

**ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
Special Meeting 11/27/2023**

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Transcript of Video File:
ROSEVILLE CITY SCHOOL DISTRICT BOARD OF EDUCATION
SPECIAL MEETING
CALIFORNIA VOTING RIGHTS ACT PUBLIC HEARING
NOVEMBER 27, 2023

Video Runtime: 2 Hours 4 Minutes 39 Seconds

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1 (Beginning of Video Recording.)

2 MS. FONG: It's 6:00. Good evening,
3 everyone. Oops. (Inaudible).

4 Item 3.1 is the agenda approval. May I have
5 a motion to approve the agenda?

6 MR. BAQUERA: So moved.

7 MR. ZACHRESON: Second.

8 MS. FONG: There's a motion by Trustee
9 Baquera and a second by Trustee Zachreson to approve
10 the agenda.

11 Any comments or discussion?

12 All those in favor, say aye.

13 BOARD MEMBERS: Aye.

14 MS. FONG: Opposed?

15 Motion Carries.

16 Item 4.1 is an action item to adopt
17 resolution number 2023-24.12, a Resolution of the
18 Roseville City School District in Opposition to the
19 Aspire Solaire Territory Transfer Petition and Further
20 Requesting the Placer and Sacramento County Committees
21 on School District Organization Deny the Petition.

22 Associate Superintendent Banks?

23 MR. GARCIA: I think I'm going to take that
24 one --

25 MS. FONG: Oh, sorry.

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1 MR. GARCIA: -- for Amy.

2 MS. FONG: Sorry, sir.

3 MR. GARCIA: This was brought at the request
4 of the board after Associate Superintendent Banks
5 presented the 10-Year Facility Enrollment Plan. It
6 shows a huge impact on the west end of the district,
7 specifically around Chilton Middle School.

8 And so this resolution is brought at the
9 request of the Board of Education. The Roseville Joint
10 Union High School District had a similar resolution, as
11 did the Center Joint Union High School District also
12 had a similar resolution.

13 I went to the November 14th county committee
14 meeting for the Sacramento County Office of Education.
15 After about 90 minutes, the -- their county board voted
16 to preliminarily oppose the territory transfer. There
17 is a meeting on December 4th at Placer County for them
18 to make a final decision.

19 And so we bring this here for action, hoping
20 to get it on the December 4th agenda for the Placer
21 County committee meeting.

22 MS. FONG: Any comments or questions? Is
23 there a motion to approve 4.1?

24 MR. BAQUERA: Can I say a comment first?

25 MS. FONG: Sure.

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1 MR. BAQUERA: Which is, I -- I think the
2 analysis -- the analysis done by the board -- well, let
3 me -- I'll -- I'll start by saying I think we saw the
4 community's interest. We see that there is a desire
5 for this group to move in.

6 But I -- I think -- I was very mixed on --
7 on this decision on writing a letter in opposition.
8 And I will go along with the rest of the board in -- in
9 supporting the opposition for the reasons that we
10 discussed.

11 But I -- I do see the point of this
12 community trying to -- trying to redraw the boundary
13 lines into the district. So it's an unfortunate
14 situation for this small community, but I understand --
15 I understand the whys. That's all I'll say.

16 MS. FONG: Any other comments?

17 Trustee Zachreson?

18 MR. ZACHRESON: Just a clarification. So
19 the Sacramento meeting, that was a preliminary, so the
20 intent, but it hasn't -- hasn't been finalized. And
21 then there's a Placer County -- Sacramento County.
22 There's a Placer County meeting that's going to take
23 place on December 4th?

24 MR. GARCIA: Correct. Yeah. So the Placer
25 County committee meeting, they voted to accept the

1 report that was given, but they did not make a decision
2 in terms of making a preliminary decision. They just
3 accepted the report.

4 Then the Sacramento County office met. They
5 did accept the report. However, they found that
6 multiple points in the report did not meet standard,
7 and so that's why they preliminarily opposed it. And
8 now it goes to one more final meeting of each county
9 board.

10 And so the fourth is the -- I'm sorry,
11 Placer County. And then I believe -- I can't remember
12 the date. I think it's a week later will be the Sac
13 County.

14 MR. ZACHRESON: Got it. And -- and can you
15 share some of the -- the -- the points or the -- the
16 main objections from Sacramento County?

17 MR. GARCIA: Yeah. Certainly. One is that
18 -- the main thing is that the Center Joint Union School
19 District commissioned their own report. And so the
20 main synopsis of that report is to not solve a
21 temporary problem with a long-term solution.

22 So within the Center Joint Union School
23 District, they have plans to build an elementary
24 school approximately a mile away, a middle school
25 approximately one and a half miles away, and a high

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1 school approximately one and a half miles away. And so
2 these people would -- these folks who live in this
3 neighborhood would be connected and they're all within
4 walking distance of those schools.

5 And so kind of it was, these will be built
6 eventually in -- in the future. And so don't try and
7 solve this short-term issue by having a long-term
8 solution, meaning transferring boundary lines.

9 Part of it was the expense. It would be
10 busing for us. It would be adding a bus route. The
11 Roseville Joint Union High School District does not
12 have enough buses or bus drivers. Therefore, we would
13 need to purchase a bus and a bus driver in order to
14 transport these students to Eich Middle School.

15 And there was also around economic impact.
16 Because the Center Joint Union School District is going
17 to finance these schools through general obligation
18 bonds, they felt like the devaluation of that area
19 based upon those homes moving into our district would
20 negatively impact their ability to fund those schools.
21 And that's kind of how they were proposed to be built.

22 And then they did not feel that they were
23 actually a part of the -- the neighborhood overall,
24 quote unquote, in that they're a part of the Aspire
25 Solaire neighborhood but not necessarily the Roseville

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1 Joint and/or Roseville City School District.

2 MR. ZACHRESON: Got it. Thank you.

3 MR. BAQUERA: I think -- I know -- sorry.
4 The other point that I -- I -- I think I wanted to
5 raise too, is -- is this idea of not telling that
6 community that we -- we wouldn't welcome their students
7 in RCSD, that there is a process to go through for an
8 inter-district transfer to be able to come into RCSD,
9 and we would encourage the families, if they wanted to
10 be in an RCSD school, to work through that process but
11 not just draw -- redrawing the boundary line as that
12 sweeping.

13 MR. GARCIA: And to build on that, that
14 point was made clear at the Sac County meeting. The
15 Sac County Board had those types of questions for me,
16 and almost verbatim expressed that same thing: That
17 there's still -- if there was a true interest, they
18 could apply through an inter-district transfer process.

19 But that on the west end, we've been closed
20 for all inter-districts for the last three years. And
21 so those schools are not available. However, pretty
22 much anything in the middle or eastern part of the
23 district, including Eich Middle School, because of a
24 specialized program, there's a greater opportunity for
25 them to attend our schools through that inter-district

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1 process.

2 MS. FONG: Any other comments or questions?
3 I -- I do want to share that because I have a
4 significant property interest in the Center Unified
5 School District, I'm going to be abstaining from this
6 vote.

7 So any other comments or questions? Is
8 there a motion?

9 MR. ZACHRESON: I'll -- I'll move to adopt
10 the resolution.

11 MS. CONSTANT: I'll second.

12 MS. FONG: There's a motion by Trustee
13 Zachreson and a second by Trustee Constant to approve
14 the resolution 4.1.

15 Any comments or discussion additional?

16 This requires a roll call vote.

17 BOARD CLERK: Trustee Zachreson?

18 MR. ZACHRESON: Aye.

19 BOARD CLERK: Trustee Constant?

20 MS. CONSTANT: Aye.

21 BOARD CLERK: Trustee Baquera?

22 MR. BAQUERA: Aye.

23 BOARD CLERK: President Fong?

24 MS. FONG: Abstain.

25 Motion Carries.

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1 Next is item 5.1. I'm going to open the
2 public hearing to review the draft maps and provide
3 input regarding the establishment of trustee areas in
4 the -- and election by trustee areas.

5 We do have one public comment from Johnny
6 Knadler. Welcome, Mr. Knadler. You have about three -
7 - three minutes.

8 MR. KNADLER: Hopefully, I'll keep this
9 short. Basically, I've looked over the maps. My only
10 concern is that we keep the elementary school districts
11 generally within one area. You know, the compact?
12 You-all discussed it last time.

13 In my own area, some of the maps divide it
14 up, and, you know, my neighbors across the street would
15 be, you know, potentially -- well, not -- a couple
16 blocks away would be in a different map. And I think
17 it helps to give each elementary school a voice by
18 having them be together. So splitting them up would
19 split their voices.

20 And particularly with the way the maps are
21 going to go, we know eventually it's -- it's going to
22 shift, heavily west. But, you know, at this time, to
23 get stuck in the middle, you know, I want my middle
24 district to have some voice.

25 And just along those new -- I last time

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1 spoke about special ed. One way the school district
2 could address special ed is we could have a special
3 education school like in Elk Grove, the Jessie Baker
4 School, which is a school just for special ed students.
5 And I think that would help give voices to these
6 special ed students in our district.

7 And also, I'd ask -- actually, I did a
8 public records request for autism-specific training for
9 the district. And the response back was no response of
10 document. So I would ask the school board also to
11 consider, you know, having an autism-specific program,
12 teaching -- you know -- you know, a support program for
13 teachers and autism specialists, something like that,
14 to also give voice to special education students.

15 And that is it. I'll leave you-all to the
16 map. I'll have specifics on some maps once you-all
17 pick some, but there's so many maps, I don't want to go
18 into it. Thank you.

19 MS. FONG: Thank you.

20 Oh, that's -- no other public comments are
21 here. So we're going to just get right into -- do we
22 have a presentation from Redistricting Partners or how
23 do we --

24 MR. GARCIA: We So let me set some context
25 for the board, first of all. So I would agree with Mr.

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1 Nadler. There is an abundance of maps to consider. I
2 think we have 23, if I counted correctly, roughly in
3 that range. Really the goal for tonight is to cull
4 that down to two or three maps. Ideally, it would be
5 one, but I think that's a huge lift, to go from 23 down
6 to one.

7 And the reason for that is because we're on
8 that tight timeline. We want to be able to post any
9 maps that the board elevates from today's meeting by
10 Monday, December 4th, so that they can be considered
11 seven days before the December 11th meeting.

12 And that December 11th meeting is hugely
13 important because on that day, you're going to make the
14 final selection of the map, as well as determine the
15 sequencing of that map, right? And because -- that is
16 because then the county committee meeting is on
17 December 18th, and so there is no leeway here.

18 So tonight's meeting may be the most
19 important meeting in taking this from 23 maps down to
20 two or three maps at -- at the most. So staff is here
21 to kind of listen and to help. Liz from Redistricting
22 Partners is here and will take it over, and we can
23 start the process.

24 MS. STITT: Great. So I'm just going to sit
25 down because this is probably going to take a while.

1 And you do have the option to live draw, and I highly
2 recommend that we do that tonight. Let me turn this
3 on.

4 So tonight, we're going to go over a lot.
5 I'm going to try to keep this short to really focus on
6 the draft maps. You've already heard the traditional
7 redistricting and districting principles. I'll quickly
8 go over that.

9 We'll get into the public testimony and then
10 we'll get into the draft maps. You've already seen
11 drafts A through D. So I'll probably go through those
12 a little bit more quickly. But B and B -- or excuse
13 me, B2, B2.2, and B3 are new draft maps as a result
14 from last time. And then we'll quickly get into the
15 public hearing and next steps. And then we'll start
16 live drawing.

17 So these are the criteria that we use
18 throughout the process. So again, we're keeping
19 districts with a deviation of under 10 percent total.
20 Maps should be contiguous, maintain communities of
21 interest as much as possible. So in this case, we're
22 talking a lot about attendance areas, neighborhoods,
23 stuff like that. Make sure the lines are easy to
24 identify and they're understandable, and then keep
25 districts compact.

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1 So public maps, we got, I believe since the
2 last time, 15 maps. I'm not going to show them all
3 tonight. You had the opportunity to look at them
4 earlier. There's a map summary of them all, saying
5 which ones are viable and which ones are not. So there
6 were 14 maps submitted via e-mail, and then one
7 submitted on Districtr, and then 10 of them do appear
8 to be in compliance with the FAIR MAPS Act.

9 Let's get into the draft map. Oh, and one
10 more thing. If you do want to talk about any of these
11 maps, you can just let me know and I'll pull them up.

12 So Draft Map A. We looked at this before.
13 This is based on attendance areas, and it's also
14 underpopulating the western part of the district to
15 sort of cushion ourselves for the next census. And
16 here's what it looks like with the attendance areas.

17 And then in the neighborhoods. And when we
18 look at the total deviation, again, you'll see that 4
19 and 5 are underpopulated. Those are in the west. And
20 then 1 and 2 are overpopulated. Total deviation here
21 is 8.5 percent.

22 Draft Map B. This is based on
23 neighborhoods, again with 4 and 5 being underpopulated.
24 And here it is with the attendance -- the elementary
25 school attendance areas and neighborhoods. And the

1 total deviation here is 7.5 percent.

2 So now let's get into some new maps. So
3 this one minimizes -- in fact, I believe Riego Creek is
4 kept whole in this one. When we look at the map, you
5 can see that the lines are clearly straighter than
6 before.

7 This is the overlay compared to the original
8 Map B, so you can see the changes, and it does clean up
9 the lines a lot better. And then here you can see the
10 attendance area. So all of that school attendance area
11 is kept whole in Trustee Area 5.

12 And then here it is with the middle school
13 attendance area, and then the neighborhoods. So it
14 does a decent job at keeping the neighborhoods together
15 as well, but there are inevitably splits there. Total
16 deviation here is 7.7 percent.

17 We also wanted to give you a different
18 iteration of the split as well. So this one keeps
19 together Fiddyment Farm. Let me go to the next --
20 there we go. And you can see the difference between B
21 and this B2.2. So the lines are a little less clean as
22 a result of census blocks in that area.

23 And here's the attendance area. You could
24 see Fiddelman -- or Fiddyment Farm is kept together
25 here. And then here's the middle school attendance

1 area, and then neighborhoods. Total deviation here is
2 8.2 percent.

3 So here is B3. Again, based off of B but
4 with directions to essentially follow main
5 thoroughfares and not try to separate neighborhoods
6 that should really be maintained.

7 So here is the difference between B and B --
8 B3. Relatively minor changes, but it definitely cleans
9 up the lines quite a bit. And you can see it with the
10 elementary school attendance areas and the middle
11 school and then the neighborhoods. Total deviation
12 here is 8.1 percent.

13 Draft C. I'll go through this one a little
14 bit quickly because we did see this last time. So this
15 one follows neighborhoods as much as possible. Here it
16 is with the school attendance areas and with the
17 neighborhoods. Total deviation here is eight percent.

18 All right. And then Map D. This is our
19 last draft. This is based off of Public Plan 1. So
20 Holly talked about her map at the last meeting. And
21 this one also has the lowest deviation out of all of
22 them. So the total deviation is 5.2 percent.

23 So with all of those draft maps, you have
24 the ability tonight to -- well, first of all, pick your
25 favorites, and then tell me what changes you want to

1 see. So if you want certain population moved around
2 and see what changes that makes to the rest of the map,
3 we can play around with it and, hopefully, get to a
4 point where you feel comfortable moving two to three
5 maps forward for the next -- for the next hearing.

6 So obviously tonight is the 27th. It is the
7 fourth hearing. The fifth hearing is arguably least
8 important compared to four. This is really where we
9 are picking a map or maps that you could see yourself
10 voting on at the next hearing.

11 And of course, there is sequencing. So not
12 only do you guys have to vote on a map, but you also
13 have to vote on election sequencing. So as you all
14 know, these elections are staggered. So you have two
15 elections coming up -- or two seats up in the next
16 election in 2024. And then you have three up in 2026.

17 And that means that the map is essentially
18 staggered into going into effect. So what will happen,
19 after you pick a map, is staff and I will recommend a
20 sequencing or sequencing options, so you can have
21 multiple, based off of either public input.

22 Oftentimes, I would say 99 percent of the
23 time, it's based off of natural election cycles. So if
24 there are opportunities to make sure that we're
25 following an incumbent's election cycle, that would be

1 preferable, unless we hear otherwise from the public,
2 which rarely happens.

3 So we'll, at the next meeting, have sequence
4 options for you. So tonight, obviously we will
5 continue to receive and review public testimony, and
6 then we'll select a map. So we'll talk about which
7 maps you like. We can get rid of the maps that you
8 don't like. And then, if there are changes, we can
9 absolutely make those changes tonight.

10 We just want to be able to get you to a
11 point where, at the next meeting, you have a map or
12 maps that you feel confident in, and you'll be able to
13 vote on that on December 5th -- or December 11th.

14 And that is the whole presentation. So I'll
15 hand it back to President Fong. And happy to take
16 questions, and also, I'm ready to live draw if that's
17 what you guys would prefer.

18 MS. FONG: Thank you, Liz.

19 Why don't we just start -- I don't -- let's
20 just start. If -- if we have sort of general or
21 overview comments before maybe we start -- maybe we
22 start picking some maps. Not that -- it's kind of a --
23 I'm kind of open to the way that we want to approach
24 things.

25 But do we want to start with that? Do -- do

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1 we want to start with just overview comments and then
2 maybe we can drill down a little bit deeper? Okay.

3 MR. ZACHRESON: And -- and to clarify --

4 MS. FONG: For production.

5 MR. ZACHRESON: -- and -- and to clarify on
6 that, meaning just kind of broad thought process that
7 we might have?

8 MS. FONG: Yes.

9 MR. ZACHRESON: Okay. Sure. And -- but
10 before we do that, I had a question on the sequencing.
11 Does that follow -- does that have to follow the same
12 timelines where the map is out in advance, or does the
13 sequencing, can that just be picked and decided upon
14 that -- at the meeting when we go through that?

15 MS. STITT: So it will be picked at the
16 meeting.

17 MR. ZACHRESON: Okay.

18 MS. STITT: So you'll be voting on which
19 trustee area is up for election. And it's also
20 important to remember that not all seats will be
21 districted at the 2024 election. So if you're an at-
22 large member and -- and your election is not until
23 2026, you remain an at-large member until that
24 election.

25 MR. ZACHRESON: And -- and again, just to

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1 clarify, then that doesn't have -- I -- I -- I think,
2 for example, we have to have the maps up for seven days
3 before we vote for them. That doesn't apply to the
4 sequencing?

5 MS. STITT: We'll have sequencing seven days
6 in advance.

7 MR. ZACHRESON: Okay.

8 MS. STITT: But there will likely be
9 multiple options.

10 MR. ZACHRESON: Okay. Okay. So then, yeah.
11 To the -- the, I guess, broad thought process, and
12 maybe a point of clarification here as well, we have --
13 was it -- was it close to 100,000 voting -- or citizens
14 -- citizen-age population? I guess -- well, I'm not
15 sure I'm using the right terms. But it was close to
16 100,000, I believe, right?

17 MS. STITT: We have -- I believe the total
18 population is 110,000.

19 MR. ZACHRESON: 110,000.

20 MS. STITT: Uh-huh.

21 MR. ZACHRESON: And -- and -- and --

22 MS. STITT: It's all ages.

23 MR. ZACHRESON: -- and do we have an idea of
24 how many parents we have in the district?

25 MS. STITT: I do not have that number.

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1 MR. GARCIA: We have roughly 12,000 students
2 in the district, and so --

3 MR. ZACHRESON: Maybe 12,000 parents?

4 MR. GARCIA: 12,000 sets of parents
5 probably. Uh-huh. Yeah.

6 MR. ZACHRESON: Yeah, yeah. Yeah. So yeah.
7 Okay. Well, I mean, if you have two kids, right?
8 Right.

9 MR. GARCIA: Got you. Got you.

10 MR. ZACHRESON: I figure if the average is
11 two, then it's two parents. So -- so roughly a little
12 over 10 percent, you know, 15 percent or so to -- give
13 or take of the population of parents.

14 And then so -- so I like -- again from the -
15 - the -- that I look at things from the west side
16 versus the east side, where the industrial area of
17 Roseville by Washington is kind of a natural barrier.
18 And then basically, we see two districts on the west
19 side and three on the east side.

20 Again, I -- I know the -- the east side
21 less, so it's hard for me to -- you know, I -- I can
22 look at a map and it looks compact. You know, I'm
23 looking at, like, a lot of the maps from Bs, they look
24 pretty good. But again, open for input there.

25 On the west side, I know that's even with

1 splitting it down Washington, that's not enough. We
2 have to pull some population, but not a lot, is what it
3 looks like, from the east side. So that's good.

4 And then, you know, as much -- to me, when I
5 look at the natural part, I really do see Washington
6 and -- and Fiddymont as kind of the natural piece
7 there.

8 And then -- then the -- the second piece is
9 trying to then, okay, well, if that's the case, how do
10 we pull, you know, within some other community of
11 interest, right? Whether it's elementary schools,
12 right? I think a lot of the -- the school boundaries
13 already fall within that, but some of them cross over.

14 So that's kind of my general thought
15 process. I know that another -- another street is Blue
16 Oaks, but the -- it seems that that split is kind of
17 weird, so I don't really see that -- see that one as a
18 -- as a boundary. So that's kind of my -- my high-
19 level thoughts.

20 MS. FONG: Yeah. Trustee Baquera?

21 MR. BAQUERA: First and foremost, thank you
22 tremendously to the students at William Jessup, who
23 took the time to create a lot of these maps for us.
24 They are fantastic. It was very, very fascinating to
25 review and, likely from their thought process, really

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1 looking at it as a, I'm assuming some, like a homework
2 assignment. So I appreciate William Jessup taking the
3 time to help submit the maps. I -- I think -- I think
4 it was great to see them be a part of the -- the public
5 process.

6 Also, some really great options from
7 Redistricting Partners. Appreciate all the effort and
8 the work that they've done. You know, as I looked at
9 these districts, I think I -- my number-one priority
10 that I looked at was attempting the best we could to
11 keep our school communities together. And I think a
12 few of the maps that we have seen do a really good job
13 at that. And I say, school communities, in our -- for
14 our elementary schools.

15 I think based on the number of middle
16 schools that we have, it can become really challenging
17 to try and keep the middle school communities together.
18 But I saw some definite paths forward to keep, the best
19 we could, many of the elementary schools together. So
20 I -- I appreciate that. That's one of my primary
21 drivers.

22 I think, number two, I really wanted to
23 thank Holly Cuthbertson because I think she -- you can
24 tell she lives on the east side of town because I think
25 she nailed, you know, what I really would like to see

1 on -- on the -- on the east side. I think it does a
2 great job of encapsulating what would potentially
3 become our Districts 1, 2, and 3. And I think she did
4 a -- a fantastic job.

5 So really from community input, we got a lot
6 of great options. And -- and I will say, you know,
7 overarching, again, I would just encourage everybody to
8 continue to be involved in this process or -- or at
9 least be aware of who their new districted
10 representative is going to be because I think we
11 certainly will see changes on the board forthcoming.
12 So that's all I'll say about that for now.

13 MS. FONG: Okay. I also want to thank all
14 the students that submitted some maps. They -- I'm
15 sure it was a great exercise. They were very detailed.
16 Most of them were in compliance. So I think it was a
17 great homework assignment and a great exercise in civic
18 engagement, and I want to thank all those students that
19 took part in that.

20 I definitely want to also thank Holly. I
21 really enjoyed and liked her map. I appreciated the
22 narrative. Clearly a lot of time went into that
23 process of, you know, looking not only just at the --
24 the district boundaries, but looking at elementary
25 school boundaries and providing a really nice narrative

1 and just really broke it down in a great way.

2 I -- I really liked her east side as well.

3 I -- as Trustee Baquera mentioned, I think she really
4 did an excellent job sort of tracing those -- those
5 elementary boundaries and -- and keeping communities
6 intact as best as possible.

7 I would also agree with Trustee Baquera's
8 comments of keeping the elementary school districts
9 together as much as possible. And some of them, you
10 know, are just very strangely configured, and so they
11 present some challenges.

12 But I think some of our maps that we
13 received really do the best that we could to keep those
14 communities of interest together, those elementary
15 schools, and even most of our middle schools. We only
16 have four and we have five districts. But the east
17 side, because it's so heavily populated over there,
18 that kind of -- it kind of takes care of some of the --
19 the Eich Middle School situation.

20 So with that in mind, I -- I had a lot of
21 thoughts about what were communities of interest, just
22 beyond the individual elementary school districts. I
23 do feel like certain elementary schools sort of have an
24 -- an -- an -- an additional identity together.

25 I feel like the west side schools: Junction,

1 Riego Creek, Fiddymment, and Orchard Ranch, and now new
2 Westbrook, they definitely have a Westpark identity.
3 And to keep those intact as much as possible, that was
4 one of my first criteria in looking at some of the maps
5 is -- was whether or not they kept the Westpark area
6 intact to the -- the best that we could.

7 Also, Diamond Creek and Blue Oaks, I feel
8 have always -- they kind of -- they kind of have always
9 existed together. So I'd like to see them kept
10 together, and I think most of the maps do that.

11 I also wanted to see Woodbridge, Kaseberg,
12 and Cirby, to the -- to the extent possible intact,
13 because they are some of our Title I -- they are our
14 Title I schools, and I think they have a community of
15 interest there.

16 I think Thomas Jefferson is -- is
17 problematic in some ways because of just the way -- the
18 shape of the -- the boundary there. And then also,
19 Spanger and Gates are not -- they don't have very clean
20 lines so it's really hard to keep them together.

21 And then Sargeant and Crestmont are kind of
22 neatly on a certain -- that one side, the -- the east
23 side of 80 and -- and that makes sort of a natural
24 barrier.

25 So I looked at the 80. Looking also at the

1 west -- the Washington corridor, which Trustee
2 Zachreson mentioned as well, I think that's also a good
3 -- a good breaking point. And some of the maps do a
4 really good job keeping everything on one side or the
5 other side of Washington, and then also looking at our
6 middle school boundaries.

7 So I -- I do think we have some good options
8 from the maps. And I think all of the different maps
9 really -- you know, you can -- you can pick and choose
10 some -- some things from each different map. And
11 looking at all -- all the -- the -- the large volume of
12 maps, you really started seeing patterns, especially on
13 the east side of, you know, how things would be broken
14 up.

15 So I think it's just a few schools that, you
16 know, we need to sort of break up, and we -- we can try
17 to do that in a -- in an intentional and thoughtful
18 way. So those are my thoughts.

19 MR. BAQUERA: I -- can I -- can I echo your
20 -- I liked your school groupings. I believe -- I
21 believe that is -- that is true.

22 To -- to Trustee Zachreson's point, being
23 familiar with the west side and living in that, what
24 would be that Westpark community, I would agree with
25 you. I think those schools are definitely identified

1 in that area.

2 And -- and then I appreciate, as you went
3 through and identified the other schools, you're
4 absolutely correct. Those are very specific identities
5 for them. You did say Thomas Jefferson was a problem,
6 just to be clear.

7 MS. FONG: Not a problem, but just a --

8 MR. BAQUERA: Thomas Jefferson is a
9 fantastic school. Everybody should go there, but --

10 MS. FONG: The shape of Thomas Jefferson is
11 a little problematic to keep contiguous.

12 MR. BAQUERA: Yes. Yes. That's what I
13 thought you meant. That's why I just thought I'd give
14 you a chance to clarify.

15 MS. FONG: Thank you.

16 MS. CONSTANT: So I would also like to thank
17 everybody that submitted maps because I know this was -
18 - this is what we were asking, is that people put in
19 their opinions, state their thoughts, what their
20 feelings are. And I think we've got -- we obviously
21 got quite a few.

22 And -- and I appreciate that because I -- I
23 do see a lot of similars in the different maps. And it
24 -- it did make it a little bit easier for me to wind
25 down, you know, what I liked a little bit better or --

1 So hopefully that'll make it easier when we have to
2 really fine-tune these.

3 I also -- I think it's really important to
4 be looking at these natural barriers and boundaries,
5 making sure, like, we're being logical about our
6 boundaries. I know the school boundaries, they are
7 pretty -- some of them are -- I wonder what they were
8 thinking a little bit.

9 But the other is, I'd like -- you know, I --
10 I like keeping things down, like, main streets instead
11 of going -- cutting through these neighborhoods. I
12 know we aren't -- it's going to be perfect because
13 we've got to keep it -- keep our numbers. But I do
14 like those natural boundaries, and I think it -- it
15 just makes it a little bit smoother.

16 I also think it's important that we're
17 keeping some of our neighborhoods together. My -- my
18 colleagues have stated -- that, for me, was easier for
19 me to look at the -- look at the maps and say, well,
20 this is really separating this area. This is really
21 separating this area. Those are easy for me to say no
22 to.

23 So I -- I -- I think I stated I was able to
24 get down to, like, kind of my top five, so -- but some
25 wiggle room on a few others.

1 MS. FONG: Okay. So great overview. It
2 sounds like we have a lot of similar sentiments on what
3 we like to see in a map.

4 Oh, Trustee Zachreson?

5 MR. ZACHRESON: There's -- there's just sort
6 of one last thing I -- I forgot to mention. When it
7 comes to the west side, again, going to that natural
8 barrier, it's almost there, but not quite, to make sure
9 we're within the proper deviation.

10 We know that there's a lot of building
11 happening right now on the west side. And -- and so
12 another factor that I would consider is trying to keep
13 the population a little bit lower on those areas, this
14 particular -- those that are west of Fiddymont and make
15 it just a little bit north of Fiddymont -- I'm sorry,
16 north of Blue Oaks and Fiddymont with that new
17 construction happening there.

18 Just because we know, as we go into 2030, we
19 -- I don't want to, you know, have to drastically
20 change these maps because we are way off on the
21 population and now one area is -- is 115 percent or 120
22 percent. So if we could set it up now so that it's not
23 changing too much, that's just another consideration
24 that I have.

25 MR. BAQUERA: Yeah. And I want you to know

1 I -- I -- I -- I -- I considered that, and I think what
2 I -- what I found was most helpful for me is to -- is
3 to work off of the numbers that we had, which we said
4 110 is what this is based off of. And I think we all
5 know that -- that, I mean, the -- the population of the
6 city is now -- is at -- is at 150. And so it's --

7 Clearly all of this is incorrect if we were
8 to try to manipulate the numbers as they are today. So
9 I -- I did -- I did the best we could with the numbers
10 that we had, but I hear your point. I mean, I think --
11 I think it is fair. We know that -- we know that the
12 numbers are wrong based on our current population.

13 MS. FONG: Yeah. And I also -- I agree. I
14 think it's a fair point. I think the -- the only issue
15 is, you know, we're looking at a standard deviation of
16 only 2,000 right now, right? I think that's what we're
17 looking at. And we, you know, we know that in 10 years
18 from now, the population of Roseville is going to be,
19 you know, 40,000 more than it is -- that it's
20 currently.

21 MR. BAQUERA: Yeah.

22 MS. FONG: So even within the standard
23 deviation, I mean, we're, you know -- there's not -- I
24 mean, that -- we can look at that, but, I mean, we're
25 going to -- these maps are definitely going to be

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1 redrawn. We're going to have new elementary schools in
2 10 years. We're going to probably have a new middle
3 school, maybe, in 10 years, we hope.

4 So everything is going to look different on
5 the west side and above in that Diamond Creek area. So
6 I think we should -- I mean, I think we can think about
7 it, but I think, you know, I think we just have to
8 accept that we can do the best that we can with -- with
9 the numbers that we have, and that's what we're
10 required to do, is -- is use the numbers that we have.

11 So with that, we can take a look at -- maybe
12 we -- if everyone wants -- if everyone has a favorite
13 map or if everybody wants to, we can maybe spend time
14 on a couple of different maps. Maybe there is some
15 consensus that maybe a few people like the same map.
16 Maybe we can go around and take a map to start or --

17 MR. BAQUERA: Do you want everybody to --
18 everybody to put up one or two, everybody to start?

19 MS. CONSTANT: Hey, can I -- can I say --

20 MR. BAQUERA: Sure.

21 MS. CONSTANT: I know we have some that are
22 just not even close to compliance. Can we at least
23 eliminate those first? Or -- or maybe if they're in
24 someone's favorites, they say, wait. Does that help to
25 alleviate a few, or do we want to just go with

1 favorites?

2 MS. FONG: Let's -- what are thoughts? What
3 are people's thoughts?

4 MR. BAQUERA: I don't believe any of my
5 favorites are noncompliant just based --

6 MS. FONG: I think it's easier to start with
7 one that's compliant and just tweak it, than to try to
8 make a noncompliant one compliant.

9 Is that what you're saying?

10 MS. CONSTANT: Yeah. I -- I -- well, I just
11 -- I'd like to rule out the noncompliant ones.

12 MR. BAQUERA: Let's do it.

13 MS. CONSTANT: Unless somebody really likes
14 a non --

15 MS. FONG: We could.

16 MR. BAQUERA: Yeah. Let's do it. Do we
17 want to --

18 MS. CONSTANT: They're on -- they're on
19 here.

20 MR. BAQUERA: Yeah. Public Plan 2 is
21 noncompliant.

22 MS. FONG: 7.

23 MR. BAQUERA: Public Plan 7 is noncompliant.
24 Public Plan 13 --

25 MS. FONG: 13.

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1 MR. BAQUERA: -- is noncompliant. Public
2 Plan 14 and Public Plan 16 are noncompliant. Yeah.
3 Public 14 and 16, noncompliant.

4 Were there any others? Were there any of
5 the others?

6 MS. CONSTANT: No, that was it. No.

7 MS. FONG: Okay. So we ruled out a number
8 already. And I don't -- I don't know that we need --

9 MS. CONSTANT: I feel like that's a big
10 step.

11 MS. FONG: Yeah. And I don't know that we
12 need to, you know, put any forward or -- or take any
13 off the table. If we have -- maybe we have some
14 consensus that there's a few that we'd like -- that
15 we'd all like to maybe want to look at further or maybe
16 tweak some of those further. So if -- if folks have an
17 interest in suggesting one or two maps, we can
18 entertain that and we can start from there.

19 MR. BAQUERA: All right, go. No. Please.

20 MS. CONSTANT: All right. Well, do you want
21 us to each give you one or two?

22 MS. FONG: Sure.

23 MS. CONSTANT: All right.

24 MS. FONG: Let's just start with one --

25 MS. CONSTANT: Just one? Okay.

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1 MS. FONG: -- and then we'll see how many we
2 have.

3 MS. CONSTANT: Personally, I like Public
4 Plan 3, is one of mine.

5 MS. FONG: Okay. Trustee Zachreson, do you
6 --

7 MS. CONSTANT: No. I'm -- yeah. I'm sorry.

8 MS. FONG: Okay.

9 MS. CONSTANT: That's correct.
10 You want the large ones?

11 MR. ZACHRESON: Yeah. I like -- I like
12 Public Plan 3 as well. Although I'm not maybe totally
13 sold on the -- the east side, how it's set up. But --
14 but again, I'm really deferring --

15 MS. FONG: Is this 3, or --

16 MR. ZACHRESON: -- to others on that.

17 MS. CONSTANT: Map 2.

18 MS. FONG: Map 2? Okay. Got it. Got it.
19 Got it. Got it.

20 MR. ZACHRESON: And yeah. Maybe too, on
21 that point, I -- I think when I was looking at the
22 presentation, and maybe it's just me, maybe make sure
23 we're talking about the same maps.

24 MS. CONSTANT: Yeah.

25 MS. FONG: Right.

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1 MR. ZACHRESON: Because I think the ordering
2 did maybe -- is this -- is -- this is the -- this is
3 the Public Plan 3, right?

4 MS. CONSTANT: That's correct.

5 MR. ZACHRESON: Yeah. Okay.

6 MS. CONSTANT: So it's Public Plan 3. It
7 was the Jessup Map 2.

8 MS. FONG: Oh, the Map 2. Okay. Yeah.
9 Thank you.

10 MR. ZACHRESON: Jessup Map. Oh, maybe
11 that's why it's --

12 MS. FONG: It's one off. Okay. Got it.

13 MR. ZACHRESON: Oh, yeah. It's one off.
14 Okay. Yeah. So I do like that one, especially on the
15 -- the west side. You know, I do like Public Plan 1 on
16 the -- the east side in particular.

17 MS. FONG: Which is also Map D, right?

18 MS. CONSTANT: Map --

19 MR. ZACHRESON: Map D. Which is Map D. I
20 do like B3 with just a slight adjustment.

21 MS. CONSTANT: Oh, the way I understood --

22 MS. FONG: Okay. We're only doing one. We
23 can do two.

24 MS. CONSTANT: -- we're only doing one.

25 MR. ZACHRESON: Sorry. Sorry. Only one?

1 Oh, sorry. I thought it was a couple.

2 MS. CONSTANT: All right --

3 MR. ZACHRESON: Sorry.

4 MS. CONSTANT: -- do you want me to specify
5 why I like this, or are we waiting to do that later?

6 MS. FONG: Let's -- let's -- let's go
7 through everybody and then we can --

8 MS. CONSTANT: Sure.

9 MS. FONG: -- we can talk more detailed.
10 Okay, Trustee Baquera?

11 MR. BAQUERA: I -- again, I'm -- I go back
12 to applauding Holly. I -- I liked -- I liked
13 everything about her map, with some adjustments on the
14 west side. And I believe that is map B2. B2.

15 MS. CONSTANT: Holly's is D.

16 MR. BAQUERA: Yep. I know.

17 MS. CONSTANT: Oh.

18 MR. BAQUERA: So I'm not saying Holly's.

19 MS. CONSTANT: Oh, okay.

20 MR. BAQUERA: But I'm saying I think --

21 MS. CONSTANT: You like B2.

22 MR. BAQUERA: -- it's Holly's east side
23 configuration, but it's -- it's B2, which is, I think,
24 a customized one that we took based off of Holly's map.
25 So B2. Boy --

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1 MS. FONG: Right.

2 MR. BAQUERA: Boy 2.

3 MR. ZACHRESON: B2.

4 MS. FONG: B2.

5 MR. ZACHRESON: B2 dot? Is there a B2 dot?

6 MS. FONG: Just -- just B2, right?

7 MS. CONSTANT: No.

8 MR. BAQUERA: Just B. Just -- just
9 standard.

10 MR. ZACHRESON: Okay. Okay.

11 MS. FONG: And I also like B2. I think
12 Holly did an excellent job on the -- the east side.
13 And I think District 3 is also well-configured. It --
14 and also, I like District 2, how it keeps the
15 Woodbridge, Kaseberg, and some of Cirby, not all of
16 Cirby, together. And also, the west side is very much
17 intact on the -- on District 5. So I'd like to talk
18 about that one more.

19 MS. CONSTANT: I'm -- I'm sorry. Which one?

20 MS. FONG: B2.

21 MS. CONSTANT: Okay.

22 MR. ZACHRESON: On -- so then I guess for
23 mine, if I have to pick one, I would say B3.

24 MS. FONG: A -- which one, Jonathan?

25 MS. CONSTANT: B -- B3.

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1 MR. ZACHRESON: B3.

2 MS. FONG: B3.

3 MR. ZACHRESON: Yeah.

4 MS. FONG: Okay. We'll look at B3.

5 MR. BAQUERA: And is -- so not, excuse me.

6 Not the one titled Jessup 2, which is Public Plan --

7 MS. FONG: Oh, Plan --

8 MR. BAQUERA: -- 3?

9 MS. FONG: -- 3.

10 MR. ZACHRESON: No. Not -- not the public
11 plan.

12 MS. CONSTANT: Yeah. It's just B --

13 MS. FONG: Just B3. Got B3.

14 MR. ZACHRESON: B3.

15 MR. BAQUERA: Got it. Okay. Okay.

16 MR. ZACHRESON: Yeah.

17 MR. BAQUERA: Got you.

18 MS. FONG: Okay. So it's B3 -- so B3 is
19 your top, Jonathan, or B --

20 MR. ZACHRESON: Yeah. I think -- I think --
21 I -- I think just hearing what -- I mean, I -- I agree
22 with, I think, everyone's comments about the maps. I
23 like all of those. One of them that I think we should
24 look at that isn't listed so far would be B3.

25 MS. FONG: Okay. So B3, B2, Draft --

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1 MR. ZACHRESON: And --

2 MS. FONG: What was your other one, Julie?

3 MR. BAQUERA: And what one was the
4 restriction --

5 MS. FONG: The Public Map --

6 MS. CONSTANT: It was --

7 MR. BAQUERA: Oh, Julie's. Yours was --

8 MS. CONSTANT: Public Map 3, but Jessup 2,
9 if that helps.

10 MS. FONG: Jessup 2. This one.

11 MR. BAQUERA: Got it. Okay.

12 MS. STITT: We also received an e-mail
13 request from the trustee who couldn't be here. So I
14 have already made those changes to Draft A, if you-all
15 would like to see her request.

16 MR. BAQUERA: Sure.

17 MS. STITT: I actually think it improves the
18 map greatly.

19 MS. CONSTANT: And to which one? Map --
20 which one?

21 MS. STITT: Draft A.

22 MR. BAQUERA: Yeah. Can we see it?

23 MS. FONG: It was Meghan.

24 MS. STITT: Yes. I'm just going to pull it
25 up real fast. You'll see in our program --

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1 MR. BAQUERA: Oh, got you. Okay.

2 MS. STITT: Okay. So this is our program
3 District -- or Maptitude. And the request -- let's
4 see. Let me get this out of the way.

5 The request was to get all of Spanger into 3
6 -- Trustee 3 -- Area 3, and then Woodbridge, Brown,
7 part of Brown, into Area 2.

8 So this -- I do believe this was talked
9 about tonight, about keeping together the Title I
10 schools as much as possible, which was the goal of the
11 request as well. So that is -- and it keeps together
12 all of Spanger, which A was not able to do in terms of
13 the population. So that's a configuration we can play
14 around with for other maps.

15 MS. FONG: Right.

16 MS. STITT: Or we can play around --
17 continue to play around with A.

18 MS. CONSTANT: Can you move that --

19 MR. BAQUERA: Big box.

20 MS. CONSTANT: -- that little box? It's
21 blocking. Thank you.

22 MS. STITT: Oh, yeah. Let me get rid of --

23 MR. BAQUERA: Yeah. I don't -- I don't -- I
24 don't dislike that configuration. I think it does -- I
25 think District 4 becomes, you know, really interesting.

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1 MS. FONG: I think -- isn't it -- isn't that
2 the same as -- is -- it's very similar to B2, though,
3 isn't it? Well, Spanger is together in B2.

4 MR. BAQUERA: Oh, yeah. And then it --

5 MS. CONSTANT: No, it's not.

6 MR. BAQUERA: Well, it's -- yeah. So it
7 moves. Oh, but it's Brown.

8 MS. FONG: Oh. But then that one takes part
9 of Stoneridge out.

10 MR. BAQUERA: Yeah. It cuts -- it cuts that
11 in half.

12 MS. FONG: Whereas B2 keeps Stoneridge
13 together.

14 MS. CONSTANT: All right, the problem I have
15 with this one -- one is that District 4 is just huge.
16 But I also -- I don't know. There's really just sharp
17 lines right here where your mouse is, right there. I -
18 - that just seems very -- that boundary, I don't know
19 if that's -- it looks like it's -- it's -- it's
20 contiguous, right? But it looks a little bit --

21 MS. FONG: Yeah.

22 MS. CONSTANT: -- questionable to me.

23 MS. FONG: Yeah.

24 MS. CONSTANT: So there was a little -- I --
25 I mean, this is a better map of, you know, the changes

1 because the -- the A1 that -- like, I think I talked
2 about that last time. I just -- the sharp lines. I
3 just wasn't a big fan of it. And I was a little
4 worried about that corner.

5 MR. BAQUERA: Could you -- could you bring
6 up Julie's Map 3, Public Map 3?

7 MS. FONG: Yes.

8 MR. BAQUERA: Is that what it is?

9 MS. CONSTANT: Public Map 3.

10 MS. FONG: Which is Jessup 2.

11 MS. CONSTANT: I keep turning off my --

12 MS. FONG: Public Map 2, Jessup 2.

13 MS. CONSTANT: So on -- on -- I -- just to
14 state why I like this one. I liked this one, is the
15 lower east side. It kind of has that natural nice
16 boundary or barrier of the -- the hospital over there.
17 So it's kind of a clean line in that district. But I
18 like the lines a lot better. It just seems more
19 natural boundaries.

20 They did a good job of going down some main
21 roads instead of -- I don't know. It just looked
22 really clean to me. And I think we were still keeping,
23 you know, like, west side is west side, and you get
24 that whole Cooley area is all kind of together. So
25 we're keeping our neighborhoods and our -- not that --

1 I know we're not trying to do that with our middle
2 schools but --

3 MS. STITT: Are there any changes you think
4 would make this map stronger?

5 MR. BAQUERA: I will say I'm -- hmm.

6 MR. ZACHRESON: Are we able to review the
7 deviations? Is that -- is that easily available?

8 MS. STITT: Yeah. So the deviation here --

9 MR. ZACHRESON: And -- and by district, too.
10 I guess that would be useful.

11 MS. STITT: Yeah. You can see it in this
12 block here. So District 1, you have a deviation of
13 0.23; 2 is negative 2.7; 3 is negative 3, essentially;
14 4 is 1.6; and then 5 is three percent. And so, you
15 know, add the smallest and largest together, it's about
16 six percent exactly.

17 MR. ZACHRESON: Could --

18 MR. BAQUERA: I'm sorry. Go.

19 MR. ZACHRESON: No. I was going to say, I -
20 - I mean, overall, I mean, I do like Public Plan 3.
21 The ordering is a little different on it. So you get a
22 -- so one is the west side, as opposed to a lot of the
23 other maps, one starts on the east side, right? So
24 it's -- when you go back and forth, it can be
25 confusing.

1 I would like to see if there's a way that we
2 can increase District 3? If -- I don't know if it
3 makes sense to bring in some of Brown over there, would
4 be an adjustment to make it stronger. And then
5 District 1, you know, if -- if we need to shift
6 population, maybe pull some of the Fiddymont population
7 from 1 to 2. That would be a way, I feel like, that
8 could make it stronger.

9 But overall, I mean, generally, it follows a
10 lot of natural boundaries and -- and I think it's a
11 relatively strong map.

12 MS. FONG: So --

13 MR. BAQUERA: I --

14 MS. FONG: Oh, go ahead.

15 MR. BAQUERA: Well, no. Can I -- before you
16 start moving -- manipulating it, I'm going to go back.
17 I'm going to go back to it. And I appreciate you
18 pulling up the one that Trustee Constant said. My
19 favorite is still B2, and I -- and I do think we can
20 start to manipulate all of them to -- to land the plane
21 on one.

22 Is there any way on this one, before you
23 start to make changes, to put the elementary boundaries
24 in there?

25 MS. STITT: Yes. Yes. So let me pull that

1 up really fast. Just give me a moment. I just need to
2 add the layer really fast.

3 MR. BAQUERA: It's okay. Sorry.

4 MS. FONG: No, no, no. No, no.

5 I just had a -- I had just a question on -- so on the
6 Jessup maps, they have numbers in the -- with 10 -- 70,
7 10 over on the left side, and on our other maps they're
8 at zero. They were at 90 and -- or they just broke it
9 up, 70, 10, 10.

10 Is that what -- what's going on?

11 Oh, I guess I can do my math. Okay. I was
12 confused. At first -- at first, I thought they were
13 all zeroes and then, like, wait, there's 70 here. So I
14 just understand there's 90 now. Okay. That makes
15 sense.

16 MS. STITT: Are there any other overlays you
17 want to see with it? So elementary school, attendance
18 areas? We can do neighborhoods.

19 MR. BAQUERA: Yeah.

20 MS. STITT: Okay. I'm just going to -- give
21 me 30 more seconds. I'm going to make sure you can
22 actually see it.

23 MR. BAQUERA: The reason I -- oh, I'll --
24 I'll -- I'll fill the air space while you're doing
25 that. I think the reason why I like the -- I like B2,

1 it seems well-segmented to me. I think it does keep,
2 by and large, many of those community interests
3 together. I think the reason why I don't care much for
4 --

5 MS. FONG: Which one?

6 MR. BAQUERA: -- Trustee Constant, the one -
7 -

8 MS. CONSTANT: This too?

9 MR. BAQUERA: Oh, sorry. It was the one
10 that made District 4, that stretched all the way over
11 to District 4. But never mind. I think we -- we're
12 not talking about that one anymore. Sorry. Just
13 confused on my mess.

14 There was one that -- there -- I didn't -- I
15 did not care for the one that -- that made District 4 -
16 - that carried it all the way to the Sutter County
17 line.

18 MR. ZACHRESON: I think that was Map A,
19 wasn't it?

20 MR. BAQUERA: Oh, thank you. Yes.

21 MS. FONG: Yeah.

22 MR. BAQUERA: That was Map A.

23 MR. ZACHRESON: Yeah. Yeah. I -- I -- I
24 agree on that sentiment. I think it's kind of --
25 especially the way that it pulls up to Fiddymont, you

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1 really don't naturally cross -- you have to cross
2 through the district to get to that other side, even
3 though from a --

4 I -- I could see why it was done that way,
5 is the population from the voting population is very
6 little. So nice way to grab it, but the way this
7 development is being done, it's -- it doesn't make
8 sense. Yeah.

9 MS. STITT: Okay. So we have the layer here
10 of the school areas.

11 MR. BAQUERA: Got you. Could you go from --
12 could you zoom in on -- and just go east to west and --

13 MS. STITT: Yeah.

14 MR. BAQUERA: And I apologize. Can you go
15 over which one this is?

16 MS. STITT: Yes.

17 MR. ZACHRESON: And -- and to clarify, this
18 is -- this is B -- this is Public Plan 3, correct?

19 MS. FONG: This is --

20 MS. CONSTANT: Yes.

21 MS. FONG: This is Jessup 2.

22 MR. BAQUERA: Got it. Got it.

23 MR. ZACHRESON: Jessup 2, Public --

24 MS. FONG: Public 3.

25 MR. ZACHRESON: Okay.

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1 MS. STITT: Yeah. And I knew that one of
2 the requests was seeing if we can put all of this in 1
3 --

4 MR. BAQUERA: Yep.

5 MS. STITT: -- which we might be able to.
6 But that is very -- that is a highly populated area.

7 MR. BAQUERA: Yeah.

8 MS. STITT: So that means 2 would have to
9 change as well.

10 MS. CONSTANT: So there is a --

11 MR. BAQUERA: Yeah. And I think -- and --
12 and pause one second. I think that's actually what I
13 wanted to see right there, was it -- it appears that
14 that's maybe that is built upon, like, a green belt
15 line or something, and that's why that line is so --

16 MS. FONG: Jagged?

17 MR. BAQUERA: Yeah. This is Public Plan 3.

18 MS. FONG: What -- the line running - that
19 line running through the middle, is that an actual
20 boundary? What is that?

21 MR. BAQUERA: Yeah.

22 MS. FONG: That's one of those --

23 MR. BAQUERA: Yeah. I think it's --

24 MS. CONSTANT: Which area is this?

25 MR. BAQUERA: I -- I was talking about this

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1 center area here that was kind of jagged and squiggly.

2 Yep. Yes.

3 MS. STITT: Between 3 and 4?

4 MR. BAQUERA: Oh.

5 MS. CONSTANT: That's the mall.

6 MR. BAQUERA: Got it.

7 MS. FONG: Oh, okay.

8 MR. BAQUERA: Got it. Oh, yeah. I see what
9 you're saying.

10 MS. FONG: Okay.

11 MS. CONSTANT: Sorry. I don't know if I was
12 on speaker, but that was -- that's the mall area.

13 MS. FONG: Okay.

14 MS. CONSTANT: This area, he was talking
15 about in here.

16 MR. BAQUERA: Yeah. Okay. Can you pull up
17 -- can you pull up B2, please?

18 MS. STITT: Yeah.

19 MR. BAQUERA: B2.

20 MS. CONSTANT: Where is my other my map?

21 MR. BAQUERA: And if there would be any way
22 to put it in B2 with the elementary boundaries, that
23 would be amazing.

24 MS. STITT: I think that one already has it
25 in there. Yeah.

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1 MS. CONSTANT: May I ask, Mr. Baquera --

2 MR. BAQUERA: Please.

3 MS. CONSTANT: Because I know B2 and D are
4 very similar.

5 MR. BAQUERA: Uh-huh.

6 MS. CONSTANT: What made you pick B2 over D?
7 Because I actually like D over B2.

8 MR. BAQUERA: I liked the configuration on
9 the west side better on B2. I felt like it kept the
10 schools to -- the west side schools together better.

11 MS. CONSTANT: Okay. Okay. For that for
12 me, I liked that natural Fiddymment Farm -- or Fiddymment
13 Road, was that natural, nice, clean line.

14 MR. BAQUERA: But I think --

15 MS. CONSTANT: I think that's why I leaned
16 towards the other one.

17 MR. BAQUERA: And I think when you look at
18 that, though, the boundaries for, I believe it's
19 Fiddymment Farms, crosses over that line. So it was --

20 MS. CONSTANT: Into -- into this area?

21 MR. BAQUERA: No. Yes.

22 MS. CONSTANT: No. Because it's like a
23 different --

24 MR. BAQUERA: Yeah. I believe that's Sun
25 City. So I think --

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1 MS. CONSTANT: Yes. This is --

2 MR. BAQUERA: -- it crosses over into this
3 area.

4 MS. CONSTANT: This -- this little area here
5 is Sun City.

6 MR. BAQUERA: So I think it was --

7 MS. FONG: So B2 gets almost all of
8 Fiddymment --

9 MR. BAQUERA: Yeah.

10 MS. FONG: -- in it, pretty much.

11 MR. BAQUERA: Yeah.

12 MS. FONG: Except for that -- just a little
13 tiny bit.

14 MR. BAQUERA: Yeah. And I'm assuming that,
15 as noted, was a heavily populated area, so if we
16 included that, it would throw the deviation off. I'm -
17 - I'm just assuming --

18 MS. STITT: Yeah.

19 MR. BAQUERA: -- to try and get all of
20 Fiddymment in?

21 MS. STITT: We can -- let's take a look and
22 see what would happen. This is also an area with
23 strange census blocks. So let's see if we can get rid
24 of this. So if we don't want to go into Blue Oaks --

25 MS. FONG: No.

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1 MS. CONSTANT: That's Sun City, right, that
2 you're in?

3 MR. BAQUERA: I think down below is Sun
4 City, isn't it?

5 MR. ZACHRESON: Down below is --

6 MS. CONSTANT: Below?

7 MR. ZACHRESON: Yeah. Sun City is below
8 that. Yeah. That's where the new Raley's is.

9 MR. BAQUERA: Yeah. Yeah.

10 MS. CONSTANT: Okay.

11 MR. BAQUERA: And -- and those new
12 apartments that were just built.

13 MS. CONSTANT: Yeah. The apartments and the
14 -- okay. There's some housing --

15 MR. BAQUERA: Yeah.

16 MS. CONSTANT: -- over there.

17 MR. BAQUERA: Yeah. Yeah. That apartment
18 community.

19 MS. STITT: And looking at the pending
20 changes for that -- let's see. What just happened
21 there? Come one. Sorry. It's a bit slow because
22 there's a ton of data behind --

23 MS. CONSTANT: Which one is this?

24 MS. STITT: -- each block.

25 MR. BAQUERA: This is B2.

1 MS. STITT: Okay. So if we made that
2 change, that would, yeah, put the deviation for just
3 District 5 to almost eight percent, which would be way
4 too high.

5 MS. CONSTANT: Okay.

6 MR. BAQUERA: Yeah. Okay. And could you --
7 could you take B2, and we'll start over on the -- could
8 you scroll it over to the east side?

9 MS. STITT: Yes.

10 MR. BAQUERA: Again, I -- I think I -- you
11 know, we weren't able to accomplish it with every --
12 every map to keep every school community together, but
13 I felt like this map did a good job of -- of doing
14 that. Sorry, so --

15 MS. STITT: Sorry. I just need to exit so I
16 can do --

17 MR. BAQUERA: No, no. Take your time. So -
18 - so when you do pop it back up, start down at what is
19 listed as 1, or District 1.

20 MS. STITT: Okay.

21 MR. BAQUERA: And then just if we could do a
22 roll through the -- roll through the area.

23 MS. STITT: Great. Here we go.

24 MR. BAQUERA: So -- could we zoom in on --
25 zoom in on the area that cuts Cirby in half?

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1 MS. STITT: Uh-huh.

2 MR. BAQUERA: Is that Riverside?

3 MS. FONG: I think it's Cirby. Oh no. The
4 one that goes -- the -- the perpendicular one?

5 MR. BAQUERA: The -- the green -- this green
6 line right here. I'm just trying to figure out if
7 that's a road.

8 MS. STITT: It does not look like a road.
9 Let me see if I can -- Dry Creek? I can also change
10 the map where we can see, like, a satellite version of
11 it. Let me go here.

12 MS. CONSTANT: While you're doing that,
13 between -- Alisa, did you say B3? And, Rob, you said
14 B2? Is that --

15 MS. FONG: B2 is correct. B2. B2. Where's
16 B3?

17 MS. CONSTANT: You both like B2? For some
18 reason, I had pulled aside B3.

19 MR. ZACHRESON: That's --

20 MS. STITT: That was Jonathan.

21 MS. CONSTANT: Did you say B3?

22 MR. ZACHRESON: Yeah.

23 MS. CONSTANT: Okay.

24 MR. ZACHRESON: But, I mean, the reason I
25 like B3 -- well, it was -- on the west side, it was

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1 very similar to Public Plan -- I -- I do like Public --
2 the -- the west side on Public Plan 3. I just wanted
3 to -- I -- I think it kind of incorporates a lot of
4 those same things but then configures the east side a
5 little differently, more in line with Public Plan 1.
6 So that was kind of a mix. I felt like it was a mix
7 between the two. But -- but I --

8 MS. CONSTANT: Wait. B3 and a mix of which
9 ones?

10 MR. ZACHRESON: I feel like B3 is a mix
11 between Public Plan 1 on the east side and Public Plan
12 3 on the -- the west side.

13 MS. CONSTANT: Okay. Thank you.

14 MR. ZACHRESON: Yeah.

15 MS. FONG: Did we find out what that main
16 road --

17 MR. ZACHRESON: But I just wanted to look at
18 it. I mean, not -- you know, it --

19 MR. BAQUERA: Oh, it's a creek.

20 MR. ZACHRESON: I -- it was one --

21 MS. FONG: Oh, it's a creek.

22 MR. ZACHRESON: -- that was on my list, as
23 well as --

24 MR. BAQUERA: Ah, okay.

25 MR. ZACHRESON: -- Public Plan 3.

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1 MS. FONG: So stay -- or staying on B2, is
2 there a way -- so on -- is it D? Yeah. I think it's
3 on D. On D, Vencil Brown is kind of a -- it's, like,
4 those two triangles. It's two pieces. One of them in
5 D, it has all of that -- which block is that? 21, 110.

6 Do you know which one I'm talking about?
7 The one on the very -- on the very left side.

8 MS. STITT: Yeah. I think I -- yeah.

9 MS. FONG: It's -- it's split between 4 and
10 2 right now.

11 MS. STITT: Yeah.

12 MS. FONG: Can you make that all in 2, and
13 then would that -- that's probably too much, but could
14 you -- I don't know if you could take out of Cirby to
15 keep Brown together. I mean, it just split kind of a
16 weird place. I don't know if that -- if that's a
17 natural break there for it, but --

18 MS. STITT: And you're talking about Map D?
19 Map D or --

20 MS. FONG: Map B2.

21 MS. STITT: B2. Okay. So right here?

22 MS. FONG: Yes.

23 MS. STITT: Okay. Yeah.

24 MS. FONG: Is that a -- is it -- I mean,
25 it's a strange looking line. Is it -- is that a -- is

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1 that -- is that a road that it breaks like that?

2 MS. STITT: Let's take a look.

3 MS. FONG: Versus -- versus if you go above,
4 I think that's -- what street is that? That's Pleasant
5 Grove.

6 MS. STITT: Yeah.

7 MS. FONG: It's Pleasant Grove to the north,
8 which is a pretty big road.

9 MS. STITT: So I believe I went down because
10 District -- or Trustee Area 4 really needed population,
11 so it went into there. We can try taking away some
12 population and giving it back to -- what is that,
13 District 2? So let's take a look at what that would
14 look like.

15 MR. BAQUERA: Uh-huh. If you adjusted the -
16 - that line at Cirby --

17 MS. STITT: Uh-huh.

18 MR. BAQUERA: -- is that what you were
19 thinking?

20 MS. FONG: Uh-huh.

21 MS. STITT: Because I think it started at
22 Pleasant Grove, and I can't -- do you want me to move
23 it up and get more of that in District 2?

24 MS. FONG: If it -- I mean, if that makes
25 sense. Move it up and then maybe move the -- the --

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1 that south side. Take away from the south side, maybe.

2 MS. STITT: Okay.

3 MS. FONG: Of 35 -- what is that, 3570?

4 MS. STITT: No. Let's not do that.

5 MS. FONG: Because Cirby is already broken
6 up, so it's easier to take more from Cirby and then
7 keep Vencil Brown whole.

8 MS. STITT: Which is -- okay. So if we move
9 it up to that -- I believe it's a creek area. It gives
10 us about negative six percent for District 4. If we
11 keep going up, I don't think that's going to give us --

12 MS. FONG: Enough?

13 MS. STITT: Yeah. So if we do that, 4 is at
14 negative 7.2 percent. And did you have an area where 4
15 can pick up population?

16 MS. FONG: Where 4 can pick up population?

17 MS. STITT: Yeah.

18 MS. FONG: Is that what you said?

19 MS. STITT: Uh-huh.

20 MR. ZACHRESON: Where -- where is -- what's
21 -- what's the -- number 5? What is that at right now?

22 MS. STITT: 5 is at 4.75.

23 MR. ZACHRESON: It's over.

24 MS. STITT: Yeah.

25 MS. FONG: Oh.

1 MR. ZACHRESON: Got it. I mean, what are
2 the thoughts on if we took more Fiddymment into the
3 opposite direction? Or right now, I think, like --
4 like, how much -- what's the number that we can move
5 from -- if we -- do -- so -- so right now, number 5 is
6 overpopulated, number 4 is way underpopulated with that
7 adjustment. What -- and again, this goes back to --
8 well, sorry.

9 This goes back to, you know, looking at,
10 like, Draft D, which is similar in configuration, but
11 pulling up where -- where you have most of the
12 Fiddymment be in District 4?

13 MS. STITT: Yeah. So what you're saying is
14 moving this area?

15 MR. ZACHRESON: And I don't think we can
16 move all of it.

17 MS. STITT: Yeah. Okay.

18 MR. ZACHRESON: But go -- go in the opposite
19 direction. We go up again to the Fiddymment --
20 actually, to Fiddymment Road --

21 MS. STITT: Yeah.

22 MR. ZACHRESON: -- and then go even beyond
23 over to pick up population for the other remaining part
24 of the boundary.

25 MS. STITT: I can do that.

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1 MS. FONG: Yeah. Well, let's just leave it.
2 I'm good. I think we're going to have to break up
3 different -- I mean, I think 2, 3, and -- 2 and 3 are
4 just --

5 MS. STITT: Uh-huh.

6 MS. FONG: -- you know, strangely shaped.
7 But so, I think, we're just -- those are the two --
8 those are the two districts that have the most
9 deviation in all of the -- all the different -- the
10 most different configurations in all the maps. So --

11 MR. ZACHRESON: When we're ready --

12 MS. FONG: Is there ever --

13 MR. ZACHRESON: -- I have a question about A
14 -- the -- Trustee Krafka's -- that we could --

15 MS. FONG: Do you want to look at 3, also?
16 B3?

17 MR. ZACHRESON: Real quick, I guess on -- on
18 Trustee Krafka, what was -- what was her goal of her --
19 she started with A. And what were her comments? And
20 what was her objectives in those changes that she
21 wanted to make?

22 MS. STITT: Yeah. So the changes were to
23 get this part of Brown into -- actually, it would have
24 looked like this, into District 2. And then get all of
25 Spanger into District 3. That balances it out.

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1 MR. ZACHRESON: When you say --

2 MS. STITT: With the whole --

3 MR. ZACHRESON: -- when we say, District 3,
4 what area is District 3? Up --

5 MS. FONG: The edge?

6 MS. STITT: The middle -- it was the middle
7 portion.

8 MR. ZACHRESON: The -- the --

9 MS. STITT: And I can go back to that map if
10 you would like.

11 MR. ZACHRESON: Yeah.

12 MS. STITT: But the --

13 MR. ZACHRESON: And I'm asking this because
14 I'm trying to see do -- what -- do some of these other
15 maps that we've pulled out as our favorites, do they
16 accomplish these same tasks as well, is -- is -- is
17 what I'm getting at.

18 MS. STITT: I believe this -- what I've
19 deemed A2, I believe that's the only one that keeps all
20 of this school grouping together. So this --

21 MR. ZACHRESON: But -- I mean --

22 MS. FONG: 2 and 3.

23 MR. ZACHRESON: -- does B2, does B3, does
24 Public Plan 3 do any of the same thing? I know -- I
25 know it doesn't say the B -- I know Public Plan 3

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1 addresses that Brown question, but I don't know if it
2 addresses the other issue.

3 MS. FONG: Well, B3 also has Brown broken
4 up. I mean --

5 MR. ZACHRESON: Yeah.

6 MS. FONG: -- Brown is just -- it has those
7 two --

8 MS. STITT: Yeah.

9 MS. FONG: -- it's like those two -- it's a
10 really odd shape.

11 MR. ZACHRESON: Yeah. Well, yeah. You
12 could do -- I mean, either -- like I said, either way,
13 you have to take something. So either take the south
14 part of Pleasant Grove, or you take the -- the east
15 part of Washington, of Brown. Or you can go even more
16 across the freeway and -- and -- but either way, you're
17 going to -- you have to take something to get to --

18 MR. BAQUERA: I -- I would say, and I know
19 we're not all speaking the same -- the same language
20 because of the variety of maps that we have in front of
21 us --

22 MR. ZACHRESON: Yeah.

23 MS. STITT: Uh-huh.

24 MR. BAQUERA: -- but having -- having had --
25 we previously came from Vencil Brown. In my opinion,

1 this section that on some of the maps is titled 210 --
2 or excuse me, 21 -- 2110. That -- it is 2110.

3 So if you're familiar with where the Diamond
4 Oaks community is, it's the neighborhood directly
5 across from Diamond Oaks. So the neighborhood is kind
6 of on the corner of Pleasant Grove and Washington
7 Boulevard. I -- I -- I would say geography-wise, if
8 you were going to break apart Brown, that's where I
9 would recommend you break it apart.

10 It's not ideal, but I believe, you know,
11 that is, in itself, not contiguous. Or, I mean, it's
12 contiguous by a street corner, but this is the area --
13 this is the area that I'm -- I'm talking about.

14 MS. FONG: Yeah.

15 MR. ZACHRESON: Yeah.

16 MR. BAQUERA: So if you're going to break up
17 Brown, separate off that area.

18 MR. ZACHRESON: And I think the Public Plan
19 3, the Jessup 2 does that. You know, I -- I wanted to
20 start with B3, but -- but frankly, you know, I'm okay
21 shifting that population that's 2110 and -- and moving
22 -- moving the one that's 2710, or even part of it.
23 Doesn't even have to be the whole piece.

24 MR. BAQUERA: And we're shifting -- and
25 we're shifting that one.

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1 MR. ZACHRESON: I -- I -- I -- I guess I
2 like -- when I look at -- when I look at Public Plan 3,
3 the Jessup 2, I like what they did with Brown there, I
4 guess is what I'm saying. So we -- if we can
5 incorporate that in other adjustments, I think we all
6 agree upon that, right?

7 MS. CONSTANT: So can I just -- just to
8 throw another map in there? Or actually, two -- no,
9 one. If you look at Jessup 7, which is Map Plan 8 has
10 Brown altogether.

11 MS. STITT: And I can pull up the layer.

12 MR. ZACHRESON: I -- I -- I think that's a
13 different -- is that a different one?

14 MS. CONSTANT: That's not the right one.

15 MS. STITT: Is that not it?

16 MS. CONSTANT: No.

17 MR. ZACHRESON: It's --

18 MS. STITT: Okay.

19 MR. ZACHRESON: -- Public Plan 8, I think.

20 MS. CONSTANT: Yeah. Jessup 7, Public Plan
21 8.

22 MR. ZACHRESON: We should have used letters
23 for one of them.

24 MS. CONSTANT: Yeah.

25 MR. BAQUERA: Do you have the -- the Jessup

1 number on --

2 MR. ZACHRESON: 7. It's Jessup 7.

3 MS. FONG: It's that they're all one -- one
4 extra because of the first -- the first one, the Public
5 Plan 1. And then all the -- and then all the Jessup.
6 So -- so Jessup 2 would be Public 3.

7 MS. CONSTANT: I think the lines are still
8 really clean on the Jessup 7 map. Plan 8. I don't
9 even know which -- what -- which would do you guys
10 prefer to call these? Public Plans?

11 MR. ZACHRESON: I like the Public Plan.

12 MS. CONSTANT: Okay. So Public Plan 8, I
13 think the lines are still really clean. I believe the
14 deviation is still pretty low.

15 MR. ZACHRESON: And -- and it looks like --

16 MS. CONSTANT: 7.9.

17 MR. ZACHRESON: -- and it looks like what
18 it's doing is on -- on one, which is the far west
19 district. It's grabbing that Raley's section and the
20 new development.

21 MS. CONSTANT: The Eskaton, yeah,
22 apartments.

23 MR. ZACHRESON: And Eskaton; is that what
24 it's --

25 MS. CONSTANT: Uh-huh.

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1 MR. ZACHRESON: Okay.

2 MS. CONSTANT: Yeah.

3 MS. FONG: But what's the -- where is --
4 what's this part that goes -- is that in the Blue Oaks?

5 MS. CONSTANT: That's the Eskaton
6 apartments. That's where Raley ONE is.

7 MS. FONG: Or 24 is?

8 MS. CONSTANT: Yep.

9 MR. ZACHRESON: Yeah.

10 MR. BAQUERA: The --

11 MR. ZACHRESON: And it's south of the
12 freeway?

13 MR. BAQUERA: -- Eskaton apartments? Or --

14 MS. CONSTANT: Yeah. It's -- that's --

15 MR. BAQUERA: -- Garden.

16 MR. ZACHRESON: Are they Eskaton?

17 MS. CONSTANT: If you pull it up, I think
18 that's what it's called.

19 MR. ZACHRESON: That's Harvest. Yeah.

20 MR. BAQUERA: I think Eskaton is more in
21 Blue Oaks. I think --

22 MS. FONG: Yeah.

23 MR. BAQUERA: -- that's actually --

24 MR. ZACHRESON: Yeah.

25 MS. CONSTANT: Do I have the wrong name?

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1 MR. BAQUERA: -- an apartment --

2 MS. CONSTANT: It's -- there's the
3 apartments, and it's the Raley's ONE in that section.

4 MR. BAQUERA: Yeah. That's --

5 MR. ZACHRESON: But the Harvest --

6 MR. BAQUERA: -- it's a multifamily
7 apartment.

8 MR. ZACHRESON: The Harvest? Yeah.

9 MR. BAQUERA: Yeah. I think -- I think the
10 Eskaton is -- is along that same line, but I think it's
11 just down a little bit further on in the Blue.

12 MS. CONSTANT: Okay. Sorry. I had the
13 wrong names. I'll say apartments.

14 MR. ZACHRESON: I mean, I don't think that -
15 -

16 MS. CONSTANT: Were you able to find it?

17 MS. STITT: I think I mis-numbered it. I
18 had to draw all of these. But I can --

19 MS. CONSTANT: Does it help you?

20 MS. STITT: -- pull up the map. Yeah.

21 MS. CONSTANT: It's the Public Plan 8.

22 MS. STITT: Okay. Let me pull it up.

23 MS. CONSTANT: It's the one with the little
24 -- right there.

25 MS. STITT: Maps.

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1 MR. BAQUERA: And I -- and here's -- here's
2 what I'll say, though, too, is I think as we make that
3 -- as we -- as we potentially make the move to Public
4 Plan 8 to keep Brown together, now on the west side, we
5 break apart some of the west side schools.

6 MS. CONSTANT: I don't know.

7 MR. ZACHRESON: I feel like it does, though,
8 on the west side, it does a pretty good -- good job. I
9 mean, we still have the issue with Fiddymment.

10 MS. CONSTANT: Fiddymment is close.

11 MR. ZACHRESON: It's close, yeah. It's --
12 it's -- it's -- really, it's -- it's missing mostly the
13 -- basically, that new development. That -- those
14 apartment complexes, that's part of Fiddymment.

15 MR. BAQUERA: So to -- to me, this one with
16 the -- I -- I think -- you know, I don't care -- I
17 don't care much for how that --

18 MR. ZACHRESON: That looks like a finger.

19 MS. FONG: The way it looks?

20 MR. BAQUERA: I didn't want to say what it
21 looks like but --

22 MS. FONG: The way it looks.

23 MR. BAQUERA: It's like, yeah, somebody
24 said, like, come here.

25 MR. ZACHRESON: Come here. Yeah.

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1 MS. CONSTANT: We can change the little line
2 if it -- if you like everything else. I'm sure she can
3 smooth it out a little.

4 MR. ZACHRESON: And I guess this is where
5 knowing the deviations come in.

6 MS. CONSTANT: Are you able to make a little
7 change to that so that it doesn't look --

8 MS. STITT: Yeah.

9 MS. CONSTANT: -- inappropriate, I guess?

10 MS. STITT: Yes. In fact --

11 MR. BAQUERA: It was inappropriate.

12 MS. STITT: Let me pull that up.

13 MS. CONSTANT: I know we weren't asking for
14 more choices, but I did have this -- I did like this
15 one. That helps.

16 MR. BAQUERA: So we -- on Public Plan 8, you
17 know, we have an interesting split where it crosses
18 over 80 here in this little section titled 75. And
19 this is again on the map -- Jessup Map 7, Public Plan
20 8. And then --

21 MS. CONSTANT: It's right here.

22 MR. BAQUERA: I think --

23 MS. FONG: So it doesn't -- it splits up
24 Crestmont. Is it Crestmont? Does it split up
25 Crestmont?

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1 MS. FONG: No, it doesn't split up
2 Crestmont.

3 MR. BAQUERA: I think this is the Cirby.
4 This is Cirby and --

5 MS. FONG: This is -- Cirby is right here.

6 MS. CONSTANT: It's -- it's Crestmont's.

7 MS. FONG: Yeah. It takes part of Crestmont
8 into that district.

9 MS. CONSTANT: Yeah.

10 MR. BAQUERA: And I think it's in -- you
11 know, I -- what -- I think what I appreciate about B2
12 is it -- it is that kind of -- I think it is a -- a bit
13 of a community of interest in the topper -- top end to
14 -- but because it -- I think it -- it changes the
15 configuration there --

16 MS. FONG: Well, B2 keeps Crestmont and
17 Sargeant together whole.

18 MR. BAQUERA: Yeah. The -- and I think the
19 Public Plan 8, you know, you look at the furthest down
20 in this section of 87 and then this furthest up in this
21 section of 50, and those are -- they're two very, very
22 different communities.

23 MS. FONG: That one -- that also splits up
24 Stoneridge too, right? It has Stoneridge on -- what --
25 what is this? What district is that? This -- is this

1 District 5?

2 MR. BAQUERA: Yeah, that would split up.

3 MS. FONG: That splits Stoneridge.

4 MR. BAQUERA: Yeah. It would split up the
5 top part of Stoneridge. But I think it would split at
6 what looks like the green belt.

7 MS. STITT: Okay. So this should be Public
8 Plan 8. And I can add the layer -- do you want the
9 school district area?

10 MS. FONG: Yes.

11 MS. STITT: Okay. Let me add that really
12 fast.

13 MR. BAQUERA: I was going to grab my
14 glasses. They're in the car.

15 MS. STITT: Sorry. My tech is not
16 cooperating right now. I apologize.

17 MR. BAQUERA: Is -- correct me if I'm -- if
18 I'm wrong. Everybody -- everybody -- just for the sake
19 of clarity's sake here, everybody pull up Public Plan 8
20 and pull up B2. Public Plan 8 and B2.

21 I believe -- I believe this was the first
22 exercise that we applied, which was trying to
23 incorporate on B2 that section that says 850, what is
24 the -- the finger on Public Plan 8, tried to
25 incorporate that into District 5.

1 And I believe the answer was that that
2 deviation was not allowed because I think that was one
3 of the first things that we tried. Am I correct on
4 that, or no?

5 MS. FONG: Uh-huh.

6 MS. CONSTANT: Yeah. But we -- when she was
7 trying to pull it up, we weren't going to take the
8 whole thing and see if she could take part of it.

9 MR. BAQUERA: Oh, I -- I -- oh, I see. I
10 see.

11 MR. ZACHRESON: And I think it's also -- it
12 -- I think the problem is it's a different problem. I
13 think it needed it. Like, it was -- it was too much on
14 B2, whereas I think 1 is actually okay. It's -- it's 2
15 that might need some population, which maybe it needs
16 to be pulled. I -- I don't know. I -- I think it's
17 the opposite direction, I guess, is the problem. But
18 we can -- I mean, how easy is it to just grab it and
19 see?

20 MS. FONG: Yeah.

21 MR. BAQUERA: Take 20 minutes?

22 MS. FONG: Yeah.

23 MS. STITT: Yeah. So I don't think the
24 layer is going to work with me tonight, but the whole -
25 - the rest of that attendance area is this block. So

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1 we can try putting that in. There's a good chance
2 it'll work, and -- but we'll have to move 2 as well.

3 MR. BAQUERA: Yeah. Oh, I see what --
4 you're saying 2 here.

5 MS. STITT: Yeah.

6 MR. BAQUERA: Yeah.

7 MS. FONG: Well, this -- it seems like we
8 have a lot of interest in B2 and Public Plan 8. And --
9 and -- I mean, is that --

10 MR. ZACHRESON: And 3.

11 MS. CONSTANT: And Public Plan 3.

12 MS. FONG: And 3.

13 MR. ZACHRESON: Yeah.

14 MR. BAQUERA: Yeah. I would say it -- I'm
15 sorry. Go ahead.

16 MS. CONSTANT: No. Go ahead.

17 MR. BAQUERA: Well, I was going to say,
18 based on -- I haven't seen -- I haven't seen any
19 adjustments that have made me change my mind. I think
20 my -- my favorite is still B2. I'll leave it at that
21 for now.

22 MS. CONSTANT: Can I -- just to, you know,
23 add another little --

24 MR. BAQUERA: Yeah.

25 MS. CONSTANT: -- option and to give a

1 little different variation of the maps that we're
2 looking at because we're looking at a lot of, like --

3 MR. BAQUERA: Let's do it.

4 MS. CONSTANT: -- up and down lines. But
5 could you -- do you want to look at Public Plan 4?
6 It's kind of drawing the lines a slightly different
7 way? It's -- it -- it may -- you may not -- and I'm
8 thinking about it. You're probably not going to -- the
9 west side as much, but -- I did like that it was -- it
10 seemed a little bit more contiguous.

11 MS. FONG: Compared to -- which one do you
12 like better between 5 and 8?

13 MS. CONSTANT: Well, I -- those -- those are
14 in my top. So I would more go against one of the Bs.
15 The Bs. I would take out one of the Bs over this one,
16 but -- because again, I liked D, but they're similar,
17 so -- it's just a different design to kind of look at,
18 especially over in the east side.

19 MS. FONG: So 5.

20 MR. BAQUERA: I think on -- on D, the reason
21 why I didn't care for D is I think it -- it -- it -- I
22 think it breaks apart a lot of school communities. I
23 think it breaks Cirby apart. I think it breaks Brown
24 apart.

25 MS. CONSTANT: Yeah. But they're very -- I

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1 mean, they're almost identical, too. So -- B2, B3, and
2 D are very similar.

3 MS. FONG: District -- so this one, District
4 5, or Public 1 -- is it 6? This doesn't have -- but
5 doesn't include all of Riego Creek in this one either.

6 MS. CONSTANT: Sorry, which one are you
7 looking at?

8 MS. FONG: This one: Jessup 5, which is
9 Public 6, I believe.

10 MR. BAQUERA: The difference -- and sorry to
11 confuse you --

12 MS. CONSTANT: Hold on.

13 MR. BAQUERA: Yeah. The --

14 MS. CONSTANT: Did you say, Public -- now I
15 lost my paper.

16 MR. ZACHRESON: When we -- when we calculate
17 the deviation, what's the denominator we're using, the
18 exact number?

19 MS. STITT: So it is looking at the total
20 population and how far away it is from the ideal size.
21 So if everything is equal, how far away from it from
22 being equal.

23 MR. ZACHRESON: And that number is 22? Is
24 it 20 -- it's like 22-something, I thought.

25 MR. BAQUERA: You might have gotten the

1 wrong one.

2 MS. STITT: Sorry. The wrong -- so the
3 deviation, I mean, it -- it depends, right? So how far
4 away. For this one on the screen, for example, this is
5 JU3, so Public Map 4. This one has a total deviation
6 where the largest one is 3 and the lowest one is 2, so
7 it's going to be about five percent.

8 MR. ZACHRESON: I -- I guess when we're --
9 when you -- when that number is -- if it's dividing by
10 the same number, all the maps for the -- the deviation,
11 right? It's the ideal percent, or is it using a
12 different number per map?

13 MS. STITT: Yeah, it's using a different
14 number, so --

15 MR. ZACHRESON: Okay.

16 MS. STITT: -- really, I would just -- the
17 deviation, I guess, is the ideal number.

18 MR. ZACHRESON: Okay. When I did -- I just
19 -- again, not knowing that number, I just estimated
20 22,500.

21 MS. STITT: Yeah.

22 MR. ZACHRESON: It appears that in the
23 Public Plan 7 -- or Public Plan 8, we could actually
24 shift that entire amount from that -- that -- that
25 finger there, the -- the Raley's area, over to 1, and

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1 everything is still within deviation, it looks like.

2 MR. BAQUERA: Doesn't that break apart the
3 Fiddymment Farm community though?

4 MR. ZACHRESON: No. It makes them closer
5 together.

6 MS. CONSTANT: Which map are you --

7 MR. BAQUERA: How so? Is it --

8 MS. CONSTANT: Sorry. Which map are you --
9 so this is Public Plan 8?

10 MR. BAQUERA: I think he was suggesting
11 Public Plan 8.

12 MS. CONSTANT: Okay.

13 MR. ZACHRESON: That -- that -- that part of
14 the -- that -- that part that looks like the finger,
15 that's part of Raley's and apartments.

16 MS. CONSTANT: It's like a claw.

17 MS. STITT: So --

18 MR. ZACHRESON: I -- I believe. I -- I
19 mean, I -- again, I'm not sure exactly how it's
20 calculated, so -- but it looks like, yes, it would
21 increase. It -- it would -- it would make 2 -- it
22 would shift a certain amount out from 2 to be the
23 lowest, but it would still be within that 10 percent.

24 MS. CONSTANT: So the reason that -- while
25 you -- while you're pulling that up, I was just going

1 to -- the reason I liked, if I get my numbers
2 correctly, Public Plan 4, is just bringing a different
3 variety of lines, and it's very clean. You get --
4 there's a lot of logical boundaries. That's obviously
5 our west side schools are going to be -- our east side
6 schools are a little bit more together, but it's going
7 to break up that Fiddymment --

8 MS. FONG: Yeah.

9 MS. CONSTANT: -- having a boundary of Blue
10 Oaks.

11 MS. STITT: So my program has stopped
12 working, which is not surprising how long we've been at
13 this. I can restart my computer, or you can give me
14 direction to update the maps for next time. But if you
15 want to take like a minute break --

16 MS. CONSTANT: I would rather take a break.

17 MS. FONG: We can take a break.

18 MS. STITT: Yeah. Okay.

19 MS. FONG: We can take a -- we can take a
20 five-minute recess and take a -- a comfort break
21 anyways. So let's take a -- let's take a 10-minute
22 recess.

23 MR. BAQUERA: 10. Thank you.

24 MS. FONG: Thank you.

25 MR. BAQUERA: All right.

1 (OFF THE RECORD)

2 MS. FONG: Welcome back from the break.

3 We're continuing our discussion on the California

4 Voting Rights Act, still in our public hearing phase.

5 And we're still involved in board comments on a few of

6 the different maps. It seems like there is some

7 interest in a couple, possibly three different maps at

8 this point: Public Plan 8, B2, and what was the third

9 one, Julie?

10 MS. CONSTANT: Public Plan 3.

11 MS. FONG: Public Plan 3, which is also

12 Jessup 2?

13 MS. CONSTANT: Correct.

14 MS. FONG: Okay.

15 MS. STITT: One second. So thank you for

16 bearing with me. It looks like the program is running

17 smoothly now, so I was even able to include the layer

18 of the school areas.

19 So if we were to move all of Fiddymont Farm

20 into Area 1, it would change the deviation to about

21 nine percent.

22 MR. ZACHRESON: Sorry, I was -- and unless

23 someone had the other question, I was talking about

24 that smaller population into Area 1. That -- that --

25 MS. CONSTANT: The claw.

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1 MR. ZACHRESON: The claw.

2 MS. STITT: The claw. Oh. So if I move
3 this into Area 2?

4 MR. ZACHRESON: Area 1. Is that Area 1?

5 MS. CONSTANT: It's in Area 1.

6 MR. ZACHRESON: Oh, sorry. In Area 2.
7 Sorry. Yes. In Area 2. Sorry.

8 MS. STITT: Okay. Yes.

9 MR. ZACHRESON: Okay.

10 MS. STITT: Yes. Let me do that. The
11 problem is 1 is already so underpopulated, so when we
12 do that, 1 is now negative 8.1 percent.

13 MR. ZACHRESON: And -- oh, so it's just
14 over. Okay. Got you.

15 MS. STITT: I'm assuming --

16 MS. CONSTANT: Could you take part of it,
17 not the whole thing?

18 MS. STITT: Yeah. So do you want me to move
19 this claw part of it into 2 or part of Fiddymont Farms
20 into 2? Sorry. I don't think that makes sense.

21 MS. CONSTANT: Is -- is there -- are you
22 able to blow it up so it's a little bit -- blow up --
23 blow up it a little bit bigger? Is that a main street
24 going through that claw? I nicknamed it.

25 MS. STITT: Let me pull up the data.

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1 MS. CONSTANT: Or I think that's a main
2 street right there in the 2, between the pink and the
3 brown, right?

4 MR. ZACHRESON: Is that the --

5 MS. CONSTANT: It's the --

6 MS. STITT: So this is Blue Oaks. It
7 follows. And then this looks like topography. So if
8 there's like --

9 MR. ZACHRESON: It's the creek, yeah.

10 MS. CONSTANT: Oh, okay.

11 MS. STITT: Yeah.

12 MR. ZACHRESON: But what's that? Is that --
13 it's not a street?

14 MS. CONSTANT: Well, there is a street in
15 there because there's the --

16 MR. ZACHRESON: It's the old --

17 MS. CONSTANT: -- the apartments.

18 MR. ZACHRESON: Yeah.

19 MS. CONSTANT: Right? And then there's the
20 Raley's ONE.

21 MR. ZACHRESON: Yeah. I think -- so are we
22 able to do that at that part that's kind of pink?

23 MS. STITT: This part right here?

24 MR. ZACHRESON: Yeah. Are you able to pull
25 --

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1 MS. CONSTANT: So I think you have to go in
2 here more.

3 MS. STITT: This is a census block, so
4 that's --

5 MR. ZACHRESON: Oh.

6 MS. STITT: -- what it looks like --

7 MR. ZACHRESON: Oh.

8 MS. STITT: -- unfortunately.

9 MR. ZACHRESON: Got it. Okay. Got you.
10 That's -- so -- so if -- if that were to be done,
11 population needs to be -- would need to be added to 2,
12 if we were to continue to play with that is what --
13 essentially, what we're saying?

14 MS. STITT: As it's drawn, it looks
15 balanced. But if you would make changes to the area,
16 we would need to make sure it's balanced.

17 MR. ZACHRESON: Got you. Okay.

18 MS. STITT: It helps --

19 MS. CONSTANT: I also like it the way it's
20 drawn. So, I mean, it doesn't bother me, that little
21 cut out. I -- I like the Plan 3 over Plan 8, but I
22 like both of them.

23 MR. ZACHRESON: I -- I think as -- as drawn,
24 I -- I -- you know, same thing with Plan 3. Although,
25 the -- the -- the east side looks a little bit cleaner.

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1 But I -- I'm not as familiar, so it may not be actually
2 as clean to natural boundaries.

3 So -- so yeah. Overall, just I -- I do,
4 between Plan 3 and Plan 8, Public Plan 3 and Public
5 Plan 8, I also prefer Public Plan 3.

6 MR. GARCIA: Do you prefer Plan 3 as is,
7 meaning you'd like to elevate that map for
8 consideration at the next meeting?

9 MR. ZACHRESON: I mean, I -- I would like to
10 look, maybe think about the east side a little bit,
11 just take a closer look, but I think overall, you know
12 -- I -- I think overall, it's -- I'm -- I'm pretty
13 happy with it.

14 MS. CONSTANT: I -- I would -- I would like
15 to bring Plan 3 to the next meeting if possible.

16 MR. ZACHRESON: But I do --

17 MS. CONSTANT: And -- and if needing to make
18 changes, we can.

19 MR. GARCIA: Do we want to do -- can we do
20 an overlay of the elementary boundaries and look at the
21 Trustee Areas 3, 4, and 5 in -- in Map -- in Public
22 Plan 3?

23 MS. STITT: Yes. So this should be Public
24 Plan 3 right now.

25 MS. CONSTANT: No.

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1 MS. STITT: This is not?

2 MS. CONSTANT: No.

3 MR. GARCIA: It's the one with the finger.

4 MS. STITT: Oh.

5 MS. CONSTANT: No.

6 MS. STITT: No, that's 8.

7 MS. CONSTANT: No. Public Plan 3 does not

8 have that.

9 MS. FONG: No. Public doesn't have a 3.

10 MR. GARCIA: Oh.

11 MS. CONSTANT: It cuts -- oops. Sorry.

12 Cuts in up here.

13 MR. GARCIA: Oh. I was on Public Plan 3.

14 Sorry.

15 MS. FONG: Okay.

16 MR. GARCIA: Okay. Got you.

17 MS. STITT: No. That's wrong. Give me a

18 second. I'll pull it up. No. 1 is way off.

19 MR. ZACHRESON: Question for -- for Trustee

20 Constant --

21 MS. CONSTANT: Uh-huh.

22 MR. ZACHRESON: -- while you pull it up.

23 MS. CONSTANT: Sure.

24 MR. ZACHRESON: So you -- you also like

25 Public Plan 3?

1 MS. CONSTANT: Yes. It's my -- and --

2 MR. ZACHRESON: Is there anything to it that
3 you feel would make it stronger, I guess is a question?

4 MS. CONSTANT: I actually like it as is. If
5 we're looking at the east side, the -- that clean line
6 that's at the -- at the bottom there between that
7 orange and the green, that's that -- that's a -- like a
8 nice natural barrier for the Kaiser and the hospitals
9 over there. I think it's keeping a lot of our schools,
10 especially on the east side, together.

11 And I know Trustee Krafka had the concerns
12 over in that green, darker green section, which I think
13 would be a little closer. It's keeping our west side,
14 you know, a nice line down Fiddymont.

15 MS. FONG: But it sounds like we have
16 interest in Public Map 3 and B2 to be elevated.

17 MS. CONSTANT: I'd also like to make -- I --
18 I think I would love to bring the Plan 8 forward, too.
19 But -- oops. Sorry.

20 MR. ZACHRESON: And -- and I guess that
21 question would be as is? Or do we want to play with
22 that one a little bit?

23 MS. CONSTANT: I think we could play with
24 it. I -- it doesn't bother me as I actually like it as
25 is, but I'm flexible too if we want to make changes to

1 it.

2 MS. FONG: So if we bring three maps
3 forward, we can -- we would not be -- we were still
4 going to -- we can still tweak those on the last day or
5 -- okay. So there's still an interest. Okay. So do
6 you want to do any tweaks to 8 now, or do you -- or
7 you're fine with 8? Or are you fine with it as is?

8 MS. CONSTANT: Personally, I'm fine with --

9 MS. FONG: 8 and 3?

10 MS. CONSTANT: -- 8 and 3.

11 MS. FONG: Okay.

12 MR. ZACHRESON: I -- I guess I want to think
13 about it. I mean, if there's still -- if there's a
14 third one that we're still talking about, we can go
15 back to that, and I can -- I can look at this one and
16 maybe make some suggestions.

17 MR. BAQUERA: I think B2 --

18 MS. FONG: 8, 3, and B2 are the ones on the

19 --

20 MR. ZACHRESON: As is?

21 MS. FONG: Yes.

22 MR. ZACHRESON: B2 as is? Okay. I -- I --
23 I guess if we did it -- again, it would probably go
24 back to -- I mean, if we were to take that whole
25 section, this is my thought. This is if we want to

1 pull up Map 8.

2 I guess it defeats some of the, I think, the
3 intent on Brown, but -- and it -- it just -- it kind of
4 turns into a hybrid of -- of 3. But if -- if we were
5 to pull that -- that -- that section where Raley's is
6 over, I guess, where would we pull -- where -- if we
7 could pull population into the Trustee Area 2?

8 So if we -- if we -- sorry. If we added --
9 sorry. If we added -- sorry. If we added that in
10 there, the problem is now Trustee -- Trustee Area 1 is
11 too low; is that the problem?

12 Oh, okay. So -- so I guess either way we're
13 taking away from Fiddymont. We have to either take
14 north off of, I think that's Holt or -- or North
15 Hayden. I think that's where that is. Yeah. So I
16 guess I don't know if I would make too many changes.

17 It doesn't look that good because it has
18 that weird finger, but I don't -- I don't think
19 effectively it would make a difference. You're just
20 swapping a little bit of that section there for
21 probably that -- that 1850 section.

22 MS. CONSTANT: Can -- can I -- can I talk
23 about B2 for just a second? I think what -- I -- I
24 think what is -- what kind of keeps -- I keep going
25 back to is in the Trustee Districts 2 and 4, it kind of

1 cuts through what I feel is, one, a census block. And
2 I believe if it's there -- no. That's not -- is there
3 apartments over there? What is that?

4 MR. BAQUERA: Where?

5 MS. CONSTANT: Right here in the 2110.

6 MR. BAQUERA: No. That's that neighborhood
7 we were talking about across from Diamond Oaks, corner
8 of Pleasant Grove and Washington.

9 MS. CONSTANT: Pleasant Grove, Washington.

10 MR. BAQUERA: Kind of butts up to the
11 railroad tracks, the railroad tracks that's behind the
12 community.

13 MS. CONSTANT: Oh, okay. I -- I -- I'm just
14 concerned about cutting that -- through that line.
15 That's -- I -- I think it's what kind of bothered me a
16 little bit, where both Plan 3 and 8 have more just
17 clean lines over there, and they're not going through.

18 MR. BAQUERA: Are you talking about how the
19 -- that 210 section --

20 MS. CONSTANT: Yeah.

21 MR. BAQUERA: -- that is cut through?

22 MS. CONSTANT: Yeah.

23 MR. BAQUERA: So down just -- so what is --
24 if we're looking at Map B2, to the best of my
25 understanding, that blue under 210, to the left side of

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1 the map, that's a senior mobile home park or a mobile
2 modular community. I -- oh, or actually, no. That
3 might be a -- the apartment complex.

4 MS. CONSTANT: I -- I have down -- I have in
5 my notes that it was an apartment complex, but no.

6 MR. BAQUERA: Yeah.

7 MS. CONSTANT: Oh, no. I don't. I'm sorry.

8 MR. BAQUERA: Yeah. That --

9 MS. CONSTANT: I -- maybe not apartments.

10 MR. BAQUERA: That might be a -- that might
11 -- that's either Diamond K Mobile Home Park or that is
12 -- or that is an -- a -- a pretty large apartment
13 community. Oh.

14 MS. CONSTANT: It's not.

15 MR. BAQUERA: Over right --

16 MS. CONSTANT: It's not. It's a -- it's --
17 where is the apartment?

18 MR. BAQUERA: So I -- I was off on Diamond
19 K. So okay. So -- oh, yeah. So I stand corrected.

20 MS. CONSTANT: Oh. Where's that?

21 MR. BAQUERA: That is a large apartment
22 community in there. Where -- where we're looking at
23 Jay -- Jay Electrical in there, that is a -- that's a
24 large apartment community.

25 I'm not -- I -- and -- and I would say I'm

1 not -- I certainly wouldn't want to -- certainly
2 wouldn't want -- want to split any community. I know -
3 - well -- well, yeah. Well, yeah.

4 MS. FONG: I -- I think -- I mean, I -- I
5 think we can -- none of these maps are perfect. I
6 think we just have to accept that none of these maps
7 are perfect.

8 MS. CONSTANT: 100 percent.

9 MS. FONG: So I think we can -- I mean,
10 there's a tweak that we'd make on every single one of
11 these maps, I'm sure. So --

12 MS. CONSTANT: Yeah.

13 MS. FONG: But I think -- you know, I think
14 each of these maps for -- you know, we all think they
15 kind of embody the main characteristics that we're
16 looking for being, you know, having some -- some
17 consistency with attendance boundaries for elementary
18 schools, trying to make them contiguous, trying to
19 minimize cutting up communities of interest. So I
20 think all three of these maps satisfy that.

21 And I think, you know, any one of them,
22 they're all compliant also. And so I think any one of
23 them could be a viable option at this point. And I
24 think that we can all agree on that. So I think we
25 have three maps that there seems to be some consistent

1 interest in. I think we can -- I think if there's an
2 interest in moving them forward, we can -- we can move
3 forward tonight.

4 MR. BAQUERA: I -- and I would -- I would
5 completely agree. I would say B2 is still -- is still
6 my favorite map. I think the -- any adjustments that I
7 would be interested to make to B2 would probably knock
8 it out of compliance. And I -- I do feel like it does
9 the best job at, again, my initial points: keeping our
10 -- our elementary school communities together, schools
11 of interest together. But so -- I -- I would be in
12 favor of moving forward B2 for final consideration with
13 no adjustments.

14 MS. CONSTANT: I would be -- I would be
15 comfortable in moving forward Plan 3 and Plan 8. Is
16 that correct? I mean, I'm not --

17 MS. FONG: I don't -- I don't think we have
18 an issue moving forward with -- with three maps at this
19 point as is.

20 MS. CONSTANT: Yep.

21 MS. FONG: I think we can be happy with any
22 of these maps.

23 MR. ZACHRESON: No. I -- I -- I think I'm -
24 - I'm also with -- with Public Plan 3 and Public Plan
25 8. I -- I just -- can we make sure that we pull up and

1 we look at them and say, this is the one we're talking
2 about? Just -- just to make sure that we -- we -- you
3 know?

4 MS. FONG: And could we have -- could we
5 have for all of the board members, each of these maps
6 with the elementary overlay and the middle school
7 overlay in large print?

8 MS. STITT: Yes. Definitely.

9 MS. FONG: Thank you. And with all of the
10 accompanying data.

11 MS. STITT: Absolutely.

12 MS. FONG: To ensure that everything is
13 compliant. Okay. Do we need to -- we -- do we have --
14 we have consensus, right? Let's make sure.

15 MS. STITT: Yeah. So this is Jessup
16 University 2, Public Plan 3.

17 MR. ZACHRESON: Wait. Hold on. Can you
18 zoom in a little bit?

19 MS. STITT: Uh-huh.

20 MR. ZACHRESON: Can you move down to the
21 east side a little bit? Okay. Yeah. That's --

22 MS. STITT: Yeah. That's correct.

23 MR. ZACHRESON: Yep. It's -- that's
24 correct. Okay.

25 MS. STITT: Okay. And then I'll pull up

1 Plan 8, Jessup University 7.

2 MS. FONG: Okay. That one is easy to --

3 MR. ZACHRESON: Yeah.

4 MS. FONG: -- identify.

5 MR. ZACHRESON: That one's easy to identify.

6 MS. STITT: The claw.

7 MS. CONSTANT: I think there's another one
8 with that.

9 MR. ZACHRESON: Yeah. That's -- that's --
10 yeah. That's correct.

11 MS. STITT: So we can get you all these maps
12 with the overlays of middle school and elementary
13 school attendance areas, neighborhoods. Anything else
14 you want?

15 MR. BAQUERA: Ideally, if we could read the
16 main artery roads --

17 MS. STITT: Okay.

18 MR. BAQUERA: -- that would be incredibly
19 beneficial.

20 MS. CONSTANT: I agree.

21 MS. STITT: I will try my best to get that
22 to you this time.

23 MS. FONG: And then -- and then to add the
24 names of the elementary schools, too, to add it.

25 Sorry. Thank you.

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1 MS. STITT: I'll add that to the cover.

2 MS. CONSTANT: And as large as we can get.

3 MR. NADLER: These will be the marked as
4 such on the website, correct? So it's noted in public
5 records? These are the three? Okay. That's all.

6 MS. FONG: Yes. Yeah.

7 MR. NADLER: That's all. I just wanted to
8 be sure.

9 MS. STITT: Yes. All of these maps will be
10 posted as needed, at least seven days in advance. So
11 the public will know which maps are being considered at
12 the next meeting so that, yes, you will get all of that
13 information soon, and it will be posted at least seven
14 days before.

15 MS. FONG: Okay. Okay. Thank you,
16 everybody, for the input and the patience with the
17 process. And are we -- we are going to go back into
18 closed session, so we will not be adjourning yet. We
19 are going back into closed session, and I'm going to
20 adjourn the meeting and close public hearing at 7:57.
21 Thank you, everybody.

22 (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.



Doug Yarborough

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