

Tiffany Saathoff:

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

Trustee Counter, would you please do us the honors of introducing the color guard this evening?

Dereck Counter:

Ladies and gentlemen, please stand for the presentation of the colors by our 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 Lieutenant Colonel Liam Turley. The left guard is Cadet Staff Sergeant Titan Owens. And the alternate for tonight is Cadet Master Sergeant Ryan Southworth.

Ryan Manning:

[inaudible 00:10:11] halt. Present colors.

Dereck Counter:

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.

Ryan Manning:

Order colors. Forward march. Order arms. Forward march.

Tiffany Saathoff:

Thank you. Now, moving to our special recognition and presentations for the evening, Chief Dosanjh, will you please introduce our family partners in education for the night?

Chief Dosanjh:

Good evening, President Saathoff, trustees, and Superintendent Stock. The Family Partners in Education program allows the Rocklin Unified School District to recognize family engagement and involvement to help our students achieve excellence during the school year. Spring View Middle School principal Danielle Lauer is introducing the Stevens family for tonight's Family Partners in Education recognition.

Danielle Lauer:

Good evening, Superintendent Stock and Board of Trustees. It is with great pleasure to introduce Jennifer Stevens, her daughter Riley, who's an incoming seventh grader next year, current eighth-grader Jackson, and her husband Will. With great gratitude, I extend this sincere recognition to you, Jennifer, for your outstanding commitment and dedication as a volunteer at Spring View Middle School. Your tireless efforts have significantly enriched our school community and positively impacted the lives of our students, staff, and fellow parents. Your willingness to give your time and expertise in support of our school's initiatives and activities has not gone unnoticed. Whether it was assisting with our new Watch POGS program, organizing events, being a leader on our PTC, creating our PTC website, or contributing

to the fundraising efforts, your contributions have been invaluable and have helped enhance the overall educational experience for our students.

Your passion for education and your support for our school's mission has served as an inspiration for all of us. Your positive attitude, reliability, and willingness to go above and beyond have made a lasting impression on everyone you have worked with, including my office staff who knows you will always respond. You have gone above and beyond supporting Spring View, all the while having a full-time job and being your family manager.

On behalf of the entire Spring View community, I would like to express our deepest appreciation for your service and dedication. Your commitment to making a difference in the lives of our students exemplifies the true spirit of volunteerism and we are truly grateful for everything you've done. We are very lucky that we get to continue our partnership with you the next two years, and I'm grateful to have you as an integral part of our school community. Thank you again for being a great volunteer. Your impact will be felt for years to come.

Dereck Counter:

[inaudible 00:13:53]. Please come on up. So that again is for you. So thank you very much. Thank you very much Stevens family. Thank you, guys, and thank you, Principal. So thank you, guys, for letting her do all these great things, for the PTC, for the support, for the help. Again, I say it and I truly mean it. This is what makes Rocklin a great community and a great place to raise kids and a great place for your family, so people like yourself, like your family, doing all the great work. Eighth grader, so rolling out, and then incoming seventh grader, so you got plenty more time, so we'll thank you in advance. So we'll rotate through this. Come on up, guys. We're going to get a picture. We'll give that to your sister so she can manage it. But thank you, thank you, thank you, thank you. [inaudible 00:14:41].

Chief Dosanjh:

One, two, three.

Speaker 1:

[inaudible 00:15:20].

Tiffany Saathoff:

Thank you. Chief Dosanjh, will you please share with us our employee recognition for the evening?

Chief Dosanjh:

President Saathoff, trustees, and Superintendent Stock, for tonight's employee recognition, Cobblestone Elementary School principal Kathy Goddard will join us to introduce Patty Seyfried.

Chief Dosanjh:

Good evening, President Saathoff, members of the board, and Superintendent Stock. It is an honor to be here, and I'm so pleased to share with you about a really amazing professional and to have her be recognized tonight. I'm going to try and get through this. And I'm going to read to you what I gave to you so everybody can hear how amazing Patty is.

Patty Seyfried's current job title at Cobblestone is speech therapist. Before that, she served as our primary grade teacher for the Communication Delays and Disorders special day class and then the upper

grade teacher for the Communication Delays and Disorders class. So she was a classroom teacher as a speech therapist, they're a rare breed, and was just spectacular. She has supported students, staff, and parents in these capacities by setting high expectations. Armed with incredible positivity, she helped students achieve more than anyone could imagine.

While an accomplished professional, Patty continues to learn and grow to best meet her students' needs. This included advancing her augmentative and alternative communication device skills... That's a lot of words that mean she helps kids use iPads to communicate. Okay? So that's 21st century kinds of things.

... And developing her expertise in identifying articulation challenges in second language learners. So she has to research their first language and figure out if that's really an articulation issue that the child is having. She also has provided support to new professionals through mentoring several budding new speech therapists in our district. However, Patty's secret weapon is establishing solid relationships with colleagues and her students. Hearing students and parents report that kids love going to speech is a frequent occurrence. In fact, they're disappointed when they're dismissed. They don't want to leave speech therapy.

Former students maintain their connections with Patty as she celebrates their achievements long after they leave her classroom or her speech therapy room. I do not doubt that she is the person that kids will say is the teacher who made an enormous difference to them in school.

Speaker X:

[inaudible 00:18:07].

Chief Dosanjh:

But for the past, and I have to revise this, I wrote 18, but I think it's 19, almost 20 years, Patty has been far more than an exemplary teacher and speech therapist. Eight years ago, I think it's eight, she provided key leadership in adopting the Positive Behavior and Intervention Support model, PBIS, at Cobblestone. She was our lead from the very beginning. Her energy, advocacy, and strong team-building skills helped launch a very powerful system of support for students across the campus. She has successfully written numerous applications to be recognized at the gold level for PBIS implementation and is an essential part of our tier two intervention team.

She is so worthy and deserving of this recognition, and I feel so happy to be able to bring her here tonight. But there is one thing I need to share that I'm quite upset about in terms of a decision that you've recently made, and it is related to Patty, because, not too long ago, you approved her retirement and it's going to be a huge loss to our school... Uh-oh, here I go.

... And our district, because Patty is that amazing. So Patty, would you please come up here?

Chief Dosanjh:

Thank you.

Chief Dosanjh:

[inaudible 00:19:36] over here.

Michelle Sutherland:

Hi, Patty. Thank you so much for all that you do for our district. Working in special education, I know how important what you do is for the students to be able to learn how to communicate and interact with their community at school. And clearly, thank you for sharing her story with us. Just everything that you do, above and beyond, and all the hats that you clearly wear so well. And yeah, we will be sad to lose you, but hopefully lots of positive things ahead.

Chief Dosanjh:

[inaudible 00:20:11] retire.

Chief Dosanjh:

Thank you.

Speaker X:

I have them.

Sorry. I dropped the ball on that [inaudible 00:20:19].

Chief Dosanjh:

Okay.

All right, ready? One, two.

One, two, three.

Speaker X:

Thank you.

Tiffany Saathoff:

Thank you to you and your families for joining us. And while you are more than welcome to stay for the rest of the meeting, it is fully appropriate if you want to slip out at this time before we resume business. Thank you again.

Speaker X:

[inaudible 00:21:12].

Tiffany Saathoff:

And now, moving on to item 6.1, I'd like to welcome CSEA President Bettina Hart to present the CSEA report for the evening.

Bettina Hart:

Good evening, President Saathoff, members of the... Sorry, I'm a little under the weather today, so, I'm sorry for being here.

... And Superintendent Stock. I have a very short and easy review of what's been going on lately. Last week, I met with our nutrition service workers. I went out to their sites and met with a few of our leads, and got to see how they set up the schools for the breakfast and lunches. It was really neat to be able to

see what they are doing for our schools and get some ideas from them to help to try to be a little bit more successful in being more efficient.

Monday, I was here. I had new employee orientation, where I got to meet with a few of our new special education aides. Very sweet ladies. They were going to be at Spring View and at Antelope Creek. So as a former aide, it was neat to have them come in and meet with them and kind of give an update of how things have changed from when I did it many years ago.

Yesterday, I went to Whitney High School, where I met with a special education aide. His name is Mike Orth, and he has agreed to be part of our negotiation team for upcoming with a meeting with HR and such. I think he is going to be a great help to us. He has positive energy, very looking forward to keeping the good relationships that we have with HR. And he has the knowledge of being an aide and also of working in the negotiations before, when he was with his previous jobs. So I'm really excited about having him.

With next week, we have our spring break coming up, so we're going to be pretty busy. Our custodial teams will be working the schools, getting them all nice and deep cleaned for when the kids come back. Our grounds are going to be out there working on the school sites for the spring sports that's getting started right now. Our maintenance guys will be out working on numerous jobs that they've had. So it's going to be a good week. While everyone gets to sit home and enjoy, we'll be there, busy working, to make sure when everyone comes back we'll be good to go for the start of the spring and end of the year.

So that's pretty much all I have. So again, I'm sorry that I'm short and sweet, but I just wanted to be here. And thank you, guys, for having me.

Bettina Hart:

You're welcome.

Tiffany Saathoff:

Thank you, Bettina, and I hope you feel better. Thank you for sharing tonight. We'll now move to item 6.2, our RTPA, Rocklin Teachers Professional Association. I'd like to welcome Travis to the stand.

Travis Mougeotte:

To the stand?

Tiffany Saathoff:

Oh, I know, [inaudible 00:24:13].

Travis Mougeotte:

I'm not swearing under oath. I'm not testifying anything tonight. That's a-

Tiffany Saathoff:

[inaudible 00:24:18].

Travis Mougeotte:

... Different personality. Good evening, everyone. It's good to see you guys. I feel like I literally haven't been here in months. It's only been weeks, not quite the second S of months, but all for good cause. My

kids are overly involved, as most of our kids are, and so getting out to see their things. I was at Granite Bay High School for a track meet about 45 minutes ago, and luckily my daughter ran fast enough I could get here in time today. So that worked out.

So again, just glad to be back in the room. I want a huge shout-out to my colleagues that have been able to come and fill in when I haven't been able to come recently. I'm going to kind of theme tonight since we're moving into, first off, spring break. Woo-hoo! So just kind of on the high note of a very well-deserved, needed week off. I wish it was a little bit later because, I don't want to be a Debbie Downer yet, but we've got a long gap between spring break and Memorial Day weekend/summer. So hang in there, everybody. That goes for all of you guys included. I know we all had that reality. Seasonal allergies are probably just adding to the fun right now too.

But kind of want to theme things under the umbrella of collaboration. Because when we do come back from spring break, we've got a lot of big collaborative things planned, things that we've been working on, things that some of you guys are directly involved with, but all of you are indirectly involved with, or less directly involved with, I guess, is maybe the better way. So I just want to share some examples first and walk through our collaborative story recently.

So I'm going to start with some shout-outs. I want to give a huge shout-out to Bill, Mr. McDonald over there. He has taken the "fun" opportunity of re-imaging elementary VAPA and music. And I say fun with loose air quotes because we had a great plan last year, we landed it, and learned that there was changes, improvements, and opportunities that we wanted to explore. And Bill willingly, unwillingly, was volun-told, told, or volunteered, right? Probably all of the. But took the lead on that and has led a very diverse committee through a deep dive into what options or opportunities we might have in front of us to keep evolving our expansion of elementary music, elementary VAPA, and then just kind of the umbrella of all the things Prop 28 monies, if we ever get all of them, might actually open up for us.

But the piece I want to shout out is that Bill has been more than willing to entertain and explore options as well as sometimes spirited conversations. So we had a great conversation in here last week, and Bill led the entire committee through that, redirected when we needed redirecting. And the gist of my comments around that were that it all came back to the focus of collaboration. What are we all here for? Right? We all have our opinions, we all have our thoughts, we all have our ideas, but at the end of the day, we're all here to work together for that common goal of expanding or doing more with what we do or what we don't have. So a huge shout-out to Bill in the elementary ed services side there, and as well as the secondary service. They're kind of more indirectly involved there, but definitely involved.

Next example. I want to give major props to Mr. Flowers and Beth Davidson. I know she's not here, but she's probably at home watching, because she has nothing more exciting to do this evening but watch us talk about and give her accolades. But Marty and Beth reached out to me a few weeks ago about something that they knew had been a collaborative conversation, but still maybe wasn't going to land the way that we were hoping to, and it was common assessment in secondary math. And Marty and Beth and I had some great conversations. We thought we had done some good work collaboratively on how to land it the best we could, knowing not everybody's excited about being told or kind of guided to do certain things a certain way, and, surprise, surprise, it didn't land exactly how we wanted to.

But Marty and Beth were quick to get myself and the RTPA members that had concerns together, and we had a great conversation on how to move forward, where there's compromise, where there's not compromise, how can we suit and fill the needs of the board when it comes to math data and interests that you guys have a need to fill for your roles, how ed services can do their job better and fill the roles. And then, most importantly, how can this actually help our students get better? How can we do it in a way that it's effective and valid for our students to participate, not just in a way that we did it to do it.

So huge props to both Marty and Beth for be willing to have that conversation and, more importantly, be willing to change. We're literally mid-practice. And all the credit to them, they had a lot of evidence that said, "Hey, look, everybody that was part of this process, the majority agreed to go this route," and they could have simply stood on that. And I think they would've been very validated in doing that, but they were willing to look at where there's opportunities for flexibility, where there's opportunities to just do it differently, better, or just learn from and move forward, as any good educator would.

Moving on. One of our more recent ones. Actually just this week, I had an opportunity to sit in a meeting with both Ryan Johnson, our lead of technology, and Craig Rouse, our lead of facilities, on a problem that was a really simple fix, but just kind of got lost in the minutia of the way things are done sometimes. Ryan and Craig were quick to have answers. They came prepared to the meeting. They again entertained some spirited conversation and some frustrations, did it both very professionally. And within literal hours of that meeting, like literally the next day, solutions were not just planned, but were installed and are now in use in classrooms. And so that is huge to the level of collaboration that those two and their entire departments, because I know it wasn't them.

PART 1 OF 6 ENDS [00:30:04]

Travis Mougeotte:

... that those two and their entire departments, 'cause I know it wasn't them that made... they made the call, but then their people went out and did the work and helped support. I got a chance to touch base with both of them today, and just checking up on how are things going? "Hey, this is what we're thinking." That's going to be an evolving process, 'cause it was a two-classroom solution, but is likely going to be a district-wide conversation as needs arise. The gist of it, though, was that they had products ready to go, they had solutions and then they had people that were ready to implement, and that was huge. Again, it comes right back to that collaborative idea. Ryan's probably the guy at the district office that reminds me the most of how he got into this because he was a teacher not that long ago and because he got frustrated as a teacher at how things weren't getting done at the levels above him.

I know that's a motivation for a lot of people in the administrative side of education, but I think Ryan, that really resonates because he is one of our out-of-district employees and meaning we brought him in from somewhere else. So he brings not only just the traditional classroom experience, but he's experienced it in a different way in a different district. It gives us a little bit of levity in that these aren't Rocklin-only problems. These are just organizational problems. These are budget problems, these are all problems that everybody faces, and he just brings that calmness at times as we need. So again, huge shout-out to those guys. But again, that umbrella of collaboration is how all those examples are getting done. I know it's because it's who he is, but it's also just because he's probably one of the smartest guys in the room and most people don't give him enough credit for it, but Superintendent Stock recently showed up to our bargaining session, and he did that because he knew the conversation that day.

Just for those of you that don't know, superintendents don't traditionally come, not in our room, but they're typically not welcome, and they probably don't want to be there as much on those rooms. We would love to have Superintendent Stock there. We know that's not a reality as much as probably we would want, but he came into the room because we were going to be talking about budget, and budget is always a topic that people have interest in. It's likely going to be a topic that people have some push and give and take and some frustration and all those elements of emotions involved. With Superintendent Stock there, Tony, the district negotiation lead, Mr. Limoges, he led a great conversation along with Jennifer, our new CBO, okay, sorry if I got that wrong, CBO, and I think this was her only

second or third time coming to that meeting as well. So she's still cutting her teeth and trying to feel out the room, and we're trying not to scare her off too much yet.

Then also 'cause sitting in here too, I want to give a shout-out to Beth behind me because Beth comes pretty much anytime our business office come, Beth comes. No disrespect to Barbara, she was an amazing employee and did great work, but Beth is just as much the brains and bronze behind that department as well. So I want to give a huge shout-out there. She helps us understand things that the business world does that we don't understand in the educational side with reasoning, with data, with all the things that we need not only to understand for ourselves, but to help our membership understand it, to help just the general understanding of how money works in a educational organization. But the biggest takeaway from that meeting and from Superintendent Stock's presence is that he was there under the sole reason of budget's not great right now, but we're going to work together to work through this problem.

I can't stress enough the work together piece there. We have for a long time, some of you guys have been on the board long enough or at least in the community long enough that you know our TPA has had a lot of frustrations when it comes to budget in general, and especially when there's budget reductions; 'cause more often than not, we come to a board meeting and we hear about budget reductions and then everybody turns and nods and we hear some public comment and then action's taken, and that's about it. Not that that process is going to change dramatically 'cause you guys have some limits to what you can and how you do things. But a big step in a big reach from Superintendent Stock was how can our labor partners, in our case, our TPA, how can we be involved in all the things before that board presentation and that action by the board is taken? How can we discuss things? How can we come to agreements?

How can we come to disagreements? All the pieces of that collaborative process, he was in the room to represent that function of this process. I can't give enough accolades or appreciation to Superintendent Stock, the board, just in general, everybody that was willing to be a part of that decision and that process moving forward. Some areas that we know that there's going to be things that cuts need to be made in certain areas in our TPA or the district. We're not going to agree on those things, but I think we're at a place because of that collaborative and relational movement we've made that we're going to find, well, we're going to have to, but we're going to find a consensus in an agree to disagree worst case scenario, where we do know that certain things have to be reduced or limited or cut back or whatever the terminology or the reality is going to be, but we're at least at the table when the conversation and the decision. We can make our voice heard even if it doesn't sway or change the decision or the reality of the decision.

So that goes a huge way, not just with me and those that sit on our bargaining team in that room, but with our entire membership. I think it gives us the opportunity to also inform the community as a secondary role that we have is just making sure that the community understands where everything is and why we may or may not be in support of certain cuts and things. The biggest takeaway from that room outside of the collaboration, though, was that it was very black and white that cuts that need to be made are going to be away from and away from classrooms. So in the grand scheme of things, I don't know what else we could really ask for when it comes to budget reductions. I would love to just say none, but obviously that reality isn't always an option, but looking at ways where we can tighten things and we can still do the job that we're doing with maybe just less options in the refrigerator, if you will.

We're not going to starve, but we're just going to have less to choose from. I think that collaborative approach is a huge piece to that. The last piece under that umbrella of collaboration is, and some of you guys know, 'cause you were lucky enough to participate, but coming up in early April, we have our labor leaders coming back, both Mary and Sid that we've been working with for three years now.

Superintendent Stock and I have had a lot of opportunity recently to work with them to solicit feedback from our labor partners that are directly involved in that process and then developing some agendas and tasks for those groups for those two days, April 10th and April 11th. So some really cool things that we have going is probably the biggest ask from those site-level groups are, we got this, but how do we globalize this now? People are ready to expand.

What does the future look like? The future doesn't mean what does it look like for our team of three, but what does it look like for our campus of 25? What does it look like for our district of 1000 employees or whatever our numbers are? So it's really exciting to see those changes in that collaboration and the hunger for people to want to do more, 'cause at the end of the day, whether we fight about it and then get there or we collaborate and get there, we probably land on the same decision 99% of the time. It's just a lot more enjoyable, it's a lot better, it's more palatable if we can do it in some collaborative way. So that leads to the other side of the collaboration coin because our ability as a labor group is to collaborate with you guys.

It's very limited. As you guys know, there are rules and regulations on how and when we can engage with you guys. For example, we would love to have all of you at points involved in our labor conversations. We get two at a time and it rotates, and there's a whole process there. My concern, just to share with you guys, just from an optics or a public labor collaboration is that I come up here regularly and try to share accolades and appreciation for that labor relationship. I know you as a board have invested not just dollars but a lot of time and energy into the labor process and that labor relation, and then the optics sometimes that happen at this podium don't always resonate or reverberate that labor collaboration when it comes to our organization and the school board. So for example, we had Ms. Thomas, one of our RTPA leaders was up here at the February 7th board meeting.

I was at my daughter's birthday that night. I wasn't here. She opted to fill in. She was up here giving a report. She had topics that weren't necessarily favorable to everybody's opinion on the board, and it was very obvious that the board had no interest in what Emily was up here saying, to the point where she was pretty much told, "Thank you, your time is up. Go sit down." Whether that was the intent or not, that's what the community saw. So if I stand up here and share about labor collaboration and the community sees it on our campuses and the community feels it in our classrooms, but then they see that interaction at a board meeting? What does that say? Are we just putting on this facade or are we really collaborating? So just something for all of us to think about and how we can work to address that.

Secondly, things happen, right? Everybody has their days, stuff gets misinterpreted, it happens. We're all human beings. I let that one go. To me, seeing that happen to a leader of mine, somebody that is up here being vulnerable and putting themselves in my space at a request of me so I could spend some time with my family, it was very frustrating. I decided to let it go. I knew I couldn't be at the next board meeting. I didn't want to address stuff from the past too far in the future. But then at the, what was it, the March 6th board meeting, unfortunately, we didn't have anybody present from the RTPA, I think, again, conflicts happen. But I saw similar interaction when it came to public comment and then this comment that this reason I'm talking to you right now stuck in my head and it's still there.

So we've got two different board meetings. We've got a employee organization, a labor leader in our organization, and we've got a member of our community that are pretty much told, "Shut up and sit down." That wasn't the literal word, so please don't take that as, but that was the message from somebody that looked from the outside in 'cause I went back and watched those board meetings as I imagine a lot of our community and stakeholders do, and that was the optics that it looked like. So again, we're up here talking about collaboration. We've invested a lot of money and time in collaboration, and that's the collaborative example that we've seen when it comes to our school board. Again, I'm only giving two, there are plenty of good examples. We could go both ways with this, but just

as those two moments stuck in my head, I wanted to make sure that I addressed it with you guys tonight to do what you will with.

Address it, work through it. Again, we have some labor days coming up. We get board members there. It'd be a great opportunity to dive deeper into some of those things as well as just in other individual conversations. But I just want to lead with that. Again, lots of great labor work, a couple hiccups along the way, but the gist of all this is we are still moving forward. You're still the board president, I'm still the RTPA president. You are still the board of Rocklin, and we're going to move forward and find ways to learn from these things, just like those other examples. Math didn't land well, we figured out a way to learn through it. So how can we find compromise? How can we find a way to show the community as labor leaders, as school district leaders, that collaboration isn't just one-off things that happen, but it happens from the top down, from the outside in, from the bottom up. That's all I got.

Tiffany Saathoff:

Thank you, Travis, for sharing, and I appreciate many things that you shared tonight. Thank you for the accolades, but more importantly, thank you for sharing how you feel and concerns that you have, and I would be happy to sit down and talk, the two of us. I know we've talked about that a few times. I would like to see a date get on the calendar. So thank you for sharing today. I did write down comments of what you shared, so thank you. At this time, we will now move to item 7.1, which typically would be our student board representative, but they were unable to make it this evening, so we have no report for this evening. So we'll move on to 7.2, comments from board and superintendent. Trustees, do you have any comments that you'd like to share this evening?

Dereck Counter:

Just I guess one simple one, just looking forward to the Unified Games. I know it's always a fun event. Whitney High School tomorrow for those of you that are listening in the crowd there, Whitney High School, I think it's 6:00? Help me out, Travis. 6:00, 6:30, something like that. [inaudible 00:42:54] 6:00, Whitney High School, great opportune time, a fun event. Again, just a lot of fun, a lot of excitement. So great event. Looking forward.

Michelle Sutherland:

Yeah, I just wanted to share a couple of things. So I was able to attend the Spring View Middle School Showcase nights and was very impressed by what all the teachers put on and just with Principal Lauer as well and her words to the families. I could tell that emotions are sometimes running high when it comes to starting a new step in education. So she handled it beautifully, and the teachers just really put on a great display of what students have to look forward to. Then the other thing is with WASC, which has been going on at Rocklin High School.

So I was able to attend on Sunday as well as today, this afternoon, to just hear about the collaboration that staff was able to work on there with the different department, groups and as well as today here from the WASC Committee and what their report out was, and it was very positive. So I just wanted to just give a shout-out to Rocklin High, the administrators and teachers and just all the hard work that was put into that self-study that they did and their commitment to continuing to grow and serve the students there to the best of their abilities.

Rachelle Price:

I have just a couple of things to share. In the last few weeks I was asked to be a judge at the Founding Forward 2024 Mock Article V Convention, where we had teams from Rocklin and Whitney and other teams in the community. It was amazing. These youth are so impressive. I'll share a couple of the articles that they defended included ranked-choice voting, federal court term limits voter integrity. Rocklin High School chose capital punishment, territory representation, national debt management, civic education, and Whitney High School did an age limit for our president, which all of it was quite entertaining. Then the other teams could ask their questions and they had to defend, and it really was impressive. They were very articulate and did a really great job. Rocklin High School got third place that day, so that was great to be part of. I also attended Rocklin High School's Career Day this week, so grateful to Rachel Lund who runs that and also to so many community members that come and volunteer their time and spend time sharing the pros and cons of their professions.

We had engineers and nurses and counselors and physical therapists and just a huge variety. It was really great to see so many community members investing in our students. I also attended the K-3 VAPA Music work group meeting, and thank you to Dr. McDonald for all the work that he's done. I'm excited where we're headed, even with some Prop 28 restrictions, and we'll see the state has changed the rules for the game we're playing, and so it's quite frustrating. But I have full confidence that we're going to get to somewhere where we're happy with. In addition, I just wanted to explain WASC is an accreditation, and I also was at the meeting with Michelle on Sunday. It was interesting because the committee that was there is made up of teachers and principals from the area, or maybe the whole state, Roger, is that right? The area?

Superintendent Roger Stock:

Throughout the Northern-

Rachelle Price:

Okay.

Superintendent Roger Stock:

... California area.

Rachelle Price:

Yes. They were so impressed and asking so many good questions and taking notes and wanting to know, "How would this work for our schools?" So it was really great to be a part of that as well. Trustee Sutherland and I are on the student 2x2 Committee and always impressed with our ASB presidents and what they bring to the table. We had a really good conversation this meeting about mental health and there are so many services that we offer at our high schools and how we can better get that information out to students. So it was really productive, and I appreciate their time as well on that.

Tiffany Saathoff:

Well, many things have been mentioned that are great already. I, too, want to echo the Unified Game. There are many families that share with me each year their excitement to see their child participate in something that's incredibly important to them. I think it's always beautiful, and our community comes out together to celebrate and to be unified. I love the heart of that. I know there's many things that through the state tomorrow to acknowledge developmental disabilities, to acknowledge down syndrome awareness. I just think it's beautiful the way that we host Unified Games to really bring our

community together. Also, if you are bored on the weekends, it is so fun being out at rec programs throughout our city to see our students. I feel like every time I go out to our little league fields, I see a different student, a different age range, always excited. "Are you here to watch my game?" Then I feel bad going, "Oh, no, how do I watch five games at one time?"

But it's fun to see our students engaging in activities in our community outside of our campuses as well, in addition to honor campuses. Then additionally, I just want to thank, I know Bettina mentioned it, and I believe Travis mentioned it as well, but with spring break coming up, there are many that are getting a much deserved break, and I want you to enjoy that. There are also many that will still be here on our campuses. So I just want to make sure that I echo on behalf of the board our appreciation. I know we have some warm days right now, and then we have I think one last rain coming, but just a appreciation for the incredible work that is happening 'cause we know we have a busy spring ahead of us. So thank you in advance for those that will still be working, although, I think everybody will be working in one way. I'm sure we're picking up projects at home, those that won't be on campuses. Superintendent Stock, do you have any comments?

Superintendent Roger Stock:

Just a couple quick pieces. One is, I want to acknowledge we had our latest parent education series, and it was held this Tuesday, I believe, and it was on preparing students for college. We had over 100, 150 people sign up for that, so great need. We have an ongoing series this year, and so you can find information on our website. We also want to just echo the appreciation for all those who are getting a break and all those who are continuing to work and beyond custodial grounds, our technology folks are out there working. Many of the folks in this building keep making sure we get all the applications process people paid on time and all that other good stuff that comes out of here as well.

Just again, looking forward to the last nine-week sprint to this year and graduations and promotions right around the corner. We also look forward to continuing to work together, and we really do appreciate all of the different avenues that were talked about in there and the board's really direction that's been ongoing and that we work together to solve issues and appreciate that direction and that tangible work that has been outlined in the past and we know we'll continue over the next nine weeks and months to come.

Tiffany Saathoff:

Okay, thank you, Superintendent Stock. Okay, at this time we will move on to 8.1, our presentation by Dr. Justin Levitt from National Demographics Corporation regarding the transition to by-trustee area elections. We also have attorney Michelle Cannon with us as well. Thank you.

Michelle Cannon:

All right, let's see. Good evening. Let me just see if I can pull this up here and then start it right here probably. Perfect. Okay, good evening. So I'm going to let Dr. Levitt introduce himself and then I'll get started with what we're going to talk to you about tonight.

Dr. Justin Levitt:

Good evening. My name is Dr. Justin Levitt. It's a pleasure to be here tonight.

Michelle Cannon:

He's with National Demographics Corporation, and he'll be your demographer walking you through the process for making a transition to by-trustee area elections. You'll remember that at your last board meeting, you adopted an intent resolution to make the transition to by-trustee area elections. After we're done with our presentation tonight, it will be your first public hearing on that topic. So we like to just provide an overview of what the legal requirements are, what the timeline is, and then Dr. Levitt will walk you through a lot of the demographics that you'll be looking at over the next few months as you walk through this process and work through this process. So in California we have the California Voting Rights Act. It is similar but fairly significantly different from the Federal Voting Rights Act that a lot of you have probably heard of. It's been in the news a lot over the last few years.

California has its own, it's been on the books for about the last 20 years, and it requires that public agencies in California essentially protect the rights of minority voters to make sure that they're not unfairly impacted in various ways in elections for either board members, city council members, school district members, et cetera. What it does is it prohibits at-large elections, and I'll give you a definition of that in a moment, that impair any of these things that we've got listed here, which is the ability for certain folks to elect candidates of choice, to influence the outcome of an election, any elections that include racially polarized voting or vote dilution. When we talk about racially polarized voting and vote dilution, the law is really focusing on minority populations, language minority populations, and whether they're being adversely impacted. One of the key things to keep in mind is that the California law does not require that there be any intent to actually discriminate or adversely impact any of these populations.

So when districts and local agencies make the decision to make the change, it's not because they believe that they've unfairly impacted minorities or anything like that, and that's not, in fact, even required, but that you want to make the transition to ensure that you're in legal compliance. When districts, cities, counties, hospital districts, et cetera, elect members of their board at-large, they are subject to being challenged under the CVRA. The only safe harbor under the CVRA is to use trustee areas for election purposes, and so that's obviously what you're looking at doing here. So at-large elections like you currently have is when everyone who lives in your jurisdiction votes for every member of the school board during your elections. So we've got all populations across your city voting for each of you every time that you run for office, and that's considered at-large. By-trustee area elections changes that so that wherever the trustee areas are, there will be trustee boundaries.

We just have here trustee areas 1-5, but it could be A-E or whatever else. Only the folks that live in those trustee areas will then vote for those trustees when it's election time. So it's a much smaller pool of people that would vote for each trustee and those will be the folks residing in that area. One of the things the law aimed to do was to make it easier for more folks to run for office. So part of the thinking behind the law when it was enacted was that if you can run for office, and I think in large part they were thinking of larger jurisdictions as well, City of Los Angeles, County of Los Angeles, but if you could run for office and you only have to campaign and go door-to-door and send mailers in your trustee area, that is an easier campaigning season than when you have to do it across an entire city or county or jurisdiction. So that was one of the intents is we want to make it easier for more folks to run for office and to find a way to do it.

Then there was also part of the law was that it made sense for people who live in certain areas, maybe certain neighborhoods or towns within their jurisdiction or whatever the community might be, that it made sense for those people to vote for that candidate because maybe they knew them, they were part of the same community. They had shared interests and things like that, just to give you some of the background behind it. So as you look at making the transition to by-trustee area elections, you will have five trustee areas. You currently have five trustees, only the folks that live in whatever those areas end

up being will vote for those people. By the way, some jurisdictions when they're doing this, you can increase or decrease board membership at the same time. That's a separate process, but sometimes it's done at the same time concurrently.

I just want to mention it, 'cause we have some other local jurisdictions in Northern California that have increased their board size at the same time, and I want to make sure you understand it's different, but there can be an overlay. That's not something that's going on here, but just in case anyone asks you about it. Okay, so CVRA challenges, you've probably seen this. It's been in the news a lot. Some districts don't want to make the transition to by-trustee areas. I work with a lot of school districts that say, "We've got great minority representation on our board. In fact, the majority of our board is already minority. We don't feel like we have a problem. This doesn't make sense for us. We want everyone to vote for all of us. That's how we feel like we do the best business and have the best representation." But the reason that they still go ahead and make the transition is because the cost of trying to fight a CVRA challenge is so incredibly expensive.

As I said, the law doesn't require any intent to discriminate or violate the law, and this is still crazy to me today to actually say this, but no public entity in the state of California has ever prevailed on a challenge, none, in any jurisdiction. So just the way that the law is written, it's really written to force public entities to go ahead and make this transition to buy trustee area elections. When some of the public entities that we've got listed here have challenged it because they didn't feel like they needed to make the change, the attorney's fees and the expenses of the litigation, you've got experts because you're using demographers and then the attorney's fees is just prohibitively expensive.

So that's why when districts get a demand to make the change to by-trustee area elections or someone raises the issue, we more often than not see districts and boards going along with it just to avoid the unnecessary expense and litigation involved in trying to fight it. Okay, going to walk you quickly through the process to establish the by trustee area elections. So the first step is to adopt an intent resolution, which you all did at your last board meeting, which says we're going to make the transition to by-trustee area elections. So you did that on March 6th. Next is you have to hold two public hearings, the first one you're doing tonight, and we call these pre-map hearings. No one's going to have looked at any maps. The demographer hasn't drawn any maps as far as what the trustee areas might look like.

This is for the board to get information, for the public to get information, to hear from your demographer on what all of the requirements are that you have to look like in putting together maps, and you're required to do two of these pre-map hearings after tonight. You'll have one more at your next board meeting. Then you move to map consideration hearings where you will have draft maps. When we say draft maps, we don't mean just a map of your jurisdiction, but it'll actually have draft trustee areas in it, and you'll get a few of those from your demographer to look at and consider. These are all done in public hearings because you, of course, want public participation. You'll get to ask the demographer questions. You'll get to talk about what you're all looking for on some of the elements that you're able to look at that again, Dr. Levitt will go through with you.

Then, so after these four public hearings, the two pre-map and the two map consideration hearings, you'll have a final public hearing where you will actually select the map that you want to use to establish trustee areas and also the sequencing schedule. When we say sequencing schedule, we mean which trustee areas will be up for election in what year? We've got an election year this year, 2024, so two seats would be up in 2024, two seats would be up in 2026, and the board would establish the sequencing schedule for those as well. So those will be your public hearings. The final step is it goes to the Placer County Committee on school district organization, which is a county-wide committee that has authority and jurisdiction over a lot of issues having to do with how school districts are organized. It includes when there's changes to trustee area elections. They also-

PART 2 OF 6 ENDS [01:00:04]

Michelle Cannon:

When there's changes to trustee area elections, they also have to hold at least one public hearing. They have to hold it within your jurisdiction. So although the county committee normally meets up at Placer County Office of Ed in Auburn, they'll actually hold the meeting in your jurisdiction and they usually will hold it in your own board meeting so that it's convenient for you all and members of your community to attend that. They make a decision then to approve or deny the district's proposal to make this change. Once they do that, and I'm going to assume that they're going to approve it, then it's done. You've completed your process and it will go to the County Elections office to implement. And the County Elections office is required to get that. I think it's 125 days prior to the next election in order to implement it in time for the election.

So that's sort of the steps that are included in it. I'm going to just show this timeline and then Dr. Levitt will go through it in more detail. But you can see that we've got a tight timeline here, right? We've got meeting after meeting, we've got some special meetings, we've got deadlines for posting. Whenever we have draft maps, they have to be posted by law at least seven days in advance of a public hearing. So it's a very tight timeline for not only the demographer to put together maps, but if you get maps from community members, which some boards will, those also have to be in advance so that they can be posted at least seven days in advance. So it might feel like you're going a little bit at breakneck speed to get all of this done in this timeframe, but the reason is there's a safe harbor under the CBRA. And so once you make a decision to make the transition, and again, you made that decision on March 6th, you only have 90 days to do all of this. So you guys are going to be under a time crunch.

Other districts that are doing or have done the same thing have been under that same time crunch. We've only got 90 days to do it, so it'll feel like you're going really fast, but you can do it. We've mapped it out in a way that works with your schedule and maybe a special meeting here or there to make sure that you can get it done in time. Okay, that's it for the process. I'm going to turn it over to Dr. Levitt to walk you through the criteria, data, and tools that he'll be working with you to help you with the process.

Dr. Justin Levitt:

Thank you for that introduction, and again, my name is Dr. Justin Levitt with National Demographics Corporation. I'll mention my company this time and it's a pleasure to be here tonight to talk about the districting process. I just want to kind of go through, first of all, our criteria that we use for drawing trustee areas, and then provide a basic overview of the data and tools that we have available for residents.

Our next meeting is a special meeting, and at that time we'll demo the tools for the community if anyone wants to watch or see. The tools will be available with a number of helpful guides online as of tomorrow. But for now, we're just going to kind of do a brief overview of what's available.

So to start with, our rules and goals. We divide our criteria into three parts, and I should mention. This recently changed. On January 1st, the legislature's Fair Maps Act of 2023 passed into law, and because of that, the rules governing districting for school districts changed substantially. Before, I could do this all in one paragraph and now I've got to have three separate columns to divide this up.

Essentially, our left-hand column are federal laws. These are things that apply to districts or trustee areas of every jurisdiction from Congress down to cities and school districts and other special districts. First and foremost is equal population. Trustee areas will have to have about the same number of

residents, and this is based on the 2020 census. We use total population from the 2020 census for this number. We'll take our total population divided by five, and that'll be our target population for each of the five trustee areas. And this is something that's dictated actually in both federal and state law, particularly how we have to do this. We don't have to get perfectly equal, but we have to get pretty close. Our maximum difference between the largest and smallest districts has to stay under 10%, and we'll look at some numbers on the next slide to go through that.

Secondly, we have to follow the restraints of the Federal Voting Rights Act while race and ethnicity cannot be the only factor or predominant factor in the creation of a trustee area, one of our analyses that we start doing tonight is looking at those protected class communities that we mentioned earlier in the California Voting Rights Act. Where do we see concentrations of minorities or language minorities? Groups that have historically faced discrimination or barriers to registration and voting, to see whether or not there are communities within the district that need to be kept together? In that way we really get into what is at the heart of the districting process, which is this middle column.

This is the new part that comes from the state law. We now have a priority ranking of five factors that we have to consider, and first and foremost is contiguity. That's a really hard way of saying that a district has to have one outside border. You can't have a little bit of the district on the east end of the district, and another part on the west end and another part on the south end. You have to have a shape, a polygon, a regular shape that is your trustee area with one outside boundary. Secondly, we have to avoid division of neighborhoods and communities of interest. This is perhaps the broadest criterion. At the same time, this is where a lot of our discussion and debate will happen. Neighborhoods and communities of interest are areas that need to be kept together for the purposes of their fair and effective representation.

We can think of homeowners associations, places with a similar development history or pattern, everything from a neighborhood that was developed by a single developer at a specific point in time, to larger communities that maybe encompass several neighborhoods that have a shared need to stay together because they're in the same elementary attendance area, the same middle school attendance area, or for reasons like dealing with road crossings and students that have to cross the road at a particular way. And I really want to emphasize a lot of this is particular to the school district, so I want to think about this as something different than necessarily what a city might care about. The city of Rockland may have its own priorities or issues. We want to think about those concerns and issues relevant to the school district when we're talking about those neighborhoods and communities of interest.

They may be things as well recognized as a particular subdivision. They may be things that nobody outside the school district would think about, like the division of monies or properties between different areas of the district.

Third; division of census-designated places and cities. This is a little bit of an odd one. This comes straight out of the county criteria language, but it applies to school districts as well. Any city, incorporated city, or census-designated place has to be kept together if at all possible, if the area is contiguous in and of itself. For our part, we do have small parts of cities other than Rockland in the district, small portion of Placerville, for example, and any sorts of those areas are going to be something that we have to look at after communities of interest and neighborhoods.

The fourth; easily identifiable boundaries. This is the principle that it should be easy for voters to distinguish which district they live in. So to the extent we can follow major physical boundaries, whether they're roads, canals, other sorts of things that people use commonly to divide between areas. We need to strive to do so rather than jogging through neighborhoods. This is really aimed at sort of like if we

have to get to a 5% deviation in a district, but it means following an important road like the freeway instead of jogging through a community, we need to do that.

And fifth; compactness. The law actually defines compactness specifically as not bypassing one group of people to get to a more distant group of people. And this is really aimed at those hooks and fingers, those weird shapes that seem like they stretch along the edge of the district to pick up a particular house or neighborhood. Now, these are prioritized. ER's rank ordered for a reason. So if for example, we have a community of interest that isn't perfectly square or isn't perfectly round, we'd want to keep that community of interest together first before we worry about compactness. Essentially what this criteria list is saying is that we need to justify the boundaries at the end of the day, and the lower the ranking, the higher up on this list, the better it is to be able to justify them.

Finally, the law also includes a new prohibition against adopting districts for the purpose of favoring or discriminating against an incumbent, political candidate, or political party. So this basically expands on existing language and state law that really prevented us from, or prevented any district from taking partisanship into account. This new law extended that to incumbency and political candidates as well. In addition to this list of criteria, other district factors, local factors like new growth or change in the community over time can be taken into account as long as they don't prioritize over any of our state mandated criteria.

So for example, if we know that there's new growth coming in a particular area of the district, then we can divide that up between two or more trustee areas, as long as that doesn't impede any of the other criteria on the list. And the reason is because no matter how much growth there is over the next decade, we have to use the 2020 census numbers as they are now. We can't make guesses about what population is going to come in over the next 10 years. Now in 2030, we're going to have to look at the numbers again. Once we get the new census results, the first thing every district has to do is determine whether or not the numbers are even still population balanced and then go through a hearing process for redistricting if necessary, or to confirm that the current districts still work. And we can walk through that later on as we get closer to the 2030 redistricting.

So, looking at the 2020 numbers today, the 2020 census counted 69,641 residents in the school district boundaries. Dividing by five, that means each trustee area will have approximately 13,925 residents. This means that each of the areas will likely fall somewhere in the neighborhood of about 13,400 to about 14,300, give or take. We're essentially looking at a 1,392 person difference between the largest and smallest at most.

We're also looking at the demographics of the different districts, and here we're at the top total population. Those include everyone. The district as a whole with 64% non-Hispanic white, and then about 15% each Hispanic or Latino, and 15% Native or Asian Pacific Islander. We also below that have our citizen voting age population. That sits the population over the age of 18 with U.S citizenship. This is what the courts actually use for voting rights because they call it the eligible voter count. They recognize that in many cases there are big differences between citizen voting age and total population in particular because of differences in citizenship rates and age of different groups, particularly the Latino community. Overall, the district was 73% non-Hispanic white. So we do see that gap between total population and the population over the age of 18 with US citizenship. And the Latino population is about 13% and the Asian Pacific Islander population 11%.

We also do a more thorough demographic analysis as part of our data that we have to collect in order to look at our neighborhoods, communities of interest, and other demographic concerns within the district. And so a lot of this comes from different data sources. Some of this comes from the American Community Survey. The American Community Survey is a program that replaced the old census long form that asks more detail about from a section. About 8% of Americans a year get the American

Community Survey, and it asks a lot more detail about everything from where you're employed and how long you've lived where you've lived, to whether your house has electricity and where you get your electricity from.

It's a very thorough survey and it provides a lot of demographic information on everything from housing and education to income and whether or not people have children at home, and a lot of demographic data is available in that. We also use registration and turnout. This is from the statewide database, which is the state's repository of election and voting information that it collects from the counties every two years. Again, this is a standard database that the state uses and the courts therefore use to look at registration and voting patterns.

We have a lot of this mapped. We're going to look at two maps here, but I just want to note that on our website we'll have a link to an interactive web viewer where you can see a lot more of this demographic data for the different demographic fields. And if there is something there that you would like us to add or you'd like to see, please feel free to think about that. Let us know. We can certainly add more information. There is a whole lot of data available in the American Community Survey that we'd love to show you.

The demographic maps we do have to show you tonight relate to the Voting Rights Act, and so we want to look to see whether or not there are any concentrations of the Latino and Asian-American communities. In particular, if we look at these maps, the areas that are in the purples and blues are under 25% of that demographic group, and we're using the citizen voting age population here because that's what the courts would use to analyze it. We don't really see any concentrations of the Latino population within the district. If you look at the areas on the Asian map in green, we see a slight concentration kind of let's say toward the western southwestern corner of the district. And it's a slight concentration. It's not like an area that's large enough for district in and of itself, but it's probably a few census blocks there that should be kept together if possible.

As I mentioned before, we'll have our interactive review map, which will be this map reviewing tool that will have all this demographic data in it as well. And when we actually produce the maps, we'll put them onto this review tool as well, so you'll be able to see how they overlay all the different demographic maps. Well, we love this tool because it's like Google Maps. You can search for addresses, you can search for locations, you can zoom in and out to see the streets. You can turn on the overhead topography if you want to see aerial photographs of the area rather than the streets. It offers a lot of power and a lot of detail, when you want to analyze the maps. In addition, we're producing a map drawing tool. This is sort of a paint by census block tool.

In addition to our training at the next meeting, we're also going to have two videos online, a short four-minute get started video, and a longer 15-minute detailed how to use video, and a PowerPoint presentation that literally walks you step by step from starting the process to submitting a map. We do also have set up an email address that you'll email your map when you're finished to the district as well. All of that will be on the district's districting website. And so with that, I thank you for your time and I'm happy to address any questions you have tonight.

Dereck Counter:

I apologize if you can bounce back to, I think it's slide 15. So again, this is field data, but you have Hispanic Latino in the total population, have the Hispanic, and then you have non-Hispanic, the Asian Pacific Islander down low. Is there a way, is there an operational definition where things can be combined so that we're always looking at similar data? And then how is this data, where is it pulled from?

Dr. Justin Levitt:

So these two are the same fields for the total population and the citizen voting age population. The first one does come from the 2020 census. The second box comes from the American Community Survey. There's actually a special database that the Department of Justice uses to calculate citizen voting age population, and that's where those numbers come from.

Dereck Counter:

So from an analysis standpoint, can we make a table? Can we make a reference sheet that says if it's Hisp, or Hispanic Latino, we're all talking about the same things, or are we always going to chop it up? Because at some point you're going to want to stack the data across and you're going to have categories that aren't going to be representative.

Dr. Justin Levitt:

Yeah, so in here we're using the terminology from our source material so that if you were to go to the census website and look at that particular survey-

Dereck Counter:

Fair.

Dr. Justin Levitt:

This is the term you would search for.

Dereck Counter:

Again, so from an analysis standpoint, can we as a group say, "This, this, this, and this term all equal this", and then we're actually able to look and add, evaluate the data a little easier? Or do we always have to go back to census data and cross because things aren't going to line up. And they're going to create questions. Well, does Asian Pacific Islander down below and the citizen voting age equal the same thing as non-Hispanic, Asian Pacific Islander?

Dr. Justin Levitt:

So it's a really technical question and I want to give it the time that it merits. And the answer is that each of these surveys has a slightly different way of calculating these results. So the citizen voting age population is an estimate that the Census conducts using its American community survey, or 8% of the population every year data. It's the one that the courts require, but that's the methodology they use to capture it. It's a little bit different than the 100% sample that the census itself aims for.

It's very different from the voting and registration data. Because the voting and registration data doesn't actually use self-reported data at all. It uses surname data. And so, one of the things we have to be very clear about is, and I'm being very upfront about all the differences in the way that these data sets are collected, and one of the reasons why we present so many different versions is exactly because of this question of which one do we trust? We know which one the courts require us we use, and which ones the courts have used in the past, and we report that, but it's not going to be a perfect lineup.

Dereck Counter:

Okay, so fair. I'm just saying from an analysis standpoint of any of us and anybody in the community, you're going to start looking at different things. Is there a way to this and this and this all equal the same thing in general so that we don't, at some point we're going to start splitting hairs, and I just like to keep the conversation moving as people because again, with a short timeline, so if there's a way to make a legend or a key, it would be very helpful to have that as opposed to, and then again, it allows you to format the and look across as opposed to vertical.

Rachelle Price:

Justin, this may address that. So how come if the court orders us to use the total population, why do we have this information in addition?

Dr. Justin Levitt:

So that's a really good question, and the reason is because the courts actually have two different sets of rulings. The first set of ruling deals with the one person one vote equal population standard. And for that, the courts require, we use the total population on top. However, the voting rights, all the cases on voting rights, especially here in California where Latino community and Asian community have been at the center of a lot of voting rights issues, the courts have used the citizen voting age population because it only accounts for eligible voters, not total, and so it doesn't capture those that are 18 or perhaps not citizens the way that our total population count does.

And so this is why we have the two data sets, the first, the top total population. We use that for balancing equaling, making sure each district has the same number of residents, the second citizen voting age population. And the reason we use it on the maps here is because when it comes to voting rights, questions and concerns, that's what the courts have required. And I understand it's very confusing, but that is basically what the legal picture is in terms of [inaudible 01:22:17]

Rachelle Price:

They don't make your job very easy, do they?

Dr. Justin Levitt:

No.

Dereck Counter:

I understand. Just-

Rachelle Price:

Thank you.

Dereck Counter:

I guess where, if there were extreme differences, so if the total population of, let's go back to Hispanic Latino, were 85%, but then the voting percentage was like 25%, I could see that given that numbers are similar for Rockland, percentages are similar, does that then lend the we can combine or we can look to put things together or at least draw similarities?

Dr. Justin Levitt:

Well, I would say that in terms of focusing on voting rights, we are definitely focused on the citizen voting age population numbers. The total population numbers may be interesting, but that's not where our focus is. Our focus is on the citizen voting age population.

Dereck Counter:

Okay. So then-

Rachelle Price:

The only difference that I see from our perspective, if we're wanting to take in details specific in particular to school district, the difference between those a lot of times is going to be children.

Dr. Justin Levitt:

Absolutely. And that really is this question of communities of interest in neighborhoods at its heart. Because even if we can't see something just in the purely numeric numbers, for example, right now our numbers suggest 2% of the population is African-American. If there is a historic African-American community or neighborhood somewhere, or that has an identity as having a history, a specific history, let's say there was a historic Asian community in a particular part of the district. That still enters our considerations as a community of interest under the second part, even if it doesn't rise to a federal challenge.

Rachelle Price:

So when you present the maps, you'll lay all of that on top of each other and so we can see it, take it off, look through the specifics?

Dr. Justin Levitt:

And so yes, our interactive review map actually has all of the different fields in there so that you can choose what you view, how you view it. So you'll be able to overlay any of the maps with any of our demographic fields that we have.

Rachelle Price:

Great. Okay.

Dr. Justin Levitt:

And in addition to that, when we discuss each of the maps and I go through them, if there are particular considerations given to a community of interest that has been mentioned, then we can certainly talk about that as well. Each map will have a demographic spreadsheet attached to it with this information, or sorry, with all of this information broken out by each of the five trustee areas so you can compare them.

Michelle Sutherland:

So then on that map tool that you were referencing, I see that drop-down menu and it has a lot of pretty specific criteria listed on there, like percent multifamily housing, households with children, education level. So, in creating the maps are all of those potential areas looked at, and basically you're looking for that purple, blue, if any of those more specific criteria, there was a population that kind of popped, then

that would be, it would have to be considered or if it's kind of not one of the main priorities and it created-

Dr. Justin Levitt:

That's a good question. And let me say that we have a lot of these demographic fields and some of them have very different patterns from each other. As I was looking at some of them as I was putting together the tool and the presentation, and you'd be surprised how some of them don't correlate at all. And so part of our process is when we present you some maps, they'll show differences between them. They'll have some things we considered in one map but not so in another because what are we trying to get at is what is important? And every district we go to, people talk about different specific issues.

One district, it might be something like, "We really care about this one area where they have the multifamily housing," that really is a specific community of interest. And the next district we go to says, "We have apartments everywhere. We don't care about apartments. We really want to focus in on this neighborhood that doesn't have children because it's a retirement community," and they have a specific need to stay together. And so none of the fields in the second column have any bearing to the Voting Rights Act whatsoever. They're all just to provide information about the community to help us identify things

Michelle Sutherland:

Like Customize it to Rockland.

Dr. Justin Levitt:

If there's a retirement community or university that might be impacted by school districts in particular, very differently from areas that are mostly made up of families with children. And there are some areas in the district where over 90% of the families have children at home and there's other parts of the district where it's much lower than that. So those are the kind of things that we can look at as well in this using all of this data. And sometimes-

Dereck Counter:

I guess going on the same lines, and then it's the conversation of how to prioritize that? This one goes above that one, or that one goes above this one?

Dr. Justin Levitt:

Well, and that's what the different maps show. So one map might really emphasize or might have some emphasis given to a particular factor. We wanted to make sure that in this map that the concentration, I don't know of, just to throw out an example, we might say this one, we've tried to put more of the multifamily housing together. And so we have one district or two districts that have a majority of renters or a majority of multifamily housing. And the other three areas have majority owners.

I don't know if that's actually the numbers for the district or not, but that would be the kind of thing that might sometimes be, come up as potential communities of interest. And if you or any community members bring up other communities of interest, like for example, planned communities, developments, or with homeowners associations, or even just shared building identities, and I know this is a newer community, and so a lot of these are more planned, developments are more planned, then those are also the kinds of things that we can use as communities of interest building blocks to show you different options.

Michelle Sutherland:

So with that being that there are some newer communities, and I had written down a question and you did touch on it, sorry. Allergies. Related to the use of the 2020 census since that happens every 10 years, but that there has been development in this period of time since that census. So we would consider that, but we can't really project, would we be able to consider existing on top of the 2020 but not project other, or?

Dr. Justin Levitt:

So it gets complicated, because of course the law is written for redistricting in the year after the census, the year the census results come out.

Michelle Sutherland:

So we are always every 10 years?

Dr. Justin Levitt:

So redistricting always happens in the year ending in one, maybe at the beginning of the year ending in two before there's too much change that happens. But the rule is you always use the latest census and that is actually federal. It's not just applies to our state. It's a federal requirement for equal population that we use the most recent census results.

Michelle Sutherland:

Perfect. Thank you.

Dr. Justin Levitt:

And as you said-

PART 3 OF 6 ENDS [01:30:04]

Michelle Sutherland:

Perfect. Thank you.

Dr. Justin Levitt:

And as you said, every 10 years we'll get new results. Now in terms of growth, we can incorporate the growth, in particular future growth or planned growth, as sort of a balancing. If we're going to look at, we like this map, or we really like these two maps, this map does a better job dividing that new growth or in some cities or districts, putting that growth in one area depending on what makes sense for the community. And that's something you can consider as a final balancing between two maps.

Dereck Counter:

If you can bump to, I think it's slide 19 and it just has a rough picture of Rocklin. You talked about census blocks as those lines, are those the same as voting districts?

Dr. Justin Levitt:

So these are the precincts from the county. If you click on any of these precincts, it will subdivide that precinct into the component blocks in the tool.

Dereck Counter:

Okay.

Dr. Justin Levitt:

And the reason for that is a memory issue. In order to run this effectively over the internet, if it tried to load in the hundreds of blocks at once, it could take hours to load. So instead it only loads in one precinct at a time depending on what you're doing. But it gives you the precinct totals, the precinct numbers so that you can see, hey, if this is below the population I'm aiming for, it can keep it all together.

Dereck Counter:

Gotcha. Where I was going with that, would we want to, I guess those would be natural lines so that if you have a person voting for a trustee, you'd want to keep those contiguous or you wouldn't want to start chopping those up because then half of the vote of the people in that area or that precinct or whatever goes to one versus the other.

Dr. Justin Levitt:

So I would warn you against that actually, because precincts can be, they can be boundaries, but oftentimes they have to be redrawn every time there's a new election. So these were the precinct boundaries in use as of when this data set was put together. If you find the need to divide a precinct in order to get your boundary, let's say there's a major road and you want to make it along that road, but the precinct boundary crosses that road, we do encourage you to go down to those census blocks and use the road rather than just keeping the precinct together. Essentially, precincts have to be redrawn for every election anyway, so there's nothing special about these precincts.

Dereck Counter:

Yeah.

Tiffany Saathoff:

So just to clarify, so essentially the census data is every 10 years, but you're saying the precincts would be every election, so adhering our 10-year decision to a precinct decision that might change every election could cause some concern?

Dr. Justin Levitt:

I would say that, yeah, obviously if it makes sense to keep the whole area together, then you'd want keep it together. But if it doesn't make sense to keep that area together, go with the criteria rather than keeping the precinct together arbitrarily. I say that because a lot of the precincts do follow major roads and other things, but there's also roads that precincts don't follow because maybe there just aren't enough voters in that particular neighborhood.

Dereck Counter:

And then on, I guess in similar lines, our school boundaries for elementary school, for middle school and high schools would be on these maps as layers essentially right now, correct?

Dr. Justin Levitt:

So yes, we definitely want to put them on and they can be considered communities of interest. I'll just warn you that sometimes for population reasons or other things, they may have to be divided.

Dereck Counter:

You might have to chop up the school.

Dr. Justin Levitt:

But some districts choose to use the elementary or middle school or depending on how big the district is, high school, as communities, others choose not to. So it's an option that's available if you'd like.

Dereck Counter:

Okay. And then on slide 17, those are the pictures. Those are actual representative maps now, they're not just generics, right?

Dr. Justin Levitt:

So these are specific maps using the citizen voting age, population data.

Dereck Counter:

Okay. So then just more curious. The Latino citizen voting age population map, there's a light blue circle in the middle, which is essentially Twin Oaks Park and Rocklin Little League. So I am just trying to understand how-

Dr. Justin Levitt:

So the census blocks represent the actual physical geography. Some of them-

Dereck Counter:

So Park shopping centers are included or aren't included?

Dr. Justin Levitt:

So they are included. Everywhere is included, including some, you see the white areas, they have no people in them, but they still have a census block that covers them. And many of these census blocks, for example, in the Asian citizen voting age population map, there's a big green block along the western end of the district. There aren't a lot of people.

Dereck Counter:

There's nobody there. Yeah.

Dr. Justin Levitt:

I think there's seven people in that block as of the 2020 census. But it's green because, of the seven, I believe four of them are Asian. So this is a percentage, remember that.

Dereck Counter:

So the other thing is, so underneath where it says Lonetree Boulevard, that little triangle area, which is essentially Strikes and Tractor supply, it's the same percentage of 35 to 50% in both Asian and Latino.

Dr. Justin Levitt:

Yes.

Dereck Counter:

And there's nothing.

Dr. Justin Levitt:

It may be that there's two residents there and one is Latino and one is Asian.

Dereck Counter:

Oh my gosh.

Dr. Justin Levitt:

And that would get you 50 50. And so that is one of the challenges of census geography. You will see 1,000-person blocks that are tiny and one-person blocks that are massive. And that is because they do represent the actual physical environment.

Dereck Counter:

Okay.

Dr. Justin Levitt:

And that's why we encourage you to go to our map review tool because we have the blocks on there, of course. So you can click on a block and see how many people are actually in that block, and you'll be able to on our online drawing tool as well.

Dereck Counter:

And then future maps as they go as and as you've seen it, if the school district in any respective city, the map they have or the separations they have could be different than the city council map or the fire district or whatever the other ones are. Correct?

Dr. Justin Levitt:

In fact, they're very likely to be. I put up the map here because we do have the City of Rocklin on the map and its borders are not exactly the same as the districts. They're very close, but there's also a couple little pieces that are in the district, but not in Rocklin, but are maybe in other cities. And some of them are zero population, but it just as in many parts of California, the districts and the cities were formed at different times.

Tiffany Saathoff:

Thank you, Dr. Levitt and Ms. Cannon. I appreciate the presentation and the clarification for us. At this time we will now need to officially open the first public hearing to gather community input regarding

composition of trustee area boundaries pursuant to elections code section 10010A1. Hearing is now open. Any public comments for consideration? Seeing none. Any additional trustee comments? Hearing none. I will now close the public hearing and that will conclude our public hearing for the evening. Thank you both for your assistance this evening.

Okay, we'll now move on to item 9.1, 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. Do any trustees wish to remove an item from the consent calendar for separate discussion and action? Seeing none. Is there a motion to approve consent agenda items?

Rachelle Price:

So moved.

Tiffany Saathoff:

Moved by Trustee Price.

Julie Hupp:

[inaudible 01:38:47].

Tiffany Saathoff:

Second by Trustee Hupp. Georgia. Will you please call the roll?

Georgia:

Julie Hupp?

Julie Hupp:

Yes.

Georgia:

Rochelle Price?

Rachelle Price:

Yes.

Georgia:

Dereck Counter.

Dereck Counter:

Yes.

Georgia:

Michelle Sutherland.

Michelle Sutherland:

Yes.

Georgia:

Tiffany Saathoff.

Tiffany Saathoff:

Yes. Motion passes. Thank you. Okay, we will now move on to item 10.1. Action on our 2023 2024 second interim report, I would like to welcome Deputy Superintendent Business and Operations, Jennifer Stahlheber.

Jennifer Stolleber:

Good evening President Saathoff, governing board members and Superintendent Stock. And let me start the slideshow. Okay. Tonight we're going to review our second interim budget report. And so this is just an illustration of where we are on our budget cycle. So this is a second of two interims that we bring to you during the year. The last time we were here, we were sharing an update with the governor's budget that had been released in January. And this is a review of our revenues with a comparison between first interim and second interim. And on the farthest right column, you can see the variance. And so you can see we had some increases in our LCFF projections, and that's based on an approval of our J-13A waiver, which was related to the 2223 school year. We submitted one to recover attendance during the COVID proclamation that ended in, I believe February of '23. So any of those dates prior to that where we were below our normal attendance rate, we submitted for recovery of those funds. And so it was approved recently and we were able to submit it in our second interim budget.

Our federal revenue's increased, and that was a variety. We had some increases in Title one. We saw some increases in our Title two, our IDEA, which are special ed funds. We had a little tiny decrease in our Title two. So the net effect was an increase of just over 67,000. Our other state revenues are also multiple resources, and so we had some increases in prior year unrestricted and restricted lottery, which is very typical. The state is always settling up in multiple years, just like how you'll see we'll bring back and have different numbers at the end of the year. They're doing that as well. We also saw some additional funds in our expanded learning opportunity program. And in our art and music, we had a slight reduction of just over 24,000.

So our total increase in our other state revenues was 195,000. In our other local sources, we saw an increase of over a million dollars. A big portion of that was related to interest earnings. So right now the treasury pull's doing better than it had in prior years. And so we saw an increase of 280,000 based on projections for current activity. And we also saw an increase of 283,000 for Medi-Cal reimbursements. And that's an item that fluctuates from year to year. So when we project it, we tend to be more conservative because we don't really know what's going to happen until they audit the years, and we're multiple years in arrears. So that's when you'll typically see fluctuate from year to year.

And we saw some increases in some grants including reef grant and site donations. Oops, I move forward again. And so this is a chart for total revenues and it shows the breakdown. As you can see, the majority of our revenues come from LCFF. So our local control funding formula is comprised of state aid, property taxes, and the Education Protection Act funds. And if you recall, that was passed quite some

time ago. I don't recall what year anymore, but [inaudible 01:42:38] increase the taxes on our highest earners in the state, and it increased some sales tax revenues.

So this is a comparison from first interim to second interim, and it shows the variance for our expenditures. And so you'll see typically some adjustments in our salaries, and that's because we're looking at any vacancies that haven't been filled and making adjustments based on how much time has passed and we only have this many months left. And so what's the potential budget that we might have if those positions are filled? We also make adjustments based on when we do fill those positions, when we use budget, we're using an average, but when we hire someone, maybe they come in with little experience and they're lower and that's a savings or maybe they come in with greater experience. And so we budget for that. And then that also carries through to the benefits. Our books and supplies. We had a significant reduction, but you'll see most of that was shifted to other categories.

So we had sites or departments that shift from books and supplies into some services and other operating expenditures. And you can see our services and other operating expenditures grew by 1.4. Again, that was a shift from some of those other categories, including our capital outlay. And I'm sure you all love that narrative we provided. And so if you read through that, you saw where we actually outlined the details of those shifts between the capital outlay to the services and other operating, and from the supplies and materials. We were pretty flat in the other areas other than our transfers of indirect. And that is because that expenditure that you see there, although it's a negative expenditure, it's because we're getting indirect, we're recovering it from other funds. And this is just a summary for our general fund. So when we have something change in another fund, it's going to change the indirect. And then this is a breakdown of our expenditures. And something to note here is that... Oh, and I had some information on...

Darn it. Where did I put, oh, here it is. Okay. Our total amount right now for salaries and benefits is sitting at 79% based on our current projections. But that is not a typical percentage than when we close our books. Typically, we're closer to 84 to 86%. But also when we close our books, all the carryover is not sitting in those four thousands and five thousands. And typically we experience about one million to two million in those two categories, that drops out and it gets carried over. It's usually donations at our sites or in departments or some of our planned expenditures that didn't occur because we weren't able to fill positions, or maybe we had some issues with supplies coming in because of shipping delays. And so it just gets moved into that next year. So that's part of why that number looks lower right now.

But we also had another issue in our capital outlay where we had some bus grants. We received \$3 million in bus grants, but we also have 3.1 million in expenditures for those bus grants, which are reflected here, but you don't see that offsetting revenue. So because it increased that category, it automatically is going to make the other categories look smaller in our overall expenditures. So I think when we close the books, we'll probably be much closer, maybe that 84 rather than the 86. But I went back and looked at the data from 2018, '19 through '22, '23 and we're always in that range.

This chart I added because I'm still learning a lot about the district. And in that last board meeting we had some questions and some information that was shared in public comment about legal fees. So it made me want to go back and look at it. And as I looked at it, I realized, oh, well some of that information that was shared I think was based on budget, not on actual expenditures. And then it made me really want to look at, well, where are we right now? So I brought in some historical data, and you can see I included budget and then I included where we actually expended those funds, where we ended at the end of the year. And there's going to be a fluctuation because as we, maybe we start an investigation. We're going to budget based kind of on worst case scenario just so we're prepared, but we don't always enclose an investigation in the year that it started.

So maybe we thought it'd be wrapped up, but some of that's going to carry over into another year. It could also be maybe we have a lawsuit that we know is pending and we don't know. So if we have an amount that a parent has listed that they're trying to recover and we don't know what it might end up being, we're going to use best case scenario because maybe it's going to drag out further, but we're going to be really conservative and budget so that we don't have a negative surprise as we're closing the books. And so you can see how it fluctuates.

And you can see in current year, we're actually doing pretty well. Now what isn't reflected, these are just through March 15th, which was only our invoices through January, we did just run a batch of checks, which we do once a week, which had our February invoices, and that came to about \$34,000. So that would grow by that much. And then we still have the rest of this year that that'll be books. And when we come back at Unaudited Actuals, if you wanted to know that line, we could look at that.

Dereck Counter:

So just one real quick question then for, '23, '24, again, we're looking at about 286, that's about half the school year, right?

Jennifer Stolleber:

Yeah. It was through January.

Dereck Counter:

So if you just ballpark doubled it and got to 573, that's what you could assume. Where I'm going is, we actually pay less than we budget. And I think that's a great thing to be at. So thank you for that.

Jennifer Stolleber:

Okay. And this is just a summary at a high level of our general fund and it shows total revenues, total expenditures, with an increase or decrease. Do you have any additional questions? I can go back if you'd like. Okay.

Tiffany Saathoff:

We don't want to interrupt, but we were just wondering on that. Thank you for the clarification on that. Could you speak to what these legal fees are?

Jennifer Stolleber:

It'll be legal fees for special education. We had some prior years where we were doing some land negotiations that would've involved legal fees. If we had a settlement that goes through the attorney, so settlements can be paid directly to the recipient or it can be paid through the attorney, which would be coded to a legal fee. So it would be captured within there, yeah. So typically those special ed tends to be our biggest area. But in that year, COVID, I think all districts experienced a lot of extra legal fees as well because we were hearing lots of different guidance. And so I think everyone was running everything by their legal team. Yeah.

Michelle Cannon:

The other thing I would note is we also have beyond the working hard to make our special education programs in a better space with our families, we also in the '19, '20 year for example, were having to need our legal counsel to be at the negotiations table. And that is very costly. So 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. And that's part of that as well.

Jennifer Stolleber:

Okay. So back to that summary. And so you can see that if you look at first interim compared to second interim, the deficits decrease are projected. Most of that's sitting in restricted and it's planned deficit where those funds we received for COVID, [inaudible 01:50:02] gear that we received in prior years, but we're spending it because we have some learning recovery going on that's sitting in there. And the reason it's reduced is because we had a reduction in our overall expenditures and we had an increase in our overall revenues. So that's good. That's a positive trend. We like that. And so as such, you'll see our unrestricted and non-committed percentage increase from the 12.06 to 13.14. And then you can see the breakdown of those fund balance components. So we have our assigned funds, we have our reserve for economic uncertainty, which is a state required amount, which is 3% for a district of our size. And then we have the remaining unassigned funds.

And so you can see that also grew. And so the next slide, we're going to actually break down those components in further detail. So our committed funds, we have some facility use and repair, and that's some revenues that come in that are specifically for repairing. So we have an agreement with Rocklin Charter Academy. And so some of that agreement, we get facility funds. And so we hold those in a reserve in a restricted account in case there's some repairs needed. We have textbook adoption instructional materials. So we always have a plan, and I believe it can be anywhere from six to eight years we're projecting out. And that's so that we just don't end up in a year where we have, again, a negative surprise. And so we're always updating this based on current information, updated counts, what our demographic reports are reflecting.

And so there was a year that got added in here and we also had some movement. So that's why that grew from first interim to second interim. We had some site discretionary carryover fund projected at this time. So every time we're looking at it, if we know there's a program or a site that they know they're not going to spend all their funds and they can let us know now, we can go ahead and reduce and know that that's carryover, but we want to commit it because it's site funds, it's not going to go back into the general fund for other expenditures. And it's typically funds that are like donation funds, grant funds that we know are going to carryover and be using that next year.

Because first interim, it's still so early in the year because that's as of October 31st, the sites still typically don't have a good idea of what they're going to carryover into that next year. Our learning recovery plan, that is a commitment we have to spend those funds in '24, '25 and some in '25, '26 right now, but it's all sitting in there, that two million. Our technology, we made a commitment for our equipment replacement plan, and that again is over two years. So 500,000 in '24 '25, 500,000 in '25, '26.

We have some mental health programs that we're also supplementing out of general fund to keep those services right now as part of our learning recovery plan. And then we also had attendance mitigation. And so if you recall at first interim, we were still using the 93.5 based on last year's attendance rates. But we also started last year really working on how can we improve attendance. And I think we shared in our recent presentation that they did a really amazing job with a lot of the programs that were piloted. And so we, at second interim, decided we're on track to maybe hit 95.5, so that's what we used. So fingers crossed, last time I checked we were at 95.51.

So as long as that comes in, we're looking good. But that was a significant decrease to what we're having to commit in that fund balance to make up for that gap that we were missing. We also have estimated increase in our special ed. So we got some new numbers, but they're for the future year. So in an NYP it might look a little different. And you would've seen that in those assumptions that were included in that

narrative for those out years. And then we also have just the deficit spending mitigation. So what that is looking at is do we have a deficit in our unrestricted? And if so, let's commit this fund balance right now so we can cover it. And part of that is so that we have time to make adjustments in our budget where we're not having to be knee-jerk. And just as Travis acknowledged earlier, and as we've discussed as a board and as a cabinet team is we're really committed to not touching positions and people.

We want to maintain the services and programs that we've grown and committed in our learning recovery plan. And so because of the decrease to the projected COLA from a 3.94 to a 0.76, that's a big hit to those unrestricted revenues. And so that grew that projected deficit, even though we have that increased attendance rate, it grew it because of that loss of that COLA. So that's what that commitment is. Assignments, some of that is some supplemental carryover. And so we just make that a sign rather than committed because it's not restricted dollars and we have some flexibility in how those funds are used. Other site department carryover, that stayed the same. And then charter equipment replacement, that was also the same. Any questions before I move on?

Okay. So this is our NYP, and you can see we do show some deficits in those out years. A big chunk of those are restricted funds still because we're still spinning down the art and music instructional material block grants that we received in a prior year, but we have multiple years to spend it down. And we also have the learning and recovery emergency block grant. And those funds are all part of that learning recovery plan that we talked about. And some of those committed funds that we just talked about that were general fund are helping have a really robust and rich program moving forward for the next couple of years. We still stay above and able to have our reserve for economic uncertainty, but you can see it is slowly starting to go down. So when we come back and adopt it, we're going to have an additional year in here. And so when you see those out years, that's why we're having those conversations. We're partnering with our labor partners to really talk about how can we maintain services but also make the reductions we need to do to keep fiscally stable.

And so this is just a summary of our other funds. So when we do our interims for our general fund, which is our main fund, we also update any assumptions in our other funds. So fund 13 is cafeteria, deferred maintenance. You can see most of them are stable. They haven't had a lot of difference. If you went and looked back at first interim to second interim, you can see the activity is not significant. It really is related to just a minor adjustments, cafeteria, our numbers come in differently. Any questions related to this? Okay.

And so we're going to have a positive certification. We're healthy. We show we can meet our obligations in the current year plus two. And then our next steps is we're just going to keep an eye out for that May revise, we're going to continue to monitor our budget. We're all going to attend that workshop, a big chunk of us and our labor partners. And then we'll be back in June with our adopted budget. Any other questions?

Michelle Sutherland:

I just wanted to thank you for the narrative as well. I actually did like having all of those sections defined toward the end because sometimes those are things that come up, but it's nice to have that question answered before I get here. So thank you.

Tiffany Saathoff:

Thank you. No board comments or... Oh, questions. Great. We do have one public comment, so I'll go ahead and go to public comment on this item 10.1. We have Alisha Watkins.

Michelle Cannon:

It's so quiet in here. I'm not used to this small crowd. Hi board. Thank you for the time and thank you for that awesome report. When I saw the last meeting, I was very concerned about hearing about the legal fees. Honestly, when you hear that we're projected to hit a million dollars, that had me in panic mode, and I'm not even from this district, my district where my son is is currently facing very serious economic issues. And so it scared me to think there might be another district that could be looking at that.

I do have concern about what this district might be looking at in the future with the gamble of possibly losing federal funding with the lawsuit with what we don't know about what's happening with the reef funding. I don't know if that ties in at all. I think that's one thing maybe the Rocklin community would like to hear about is what's going on, how the lack of reef funding, if it is ceased, would affect anything at all.

But it is nice to see everything laid out in detail. I do appreciate that. I just want to say, my child's district, AUSD, has been kicking the financial can down the road for 15 years. No one of us had any idea of how bad it was, and where we are at right now, everybody is scrambling. We've lost busing. We've closed two schools and we've lost a significant amount of really good teachers and everybody is working really hard to bring things back together. But there are children that are going home every day crying because they don't even know what school they're going to be going to next year. And I don't wish that upon any school district. So thank you for the hard work you guys are doing. And like I said, I'm not from this district, but I think a lot of people in the Rocklin community would definitely appreciate very transparent information coming at them just to put them all at ease. So thank you for your time.

Tiffany Saathoff:

Thank you, Alisha. Any other public comment on this item? No. Okay. Any additional questions or comm...

PART 4 OF 6 ENDS [02:00:04]

Tiffany Saathoff:

And on this item? No. Okay. Any additional questions or comments trustees? Is there a motion to approve the interim report?

Michelle Sutherland:

So moved.

Rachelle Price:

Second.

Tiffany Saathoff:

First by Trustee Sutherland. 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 Counters?

Dereck Counter:

Yes.

Georgia:

Michelle Sutherland?

Michelle Sutherland:

Yes.

Georgia:

Tiffany Saathoff?

Tiffany Saathoff:

Yes. Motion passes. Thank you again for your incredible work. I know that those reports are very indicative of many, many hours, so I appreciate you for laying it out so clearly. And I do want to echo, the written report was incredibly beneficial to be able to read why we're able to make the assumptions we're making. So thank you.

Jennifer Stolleber:

Thank you. But if I was remiss, if I didn't mention I failed to thank my fiscal services team, they're amazing. They did an amazing job and I couldn't do it without them, especially as green as I am, so I appreciate that.

Tiffany Saathoff:

Well, thank you to the entire team. It is important that everybody hears a thank you. So thank you.

Jennifer Stolleber:

Great. Here. I'm long in the tooth, otherwise.

Tiffany Saathoff:

Thank you. Okay. At this time we'll move on to item 11.1. I now invite Craig Rouse, our senior Director of facilities maintenance and operations, to join Jennifer Stolleber to present the portable building replacement project Delivery building comparison info item 11.1.

Jennifer Stolleber:

Okay. And you're getting both of us for this presentation. Okay. So we started with just a recap of where this started and why we're here and some of the dates that have transpired in between. And this was a good exercise for me as I wasn't here for all these dates, but I was here for the January 30th study session where we had some additional questions. And so that's why we're here tonight is to bring some information that we had multiple trustees ask about. So when we talked about some of our needs, there were some delivery method questions.

This slide is identifying like, well, where did we start? When we started this process to create our new five-year facility master plan, one of the items that was assessed was our portables, and the original assessment looked at what portables, how many do we have that exceed 20 years. And so originally that number came in at 90 and that's a really high number. And right now they're very expensive. Prices have gone up on those. And so we started having more detailed conversations, but also we're limited by the funding sources we have. And so that shaped some of the conversations we've had as well.

And so you can see in this next slide, Craig and his team did a lot of work to do a deeper assessment into what are our highest needs that we need to do some work to replace right now. And so based on some criteria, which included condition, which was looking at exterior, it was looking at painting, it was looking at the inside, do we have leaks? Do we have other areas of need? It looked at health and safety concerns. We were able to bring that down to 61 that are identified right now that are the highest level need for replacement. Mm-hm. Yeah?

Dereck Counter:

[inaudible 02:03:20]

Jennifer Stolleber:

No. Nope, it's in order based. Thank you. Yeah. And you can join me up here.

Dereck Counter:

Correct. You great.

Jennifer Stolleber:

Yeah, that was based on high. So the highest rank are the first group and then on down. So we had portable replacements and we have other portable projects and you can see that we have different funding that we can use for each one. We have some based on funding, source availability and assessment. And then we had the portable additions that were based on growth and our site needs. If you remember that one sheet that had the capital facility projects where we were projecting how to spend that \$58 million. These items were listed in there. There's also, I noted a little star on those ones on the left, the nine at Twin Oaks and, or Breen and the 23 Twin Oaks, Antelope Creek, Brain, Pending Decisions. You're going to see those come in on that cost comparison slide on slide 18. So now I'm going to hand it off to my partner.

Craig Rouse:

Thank you, Jennifer. Good evening. So I'm going to pick it up from here. And what I'm going to be talking about is the overview of what's a portable classroom building, modular classroom building and a permanent built classroom and compare what they are, how they're built, how they're delivered, and then cost comparisons on each delivery method. And then next steps. So portable classroom building. These buildings are built on an offsite manufacturing facility and they're trucked in two pieces. A nine 60 classroom, 960 square foot classroom comes in two pieces and they're either dropped off, dropped into the area where we have the dirt pad by truck or they're craned. And they're set on a dirt pad with wood foundations. These portable classrooms typically have a 25 to 30 year life span, and they can be picked up and relocated based on demographic needs. We've talked about that multiple times.

So with the portable classroom building, this is the most cost-effective and time-saving way to get a project approval. So it's a limited, least amount of time for the portable manufacturer and also through DSA to go ahead and get it approved and out to bid for project insulation. This photo here, I wanted to put this in here just to show you what our latest portable building that we installed over at Quarry Trail. And if you can think about back what portables were built 26 years ago, how they were brought in and how they look now, they really look, the style is different. We try and make them look real similar to the existing brick and mortar buildings. And so we've really upgraded these, the manufacturers have over the years, these moments still frame buildings into just a more solid feeling building.

Rachelle Price:

Can I ask you a question on that?

Craig Rouse:

Sure.

Rachelle Price:

So a lot of our portables are up on, it's a stairway to get to them. So a ramp, yeah. When we replace those, would they be on the ground or would they still have the ramp?

Craig Rouse:

There would be flush mount. So this portable here that we installed at Quarry Trail is a flush mount.

Rachelle Price:

Flush mount.

Craig Rouse:

So we're moving away from the ramps because it's more maintenance down the road and it looks aesthetically better and it's just a better application just to go right into the classroom.

Julie Hupp:

Can I add to that?

Craig Rouse:

So it's a little bit more foundation work. Sorry, [inaudible 02:07:09].

Julie Hupp:

I just want to add to that question because this looks like it's on a cement foundation add, but in the description it says that the portables are on a dirt foundation.

Craig Rouse:

This portable is on a dirt foundation.

Julie Hupp:

Okay.

Craig Rouse:

And since it's a flush mount, they have to dig out 18 inches and it's a dirt pad, they compact it and then what they do is they pour a curb around the portable building where the vents go in. So the airflow goes underneath the floor. And so that's what you see in the concrete is the actual curb around it.

Julie Hupp:

Okay.

Craig Rouse:

Any other questions on this?

Michelle Sutherland:

So I just want to mention thank you for, so I went, because we've talked about these a couple times now in our reviews of facilities and wanted to kind of see exactly what we were talking about. So I appreciate you taking me to kind of look through. So I went to see one of the original portables in the annex at Rocklin High and then next door is an aluminum frame portable and then went onto campus and saw one of the, not necessarily original but close to modular on cement foundation, portable, but on cement foundation. Correct.

Craig Rouse:

Concrete footing. Yes.

Michelle Sutherland:

And then saw the constructed building right next to it. And so I appreciate, and I walked by this one, it actually looks nicer now at Quarry Trail because the construction fence and the landscaping is all done. So given how things have changed and what this catalyst kids portable looks like and the ones that will continue to get put onto Quarry Trail, I guess, I mean that was one of my questions that Trustee Price asked about the flush. So we would not be looking at any ramp portables. They would all be this kind of flush mount.

Craig Rouse:

Correct.

Michelle Sutherland:

Okay.

Craig Rouse:

With the concrete sidewalk in front, flush entry and eliminating the ramps.

Michelle Sutherland:

Okay. And this is very well integrated into the design of Quarry Trail. So with each site proposed to get portables, would we also be seeing some renderings of how those would integrate with the existing design of those campuses as well?

Craig Rouse:

Yes, we could bring those back. And when we design, whether it's a brick and mortar or a permanent building or a portable building, it's based off of our educational specifications and our new district standards that we brought to the board in 2018. So if you look at the windows in front of this portable, they're the same windows that we put in the permanent built right next to it. We matched the paint line as you go inside. We have the same flooring, we have the same carpet, we have the same cabinets as far as the bathroom in this portal, we have the same toilet accessory, the flush valves are the same. So as a district, we're starting to get our district standards in there. It's the same quality building as far as the finishes go inside. So when you walk in that classroom, you're not going to see more upgrades in a permanent built than you would in a portable building.

Julie Hupp:

Can I ask a question about that? Were you done?

Michelle Sutherland:

Well, and I did just want to mention too, that I don't think I had realized, but in going through those different buildings, the interior finishes, whether it's the portable or the constructed, aside from the carpet in the construction one, it's all the walls are the same material those...

Craig Rouse:

[inaudible 02:10:59].

Michelle Sutherland:

LVT. Right? The tiles are the same sink fixtures and all that. So if I had just been planted into one of those rooms without walking in, it would be really hard I think, for me to tell a measurable difference.

Julie Hupp:

So actually that was one of my questions. So I know that TK portables have to have bathrooms, but the regular portables, the 61 portables, are they going to have plumbing and sinks and permanent cabinetry and all those things as well?

Craig Rouse:

So the lower grades TK through six will have FF sinks. The TK portables have to have a bathroom. They will have bathrooms in the design. But the general ed classrooms, the smaller ones, the 960 square foot general ed will just have a sink in front because they're the lower grades.

Julie Hupp:

Okay, so they do have sinks.

Craig Rouse:

Yes.

Julie Hupp:

And do they have permanent cabinets as well?

Craig Rouse:

Yes. Well, it's interesting because as our educational specs, we've moved away from built-in cabinets and we have more flex furniture. So if you look at the Quarry Trail classrooms that we opened up, we had minimal built-in cabinets and we had flex furniture with wheels on it. So not only are your desks and chairs on casters and wheels, the actual cabinets were too. And so as we design these portables or whichever way we go, we will have that same theme in the new classrooms going forward. So the five that we're building right now at Quarry Trail will have the flexible furniture to match what's on the campus.

Dereck Counter:

And I guess, and this just goes off, I think all the great math work that we've seen with the whiteboards and things, when we go to that setup, is there a way to incorporate either brackets or connectors or things that, so we can always do that just to avoid the easels, right? If we're touching it once, can we fix it?

Craig Rouse:

Well, what we've added is whiteboards in front and the back of the classroom, that's our new standard. And by eliminating a lot of the built-ins, it allows us to have more space in these classrooms and the teachers are able to go in more group teaching.

Julie Hupp:

So this one on here looks like it's up against the building that it's next to. Is that standard or, I know a lot of times portables are sort of off on their own and separate, is it going to look more like this where they're up against each other or up against buildings?

Craig Rouse:

So when we designed Quarry trail, the design was an intent to have before and after school program portable right next to the front of the campus for the drop-off for the younger kids when we designed that whole side of the campus. So we have to have a separation. There's a five-foot separation in between the buildings. Now for the growth project that's going on right now, those portables are a bank of five portables that are their own wing. So they're not connected to a wing, but it's in line with building

F. Now we have another wing right next to it and there'll be a walkway in between to match what's the same design that we did with the other wings on the campus.

So if we go to an existing campus, these portables will be, or whatever way we decide to go, will be put right back in the same place that they're at. So if there's a bank of eight portable buildings right now, say at Antelope Creek, we would put those right in the back in the same spot because of the cost of utilities. And once you start moving them to another location, then it gets real expensive as you have to... Your underground work is going to really raise the price of the project.

Tiffany Saathoff:

Going back just a minute to the sinks, and I know you had talked a little bit about new cabinet sink combinations, that's regardless of whether it's a portable or it's a stick frame built building, correct?

Craig Rouse:

Correct. When we program any new classroom, we go with our district standards. So whatever delivery method we end up going with, they'll have those same standards. Correct.

Tiffany Saathoff:

And I guess just to clarify, so a portable, would there be any limitations as to the ability to install restrooms, to have the sinks that any other building would have? Are there any limitations, the portable as opposed to the stick frame building, permanent building?

Craig Rouse:

Well, the standard is if you have a TK portable building or classroom building is approximately 1,440 square feet. And that's including, that's why it's a little bit bigger than your typical general ed classroom at 960 square feet. That gives you enough room to have a workroom for the teachers and a bathroom in there for the little ones. So your typical nine 60 square foot, if you put a bathroom in there, it would really make that a small teaching environment. But we do put sinks in the lower grades for new classrooms.

Michelle Sutherland:

Well, and there is some flexibility I think to that question. The adult transition program portable that you showed me, that bathroom and kitchen was not original. Correct? So that was added so you can add even as much as a bathroom to an existing portable.

Craig Rouse:

Exactly.

Michelle Sutherland:

Okay.

Craig Rouse:

And so what we did before we did that project, we sat down with special ed and we did our programming and said, "What are the instructional needs for your program here?" And then we were

able to add a kitchen, add a bathroom. We put this certain type of flooring in there to match what the needs of the program were. We were able to design it and build it that way.

Tiffany Saathoff:

And then it can get quite hot here in Rocklin. Is there any limitation on heating air as far as a portable versus a permanent building?

Craig Rouse:

Same airflow. Same airflow. And actually the newer portable buildings and modulators that are coming out, and even if you go with the permanent built, you have the rooftop units, they're much more energy efficient, but they have to have the same airflow that goes into a building whatever project delivery we go with. Okay. Any other questions on a portable classroom? No. Okay. So onto a modular. So it's real similar to the portable building. So they're built offsite at a manufacturing facility. They're also trucked in and they're either dropped in by a truck or a crane. But the significant difference is that a modular building is placed on a concrete slab and that triggers DSA timelines and more design for the architect in. And it also, it pushes out the timeline for completion of the project. That's your big difference between a modular and a portable building. Modular buildings, they tend to have a larger lifespan, 30 to 50 years, and you can relocate a modular building.

But if you look at the duration for the design to get through the manufacturing, because it's more of a custom-building, you have to have the architect involved working with the manufacturer to design something that fits on your site. The Division of the State Architect, DSA, it's also a longer timeline to get approval processed through the state. Another wonderful requirement that we have to do, because now when you go to a modular, there's other state requirements to get approval just before you can even get to DSA to look at your project, you have to do a soils report and you have to have a geological survey done prior to even starting the design process. And before we can get into DSA, and that could be up to five months prior to even getting to the approval process. So it's real similar to a permanent built that I'll talk about here in a second.

So here's a quick photo of a modular building being in place. And as you can see we have the concrete slab underneath and that's the big difference between a portable building. Portable building, we cut a dirt pad, we compact it, we put the sleepers on there, we set the building. Here, you have much more, not restriction, but requirements to be able to set a modular building. So the last delivery...

Rachelle Price:

Can I just clarify on the modular, so we don't have any of those in Rocklin Unified, right?

Craig Rouse:

Not that I know of, no.

Rachelle Price:

Okay.

Craig Rouse:

And the one at Rocklin High School is very interesting. We're still trying to find out what happened back in the nineties, but you have six portable buildings that were placed on a concrete footing.

Rachelle Price:

Okay. Not a slab.

Craig Rouse:

Not a slab. That's a concrete footing.

Rachelle Price:

So just for my colleague's information tomorrow, Craig and I are going to Roseville Joint to look at a modular classroom so I can get a feel.

Michelle Sutherland:

Perfect.

Craig Rouse:

So a permanent built or traditional construction project is built on site. So it's either built on a concrete footing or concrete slab. Nowadays, you really don't see a lot of school or commercial buildings or schools built on footings. It's usually a slab like Quarry trail was built on. And it's a slower process because you can't do one step without finishing another, right? You frame the wall, you set the beams, you sheetrock it, and you're doing it on site instead of having it done in a factory where it comes out completely done and then you just put the pieces down on site. The buildings can't be relocated because they're permanent traditional buildings, fifty-plus years. And all three of these delivery methods is based on how we maintain them. So you could get longer life spans on any type of product that you put down as long as you're maintaining it and keeping up with the maintenance of the HVAC units and paint and inside and out.

So a permanent building, there's a much longer timeline to get through the design process and it's just like we did at Quarry Trail. So you're looking at 28 to 32 weeks prior to bidding just for the architect to design any type of permanent building. The DSA timeline is longer than the other two project deliveries. And then as you go into the additional requirements, it's the same as the modular delivery. Before you can even get to that process, you need to do your source report and your other geological survey review and then you can go in, that must be completed before you go into DSA. So you can do a parallel path and start the design here, but you need to get this other section of work done before you can even submit to DSA to get the project approved. So it's a real lengthy timeline to get a permanent bill approved and ready for construction. I threw a photo in here. You can just see how the design can get real pricey from a typical design to what they have here.

So this is the sheet that I really wanted to get into here with you guys as far as a cost comparison where you can really see how these lay out as far as what you can get done with the approximately 30 million of budget that we have. So if we talked about the portable classroom, we'll start up top and with the budget that we have, you can get 34 buildings purchased with that. That includes the two TK portable buildings. And you can see that we talked about the estimated life expectancy and then the time to build or have a portable project completed is about three to four months.

So we have 11 weeks in our summer. So it's a real tight timeline and the sooner that in order to make a portable project successful, if we were going to do this on these projects, we would have to get approval a year prior so we can get into DSA, get it approved, and get into manufacturing so that the buildings are being brought out and stored on site prior to the summer break so that when we demo the existing

buildings, we get the pad because we're going to have to bring them down because a lot of these have ramps and then we're able to go immediately install the buildings in rush to get them completed.

So go back to when Jennifer was talking earlier when I assessed, we came up with 61 critical buildings that I walked. So if we take the 34 from the 61, these are 27. So we're still not meeting the need of the 61 building or classrooms that we need to replace by getting the 34 completed.

Tiffany Saathoff:

Quick question, just for those listening in that may not have sat through a lengthy board study session. Of those 61, are those replacements or are those new portables or buildings that are needed due to growth on a campus?

Craig Rouse:

Those are replacements. So as we go down to the next line here, modular slab on grade, we could get 26 portables out of this and about \$32 million and it's about four to six months once the buildings are brought out to site to get your slab completed and then bring the pieces out. So it's a little more complex when you bring a modular building out, it doesn't come out and defined sections and it pushes the timeline out. And what that means in the impact for a modular building is that we would have to put temporary classrooms on site because I can't get that done over the summertime. And so you would incur additional costs to set temporary classroom buildings, move everything out, put them in temporary, and then when the project is completed, we move everything back in, we remove the portable buildings that are on the blacktop and then we would have to repair the blacktop where the portables were there for temporary housing.

Michelle Sutherland:

Can you explain, so where are the temporary classrooms coming from And they have power to, how does that, they have air conditioning because it's still hot right? When school starts, how does that all kind of logistically work?

Craig Rouse:

Great question. So we would have to bring temporary power and water and sewer over to the temporary classrooms out on site. And it's usually you fly the power overhead and you have to trench over to the buildings and they would have air conditioning, they have to have air conditioning, [inaudible 02:25:51] speakers, communication. And we would have the DSA inspector, he's also inspecting the new construction. He inspects the temporary housing as well so that before the kids go in there for temporary housing, they're safe and to the state standards. So you just have a temporary classroom set up. They would be on ramps because we don't want to disrupt too much or take up too much of the blacktop and have much more repair on that area. So if we were to go that route, as you're demoing the existing buildings, you're working parallel path is getting the temporary buildings set up because it's a lengthy timeline just to get all the infrastructure in place to set up the temporary housing.

And we would be 35 short of our 61 goal if we went with the modular buildings. So for the permanent classroom buildings, you see we can only get about 15 permanent buildings and eight to 10 months timeline. So that means that you would've temporary housing, longer length of time, more impact to your budget to have them there for the eight to 10 months. And then you would be about 46 short of the goal of 61 that we would, when I first did my assessment of the most critical need portable

buildings. Any questions on this? I know it's a lot of information. I go into a little more detail on the next sheet on a cost.

Rachelle Price:

I do have a question.

Craig Rouse:

Yes.

Rachelle Price:

So our original portables that we have now, they're wood frame, is that right?

Craig Rouse:

Correct.

Rachelle Price:

So the new portables you said are aluminum frame?

Craig Rouse:

No, it's at moment steel frame exterior.

Rachelle Price:

Steel frame.

Craig Rouse:

And then wood frame in between. So it just gives it a more solid structure.

Rachelle Price:

But it has the same projected life span?

Craig Rouse:

Yes.

Julie Hupp:

I would love to know if we could get any closer on the modular estimated life than 20 or difference. 30 to 50 is such a big gap. Is that the best we can do on the projected life?

Craig Rouse:

That's what was recommended to me from the architects that I talked to.

Julie Hupp:

Okay.

Craig Rouse:

And like I said earlier, it is really based on how we maintain them. And it's like anything you own, the more you maintain and do preventative maintenance, you get longer life expectancy off of any product that you buy.

Tiffany Saathoff:

Would you say the maintenance is different for either anything that we should be aware of? For example, you might get longer life out of a permanent building, but is less maintenance required? Are there tasks you might need to do with a portable every three years, five years that you may not need to do with a permanent building?

Craig Rouse:

I would say no, it's really the same. Yeah, we do our filter change, we check the preventive maintenance on the HVAC units, if there's any plumbing that breaks. If it's under warranty, then we treat it the same way. It's the same products that go in. Your infrastructure's the same. So your critical components that make a building or a portable or permanent operate, it's basically the same.

Tiffany Saathoff:

Okay, thank you. And please know it's a difficult task, right to look at. There's dollars and then there's longevity. And we're having to weigh...

Craig Rouse:

Questions the whole thing.

Tiffany Saathoff:

...which is more important than the other. So we're trying to make sure, I'm trying make sure I understand. Are there any hitting costs that maybe we're not aware of in the moment? So thank you.

Craig Rouse:

So this slide we break it down a little bit more on the cost per building and you can see the comparison between your portable, your modular, and your permanent built and all the way over to the right. We break it down per square foot. And what's interesting is if you have the portable TK building with larger area square footage actually drops down a little bit. And these are numbers that I worked with some architects that have opened up jobs recently and some contractors that have bid jobs and have been awarded in the area. And these numbers are pretty

PART 5 OF 6 ENDS [02:30:04]

Craig Rouse:

... in the area. And these numbers are pretty current as far as what's going on in the market today, in our field today as far as cost for projects. So we had some groups that really helped us out to, where are we now as we were compared to six months ago. Any questions on this sheet?

So our next steps, based on your preference, we would like to obtain quotes to beginning the selection process for the Rocklin Elementary - TK Portable Project and the need here is the growth in TK. We're going to need some housing for them, for the next summer, '25, '26.

Tiffany Saathoff:

Okay. But that's not part of the 61, correct? So the-

Craig Rouse:

So that's really, we're looking for direction on that. And then we're going to come back and present the Facilities Master Plan and Capital Project Plan as an information item back on April 17th board meeting. And then come back in May and present the Facility Master Plan and Capital Project Plan for board action in May 1st. So that concludes our lengthy presentation. If you have any questions or any more questions, I'd like to answer.

Tiffany Saathoff:

Who knew portables and permanent buildings were so difficult of a decision to look at, but I appreciate you taking the time and especially at the request of some trustees to say we really want to understand this more. We really want to make sure we're making wise financial decisions that are meeting the needs of our students but also getting the longevity that we think we need. And so I know it's not an easy task. Trustees, I know this is an info item, so although there's not a vote tonight, I know that there has been some question about an immediate need of TK Portables looking in April and May then for the full master plan and the remaining ways that we want to address the 61 over the course of the years. Are there thoughts on that? Any direction or concerns at the moment?

Julie Hupp:

The Rocklin is included in the 61, right? We're not looking at separate. The TK Portable Project at Rocklin Elementary is part of the 61, is that right?

Craig Rouse:

Actually it is not because that's new growth.

Superintendent Roger Stock:

It's the only new growth that we project in TK and then our secondary schools are either stable or slight decline depending on the school. And then the area of growth is Quarry Trail as you approved additional housing classrooms in the fall for that. So we really see TK as the growth area and as we look out the next several years, it's the two at Rocklin Elementary that we project. Other than that it's really replacement of existing student housing.

Dereck Counter:

Yeah, so I just looking back at, I think it's slide 18 for the two TK classrooms, is it spending 2.5 million to get two portables? Is it spending 3., call it three six, 3.4 million for two modulars or 5.2 for two permanent builds? That's what you're looking for, right?

Craig Rouse:

Correct.

Tiffany Saathoff:

Are there thoughts or concerns from any trustees at the moment to give some direction on those two?

Michelle Sutherland:

So are we voting on Rocklin outwards? Given what I have seen at my girl's school at Quarry Trail and that catalyst portable upfront, if the design elements are going to be adapted that way to make sure that it fits the campus and is up to the best materials that you're using everywhere, I would want to move forward with that given the need and the time constraints and just what I saw on our tour and over there.

Tiffany Saathoff:

Now just for clarification, this would just be going out for bids and still bringing it back to the board for approval, is that correct?

Craig Rouse:

We would like to go out and get an architect RFQ. We'd put an RFQ out for the architect and we'd bring that back to the board for approval.

Superintendent Roger Stock:

Right. So before staff does all the work on getting the requests for proposals for architects and bringing that contract back for the services, those would all be board votes. But the direction we're seeking is if the direction is which delivery method, then that's the one we pursue versus we do that work, come back and the board says, well we would rather have this versus that. So we're seeking the direction on those, because that's most immediate, as Craig shared in his presentation.

And then the other pieces we put out and the whole overall replacement project because we'll need direction on how to proceed for that and put that in the Facilities Master Plan just as the update. And then based on that, that's about a four to five year sequence of delivery of HVAC replacement, portable replacement, lighting, and so there will be 50 to 100 votes and cents on the architect, the contract. So there's a lot of board decisions throughout any process, so the direction that we're looking for is where to go in developing that plan so as we have a clear direction from the board on how to proceed as we go forward. And of course the board will have a lot of decision points along the way on actual execution. And so there's kind of the TK and then we have the replacement piece. And so we're just looking for that direction on how to prepare that to bring that back for board discussion and then deliberation and then action.

Rachelle Price:

I'm assuming nothing's changed since our January meeting when it was communicated that those two classrooms are our most pressing need, right?

Craig Rouse:

Correct.

Rachelle Price:

Okay. So I'm fine with them getting bids since that's our fastest way to get these classrooms for those two.

Dereck Counter:

I'll say it. I think given the challenges with the state funding and given the challenges from a budget standpoint to try to keep it, I think you get your best bang for your buck at 2.5 million and two portables over... Yeah, I'd love to have permanent build, but it's like double. That's tough given all the money's not falling out of the sky anytime soon.

Julie Hupp:

Even harder for me is the price of the portable. To spend a million dollars for one 20 to 25 year classroom, it's like pulling teeth. That's incredibly difficult to commit that.

Superintendent Roger Stock:

And I would say that the most popular thing in student housing in California is TK portables because of the age requirement, the state changing that and really adding a whole grade. And also that's not just that, but we can have less people in those rooms because it's a two to 20 ratio. And so this is a, almost every district in California is trying to figure out how to add capacity unless they decline enrollment. So it being we're a market-based economy, that's also driving part of the need. And then all the inflationary pressures that we all feel on every time we go to the grocery store, we see in this as well. And so these are like, I think we were talking, many of us having a lot of experience in education, a nice way of saying we've been around a bit. These are numbers that are just, again, mind-boggling that we would look at, because I can recall portable prices of half a million.

Craig Rouse:

That was high.

Superintendent Roger Stock:

That would be high.

Tiffany Saathoff:

Yeah. And I'll just chime in saying I think longevity is always really important to me. I think it's important that we look at not just what's a quick but what's going to really serve our students and our district well long-term. However, getting the answers I got to some of my questions that we're not seeing a change in limitations on either one. Yeah, we're able to still deliver the same experience to our students. We're not limiting our teachers in any way. Even the square footage is the same. Hearing all those assumptions and assuming all those assumptions are accurate, I think I'd be comfortable for these two moving forward as well. Superintendents Stock, do you feel you've received direction that you need for the evening?

Superintendent Roger Stock:

I feel that if we were to bring that information back to the board, it would be received in alignment with the direction of the board. And then I'm just thinking with you here to prepare the next items is we will be bringing back, because we've done, as you saw, an extensive series of study sessions, board meetings of information to build the Facilities Master Plan update, which is really an update on the current needs

from our employees, our staff there, professionals, architects, all that goes in to just identifying needs. Whether they are, what would be in the future funded or actually put into place. But we want to acknowledge that there are a variety of needs as we look forward and as we've done. And that this is in no means setting any allocations or setting any priorities within that, that we just have, however, the board has been fiscally responsible.

We've accrued about \$58 million in capital project funds that we can expend on things. The board's given direction on the HVAC, the lighting, looking at some solar pieces this summer that we're doing and then portable replacement, that we just have a sense of how to prepare that so the board can have discussion and deliberation. So that's where in bringing this item, we were hoping to receive some indication of what the board would like us to put into that next presentation regards to this portion of the capital projects. Like I said, HVAC lighting, we've kind of check check, and so we're here. So is there any direction on which of these we should prepare in that next phase that would be appreciated if we're there?

Tiffany Saathoff:

Any thoughts on... What I'm hearing is thank you for the immediate direction, but yet there's also a need for direction, if you're going to be out preparing the FMP, our Facilities Master Plan for those listening in, you need to know how to prepare that Facilities Master Plan. And essentially I'm hearing there's two phases for the replacement, right? There's the immediate dollars that we have that we talked about. I think it ends up being 21 portables, maybe 24 depending on which ones you're looking at. And then there's the overall Facilities Master Plan that I'm sure would show the full 61 if we had the dollars to do that. Is that correct?

Craig Rouse:

Well, no, the Facilities Master Plan is showing the 34 of the portables. We didn't show all 61.

Tiffany Saathoff:

Oh, you just identified 61 you would like. Okay.

Craig Rouse:

Correct. Correct.

Tiffany Saathoff:

Okay.

Craig Rouse:

Based it off, what would the funding available that was incorporated into the Facility Master Plan.

Tiffany Saathoff:

Okay. Got you. But either way it sounds like, looking, are we ready tonight? Is there anybody that has a concern over them preparing the Facilities Master Plan with portables versus permanent?

Dereck Counter:

I guess the only other question then is, you'd have to keep some kind of theme per school. You couldn't do a, if you're going to put four spaces up, you couldn't do two permanent built and two portables next to, you could, but it would be very, very difficult. If you're going to do four buildings, you'd want to do, just as an example, you don't want to do four permanent or four portable or four modular given the spot in the school, right? You wouldn't want to mix and match at the same site, correct?

Craig Rouse:

It would be difficult and more expensive.

Dereck Counter:

Again, I know you can do it. I'm just saying it would be very, very difficult to do that. Okay. So if we wanted to say, hey, let's put portables here and let's put permanent built here, you'd want to stay consistent to a site if we went down that path?

Craig Rouse:

Programming wise, it would be an easier delivery method, but we could chop it up any way you want. It is doable, but it would be more expensive.

Dereck Counter:

Yes. Every time. Sorry. Yeah.

Michelle Sutherland:

Yeah. Given the reality of the budget that we're operating in and just what I've seen and the questions that you've answered from us tonight, I feel comfortable moving forward. We're still at 34, we're not at 61. And from what I understand, that this pot that we're kind of pulling this from, it's not like next year we're going to get another batch, right? So if we don't utilize it to impact the most classrooms right now, then we don't have a plan for when we'll be able to do more.

Jennifer Stolleber:

Currently we have no other identified sources for revenue for these purposes other than that 58 million. And that really is projecting us out over the next six to eight years and then we know it's going to start stepping down because we're built out in this area.

Julie Hupp:

I don't mean to put a monkey wrench in the evening, but I was expecting an information item. And I am prepared to say, give direction to go forward for the immediate need, but to say to go forward with portables for the whole FMP feels like a vote. It doesn't feel like accepting an information item. I'm not comfortable-

Superintendent Roger Stock:

And then the intent was to do the conversation to potentially receive some direction. If the board's not ready to give that, then by no means would I want the board to feel they needed to give direction when they're not ready. The hope was by providing the information from the request or from the January 30th that we may be in a place to provide that. And if the board's not, then truly this is a large expenditure and then we're not ready there. So just to assist me in meeting the needs of the board, what would be

the next step? Would it be to bring this back in the April 17th meeting as is a discussion item further on portable or placement delivery? Would it be as an action item to give direction on that? What would the board like to see as the next step with that?

Rachelle Price:

I think our normal protocol is one meeting is information, the next meeting is action.

Superintendent Roger Stock:

Okay, so then just to make sure I'm clear, is then we would bring back on April 17th as an action item, portable delivery methods for the capital facilities project so that we would have a vote. Do you have direction then subsequent from that direction, we could then work that into the FMP and bring that back as information then as vote. Would that meet the needs of the board?

Rachelle Price:

What was the date on the FMP?

Superintendent Roger Stock:

We would just move. We would go April 17th, May 1st, May 15th, if that works for the board.

Rachelle Price:

Sure.

Superintendent Roger Stock:

Okay. And again, this was really meant to, if the board was in a space to give direction, wonderful. If not, then to make sure that we were clear on the next steps to take to help the board have the information they need. And so I did hear on the TKs two at Rocklin [inaudible 02:46:51] to go ahead and work with a portable delivery method and bring back that information to the board and then to schedule another information. If the board would like any additional information on the portable replacement for the April 17th, please let me know so we can include that. Otherwise, we would essentially bring you the same information we have. So if you generate other questions or wonderings and you would like information, just let me know and we'll make sure we included in the presentation for April 17th.

Tiffany Saathoff:

Thank you Superintendent Stock and thank you both for your presentation this evening. Okay, we'll now move on to item 12.1, public comment on non-agenda items. A few important reminders to read off. This agenda item is to give anyone in attendance an opportunity to address the board in an open meeting concerning any non-agenda items 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 is required by administrative regulation 13120.1. 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 comic card complete with all information and turn in prior to the agenda item being closed. I will call your name to invite you to the podium and 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. Seeing we do have public comment cards, we will start with Alicia Watkins and on deck will be Kara Anzaloni.

Michelle Cannon:

Hello again. My name is Alicia Watkins. I reside in Auburn. Faith, speech, press, assemble, redress. That is the core values of the First Amendment of the Constitution of these United States, and I think that we can all find common ground in how important that First Amendment is. It was very heartbreaking when I saw a law-abiding stakeholder who pays taxes, who's a parent in this community, have her comment cut in half when she was trying to redress grievances to her local government. And when you're sitting on that diocese, you are the local government for the school board, for the school district.

I understand faith is very important. I'm an atheist, but I respect everybody's right to have their faith and express their faith. And I know President Saathoff is very involved in your church and I respect that. We may disagree on a lot of things, but I respect you're right, and I understand why there might've been some defensiveness, and I honor that, okay. But someone was very concerned because boundaries have been crossed by certain members of the board in the past regarding calls for certain people to come onto committees. Just certain things have been crossed.

And I think it's a very slippery slope when we start deciding who can say what during their public comment. I respect the vulgarity part. I respect something that may be outlandish, but I've been to board meetings throughout this whole county and I've literally seen atrocious behavior allowed. So it broke my heart to see somebody who was just a concerned parent trying to voice their concern regarding a situation here. I understand why, but it was heartbreaking. So that's all I have to say.

Tiffany Saathoff:

Thank you, Alicia. Next up Kara and on deck we have Faith Lyles.

Speaker 2:

[inaudible 02:51:24]. I live in Auburn and I'm a Rocklin business owner. I'm requesting that if you will not rescind your forced outing policy, that you take your non-discrimination policy off your district website and stop displaying the Title IX law there because you'll soon be found in violation of this law as you fail to keep children safe with your district policy to out transgender and non-binary kids. What you post on your website is misleading and quite contradictory to what is actually happening in this district. You don't get to pick and choose which provisions you are going to adopt under this title, so in fact, you should state on your district website that no student, teacher, or administrator is protected under Title IX in your district, because your district is choosing not to abide by that federal law. Nobody is safe, not a teacher, administrator or student is safe in any of your schools at this time.

I will be contacting your Title IX coordinators and also be filing a discrimination complaint with the United States Department of Education's Office for Civil Rights. I'm hoping that your disregard for Title IX law and your subsequent creation of a hostile educational environment that you will ultimately be found guilty of will force your board members who are guilty of negligence to disclose your crime on future professional applications or background checks for security clearance, et cetera. You are putting your schools at risk as educational facilities can be found liable in court, and you are putting the families of

trans and non-binary children at risk by misrepresenting your organization and allowing them to be intimidated and bullied at school and at home. I'm in the process of notifying Rocklin community members and other local business owners about who sitting on this board voted in favor of this dangerous and negligent policy. I would imagine that none of you have a transgender or non-binary child at home, which is a very good thing. That's why there are laws like Title IX to protect kids from you. Please do your job. Please protect the children.

Tiffany Saathoff:

Thank you, Kara. Next up, Faith Lyles. On deck, Ryan Tucker.

Speaker 3:

Good evening. I just wanted to come up here and continue to advocate for my students and who I consider my own children. Oh, by the way, Faith Lyles, I work at Catalyst Kids at Sierra Elementary School and I live in Smartsville, California. I think it is crucial to recognize the privilege that does come for advocating for policies that could potentially harm marginalized students, particularly our transgender children. While you may not fully grasp the extent of the privilege you hold, it's evident that the allocation of resources towards legal battles and policies targeting transgender youth reflects a failure to prioritize the wellbeing and inclusivity of all students. I highly recommend redirecting efforts towards creating a safe and supportive environment for every student. Rather than enforcing unnecessary and discriminatory policies, students should be the primary focus. The shift in focus is essential for promoting equality and addressing the real needs of our community. Thank you.

Tiffany Saathoff:

Thank you, Faith. And now up Ryan Tucker.

Speaker 4:

Hello again. I'm sure you're more than aware as to why I repeatedly show up to these, whether I speak up or not. How much money have you spent on continuously trying to out-trans kids from the original policy to the court case to its current pending on how that's going to end, which I think we all know how that's going to pass as you're violating California's education law, as well as the Constitution itself. What are you actually trying to get out of this, education wise? Or is this another one of those policies in which the school wants complete control over a specific group? Those of which that are entitled to have privacy about who they are? Because let me tell you, kids not identifying with what they assigned with at birth is not something to spend so much money on. Compared to the lack of funds in our schools, lack of desk upgrades, building damages, overall funds for school activities, et cetera.

For example, my sign language class is unable to get proper desks for the curriculum due to the district's lack of funding. It was also stated in the past that a lot of money was spent on that power outage in January. It was definitely in the hundred thousands or maybe more, but why do you care so bad about the trans kids? Also, as Mr. Mougette mentioned earlier tonight, you are incredibly heartless to those that mentioned this policy. You ignore them by either sitting on your phones or openly stating for them to be quiet and discuss something related to the topic, when it was on topic. You just dislike to be called out, which is most likely why... Continue to ignore these voices and you will eventually just face the consequences from the law itself. It is absolutely disgusting how all of you speak to those people of the district. [inaudible 02:56:29].

Tiffany Saathoff:

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Thank you, Ryan. We'll now move to item 13.1, pending agenda items. Trustees, do you have any pending agenda items you would like to add? Seeing none, we'll now move to closed session. Thank you.

PART 6 OF 6 ENDS [02:57:20]