

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION  
Special Meeting 10/28/2023**

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Transcript of Video File:  
ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION  
SPECIAL MEETING  
CALIFORNIA VOTING RIGHTS ACT PUBLIC HEARING  
OCTOBER 28, 2023

Video Runtime: 25 Minutes 15 Seconds

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

Page 2

1 (Beginning of Video Recording.)

2 MS. FONG: Okay. Good morning, everybody.

3 I'm going to call the October 28th, 2023, special  
4 meeting of the Roseville City School District Board of  
5 Education to order. It's a special meeting involving a  
6 public hearing involving the California Voting Rights  
7 Act. So we're going to start with the Pledge of  
8 Allegiance.

9 Holly, please.

10 (Recitation of the Pledge of Allegiance)

11 MS. FONG: Item 3.1 is agenda approval. Can  
12 I have a motion to approve the agenda?

13 MR. BAQUERA: So moved.

14 MS. KRAFKA: I'll second.

15 MS. FONG: There's a motion by Trustee  
16 Baquera and a second by Trustee Krafka to approve the  
17 agenda.

18 Any comments or discussion? All those in  
19 favor say aye.

20 BOARD MEMBERS: Aye.

21 MS. FONG: Opposed? Motion carries. 4.1,  
22 we're going to open the public hearing for -- to gather  
23 pre-map input on trustee areas, and we have a  
24 presentation from Redistricting Partners.

25 Welcome.

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

1 MS. STITT: Good morning, everyone. So as  
2 we were talking, this is going to look the exact same.  
3 The focus really for today is educating the public,  
4 having more of an emphasis on how they can get involved  
5 in this process. So we'll be going over what the CVRA  
6 is, what districting is, the Voting Rights Act.

7 I'll be going through this a lot quicker  
8 than last time, and if anyone wants to watch the full  
9 presentation from last time, it is available on the  
10 website. And we will be, obviously, recording this, so  
11 if members of the community want to come back and watch  
12 this presentation or future ones, they will all be on  
13 the website.

14 So what is the California Voting Rights Act?  
15 It's essentially a law that effectively prohibits at-  
16 large elections. And so this is why we are now going  
17 through the districting process. So we will be going  
18 to trustee areas. There we go.

19 So districting, at the heart of it, it is  
20 just impacting the election boundaries. So we are  
21 creating election districts, so folks will vote for  
22 their representative in their area, their trustee area.  
23 And it essentially makes two differences: So people  
24 only vote for those in their trustee area, and you have  
25 to live in that trustee area to run for that office.

1 I'm going to go through that.

2           Okay. So the most important aspect for  
3 educating the public is how we use the criteria for  
4 drawing maps. This is a ranked set of criteria through  
5 the Fair Maps Act, a California law, and this is what  
6 we use to guide the process.

7           So the first criteria that we use, and the  
8 most important one, is making sure that each district,  
9 each trustee area, has relatively equal population.  
10 And what that means is we're looking at census  
11 population to determine whether it's equal, so you're  
12 always going to get the census population for each map.

13           You're also going to get the CVAP, the  
14 Citizen Voting Age Population, for each map as well.  
15 And it has to be under a 10 percent total deviation,  
16 and I'll get into how we calculate that in a little  
17 bit.

18           Next, we want to make sure that the map is  
19 contiguous. So that essentially just means that it's  
20 one whole piece and we're not going from one part of  
21 the district and going to another and saying that's one  
22 trustee area. And there are two different types of  
23 contiguity. There's literal contiguity and functional.

24           Literal means you're looking at a map, and  
25 it's one whole piece, and that's contiguous.

1 Functional means that you can literally travel  
2 throughout that trustee area and not have anything  
3 obstructing you from going from one part to the other.

4 So I think last time we used an example of a  
5 train, railroad tracks cutting through a district. So  
6 we want to make sure that we have the ability to travel  
7 throughout this trustee area.

8 And this is an example of what contiguity is  
9 not. And you will see that purple district is not one  
10 whole piece, so that would be an example of something  
11 that's not contiguous. And then here's the railroad  
12 that separates District 5 from 4 and 3. So you'll see  
13 that was used as a natural boundary and -- while  
14 thinking about contiguity.

15 And then maintain communities of interest.  
16 So this is the most important question for not only the  
17 trustees, but also for community members. Us as  
18 demographers, we can tell you all about, you know,  
19 having equal size, whether it's contiguous,  
20 compactness, but the only way for us to answer maintain  
21 communities of interest is getting community input and  
22 having input from the board.

23 So communities of interest, we like to  
24 define it as a group of people who are -- who have  
25 common interests and would benefit from being

1 districted together. We like to see them as building  
2 blocks of trustee areas. It's supposed to be a  
3 subjective and open-ended definition to be as inclusive  
4 as possible, so there really is no right or wrong.

5 But there are some guidelines, and the  
6 Voting Rights Act does reference some communities of  
7 interest. The three most common protected classes in  
8 California are Latinos, Asians, and African Americans,  
9 but we do just want to emphasize that race cannot be  
10 the predominant factor when drawing lines.

11 So some of the questions or aspects that  
12 we're looking for for communities of interest is  
13 definitions of their group. So is there a culture or  
14 characteristic bond that defines this community? Are  
15 they geographic in nature? Can they be mapped?  
16 Obviously, as demographers, that's what we're looking  
17 for, the mapability of this community. And then what's  
18 the relationship to Roseville City School District?

19 And then we want to make sure that the lines  
20 are easy to identify and they're understandable, so  
21 following the natural boundaries or manmade boundaries  
22 like, for example, that railroad.

23 And then keep districts compact. So that's  
24 essentially avoiding those funny-looking shapes that  
25 people associate with gerrymandering. And last time,

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

Page 7

1 Paul talked about all the differences in terms of, you  
2 know, potential mathematical formulas. California  
3 doesn't really use that. We just have a simple  
4 definition of not bypassing nearby population for a  
5 more distant one.

6           And here's an example of compactness.  
7 You'll see on the left was the original districting,  
8 and on the right is the more compact version when they  
9 went through their redistricting. And then we went  
10 through this last time, the mechanics of redistricting.  
11 These are census blocks and census block groups and  
12 census tracks.

13           For the purposes of today, the most  
14 important thing for the public to know is we cannot  
15 break up census blocks. So we get this census data  
16 from the U.S. Census Bureau, and it's not only just  
17 numbers, but it's also the geographic data that they  
18 send us. So we can't estimate, and if we split up  
19 blocks, then we're in the realm of estimation, and then  
20 we would be using incorrect census data.

21           So here is the district at large. You'll  
22 see that we have a total population of over 110,000  
23 folks, and this is based on the 2020 census data. We  
24 will not be using, unfortunately, more updated census  
25 data. We have to use the 2020 census data. Even if we

1 were districting four years from now, we would still  
2 have to use this census data, so we are obligated to  
3 use that.

4 And then what we also have, the citizen  
5 voting age population data. You will always receive  
6 both datasets, and the CVAP is there just to make sure  
7 that we're following the -- the Federal Voting Rights  
8 Act. So both very important datasets in this  
9 districting.

10 So the hearing structure for not only the  
11 last time and today's hearing, but here is the next  
12 three as well. So the first two meetings are pre-map  
13 meetings. The whole point is to educate and receive  
14 feedback from the public on what they want to see and  
15 talk about their communities.

16 At the next hearing, you will be receiving  
17 at least three maps, and hopefully we'll be receiving  
18 maps from the public. So any public input we receive  
19 from now until then will be -- we will talk about it at  
20 the next hearing and present maps as well.

21 Fourth hearing, arguably the most important  
22 hearing, you will be whittling down the map to  
23 hopefully just one or two at that point to signal your  
24 preferred map. And then fifth hearing would be the  
25 adoption.



**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

Page 9

1 MS. CONSTANT: I'm sorry. Can you -- oh,  
2 okay.

3 MS. STITT: Yeah.

4 MS. CONSTANT: You pulled up the next page.  
5 Thank you.

6 MS. STITT: Oh, yes.

7 Yeah. So today, October 28th, is the public  
8 outreach meeting being held on a Saturday. So  
9 hopefully, we wanted to reach the public and offer a  
10 time when it wasn't a workday and hopefully a more  
11 convenient time for them. October 13th will be the  
12 introduction of the maps, October 27th will be the  
13 revised maps, and then -- sorry, November 13th and  
14 November 27th. And then December 11th is the final  
15 vote.

16 So that is the whole presentation. I do  
17 want to let the public know, and hopefully if they're  
18 watching online -- let me see if I can -- this is  
19 available online. This is the map. It is broken up  
20 into census data, census numbers, and neighborhoods.  
21 You can download it. It's also available here at  
22 meetings.

23 So if you show up to any public meetings,  
24 these maps are available, and you can draw your own  
25 districts. I will be here. If there are any public --

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

Page 10

1 members of the public, I can help them go through it,  
2 but we do have accurate numbers on here where folks can  
3 draw their map, break it up into five districts, and  
4 draw pretty accurate numbers. So I want to let the  
5 public know that they have the ability to draw if they  
6 want to.

7 MS. FONG: And can they submit their maps  
8 electronically, or do they have to print them out and  
9 bring them to us?

10 MS. STITT: So they can definitely submit it  
11 electronically. I know that Jessica has an e-mail. So  
12 it's feedback@rcsdk8.org, is the e-mail address that  
13 they send it to. Or they can mail it in physically, or  
14 they can -- and they can either draw it online or in  
15 person.

16 MS. FONG: Okay.

17 Trustee Constant?

18 MS. CONSTANT: Can you pull back up the  
19 dates --

20 MS. STITT: Yeah.

21 MS. CONSTANT: -- for our meetings, please?  
22 So I -- I was just kind of -- I -- I -- looking at,  
23 like, the dates, so I -- I think we need to maybe  
24 consider bumping up our deadline for our public maps  
25 because that deadline is December 1st.

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

Page 11

1           So we're getting those maps before our final  
2 meeting, and I think that's a little too late for us to  
3 really kind of take into consideration what the  
4 community is looking for, too. So I don't know what  
5 the best way to do that -- or if there is a better  
6 date, but I would personally like to be able -- I'll --  
7 I -- I do know that they can submit them, like --

8           MS. STITT: Now.

9           MS. CONSTANT: -- yesterday.

10          MS. STITT: Right.

11          MS. CONSTANT: But if we're saying all the  
12 way until December 1st, I think it's too late for -- it  
13 really --

14          MS. HULL: Yeah. We can -- we can  
15 definitely move that up. I mean, that was just the  
16 very last day --

17          MS. CONSTANT: Yeah.

18          MS. HULL: -- that we could receive them,  
19 but --

20          MS. CONSTANT: Yeah.

21          MS. HULL: -- we can move it up a week, and  
22 that way you have just a little bit more time to think  
23 about maps.

24          MS. CONSTANT: Yeah. I think because I -- I  
25 think it'd be important for us to have it at one of --

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

Page 12

1 either the third or fourth meeting to be able to -- I  
2 mean, and obviously, I know they're going to be able to  
3 submit yesterday, but I just don't want to -- anyone to  
4 feel like, well, gosh, you know, you waited until it  
5 was the final vote for you to look at my map. So I  
6 just don't want anyone to feel like that, but --

7 MS. FONG: Yeah.

8 MS. CONSTANT: Thank you. That's all.

9 MS. FONG: And -- and if we get 30 maps, are  
10 we going to look at -- we're going to look at all 30,  
11 or there's going to be -- is there a process of sort of  
12 whittling those down that you guys will take care of,  
13 or are we going to see every single map that gets  
14 submitted?

15 MS. STITT: So it really depends on your  
16 preference. So we usually -- obviously, we'll give you  
17 all of the documents. The staff will give you all of  
18 the documents, so you'll have the ability to look at  
19 all of them. And, you know, hopefully we'll be getting  
20 a lot, but it -- and I can work with staff to put  
21 together a process.

22 Usually, boards want to see all of them, and  
23 it's not necessarily, we don't like them. It's more  
24 like, we like this one; let's turn that into a draft.  
25 So you don't have to say, you know, which ones you

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

Page 13

1 don't like. You can say which ones you do like and  
2 then turn that into a draft map. You'll uplift it.

3 Does that make sense?

4 MS. KRAFKA: Yeah. And --

5 MS. CONSTANT: Oh, sorry. Go ahead.

6 MS. KRAFKA: I was just going to say, would  
7 you be able to -- when we receive all the maps, I  
8 assume or hope that someone will be calling out, okay,  
9 this one has a concern --

10 MS. STITT: Uh-huh.

11 MS. CONSTANT: -- that doesn't meet this  
12 criteria, like --

13 MS. STITT: Absolutely.

14 MS. CONSTANT: Okay. Perfect.

15 MS. STITT: Yeah. We'll let you know if  
16 they are viable --

17 MS. FONG: Right.

18 MS. STITT: -- if they are under 10 percent  
19 deviation, if they are contiguous. So all of the Fair  
20 Maps Act requirements, we'll let you know. And if they  
21 aren't following the Fair Maps Act requirements, but  
22 they're still, you know, adjustable, we'll let you know  
23 how it can be adjusted to -- so it can follow the  
24 guidelines.

25 MS. CONSTANT: I don't know how often this

1 would happen, but if there's a couple that are actually  
2 submitted, and they're, like, literally the same or  
3 close -- as close to it -- I don't know if that's ever  
4 happened because I don't know how many people, like,  
5 submit tons of maps to districts, but I'm assuming we  
6 would still get them, but saying, hey, these two are  
7 literally identical. Does that --

8 MS. STITT: Yeah.

9 MS. CONSTANT: Okay.

10 MS. STITT: Yeah, that happens from time to  
11 time, but it's mostly -- you know, they look almost the  
12 same with minor changes. So us, as demographers, we're  
13 really looking for those trends so we can see what,  
14 generally, the public thinks is -- are good shapes for  
15 districts.

16 MS. FONG: And -- and then, if individuals  
17 maybe just do a -- their own district, maybe where they  
18 live is -- because I'm -- I understood that you could  
19 do just initial -- one district.

20 MS. STITT: Yes.

21 MS. FONG: You don't have to do all five  
22 districts. So they -- we would just get that one  
23 district, or would you -- by itself, and then -- or  
24 would you add on the other four to make it a complete  
25 map?

1 MS. STITT: Oh, we would -- we would  
2 definitely respect what they drew and not try to add  
3 anything else to it. So we'll use that still as public  
4 testimony --

5 MS. FONG: Okay.

6 MS. STITT: -- as a preferred trustee area.

7 MS. FONG: Any other questions or comments?  
8 Any other -- any public comments? You are welcome to  
9 come up.

10 MR. BAQUERA: Thank you, Liz.

11 MS. FONG: Thank you, Liz.

12 Welcome.

13 MS. CUTHBERTSON: I got my notes. I did it  
14 this morning. Hi, everybody. I'm Holly Cuthbertson.  
15 I live in Sierra Gardens neighborhood, and I'm a very,  
16 very proud Eich parent. I have a sixth grader at Eich  
17 this year, and it has been a fabulous transition. So  
18 thank you for holding a Saturday meeting. It allowed  
19 me to be here and just to be able to participate in the  
20 process.

21 So districting, obviously, is only going to  
22 affect elections, right? And not how trustees govern  
23 or as representatives of the whole community. And I  
24 know it's kind of a pain to go through this process.  
25 This transition is going to be kind of hard. You know,

1 it's going to occur over the course of several years.

2 So I -- I appreciate your time today.

3           You know, having representation on the  
4 governing board from voices who live in different  
5 neighborhoods and different communities I think will,  
6 in the long-term, be a valuable change. And, you know,  
7 I was fortunate to serve, myself, on the Roseville  
8 Redistricting Commission, and I wanted to share a  
9 couple of takeaways from things that I learned from  
10 that process.

11           The public may take more increased interest  
12 once you release the draft maps. That was my  
13 experience. It was very quiet, and then once the maps  
14 came out, like, a -- a herd of people came in with  
15 interest in their own community like, say, if something  
16 got divided, that kind of thing. So you might see  
17 that.

18           I hope you see that as we move through the  
19 process. And then there's no such thing as a perfect  
20 map. I think we learned that, too. You know, you  
21 can't keep everybody happy. You know, some people will  
22 be disappointed. Others will be thrilled. That's just  
23 part of the process. And then the timeline goes really  
24 fast.

25           And Julie, what you said about making sure



1 that -- that the public releases -- gets their maps to  
2 you early I think is really important. Waiting until  
3 the deadline that you had before of December 1st is  
4 kind of late in the game, so the sooner --

5 I would say, public, if you're listening,  
6 you're on Zoom, the sooner you get your maps in, the  
7 better it'll be, because it gives you all more time to  
8 look at what's being presented, and it gives the  
9 consultant more time to put everything together. So  
10 it's good.

11 Also wanted to say, communities of interest  
12 is, like, totally subjective thing, I think. For me,  
13 for -- for Roseville City, I would think it would be  
14 the attendance boundaries, possibly for the elementary  
15 schools, as kind of a starting point.

16 And once you realize that -- that we can't  
17 do it for everybody, for every single school, like  
18 keeping a school in one district, then look at possibly  
19 neighborhood associations and neighborhoods because  
20 those I -- have a little bit more wiggle room, I think.

21 It's easier to include neighborhoods than it  
22 is to include school district boundaries, I guess. I  
23 did a little analysis myself, playing around with the  
24 tool online, and I was like, oh yeah, you can get most  
25 of the neighborhoods together. But this -- the

1 attendance boundaries is a little bit more tricky.

2 I'm hoping you consider maps that are not  
3 just drawn with, like, the PDF tool that the consultant  
4 provided. I found that it's -- yes, while it's quick  
5 and it simplifies the process, it wasn't as helpful  
6 when I was looking at -- myself, kind of looking at  
7 attendance boundaries, looking at neighborhoods.

8 I needed more technology to -- to look at  
9 the layers and, you know, toggle things on and off and  
10 change, kind of, populations back and forth to try to  
11 make it balanced.

12 And I think, you know, because we just have  
13 the map to be able -- for the public to draw, they're  
14 missing out on, like, the demographic information. So  
15 there are tools out there to be able to get it. It's  
16 easy to find online, and it's free.

17 But, you know, one of the things I'll be  
18 doing when I draw my map is making sure that I'm not,  
19 like, splitting racial groups in half and neighborhoods  
20 because it's not something I'd be able to tell from,  
21 like, looking at a PDF.

22 So I hope you guys consider maps that are  
23 drawn, like, without this tool, but that still meet the  
24 criteria and present you with the information, the  
25 demographic information. So that's all I wanted to

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

Page 19

1 say. Thanks for your time.

2 MS. FONG: Perfect. Thank you for coming,  
3 Holly.

4 MS. CUTHBERTSON: Yeah. Yeah.

5 MS. CONSTANT: I have one more thing.

6 MS. FONG: Yep.

7 MS. CONSTANT: Sorry. I have one more.

8 MS. FONG: Sure. Go ahead, Trustee  
9 Constant.

10 MS. CONSTANT: So is there (inaudible) ask  
11 you to also -- I know we talked about it last meeting -  
12 - is to have a map with the elementary schools on the  
13 actual map or -- so just --

14 MS. FONG: For the public to look at?

15 MS. CONSTANT: -- for the public. Yeah.

16 MS. FONG: Yeah.

17 MS. CONSTANT: It'd be -- either be online  
18 or -- because I -- I was looking at the -- our website  
19 and seeing that the maps, that they're still -- don't  
20 have -- I mean, they have the neighborhoods, which is  
21 great, but really seeing where our schools are so that  
22 if the -- if our public is looking at creating their  
23 own maps, they're able to kind of keep those  
24 neighborhoods together, maybe based on the attendance  
25 areas or -- if possible.

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**  
**Special Meeting 10/28/2023**

Page 20

1 MS. STITT: Yeah. We'll get you a map next  
2 week, or at least to staff to review, with a -- an  
3 overlay of the attendance zones.

4 MS. CONSTANT: Okay.

5 MS. STITT: So yes. We will put that  
6 together.

7 MS. CONSTANT: And -- and on the blocks, I  
8 know we can't go into the little, tiny ones, but on the  
9 middle group census blocks, are we -- I -- I didn't  
10 really dive into -- I'm not -- I'm not as, you know,  
11 good at the computer part, so I didn't really dive into  
12 the tool yet.

13 But is -- are you able to -- to dive into  
14 the -- some of those blocks a little bit better if  
15 you're -- you're close on those numbers so our  
16 deviation is closer?

17 MS. STITT: Yeah.

18 MS. CONSTANT: Okay.

19 MS. STITT: Yes. Yeah.

20 MS. CONSTANT: Okay.

21 MS. STITT: All of that. And we typically  
22 don't encourage live drawing, but if you do want to do  
23 any live drawing -- like, for example, when we get to  
24 meeting 4, you really like a map, but you just want one  
25 change to a census block. We can pull that up and show

1 you what the difference would be, as Holly was  
2 describing. You could see the population changes using  
3 what we used, Maptitude. So we can go into those small  
4 little changes of census blocks. Uh-huh.

5 MS. FONG: Yeah. Yeah. I -- I agree. I  
6 would love to see the overlay of the elementary school  
7 districts. I think that's a huge criteria for -- for  
8 most of us on the board, and we would want that to be  
9 reflected in the public or let -- so they would know  
10 exactly -- you know, they would -- they'd be able to  
11 use that as a guide as well. So that would be great if  
12 you could get that up as soon as you could.

13 MS. STITT: Absolutely.

14 MS. FONG: Okay. Seeing no other  
15 individuals here for public -- for the public comment  
16 portion. I'm going to close the public hearing.

17 And any comments from the superintendent?

18 MR. GARCIA: No comments.

19 MS. FONG: Trustee Zachreson?

20 MR. ZACHRESON: No comments.

21 MS. FONG: Trustee Krafka?

22 MS. KRAFKA: No comments.

23 MS. FONG: Trustee Constant?

24 MS. CONSTANT: No comment.

25 MS. FONG: Trustee Baquera?

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION  
Special Meeting 10/28/2023**

1 MR. BAQUERA: Nope.

2 MS. FONG: And I have no comments as well,  
3 so we are going to adjourn our meeting at 10:28 a.m.

4 Thank you, everybody, for coming.

5 (End of Video Recording.)

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CERTIFICATE

I, Doug Yarborough, do hereby  
certify that I was authorized to and transcribed  
the foregoing recorded proceedings, and that the  
transcript is a true record, to the best of my  
ability.

Dated this 30th of January, 2024.



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Doug Yarborough

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Meeting 10/28/2023**

**Index: 10..beginning**

	20:24	<b>affect</b> 15:22	<b>aspects</b> 6:11
<hr/> 1 <hr/>			
	4.1 2:21	<b>African</b> 6:8	<b>associate</b> 6:25
10 4:15		<b>age</b> 4:14	
13:18	<hr/> 5 <hr/>	8:5	<b>associations</b> 17:19
10:28 22:3	5 5:12	<b>agenda</b> 2:11, 12,17	<b>assume</b> 13:8
110,000 7:22			
11th 9:14	<hr/> A <hr/>	<b>agree</b> 21:5	<b>assuming</b> 14:5
13th 9:11, 13	<b>a.m.</b> 22:3	<b>ahead</b> 13:5 19:8	<b>at-</b> 3:15
1st 10:25	<b>ability</b> 5:6 10:5 12:18 23:7	<b>Allegiance</b> 2:8,10	<b>attendance</b> 17:14 18:1,7 19:24 20:3
11:12 17:3		<b>allowed</b> 15:18	
<hr/> 2 <hr/>	<b>Absolutely</b> 13:13 21:13	<b>Americans</b> 6:8	<b>authorized</b> 23:4
2020 7:23, 25	<b>accurate</b> 10:2,4	<b>analysis</b> 17:23	<b>avoiding</b> 6:24
2023 2:3	<b>Act</b> 2:7 3:6,14 4:5 6:6 8:8 13:20,21	<b>approval</b> 2:11	<b>aye</b> 2:19,20
2024 23:11			
27th 9:12, 14		<b>approve</b> 2:12,16	<hr/> B <hr/>
28th 2:3 9:7	<b>actual</b> 19:13	<b>area</b> 3:22, 24,25 4:9, 22 5:2,7 15:6	<b>back</b> 3:11 10:18 18:10
<hr/> 3 <hr/>	<b>add</b> 14:24 15:2		<b>balanced</b> 18:11
3 5:12	<b>address</b> 10:12	<b>areas</b> 2:23 3:18 6:2 19:25	<b>Baquera</b> 2:13,16 15:10 21:25 22:1
3.1 2:11	<b>adjourn</b> 22:3	<b>arguably</b> 8:21	<b>based</b> 7:23 19:24
30 12:9,10	<b>adjustable</b> 13:22	<b>Asians</b> 6:8	<b>beginning</b>
30th 23:11	<b>adjusted</b> 13:23	<b>aspect</b> 4:2	
<hr/> 4 <hr/>	<b>adoption</b> 8:25		
4 5:12			



**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Meeting 10/28/2023**

**Index: benefit..criteria**

2:1	7:4	<b>classes</b> 6:7	<b>concern</b> 13:9
<b>benefit</b> 5:25	_____	<b>close</b> 14:3	<b>consideration</b>
<b>bit</b> 4:17	<b>C</b>	20:15	11:3
11:22	<b>calculate</b>	21:16	<b>Constant</b>
17:20 18:1	4:16	<b>closer</b> 20:16	9:1,4
20:14	<b>California</b>	<b>comment</b>	10:17,18,
<b>block</b> 7:11	2:6 3:14	21:15,24	21 11:9,
20:25	4:5 6:8	<b>comments</b>	11,17,20,
<b>blocks</b> 6:2	7:2	2:18 15:7,	24 12:8
7:11,15,19	<b>call</b> 2:3	8 21:17,	13:5,11,
20:7,9,14	<b>calling</b> 13:8	18,20,22	14,25 14:9
21:4	<b>care</b> 12:12	22:2	19:5,7,9,
<b>board</b> 2:4,20	<b>carries</b> 2:21	<b>Commission</b>	10,15,17
5:22 16:4	<b>census</b> 4:10,	16:8	20:4,7,18,
21:8	12 7:11,	<b>common</b> 5:25	20 21:23,
<b>boards</b> 12:22	12,15,16,	6:7	24
<b>bond</b> 6:14	20,23,24,	<b>communities</b>	<b>consultant</b>
<b>boundaries</b>	25 8:2	5:15,21,23	17:9 18:3
3:20 6:21	9:20 20:9,	6:6,12	<b>contiguity</b>
17:14,22	25 21:4	8:15 16:5	4:23 5:8,
18:1,7	<b>CERTIFICATE</b>	17:11	14
<b>boundary</b>	23:1	<b>community</b>	<b>contiguous</b>
5:13	<b>certify</b> 23:4	3:11 5:17,	4:19,25
<b>break</b> 7:15	<b>change</b> 16:6	21 6:14,17	5:11,19
10:3	18:10	11:4 15:23	13:19
<b>bring</b> 10:9	20:25	16:15	<b>convenient</b>
<b>broken</b> 9:19	<b>characteristic</b>	<b>compact</b> 6:23	9:11
<b>building</b> 6:1	6:14	7:8	<b>couple</b> 14:1
<b>bumping</b>	<b>citizen</b> 4:14	<b>compactness</b>	16:9
10:24	8:4	5:20 7:6	<b>creating</b>
<b>Bureau</b> 7:16	<b>City</b> 2:4	<b>complete</b>	3:21 19:22
<b>bypassing</b>	6:18 17:13	14:24	<b>criteria</b>
		<b>computer</b>	4:3,4,7
		20:11	13:12
			18:24 21:7

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Meeting 10/28/2023**

**Index: culture..end**

<b>culture</b> 6:13	<b>definitions</b> 6:1	
<b>Cuthbertson</b> 15:13,14 19:4	6:13 <b>demographers</b> 5:18 6:16 14:12	<b>districting</b> 3:6,17,19 7:7 8:1,9 15:21
<b>cutting</b> 5:5	<b>demographic</b> 18:14,25	<b>districts</b> 3:21 6:23 9:25 10:3 14:5,15,22 21:7
<b>CVAP</b> 4:13 8:6	<b>depends</b> 12:15	<b>divide</b> 20:10, 11,13
<b>CVRA</b> 3:5	<b>describing</b> 21:2	<b>divided</b> 16:16
<hr/> <b>D</b> <hr/>	<b>determine</b> 4:11	<b>documents</b> 12:17,18
<b>data</b> 7:15, 17,20,23, 25 8:2,5 9:20	<b>deviation</b> 4:15 13:19 20:16	<b>Doug</b> 23:3, 15
<b>datasets</b> 8:6,8	<b>difference</b> 21:1	<b>download</b> 9:21
<b>date</b> 11:6	<b>differences</b> 3:23 7:1	<b>draft</b> 12:24 13:2 16:12
<b>Dated</b> 23:11	<b>disappointed</b> 16:22	<b>draw</b> 9:24 10:3,4,5, 14 18:13, 18
<b>dates</b> 10:19, 23	<b>discussion</b> 2:18	<b>drawing</b> 4:4 6:10 20:22,23
<b>day</b> 11:16	<b>distant</b> 7:5	<b>drawn</b> 18:3, 23
<b>deadline</b> 10:24,25 17:3	<b>district</b> 2:4 4:8,21 5:5,9,12 6:18 7:21 14:17,19, 23 17:18, 22	<b>drew</b> 15:2
<b>December</b> 9:14 10:25 11:12 17:3	<b>districted</b>	
<b>define</b> 5:24		
<b>defines</b> 6:14		
<b>definition</b> 6:3 7:4		
		<hr/> <b>E</b> <hr/>
		<b>e-mail</b> 10:11,12
		<b>early</b> 17:2
		<b>easier</b> 17:21
		<b>easy</b> 6:20 18:16
		<b>educate</b> 8:13
		<b>educating</b> 3:3 4:3
		<b>Education</b> 2:5
		<b>effectively</b> 3:15
		<b>Eich</b> 15:16
		<b>election</b> 3:20,21
		<b>elections</b> 3:16 15:22
		<b>electronically</b> 10:8,11
		<b>elementary</b> 17:14 19:12 21:6
		<b>emphasis</b> 3:4
		<b>emphasize</b> 6:9
		<b>encourage</b> 20:22
		<b>end</b> 22:5

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Meeting 10/28/2023**

**Index: equal..hope**

<b>equal</b> 4:9,11 5:19	<b>focus</b> 3:3	<hr/> <b>G</b> <hr/>	<b>guide</b> 4:6 21:11
<b>essentially</b> 3:15,23 4:19 6:24	<b>folks</b> 3:21 7:23 10:2	<b>game</b> 17:4	<b>guidelines</b> 6:5 13:24
<b>estimate</b> 7:18	<b>follow</b> 13:23	<b>GARCIA</b> 21:18	<b>guys</b> 12:12 18:22
<b>estimation</b> 7:19	<b>FONG</b> 2:2, 11,15,21 10:7,16 12:7,9 13:17 14:16,21 15:5,7,11 19:2,6,8, 14,16 21:5,14, 19,21,23, 25 22:2	<b>Gardens</b> 15:15	<hr/> <b>H</b> <hr/>
<b>exact</b> 3:2		<b>gather</b> 2:22	<b>half</b> 18:19
<b>experience</b> 16:13		<b>generally</b> 14:14	<b>happen</b> 14:1
<hr/> <b>F</b> <hr/>		<b>geographic</b> 6:15 7:17	<b>happened</b> 14:4
<b>fabulous</b> 15:17		<b>gerrymandering</b> 6:25	<b>happy</b> 16:21
<b>factor</b> 6:10	<b>foregoing</b> 23:5	<b>give</b> 12:16, 17	<b>hard</b> 15:25
<b>Fair</b> 4:5 13:19,21	<b>formulas</b> 7:2	<b>good</b> 2:2 3:1 14:14 17:10 20:11	<b>hearing</b> 2:6, 22 8:10, 11,16,20, 21,22,24 21:16
<b>fast</b> 16:24	<b>fortunate</b> 16:7	<b>gosh</b> 12:4	<b>heart</b> 3:19
<b>favor</b> 2:19	<b>found</b> 18:4	<b>govern</b> 15:22	<b>held</b> 9:8
<b>Federal</b> 8:7	<b>fourth</b> 8:21 12:1	<b>governing</b> 16:4	<b>helpful</b> 18:5
<b>feedback</b> 8:14	<b>free</b> 18:16	<b>grader</b> 15:16	<b>herd</b> 16:14
<b>feedback@</b> <b>rcsdk8.org</b> 10:12	<b>full</b> 3:8	<b>great</b> 19:21 21:11	<b>hey</b> 14:6
<b>feel</b> 12:4,6	<b>functional</b> 4:23 5:1	<b>group</b> 5:24 6:13 20:9	<b>holding</b> 15:18
<b>final</b> 9:14 11:1 12:5	<b>funny-looking</b> 6:24	<b>groups</b> 7:11 18:19	<b>Holly</b> 2:9 15:14 19:3 21:1
<b>find</b> 18:16	<b>future</b> 3:12	<b>guess</b> 17:22	<b>hope</b> 13:8 16:18 18:22

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Meeting 10/28/2023**

**Index: hoping..mapability**

<b>hoping</b> 18:2	<b>initial</b> 17:4,15	11
<b>huge</b> 21:7	14:19	18:6,10
<b>HULL</b> 11:14, 18,21	<b>input</b> 2:23	19:23
	5:21,22	<b>Krafka</b> 2:14,
	8:18	16 13:4,6
<hr/> <b>I</b> <hr/>	<b>interest</b>	21:21,22
	5:15,21,23	<b>lot</b> 3:7
<b>identical</b>	6:7,12	12:20
14:7	16:11,15	<b>love</b> 21:6
<b>identify</b>	17:11	<hr/> <b>M</b> <hr/>
6:20	<b>interests</b>	<b>mail</b> 10:13
<b>impacting</b>	5:25	<b>maintain</b>
3:20	<b>introduction</b>	5:15,20
<b>important</b>	9:12	<b>make</b> 4:18
4:2,8 5:16	<b>involved</b> 3:4	5:6 6:19
7:14 8:8,	<b>involving</b>	8:6 13:3
21 11:25	2:5,6	14:24
17:2	<b>Item</b> 2:11	18:11
<b>inaudible</b>	<hr/> <b>J</b> <hr/>	<b>makes</b> 3:23
19:10		<b>making</b> 4:8
<b>include</b>	<b>January</b>	16:25
17:21,22	23:11	18:18
<b>inclusive</b>	<b>Jessica</b>	<b>manmade</b> 6:21
6:3	10:11	<b>map</b> 4:12,
<b>incorrect</b>	<b>Julie</b> 16:25	14,18,24
7:20	<hr/> <b>K</b> <hr/>	8:22,24
<b>increased</b>		9:19 10:3
16:11	<b>keeping</b>	12:5,13
<b>individuals</b>	17:18	13:2 14:25
14:16	<b>kind</b> 10:22	16:20
21:15	11:3	18:13,18
<b>information</b>	15:24,25	19:12,13
18:14,24,	16:16	20:1,24
25		<b>mapability</b>
		6:17
		<b>live</b> 3:25
		14:18
		15:15 16:4
		20:22,23
		<b>Liz</b> 15:10,

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Meeting 10/28/2023**

**Index: mapped..point**

<b>mapped</b> 6:15	<b>middle</b> 20:9	<b>numbers</b> 7:17	<b>parent</b> 15:16
<b>maps</b> 4:4,5 8:17,18,20 9:12,13,24 10:7,24 11:1,23 12:9 13:7, 20,21 14:5 16:12,13 17:1,6 18:2,22 19:19,23	<b>minor</b> 14:12  <b>missing</b> 18:14  <b>morning</b> 2:2 3:1 15:14  <b>motion</b> 2:12, 15,21  <b>move</b> 11:15, 21 16:18  <b>moved</b> 2:13	9:20 10:2, 4 20:15 <hr/> <b>O</b> <hr/> <b>obligated</b> 8:2  <b>obstructing</b> 5:3  <b>occur</b> 16:1  <b>October</b> 2:3 9:7,11,12  <b>offer</b> 9:9  <b>office</b> 3:25  <b>online</b> 9:18, 19 10:14 17:24 18:16 19:17  <b>open</b> 2:22  <b>open-ended</b> 6:3  <b>Opposed</b> 2:21  <b>order</b> 2:5  <b>original</b> 7:7  <b>outreach</b> 9:8  <b>overlay</b> 20:3 21:6 <hr/> <b>P</b> <hr/> <b>pain</b> 15:24	<b>part</b> 4:20 5:3 16:23 20:11  <b>participate</b> 15:19  <b>Partners</b> 2:24  <b>Paul</b> 7:1  <b>PDF</b> 18:3,21  <b>people</b> 3:23 5:24 6:25 14:4 16:14,21  <b>percent</b> 4:15 13:18  <b>perfect</b> 13:14 16:19 19:2  <b>person</b> 10:15  <b>personally</b> 11:6  <b>physically</b> 10:13  <b>piece</b> 4:20, 25 5:10  <b>playing</b> 17:23  <b>Pledge</b> 2:7, 10  <b>point</b> 8:13, 23 17:15
<b>Maptitude</b> 21:3	<hr/> <b>N</b> <hr/>		
<b>mathematical</b> 7:2	<b>natural</b> 5:13 6:21		
<b>means</b> 4:10, 19,24 5:1	<b>nature</b> 6:15		
<b>mechanics</b> 7:10	<b>nearby</b> 7:4		
<b>meet</b> 13:11 18:23	<b>necessarily</b> 12:23		
<b>meeting</b> 2:4, 5 9:8 11:2 12:1 15:18 19:11 20:24 22:3	<b>needed</b> 18:8  <b>neighborhood</b> 15:15 17:19		
<b>meetings</b> 8:12,13 9:22,23 10:21	<b>neighborhoods</b> 9:20 16:5 17:19,21, 25 18:7,19 19:20,24		
<b>members</b> 2:20 3:11 5:17 10:1	<b>notes</b> 15:13  <b>November</b> 9:13,14		

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Meeting 10/28/2023**

**Index: population..Roseville**

<b>population</b>	12:11,21		<b>recording</b>
4:9,11,12,	15:20,24	<hr/> Q <hr/>	2:1 3:10
14 7:4,22	16:10,19,		22:5
8:5 21:2	23 18:5	<b>question</b>	
		5:16	<b>redistricting</b>
<b>populations</b>	<b>prohibits</b>	<b>questions</b>	2:24 7:9,
18:10	3:15	6:11 15:7	10 16:8
<b>portion</b>	<b>protected</b>	<b>quick</b> 18:4	<b>reference</b>
21:16	6:7	<b>quicker</b> 3:7	6:6
<b>possibly</b>	<b>proud</b> 15:16	<b>quiet</b> 16:13	<b>reflected</b>
17:14,18	<b>provided</b>		21:9
<b>potential</b>	18:4	<hr/> R <hr/>	<b>relationship</b>
7:2	<b>public</b> 2:6,	<b>race</b> 6:9	6:18
<b>pre-map</b> 2:23	22 3:3 4:3	<b>racial</b> 18:19	<b>release</b>
8:12	7:14 8:14,	<b>railroad</b>	16:12
<b>predominant</b>	18 9:7,9,	5:5,11	<b>releases</b>
6:10	17,23,25	6:22	17:1
<b>preference</b>	10:1,5,24	<b>ranked</b> 4:4	<b>representation</b>
12:16	14:14	<b>reach</b> 9:9	16:3
<b>preferred</b>	15:3,8	<b>realize</b>	<b>representative</b>
8:24 15:6	16:11	17:16	3:22
<b>present</b> 8:20	17:1,5	<b>realm</b> 7:19	<b>representative</b>
18:24	18:13	<b>receive</b> 8:5,	<b>s</b> 15:23
<b>presentation</b>	19:14,15,	13,18	<b>requirements</b>
2:24 3:9,	22 21:9,	11:18 13:7	13:20,21
12 9:16	15,16	<b>receiving</b>	<b>respect</b> 15:2
<b>presented</b>	<b>pull</b> 10:18	8:16,17	<b>review</b> 20:2
17:8	20:25	<b>recitation</b>	<b>revised</b> 9:13
<b>pretty</b> 10:4	<b>pulled</b> 9:4	2:10	<b>Rights</b> 2:6
<b>print</b> 10:8	<b>purple</b> 5:9	<b>record</b> 23:6	3:6,14 6:6
<b>proceedings</b>	<b>purposes</b>	<b>recorded</b>	8:7
23:5	7:13	23:5	<b>room</b> 17:20
<b>process</b> 3:5,	<b>put</b> 12:20		<b>Roseville</b>
17 4:6	17:9 20:5		

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Meeting 10/28/2023**

**Index: run..transcribed**

2:4 6:18	<b>single</b> 12:13	6:3 17:12	<b>thrilled</b>
16:7 17:13	17:17	<b>submit</b> 10:7,	16:22
<b>run</b> 3:25	<b>sixth</b> 15:16	10 11:7	<b>time</b> 3:8,9
_____	<b>size</b> 5:19	12:3 14:5	5:4 6:25
<b>s</b>	<b>small</b> 21:3	<b>submitted</b>	7:10 8:11
_____	<b>sooner</b> 17:4,	12:14 14:2	9:10,11
<b>Saturday</b> 9:8	6	<b>superintendent</b>	11:22
15:18	<b>sort</b> 12:11	21:17	14:10,11
<b>school</b> 2:4	<b>special</b> 2:3,	<b>supposed</b> 6:2	16:2 17:7,
6:18	5	_____	9 19:1
17:17,18,	<b>split</b> 7:18	<b>T</b>	<b>timeline</b>
22 21:6	<b>splitting</b>		16:23
<b>schools</b>	18:19	<b>takeaways</b>	<b>tiny</b> 20:8
17:15	<b>staff</b> 12:17,	16:9	<b>today</b> 3:3
19:12,21	20 20:2	<b>talk</b> 8:15,	7:13 9:7
<b>send</b> 7:18	<b>start</b> 2:7	19	16:2
10:13	<b>starting</b>	<b>talked</b> 7:1	<b>today's</b> 8:11
<b>sense</b> 13:3	17:15	19:11	<b>toggle</b> 18:9
<b>separates</b>	<b>STITT</b> 3:1	<b>talking</b> 3:2	<b>tons</b> 14:5
5:12	9:3,6	<b>technology</b>	<b>tool</b> 17:24
<b>serve</b> 16:7	10:10,20	18:8	18:3,23
<b>set</b> 4:4	11:8,10	<b>terms</b> 7:1	20:12
<b>shapes</b> 6:24	12:15	<b>testimony</b>	<b>tools</b> 18:15
14:14	13:10,13,	15:4	<b>total</b> 4:15
<b>share</b> 16:8	15,18	<b>thing</b> 7:14	7:22
<b>show</b> 9:23	14:8,10,20	16:16,19	<b>totally</b>
20:25	15:1,6	17:12 19:5	17:12
<b>Sierra</b> 15:15	20:1,5,17,	<b>things</b> 16:9	<b>tracks</b> 5:5
<b>signal</b> 8:23	19,21	18:9,17	7:12
<b>simple</b> 7:3	21:13	<b>thinking</b>	<b>train</b> 5:5
<b>simplifies</b>	<b>structure</b>	5:14	<b>transcribed</b>
18:5	8:10	<b>thinks</b> 14:14	23:4
	<b>subjective</b>		

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Meeting 10/28/2023**

**Index: transcript..Zoom**

<b>transcript</b> 23:6	14:18	<b>week</b> 11:21 20:2
<b>transition</b> 15:17,25	<b>updated</b> 7:24	<b>whittling</b> 8:22 12:12
<b>travel</b> 5:1,6	<b>uplift</b> 13:2	<b>wiggle</b> 17:20
<b>trends</b> 14:13	<hr/> <b>v</b> <hr/>	<b>work</b> 12:20
<b>tricky</b> 18:1	<b>valuable</b> 16:6	<b>workday</b> 9:10
<b>true</b> 23:6	<b>version</b> 7:8	<b>wrong</b> 6:4
<b>trustee</b> 2:15,16,23 3:18,22, 24,25 4:9, 22 5:2,7 6:2 10:17 15:6 19:8 21:19,21, 23,25	<b>viable</b> 13:16	<hr/> <b>y</b> <hr/>
<b>trustees</b> 5:17 15:22	<b>Video</b> 2:1 22:5	<b>Yarborough</b> 23:3,15
<b>turn</b> 12:24 13:2	<b>voices</b> 16:4	<b>year</b> 15:17
<b>types</b> 4:22	<b>vote</b> 3:21, 24 9:15 12:5	<b>years</b> 8:1 16:1
<b>typically</b> 20:21	<b>voting</b> 2:6 3:6,14 4:14 6:6 8:5,7	<b>yesterday</b> 11:9 12:3
<hr/> <b>u</b> <hr/>	<hr/> <b>w</b> <hr/>	<hr/> <b>z</b> <hr/>
<b>U.S.</b> 7:16	<b>waited</b> 12:4	<b>Zachreson</b> 21:19,20
<b>Uh-huh</b> 13:10 21:4	<b>Waiting</b> 17:2	<b>zones</b> 20:3
<b>understandable</b> 6:20	<b>wanted</b> 9:9 16:8 17:11 18:25	<b>Zoom</b> 17:6
<b>understood</b>	<b>watch</b> 3:8,11	
	<b>watching</b> 9:18	
	<b>website</b> 3:10,13 19:18	