next to that is all the older Parker Whitney boundary.

President Saathoff:

I'm guessing though that was probably a population decision though, because look, if you cut that out, you're going to have high population here and low population-

Michelle Sutherland:

Cut what out? Yeah.

Speaker 3:

[inaudible 01:40:22].

Dr. Justin Levitt:

Like in four along the northern part of four?

Trustee Dereck Counter:

Four along the Northern part.

Dr. Justin Levitt:

So-

Trustee Dereck Counter:

[inaudible 01:40:35] three underneath that upper right box.

Dr. Justin Levitt:

That's exactly where I wish we could have drawn the line.

Trustee Dereck Counter:

[inaudible 01:40:41].

Dr. Justin Levitt:

So that census block that I mentioned, it basically goes from the north end of the district almost all the way down to, yeah, basically Parker Whitney Elementary. So basically-

Trustee Dereck Counter:

And that's why [inaudible 01:40:59] if you take that, then we just play the-

Julie Hupp:

[inaudible 01:41:00].

Dr. Justin Levitt:

So that's why almost every map has that elongated area in it because that's literally one census block. But I understand there's no people in there, so we can kind of keep it in the block that makes the most sense, but-

Michelle Sutherland:

It doesn't have an impact on voters?

Dr. Justin Levitt:

Right.

Michelle Sutherland:

Yeah. Okay.

Trustee Dereck Counter:

Again, just try and use the element school boundaries because they're the most logical when you start chopping.

Michelle Sutherland:

I think I-

Julie Hupp:

If you're looking for consensus of... I mean, as far as if you want to know how each of the board members are thinking about it, all the things I was going to say have already been said on 102, 103, and 104 is where I'm landing.

Michelle Sutherland:

Yeah, right? It's not set. We're not voting on it, right?

Trustee Dereck Counter:

[inaudible 01:41:52].

Michelle Sutherland:

Yeah. But it would be nice to see those with some of the refinements that... Yeah.

Dr. Justin Levitt:

So if I could suggest then, could we do the public hearing and then we can come back and maybe-

Trustee Dereck Counter:

[inaudible 01:42:06]. Yeah.

Michelle Sutherland:

Yeah.

President Saathoff:

I now officially open the public hearing to gather community input regarding proposed trustee area maps and election sequencing pursuant to elections code section 10010A2. We do have a public comment card. We have Kevin Cooper.

Kevin Cooper:

Good evening, trustees. Can you guys hear me okay? So I have a lot of concerns about this process. I do project management for a living, PMBOK certifications, graduate degrees. And the communication plan from this process is way too fast. It doesn't have nearly as many people in the community showing up at these meetings. I popped in there and took a look through the notes. And I'm sorry, guys, whatever collected those notes to post them, they were intelligible.

In addition to the fact, when you take a good look at the way the city's broken up, we don't have any natural boundaries or natural groups from the goals of the state sort of shares as far as collecting different protected classes. So there's a lot of concern I have about this process, especially given setting aside all the political issues that I could go on, but I've only got a minute left. So I'm watching it. I'm going to dive into it. Statistics and forecasting is what I did for a big part of my career, and so I'm concerned.

Set that aside. I did not get a chance to come thank you all for something that was really cool. If you didn't get a chance to go to the Maker Faire, it occurred last year. I meant to come. Thank you guys for



whatever role you guys had in putting that together, and I owe thank you to the City Council. Anyway. Thank you all for your time, and God bless y'all. Oh, and I did send in some questions to Mr. Stock. I'm expecting those to be answered. I have more coming. I'm super frustrated that when I ask questions, I don't seem to get any answer back. So I need to know how and where to push the question because they're valid.

Superintendent Stock:

Thank you. May I? Mr. Cooper, I received an email and I responded and I'm-

Kevin Cooper:

I responded back.

Superintendent Stock:

Oh.

Kevin Cooper:

[inaudible 01:44:40].

Superintendent Stock:

I'll check. Right. No, no, I appreciate that. And want to just make sure you're getting answers, not that you necessarily will agree with the answers, but that you're getting an answer to the questions. Perfect. Thank you, sir.

PART 3 OF 6 ENDS [01:45:04]

President Saathoff:

Okay. Seeing no other public comment cards, I will officially close the hearing. Trustees were able to continue our conversation and give possible direction to our demographer this evening. I'll jump in. I was hearing some consensus on a few maps. I will say I don't know that I am quite at the point to say that elementary school boundaries are the highest priority for me, if I'm just being honest. I think the number of families that that serves and represents is not a large portion of the entire district size, so I get a little nervous about that, but I do think it's something important to look at.

I want to dive into these maps of interest a little bit further to really look close at the neighborhoods. I do think neighborhoods staying together is really important I think, in many ways, that will be our elementary school attendance boundaries, but I think that it actually conflicts in a few spots in the city. Those are just some of my own personal comments. As you're redrawing or re-looking at the maps, maybe there's a way that you take options into consideration for both of those or separate maps for each of those requests.

Rachelle Price:

Would you say though that you already did in Map 106, that was your attendance area map focus?

Dr. Justin Levitt:

Certainly, that was the map, I really tried to focus in on that. Again, I would say it's very common that it's not one of the consultant maps. I have no attachment to which map gets selected.

Rachelle Price:

Good. We don't either. Okay. Perfect.

Dr. Justin Levitt:

In fact, I heard that 102, 103 and 104 are the three focus maps at this point, but with modifications to them. If that would be okay to take that as direction from tonight, we can come back with revised map versions that implement some of those changes that were requested by the Board. Now, particularly for 103 and 104, I think I have a very good idea of what the board is asking for in terms of modifications. I know I mentioned a couple of issues with 102, particularly with area 405, are there other changes to Map 102 that you would like me to look into.

Rachelle Price:

Maybe we should go back through and say what people like about 102. What are the things that we would want to have modified? I'm not a big fan of this. In fact, when you said top three, I was thinking, "Ooh, I really have two favorites, two that I prefer."

Dr. Justin Levitt:

If that's the case, 102 was just mentioned once, but we don't want to include it, then we can go with 103 and 104 as the focus maps.

Rachelle Price:

Yeah. I mean, that's fine. There are things I like about 102, but I think it would require a little bit more adjusting than, say, the other two do. I might personally keep looking at it as we go through the process, but, yeah, I think I am not-

President Saathoff:

Just to clarify, all maps remain posted and available as options. You were just asking if there's a map or a few maps you want to make changes to bring back to us, but we can still consider all maps at the next hearing, correct?

Dr. Justin Levitt:

That's certainly correct. Really, this is just about being able to go back to the community after tonight's meeting and say, "We really were focusing in tonight on 103 and 104." That's what it is. We're going to make some modifications to these maps, but this is where we're leaning tonight. Nothing goes away, nothing's eliminated, all the maps remain posted. Maybe somebody who did one of the other maps hears the Board's feedback and wants to revise their own map to make it better, and that becomes the map that we look at as the focus map next time.

President Saathoff:

Both of these are community maps, correct? The person who submitted the map could actually go in and make modifications just by listening, and that would be a different map if they resubmitted or would it be the same map only resubmitted?

Dr. Justin Levitt:

The way this will work is that I'm taking your feedback from tonight on the things we discussed. There were two different submitters, 103 and 104; different people submitted them. If either one of them goes back and submits a new map or any member of the community were to submit a revision that was based on 103 and 104 but made changes, and I look at that map and say, "This is exactly what the Board asked for," then this is why we use numbers, because we've actually had this where two random members of the community submit the exact same map without talking to each other. We just use the number and we tell them both, "You're both Map 116." That's the way I would approach it. Like Map 111, it was submitted by a resident of the community, but I think that it meets all your requests for revision to 103."

President Saathoff:

What I was really wondering about is, if you, for example, took Map 104 and you made revisions and the submitter made revisions, would both of your submissions come back as 104 or would they get renamed?

Dr. Justin Levitt:

We're going to use new numbers.

President Saathoff:

Okay.

Dr. Justin Levitt:

That's to prevent any confusion. In the presentation, it'll say Map 111 and then next to it it'll say Board Revisions to 103. We'll make it clear those two maps are maybe three maps that are responsive.

President Saathoff:

Okay. Any other thoughts from the trustees? I'm hearing some consensus on our demographer coming back with focus maps of 103 and 104. Okay, great. Well, I thank you for your work on this, and I look forward to seeing those maps as you bring them back for our next public hearing. Just an encouragement to the community, feel free to reach out to us and continue to send more maps for our next hearing if there are concerns. Thank you again for your time this evening.

Okay. We will now move forward with our agenda to the consent calendar. All matters listed under the consent calendar are to be considered routine and will be enacted by one motion followed by a roll call vote. There will be no separate discussion of these items unless the board of trustees requests specific items to be removed from the consent calendar for separate discussion and action. Any items removed will be voted upon following the motion to approve the consent calendar.

We did, however, receive a public comment card for an item, Item 9.6, that is on the consent. At this time, I will welcome Harley Larson to come for two minutes to present his comment to the Board.

Harley Larson:

Hello, Board. Harley Larson, Marine, Rocklin. At the March 20th meeting, there was some additional information provided on the legal services budget, including a graph of the actual amount spent. One thing that jumped out at me on this graph was that it started in the 2019-2020 school year with

\$850,000 spent on legal services. I was curious, so I took a look at 2017 and 2018, and both years were budgeted under \$200,000. The District clarified budgeted amounts are almost always over the actual spent. So, back then, we were spending less than \$200,000 a year on legal services. Since then, and the election of our current board majority, we've averaged over \$820,000 in legal services each year. Since just last month, the projected budget has jumped another \$65,000.

Superintendent Stock, at that March 20th meeting, you said one of the results of having better collaborative experiences is that we don't incur the legal fees related to negotiations with our labor partners. I would remind you, the Board, and the community that the District has been in unnecessary labor negotiations for almost a year due to the board majority's gender notification policy, a labor complaint the teachers literally begged to drop at the February 7th meeting if only you would rescind your illegal, unnecessary, and unpopular policy. And what was your response? President Saathoff, you verbally accosted our RTPA rep, maybe the biggest labor partner the District has. If anyone missed it, you can watch it on YouTube. Once would be a mistake, but the disdain this Board has shown to anyone opposed to its decisions is a pattern of behavior that is not in line with what the District teaches to our students.

President Saathoff:

Thank you, Harley. We will now move on with the consent calendar. Does any trustee wish to remove an item from the consent calendar for separate discussion and action?

Trustee Dereck Counter:

I'd like to remove 9.9 for separate discussion and action.

President Saathoff:

Okay. Any other removals? Okay. Is there a motion to approve the consent agenda item minus Item 9.9?

Rachelle Price:

So moved.

Julie Hupp:

Second.

President Saathoff:

First by Trustee Price, second by Trustee Hupp. Georgia, will you please call the roll?

Georgia:

Julie Hupp?

Julie Hupp:

Yes.

Georgia:

Rachelle Price?

Rachelle Price:

Yes.

Georgia:

Dereck Counter?

Trustee Dereck Counter:

Yes.

Georgia:

Michelle Sutherland?

Michelle Sutherland:

Yes.

Georgia:

Tiffany Saathoff?

President Saathoff:

Yes. Thank you. Motion passes. Trustee Counter, you requested to remove Consent Item 9.9 for separate discussion and action. Can you please share with the Board?

Trustee Dereck Counter:

Yeah. So, 9.9 is the comprehensive school safety plans; they're done every year. I would say, again, love them. For those of you that don't know in the audience and those of you listening at home, this is a great committee that's put together. The team is usually three to 10 people, depending on the school site. That's the principal, and admin, teachers, parents. It can be an employee. It could be a student. These are a great opportunity for you in the community and in your relative school districts, especially at the elementary level because we have so many of them, but it's also for middle school and high school to get involved, to help out, to develop, to modify, to promote, to improve, to foster, to strengthen, all these things. This is your opportunity in the community to be involved and have your say and be part of the conversation from a priority standpoint and strategic decision.

There's three main sections. Each one of these things, and I apologize I'm explaining, so each one of these things is about a hundred pages. The first one to 20 is really, I guess, the meat of it, everything from about 20 on, and plus or minus a few pages, so I will apologize, is all reference stuff. If you're really into that, you can print them off and review. But there's three main sections of the Comprehensive Safety Plan. The first one is the initial assessment, and that really provides, I guess, reference data on suspension, expulsions, disciplinary data, attendance, it gets into the California Healthy Kids Survey, which is really from fifth and sixth grade, and then it talks more about just some historical metrics. Again, from a continuous improvement standpoint, I think there's an opportunity to consolidate that, put it in more of a grid format, there's formats, but, hey, everyone has a little bit differently of presenting it.

Section Two is the first action plans, people and programs, and that's really about the culture of the school. It goes all the way from everything about, it's very site-specific. It talks about being connected,

having positive social interactions, caring, excelling in academics, behavioral, emotional safety, all those things. From a parental standpoint, if you want to have a part in your community and have a part in your school, those are opportunities where you can jump in, help out, and those are amazing.

Some of the things, and I will apologize because I don't have all the acronyms, but in that first section, you got PBIS, Swiss, SST, and UDL data. They're very site-specific. There's some that talk about IB and big little buddies and events, equity training, yard duties, clubs, crossing guards, intramurals, restorative practices, individualized learning, SEL traits, student leadership, touch of leadership, award tickets, equity cohort, equity and inclusion committee, stop walk and talk, team building, student peacekeepers, parent volunteers, et cetera, et cetera. These are all the great things that are happening at the school. If you are into that stuff, you want to be a part of it. This is a great thing. If there's something that you don't understand, be a part of it. If there's something that, hey, this doesn't make sense, again, reach and be a part of it, these are great things.

At the high school and middle school, that section's more probably curriculum development. It talks about vape and Narcan and some other things that are out there, more mature students, but the elementary schools and things, I think it would be nice to see, again, continuous improvement. If we're going to focus on some things, there's probably some metrics we can tie to we're going to make decisions and actions. Hopefully, they tie towards making something better or improving or maintaining a metric. But again, a lot of metrics in there, a lot of things.

The other section, this is the last part, it's the action plan. This is your traditional safety plans, folks. This is site-specific, state-mandated, the number of fire drills, the lockdown drills, the run, hide and fight, the off-campus evacuations, on-campus evacuations, duck and cover, et cetera, et cetera. There's some other things that get included: campus visits, walkie-talkies, drop-off, pickup, et cetera, et cetera that are out there on that other section. I'm sure there's some editing that can move around, but I think this is a great opportunity. Again, these things set the expectation for staff, students and family. These are opportunities for parents to be engaged, fostering that culture, pros and cons. And then each school, there's a little bit of a varying opportunity to be involved.

If you want to, if this is something you're into, reach out to your school site council, reach out to the principals, get involved. This is one of those great things that happen every year. You're setting the strategy for your school. So if you want to do that, I think is just a great opportunity. I know I'm probably selling it too much, but I just wanted to call it out. This is a lot of work that gets put together and I think it's an opportunity. I hear from people, how do I get involved? This is a great example to get involved.

Did I catch everything? With that, I just want to say thank you, that I will approve or I will vote to move it forward, I just wanted to call those out. That's a lot of work and it's just an opportunity for people to be involved.

President Saathoff:

Yeah, thank you for sharing and explaining. Definitely, important work being done, so I appreciate you highlighting all the incredible work. And then also, I think back in the day we called that cliff note summary. I appreciate that for all the parents listening, right? Great job. Yeah, we got some people clapping on that summary, so thank you for that. I'm hearing a motion to approve 9.9 by Trustee Counter.

Trustee Dereck Counter:

So moved.

President Saathoff:

Is there a second?

Rachelle Price:

Second.

President Saathoff:

By Trustee Price. Georgia, will you please call the roll?

Georgia:

Julie Hupp?

Julie Hupp:

Yes.

Georgia:

Rachelle Price?

Rachelle Price:

Yes.

Georgia:

Dereck Counter.

Trustee Dereck Counter:

Yes.

Georgia:

Michelle Sutherland.

Michelle Sutherland:

Yes.

Georgia:

Tiffany Saathoff?

President Saathoff:

Yes. Motion passes. Thank you. Okay, we will now move on to Item 10.1. I now welcome Mr. Craig Rouse, our Senior Director of Facilities Maintenance and Operations, to assist us with a public hearing regarding school facilities impact fees.

Craig Rouse:

Good evening, Board President Saathoff, Board of Trustees, Superintendent Stock. Just a little bit earlier, you guys approved on the Consent Agenda the 2024 Development Impact Fee Nexus Study. Now staff would like to recommend holding a public hearing with regard to the proposed increase in school development impact fees from \$4.79 to \$5.17 per square foot, that's for residential construction; and then, from 78 cents to 84 cents a square foot for commercial construction. This would take place effective June 16th, 2024.

President Saathoff:

Thank you. I will now open the hearing officially. I open public hearing to increase school facilities impact fees on residential and commercial development effective June 16th, 2024. Seeing no public comment, I will now close the hearing. Mr. Rouse, will you please continue on with Item 10.2, the resolution for number 23-24-34 authorizing the increase in school facilities impact fees on residential, commercial development effective June 16th, 2024?

Craig Rouse:

Thank you. We're bringing forward recommendation tonight to approve Resolution Number 23-24-34, and this is authorizing the increase in school facility impact fees on residential and commercial development, and that the effective date for this increase shall be on June 16th, 2024. This is 60 days from its adoption, if we approve it tonight.

President Saathoff:

Seeing no comments or questions, is there a motion to approve?

Trustee Dereck Counter:

So moved.

President Saathoff:

Is there a second?

Julie Hupp:

Second.

President Saathoff:

First by Trustee Counter, second by Trustee Hupp. Georgia, will you please call the roll?

Georgia:

Julie Hupp?

Julie Hupp:

Yes.

Georgia:

Rachelle Price?



Rachelle Price:

Yes.

Georgia:

Dereck Counter?

Trustee Dereck Counter:

Yes.

Georgia:

Michelle Sutherland?

Michelle Sutherland:

Yes.

Georgia:

Tiffany Saathoff?

President Saathoff:

Yes. Motion passes. Thank you. Item 10.3, we now ask Jennifer Stahlheber, our Deputy Superintendent, Business and Operations to join Mr. Rouse to present the Portable Building Replacement Project Delivery.

Jennifer Stahlheber:

Good evening, President Saathoff, board members, and Superintendent Stock. Excuse me, I'm getting over a little congestion related to allergies, which a lot of us are going through. We're revisiting this item from a couple of meetings ago where we had some questions come up. As Member Hupp discussed earlier, Craig has done a lot of research and a lot of good work to answer those questions, so tonight we're going to go through that. We brought back that same presentation, we just updated some of the information. Like on this slide, you see that we included the prior meeting and then added this one to it. This is the same information that was shared previously.

One of the questions during that board meeting was if this was in rank order based on the assessment that Craig and his team had performed. At that time, I thought it was, but when we reviewed it afterwards, we realized it was not. This slide does look a little different and that's because we put it in rank order based on their scores during that assessment. You'll be able to reference back to this, based on the decision to see which ones would be addressed first based on the number that we come to when a decision is made for the total. Again, this was some information related to funding because we have different sources and some of the sources are restricted in what projects they could pay for. And now, I'm going to hand it off.

Craig Rouse:

Okay, so I'll pick it up from here. We're just going to go over what we did last time and it's talking about the portable classroom buildings, modular classroom building, permanent build classrooms, and then

cost comparison, and next steps. But as we talk about the portable classroom building, we're going to also review some additional enhancement options that have been asked for us to do a little research on.

A portable classroom building, just a real quick recap, is a building that is built off-site in a manufacturing factory and it's trucked into the school site and it's either crane or offloaded on a truck. And then, a portable classroom building is built on a dirt pad with wood foundation. It's also important to note that portable buildings are relocatable. Based on demographic swings in the district, we can pick those buildings up and move them as the enrollment shifts in the district.

Out of the three options that we discussed at the last board meeting, a portable classroom building has the least amount of approval time. That's going through your design phase, and your division of the state architect, and also the manufacturers. Some of the enhancement options that were brought forward, and we did a little research on this is, what if you put stucco on the exterior walls instead of T1-11 plywood? And then, we talked about a gable pitched roof instead of a slanted slope roof, and then adding some skylights.

The first option, if you go with the exterior stucco, I did find out from the manufacturers that the weight of the stucco and the need to have a concrete foundation for this portable building to hold the weight of the building does not make that a relocatable option in the future. So, it's a portable with permanent, if you go with stucco and concrete foundations. The gable pitched roof is a real easy roof option that you could get through manufacturing and design. The two skylights are very minimal also. Here's a photo of our last portable that we dropped last year for the before-and-after school program at Quarry Trail.

A quick recap on the modular classroom building. These buildings are also built off-site in a factory and they're trucked in. They're usually craned in on-site because this pad for the house, a modular building has to be on a concrete slab, not a dirt foundation. So, they usually bring a crane on-site and they drop the modular buildings on the pad. The duration for modular classroom building is about two months longer on the upfront design with the architect and DSA.

There's some additional requirements that the state requires. You have to have geotechnical and a geological survey review, and that could take up to five months with DSA submittal. So, a portable classroom building is a quicker timeline for approval, next in line would be the modular building, but also pushes you a little bit further out. You have to really pre-program out these projects if you go a different option than a portable building.

A permanent build classroom is traditional construction. This is when they come out and they put a foundation in the ground, just like your home. They build it. It's one step after the other and it is a longer timeline to build these types of project. It's also a much longer duration on the design end. As you could see, portable classroom was four weeks, modular was 12 weeks, and then you go into a permanent build, it goes to 28 to 32 weeks on the front-end to design. As we talked about with the modular classroom, you still have to do the same additional requirements to get your project approved.

This slide here talks about what we reviewed at the last board meeting. This is the cost comparison if we didn't have any enhancements added to a portable building. As you can see, we have 32 portables, 24 modulars, and then 13 on the permanent build.

This is a slide that we added and this is the cost comparison with the enhancement options. As you can see, we added a couple columns here. We talked about the additional cost for the exterior wall stucco with concrete foundations, and then what would cost for gable roof, and then for skylights. You could see we went from 32 to 29 portables because of the additional cost and then we dropped down also on the modular buildings. On the permanent build ... A permanent build is basically designed for that weight. There really isn't any additional cost if you go with stucco or wood siding, you still have to have a foundation that's designed by structural and civil engineers.

Our next steps. Yes?

Trustee Dereck Counter:

Just curious, historically, I know with the stucco and the foundation, they become unmovable, they become somewhat permanent often. How many portables or what percentage of the portables have we moved around RUSD?

Craig Rouse:

My predecessors moved some portables. As the District really grew in the early 2000s, there was quite a bit of movement for Larry Stark and [inaudible 02:10:47]. We have a binder of all the moves and we have to track them when they move to another site, let the state know where the buildings are being moved. Since I've been working for the District, we've had two projects where we've moved, relocated them from Antelope Creek in Breen over to Whitney High School and Rocklin High School. Since I've been here, I've had two projects, we've moved five portables in total.

Julie Hupp:

Craig, you didn't mention the Hardie board as far as the siding. You mentioned the stucco and the T1-11. But it's the Hardie board at Quarry Trails, correct, and wasn't that what we were going to use going forward?

Craig Rouse:

Correct, and that's an option that ... Or if you want the portable building or modular, the Hardie board is a concrete fiber product that has a better life expectancy than wood because it's got the concrete base. That's what we've designed for the five portables that we're putting in Quarry Trail and then the before-and-after school program portal that we put in last year.

Julie Hupp:

Would that be what we would go with moving forward?

Craig Rouse:

It's an option, yes.

Julie Hupp:

We wouldn't go back to the T1-11?

Craig Rouse:

That would be the recommendation.

Rachelle Price:

What's the cost difference between that and stucco?

Craig Rouse:

Between the Hardie board? Very minimal talking with the manufacturers.

Rachelle Price:

It's as much as stucco or it's close?

Craig Rouse:

It's comparable to a T1-11 siding.

Rachelle Price:

Okay.

Trustee Dereck Counter:

They're just switching out the T1-11 for HardieBacker?

Craig Rouse:

Yes. And talking with the manufacturers, they said it's minimal cost, it wouldn't even impact the overall cost of the building, one of the other preference. They're moving towards just installing those now for longevity.

Julie Hupp:

What I really want to, I don't know, push back a little bit on is the dirt foundation or the dirt ground with the wood foundations. Isn't it true if we put ... I mean I know you said we have to listen to our engineers and everything. I agree with that, obviously. But isn't it possible to request some coating on the dirt, gravel, or something that separates the organic material from the building? Isn't it also possible to ask for aluminum rather than treated wood for lifespan? Because wood rots and aluminum doesn't rot or rust, right? So, wouldn't it increase the lifespan of the portables?

Craig Rouse:

Let me just walk through the process. These buildings are pre-approved buildings through the state, if you go with the portable building, and that's how come we can get a quicker timeline. What that means is that portable manufacturer has to work with the state to meet the state guidelines on how to build this type of building. When we decide to go with a project and say, "Hey, we want like a Quarry trail," first step is to hire the architect. We hire the architect and say, "This is what we're looking for and this is the type of building we're looking for." They go to their structural engineers and civil engineers and they come up with the set of plans, along with the portable manufacturers approved set of plans, they have to put their site plans together and submit them together to the state so we can get approval for the project.

In that process, whatever they come back with from the licensed engineers, and same with the architects, we have to follow those guidelines, if that makes sense. The only part that of the building that's sitting on the dirt is the wood foundations. There's an 18-inch clearance of-

Julie Hupp:

Right. But if it's wood, isn't that the part that rots? I mean, isn't that the part we want to keep? If you're putting two organics together, even if the wood is treated, wouldn't it be better to go with aluminum or one or the other at least?

Craig Rouse:

It's something that comes from the structural engineering.

Julie Hupp:

Can't you request it, though? Can't you give direction for that?

Craig Rouse:

I cannot because the licensed engineer, we have to follow whatever their requirements come back to the District - not to the District, but to the state. As an owner's rep for the District, I can't tell an architect how to design and get these areas approved. For the liability of the district, we have to follow those guidelines from the architect and the engineers, and from the DSA approved plans. It's my job to make sure that the projects are built to those specs and requirements from the state. That's why we hire an inspector of record that works for the state - hired through the district. He also makes sure that when the project is built that every detail on those plans is followed, along with the specifications are met throughout the duration of the project.

Julie Hupp:

That would mean it's not being done anywhere?

Craig Rouse:

Not that I'm aware. Not that I'm aware. As long as I've been doing this, I've always followed the approved plans and we build to what they tell us to build.

Julie Hupp:

Not the other way around? They don't build to what we tell them to build?

Craig Rouse:

It doesn't work. It just doesn't work. And I go back to the liability. If I deviated one portion of the approved plans, I exposed the District to some liability concerns because we built it not per the approved state of plans. We have the inspector of record, he wouldn't let us build it like that. He also has to report to the state and we have the state representative for our area, who he works for, comes out and they approve our projects and they make sure that it's being built to the requirements of DSA. So, there's a couple layers of approval process.

Trustee Dereck Counter:

If I may just to try to assist, first of all, I absolutely hear your interest of saying, well, as the person writing the check we'd like to be able to request certain things be considered by the architects, by the engineers is they develop their recommendations. I appreciate you saying, I understand we need to follow because they're the certified professionals that we have to follow. But it doesn't prohibit us from making a request that they see if they can conclude that in their work and design and so that we are making known as the purchasers what we'd like in asking them to consider that as they do that work. However, knowing that if they come back and say for these reasons it can't, that we understand that because they're clearly not going to put their stamp or certification on a plan because they don't want the liability professionally, we don't want it. But also, what I hear your request is to make known what

we would like, but understanding that we will look at what they in their professional capacity recommend versus we just kind of get whatever they give us. Does that seem to be your interest?

Julie Hupp:

Yes, thank you. I would like to make that request that we at least look into and request one or the other, if not both, as far as organic to organic. If we can have one of those traded out for non-organic, that I would like to make that request.

Craig Rouse:

Roger, I appreciate that. Because this is part of the programming portion of the project. When we come in and we have a project that is now developed and moving forward, this is the type of building we're looking for, this is what we want on the building. Do we want to pitch roof? Do we want skylights? Do we want stucco? Then we could ask that question. I apologize for not getting to that point. So, I appreciate the help on that. Yeah. And then, what'll happen is that they'll come back and say, "Well, because of this, this, and this, we can't do that. This is what we have to put in there."

Julie Hupp:

Okay.

Craig Rouse:

And follow these guidelines.

Julie Hupp:

Or maybe they'll say yes.

Michelle Sutherland:

I would like to add some thoughts. Personally, my hope, I know that we have a timeline for trying to get started on some of these things. I know we've talked about a lot of options. I would hope that maybe we could, it sounds like we're not maybe going to be able to have an answer tonight, but I think we have to really know that this is something that needs, I think we have a responsibility to make a decision here. My opinion on the options, I get concerned with the amount of costs for these buildings and the amount of need and that we want them to last as long as they possibly can. I worry about making modifications outside of the way that the builder recommends. So, the weight of the stucco that is heavier, that concerns me because will that come with unforeseen issues down the road? Skylights, that also concerns me just with ideas of as they get older and aged, will they leak? Will there be issues? I think our other classrooms don't tend to have those. I would say.

PART 4 OF 6 ENDS [02:20:04]

Michelle Sutherland:

... other classrooms don't tend to have those. I would say that's a risk that I would not want to take. The pitched roof, that probably looks nice. That seems like, to me, the least ... Something that might be a good addition to our campuses. But even though we don't move many portables, that is one of the benefits of doing portables, and to remove that and add costs and add weight where it isn't intended to be, I have concerns on that.

Also, thinking about just that these portables are going to a variety of sites and they do last for many years, being able to move them, knowing that we're reaching build out, our school populations may change. We may need those buildings somewhere else in 20 years. We don't know. I think it would be good to leave the option open to use the newer, more aesthetically pleasing Hardie board that we've seen at Quarry Trail, and maybe talk about the pitched roof. You didn't add a picture on that. That would be where I'm at with these aesthetic pieces and just my concern on our timeline.

Rachelle Price:

I agree. I think we're going to be ready to. We appreciate the time you guys have taken on this. I did want to speak to, because I went with Craig to Antelope, and we looked at the portables there. The skylights actually made a huge difference for a minimal cost. I'll let you, you can speak to what their representative said about how long they're lasting. They haven't had any problems. I know that we did talk to them about that.

I like the idea of the gable pitched roof to match. One of my cons to how the portables look is if they've really stuck out as sore thumbs on campuses, right? So if that makes a difference, that's a minimal cost. I'm concerned also with the \$100,000 on every portable. Are there some portables ... I just don't understand why it would have to be on all of them. Could you assess? This is definitely ... One of the schools, if you go back a slide, had 13 portables on its campus. Maybe keep going back. Sorry. When you had them prioritized by campus. That's probably the second slide in. Yeah.

Antelope Creek, for example, that has 13 portables are 10 of those for sure going to be permanent? And maybe we have those be stucco. I'm not sure, but I trust that you'll make the best decision. I just don't know if the stucco needs to be on all of them. I do understand that it really, really helps them last longer, but then, as you're saying, we lose some of the advantage of them being able to be movable. And then, can you talk a little bit about the maintenance? Is there any maintenance with stucco?

Craig Rouse:

Yes.

Rachelle Price:

Okay. What is that?

Craig Rouse:

With stucco, just like everything else, as it settles, it starts to crack.

Rachelle Price:

True.

Craig Rouse:

As the buildings settle. And over time, you have to get on a maintenance plan to paint these buildings. And we painted some of the buildings at Whitney High School, the three front buildings. We use an elastomeric paint, and that helps take care of those, seal the cracks, and give it a longer longevity. It just has to get on a maintenance plan. Every five to eight years, you're painting buildings, if your budget allows you to do that.

Rachelle Price:



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Yeah. Do you feel like it would be not pleasing if, out of 13, some were stucco and some were Hardie board? Do you think that that would not look good? I want your honest opinion. I see your smile.

Craig Rouse:

I can say that the products that are coming out now with the HardiePlank look more like ... They don't look like the old T-111 siding.

Rachelle Price:

Okay.

Craig Rouse:

It looks more of a lighter pattern and more towards, not a stucco pattern, but not the T-111.

Rachelle Price:

What do you think the difference is in longevity?

Craig Rouse:

Between-

Rachelle Price:

Hardie board?

Craig Rouse:

Hardie board has the same type of concrete fiber. Stucco is concrete with the mix.

Rachelle Price:

And the difference between the T-111 and the Hardie board?

Craig Rouse:

I'm sorry?

Rachelle Price:

The difference between the T-111 and the Hardie board, in longevity?

Craig Rouse:

One's a wood product and one is the concrete fiber.

Rachelle Price:

Is it double? Is it ...

Craig Rouse:

Oh, the cost?

Rachelle Price:

Yeah. No, how long they'll last?

Craig Rouse:

Longevity? Well, if you maintain wood siding, paint it, keep the sprinklers off of it, you'll get the maximum longevity out of it. I think that, with any product, if it's not properly maintained, it will fail over time. But of course, wood has more of a tendency to go quicker than a HardiePlank or a stucco. And then, also, you have to think about the way the buildings are faced. The Southern face buildings and Southeastern get a lot of weather, the heat in the summer, and then, the driving rains. Even with the stucco, we still have water penetrations over time. It's just because of that driving rain that just takes a beating on them.

Rachelle Price:

But on our portables, that is what requires the most maintenance, is the outside siding?

Craig Rouse:

On the Southeast.

Rachelle Price:

Southeast.

Craig Rouse:

South and east side of the buildings, yes.

Rachelle Price:

Okay.

Craig Rouse:

I'm sorry, Western, Southwestern, yeah.

President Saathoff:

I think some of the concern for me would be centered around the student's experience and the teacher's experience inside the portable. Do any of these improvements, you feel, change that for the students? Did you hear anything about ... Because I hear you on concerns about skylighting, like that. Maintenance is very important to me, the money that we're putting down, but also, as far as, do any of these change HVAC, do any of these change any of the actual experience inside the room?

Craig Rouse:

No, because each classroom will have the same per our educational specifications. Whatever we're doing on the outside, you're still going to have the same flooring, the same cabinets on wheels, the same flexible furniture, the same white boards on the two walls. That's our standard classroom now, as going forward.

Rachelle Price:

But I think, also, when you and I went into Antelope, those portables don't feel like a hollow floor. They felt like you were on the ground. They were solid. You're in a regular classroom.

Michelle Sutherland:

Those who are newer, I feel like.

Rachelle Price:

I feel like they've improved.

Michelle Sutherland:

Right, like the newer ones that we have, I feel.

Craig Rouse:

Correct. If you walked into the science buildings that we put over the annex at Rocklin High School, and then, the new building we put over at Quarry Trail, you walk in there, it's a different field. It's a stiffer floor. It's just the way that they have progressed over the years in the design. And the type of floor joists, I don't want to get into all the engineering specs, but it's a much better built construction building.

President Saathoff:

And as far as HVAC output, as far as maintenance with the concrete siding or the Hardie board doesn't make a difference to you?

Craig Rouse:

No difference.

President Saathoff:

Okay. And as far as it being trapping in heat ... Sorry, I'm just double-checking, because our environment gets quite hot and a lot of the complaints I get is when our HVACs are out, so to me, that's really concerning to me. That would really change things for me if you felt that one would hinder that over another.

Craig Rouse:

It would have no impact. Whether it was a stucco or siding, the HVAC unit itself is a separate.

Superintendent Stock:

And the other interest we'd heard was, the older portables, that this would replace of the ramps and all that. This has the ...

Craig Rouse:

Flush entry.

Superintendent Stock:

The flush entry, so that even the entry feels like you're walking into a permanent built building, versus I'm going into a ramp, I'm going onto that, so I think that, from a distance even, in a sense, you would've trouble telling which is which because even the flush entry, which assist in that experience in the floor. And then, the HVAC piece, part of what the board's already given direction on is to include HVAC replacement because of the same issues you've mentioned on the climate as well.

Rachelle Price:

I remember, at Quarry Trails, it was really costly for us to install that. Does that \$31 million include installation?

Craig Rouse:

Of the ...

Rachelle Price:

Of the portables?

Craig Rouse:

Correct.

Rachelle Price:

It does. Okay.

Craig Rouse:

Yes. Let me make sure I understand the question. The \$31 million covers the 32 portables for the site work, the demolition, and the new buildings.

Rachelle Price:

And the installation of them. The whole thing start to finish.

Craig Rouse:

Yes.

Rachelle Price:

Perfect. Thank you.

Craig Rouse:

And one of the benefits of that-

Superintendent Stock:

I also want to emphasize these are estimates, and when we put out on the street for the actual contracts, the actual prices will vary, just because they will. These are our estimates with today's dollars, but as we go out and put this on the street, they may change. My guess is they may be more, just as inflation is more. We just want the board to understand that too, that the actual number may change, we hope not by more than one or two, but they could, just based on actual numbers, because the

project delivery, we're asking board approval, and we estimate it'll take us approximately anywhere from four to five years to deliver all the projects with the HVAC, the portables, and all that. Just want to make sure anybody listening, if they say, "Well, on April 17th, we saw that number," we did include the word "estimate," and just really want to emphasize that.

Rachelle Price:

Yeah. Could you go back to the slide that has the budget on? Yeah. Thank you.

Craig Rouse:

With the options or without the options?

Rachelle Price:

Keep going with the options. Although I was initially uncomfortable with this, I feel like, with our current budget situation, the difference in the number of classrooms that we can get, 34 versus, is it 15? I'm sorry.

Craig Rouse:

32-

Rachelle Price:

34 versus 15. 32 versus 13. I'm comfortable with the portable classrooms, moving forward with those. I'm happy to make a motion when you're ready.

Julie Hupp:

I actually just wanted to comment on that as well, because I was also one of the ones who was very uncomfortable with doing portables instead of building classrooms, but after doing a lot of research and asking a lot of questions and going and seeing them for myself, I too have become much more comfortable with the portables. I do still want you to check into what we talked about, just because one of my holdups with portables is their lifespan, and I want to make sure that we get the longest life that we can, but I'm ready to move in that direction.

President Saathoff:

I think I'm hearing a motion to approve the inclusion of portable classrooms in our FMP. Is there a formal motion anyone would like to make?

Superintendent Stock:

May I clarify? Is that without any enhancements, or was there a request to include the gabled pitched roofs as well? Just want to clarify, as we go out to work.

Julie Hupp:

Yes. I would request the pitched roofs and the skylights. And the Hardie board.

Rachelle Price:

Can you go back a slide for us? Is it ... ?

President Saathoff:

I think there's a request. If you could go back to the slide that shows those options. Perfect.

Julie Hupp:

Yeah.

President Saathoff:

Just to clarify, the Hardie board's included in the initial cost, correct?

Craig Rouse:

Yes.

President Saathoff:

So when it says, "Estimated cost for portable includes soft costs, it's in that column, it's not in the concrete foundations one?"

Craig Rouse:

It's in the-

Rachelle Price:

On Slide 20. No, on Slide 19.

Craig Rouse:

If you look at the estimated cost for portable, \$887,000, that includes the HardiePlank. The Hardie board siding.

President Saathoff:

Okay. Perfect. So really, the question that comes into play is the gable pitched roof and the skylights.

Julie Hupp:

They're minimal cost. It's the stucco that was the very, very large cost, but the gabled pitch and the skylights are very minimal.

Superintendent Stock:

Great. Okay. I just wanted to clarify in the motion, so we got it. Thank you.

President Saathoff:

Just so everybody could hear me, I'm not hearing a request or desire, although I think we would like it, but a request or desire for the exterior wall stucco, but I am hearing that the FMP, this plan includes gable pitched roofs and skylights because those are at a minimal cost; is that correct?

Julie Hupp:

Yes.

President Saathoff:

Okay. To clarify the motion ... Actually, I'll have the individual that made the motion, if you could clarify that motion.

Julie Hupp:

No, I don't think anybody made the motion yet.

Rachelle Price:

No one's made a motion yet.

Julie Hupp:

I will motion-

President Saathoff:

Okay.

Julie Hupp:

... that we add these two, the FMP, including the gabled pitched roofs and the skylights.

Rachelle Price:

Second.

Superintendent Stock:

To the portable classroom option.

Julie Hupp:

Yes.

Superintendent Stock:

Excellent.

President Saathoff:

Okay. Hearing a first and a second. First by Trustee Hupp. Second by Trustee Price. Georgia, will you please call the roll?

Georgia:

Julie Hupp?

Julie Hupp:

Yes.

Georgia:

Rachelle Price?



Rachelle Price:

Yes.

Georgia:

Dereck Counter?

Trustee Dereck Counter:

Yes.

Georgia:

Michelle Sutherland?

Michelle Sutherland:

Yes.

Georgia:

Tiffany Saathoff?

President Saathoff:

Yes. Motion passes. Thank you. Thank you both for your presentation this evening.

Julie Hupp:

Yes, thank you very much for all of your work.

President Saathoff:

Okay. We'll now move on to item 11.1. We ask Hannah Anderson, our Director of Innovation, School Programs, and Accountability, to join us in presenting the local control and accountability plan.

Hannah Anderson:

Good evening, President Saathoff, trustees, and Superintendent Stock, in a minute. I'm here tonight to share about an update on our local control and accountability plan and the planning process for the '24 through '27 school year three-year plan.

During the presentation tonight, I will share about the proposed draft goals and actions, specifically sharing about services we're looking at within each LCAP goal, and share the roadmap overarching ideas developed through the Community Schools Grant Planning Team and increased services we're planning for English learner students. We'll also have an opportunity to discuss next steps.

These draft goals were shared with trustees in February, at the mid-year update of the LCAP. These were then shared with our Staff Advisory Committee and Parent Guardian Advisory Committee for review. There were no changes after those discussions. Both of those committees felt strongly that these goals addressed our needs. And as you heard Travis share earlier, these were also brought to labor management, and then, discussed how they can be used to help in that work as well.

Much of what you see on this slide was shared also at the February 7th presentation. What I want to highlight here tonight is what's in the box on the right-hand side. As you have seen in previous years, the

left-hand side actually talks about what are the data sets that caused us to have this goal or a very small portion of those data sets, what have the past three-year teams shared about this goal area in a really high-level way. And then, the right-hand side of the box there is showing what of this year's teams said about Goal 1, our efforts in math improvement.

There's a continued need, specifically at the elementary level, for increased training in curriculum and instructional strategies in mathematics. Teachers are getting together soon to discuss their professional development needs in more specifics, but the intention with this bullet point is to highlight the specific needs of our students with unique learning needs, our English learner students, our students with disabilities, and making sure that we're meeting their needs not in the pullout classroom, but in their general education classroom, where the majority of their instruction is taking place. That's been the interest.

Staff also have reported the need for vertical articulation, so to better understand what's happening in the grade levels prior to their grade level, and how will students' needs be met in the next grade level. That's been an interest raise.

There have also been, both parents and staff, the continued need to close gaps early for students, so really investing in that early intervention. We know, specifically related to math achievement, that if we are waiting until high school to try to close gaps, it's phenomenally difficult to close gaps as well as ensure that students are passing courses and meeting A2G requirements to have all of their options open for them if that's the path they choose.

Our secondary staff and parents also report the need to continue those everyday math courses, so for students that need that doubled time in mathematics, that option is available to them. And then, we'll be gathering more information on these services that are related to the action items when we take all of this information to our advisory committees next week. They meet for the fourth time next week, for two hours each.

All of the services that have been in Goal 1 will sustain in Goal 1, or we're looking at them sustaining in Goal 1 next year. A couple of highlights are their ongoing work that's taking place, K-12 in terms of intervention and those ninth grade class size reduction everyday math sections. We'll sustain our program specialists. I'll talk in a minute about targeted tutoring and how we have some attempts to make change there. We also have ongoing work related to our data analysis and helping ensure that teachers have training in our analytics tool and also, what is that? How can they use that to drive instruction in their classroom and best support students' needs? And then, shared about the professional development a minute ago. These expanded services-

Trustee Dereck Counter:

Could-

Hannah Anderson:

Oh, absolutely.

Trustee Dereck Counter:

Sorry, a quick question. I know that everyday math, we did that wrong. We did it at both high schools?

Hannah Anderson:

Yes, both high schools have six additional sections offered through one-time funding to ensure that they can each offer a whole teacher's worth of everyday math classes.

Julie Hupp:

When does that one-time funding expire? When does it go until?

Hannah Anderson:

That one-time funding, in the one-time spending plan, which also includes all of these expanded services on this slide, the one-time funding goes through the '24-'25 school year, so these services will be in place next year. And then, there are some additional funds that are set aside either through supplemental funding ongoing or general fund ongoing that we'll need to discuss in next year's process.

Julie Hupp:

Thank you.

President Saathoff:

And I think the intent of including them in the LCAP is that we found them to be successful, so we want them to be able to be continued, if possible. By including them in the LCAP, it allows us to utilize dollars to keep them in existence, correct?

Hannah Anderson:

One of the pieces that we have tried to do in Rocklin, that is not just unique to Rocklin, but not all districts in the state of California do this, but we are trying to and have tried to align the one-time dollars we received from the state to be in alignment, for COVID relief, to be in alignment to our LCAP, to really invest in, if we believe these are three goals that are going to increase and improve services for students here in Rocklin, how can we utilize these one-time dollars to enhance the services and deepen the services that we're offering within our goal areas?

Superintendent Stock:

The only thing I was going to add was, the everyday math, the six additional sections, that's not all the everyday math offered. That's additional, because our high schools are invested in that and were offering everyday math even before COVID this, so it's even more. If all the money were to go away, there would still be everyday math. It just wouldn't be to the degree that this extra provides.

Hannah Anderson:

We also have historically offered some everyday math sections, or at least for the last five years, we've been able to offer everyday math sections through our supplemental funding as well. That is also what you'll see here, actually, in the May presentation. We'll share the expenditures, and then, more specifically at the public hearing in June, where you'll have an opportunity to see, these are the federal funds that are going to support this, these are the supplemental funds, and here are the general funds that are supporting this action.

These ongoing services are also continuing to be expanded. Here's another space. You can see the last bullet point is for expanded summer school. That is actually through our expanded learning opportunities program funding we received from the State of California that we had the opportunity to expand summer school. Whereas, before that funding came in, we had that service at the elementary level for our students at our Title 1 schools. This program actually was at a reduction, at one point, due to budget cuts. And then, because of this specialized funding source, we now are able to expand this

service and ensure that students at any of our elementary schools who have identified need, basically the neediest 250 students, gain first access to this expanded program during the summer.

We'll be looking at a couple of service augmentations, a couple of new or revised actions that the committees will look at next week and give their input on. One of them is that, and I think, President Saathoff, you shared this at the February 7th board meeting, that the targeted tutoring, we haven't had as much success with our targeted tutoring programs. We've tried many different options over the last number of years, of how we might offer this through virtual options, our own staff, partnering with agencies, using peer tutors. And different years, we've had different levels of success with our tutoring programs.

What we have not explored to a great extent is partnering with third-party local agencies to help us in offering tutoring. One of our coordinators of expanded learning is, actually looking into this currently is how can we partner with community-based organizations, and then, lean into our students, potentially, and other local colleges to help us in our tutoring efforts? I hope to be able to bring back more information on our progress in this area at the May presentation, but that's that action item.

And then, there's also an interest in thinking about our opportunities for professional development, specifically helping understand that conceptual progression in mathematics. And I know Director Davidson, when she comes back to do her next math improvement update, will share about how we help teachers, especially general educators at the elementary level, truly understand the progression of conceptual understanding at the early ages so that they can better help students when they're getting stuck in a particular area.

We're identifying, for example, fractions at fourth and fifth grade as being a major sticking point, so really ensuring that our teachers understand that conceptual progression, and they can help their students push past those stuck points, for lack of a better term. And then, there's also an interest in thinking about our professional learning communities, so our teams of teachers, and how they can use data to inform their instruction in their classroom.

Moving on to Goal 2, again, the left-hand is data you've seen before. However, I don't know that I highlighted this to the greatest extent as I could have when I was here in March. I want to call out the third bullet point on the left-hand side of this slide, is that our five-year data on our California Healthy Kids is showing progress or stabilization in students who have suicidal ideation, as you have put a great amount of resources into thinking about how do we meet the mental health needs of students. I think all of us firmly believe that any number above 0% of students having suicidal ideation is too high, but I do think that we can solidly say we are showing progress and some stabilization in this area, which is very important to all of us.

The right-hand side, these are the input we've received this year on this goal, and you had the opportunity to hear from students earlier in the year on this, but staff do report the need to sustain the social, emotional, mental health, and behavioral personnel and resources. Our parents and staff continue to report the need for clear communication regarding access and referral processes for services. You'll see that in the next coming slides. Our staff also report the need for ongoing training, especially to support students who have those highest behavioral needs and the highest social-emotional needs.

And lastly, this has come out of the staff committee, but they're reporting the need to have consistency in PBIS systems across the district. We have many schools that are highly effective in their PBIS practices, and many that have had a lot of stops and starts with their implementation. Maybe it's because they've had turnover on their PBIS teams in terms of who are their leaders, maybe they've had leadership turnover at their school. We're working to identify which of our sites could benefit from a

little extra support in this area, and maybe thinking about getting them a more in-depth training sequence again, so more to be identified in this area, but there is an interest to make sure that all staff and students have access to a consistently implemented PBIS system at the elementary level.

We are looking to continue similar services that have been ongoing the last few years in the Goal 2 area, specifically highlighting here our partnerships with Wellness Together to offer secondary mental health support to our seventh through 12th grade students, ensuring that we continue our K through 12 counseling program.

I think this was also shared at the workshop, but just what a resounding benefit it is to have one elementary counselor for every two schools. There's a great interest in keeping that.

Also looking to enhance the way that our PBIS systems at both the elementary and middle school can integrate with our social-emotional learning. It's not like it's two separate initiatives, but rather one framework that's being implemented on our campuses.

And then, just sliding down to the last bullet point, just to highlight that there's an interest in continuing our family education series. We do want to refine and think about this series on how do we ... It's a great investment of time, energy, resources, to put this series together. Some of the workshops have been highly attended, and some of the workshops, we've had six to 10 parent guardian participants, sometimes more presenters than people from the community who were able to attend. I think it's important that we think about, we've tried a few different models, some of them, again have been highly attended, so it's just something we need to reflect on and think about, how do we make sure that we get the right messages out there? And that we also identify the right topics to discuss so that we have high attendance at these nights.

Julie Hupp:

I know that can be really frustrating, but I hope you know that we still really appreciate your efforts and trying to figure out what people's needs are and what works for them. I appreciate all that you've done.

Hannah Anderson:

I'm not going to take any of the credit there. That is solely on Katie Twelridge, our coordinator of expanded learning, Danielle Martling, one of our math coaches, and Beth Davidson. And Sundeep in the communication efforts there. It's been a joint effort across departments to ensure that we have this series.

Expanded services, in Goal 2, we are looking to continue and enhance in a couple of areas for expanded services for social-emotional, behavioral, and mental health supports. We want to sustain our increased behavior analyst staffing. We now have three behavior analyst positions. We'll sustain that third position to support students with highest needs behaviors and ensure each campus. Leslie Holmes and Beth Davidson been working on training two schools in a pilot behavior response team. This is something we actually started pre-COVID, but with the addition of a third behavior analyst and some of our behavior support assistants as well as counselors and psychologists at our staff, we can train up a behavior response team that can be available when students are in crisis and when teachers need support. That has been a pilot that has been tried this year. Our instructional coach in a psychologist position has also been leading up that work and supporting that team and getting going. That will continue.

We will also sustain our mental health specialist, which PCOE provides to us. We used to participate in a partial of that grant funding, but now, they have a grant that they've passed through to us to ensure that we still have access to our most vulnerable students at Victory High School to ensure that their mental health needs are being met.

And then, also, we will maintain increased staffing one section per high school to support ensuring that our social-emotional learning at the high school level is a contextual fit for each school. I think we heard, the first year, when we just used this set curriculum, that that wasn't exactly what students needed, so now, each school has one teacher who's dedicating one section to think about what is the best way to integrate social-emotional learning on our campuses that meets our campus culture. They train the rest of their staff to implement these lessons on the campus. That model was used this year, and it's been much better than what we've seen in previous years.

And then, a couple of augmentations we're looking at, and we'll be working with the team next week, both teams next week on, is to think about how we can enhance our bully prevention education by adding instructional lessons to address instances of harassment and hate speech, and ensuring staff and students receive training in strategies to address bullying and hate speech. As we identified this as a need and brought this to you in February, thank you to Trustee Sutherland and President Saathoff for meeting with education services staff and thinking through what the needs are in this area. This is an action that we are looking at. We want to make sure that we run this by our advisory committees and get their input as well on how we best will implement this, but we're thinking about, much in the same way as we think about how do we teach the rules of school at the beginning of the school year, and how do we teach about online safety and being a good digital citizen.

We have bully prevention lessons at some grade levels, not all grade levels, so really wanting to make sure that we have a consistent approach to bully prevention education that also very specifically addresses harassment and hate speech in an age-appropriate way that ensures that all students are free from harassment and hate speech on our campuses.

We also are exploring a consistent referral process for students to access behavioral and mental health interventions and supports. You've seen, for a few years now, that there is a need to communicate better about the services that we have in this area. And even through increased communication efforts, that need continues to arise. This is our way of altering that to say, if we have more consistency in the way that students are referred to interventions, then, we can even be helpful at a district level of communicating what we have, because it's not different across all of our schools. If we can develop a consistent referral process, we can advertise to staff and families how they can access the services on our campus.

This third bullet point is to look at one of our greatest needs in terms of our suspension rate is related to substance use and abuse. We'll be looking to increase the number of substance use prevention and abuse resources and interventions on our secondary campuses to ensure that when a consequence is necessary, students have a consequence, but we also want to make sure that we're supporting them and educating them and providing or partnering for treatment when necessary.

The last here is looking at our sustained investment in Care Solace. We appreciate this resource and we want to hear from our committees how it is working. We've had a mixed result and heard from some of our families recently that they're not having as fast of access to services as we originally thought our families would receive. Much of that is because services in all areas, but definitely here in Placer County, are overextended and there just aren't as many services to come by. The original promise of, we'll help families get with a provider within two weeks, that's not coming to-

PART 5 OF 6 ENDS [02:55:04]

Hannah Anderson:

... Provider within two weeks. That's not coming to fruition, because that's not a possibility in our area. And so, we want to think about, "Is this still an investment that we want to make or are there other ways of doing this?" So that's something we're going to be working with our committees on. We also have... Through the work of Julie Kessler who's here this evening, our program specialists of Community Schools and Integrated Supports, she has led a team of 36 team members, including two trustees, they have met over 16 hours between September to February. This was a representation of all of our secondary schools to think about what you are hearing about in goal two.

So really, this team took a deep dive into we have many social, emotional, mental health, and behavioral needs at our secondary schools, and those needs seem to be increasing and we keep adding services, but we're not yet meeting that target of addressing all of the needs. And so, we wanted to pull together a representative team, and through that Community Schools Planning Grant, we were able to pull together the 36 members representing all schools. We had parents on this committee, amazing students on this committee that were vocal and helpful with how we can do differently on our campuses to try to address this need. We also had administrators, teachers, classified staff members, special education representatives, and community partners through Placer County Office of Education and the Placer County System of Care on this team.

So it was a representative team of our community. And they also went on four site visits to think about what this could look like and let's think a little bit out of the box and learn from each other. And so, through the work of this team, they identified a variety of needs and brainstormed ways that we could address those needs. They used a continuous improvement process. And so, this slide does not at all do their great work justice to pull all of their planning into three, but I wanted to just highlight three of the ideas that were shared by the team that we'll be looking to find contextual fit at each school. And I'll talk more about that here in a minute.

But, three big ideas were to increase student connectedness through the creation of student hubs or student union spaces on campuses. So one of the major themes that came out of this group was to think about, "How can we support student to student connection and student to trusted adult connection on campus?" Because we're hearing from our students that they want and need that connection, and sometimes need adults to facilitate that connection. And so, there was also this interest from the team in not just thinking about goal two, like its mental health supports or its behavioral supports, but really it's this whole child approach of, "How can we get students involved in clubs? How can we get students connected to peer tutors? How can we get students connected to the campus?"

And so, this idea of almost you think about a college student union, and it's the hub of the campus and people, they were joking, but you come there and you have a coffee with your friend, and you play a game with your friend, and you sit quietly and you're able to read. And so, this idea started emerging of, what could a hub space look like on our secondary campuses? So that was of interest to the committee. There was also interest to develop a multidisciplinary site-based team to help with that identification referral process and progress monitoring of student needs at the tier two and tier three level for both social, emotional, and mental health support. So this team would be able to refer students to on-campus interventions. And then, of course, if students were selected or referred to participate in an intervention, parent permission would be garnered at that point.

And then, they also wanted to see improved communication between educational partners by building awareness of the available resources and then having a regular feedback loop from students and staff to help inform decision making on the campus. So, the idea with next steps here is there will be some no cost and low cost, and then other options that come out this team to help us in this goal two area, but some very exciting work. And again, there's a lot more to share, but these were just those top three highlighted ideas.



Rachelle Price:

What did our grant cover of that?

Hannah Anderson:

So, the grant was a planning grant that was to bring all of these folks together. So, it paid for the off-campus site visits. It paid for the extra hours of folks to participate in the committee itself. It also went to the salary of our program specialist to lead that work. And then, the outcome of this is also to put together a roadmap that has the low no cost option. So what can we implement if we don't get a Community Schools grant or try to implement through other funding sources? And then, there's an additional piece of... And Julie has spent a significant amount of time writing then the actual Community Schools implementation grants. So, those are written by school site. So, in February, I believe, we submitted five grant applications to the State of California for the Community Schools implementation grant. Those are by school site.

And then, if we receive one, two, or five grants, then we have to work with school-based teams to implement those grants. So even though we write an implementation plan and we include it in the grant, we would then create a smaller planning team at that school site, because the whole idea is that that school community identifies what that school community needs, taking the framework that was developed by this multidisciplinary and wide-spanning team, but works very specifically with that group. I guess, what I can also say is Community Schools is a huge thing and what Rockland was looking to do was a slice of it that was a good contextual fit for Rockland, and that we could get really excited about. And I'm sure trustees can share this, but the planning team members were very excited about the outcome that was developed.

Rachelle Price:

When do you find out if you get those grants?

Hannah Anderson:

We're told end of April, early May. Maybe soon.

Trustee Dereck Counter:

The five schools that submitted grant applications are?

Hannah Anderson:

All of our secondary schools. So our two middle schools and our three high schools. I will say that these are very competitive grants. We didn't have a lot of qualifying factors for the qualifying demographics that they might be looking for in those grant applications in terms of our socioeconomic status. However, there were some factors that did make us eligible, including suspension rates. And so, it was important to us to capitalize on the opportunity and apply.

Rachelle Price:

Thank you.

Hannah Anderson:

Inside of goal three, as you know, this is everything else that makes Rockland Unified shine. And so, there's a couple of highlighted changes I can bring to you. A few of them are just continuation, such as continuing to expand TK and continuing to sustain credit recovery courses. We also are looking to build upon the pilot that was started this year with the early phonics phonemic awareness work around science of reading methodologies. And so, that will be expanded in the coming years to ensure that we're meeting more students' needs at the K1 level. And so far, in the pilot schools, we're seeing great results. Many more students leaving our early grades on grade level and on target with their reading development.

The fourth bullet point here identifies that we're going to continue doing work related to attendance improvement. We'll be bringing our attendance work group back together in some format to think about what is the specific plan that will be implemented next year to build upon this year's attendance improvement. And then also, continuing to maintain and strengthen the work that's happening in special education regarding curriculum implementation and differentiating our instruction to meet the needs of all learners.

This slide highlights the program enhancements specifically for our English learner students. And so, we are increasing the number of English language development staff members that we have. In February, I shared that we have an increasing population of English learner students and also an increasing need in this area. And so, we needed to add some staff to make sure that we have enough staff to address the needs of this growing population. We also will be providing onsite training. We've identified that some of our schools with growing and higher numbers of English learner students appreciate when we can come out and offer professional development right after school at their school sites to make sure that they have the tools in their tool belt to meet the needs of their newest newcomer English learner students.

We also are building into our English language development staff teachers that can come out, and support, and walk alongside classroom teachers who have brand new English learner students in their classroom, and those students need additional support right in that moment. So just trying to think differently about how do we support our general educators in meeting the needs of this unique population of students. We also have increased available software and instructional materials. We are ensuring that all of our cluster teachers, so we try to group our English learner students together as we don't have very many, it still a relatively small population when compared to the numbers in other districts in the State of California. So we cluster our students together, so we're really also able to identify, "Okay, it's this one teacher at this grade level at this school that needs the training. It may not be all teachers." So to narrow the scope of who needs that professional development.

We also will continue our family liaison work meeting with our families new to our district in helping them navigate not just in district programs, but also community-based programs and sports in the community. And, those have been great meetup sessions. We will continue to have priority access to our learning recovery programs, meaning that our English learner students get all of those services that you saw on the first slides in math improvement. They have access to those courses, in some cases, first, right? Because, if that's the need that their school has identified for them, then they get enrolled in those courses, and then those spots are taken. And then, it goes to the next group of students. So, really wanting to make sure they have access to these classes and that they're not just provided access but scheduled into these classes as appropriate. And then, at the elementary level working to ensure that our classroom teachers really understand what the levels of language acquisition are and where the students in their classroom fall, so that the classroom teacher who the students spend the majority of their day with can help them progress to that next level.

And that brings us to next steps. So we're going to continue implementing this year for the last weeks of the school year, working with our educational partners next week to finalize our draft, and that will be landing on what will be the metrics that aligned all of these new actions and services. And then, what are some proposed expenditures. We will bring all of that information back to trustees on May 15th at the board meeting. And then, we have the last five years, I believe, been utilizing continuous improvement feedback data from our advisory committees to inform how we can keep making that process better. We want to make sure that when we're engaging our community, they actually feel engaged and that we can do better in this area. And so, we take their feedback seriously, both staff and parents, and use it to inform the next meetings, which has been helpful. And then, I will be back in June at two separate meetings, one for public hearing to share the draft, and then one for action at the end of the month. Are there any additional questions?

Rachelle Price:

Your advisory committees, that was the big parent group that you had. How many parents did you end up with at most of your meetings?

Hannah Anderson:

So, there were 80 families and parents that were selected to be part of the committee. And unfortunately, this year, we weren't able to take everyone who wanted to be on the committee. The last few years we've been able to. And so, I agree. And so, we've had anywhere between 45 to 55, 60 parents come. This happens each year, where you start out with a larger group, and then throughout the year, there are sporting events, there's other things happening so we definitely understand. But, it's a solid group of people, and their input has been very valuable.

Rachelle Price:

Thank you.

President Saathoff:

Are there other committees that are also meeting as well that are advising the LCAP?

Hannah Anderson:

Yes. So, we also have our district English Learner Advisory Committee, that will be meeting at the beginning of May. We recently held our Homeless and Foster Youth Advisory Committee. I think that's maybe one I messaged about. That committee thinks about how do we increase and improve services specific to that population. And, we will also have our Staff Professional Development Advisory Committee, that's also meeting here in a few weeks. And, their input also influences the LCAP, because they're thinking about, "Okay. With all of these goals and actions, what training will staff need next year and over the course of the next three years to implement this plan and make these actions come to life?"

Trustee Dereck Counter:

The credit recovery classes, are those set up for all students or a specific subset of students?

Hannah Anderson:

That is a great question. And, I'm going to defer to Mr. Flowers. I can answer some of it, but I want to make sure he's got the most up-to-date info.

Speaker 4:

Yes, all students, what we found with those three classes is if it's taught by a credentialed teacher that understands if you need science recovery, a science teacher is assigned that. Language arts... Math is special. We also have it for social studies. But both schools is doing that and they do their best to have that single subject teacher in there, because they're able to teach all those subjects and they've found that to be much more productive.

Trustee Dereck Counter:

And we have roughly three classes at each school.

Speaker 4:

Correct.

Trustee Dereck Counter:

So, a total of six.

Speaker 4:

Correct.

Trustee Dereck Counter:

And are they using the Edgenuity software to facilitate that?

Speaker 4:

Correct. They're using that as credit recovery. But with our grading system, they can specialize it to meet the kids. They're not necessarily having to retake the entire class if they pass a certain percentage of it. Correct.

Hannah Anderson:

You can assign in that software program just those sections.

Michelle Sutherland:

I want to say, thank you. This is just such high-quality work, and so much effort, and time, and expertise has gone into this. I was taking notes of all my favorite parts. But, I won't go through all that. But, it's so great to see, being that I've come to LCAP meetings for several years now, but looking at this developed plan and seeing specific things that we hear parents and students talk about, and here they are in a cohesive plan with strategies that hopefully even if we don't get all the funding that we want, we still have some ways that we can utilize what we've already put into place over the last couple of years and excited about the tutoring and looking for options on that.

I do think having counselors that spend more time on each school site and they get to know the campus, get to know the students, same with having the specific teachers that work on that social-emotional piece. I think, our students know when it's contrived, and it's not authentic, and they don't buy in. So,

that's just really excellent to see. And, the student union spaces, we heard that from multiple students that we just don't have anywhere that we feel like we can go sit at lunch and be social. And so, that professional development for the early phonics, I mean, the early reading's so important, and just investing in our teachers is so valuable. So, I appreciated that as well. Just overall, thank you so much. This looks great.

President Saathoff:

Echoing some thanks, not only first identifying critical needs, but then pulling together ideas from throughout the entire district from so many different stakeholders, that's not an easy task. So, I appreciate your work on that. I know we had the ability, Trustee Sutherland and myself, to really sit down and talk about some things that we saw from our California dashboard and some of our other data collecting sites, such as the surveys that we were hoping to be included, and you included every single one of them. So I want to take a second and say thank you to that. Also, really making clear by giving examples. Sometimes, we can mean well as a district, but it can be a little confusing to parents that aren't used to LCAP language to know what exactly does that phrase mean. When you say, "SEL, social... Can you actually give me an example?"

And I think that helps to be able to talk together and understand exactly what resources we are having available and what things we aren't having on our campus that we might be thinking are happening on our campuses. I do want to thank you specifically for calling out the English learner supports. We've seen that population group grow. And so, we also saw some concerns on our dashboard with that. So I thank you for saying, "Hey, we really need to look at that, and highlight that, and the tutoring services as well, finding what will work to get the students to access them and actually utilize those services. I will say, I was just wondering a little more information, student hubs and student unions, I'm intrigued by that. What does that actually look like on a campus? I know there was two other trustees that sat on that community meeting... Or, that advisory committee. I wasn't on that specific committee. Can you talk me through what a few examples of that would be?"

Hannah Anderson:

Sure. So, this idea was really brought back through one of the site visits, because the need had been identified in the Committee of Opportunities for Student Connection, creating spaces on campus where a variety of needs could be met, and then also creating those opportunities for student-to-student and student-to-staff connection. And so, one of the visits was of a school in the Bay Area, and the counseling staff at that school had identified that there was interest in rethinking the way that they offered services to students and not making it all based out of the office. So not to say this is what we would do here, because again, we would need to identify what does that look like in Rockland.

But, the idea was that they actually transformed their library space and they made it where there was a book area, where obviously it is still a library where they could go and access materials, but they also had a counselor that was available for academic counseling and just a calm down space. They had an area in that there where their peer tutoring center was run out of. They had areas where students could just gather and be together and just have a safe space if they were a student that didn't have that group that they went out to find at lunchtime or that nutritional break time, they were able to go and access this area.

So, I think that the sky is the limit on what we would want this to be. And each school site would need to work with teachers, counselors, parents, students to really identify and create what did they want in their hub spaces. It could also be a space where we say our third-party provider of working with wellness together and all of that is done through the formal MOU process and parent permission

process, that could be also in this space. So it's a one stop space on campus where you can get everything that's happening in goal two and some of what's happening in goal one, get those needs met in this hub space. The committee even tossed around crazy ideas like games and shovel board. They had a good time dreaming.

President Saathoff:

Yeah, I love the creativity. So, this is different than clubs. So these are not necessarily topic specific. I'm hearing these are not clubs, this is identifying locations that students can go to increase their connectedness with each other with the school.

Hannah Anderson:

And, connectedness to adults. So there was great interest on saying, one of the things that's actually written into where we receive one of the grants is, that there was interest in different teachers, that were interested in having release periods and doing work with students on building connections and supporting them with their academic learning and supporting them with their five-year plans, that those students could actually go and access trusted adults and teachers during the school day, that could help them and guide them with questions or other connections.

So, the interest really started, I think, with one of our parents being very vocal about wanting to ensure that our Community Schools committee wasn't just looking narrowly at mental health, but had a very broad focus on student-to-student connectivity, some of which could be met through sports, and clubs, and other things, but others of which should and could be met by creating these spaces on campus where students could go, but that weren't like what you might see in other districts of just like a more mental health facing center. This would be more of a space where students could gather, and connect, and get tutoring, and also receive mental health services, because that is the area that they needed, but that wasn't the only thing available in these centers.

President Saathoff:

But this would be during class time. Is that what I'm hearing?

Hannah Anderson:

We always have to have a lot of parameters around these. And so, this would be a next level of learning for us, would be typically if a student needs to have access to some... You don't get to be out of your class for a whole period. That was something that was brought up by the committee. But that it would be open during free lunchtime on campuses, or if you don't have a class assigned during your flex period or your plus period, those things. But that there would need to be parameters put on it if you're supposed to be in your math class. So those are some next steps. We don't have all of the answers identified yet.

President Saathoff:

Thank you.

Hannah Anderson:

Mm-hmm.

Rachelle Price:

Thank you for all of your work on this huge, huge lift. Appreciate it.

Julie Hupp:

I just wanted to add my thank you to that too, just sitting on one of those committees, I saw how much work went into just that. So, I know this was so much to get done and we really appreciate your hard work and the hard work of those who were coming along beside you.

President Saathoff:

Okay, I appreciate the presentation, seeing that it's an info item, no direction needs to be given this evening, but thank you very much for that extensive report tonight. Now we'll move on to item 12.1, our public comment on non-agenda items. A few important reminders, this agenda item is to give anyone in attendance an opportunity to address the board in an open meeting concerning any non-agenda item within the subject matter jurisdiction of the board. The board will not take action on any item not appearing on the posted agenda, but may refer the matter to a staff member for follow-up, a complaint about a specific employee of the district shall be made to that employee's immediate supervisor or the principal as required by administrative Regulation 1312.1.

To protect student privacy, please refrain from using student names or identifying characteristics. The board respects each individual's rights to express varied ideas and opinions, and expects speakers to refrain from personal attacks, based on protected categories under state and federal law, including race, religion, sexual orientation, disability, et cetera. Please be mindful that students may be watching. Please fill out a green public comment card complete with all information and turn it in prior to the agenda item being closed. I will call your name to invite you to the podium. We'll state who is on deck when you approach the podium. Please restate your name, the city you live in, and the school your children attend. You will have two minutes to address the board. All comments must be respectful, please. No profanity. Okay, we have just one non-agenda public comment this evening. Harley-Larsen.

Harley Larson:

Hello, again board. Harley-Larsen, Rockland-Breen. Just some thoughts on where our taxpayer money could be going. More than half of our elementary schools received a poor rating on their interiors last year. Broken ceiling tiles, cracked floor tiles, trip hazards, loose ramps, broken outlet covers, just basic safety stuff, but maintenance costs money. Per Cal Ed Code, the district loses funding when class sizes are too big. It's hard to teach large classes as well. For grades four through eight, the guideline is the average number of students not to exceed 29.9 per classroom. Note that these numbers are averages. So some classes are larger. At Breen, last year, fourth and sixth grade classes averaged 32 kids. Sierra Elementary averaged 31 kids in fifth. Antelope Creek averaged 32 in fourth and fifth. At Sunset Ranch, the average fifth grade class was 31 kids. I could go on, but we only get two minutes to speak.

Last year's incoming kinder class was the biggest in the past several years. The tax bond that they reviewed earlier has text in it that says the conditions of overcrowding continue to exist in the district, but more teachers cost money. Rockland teacher salaries for all experience levels are lower than the California state average, while principal salaries are all higher than the state average. Beginning teacher salaries are \$11,000 below state average at just under \$45,000 a year. Rent for a one-bedroom apartment in Rockland is just under \$2,000 a month. My oldest is in fourth grade and she can do that math. Thanks to no small part to our teachers here in Rockland. Teachers who might be renting a one-bedroom apartment. Teachers who we see trying to work with this board and being met with outright hostility at times. But teacher salaries cost money. All it takes to fix this is your vote in November, so I hope to see everyone voting.

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President Saathoff:

Thank you, Harley. Okay. We'll now move on to item 13.1. Pending agenda items. Trustees, do you have any items to place on the pending agenda? No? See none. The meeting is now adjourned.

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