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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 also 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.

Now move to item 4.1, report of action taken in close session. Tonight I'll be reading a statement that was prepared by the board.

In response to litigation filed on April 23rd by the California Department of Education, the board majority gave direction this evening to the superintendent to pursue a pro bono legal services agreement for the May 15th board meeting.

With multiple cases actively in courts throughout the state and nation, and in light of the inconsistencies and contradictions of state and federal law in regards to parent notification policies, the RUSD board awaits clarification from the courts. RUSD will continue to focus their time and efforts on student achievement while the courts handle this matter. Thank you.

Trustee Counter, will you please introduce our color guard?

Trustee Counter:

Excellent, yeah.

Ladies and gentlemen, please stand for the presentation of the colors by the Rocklin Unified School District's junior ROTC color guard and the Pledge of Allegiance. The commander and US flag bearer for this evening's color guard is Cadet Captain Ryan Manning. The state flag is carried by Cadet Master Sergeant Evan Lehman. The right guard is Cadet First Lieutenant Kevin Laguna Gonzalez. The left guard is Cadet Staff Sergeant Titan Owens. The alternates for tonight are Cadet Captain Sophia Burkhalter and Cadet First Lieutenant Christopher Renner.

Speaker 1:

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

Order, push. Forward, push.

Tiffany Saathoff:

Thank you. We will now move to item five, our special recognition presentations. 5.1, RUSD Family Partners in Education. Chief Dessange, will you please introduce our family partners this evening?

Chief Dosanjh:

Good evening President Saathoff, trustees, and Superintendent Stock. The Families 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. Rock Creek Elementary School principal Bevin Glover is here to introduce the Martinelli family for tonight's family partners in education recognition.

Bevin Glover:

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Good evening Superintendent Stock, President Saathoff, and Board of Trustees. It is my absolute pleasure this evening to introduce the Martinelli family. I'm going to have them all stand right here.

And I do mention Martin very briefly, but really this is about Jessica. So I'm going to have Jessica come on up. Come here. All right.

So the Rock Creek, we just would not be the same without the Martinelli family. Not only are the Martinelli kids fantastic, but both Martin and Jessica contribute to Rock Creek through their PTC leadership. But Jessica definitely contributes a lot, although you will see Martin flipping burgers at the family barbecue.

And Jessica really is practically an honorary staff member. She's served as Rock Creek's PTC president for the past two years, and in her tenure has brought a number of great family events to our school with an equity lens, making membership free for every single family on our campus, accommodating working families with later PTC meetings, and providing a space for our larger Rocklin community to come and support Rock Creek. As an example, this year she brought in local authors to come and read to our kids during our March Drop Everything and Read Day. There's more.

Additionally, our PTC makes our staff feel so loved and appreciated through all of our staff appreciation efforts, including Starbucks runs, which are our favorite, snacks during conference week, and more. Jessica also serves our school, not just as our PTC president, but she's also an art docent and she volunteers in her children's classrooms, Ari, who is in fourth grade, Cici, who is in TK, and Nico, who is in third grade.

The Rock Creek community is deeply appreciative of the great efforts and work that take place because of the Martinelli's engagement in our school community. Rock Creek is a great place because of families just like them.

Thank you so much. We love you, Martinellis.

Michelle Sutherland:

Yeah, you don't get to sit down yet. Thank you so much on behalf of the board and RUSD for everything you both do. I know how important it is to have the PTC presidents that are so involved. And you every little storage place on campus and where everything goes and who to talk to, and it's just so valuable to the whole community. And flipping burgers is no joke. I've done that before. It's like an assembly... You can't stop. You can't take a break. Just keep going. So that is still very valid as well.

But we really appreciate you. I know your school community does. I know the three of your kids do too. It's so great for them to see you guys both out and so involved. So thank you so much.

Tiffany Saathoff:

For those that couldn't see, that was Smarties we were giving out for if a kiddo has to come to a board meeting, they at least get to get a Smarties from the board. So it was great to get to recognize your entire family. Thank you for coming this evening. Chief Dessange, will you please introduce our employee recognition for the night.

Chief Dosanjh:

President Saathoff, trustees, and Superintendent Stock, tonight for our employee recognition, Spring View Middle School principal Danielle Lauer joins us to introduce Chris Gavin.

Danielle Lauer:

Good evening Superintendent Stock, President Saathoff, and Board of Trustees. Thank you for aligning tonight with Rock Creek because we are already recruiting the Martinelli family. So with great pleasure, this is Mr. Chris Gavin, our lead custodian.

Anyone who has set foot on the Spring View campus in the last year has met Mr. Chris. He is friendly, outgoing, and always willing to help. Chris is just the custodian that Spring View needed. When you arrive at Spring View on any given day, Chris will greet you with a smile and he is quick to ask your name. One of Chris's many talents is that he remembers everyone's name. It's quite impressive, and really makes all who interact with him feel valued and recognized. Chris's warm smile and kind words brighten both students and staff's day. We like to hang out in the front of the school each morning and Chris knows more names than I do, and now it's almost a contest when we see him coming who will know more.

If you hang out near Chris at lunch, you will observe him checking in on students by name and always remembering something unique about them. This past December, I conducted a student forum with our seventh and eighth grade homeroom representatives. During this forum, I was seeking input about our SEL work and adult connections on campus. Almost every single student in the room mentioned that Mr. Chris knows everyone and makes them feel welcome. They recently made him a gratitude poster as well. Chris consistently goes above and beyond the call of duty, ensuring that our facilities are clean, safe, and well maintained. But being a middle school custodian entails so much more than that. Chris is interrupted constantly to assist with a delivery, an injury, a need of supplies, support with an air conditioner, locker room supervision. And he always shows up to help with a positive attitude and smile.

One of the duties Chris has to do more often than we all would expect is that when a student, most often our eighth graders, accidentally kick a shoe onto roof, Chris always offers to go get it so they don't get in trouble. He laughs at the silliness of the situation, and when time permits, he gets the shoe, and the student always thanks Chris profusely.

Whenever we have school events, Chris jumps in with our all-hands-on-deck approach. He is running around assisting staff with setup and take down, all while maintaining his other responsibilities.

It is with great pleasure that I extend my heartfelt thanks and sincere appreciation for all that Chris does for Spring View. He's a valued member of our team. He consistently demonstrates his dedication, kindness, and genuine commitment to fostering a positive environment for everyone. We're so lucky to have you.

Chris Gavin:

Thank you.

Julie Hupp :

Chris, I'm so honored to give you this award. I can't begin to tell you how much I appreciate you and all that you do for the kids. I am a product of a wonderful custodian at our school who when growing up, I always could count on Mr. Joe to make me feel welcome and loved when I stepped on campus. And I hear that that's what you do for the kids on your campus, and it's incredibly important what you do.

My own son, when he graduated from eighth grade, I asked him if he wanted to buy flowers for his teachers, bring them gifts, and he said, "Just one." And he brought it to the custodian.

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You are the heart of your school and you are very much appreciated. And I think you are an unsung hero. If I could sing, it wouldn't be unsung anymore. So this is for you.

Chris Gavin:

Thank you.

Julie Hupp :

You're very welcome. And this is for you.

Chris Gavin:

Ah, exciting.

Julie Hupp :

Do you have family here to take a picture with?

Chris Gavin:

Yes, I do. Thank you.

Tiffany Saathoff:

We'll now move on to item 5.3. I'd like to invite Dr. Tony Limoges, our associate superintendent of human resources, to introduce our new assistant director of special education.

Dr. Tony Limoges:

Thank you, President Saathoff. Good evening trustees, Superintendent Stock, Ms. Georgia. I have the pleasure this evening to introduce to you our new assistant director of special education and support programs, Dee Torrington. Come on down, Dee.

So Dee currently serves with us as a program specialist in special education since 2020, but she's also had various roles since 1999 with us as a resource specialist, as a special day class teacher. She's been at our middle school, she's been at our elementary school. She also serves roles on some state cars programs, which are associations where we've actually co-presented from a union and a district perspective on writing special education language I think, just based upon all her experience and just who she is and who I've got to experience. She's also a member of the negotiating team, and that's how I got to know Dee because she used to throw bad things at me. I'm just kidding. Just kidding.

But proud to have her as our new assistant director of special education and support programs. Congratulations.

Dee Torrington:

Thank you. Good evening President Saathoff, trustees, Superintendent Stock, and Georgia. Thank you so much for this opportunity. As you know, I've worked in Rocklin for many, many years supporting students with disabilities and their families, and I'm so excited to continue this in my new capacity. Thank you.

Tiffany Saathoff:

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Well, thank you Dee. On behalf of the board, welcome, although you're not new. We so appreciate you taking this new opportunity. Thank you very much.

Dee Torrington:

Thank you.

Tiffany Saathoff:

Okay. At this time, we... Oh.

Waving to everyone watching, I love it. Congratulations again. Thank you and welcome.

PART 1 OF 6 ENDS [00:31:04]

Tiffany Saathoff:

Love it. Congratulations again. Thank you and welcome. Okay, now's the time where we'd like to thank you and your families for joining us. While you are more than welcome to stay for the rest of the meeting, we also know you have busy lives and it is fully appropriate to sneak out at this point. Thank you all for being here.

Speaker 2:

Sound speaker, Marty.

Tiffany Saathoff:

Okay, we will now move on to item 6.1. I'd like to welcome CSEA President Bettina Hart to present the CSEA report this evening.

Bettina Hart:

Good evening President Saathoff, members of the board and Superintendent Stock. I'd like to express my gratitude for making me feel so welcomed and valued this last month when I was part and invited to join you on our new electric bus for the Prize Patrol. I'm thankful for Matt, who took the time to answer all my questions regarding the new bus and explaining on how it would benefit our district. I appreciate the time that each one of you took asking me about myself, my goals for CSEA, and also showed me that we are all in this together and that you care about us and our well-being. I'm looking forward to collaborating with you in the future.

Vice President Price isn't here. However, it was raining really bad that day. She had her hair in a ponytail. Mine was a total mess and she complimented me, made me laugh, and made me feel very welcome and I so appreciated her for taking the time to coming out and supporting our members.

I have to say though, that one of my favorite moments was when we were at Cobblestone Elementary there to celebrate a counselor and a paraprofessional. While we were standing on the ramp overlooking the blacktop, watching the students have their recess, a couple of students came up and asked Superintendent Stock if he was the president. The way that he interacted with this student really showed me how much he's invested in our students. I thank you for that, and I also thank you for also taking time to talk to me and treat me with respect and kindness. Your support for CSEA is known and so appreciated.

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Moving forward, I wanted to recognize the CSEA employees that we did visit throughout the district who were awarded the employees of the year. In transportation, it was Cristina Mattox. In health and students, it was Yvonne Tibbits. For Food and Nutrition, it was Rosa Sanchez. With security, Karen Cox. Paraprofessional was Dave Mazon. Custodial Maintenance was Eric Schmid. Skilled trade with Ralph Ruiz. Technical was Jason Smyers, and clerical administrative was Carrie Schlenz.

As a former special ed aid and working at Whitney, I got to work in the classrooms and such, but I have to say that being present when Tim Farnan was presented with the secondary teacher of the year was so special. He was so humbled and he had a hard time speaking, and to really realize that he was speechless and didn't realize what effect he has on his students. I felt very honored to be able to be there and experience that.

As for some CSEA news, yesterday we had our April meeting and we discussed some of the following items. We have a CSEA scholarship for graduating seniors. The scholarship is for paying CSEA chapter members who have graduating seniors. Right now we have a total of \$3,000 to be able to be divided between those who apply. We are looking to raise the amount to \$5,000 for the '24-'25 school year. That's something that we're going to be working on at our next meeting.

Also, we talked about negotiations. Our rep, Mo Kang, came to our meeting via Zoom and she was there to answer any questions that we had regarding what was coming up and what was needed. Our members who attended our meeting really appreciated her knowledge and her support, and that was pretty much all I could really ask for so far.

We also voted on delegates to attend our conference this summer down at San Jose, which is going to be July 28th through August 1st. I'm excited to say that we have four CSEA delegates attending. Myself, Liz Salazar, and two special education aides, Kim Clemente and Jamie Spears-Howard. This is the first time we've had four delegates attend and I'm really excited for us to be able to come back with information to share with our members. We haven't had that in quite a while.

Our next meeting is going to be May 20th over at Skipolini's. It's our end of the year where we're going to talk about the great things that have happened and also how we're going to be moving forward with next year and what our members are needing and how we can be more supportful. That's pretty much it. Again, I thank you guys for everything, your support through it all. I'm just glad to be here tonight and just I appreciate everything you guys have done for our union. Thank you. Have a good night.

Tiffany Saathoff:

Thank you, Bettina, for the comments this evening. We'll now move to item 6.2. Welcome RTPA President Travis Majet to present the RTPA report.

Travis Mougeotte:

Thank you and good evening. I'm going to echo the sentiment, all the recognition that was well deserved with the Prize Patrol. I think I told you guys last time, but I was unavailable so I got to send my vice president to go. It was funny that her apprehension of do I want to get on the bus with all the district people and ride around? Then Bettina and I are joking today about how that's a little magic opportunity for all the district leadership to get on a bus and just talk about things that are completely unrelated, but just human things and appreciation of that. Just a really cool opportunity.

I want to again echo the comments. For those of you that don't know Tim Farnan, our secondary teacher, he's my department chair, so he is very near and dear to me. He's the teacher that kids don't know if they love or hate him until they're seniors and then they realize how genuinely magical he was for their

educational opportunities. Because he oftentimes teaches advanced geography as freshmen and then has a lot of those kids back as the AP government teacher, as seniors. They have kind of a gap in there and they get to deal with the rest of us kind of in the middle sometimes. He really is one of the most humble but probably under appreciated staff members on all of our campus. He really is one of those magical people. I know he's not listening, because he's playing golf or playing with his dog or something. I touched a button, I made it mad. Sorry.

Kind of in that light of recognition, RTPA had an opportunity, it was just a couple weeks ago now, where we have through our capital service center, which is like our SAC region kind of union leadership group. They host awards, and our leadership team chose Patrick Gale to be nominated and recognized as our WHO award.

Patrick Gale is, he's a site rep at Whitney High School. He's a mostly AP language arts teacher. He has some other language arts courses there as well. He was recognized for his work and for getting RTPA off the ground in the umbrella of equity, and that to us is a very big deal right now as it should be across the board all over the place, but this year especially. It was a really awesome opportunity to see Patrick recognized. The way that award happens is we kind of put out to our leadership team of like who's a standout member, what have they been doing, whether they're somebody that has a title or they're just a union member that has just been doing amazing things in kind of our union umbrella of work. Pat was a unanimous person that came from our rank, so it was great.

Pat and his wife got to go attend. They put on a semi-fancy dinner and you get to give a speech or you have to give a speech, I guess, however you look at that. He got that recognition and now he's one of our handful of people that they actually give him an OWL award. It's WHO for we honor our own, but then it's who for like who. They got these cool awards and he's told me it's now gladly living wherever his high school trophies and things like that live at his home. Anyway.

Other updates I want to update, I don't know how often you guys get to share with each other, but the room and the board and anybody that's listening that I had an opportunity to sit down with President Saathoff last week, I think it was last week. It feels like a long time, but yesterday at the same time. I want to acknowledge just that meeting is a step in the right direction from some of my frustrations and things that I feel like I've shared with you guys. It didn't solve anything or everything, but it solves something in the fact that we got together and we had a conversation. So I definitely want to acknowledge my appreciation for that. If nothing else, it gave us an opportunity to acknowledge where we want to be, where we're definitely not, and then start putting some things in place that maybe will get there. Whether it's in a year, it's in a month, but it's the intent to work in that direction I think is the best case scenario right now.

I'm going to kind of segue that to that was really about all I had to talk about tonight, but then you guys came out and updated from closed session and there was a media release not even an hour ago on things. I'm going to give you guys some updates and hopefully you can give me some updates, just because I keep getting the same questions and I can't answer for my membership.

Update wise, when it comes to, we've gotten a lot of questions lately on where is the district policy and the court cases and the things that go around that from the September 6th outing policy conversation. Just so you guys know, update from us is that we had our final date to file all of our final briefs with PERB, that was on this past Friday. We submitted everything. Now it's in the waiting game of how the bureaucracy of PERB kind of works. We could hear as soon as a month, we could hear as far out as a lot longer than that. I don't know, there's no magical timeline.

Part of those updates, there was information that we were able to provide from PERB that we had a little limited information on that I'm hoping you guys can help me with some information as far as updates go. One of the things was RTPA was made aware and we had the documentation from a public request that the appeal or the reconsideration, I don't know if appeal is the right word, so I apologize if it's not for the legal side of things, with the CDE complaint that was denied, but we haven't heard any updates since then.

Then we hear a press release today and we hear the board come back from closed session and announce that they've elected to seek legal counsel connected to that somehow. Honestly, the words I wanted to say up here would not be professional or appropriate. I promise they won't come out, but that was my general reaction hearing that we're moving forward in whatever, I think it sounded like a pro bono law firm something or other. I'm sure that's to quiet some of the noise around we're using district resources and things towards what's really a self-created problem.

Where I'm a little more frustrated is I thought President Saathoff, and I don't mean for this to be a me and you thing. But since you and I had the conversation, I thought one of the takeaways I left that conversation from RTPA and the board, or Tiffany and Travis, was there was going to be efforts and just try not to surprise each other so we don't end up in a combative or kind of a sides of any topic.

I know it's something that I have a great opportunity with Superintendent Stock whenever the opportunity presents, and I'm under the assumption that there was an opportunity. That may not have been, and so I'll put that out there as well. But whenever there's an opportunity to kind of just not have each other feel surprised on decisions or future decisions that might be coming that are going to impact all of us. To hear a report out from closed session, it just left me with a lot of questions, so I'm going to ask you some of those questions and hopefully you guys can provide some clarification.

My understanding of just where things are, so we've got the PERB thing, which is the employee side of this issue happening. We've all kind of done our part and it's in the hands of those powers that be and we're in the waiting game. Then we've got a couple violation reminders from CDE now. I know that our membership has a lot of concern on what do their consequences mean to the district? Because some of the things in the original findings from that mentioned things like loss of district resources, funding and those kinds of things. What does that mean now that CDE has filed suit against the district? It sounds like the board is voting to I guess, accept that challenge or that opportunity and get our own legal representation to fight or to challenge that in court. What is that going to mean for district resources?

I honestly am not interested in the tagline of, "We're using a pro bono firm because it's not going to cost district resources." Because at the end of the day it is, whether it's money or it's resources of time and energy, it's going to cost something of Rocklin Unified. More than anything, it's just going to put us back in the headlines that we've tried so hard to not be in for the wrong reasons. I'm hoping you can update what does that mean? I didn't really quite understand what your update was of what you guys voted to do.

If I'm misinterpreting that, please clarify and feel free to interrupt me now. You don't have to listen to me ask more questions if you can do that already or if you can just provide. What does that mean for Rocklin Unified moving forward? What does that mean for the impact it's going to have on the district, both fiscally and non-fiscally? Then what does it mean for our community when we're just going to continue fighting something that two different times a state entity has told us is discriminatory, and then I'm supposed to go out and talk to students about getting along and understanding and accepting each other?

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For those of you that don't know, I am newly the Whitney High School girls flag football coach, and just today we had a spring training before I came here and I had students asking about what does that mean? What's happening with that? I think there's a desire to just have an update, good, bad or otherwise, so people know what's going on. Not just like here's the headline of what's happening, but what does all this actually mean for me, a student in school, me an employee of the district, a board member, a community member?

All the impacts, because again, we can play the game if it's going to cost money or it's not going to cost money, but that's the easy side of all of this. The side of the impact it's already had on students and it's continuing to have, and will as long as we're talking about topics and things that target and isolate and put people in a spotlight in a negative way. That's something that needs to be addressed from not just an RTPA but a Rocklin Unified. Those are my questions. If there's just any clarity you guys can provide on whatever your update was, in my long-winded way of asking that.

Tiffany Saathoff:

Thank you, Travis. I appreciate your report tonight and I was trying to write down the specific questions, but I think what I'm hearing is where are we at right now? Really the intent of the readout tonight was because I had heard a lot of questions already in the community today, and I feel like it is important that the board communicates really clearly. Unfortunately, the board doesn't have an opportunity to talk to each other until they have a board meeting, and so if there's pending litigation, then that's able to be discussed or if there's an agenda item. I do want to make sure I'm appropriate that we haven't agenda item yet, and so the readout tonight was actually to try to let the community know we're hearing a lot about this, that the community wants answers and clarification. That's why we've actually signaled that May 15th that item will be on the agenda, so that way we can discuss this legal services agreement that we're looking at entertaining.

Just to reiterate, because I had heard a little bit about litigation, are we initiating? Litigation was initiated on the school district April 23rd. The conversation on litigation was in response to that. This isn't a seeking out litigation, this is a response to litigation on the district. Then I do think it's good that last paragraph, and we'll go ahead and actually share that statement as well, can type it out. That because of the inconsistencies and contradictions between state and federal law, that's why we really feel like as a board, RUSC wants to continue their focus, their time and efforts on student achievement while the courts handle this matter. I hope that helps answer the questions.

Thank you Travis for coming tonight. If you still have additional questions, I'm happy to talk more. I did appreciate us being able to have a coffee together. Again, we didn't want to just stay silent. I wanted to make sure we communicate clear with the community what has happened and what we're planning to do so that way the community can engage with us.

Travis Mougeotte:

Okay. Can I ask, what was the vote to move forward with that item to be on the agenda?

Tiffany Saathoff:

It's actually not a vote. It was a direction that was given to the superintendent by the board majority. There wasn't a vote.

Travis Mougeotte:

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Okay.

Tiffany Saathoff:

It wasn't necessary or needed on it. On the action item, May 15th there will be a vote.

Travis Mougeotte:

Okay. Can we ask who brought that? We see it in here, so I don't know how closed works, but what was the conversation? If it was an action by a board majority, then it sounds like there had to be some sort of count of is there a majority or not?

Tiffany Saathoff:

Unfortunately, I am unable to discuss pending litigation, but when we agendaize it on May 15th, I'd be happy to talk about it more publicly then.

Travis Mougeotte:

Okay.

Tiffany Saathoff:

Thank you. Thank you both for your reports. We'll now move on to item 7.1, comments from our student board representative, which unfortunately, good and bad, she's not here because she actually graduated early, so that's a great thing to celebrate. Unfortunately, her alternate wasn't available as well, so we will now be moving on to item 7.2, comments from our board and superintendent. Colleagues, do you have any comments for this evening?

Michelle Sutherland:

Sure. Okay. I do have a couple recent things. I was able to attend the Quarry Trail Carnival, which I know I had talked about a little bit last time and the fact that I had gotten my husband Chris to also volunteer. The cool thing was they had so many high school volunteers that they didn't even need us, so we got to let the big kids hang out with the little kids and teach them how to play the games from all over the world, and Chris and I got to go and walk around and spend time with our kids. Turned out really great.

I did want to mention that in my role on the City of Rocklin Community Recognition Commission, we had our Ruhkala award ceremony last week. Excellent recipients all around, but I did want to just note the Rocklin Boy Scout Troop 219, Pack 29 and Troop 29 were recognized for their work planting trees and beautifying the community. I wanted to give them an extra shout-out here.

I also just want to give a thank you to teachers. I know this is such a busy time of year with all the events and end of year preparation and testing and all of that that's going on. Related to that, I just want to encourage any parents listening to check your ParentSquare every day because I noticed that staff are really great at updating it, but if you miss a day or two, you could miss out on signups or costumes that your kids need to bring to school or snacks or whatever. Check it every day.

Also, having Principal Lauer here from Spring View reminded me to just put another plug to vote for Joe McLean for the teacher award through NBC Sports Bay Area, because then the school will receive, I don't remember the amount, couple thousand dollars, right?

Speaker 2:

\$30,000.

Michelle Sutherland:

Oh, five digits, so that's a big deal. You can vote every day and it's very easy once you have the little link. Help him out over there. That's all I have, so thank you.

Dereck Counter:

I know we usually have from a student rep, we have all those great activities and things that are going on. I know from being around the schools and seeing the things I know we're finishing up the year, so thank you to the teachers for all the work and putting it in and finishing things up, going through the testing, the state mandated testing, which is always a bit challenging towards the end of the year when the sun's out. Then thank you to CSEA. As you walk around the schools and as you're going in there, they look amazing, so thank you to that. Then just looking forward to all the graduations and all the final events. Fun at the end of the year.

Tiffany Saathoff:

One of the great things I spoke last time about spring is that it gives us a reminder and opportunity to celebrate so many good things that are happening in our district. I could probably sit here all day and read the many great things, but there was something really incredible that happened this weekend that I thought would be great to share with you and our community.

Mr. Just from GOMS brought the symphonic band to Sac State to play in the Golden Empire Music Festival. I want to make sure I get the details correct. They performed three pieces in the beautiful Capistrano Concert Hall, all while being judged. They also did a small critique clinic afterwards and I heard they absolutely crushed it. And so just a shout-out to all of those students and just yet another example of the many extra opportunities that we have available in our district because our teachers take that extra step. I just wanted to do a public shout-out not only to all the students and to Mr. Just, but to the parents as well. Getting something like that to happen on a Saturday is no easy task, so thank you for that. With that Superintendent Stock, do you have any comments for the evening?

Superintendent Stock:

Just again to reiterate thank you both to Bettina and Travis in acknowledging just the phenomenal employees we have and taking time out of your schedules to be a part of that recognition. We know it's special when we really can rush into the space with a big crowd and balloons and flowers. Really these are often once in a lifetime of a career recognition, so having you all as part of it is great.

Also, just if you have not registered your child or you know someone that should, we are still open for registration. We are getting a lot of TK registration coming in every week as we monitor in kindergarten, but you can do that through our website 24 hours a day, seven days a week. It really helps you that not wait, but it helps us in our planning to make sure we have all the staff and everything we need. If you know someone thinking about coming into our school district, tell them not to wait. We want to just encourage that as well.

Also, that we really, I've been out looking as a board set direction on making math improvement a top goal for our district. Had the opportunity to be out in most of our schools with our team and our principals watching the work and the progress on that. It's great to see in the height of spring that the

focus of students, teachers and just to see the practices evolve. And so very thankful for the leadership in our classrooms and our schools for that work. Also, want to just mention again that we are very excited as we look forward to graduations, promotions, and then our annual employee recognition event later this month.

Tiffany Saathoff:

Okay, thank you for the comments this evening. We'll move on to item 8.1. At this time, I'd like to call Ford, a national demographics corporation, to present on the transition to by-trustee area elections. Unfortunately, our demographer is out ill this evening, so we are here. We have a visit from the president of the company, Mr. Doug Johnson. Thank you.

Doug Johnson:

Good evening. Thank you. Justin sends his regrets, but it turns out he has strep throat and so every school knows it's good he's not in the room with everybody else. Yes indeed, but it's my pleasure to be here with you.

The first part of this will be a little review. We always like to touch on the criteria and the rules as we introduce the maps in case there are public participants who don't know them by heart at this point, which I imagine you are getting to that point yourselves. Because we have been through an extensive process here starting back in January, then adoption of the intent resolution in March, get this really rolling. Then the state has a process where you have to do a series of hearings, so we did the first two informational hearings and then April 17th we had the first map discussion. It is a process to get to the maps and that's where we are now, is deep in with the maps.

Justin took your feedback at the last meeting and has a couple of new maps to show you that he has prepared based on your feedback and direction from the last meeting. We are now at that post map two hearing you see listed there for May 1st. This is going to lead to the final hearing and likely board vote on May 15th. This is really the second to last chance for the folks to weigh in and share their thoughts before this board acts. Again, this is an unusual process in that the board vote is not the final step. It then has to go to the County Committee on School District Organization, who will hold their own hearing and then vote. They actually have the final vote on this process.

In terms of the criteria for how these maps are developed and evaluated, there's first federal laws. We have equal population, which is very strict based on the 2020 census data. Just a couple of percent plus or minus are allowed on that. You've seen the impact in some of the early maps of trying to hit those numbers. Then we have the Federal Voting Rights Act, which all the maps we're looking at do comply with. And so there's both a, you have to ensure representation of a protected class in the Federal Voting Rights Act, but at the same time, you can't go too far. No racial gerrymandering, meaning race cannot be the predominant factor in the adoption or selection of a map. Those are federal laws. We've been dealing with those for a long time.

New for 2024 for school districts is a set of California criteria under the Fair Maps Act. You're one of the first school districts to go through this process with these rules. As listed in the middle here, they are in prioritized order. Contiguity, avoiding divisions of neighborhoods and communities of interest. Then avoiding divisions of cities and census-designated places. Here, thankfully that's not really a factor because you're essentially all within the city. That one's been tricky on a couple of our clients. Schools are wondering, why are we dealing with city lines? Because Sacramento told us to.

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Following that is easily identifiable boundaries, trying to follow freeways, rivers, that kind of thing. Then the last of the state criteria, again in prioritized order, is being compact. So unless it's to achieve a higher priority criterion, we don't want to bypass one group of people to get to another group of people in a trustee area.

California also has a prohibition that you see there, "Shall not adopt a map for the purpose of favoring or discriminating against an incumbent, a political candidate or a political party."

Those are our legal requirements. Then if we have two maps that are essentially equal in all those criteria, then we can look at what the courts have called traditional redistricting, or districting principles for districting, which is the first time drawing a map through this. It really is just if you have two equal maps on the legal criteria, then you can pick one that best accommodates future growth. It's pretty rare that we get all the way to that point without picking a map. Here, of course, as you have discussed at your last hearing, the major focus is on that trying to keep neighborhoods and communities of interest together.

Looking at our draft maps, 103 was shown at the last meeting. You can see the major difference between this and the next map I'll show is up in the northwest where we have kind of trustee areas four and five really stacked on top of each other, and you'll see the difference to the next map. Then three to the east of them. What are shown as the blue and red here, trustee areas one and two in this map are very similar in both maps that we're looking at and in the revi-

PART 2 OF 6 ENDS [01:02:04]

Doug Johnson:

... are very, very similar in both maps that we're looking at and in the revised versions that Dr. Leaver prepared for today.

So we get a Northwestern five, a Western four, a more central three in 103, and then in 104, we have more of a consolidated northwest region, so that means area one doesn't go all the way east. It does have some weird notches and all that. You'll see that's been cleaned up on the board's direction. A lot of times we get questions, "Why do they do that?" It's like, well, they're trying to get the population perfect. And you don't have to get the population perfect, if it means keeping the neighborhood together. But you can see the difference here.

In this case, the stacked two trustee areas are really in the middle two and three here, with the west more consolidated. So 103 was revised to make 111. Really the focus was uniting that area around Twin Oaks Elementary and getting all of the Park Drive area into trustee area three. That southern end of what's shown in green here is where most of the changes took place, and you can see just smoother lines as Dr. Leaver went through and cleaned those things up.

There are some small changes in the southeast, between one and two, between the two maps. You can see there's really just one block where the pink trustee area one comes into two. That's where population balancing is the reason we're leaving that major road. In map 112, which is a revision 104, you can see it's a somewhat longer stretch or it comes over there to balance the areas in the southeast, it's a little weird because the numbering changes from map to map. That's because he started with community submitted maps and we don't want to change the numbers when someone sends in a map.

Again, you can see this is the revised version 104, much smoother lines. The general idea is the same, but with three and two really stacked in the middle. The major changes here, again, right from my notes here, was really cleaning up the small neighborhood lines, avoiding those jigs and jags that were done,

originally, to balance population. There is an area you can see down in the west, right around, I'm going to say this wrong, Ruhkala element... Is that close? Okay. I was practicing that. That neighborhood is divided because there's no way to keep the whole thing together and within that equal population requirement, but he did manage to get just about everything else united, neighborhood by neighborhood.

We also did get one new map in after last meeting, MAP 113. It's more of a five slices approach. Unfortunately, the resident did draw it using a map of the city first, so there were areas included, so when the resident drew it, it looked population-balanced, but once we took those non-school district portions of the city out, it's no longer population balanced, but we did want to show it and acknowledge that we appreciate everyone spending their time on this process, share their thoughts.

And then, as before, the election sequencing, you can see with both 112, well with 112, the sequencing just falls into place, and then, for map 111, there would be a decision needed on which seats would be up. In 2024, you could have one, three, or four, (trustee areas one, three or four), and it'd be any two of those. And then, in 2026, it would be areas two, five, and then the remainder of one, three, or four, whatever you didn't choose for 2024.

So that's kind of a quick spin through this. Happy to look at any details of these maps. They have been posted for a week on the district's website, so hopefully residents have had a chance to look at them, and I do want to note that there is the interactive map where you can zoom in and out. Residents have not been limited just to these [inaudible 01:06:12] maps. Any questions you have on this?

Dereck Counter:

Yeah, so I guess, just taking a look at some of the maps and understanding, and I know there's some balancing of lines and things. In taking a look at a couple of these make edits, but is there a way to take the benefits of a map and transfer them to another map, because I think there's some lines that fit well and kind of balance things out. And then, to me it's just easy, and I know the numbering, the district numbering changes, depending on how you do it, so that on map one of them, at district one, is district five, or when you balance it back.

Is there a way to take the positives or the deviations, the populations, et cetera, can you pick a map and redraw this district to match this district on this map, and they kind of line up a little better, or...? I know I'm editing, but is there a way to just do that, to take the best of multiple maps and kind of say, hey, here's some good parts, here's some good parts, and then it at least makes it easier to digest, without saying, well, this one, this lines don't make sense, but this one they do type thing.

Doug Johnson:

Sometimes yes, sometimes no. Down in the southeast, the two boundaries I talked about were in 112.

Dereck Counter:

Yeah, I think map... 112 is good. Yeah, it's like 112 and I think it's 111, they pretty much follow that railroad track line, other than a little cutout, but I think that distribution on this map, 111, and the distribution on, what is it, 112, if you want to flip to that, or even 113.

If we could pick one of those and line it up, then, hey, those two parcels equal out and there's a logical piece to that Southwest, but I know I'm editing this map to make it look like this map, but is there pieces you can pull from different things and do some logic?

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Doug Johnson:

Yes, you could pull that southeastern seat and address the area if you liked it better in 112, that could be stuck into 111. We know that because it's population balance and it's kind of stuck in its corner. The other seats, the three in the northwest, not really-

Dereck Counter:

Fair.

Doug Johnson:

... because they're fairly radically different, and then in, what's shown as four in 112 or two in 111, that kind of second seat, that similarly can be adjusted exactly where it's going to go.

Dereck Counter:

Correct. The only challenge, and so I know I used, I guess it's, the one that's on there, it's 112. I guess, one-twelve, one-eleven, they kind of follow similar color coding. The only thing is on map 113, which is nice, is the district boundaries of Cobblestone carry over across that street, so kind of in the middle, south...

Doug Johnson:

Talking about the green?

Dereck Counter:

Yeah, the green section in three, where it says, "Cobblestone Elementary," the boundaries for that school carry over into that green area like it is, but if you flip to 112, they're using the street as the cut. Again, there's some benefits to that. You're keeping continuous neighborhood around the elementary school, but I know if I'm changing one thing, it changes another, and I know you're trying, so I'm just trying to take the best of multiple maps and make a map in my head.

Doug Johnson:

Right. The challenge with 113 is that it's not population balanced, so areas one, three... one and three are slightly too far off from the balance and four and five are not even remotely close.

Dereck Counter:

Fair. Where I'm going is, again, if you take 113, can you take sections four and five from map 12 or sections one and two from map 111 and add them to 113? Does that solve one of the problems? I know I'm trying to...

Doug Johnson:

It makes it better, except you'd have kind of a void. Between where three and four are. You would've pulled four, Southeast, and so then three gets pulled over, and so it kind of distorts everything. We could certainly look at it and post another version for you to see how it turns out. We're happy to do that. Just, I would say don't get your hopes up.

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Dereck Counter:

Fair.

Doug Johnson:

Yes, but we're happy to try it.

Michelle Sutherland:

Yeah. Thank you to the effort that was made to kind clean up those boundaries. They do look more compact now. I just wanted to just throw out... I don't have much different to say, aside from, in looking at maps 111 and 112, as far as communities of interest go, I do think 111 is closer. I know with 112 splitting up Ruhkala Elementary, I think that is maybe a distinct community of interest down there. They share a campus with another school that could cause them to want to be able to kind of all vote together, and just that side of town, the horizontal split with the Quarry Trail, Sunset Ranch area above, in my knowledge of the city, seems to be a closer community of interest than to have vertical lines on that western side. And to have, the way this one uses Sunset-

Doug Johnson:

Sunset and Stanford Ranch?

Michelle Sutherland:

Yeah, map 111 follows the elementary school boundaries more closely than the others, which is not the only consideration, but does lend itself to some of the communities of interest.

Dereck Counter:

[inaudible 01:12:16] I'm just trying to do the Cobblestone piece with that map, right?

Michelle Sutherland:

Yeah.

Dereck Counter:

But then I'm playing the [inaudible 01:12:23]

Michelle Sutherland:

Those were all the notable things.

Tiffany Saathoff:

I appreciate the revisions. I know it's hard when you're getting a lot of pieces, I'm sure, from us, and then we want to see the map. I did find it a little interesting. Looking at 112 as the revision to 104, I see that it says that you opted to use the Stanford Ranch Road as a divider, which I think does make great sense, but unfortunately, I think, then what it caused, when you go up between boundaries one and three, then you're actually splitting apart some of our HOA communities that have always some concern about that. And so, I was kind of wondering the thought process on that. I know that was a little bit of a conversation we had last time, is we have heard some about HOA communities wanting to stay together, or at least

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neighborhoods together, and not breaking up those neighborhoods. And then, in addition to that, there was talk about school boundaries coming into play, and so, both the school boundaries get cut out, and the HOA neighborhood, Whitney Ranch, Whitney Oaks, could you speak to that a little bit on 112, why it cut through the middle of it, a little?

Doug Johnson:

Yeah, you're talking about where, trust area three, the green one extends to the west?

Tiffany Saathoff:

Yes. Whereas, in map 104, it didn't.

Doug Johnson:

Well, so it does in the major section, but you're talking about farther north, right?

Tiffany Saathoff:

Yes. Yeah. So on map 104, at least how I understood it, seems to follow the boundary line of the HOAs, where Whitney Ranch is on that upper left, and then Whitney Oaks, I believe, is that green area, correct?

Doug Johnson:

Correct.

Tiffany Saathoff:

But then when it got revised to follow Stanford Ranch down below, between areas three and two and three and four, which I completely understood, I was just wondering why it kind of cut in a little bit up there. Meaning, like Cory Trail, which, those families all primarily, the neighborhood of that school is primarily Whitney Ranch, but yet it's lumped in with Whitney Oaks. Was there a reason for that?

Doug Johnson:

Yeah, I think the main [inaudible 01:14:39]

This one's using more the major roads where it can, and yes, it does end up with HOA pieces on both sides of-

Dereck Counter:

Whitney Ranch Park [inaudible 01:14:52]

Doug Johnson:

And I know they're not really big roads, but trying to use distinctive roads and get those population numbers right, so that's part of the reason why you ended up with a weird kind of hooks in 104, because where 104... So it tries to keep the HOA together, but it's actually not keeping it together, where you see that little pink finger pointing into green, it's getting the houses on the inside of what road is that there? That's Hoot Owl Loop. So the houses on the inside of the loop are in one seat and the houses across the street on that kind of, sort of a cul-de-sac neighborhood, is not in there. And that's a challenge-

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Dereck Counter:

As opposed to just drawing that all onto the pink, because there's a little gully, or a, I want to say "easement," but there's a little dog mark.

Tiffany Saathoff:

So what would happen if you made it to where you followed that HOA boundary there, and then you made up the difference down below by Ruhkala? So Ruhkala can stay together instead of taking a dip there?

Doug Johnson:

This is the kind of census curse of our job, is that the census bureau hates cul-de-sacs and it hates hills because they want to draw their census blocks along streets, and so what we get when you have hills or creeks or anything in between is everything along that hill on both sides ends up in the same census block, and we have to use the census blocks to get our population numbers.

Dereck Counter:

But we were told, I guess, last time when he presented, he said, don't concern yourself too much with the census blocks because they always change.

Michelle Sutherland:

But I think for the initial drawing of it, it has to be-

Doug Johnson:

From decade to decade.

Dereck Counter:

That's not what was communicated, but fair. Fair.

Doug Johnson:

Yeah. But we're stuck with those numbers, because if we divide a populated block, then we don't have an official population numbers, and equal population is the top priority, unfortunately. So, what you is, the houses on the outside of Hoot Owl are in the same census block going all the way down. Let me see here.

Yeah. That block, I think, goes all the way down to, yes, it does.

Dereck Counter:

Then is it...?

Doug Johnson:

To Stanford.

Dereck Counter:

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Sorry, I'm looking at yours. Is it better than just to state, is map 112 a better representation of the green area? Fortunately, the color is the same, but the numbers are wrong.

Michelle Sutherland:

I am in agreement, and I think part of it is, no offense, but Justin, last time, mentioned, there's usually kind of a preference toward community developed maps at times, because I think, in looking at a map, that upper road does appear to be more of a main kind of dividing line, but in the actual neighborhood-

Dereck Counter:

They're all the same hood.

Michelle Sutherland:

It actually doesn't. Splitting it that way does cause them to be divided.

Tiffany Saathoff:

I think they're looking at the West Oaks, right? But if you live there, you have houses on both sides of West Oaks that are actually the same community, because they were just built out later in the development.

Dereck Counter:

A hundred percent, yeah. And the challenge, the reason, so 111 represents the effort to keep that area together, because the boundary is going all the way down to, what is it, the Stanford ranch. The houses that are on the outside of Hoot Oaks are in the same census block with the houses on the north side of Stanford Ranch Road. So that's why 111 moves, not just the Hoot Oaks area, but that whole area left.

So I do the math here...

Doug Johnson:

If you want to keep it together, this is how we could keep it together, really.

Dereck Counter:

And then I guess, from a 111, so then, again, just trying to balance out that little cobblestone area. I don't know about the census boundaries, but if you go over on the other side of the road, that's the Cobblestone Elementary neighborhood. Take a little bit out of the blue, but give it to the green, similar to 113 the way [inaudible 01:19:28] but just that little section. I just want to steal.

Doug Johnson:

Yeah.

Tiffany Saathoff:

Now, if we had liked last meeting, liked 103 and 104, and we don't necessarily love the revisions.

Michelle Sutherland:

I know. I just [inaudible 01:19:43].

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Dereck Counter:

[inaudible 01:19:43]

Michelle Sutherland:

[inaudible 01:19:43]

Tiffany Saathoff:

It didn't sound like there were major concerns with 103 and 104. Correct?

Doug Johnson:

Correct. You get some odd shapes, but, particularly, in 104, you get the odd shapes down by...

Sorry...

Yeah, exactly, and so the new map is trying to clean this up, but if you prefer the older map...?

Tiffany Saathoff:

Or could we just clean up some of those little sections instead of having to make those massive changes?

Doug Johnson:

It's where the numbers don't work out. So that's where the population numbers get us.

Dereck Counter:

I guess, when you say numbers, we just got to stay between, I think it's, what, 15,321, and 12,535, right? I mean, what I looked at before, it was 13,298 with plus or minus 10%. So as long as you're less than 15-3, and above 12,550.

Doug Johnson:

It's plus or minus 5%.

Dereck Counter:

Okay, it was 10 when he spoke last time, so now we're changing it to five.

Doug Johnson:

The range from smallest to largest is 10, and so, if you have one that's over by five, and one that's under by five, your range is 10. So that's where the 10% comes from.

Dereck Counter:

Gotcha.

Doug Johnson:

So that's why we're...

Dereck Counter:

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Yeah, yeah. I know.

Doug Johnson:

So your goal is 13,928, so you've got plus or minus about 650 either way.

Dereck Counter:

Yeah, so I guess it's not necessarily in a higher or low number. Once you put the numbers together, once you build the map, then the next set of numbers have to be plus or minus 5%? That's how you're saying? Or is it truly a high and a low? I'm trying to understand.

Doug Johnson:

It's high and low. You could have one that's off by-

Dereck Counter:

So, fair, so I can have a district that's 15,300. So it is 13,928 plus or minus 10.

Doug Johnson:

No, plus or minus five. Well, you can go, once you've-

Dereck Counter:

Is either a plus or minus five or plus or minus 10 is what I'm trying to understand, because it changes the maps every time we change the number.

Doug Johnson:

So the range has to be 10. So we say, as a rule of thumb, it's plus or minus five, but you could, technically, have one seat that's over by eight, as long as everything else is exactly under by two, because that's still a 10% rate. Now it's, in a jurisdiction this size, you're not going to be able to get every district exactly the same, so maybe you could go 7%, plus or minus for one seat, if everything else was within three percent perfect, but that's the challenge.

Dereck Counter:

[inaudible 01:22:24]

Michelle Sutherland:

Well, and it's map 111 and 112, the deviation, they both look really good, and 111 actually was improved by the changes and decreased it. I have an unrelated question, I mean related, but not directly to this, because we haven't talked about it at all, and I just wanted to see. In regards to the sequencing, I feel like we haven't touched on it, but just to get a little bit of perspective from you on how groups tend to discuss that and decide on that.

Doug Johnson:

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Often, as with some of the maps here, under the Ed code, it's kind of dictated by where the current board members are, and who's up in which seat. Under the new law, you heard, we can't do this for purpose of discriminating or favoring in the-

Dereck Counter:

You can't just line at one way or the other.

Doug Johnson:

Justin and I actually don't know where you live. Lizana Smith takes the draft maps and they figure out, your legal counsel figures out who lives where, and then if you end up with two board members who are in the same seat, who are in different election years, so one is up in 2024, and one is up in 2026, that's what drives the choice. And so, you can look at that a couple different ways. If you have an historically underrepresented area, and it happens to be vacant, then you may want that seat to come up first, so you would pick the choice seat based on when we get the vacant seat up first, especially in upcoming years in the election year, as a presidential election year. But you can do it for whatever reason you [inaudible 01:24:14]

Michelle Sutherland:

So really it's just you're not taking that, so you're looking at certain populations, which I know we don't have a lot of those different groups. So I mean even just geographically trying to spread it out, or, I mean so this is kind of new. I guess, I'm gathering that there hasn't been a lot done so far.

Doug Johnson:

Well, and in a phrase that I'm sure you guys hear probably every week, the ed code is not well thought out. And so, normally, when we're doing and the funkiness about where board members live, triggers which seat is up, is in the ed code. When cities and counties and special districts do this, it's much more of a visit of, okay, it's reasonable to let the people the voters chose run again, where possible. But let's also look at underrepresented neighborhoods.

The other piece of it is if there are two board members who are up one in 2024, and one in 2026, it's a little more fair to put it in 2024, because a 2026 board member can actually, who really wants to run again, can actually run early, run mid-term. Most of you know, because you just ran. That's a lot of running. But it does give that opportunity for both who were chosen by the voters have the opportunity to run again, as opposed to if it's put in 2026, then the 2024 member's out. So those factors come in, but it's also a lot more common where, in the historic voting rights situation, you have a historically underrepresented area, where people have run of a protected class, Latino, Asian-American, or African-American, have run and never been elected, so you want that seat up both as soon as you can, and in a presidential year, because turnout will be higher in that area.

Michelle Sutherland:

Not as clear, here. Yeah. Okay.

Doug Johnson:

Yeah, we're not looking at a 55% protected class seat here. We're looking at 15. That factor goes away.

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Michelle Sutherland:

And they're all fairly distributed across the city, okay.

Doug Johnson:

Exactly. So if it really was a coin toss, let's say if you were picking between two, look at the one that has the biggest change in turnout from the gubernatorial election to the presidential election, that would've the best advantage by being in a presidential year, and put that in the presidential year, but that's really like a coin toss.

Dereck Counter:

I guess, in going back, looking at the math, if you looked at 113, and just looking at the numbers, that section five is too many, right? It's too much deviation, or what I'm trying to say, again, yeah, going back, can you take section, I think it's five, from map 12 and make that section five from 113? I think that allows you to get the number that takes the biggest deviation off the board.

Michelle Sutherland:

I think the biggest, I mean an issue in this one is that you're talking about-

Dereck Counter:

I'm sorry, so just from a number.

Doug Johnson:

Yeah, he's correct.

Dereck Counter:

It's a 9% off. If you go up to this one. I just stole this district five. It's only 0.1% off, so, can I just move it down?

Michelle Sutherland:

But still, I think this is-

Dereck Counter:

I'm just messing with five, and then it probably plays with four a little, but four, you're still high. So even if I took a little from there, I'm not killing it,

Michelle Sutherland:

But we're still then grouping this north area with-

Dereck Counter:

Yeah, yeah, I'm just trying to fix one piece of it.

Michelle Sutherland:

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Yeah, I just feel like then before we're with a different map altogether.

Dereck Counter:

Yeah, just trying to get to where you're exactly right. All maps are similar, so then it's like, okay, what I'm trying to do is, if you take all the population pieces out, and we can line them up, so it's not a huge, like take the best of this one, best of this one, then, okay, here's 3, 4, 5 maps, all the numbers are really good, and we don't play this number is better than that number because I take the best of all of them, and then it just comes down to where the lines are drawn. I'm just trying to go down a path.

Doug Johnson:

I completely agree, and yes, we could drop the two southeastern seats from 111 or 112 into 113. That'll have some ripple effects, but it would certainly-

Dereck Counter:

Yeah, I'm trying to balance the number.

Doug Johnson:

... it would balance out those seats.

Dereck Counter:

Given that it's plus minus five.

Doug Johnson:

The place where gets tricky in what we ran into with the hook area we were talking about, I just pulled the numbers up on in the interactive map. You can look at them. That census block that has the outside of Hoots Owl has 867 people in it, and so when you move that one census block, because it stretches, it's both the outside of Hoot Owl Loop, and it's the north side of Windham Way, and all of Holly Court, all the way down to Stanford Ranch Road. All those houses on, so if you know the Stefan court, Jason Court, Mark court, all those houses are all in that census block, so that's why you see it in the other map.

Dereck Counter:

On 112 or 111?

Doug Johnson:

In 111 [inaudible 01:29:18]

Dereck Counter:

Yeah, that's that one neighborhood across from Tri-City.

Doug Johnson:

This is what catches us, with cul-de-sacs and hillsides. The census puts them all in one block, but yes.

Dereck Counter:

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Again, if we can get maps that all line up, then it just comes down to, hey, we taken all the population pieces out of it and you can balance the best of best. Then it just comes down to, okay, does this one fit the, I'm trying to eliminate the first issue.

Doug Johnson:

Sure, yeah. For 113, yes. We could take some other version of what's here is four and five, and then.-

Dereck Counter:

And then you clean up that, but then I know one becomes a different issue, so maybe it takes itself out.

Doug Johnson:

Well, and one is short, but we could do the same thing in one that we did in, was it 112?

Yes. Down by...

Dereck Counter:

Ruhkala.

Doug Johnson:

Ruhkala? You'd end up with, essentially, one would be... The line would move down by Ruhkala. The neighborhood's split in this map, it's split in the other map, it would probably be split in a third spot in this fixed map, but we could fix one that way.

Dereck Counter:

It depends on where you cut it. I'm just trying to fix some pieces of it.

Doug Johnson:

And three, in map 113 is overpopulated by 5.19. That would probably fix itself, when we put four and replace four and five. So yeah, we can certainly come back with that map so you can have it for your final...I see your point.

Dereck Counter:

I hate doing it.

Doug Johnson:

Yeah, there's always,

Dereck Counter:

Because it's a constant Checkers game.

Doug Johnson:

Exactly. It's the ultimate zero-sum thing. Any people you move here, move from the other seat as well.

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Dereck Counter:

Got to keep it going so [inaudible 01:31:32] because that's the only thing. We got two high schools and two middle schools.

Tiffany Saathoff:

Yeah. I think I'm struggling with map 112, because I'm trying to compare it to before, to see the changes that were made, and there's a lot of features I like about 111 and 103 as well, so 103, 104, 111, I see a lot of strengths. I think they make sense. I see what happened with 111 and 112, trying to follow the main streets, and I like that, because I think it makes nice, condensed sections, that make sense on a map.

I'm still struggling, though, with a few of these streets, like the West Oaks. Although that is a street, I don't think it makes sense for those neighborhoods that are really neighborhoods doing life together. I'd consider that a community of interest, but I also get a little worried down like Cobblestone area. If you follow Stanford Ranch all the way up, and I'd love to hear my colleagues on this. If you fall, I feel like there's a community of interest that, you have the left side of Stanford Ranch and that right side before you get up Crest.

Michelle Sutherland:

Which one?

Tiffany Saathoff:

Those are really connected together.

Michelle Sutherland:

Which map are you looking at?

Tiffany Saathoff:

Oh, I mean, pretty much any map, but yeah, 111 is what I have open right now.

Dereck Counter:

Is there a way to cut that?

Michelle Sutherland:

Well, and this is, yeah, where the other one, this is-

Tiffany Saathoff:

Because 111 and 112 tried to follow Stanford Ranch.

Michelle Sutherland:

111 is closer to doing that.

Dereck Counter:

And 113 at least [inaudible 01:32:55].

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Michelle Sutherland:

And see, 112 is also closer, because this, I think-

Dereck Counter:

Yeah, yeah. I'm focusing down here, but I guess now we're all looking, yeah.

Michelle Sutherland:

I mean, it's never going to be perfect along those lines, but at least this keeps that chunk, a chunk here.

PART 3 OF 6 ENDS [01:33:04]

Tiffany Saathoff:

... In those lines, but at least this keeps a chunk here. Those are defined neighborhoods on 112 and 111. I think Crest is a defining street. That's pretty clear when you're going up.

Michelle Sutherland:

But like 104, the original, that's very jagged and cuts that edge of the neighborhood. 111 and 112 both seem to account for it.

Dereck Counter:

Drawn a lot differently.

Michelle Sutherland:

I agree, if there was a way to rework the 104, to keep that upper central north, where it says Cory Trail in one... Well, and maybe it means that that area, that trapezoid to the left in green in the three, if that maybe shifts down to...

Dereck Counter:

That's Cory Trail neighborhood, that little trapezoid you're talking about.

Michelle Sutherland:

This?

Dereck Counter:

Yeah.

Michelle Sutherland:

Oh.

Dereck Counter:

That's Cory Trail.

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Speaker 3:

No, no, no. No, no, no.

Michelle Sutherland:

No. No.

Speaker 3:

That's Hunter. That's...

Michelle Sutherland:

Yeah, no, this is more ... But if this, say, we went this street right here, and we just shifted this to where this is green...

Dereck Counter:

No, that's [inaudible 01:34:12].

Michelle Sutherland:

Well, right, but then that would make more sense than for it to go into one.

Dereck Counter:

But then what are the numbers there are we...

Michelle Sutherland:

I don't think these have to change. I think... The only problem is then you start shifting that, and then do we still end up with this very strange little outcropping on two? I mean if the 104 could, I think be looked at to President Saathoff's point and maybe some of those considerations, that might be a good revision as well.

Tiffany Saathoff:

And I think, I'd have to look back to see how the numbers changed, but I believe it was just the price at the last meeting that mentioned that that one did have a large Asian population that she was trying to keep together. Was that taken into consideration when we made the changes to 112? Do you know?

Doug Johnson:

I don't think there was a significant change, but let me just confirm that.

Tiffany Saathoff:

Thank you. Just to clarify, before we ... Because that would be something, if we're chopping that up, that would concern me as well.

Doug Johnson:

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Yeah, so it was ... No, the Asian/Pacific Islander share of [inaudible 01:35:20] 1 was 17% in 104, and it's 17% in 112, so it stayed the same. Yeah. And actually, in two it went up 1%. But the margin of error on that data is way more than 1%.

Tiffany Saathoff:

Because that was really the only population centric that we found within our boundaries, correct? Everything else was much lower, under like 10%, correct?

Doug Johnson:

Well, we get a number of seats that are 15% Latino as well, but it never goes above 15%.

Tiffany Saathoff:

Okay. Except that one. Okay, thank you.

Doug Johnson:

Yeah.

Tiffany Saathoff:

[inaudible 01:36:03].

Superintendent Stock:

So President Saathoff, is it possible, I guess it'll be after we hear at the public hearing to get the direction for-

Dereck Counter:

No comments?

Tiffany Saathoff:

Thank you. Okay, we're now going to move to Item 8.2, the public hearing to gather community input regarding proposed trustee area maps and election sequencing pursuant to elections code section 10010A2. I now officially open the second public hearing. We have two comment cards. First up will be Kevin Cooper, and on deck will be Travis Majet.

Kevin Cooper:

Good evening. I hope you're all well. Hopefully, you guys can hear me. Is it possible that you could put up, I guess map 113, which was technically I think my map, and I called it 120, so I could have it differentiated? I'd just like to talk to it. I'll speak. Yeah, I'll try to be better.

Michelle Sutherland:

[inaudible 01:37:31].

Michelle Sutherland:

It's on that Chromebook right there, in front of you.

Michelle Sutherland:

I'm sorry about that. Sorry.

Michelle Sutherland:

No, you're good.

Michelle Sutherland:

We'll go quickly.

Travis Majet:

Did you want one?

Kevin Cooper:

So I'd like to speak to my map? So I'm frustrated in the process because initially when it started and there were notes on process, they were not clear and not whatever AI was used didn't make it easy to understand. And then as I listened to the demographers talk, there are very simple terms that should be used. Things like mean, median, and mode, some other statistical words that would help us understand why some of these maps don't work. Now, while those are all points, I want to set those aside is, in my opinion, legitimate project manager critiques on the process and then probably with an inappropriate amount of pride, I'm going to talk about why my map needs to have some thought about it and I will respect the wishes of the board, but I want to point out that the pink area and the other area on the other side of town are the only places where there's going to be any growth and that pink area is the one that's going to grow the most.

There's lots of space there. And I don't know the level of importance that will need to be assigned to that, but I think it's something to be thought about as you guys go through the process. Overall, my concern is that the demographers need to break down some of these terms so we can understand in a way that is more clear that one map is better than the other and not just, "Hey, that won't work." Because at the end of the day, what we are all trying to do is build these cohesive groups where hopefully I think the elementary schools will all align together. I think that's going to be super important because it'll be very difficult to discuss political issues.

Tiffany Saathoff:

Thank you, Kevin. Next up, Travis Majet. Would you like a slide to be referenced?

Travis Majet:

Yeah, trustee Sutherland started a conversation or at least kind of some topics here. So we've seen a lot of maps, had a lot of questions and things. Just speaking from a community voter lens, this slide I don't think has been addressed enough yet. So as a voting member of the community, I'm still confused on, let's say map 12, right? 2024 election, it's at area two and five, which if we match that to a map that makes some sense. But then there's the piece of terms that are expiring that may not be landing in area two and five depending on the map. So I'm curious how that sequencing plays out if there can be more discussion or transparency to the community. If the seats that are up by term in the next election don't

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match up to the areas of the map in the next election, what does that mean for the four or five seats that may or may not be? Does that add seats? How does that work? So I think just if we can get more clarity for the community on that topic of what happens when the trustee term seat that's up in '24 doesn't match the area seat that comes on as the maps are decided. Does that make sense?

Michelle Sutherland:

Oh, we agree. Yes.

Travis Majet:

Okay. Okay. That's all. Thank you.

Michelle Sutherland:

That is the confusing part.

Tiffany Saathoff:

Thank you. Okay. I see no other comments. I will now close the public hearing and continue on with conversation. Superintendent, would you be able to speak to sequencing this evening or, okay, that would be great.

Superintendent Stock:

I will do my best. And I'll also invite Mr. Johnson to assist if I make any error in my statement. As he did share, when asked around how do boards typically try to consider these, he commented that our board does have staggered terms--two in one even year and three in the next, and that cannot be changed. That is set on the number that had come up in each of the staggered sequences. And that one consideration is if there are trustee areas that are due to have terms expiring in that next election, that you could select those so that those that have been elected by the community have an opportunity to continue in service versus they have no opportunity because their districts weren't selected and their terms are thus ended. And then also another consideration can be if there's an area that does not have a trustee in it, then that area may be selected, could be selected, first to have a representative in it at the time. So that there's multiple factors that can go into how an area is selected.

And so what occurs is there's really a firewall under this new law that the demographers have no information on where trustees live. They just draw the maps. And that our law firm who's advising us on complying with the law actually develops some potential sequencing schedules that could be considered. There are other schedules that could be considered, but this is a potential schedule that allows the community, the board, to view how a map may play out in the sequencing of elections. And that's why that's brought forward and it has at each other hearing so that people can see those together. And so that's really where then the board, when they select, once they land on a map, then they can look at, okay, so what sequencing schedule are we going to also put forward? But it does start with, is there any areas with a termed out trustee? How do we look at that? And then are there vacant areas? And again, that's just a suggested sequence. A board could pick another type of criteria if it chose to.

Doug Johnson:

And the one key principle, just a big picture principle, is to emphasize no current term is cut short. So if a current board member, your term ends in 2024, obviously you're certainly serving until then. Your

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current term ends in 2026, you're certainly serving until 2026. These only matter when each board member's current term comes up and you want to run for reelection, and you have to be in a trustee year.

Superintendent Stock:

Right. So no term can be cut short nor can any term be extended by this process.

Doug Johnson:

And that, as the superintendent said, that is what decides whether there's, in your case, there's two up this year because your normal cycle is two up this year and that'll be three up in 2026 because that's your existing cycle.

Michelle Sutherland:

So if there's two up this year and an empty spot, how does that get addressed? So there's...

Superintendent Stock:

The other unique feature of doing this in the very first time is all five of our current trustees were elected by the whole community. So in essence, everybody that voted, all areas of the community did elect people serving on the board this initial space. This will never replicate itself in the history of the district again, but it is a unique feature that people can say, I did have a chance to vote for members of the board because they were elected at large. So if it was a different scenario, then that may be a case.

Doug Johnson:

If we were in a city, it comes up all the time when the vacancy is up in 2026. So people in the vacancy say, I don't have a council member. Actually in a city you clearly do because the three whose terms are up in 2026 remain at-large council members. Under the ED code, let's just say it's a complete mess. The Lozano-Smith folks are the state experts in this. It really, really gets messy. But essentially we would ask the board members to act as at-large. It only comes up if there's a vacancy or a recall between now and 2026.

Michelle Sutherland:

For the benefit of the public, can we also address the fact that even though only a segment of the population will get to vote for the board member representing that area. All the board members still represent all the schools and the whole district regardless of the fact that only a portion of the community was allowed to vote for them.

Doug Johnson:

We typically jump ahead to what we often say in the last meeting is, "Beware the candidate who says, I'm going to fight for trustee area X." Because guess what? Then the candidates running for areas, the other four areas then have to fight for theirs, and you end up with the board to just fight. What we emphasize is legally, these trustee areas matter one day every two years. Hopefully they never matter. Obviously there's some realities beyond that, but that is the goal.

Michelle Sutherland:

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Can you also address the confusion around, let's say two trustees end up in the same district area and one is up in 2024 and one is up in 2026 and the one that is up in 2024 say, so that district then has to run in 2024. Does the one who's up in 2026 then have to run or can they just say, "No, I want to keep my seat." And the one who's up in 2024, can they still run even though that area is already going to be represented until 2026?

Doug Johnson:

The interpretation of state law varies from county to county, but this is why I cannot tell you how many times CSBA and NDC have spoken to legislators and just been to the love of goodness, just make it, just wipe out the ED code provision and let the elections code provision that governs everyone else govern. So it is confusing. It is a little weird. But yes, if your term ends in 2026 and you happen to live in a trustee year that's up in 2024 and you don't run, you still serve. And you still serve until 2026. Now in 2026, you'll leave the board because that seat's not up.

Jennifer Stollerbert:

Okay.

Doug Johnson:

I also caution folks, if a 2026 member does run mid term against the 2024 member, please keep it civil because if the 2024 member wins, the 2026 member's still on the board and you're now sitting on the board next to the person you just ran against.

Michelle Sutherland:

Okay, that was my other question. Okay.

Doug Johnson:

Yeah. So this is when it does get really weird is when you get in these sequencing things, which is why it's really hard to go through this in detail until we're down to a map or two.

Michelle Sutherland:

Actually, you just covered something very, very important that I didn't understand and that is, so the 2026 person decides to run mid term and they go, okay, if they win, then they keep their seat till 2028. Right? So if they lose though, they still don't leave the board. So really they don't lose anything by running. Well, no, they don't lose anything by running. They might as well go for it.

Doug Johnson:

Well, the piece you'll sympathize with is that they will have just finished.

Michelle Sutherland:

Yeah. It's not that they want to, but yeah,

Doug Johnson:

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Actually we have had a couple who did run mid term, but probably 90% of the time that comes up the board member, like I'm just exhausted from the last campaign. I'm not about to jump into another one. But it is, you see it in cities where a city council member runs for mayor in the year, they're not off. It does happen in other jurisdictions.

Michelle Sutherland:

Okay.

Tiffany Saathoff:

I heard some interest of 113, maybe some possible changes to try to make that a little more doable. Do you feel that's possible?

Doug Johnson:

Yeah, I was going to say, just to confirm, what I think I heard earlier is to take 113 and can drop in the population balance to southeastern seats and then clean up the other two seats so that they're balanced...

Dereck Counter:

And I know that may not solve the whole map, but again, trying to get to a point where if the numbers all line up on all the maps, then that doesn't become a factor in decision. If we're all in the same bucket, then it just comes down to, does this map represent or that map represent better? But when there's numerical or when there's deviation errors, I'm just trying to fix those on the fly, I guess.

Doug Johnson:

Yep. A hundred percent. That shouldn't be a problem.

Tiffany Saathoff:

And I know we have to go by the census counts, but it is interesting to look at, there are some areas that we're going to be seeing growth within the next 10 years. How can we balance that when you're drawing a map?

Doug Johnson:

So where that comes up is everything has to be within the 10% range. The range from the smallest to largest has to be 10% or less. But if you want to choose between maps, the seat that's going to grow the most should be short. It should be a negative so that it'll stay balanced over time.

Michelle Sutherland:

But we have to use the 2020 census as the guide. And I was just noting too in our facilities master plan packet toward the back, you can see upcoming developments per, so, but they seem to be kind of spread out.

Superintendent Stock:

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But the good news is you get to do this again in six years because the new census will be out. So this is, because we're in the point we are, it's not like it will be a 10 year wait for any adjustments. It'll be a six year wait.

Doug Johnson:

Right. You'll use these seats in '24, '26, '28 and '30, and that'll be redrawn for '32.

Tiffany Saathoff:

I just wonder on map 113 if section 1 you maybe changed a little bit, so it was a little smaller population, knowing growth may come, you still stay within that deviation. Just a thought there and try to take into considerations that Trustee Counter gave. I'd love to see a map that you're interested in.

Doug Johnson:

It's actually already short, as the author mentioned. It is short in part. It's a little too short. It's 5.2, so we'd probably want to bring it down, but you're exactly right, we wouldn't need to take it all the way to zero to your balance. It could be negative as long as the map gets in that 10% range.

Superintendent Stock:

So just to clarify, then, the request of the board is to have a revised, one additional map brought forward, and that's a revision to 113. Were there other?

Tiffany Saathoff:

And also 104.

Superintendent Stock:

And 104 to be revised as well.

Tiffany Saathoff:

To accommodate that upper section to keep Whitney Ranch together, just to see. I will say, I would love to hear a little more from the community of HOAs versus elementary boundary lines. I think those at some point, one of those is probably going to have to take a greater weight. Because I'm noticing that's the differences between the maps. Right?

Doug Johnson:

Well, and that was actually my question on the 104, 111 balancing. 111 kind of did it based on the relatively major roads. It sounds like we should take another shot at it, trying to focus more on the HOA lines. Not worry so much about...

Tiffany Saathoff:

I think 111 actually did accomplish the HOA lines. Right? If I'm looking at it correctly, I mean, I'm glancing really quickly.

Michelle Sutherland:

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Well, and it's very close with the school

Doug Johnson:

Oh yeah, I'm sorry.

Michelle Sutherland:

boundaries too. It just seems the most,

Doug Johnson:

Sorry, I meant 112. 112 came from 104.

Tiffany Saathoff:

Yes. Yeah, I think 112, like you said, it followed just major roadways. But if you're living in the community like West Oaks Boulevard, is it usually a defi--you know--it goes through the HOA. And so if you were to use that as a boundary line, I think it was just naturally used because it made sense on the map. It would just be interesting to see, can we keep that HOA together, but also still have some of the elementary school boundary lines for 112, which was a new revision of 104.

Doug Johnson:

Right. Yeah, we can do that. One of the interesting things, we will certainly prepare that and it'll be posted a week in advance. As you may recall, I believe we probably mentioned the first time, the definition of community of interest is an area that benefits from being in a single trustee area. We often get communities that don't want to be in a single trustee area because they liked voting for 5. They would still like to vote for 2 because an individual can only vote for one, obviously. But when your HOA holds the debate, do you have just the candidates for trustee area 1 there, or do you have the trustee candidates for trust area 1 followed by area 2? So yes. So we can draw the map to try to illustrate it and people may come in and say, thank you for putting us together, but don't.

Superintendent Stock:

So trustees, just to clarify, there's a request for, is it two additional or two additional maps to be brought forward? Okay. Because this would be agendized as an action item at the next meeting. So I want to make sure that the maps the board wants to consider are...

Tiffany Saathoff:

And individuals can still submit maps up until?

Superintendent Stock:

Friday at midnight.

Tiffany Saathoff:

Okay.

Doug Johnson:

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Sounds good. Thank you very much.

Tiffany Saathoff:

Thank you. I appreciate your time. Thank you. Okay. We will now move on to item 9, our 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 or staff request 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. Does any trustee wish to remove an item from the consent calendar for separate discussion and action? Okay. I see none. Is there a motion to approve the consent calendar?

Dereck Counter:

So moved.

Tiffany Saathoff:

Second. First by Trustee Counters, second by Trustee Sutherland. Georgia, Will you please call the roll?

Georgia Navarre:

Julie Hub? Yes. Richelle Price. Derek Counter.

Dereck Counter:

Yes.

Georgia Navarre:

Michelle Sutherland.

Dereck Counter:

Yes.

Georgia Navarre:

Tiffany Saathoff.

Tiffany Saathoff:

Yes. Motion passes. Okay. Moving on to item 10.1. I'd like to welcome Dr. Tony Limoges, our associate Superintendent Human Resources to join us in presenting resolution 23.24.37. Our final resolution to reduce or eliminate particular kinds of services pursuant to ED code 44955.

Dr. Tony Limoges:

Thank you, President Sadoff. Good evening Again. Based upon the current budget and reductions in particular kinds of services or programs, the district will be using final reduction of force or layoff notices to employees, issuing notices and making other reductions to provide the district with maximum flexibility to meet its financial obligations for 2024-2025. Due to the notice deadline, and I presented to you early in the year in March, the state deadline is March 15th. The following resolution is to dismiss

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those certificated employees. I will share with the board that we were able to do various openings is to find reassignment options for the employees that are mentioned on this. So I am recommending the motion to take action on resolution 23.24.37, final resolution to reduce or eliminate particular kinds of sources pursuant to education code 44955.

Tiffany Saathoff:

Okay. And just for clarification, these are reassignments, is that correct?

Dr. Tony Limoges:

They were, yes. Management reassignments.

Tiffany Saathoff:

Perfect. Okay. Is there a motion to approve?

Michelle Sutherland:

So moved.

Tiffany Saathoff:

Is there a second? Second. Okay. First by Trustee Hub. Second by Trustee Sutherland, Georgia. Will you please call the roll?

Georgia Navarre:

Julie Hub? Yes. Derrick Counter.

Dereck Counter:

Yes.

Georgia Navarre:

Michelle Sutherland? Yes. Tiffany Saathoff. Yes.

Tiffany Saathoff:

Motion passes.

Thank you. Dr. Limoges, will you please continue with Item 10.2, Resolution 23.24.38. Final resolution to reduce or eliminate classified school services for the '24-'25 school year.

Dr. Tony Limoges:

Thank you so much. Based on that, I'm going to read a very similar thing, but it's different because this one is for classified services. Based upon the current budget and reductions in particular kinds of services programs, the district will be using final reduction in force layoff notices to employees just for the benefit of the board and public. This is a process that we go through, which we use the terminology "right sizing" that has a lot to do with the current populations and the variances within the district as sites grow and go smaller. Issuing notices and making other reductions, we'll provide the district with maximum flexibility to meet its financial obligations for '24-'25. Due to the notice deadline, as there was

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a change two years ago for classified service employees to follow the certificate employee deadline of May 15th, the following resolution is to dismiss those classified services. I will also share, due to various openings in the district in different positions, we were also able to find opportunities for the aforementioned employee. So I'm going to recommend an action motion to take action on resolution 23.24.38, final resolution to reduce or eliminate classified school services for the 2024-2025 school year.

Tiffany Saathoff:

Thank you. And I know it was mentioned, but just clarifying, this is right sizing due to enrollment and needs in the classroom. I know the board has asked that we keep cuts away from the classroom. And so just clarifying for the public that this is right sizing based on enrollment.

Dereck Counter:

Yes, ma'am.

Tiffany Saathoff:

Great. Okay. Is there a motion to approve?

Dereck Counter:

So moved.

Tiffany Saathoff:

Second. First by Trustee Counters. Second by Trustee Hub. Georgia, will you please call the role?

Georgia Navarre:

Julie Hub? Yes. Derek Counter.

Dereck Counter:

Yes.

Georgia Navarre:

Michelle Sutherland. Yes. Tiffany Saathoff.

Tiffany Saathoff:

Yes. Motion passes. Thank you. Okay, moving on. Item 11.1, our facilities master plan. At this time, I'd like to welcome Jennifer Stollerbert, our Deputy Superintendent Business and Operations, and Craig Rouse, our Senior Director of Facilities Maintenance and Operations, to present an information item, our facilities master plan update.

Jennifer Stollerbert:

Good evening, President Saathoff, Trustees, Superintendent Stock. Tonight we're going to review the facilities master plan update. We're not going to go through the entirety of the plan, so we have a small PowerPoint tonight. So we're going to review our timeline. We're going to recap what we've done so far. We're going to go over the purpose of the facilities master plan, the process we went through to develop

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the facilities master plan and some of our accomplishments from developing the facilities master plans. And then we're going to move into next steps.

So our timeline recap, we started this back in June of 2022. And with that we had to approve a contract with Capital Public Finance Group, and they helped with advisory services as we updated our facility master plan. We came back in the spring and we did some review with principals, and then we had a subcommittee that met and also provided some information and recommendations.

We had some study sessions. We had one in September. And then there was a board meeting discussion on the capital facilities update, which is a document that we also brought previously. And you approved items. And then we were here in January with another study session where we had further discussions. We came back with some additional information related to portables and the delivery method. And now we're here providing additional information. And I'm going to hand it off to my partner.

Craig Rouse:

Good evening. So the purpose of a facilities master plan is we gather a bunch of information and data that provides a basis for the master plan for planning educational facilities and all the improvements that go along with it. It's a tool to identify the capital needs and other assets of the district. It describes a plan for modernizing and improving facilities to meet the district standards of the educational specifications, facilities follows ed specs. So that's a huge first step as we start to move forward.

The plan will typically identify the needs well in excess of funding for long-range planning. The California Department of Education, CDE, recommends a long-range plan to address the capital needs of a district. It goes out about 10 to 15 years, and about every five years, we update that plan based on the demographic changes in the district. If we have, we see sudden growth or decline in enrollment, that plan is a living document. So we make the changes.

And then our facilities master plan is a fluent planning document that reflects our facility's vision to achieve educational excellence. So the process, when we develop the master plan, we started back in spring of 2017. We went out and we walked every site with engineers and architects, and we identified the capital facility needs of all of our schools and operational buildings. We did inspections, we had conversations with school administrators, our in-house staff, the end users and the community.

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Craig Rouse:

... Our in-house staff, the end-users, and the community. And then we further engaged board members, school site educational partners, parents to determine the project needs and what those priorities were with tier one through three projects. If you guys recall, we went through that in our board workshops. Then we got the board input and the results were put into an FMP that was adopted by the Board of Trustees in April of 2018. So this document that we're bringing forward as an information item tonight is just an update of our 2018 FMP, Facility Master Plan, and it reflects the data related to the district demographics and impacts from new and future development over the past four to six years.

So what did we accomplish since 2018? Well, we've completed over \$87 million of school facilities improvements. And then, the last few board meetings, we brought forward and you approved last board meeting, the \$58 million for capital facility fundings that we identified for capital facility needs. Those needs are incorporated in the Facility Master Plan. And as we update the master plan in the next round, as we complete projects, we'll eliminate them from the Facility Master Plan.

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So in that \$58 million, we identified HVAC replacement, energy management control updates, upgrades, excuse me, put in a Quarry Trail before and after school portable. And then we identified growth at Quarry Trail, which we are currently working on five portable classrooms out of Quarry Trail. They'll be ready before the next school year. And then the two TK portables at Rocklin Elementary, where you approved that contract and the consent agenda tonight. So we'll move forward with work with the architect to get the design moving forward. And the big push on that is to lock in a portable manufacturer so that we can get those portables built before the summer of next year. And then 30 replacement portables. We determined those by the needs assessment, added the gable roofs and skylights, and that'll be the next phase. We currently have an RFP out for architects right now for designing those 30 portables and we'll be bringing those contracts back probably in June for the architects. We'll go into the design phase and then start the projects, will probably be 2026, because we've missed that window for 2025.

And then, in that original \$58 million, we talked about LED lighting replacement district-wide. And what we're directed to do is to, excuse me, work with a solar consultant to do a district-wide assessment of solar opportunities and needs within the district. That's going to take place over the summer. And we'll be bringing that report back to get further direction on whether we go solar or we do the LED lighting replacement.

So our next steps would be to present the Facility Master Plan as an action item at the next board meeting on May 15th. As I talked about earlier, we're starting that process to hire architects and solicit bids to implement the capital facility needs based off the \$58 million that we have. And then we're going to review the staffing level and perform needs analysis in anticipation of multiple active projects. A lot of work coming down, and it's very timely work that has to take place in 11 weeks, during the summertime. And we have to have that completed. We have to have the HVAC working and the students have to have a classroom to get back to. And there's 11 weeks, so there's a lot of coordination and program that needs to take place there.

And then bring items to the board for approval as the 2024 FMP is implemented, excuse me. So as we go through this process, we'll be bringing contracts forward and talk about where we're at, updating. If there's any changes to the FMP based on demographics growth, we'll be bringing those projects forward. Any questions?

Dereck Counter:

I'll just say, so, again, having been on the committee and looked at it, thank you. It's a lot of work. It's a lot of strategic direction stuff, and it's a lot of guesses and assumptions and models, and if we did this, that. And then there's a lot of, based on every model you have, here's how it all gets funded and here's where the money comes from. So, thank you for that. Thank you for pulling it all together. It's a challenge because I think every person in the public looks at their own school and they're like, "Well, how come this isn't fixed?" or, "Where is that?" And trust me, we have a great plan and things are put together. There's always emergencies that happen, but thank you for the work to put together something that looks like a phone book, even though, from my respective school or whatever, it's like all I see is this. So, thank you for that. I know it's a pain. I know it's frustrating, sorry, I apologize, but thank you.

Craig Rouse:

[inaudible 02:09:07].

Tiffany Saathoff:

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Yeah, I think the plan, I was just double checking, I think it was just under 250 pages, right? I think 247? And so it's a great thing, because it means we're doing our work to identify what can we do better on our campuses, right, to make sure we're the most effective. It's a difficult thing for a trustee because we're saying, yes, there's all of this need, and how are we going to prioritize it and what are we going to do? And so I appreciate the opportunity though to say, "Okay, what are we going to do first with this \$58 million?" And you taking the time to really walk us through here is how we prioritized some of these projects, everything in the Facilities Master Plan are great things that we've heard from the community and our staff and even our students, but I appreciate that you're taking it in steps and that you're saying, "Hey, here's what we can do today. Here's what we can do in the next five years." And so I greatly appreciate that.

And I also appreciate in the background document, there was a little section in there and I thought I would just read it. "The Facilities Master Plan is intended to guide strategic decision-making and operational planning. It is not intended as a funding plan or a commitment to allocate specific financial resources. It's designed to align facility investments with educational priorities and community needs."

And I thought that right there, sometimes we've had people ask, "Why a Facilities Master Plan? It's a giant wish list." Well, yes, it is, but it's our way of saying we want to make sure we're always hitting educational priorities and community needs. And so I appreciate the work that you're doing and I look forward to seeing you bring it back at our next meeting. Any other questions? No? Thank you for the information.

Dereck Counter:

[inaudible 02:10:44].

Tiffany Saathoff:

Yeah. I actually have the printout of each individual page.

Dereck Counter:

[inaudible 02:10:50].

Tiffany Saathoff:

You laugh, but it's...

Michelle Sutherland:

[inaudible 02:10:51].

Tiffany Saathoff:

Okay. We'll now move to item 11.2. We'd like to welcome Bill MacDonald, Associate Superintendent of Elementary Education and Educational Services, to join us to present information on a K through two foundational reading work update.

Bill MacDonald:

Thank you, President Saathoff, Board of Trustees, Superintendent Stock. It's my pleasure to be back in front of you this evening to talk a little bit about our work in K-2 foundational reading that we've been

doing over the past two to three years. With me tonight is our program specialist, Kaili Bray, in curriculum instruction, who's been leading a lot of this work and has done a fantastic job. So, happy to have her join me this evening.

Some background on this work and why we initiated the work is you know we've had learning recovery teachers for several years now. They noticed significant gaps working with small groups of students in reading, that students didn't have the skills they needed to be successful as they were coming up through our elementary schools. They were masking a lot of decoding issues with memorization of sight words and using context clues, but really couldn't sound the words themselves out. Teachers involved in updating our district assessments found that they weren't adequate in actually diagnosing some of the reading delays we were seeing with students. And then in general, we were hearing teachers say that they just felt ill-equipped to address some of the reading needs they were seeing post-pandemic.

Simultaneously, there's been a lot of work in cognitive psychology and technology around brain scanning that's shown that there's a science behind how students learn to read, and we may not be doing the best practices in terms of actually following that science. We now know that many children don't learn to read naturally. Only about 40% kind of pick this up by magic or osmosis and learn to read, but actually about 60% of students need explicit instruction that connects sounds to the symbols of letters, and that phonics and phonemic awareness is critical in terms of building strong readers. We wanted to make sure that before we had our next adoption, which is several years away, that we had a way to address that need with our current students.

Finally, in the State of California, Senate Bill 114 was passed last year that required us to have screening or assessment for reading delays and dyslexia. That went into place this year, so that's also a piece of this work. Fortunately, two years ago in October, I want to thank the board because you approved \$400,000 to fund this work in foundational reading so that we could do research, we could do piloting, we could hire teachers to work with curriculum and, with the goal of providing this high quality, systematic, explicit foundational reading skill instruction to all our students, better support students that may have dyslexia... Again, that's approximately 15% to 20% of the population.

... Provide early intervention for struggling students and ensure that every student in our schools can decode and is able to read by third grade, which is a huge goal we all share.

So to talk more about the process we followed and the steps we took to get to this point, I'm going to have Kaili Bray take over. So come on in, Kaili.

Bevin Glover:

President Saathoff, Trustees, Superintendent Stock, thank you for having me. I'm very excited to share the work that we've been doing in this area with you. I have to admit, talking to a room of 30 teachers is a little bit easier than talking to you just because of familiarity. So the waver in my voice, please don't take that as any insult. This is newer for me. I'll take the classroom of students and teachers any day.

But in our journey, I just wanted to share with you where we've been. Our journey started a couple years ago, as Mr. MacDonald has shared, and a lot of that came from the upcoming dyslexia legislation from Governor Newsom that we are anticipating along with those gaps that our learning recovery teachers were identifying. And it was through that work that we then convened the assessment work group, which was a collection of teachers who were really passionate about trying to find the assessments that would best fit the needs of both teachers and students. And then, through that work and the collaboration of teachers, we identified some additional assessments that we needed along with assessments that just weren't working well for us.

And so we were very excited to work through that with the assessment work group, and looking at the dyslexia screeners, and, alongside, looking at this science of reading research and saying, "We need to do something about this." And really, it came from the teachers, and I felt like I was very fortunate to have the opportunity to work alongside many of our primary teachers who were saying, "We need help," right?

And so in doing so, we took some time to explore. So we looked at five different supplementary programs based on the science of reading of research, and within our learning recovery program started exploring those. And the great success quickly spread to our tier one classroom teachers who said, "Wow, that's really working there. How can I do that in my classroom too?" along with their own research. And so, over the past year, that leads us to where we are kind of in this school year, where we now have a learning network, that we've called it, of teachers and administrators who are collaboratively working. There's 22 teachers and administrators working together to look at the different supplementary programs that were available and try them in the classrooms.

And through that process, we ended up having 73 teachers involved in trying something in their classroom, so anywhere from trying a little bit of something here and there to really making a big shift in their classrooms. It was pretty amazing because it's really from the teacher level. They're like, "I am interested in doing this. Can I be involved?" And it's like, "If you're interested, let's do it."

So almost all of our sites had at least one grade level in K through two trying out at least one of the supplementary materials. Six specific sites had a site-wide focus K through two. So we really had a lot of involvement, and through that process, we've been collecting both quantitative and qualitative data.

And so through that, I want to share with you some of that data that we've collected. So we had 942 students that received explicit and systematic phonics instruction through the exploration of these supplementary materials. And in those 942 students, we found 4% growth. And knowing that it's a moving target, right? Because when you have a student come in as a kindergartner or a first-grader or second-grader, your hope is that throughout the year they're gaining skills, so we assess multiple times throughout the year to ensure that they're gaining those new skills. So a student who might be successful in the beginning of the year may not be successful at the end of the year because they're not meeting those growth markers.

Well, 4% of our students, we had growth. I'm sorry, by 4%, which it increased by 38 students. On the other side, we also wanted to measure students that were not necessarily receiving that explicit and systematic instruction from the science of reading research-based supplementary materials, but were still receiving instruction from our core curriculum, which is Benchmark Advance. And while there was growth, they didn't grow as fast as they needed to. And so we actually found a 1% drop, which meant we left behind 13 kids.

And so, through this data, we really realized if we had been doing this district-wide and hopefully all of our kids were receiving this, we would've gained an additional 89 students meeting those moving targets. That's four classrooms of kids that we would've had reading on level or even above at this point in their school year. So that really led to the importance of we need to do something district-wide, and our teachers are excited about this opportunity to help them grow.

On top of, you know, there's the numbers piece, but also it's really important that we talk with the teachers and the students to make sure that what we're doing is working for them, right? So much of teaching is a heavy lift and there's so many different things that they're having to teach, so it was really important to our team that we found something that was engaging for students and was a fairly easy lift, relatively, for teachers.

So students reported increased measures of confidence if they received the systematic and explicit instructions. So we had a lovely first-grader who said, "I love writing the words and spelling them correctly." Right? There's that confidence that they have to move forward with their skill set. We also had classroom teachers who reported a high level of growth and confidence in their student success. An example of that being, "My class this year is so much stronger in reading and writing and spelling compared to last year."

And then also we have our learning recovery teachers in EL, teachers of English language learners, who reported that it's been heavily impactful for not only students that may have some challenges with reading, but also they're newcomers. So it's been so impactful for my ELLs or English language learners. Many newcomers are finding so much success in decoding using UFLI, which is University of Florida Literacy Initiative's program that we tried out. Also, learning recovery teachers reported a decrease in learning needs in this area, in learning recovery, which allowed them to be able to better support students in other areas that they may need, like in math or in writing or in other areas that they don't have to deal with the decoding piece. So that's pretty exciting.

So, that leads me to where we are now and where we're moving forward for. So a work group of 22 teachers and administrators looked at the different supplemental programs that we were trying. They had robust conversations about each of the programs, looking at student engagement. Again, that relatively easy lift for teachers, the data. We had an opportunity to go in and walk through several of our classrooms that were trying the materials and talking with students, looking at the instruction, assessing engagement, really talking with the teachers about their excitement for the programs and how they felt it was impacting their students.

And it was through that work group that we landed on two key curriculums, or not curriculums, but supplementary materials. So Heggerty being one of them that addresses phonemic awareness or the sounds that are in words. And that's a practice that takes about 10 minutes a day and would replace what they are currently using Benchmark Advance for. And then the other program with that one would be UFLI, as they call it, Foundations, or University of Florida Literacy Institute. And that's a 30-minute practice that explicitly and systematically teaches phonics. Again, that would replace what we currently use Benchmark Advance for. So those two practices would be supplemented with this curriculum. And then we have three Title One sites that will be utilizing Reading Horizons Discovery. That is a supplemental program that provides the same type of instruction that Heggerty and UFLI does, but it does so with additional tools, strategies, assessments, and professional development to support our teachers that are supporting our Title One students in classrooms.

So we're very excited about this coming work. We've already started moving in this direction, including in our most recent April PD day. We trained our TTK and first grade teachers in the research and best practices surrounding these programs, and helping them understand the why of the science of reading, and then sharing some of our preliminary data to help cause some excitement for these programs. And then we are going to actually start training here in May, this coming Monday, with our phonemic awareness resource so that teachers have some of the seeds planted for when they're getting ready to do their planning this summer. We're providing some additional support materials and resources so that they feel like they have the tools to do that. Because we can't do all the training here in spring, we'll do some of the training also at the beginning of August with, hopefully, them feeling confident to implement at the beginning of next school year.

And then throughout the year, we're looking forward to supporting our kindergarten and first grade teachers in that implementation. We chose to hold off for a little bit for second grade because they are taking on the new science curriculum and we wanted to weigh the amount of new. And so we are going

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to focus our learning recovery efforts in second and third grade to kind of intervene in there and then train our second grade teachers in spring of next year so that they can implement the following year and have those students roll up with that skill set.

So we're super excited for what's to come for our students. I feel so honored to have the opportunity to work with so many teachers in this journey. We've all really worked to learn as best we can with the current research and do what's best not only for students, but then what's good for teachers too. And I am super excited to see the growth in our students, that they have the confidence and skill set moving forward to, when they get into the upper grades, having the skills that they need to be able to decode those bigger words, right, and being able to understand when they don't have the pictures or the sight words to rely on from that memorization. So, very excited about that.

Speaker X:

[inaudible 02:26:11].

Julie Hupp:

Kalli, what kind of materials are involved in the two, the Heggerty and the UFLI? Is it mostly digital or is it books, papers? What is it?

Bevin Glover:

Great question. So Heggerty is all auditory and oral. So a teacher's manual has really a scripted practice that they go through anywhere from five to eight different routines in a 10-minute period that they do with students. And it's all just call and response with students, so there's no additional materials that are necessary for that. For UFLI Foundations, those have slide decks that they provide that walk teachers through the step-by-step. You put it on the screen and they're just to helping the students to access the material, along with whiteboards. They'll use those in some letter activities. And so we are looking to provide those resources for teachers so that they're not feeling like they're having to recreate the wheel or prep a lot of things, but have those tools at their fingertips so they're not having to go and find a lot of those.

Julie Hupp:

Okay. Excellent. And thank you. You gave an excellent presentation. Very good job.

Bevin Glover:

Thank you.

Dereck Counter:

[inaudible 02:27:28].

Michelle Sutherland:

Yeah, I just wanted to say thank you. You did great. It's so exciting and I appreciate the dedication to best practices. Seeing this statistic about students who may have dyslexic tendencies, 15% to 20%, to be able to do something like this at a tier one level is amazing. The pilot outcomes, thank you for sharing that. It doesn't surprise me at all that we have so many teachers in Rocklin Unified that were ready and willing to take that on. But yeah, just super exciting. I would love to see more of this.

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Dereck Counter:

[inaudible 02:28:10]. Okay, a question. The Heggerty and the UFLI, and then there's Reading Horizons. See the [inaudible 02:28:17]. That slide's perfect. Are we doing all of those programs' curriculum insights at every K-2 or are we only doing the Reading Horizons at the tier one and everybody else gets... I'm just trying to figure out the differences.

Bevin Glover:

Yes. So Reading Horizons is a program that has the similar instruction that Heggerty and UFLI does.

Dereck Counter:

Okay.

Bevin Glover:

We will only be utilizing Reading Horizons at three of our Title One sites because they provide additional resources like professional development assessments.

Dereck Counter:

Okay, okay. Great.

Bevin Glover:

It's a little more comprehensive, so it will really support the students at those sites. And then at the remaining nine elementary school sites, we'll be utilizing Heggerty and UFLI in combination because they have two different skill sets, the auditory and then one that combines auditory with the symbols of the letters, and that's how kids get the skills to then be able to read. So those together will work.

Dereck Counter:

And then just the Benchmark Advance, how long have we had that?

Bevin Glover:

So we've had Benchmark-

Dereck Counter:

That's been around for a while, right?

Bevin Glover:

We've had Benchmark Advance for eight, seven years, I believe.

Dereck Counter:

Okay.

Bill MacDonald:

[inaudible 02:29:31]

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Bevin Glover:

Actually. I think you're right. Yes, I think we're ending year eight coming into year nine.

Dereck Counter:

Good rotation then.

Bevin Glover:

Yes.

Dereck Counter:

This looks like an amazing program, so thank you, thank you, thank you.

Superintendent Stock:

And then, Trustees, I would add that what I really appreciate about our ed services team is recognizing that the adoption cycle's years off, the whole state standards in looking at this, and there is a big debate around science of reading that our team said, "We see a gap. Our teachers are telling us, our data does, and we're going to do something now to address it." And we'll figure out the adoption when we do on that cycle, but we have an immediate need and, again, I appreciated... And this started back when even recommending to the board to setting aside some one-time funding to support this. And then it's great to see, so we approve a plan a couple of years ago, what actually happened with those dollars? And you can see right directly in our classrooms the benefit to kids, and that will be an ongoing benefit. So, appreciate that and appreciate our team for not waiting for an adoption, but to do something now to help kids now.

Bevin Glover:

An additional clarification is that we're not throwing Benchmark Advance out completely, because these two programs really address two foundational skills, but there's a lot of other components to the English language arts, including vocabulary building, background knowledge, writing skills, fluency. And so we'll still utilize our current program for those resources, but these programs will really supplant this phonemic awareness and phonics instruction that we're finding is really critical and isn't in our current curriculum.

Tiffany Saathoff:

Yeah, I just want to say thank you, not only for your great work that you've been doing, but a great presentation. I think any parent listening in could understand all of these slides, right? And even talking about the difference between the different strategies of what you're doing. And this is the good stuff. I think this is hopefully why we're all here, right? A child being able to read effectively at a young age impacts every area of their life as they get older, right? And so, I so appreciate the work here.

And I appreciate, too, the focus and mention here of dyslexia and some of the screener assessments. Those were some things that we had community members share with us and bring up to us the last couple years and say, "Hey, what are you doing here?" And so I appreciate you saying in '21/'22, we kind of started exploring. Now, we have these screener assessments with our struggling students. And so I was just wondering, this is a lot of information, which is great, how much of this is a student receiving in

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a classroom in a traditional learning environment, or is this mostly tailored to those, like one of the bullet points, provide early intervention for struggling readers?

Bevin Glover:

So it's very key that all of our students are receiving this instruction. What we found over the last few years is that we'd have students coming into learning recovery that weren't getting that explicit and systematic instruction in their classrooms, and so we were intervening in an area that really they should be receiving in their classrooms. So we are now ensuring that the students will receive that instruction in their classrooms. And then if they need additional supports, they could potentially get that through learning recovery or intervention practices along with the multiple, not views of it, but repetitions, right? That some of our students with dyslexia, they may be able to get it if they only see it three to five times in their tier one classroom, and that's great, but then they might need multiple repetitions, and that's where intervention can come in and help provide those additional opportunities for students to see the same material that need that extra practice.

Tiffany Saathoff:

Right. I love that, because I think you'll probably see some of that over the years diminish a little bit because they're being exposed, right, in their day-to-day encounters.

Bevin Glover:

Right.

Tiffany Saathoff:

And I really appreciated the bullet point towards the beginning because it is so true, students were masking decoding issues with memorization and context clues. I remember with my little one when she was learning to read, I'm like, "Oh, she can read." And I'm like, "Wait. No, you're really good at masking and memorizing," right? And so I appreciate that you guys really looked at that and said, "Hey, wait. We may be seeing some of this, but the reality is there are still some root issues and we want to make sure every student gets this material." So I appreciate you doing the work on this and thank you. And last question, how can we help?

Bevin Glover:

I think just helping to ensure that our teachers have the materials, which, we're making those steps in the right direction, and you've helped over the past couple of years to ensure that we have the funding to be able to do that I think is a step in the right direction. And then we'd love to continue to provide professional development, because it is a mindset shift for our teachers. Unfortunately, when you get into teaching and you go to get your credential, they don't really teach you how to teach kids how to read. It's really weird. I don't know why that's the case. But in some senses, the research is saying, no, this is the right path in which you need to move, and so we want to make sure that our teachers have the tools to feel confident in implementing the curriculum. And so I think that's a piece of [inaudible 02:35:02].

Superintendent Stock:

And Trustees, even another connection as I was out observing...

PART 5 OF 6 ENDS [02:35:04]

Speaker 5:

And so I think that's a piece of it.

Superintendent Stock:

And Trustees, even another connection as I was out observing the work in some of our classrooms is we noticed that because of the call and response piece that Ms. Bray mentioned, that we're even noticing, that gives additional speech articulation practice to students. And so we're curious to see if we'll have some students and meet some mild speech language intervention needs may actually have that addressed in a tier one fashion through the daily repetition of call and response. So that's where when things start to align and connect, that may even help students with those milder articulation issues not have to go receive the special services because getting them right in the classrooms.

Tiffany Saathoff:

Music to my ears. That's great. Okay, any other questions from the board? Okay. We do have one public comment on this item, so I'd like to welcome up Shannon Cantonella.

Shannon Cantonella:

Hi, good evening. Shannon Cantonella, Rocklin parent. I just want to say that I actually feel lucky to be here this evening. I'm very excited about this. I wasn't aware that it was rolling out to this level because this discussion wasn't happening four or five years ago. I actually remember coming up here and talking about dyslexia. Two of my three children are dyslexic readers, so I would encourage... When you ask how to best help, I have a couple bits of information just to better educate the parent population about what to look out for because I think teachers will be benefiting every single student in the classroom.

This is a phenomenal program. Teaching phonics and phonetics like this is going to benefit absolutely everybody, but it's important to remember that, as Dr. McDonald said, it's one in four or one in five, so you've got seven dyslexic readers in every classroom. That's a lot. And it comes in varying degrees and it impacts children different ways, including handwriting and math. It's inherited and if one child is a dyslexic reader, it's 50% likely that the sibling is also a dyslexic reader. Notice I keep seeing dyslexic reader because I've been able to use that with my kids to encourage them that it's not necessarily a disability in our household, it's just a different way that they're learning to interpret the world. And it's diagnosed with 90% certainty halfway through kindergarten.

So looking for ways to help. I would put a call-out for parents to report from home on what they're seeing and watch that communication between teachers when the parents are saying, "I need more help or I need more of this." Tools to help them out. And host special education forums that help parents and guardians better advocate and understand what this is. I would also ask what the screener is that's being used because it's potential it could be something that the parents could use with their older children who would've missed this entire phenomenal program that's going to the kindergarten and first-graders, but you've got some-

Tiffany Saathoff:

Thank you, Shannon. Okay, thank you again for that presentation. I appreciate the incredible work that is happening and thank you for the follow through on that. Okay, we'll now move on to item 12. This is our

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public comment on non-agenda items. A few important reminders. This agenda item is to give anyone in attendance an opportunity to address the board 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 as required by administrative regulation 1312. To protect student privacy, please refrain from using student names or identifying characteristics.

The board respects each individual's right to express varied ideas and opinions and expect speakers to refrain from personal attacks based on protected categories under state and federal law, including race, religion, sexual orientation, disability, etc. Please be mindful that students may be watching. Please fill out a green public comment card complete with all information and turn it in prior to the agenda item being closed. I will call your name to invite you to the podium 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'll have two minutes to address the board. All comments must be respectful please. No profanity. Okay. Okay. First up, we have Price Johnson and on deck will be Susan Conforti.

Price Johnson:

Good evening, board. I'm Price Johnson, parent of two at Rocklin Elementary and campus volunteer. I wanted to lead by thanking each and every one of you for the decisioning last week on the buildings. I think from this layman's perspective, that was the best call we could have made from Windows to Gables. I think each of you had something to contribute and I know we have a building on Rocklin L that leaks every time it rains, and so I think all that's going to help, so thank you there. Tonight though, my heart is super heavy with the announcement that President Saathoff made at the meeting start.

For a moment, I had this glimpse that maybe we were taking heed of the denied appeal, that we were taking heed of the lawsuit by the CDE, that we were listening finally to our teacher's union, subject matter experts, students, teachers, your student body presidents and the community, and it's so far the opposite of collaboration that you showed last week with the building selection. Pro bono to me sets off so many red flags. Who are we accepting help from? What is their background? What incentives do they have for offering free legal services? What are the repercussions on our community if we fail and we lose in court? Or if they succeed, what do we owe? Is this legal services that we are seeking out going forward or are these legal services that you've already acquired?

So many concerns and questions that I have and I think the Rocklin public should have as well. This is kicking the can on a problem that this board originated. This was policy that you brought forward that you were unwilling to even pause and craft this policy with us so that we could address your concerns, which I believe are valid. Each one of you has kids to my knowledge and I believe you care about them as much as any other student, but you refuse to pause and craft this policy with us, with your teacher's union and with the CDE. So at every turn I've seen the opposite of transparency and collaboration on this matter and it's such a distraction from what we should be focusing on.

Tiffany Saathoff:

Thank you, Price. Next up we have Susan. Following that, Daniella Zimmerman.

Susan Conforti:

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I'm 40. I'm president of a local four-County PFLAG chapter called PFLAG Greater Placer County. PFLAG is a national organization that supports advocates for and educates about LGBTQ people. I strongly urge you to repeal your policy requiring teachers and staff to disclose the LGBTQ status of students to their parents and families. For many youth, school is their only safe place, their only place to be themselves. Your policy puts students at harm, makes learning difficult, and unfortunately will increase suicide rates. Because 80% of trans people contemplate suicide. When you were young, you might've been curious and questioning about yourself, you might've confided in a trusted adult assuming your musings were private.

Please consider the privacy needs of the youngsters who are now like you were then. Even if you always felt heterosexual and cisgender, meaning okay with whatever the doctor said you were when you were born, even so you wanted your privacy in a place to be yourself, let school be a safe place. Sometimes it's the only safe place. I understand parents are fearful and want to know, but their fears can be dispelled by information that PFLAG can provide. If you want to know about your child's gender identity and expression, I suggest talking to them lovingly and non-judgmentally. And again, PFLAG can help. There's no reason to fear what is unfamiliar. Please avoid politics. Please teach and protect all of our children. Thank you.

Tiffany Saathoff:

Thank you, Susan. Up next is Daniella, followed by Alexandra Edith.

Daniella Zimmerman:

Good evening. My name is Daniella Zimmerman. I'm a retired educator including several years in this district. I am on the board of PFLAG Greater Placer County with Susan and I'm also the board president of the Placer LGBTQ+ Center. I'm an ally with many friends and family members in the LGBTQ community and I've taught many students who identified as LGBTQ and I continue to work with young people. One of the things that we do in PFLAG is we have a support group for parents, family, and friends who've had a loved one or a friend come out to them and 9 times out of 10 parents are the last to know. That happened to me. Parents are the last to know. Why is that? Because it's the parents' love and support that is what you want to risk the least, by coming out to a parent.

So it's okay that students come out to parents last, or that anyone comes out to their parents last. I just talked to someone who came out in their forties to their mother who's in their seventies, so it's not an easy thing to do to come out, but you have to do it in your own time when you feel safe and supported. Most folks that come out have to make sure they have backup plans in place in case they are rejected. And studies show that up to 68% of folks who come out to their families are rejected by their families. Another study shows that up to half of teens who come out to their families end up rejected and having to leave home in the foster care system in group homes. Not ideal. Please-

Tiffany Saathoff:

Thank you, Daniella. Next up we have Alexandra Edith. On deck, Sabrina Naves.

Alexandra Edith:

My name is Alexandra Edith. I'm a member of the Rocklin Community. Rocklin School Board District Policy 21, which you have passed against California Educational code state and federal law ed code section 220, assembly bill 537, and Title IX respectively assumes that parents have a greater

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understanding of who their child is than the child themselves while unambiguously contributing to suicidality in trans children. 2016 study suicide and suicidal behavior among transgender persons shows that, and I quote, "Gender-based victimization, discrimination, bullying, violence being rejected by the family, friends, and community are the major risk factors that influence the suicidal behavior among transgender persons."

2022 National Survey on LGBTQ youth mental health further details that quoting, "45% of LGBTQ youth seriously considered attempting suicide in the past year, including more than half of transgender and non-binary youth." P21 on its face singles out one group of students based on that group's legally protected right to express themselves as they see fit while failing to provide any educational or administrative purposes. Justifying said discrimination. It is impossible to with one hand claim, a desire to protect children and with the other pen regulations that will end trans children's lives. I'm here tonight to implore that you do as California Department of Education has demanded and repeal P21, restoring the rights of trans and non-binary youth and actually protecting the children that will become the future of California. Thank you for your time.

Tiffany Saathoff:

Thank you, Alexandra. Next up we have Sabrina followed by Emily Smet.

Sabrina Naves:

Sabrina Naves, president of PFLAG, Sacramento. Good evening, board members of Rocklin Unified School District. I'm here tonight along with many other concerned parents and community members to request reopening of discussion on district policy 21, the forced outing policy adopted by this board. I'm a lifelong resident of the Greater Sacramento area, a veteran of the United States Air Force, a member of the 2SLGBQIA+ community and current president of the Sacramento chapter of PFLAG, A group dedicated to supporting parents, friends, and members of our community. I felt an urgency to come tonight to speak because of the severe distress this policy has caused to children and parents. To any parent who might be worried about their children expressing a identity or gender non-conforming behavior, I have some words of encouragement. Kids will be much more likely to share their experiences and feelings with you if you show them that you will love them no matter what. That includes. Being aware of how you speak about other people, especially members of our community.

Let them know that you will never shame them, ostracize them or kick them out of their homes for it. Parents who are concerned about the gender identity and or romantic orientation of their children can cultivate a safer environment for their kids to talk with them rather than focus on forcing schools to out their kids and further create a divide in relationships. Our PFLAG Sacramento community has seen parent-Child relationships improve as guardians and parents learn to be affirming. We want all children to have loving and supportive parents and a lifelong relationship that is rooted in trust, healthy boundaries, and unconditional love. If there are any parents here tonight who would like to learn more about supporting their child, we are here for you. The policy from the state of California and the federal government is clear: this policy is illegal. My sincere hope is that after hearing commentary tonight, you will seriously reconsider rescinding this harmful policy that breaches trust between all involved, costs the school district crucial funds due to litigation and loss of funding, and distracts from the goal of quality education for all. Thank you.

Tiffany Saathoff:

Thank you, Sabrina. Now Emily and on deck will be Harley Larson.

Emily Smet:

Good evening, superintendent, trustees, and clerk. My name is Emily Smet and I apologize for my poor handwriting, but I'm a transgender woman and I'd like to speak on the school district's parent notification policy, which in effect is a forced outing policy for transgender students and stands in violation of state law and the California educational code. To the board and the assembled community, I understand why this policy was enacted. I understand the fear that drives these policies. The fear of a parent that you will lose control of the most precious thing in your life, your child. You fear that society will treat them as you believe society always treated queer people, relegating them to the margins of society. So you want your child to fit in to be normal. I understand this fear because like all trans adults, I was once a trans kid, a kid that had all those same fears that society would treat me the way I saw trans people treated on sitcoms or Jerry Springer or talked about the way older people in my life talked about trans people.

These fears kept me closeted for years, until I found I could no longer hide or suppress my true self. Once I allowed myself the freedom to transition, I found all these fears to be unfounded. And beyond that, I found love, community and acceptance in ways I never knew possible. And perhaps most importantly, for the concerned parents in the room, I found I could still get a college education, have a career, and even find someone to marry me. But what I mean to say is that fear is normal and we must let our kids grow up and let go of that compulsive need to control. Let go of this fear and allow your children to become self-assured and well-rounded adults. I assure you that things do get better. And so I encourage you to remove this illegal, and I can't stress that enough, illegal policy to not live in fear and to let kids come out-

Tiffany Saathoff:

Thank you. Next up we have Harley Larson and on deck will be Jen Brookover.

Harley Larson:

[inaudible 02:53:16] staff, Harley Larson, Rocklin Green. On February 1st, the California Department of Education sent a letter informing the district that the board majority's gender notification policy was discriminatory. The district had a deadline of February 15th to respond to the DOE's request for corrective action, which included informing school personnel and students in writing that the policy is not consistent with ed code and will not be implemented. It appears the district completely ignored both the letter and the required corrective actions. On February 29th, the district received another letter asking for a response. That same day, a partner from the district's lawyer sent a six-page reply, including footnotes to ask for reconsideration. That request was denied. On April 10th, the DOE filed a lawsuit to force the district to comply because, and I quote, "Rocklin USD has at all relevant times through the current date disregarded and or delayed prompt implementation of the corrective actions."

This board likes to talk about trust and transparency, but the only reason we know most of this is due to public records requests made by a few district parents. You could have told us about this at the last meeting. I'll ask some questions and per board bylaw 9323, board members or district staff may briefly respond. Why did the district willfully ignore the DOE's letter and requested corrective actions? Why did the district wait until after the deadline to respond when it obviously had already prepared a response? Who made these decisions? Residents of Rocklin want to hear answers to these questions. In closing, President Saathoff, your double speaker around trust and transparency is despicable. Stop it. Get some help.

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Jen Brookover:

Jen Brookover, Rocklin resident, Valley View parent. Good evening, board. Now that the CDE has filed a lawsuit against our district as parents, community members, taxpayers and educators, we ask that you stop. Stop wasting money on lawsuits and legal services for discriminatory purposes, stop putting our district in jeopardy of losing state funding, stop having our district continually in the news for the wrong reasons. There are amazing things going on in our district and they are continually overshadowed by the negative press due to this board's actions. Stop using our students as political pawns. This policy is not about supporting students in any way.

Stop pretending to be supporters of public education. Your actions have continually proved otherwise. For a majority of my career, I was a public educator. Never once did my district have legal action against them from the State Department of Education. It is embarrassing. Stop with the lack of transparency, lack of honest communication, lack of listening to the students, parents and teachers and community, lack of fiscal responsibility, and lack of accountability. Trustee Saathoff, at the beginning of this meeting, you stated, "Let the courts deal with this." It's not as if the California Department of Ed randomly came after Rocklin School District. This is due to the discriminatory policy the board initiated and voted for it. Just stop.

Tiffany Saathoff:

Thank you, Jen. Next up we have Millie Yan, and then on deck. Kevin Cooper.

Millie Yan:

Good evening, Millie Yan, Rocklin Quarry Trail. I just want to say it is not appropriate for trustees of a public school system to adopt educational policies to advance a holy war for biblical justice. Destiny Evangelical Church promoted the parental notification policy in its February 10th Sunday show. Destiny Evangelical Church is also known as the American Evangelical Council and through the Evangelical Council, Destiny paid Julie Hup, Tiffany Saathoff, and Dereck Counter through campaign contributions to implement their religious agenda in public schools.

Having a parental notification policy will not bring the kingdom of heaven to earth. It does not advance biblical justice and it is dishonest and deceitful to say in one setting that this policy is for parents' rights, when in another setting your people are saying the policy is about biblical justice. There is a First Amendment that allows you to believe whatever biblical perversion that serves your political and financial needs best, but the First Amendment also is clear that the church is to be separate from the state. Listen to the California Department of Education and not Destiny Church or the American Evangelical Council.

Tiffany Saathoff:

Thank you, Millie. Next up we have Kevin Cooper.

Kevin Cooper:

I cannot with words that I would say in front of you ladies, share my anger of people that are coming talking to you like this. There is no religious jihad in this town. There is no group of people who are trying to remove people's races or their sexual identities. We're sticking on for people and trying to take care of people. Those people include parents. We've watched teachers and groups come from outside of this town and rail on you guys and it's disgusting and sad and shows that they're silly and that's probably the

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only nice thing I can say. I'm tired of hearing about it. You guys are supposed to drive the assets you have to educate kids, like this great program that you guys are putting together to help kids that have dyslexia. My daughter labored through IEPs for 15 years because at the time there was no path for kids with dyslexia. I dropped 50 grand as a single dad to help her learn how to read. That's what you guys are supposed to be doing, not pandering to these cooks that are coming in here and yelling at you guys and degrading you. This is wrong. There are two levels of government in the United States, the state government and the federal government, and this case, this idea of removing parents' rights has not won in any federal court and yet all these experts who are self-proclaimed geniuses come in here and talk about that and there's no discussion about Escondido or any of these other cases.

And the teachers led by the goofy union will lose when this comes down and all the legal costs that everybody's complaining about, which make a very small portion of \$130 million budget will come down because people are picking fights that they will not win. The media's not covering it and frankly, certain people on the board won't even talk about that issue because it goes against their constituency. We need to protect not only the children and our parents' rights and we need to be open about what the legal landscape looks like. There's an American flag over there, there's a California state flag over there, and we live in a republic and that flag is currently the law of land.

Tiffany Saathoff:

Thank you, Kevin. That'll complete our public comment for the evening. We'll now move on to item 13.1, pending agenda items. Excuse me. We'll be moving on with our meeting please. We'll move to item 13.1, pending agenda items. Trustees, do you have any items to be placed on the pending agenda? I see none. The meeting is now adjourned.

PART 6 OF 6 ENDS [03:01:30]