

STATE OF CALIFORNIA  
2020 CITIZENS REDISTRICTING COMMISSION (CRC)

In the matter of:

PUBLIC MEETING

721 Capitol Mall, 2nd Floor  
Sacramento, California 95814

TUESDAY, MARCH 9, 2021

9:30 A.M.

Reported by:  
Peter Petty

## APPEARANCES

Commissioners

Jane Andersen, Chair  
J. Ray Kennedy, Vice Chair  
Isra Ahmad  
Linda Akutagawa  
Alicia Fernandez  
Neal Fornaciari  
Antonio Le Mons  
Sara Sadhwani  
Patricia Sinay  
Derric H. Taylor  
Pedro Toledo  
Trena Turner  
Angela Vasquez  
Russell Yee

Staff

Alvaro E. Hernandez, Executive Director  
Marian Johnston, Interim Counsel  
Fredy Ceja, Communications Director

**Also Present**Technical Contractors

Public Comment Moderator  
Kristian Manoff, AV Technical Director

Presenters

Carol Kocivar. Ed100  
Frank Pisi, Sacramento County Office of Education (SCOE)  
Raquel Marquez Maden, California School Boards Association  
(CSBA)

Public Comment

Peter Canon [  
Alejandra Ponce de Leon, Advancement Project California  
Renee Westa-Lusk

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## P R O C E E D I N G S

1  
2 Tuesday, March 9, 2021 9:30 a.m.

3 CHAIR ANDERSEN: Good morning. It is 9:30, and I  
4 call this meeting to order.

5 Ms. Sheffield, would you please call the roll?

6 MS. SHEFFIELD: Yes. Good morning,  
7 Commissioners. Commissioner Fernandez.

8 (no audible reply)

9 MS. SHEFFIELD: Commissioner Fornaciari.

10 (no audible reply)

11 MS. SHEFFIELD: Commissioner Kennedy.

12 VICE CHAIR KENNEDY: Here.

13 MS. SHEFFIELD: Commissioner Le Mons.

14 (No audible reply)

15 MS. SHEFFIELD: Commissioner Sadhwani.

16 COMMISSIONER SADHWANI: Here.

17 MS. SHEFFIELD: Commissioner Sinay.

18 COMMISSIONER SINAY: Here.

19 MS. SHEFFIELD: Commissioner Taylor.

20 COMMISSIONER TAYLOR: Present.

21 MS. SHEFFIELD: Commissioner Toledo.

22 (no audible reply.)

23 MS. SHEFFIELD: Commissioner Turner.

24 COMMISSIONER TURNER: Here.

25 MS. SHEFFIELD: Commissioner Vasquez.

1 COMMISSIONER VASQUEZ: Here.

2 MS. SHEFFIELD: Commissioner Yee.

3 COMMISSIONER YEE: Here.

4 MS. SHEFFIELD: Commissioner Ahmad.

5 COMMISSIONER AHMAD: Here.

6 MS. SHEFFIELD: Commissioner Akutagawa.

7 COMMISSIONER AKUTAGAWA: Here.

8 MS. SHEFFIELD: And Commissioner Andersen.

9 CHAIR ANDERSEN: Here.

10 MS. SHEFFIELD: Thank you.

11 CHAIR ANDERSEN: Good morning. Today is our  
12 second day of this set of meetings. Today is Tuesday,  
13 March 9, and we've gone through most of our agenda for this  
14 session.

15 This morning at 10:00 a.m. we will have an  
16 educational outreach panel, and at this time I'm going to  
17 ask for public comment, which we usually do at the  
18 beginning and ends of our meetings. We also do this as we  
19 come back from lunch. So, if, Katy, you could please read  
20 the instructions for public comment.

21 PUBLIC COMMENT MODERATOR: Yes, Chair. Good  
22 morning.

23 CHAIR ANDERSEN: Good morning.

24 PUBLIC COMMENT MODERATOR: In order to maximize  
25 transparency and public participation in our process, the

1 commissioners will be taking public comment by phone.

2           To call in, dial the telephone number provided on  
3 the livestream feed. It is 877-853-5247. When prompted,  
4 enter the meeting I.D. number provided on the livestream  
5 feed. It is 98938125973. When prompted to enter a  
6 participant I.D., simply press the pound key.

7           Once you've dialed in you'll be placed in a  
8 queue. To indicate you wish to comment, please press star  
9 nine. This will raise your hand for the moderator. When  
10 it is your turn to speak you'll hear a message that says,  
11 "The host would like you to talk and to press star six to  
12 speak."

13           If you would like to give your name, please state  
14 and spell it for the record. You are not required to  
15 provide your name to give public comment.

16           Please make sure to mute your computer or  
17 livestream audio to prevent any feedback or distortion  
18 during your call.

19           Once you are waiting in the queue, be alert for  
20 when it is your turn to speak, and please turn down the  
21 livestream volume.

22           The Commission is taking start of the meeting  
23 general public comment at this time.

24           And we do have one person in the queue with their  
25 hand up, and I'd like to remind the callers to press star

1 nine to raise their hand.

2 All right, so here we go.

3 CHAIR ANDERSEN: Thank you. Please invite them  
4 in.

5 PUBLIC COMMENT MODERATOR: And the floor is  
6 yours.

7 MR. CANON: Good morning. My name is Peter Canon  
8 (phonetic), and I just wanted to say that throughout the  
9 day yesterday commissioners had mentioned various upcoming  
10 outreach events that they were doing. And I wanted to  
11 point out to the Commission that none of these are listed  
12 on the outreach calendar at this time. I checked again  
13 recently but there's only one upcoming event currently  
14 listed, and I assume this might be an unintentional  
15 oversight as you transition to your new website.

16 I wanted to point this out so your staff can move  
17 quickly to correct this important commitment to  
18 transparency and so the public knows who the meetings are  
19 with as part of the education process. Thank you very  
20 much.

21 CHAIR ANDERSEN: Thank you. The outreach  
22 calendar will be updated. You can, of course -- our  
23 meetings are listed under "Meetings," which are -- we're  
24 doing primarily now our business meeting. So, look for  
25 that on the website. Thank you.

1           The next caller, please.

2           PUBLIC COMMENT MODERATOR: Yes, Chair. The floor  
3 is yours.

4           MS. PONCE DE LEON: Good morning, Commissioners.  
5 My name is Alejandra Ponce de Leon, AL-E-J-A-N-D-R-A, last  
6 name, P-O-N-C-E D-E- L-E-O-N. I'm senior policy research  
7 analyst with the political voice team at Advancement  
8 Project.

9           I want to just thank you for all the  
10 deliberations. I know that there's been so much work that  
11 you've been leading and so much -- again, just want to  
12 really appreciate a lot of the attention placed in moving  
13 forward through the outreach engagement. And in particular  
14 today, the reason I'm calling is about the language access.

15           I know that you have heard from, you know,  
16 several organizations throughout, you know, yesterday and  
17 weeks' previous meetings about just the need and the  
18 importance of providing interpretation throughout the  
19 public meetings, not just during public comment.

20           For us at Advancement Project this is something  
21 that is very crucial and important when it comes to civic  
22 participation, given that language barrier is one of the  
23 major obstacles for a lot of communities, you know, to be  
24 able to engage in all of these democratic processes. And  
25 recognizing that here in California it's estimated that one

1 in five Californians have identified as speaking English  
2 less than very well, it really just brings up the urgency  
3 of ensuring, you know, at least for public meetings where  
4 you've been requested for translations to provide the whole  
5 meeting with interpretation services, you know, taking  
6 advantage of Zoom, taking advantage of other tools that  
7 might be available to be able to provide channels for folks  
8 to be able to engage in and not just, you know, to be able  
9 to be interpreted, you know, for their public comment, but  
10 to hear all the discussion because it's very fruitful to  
11 hear all the process that you're going through and the  
12 thinking and the questions that you all are discussing, and  
13 this is something that's vital to just make redistricting  
14 less, you know, abstract and more tangible and more direct  
15 for communities, especially like low English proficient  
16 communities.

17           And, so, I just want to encourage you, and I know  
18 that you all are looking to different options and really  
19 trying to weigh in on the cost and how to do it -- you  
20 know, how to move it forward in a way that, you know, is  
21 responsive. And I know you're trying to be as responsive  
22 to communities but just really want to uplift as well from  
23 our organization how important it is to be able to provide  
24 interpretation throughout the whole meeting. So, I just  
25 wanted to say that and thank you.

1 PUBLIC COMMENT MODERATOR: Okay, and we have one  
2 more caller, and the floor is yours.

3 MS. WESTA-LUSK: Hello. This is Renee Westa-  
4 Lusk. I've been having problems this morning trying to get  
5 to the meeting drop-down box on your website where you can  
6 get to the agendas, minutes and handouts, and I can't get  
7 to the agenda, or the handouts, or the minutes, that page.  
8 So, I don't know what's going on. Is someone working on  
9 the website?

10 CHAIR ANDERSEN: Thank you very much for that  
11 information. I don't know at this time. We will certainly  
12 look into that and see if there is an issue from our end.  
13 We might have a -- please feel free to call into the office  
14 and try to work this out because that is extremely  
15 important. Thank you for that information.

16 MS. WESTA-LUSK: Is the office number that 916-  
17 323 --

18 CHAIR ANDERSEN: 0-3 -- let's see.

19 COMMISSIONER SINAY: 0-3-2-3.

20 CHAIR ANDERSEN: 2-3.

21 MS. WESTA-LUSK: Okay. And then I have one other  
22 question. If you're having difficulty in doing the draw,  
23 CAcommunity.org where you're trying to draw a map and  
24 you're not sure of the instructions, is there a phone  
25 number available to get tech help figuring out how to draw

1 the map?

2 CHAIR ANDERSEN: Commissioner Kennedy could you  
3 -- there is information. Commissioner Kennedy, could you  
4 address that, please?

5 VICE CHAIR KENNEDY: There is. I will have to  
6 look it up.

7 CHAIR ANDERSEN: Yeah, I didn't know, is that  
8 actually on the tool, itself? I believe there might be --  
9 I'm sorry, Commissioner Yee.

10 COMMISSIONER YEE: Up in the tool, the upper  
11 right, is a help button, and you can go to live chat tech.  
12 support.

13 MS. WESTA-LUSK: Okay. Thank you.

14 CHAIR ANDERSEN: Thank you very much because --  
15 any issues with that, please get back in touch with us. We  
16 do want to know to make sure that is working well.

17 PUBLIC COMMENT MODERATOR: And that was everyone  
18 in the queue, Chair.

19 CHAIR ANDERSEN: Thank you very much. Do we have  
20 any additional -- oh, Commissioner Vasquez.

21 COMMISSIONER VASQUEZ: Yeah. I just wanted to  
22 acknowledge the caller's challenges with the website. It's  
23 happened to me a couple of times. Everything is pretty  
24 accessible from the menu bar, which isn't always readily  
25 apparent, especially if you're on a mobile device like an

1 iPad or a phone. You have to click up into the menu to get  
2 into meetings and then will take you into the right page to  
3 get you to the handouts. Same with the outreach calendar.  
4 Whereas like if you're just on the home page and scroll to  
5 upcoming meetings or today's meeting there's not a way to  
6 get to either the whole meeting -- there's not a readily  
7 apparent way to get to like a list of all of our meetings,  
8 which also then includes the handouts.

9           So, the menu bar is sort of where right now the  
10 website is designed to link you to all the detailed  
11 information, so the home page I think is just not quite as  
12 intuitive. So, just as a flag for folks, the menu bar is  
13 where most things are located.

14           CHAIR ANDERSEN: Thank you. Commissioner  
15 Sadhwani.

16           COMMISSIONER SADHWANI: Yes, thank you. Thank  
17 you to the callers, and thank you to Commissioner Vasquez  
18 just for raising that.

19           This issue has actually been on my mind since  
20 callers called in yesterday, you know, with some concerns  
21 about being able to find items and ensuring that the  
22 transparency of our documents, of our meetings.

23           I know there was a caller yesterday who had asked  
24 for the videos or transcripts. I think this has been a  
25 problem for us from the very beginning. I think that we're

1 in a new stage now. We have new staffing; we have a  
2 beautiful new website. But I'm wondering if we might want  
3 to just put a little greater oversight to not simply the  
4 creation of the website, but in particular this  
5 transparency piece about really just monitoring to ensure  
6 that all of these components, all of the outreach meetings,  
7 right, that commissioners are going out to do are being  
8 placed somewhere on our website. I think that's something  
9 that we had committed to doing.

10 I'm wondering if we want to formalize that. My  
11 understanding is that there is kind of an informal website  
12 committee of Commissioner Taylor and Commissioner Kennedy.  
13 I know that there's potentially the Lessons Learned  
14 Committee has kind of a piece with transparency.

15 So, I just wanted to raise that and see if there  
16 might be an interest just to kind of formalize that  
17 process. I feel bad when we get callers calling in saying,  
18 you know, where is this, where is that. And I feel like  
19 we're sometimes unprepared to really have any one of us as  
20 commissioners be responsive to those needs, and perhaps  
21 this might be a way of doing that, and just providing  
22 additional support to staff.

23 CHAIR ANDERSEN: Thank you, Commissioner. There  
24 was at one point the Troubleshooting Subcommittee who was  
25 addressing that. I didn't know of others. But putting

1 together a group certainly with the commissioner -- with  
2 Director Ceja. But Commissioner Ahmad and then  
3 Commissioner Sinay.

4 COMMISSIONER AHMAD: Pass.

5 CHAIR ANDERSEN: Commissioner Sinay.

6 COMMISSIONER SINAY: I also think that there is  
7 some confusion because outreach, the zone outreach in the  
8 meetings we're doing and the public input -- I mean not the  
9 public input, the public education sessions or, you know,  
10 our PowerPoint. And I have mentioned this before, and I  
11 would like us to think about including both.

12 Right now we include the -- just the meetings --  
13 I mean just the PowerPoint presentation, you know, the  
14 education sessions, but we're all doing a lot of zone  
15 outreach and state outreach and I think that's where folks  
16 are asking where those are.

17 I did start a list last time for myself and the  
18 people that I've done some of that with, just a simple one  
19 with the name of the organization, the zone and the date  
20 that it happened just so that people can see that we are  
21 out in the zones until we've met with and they can give us  
22 input if we're missing someone. But that is something that  
23 Commissioner Vasquez and I have brought up from the  
24 beginning that it really is helpful for all of us,  
25 especially even as a commissioner sometimes you can look

1 through that list and go, oh, I hadn't thought about  
2 reaching out to that group in my zone. I'll do that. So,  
3 I'd like to bring that up again as something that we can  
4 provide as well.

5 CHAIR ANDERSEN: Could you elaborate on the  
6 outreach? So, that's a meeting, that's not just a contact.  
7 I believe the issue is something that some of the public  
8 could attend.

9 COMMISSIONER SINAY: No, I think there is  
10 confusion right now because we talk about outreach and  
11 sometimes we're talking about the public education sessions  
12 which are the public meetings, or, you know, the meetings  
13 that we're doing in partnership with -- hosted by other  
14 groups and we're doing the PowerPoint.

15 And then all of us within our zones and other  
16 places are doing outreach as well to ask questions, what's  
17 the best way to engage your community, what's the best way  
18 to do outreach. And I think in the -- when we talk about  
19 it we mix up the two, and I can understand why the  
20 community is confused. But I think it is helpful for us to  
21 be listing all our one-on-one conversations as well as our  
22 presentations on the website.

23 CHAIR ANDERSEN: Okay. Yes, I agree because  
24 that's -- I think it's our terminology that is very  
25 confusing because it's -- say maybe outreach contacts, and

1 then because when you say outreach I -- it does to me even  
2 it sounds like that's some sort of meeting. But, no, these  
3 are contacts and then any kind of meeting, I'm assuming, is  
4 listed on the outreach calendar that someone could attend.  
5 So, that's certainly something that needs to be cleared up  
6 and put forth on the calendar. Thank you.

7 COMMISSIONER SINAY: Just as a follow up, why  
8 don't we put this on the agenda for the Input Committee  
9 since we've got a few of everybody on that committee.

10 CHAIR ANDERSEN: Yes, I actually was going to  
11 charge that with the -- basically outreach to come up with  
12 a plan of how to take care of that and how to list those  
13 things to clarify that. Any other commissioners?  
14 Commissioner Vasquez? Commissioner Taylor.

15 COMMISSIONER TAYLOR: As it relates to some of  
16 the feedback we get regarding the website, excuse me, and  
17 Commissioner Kennedy might also chime in on this, I know  
18 before we start our meetings I try to do a dry run of all  
19 the tabs to see if they're operating, and I see many of the  
20 other commissioners do so when they hear the feedback. But  
21 I try to do a dry run of all the tabs to make sure that  
22 they're working prior to us starting the meeting.

23 So, some of those issues that come up will be new  
24 to us as they're addressed from the callers. So, I try to  
25 give a little bit of quality control before we start our

1 meetings.

2 CHAIR ANDERSEN: Thank you. I actually did that  
3 last night. I went through everything last night. But I  
4 believe there is an issue with -- I access mine on a  
5 laptop, on a computer, and I believe there's an issue with  
6 mobile access or iPad because those are different, you  
7 know, platforms, and I believe there's a need possibly for  
8 a couple of -- a small committee to take this on.  
9 Commissioner Kennedy.

10 VICE CHAIR KENNEDY: I've also -- well, first of  
11 all, we, the Commission, and, you know, the public we ask  
12 -- we all understand that the website is still a work in  
13 process. It will be a living thing, but it's also still in  
14 the process of getting everything since July moved over to  
15 this new website.

16 One item that I had brought up with staff several  
17 months ago is the issue of meeting transcripts. And I just  
18 want to take the opportunity to ask for an update from  
19 staff. I know that the videos, even if they're not yet up  
20 on the new website, the videos as recently as I think mid-  
21 February meetings are already -- are available on the old  
22 website.

23 So, again, all of that content is still in the  
24 process of being moved over from the old website to the new  
25 website to the extent that it is related to the 2020

1 Commission.

2           But there are zero transcripts, even going back  
3 to our first meeting as the full Commission back in August.  
4 I don't believe that the full transcript is up on the old  
5 website, nor are any of the other transcripts. So, I just  
6 wanted to check and see what the status is, and if staff  
7 can find that out for us in the course of today, that's  
8 great. Otherwise, please report back at the next meeting.

9           CHAIR ANDERSEN: Yes. Director Hernandez, if you  
10 could please look into that because that's absolutely true  
11 and that was an issue.

12           There's also the transcripts at one point we  
13 really did discuss and had put into place an actual meeting  
14 summary, just action points, just a very brief, and that  
15 has been a constant request as well. I know there are some  
16 staffing issues involved there, but I would like you to  
17 look into getting that going again, because even if you  
18 have -- right now the only way someone could look at and  
19 try and figure out what happened in the meeting is you have  
20 to look at the entire video. A transcript certainly helps,  
21 but it would be nice to have a short action summary.

22           So, any other -- I see Commissioner Sadhwani.

23           COMMISSIONER SADHWANI: Yeah, just to -- I mean  
24 this is kind of my point. Do we want to appoint a small  
25 subcommittee that's specifically going to overcook this --

1 oversee this and make sure that it's happening? I mean I  
2 think there were issues in the past, but moving forward we  
3 can make sure that we're all on point and making sure that  
4 it's also getting done, so, when issues do arise and we  
5 have callers call in, we can say, hey, we have a  
6 subcommittee that is specifically looking at these  
7 transparency issues, and this is what we've done thus far,  
8 and, you know. Who of us commissioners will kind of pick  
9 up that specific I guess is my ongoing question?

10 CHAIR ANDERSEN: Commissioner Taylor.

11 COMMISSIONER TAYLOR: Yeah. I have no problems  
12 volunteering for such a committee, if so desired.

13 CHAIR ANDERSEN: Thank you. Is this -- would  
14 this be in the purview of an existing subcommittee at all,  
15 Commissioner Kennedy?

16 VICE CHAIR KENNEDY: Well, as Commissioner  
17 Sadhwani mentioned, Director Ceja wasn't the chair of the  
18 Commission and so didn't formally appoint a website  
19 subcommittee but did ask Commissioner Taylor and me to  
20 serve unofficially as a website committee, and I would say  
21 that both Commissioner Taylor and I would be happy to take  
22 this on if you want to designate us as an official  
23 subcommittee.

24 CHAIR ANDERSEN: I think that's a very -- because  
25 I was going to put together a website subcommittee, so not

1 realizing the fact that that technically existed already.  
2 I do see Commissioner Fernandez, question there before I  
3 create this. I was going to say who else was interested.  
4 Commissioner Fernandez.

5 COMMISSIONER FERNANDEZ: Oh, no, I'm not  
6 interested in that. I mean, I am interested but I have my  
7 hands full.

8 I just wanted to let you know that Commissioner  
9 Fornaciari and I are dealing with -- not dealing, we're  
10 looking into the agenda minutes, that piece of it for  
11 future, so that would be separate, I believe from the -- I  
12 just wanted to make sure we were differentiated between the  
13 two.

14 CHAIR ANDERSEN: Yes. No, that certainly is a  
15 different task in my mind. Excellent.

16 So, Director Ceja.

17 COMMUNICATIONS DIRECTOR CEJA: Thank you so much.  
18 Thank you. It was an ad hoc committee when we kind of  
19 launched the website, but it's apparent that there's a need  
20 for continued work on the website.

21 And like Commissioner Kennedy said, this is a  
22 living document, so if something doesn't make sense, we do  
23 have the ability to smooth things around immediately so  
24 that it does make sense for the public and makes it easier  
25 to navigate.

1           So, yeah, I guess today we're making a formal  
2 committee out of an ad hoc, which is great. Thank you.

3           CHAIR ANDERSEN: Yes.

4           COMMUNICATIONS DIRECTOR CEJA: And all videos  
5 have been moved over from 2010 Commission. So, if you  
6 don't see transcripts it's because they don't exist. I did  
7 take the time two weeks ago to pull over all the documents  
8 and all the videos. So, everything that's there is all we  
9 have.

10          CHAIR ANDERSEN: On the 2010 video, there never  
11 was any -- if you went to click on the link there was no  
12 video there, on our old website. Is there a video there  
13 now?

14          COMMUNICATIONS DIRECTOR CEJA: I tried yesterday.  
15 I clicked on a few tabs and I did see videos. It might be  
16 that when the website crashed we lost some of that content.

17          CHAIR ANDERSEN: No, it had been sort of taken  
18 down and archived, and because we've been asking about  
19 these for quite a while. We were trying to look at  
20 specifically how the line drawing process went, and those  
21 videos just didn't exist. But there had been efforts to  
22 try to get those back and we'll further pursue that. But  
23 if you could make sure -- make sure that they aren't just  
24 placeholders.

25          COMMUNICATIONS DIRECTOR CEJA: Yeah, we'll figure

1 it out. I do have videos from the 2010 website that we  
2 were getting ready to pull it over when we had the idea of  
3 meshing the two websites, but that's no longer the case.  
4 So, I'll work with Raul to figure that out. I think we  
5 have the video files. I have them on my backup drive.

6 CHAIR ANDERSEN: Excellent, okay. Commissioner  
7 Sadhwani.

8 COMMISSIONER SADHWANI: Sure. This is just a  
9 general question that maybe our court reporter can answer  
10 it. There's a court reporter at all of our meetings, and I  
11 assume capturing the transcript of our meetings. I'm just  
12 wondering what happens with those transcripts that are  
13 captured, and is it -- can we use them for our website?  
14 There was a specific request yesterday for transcripts, so  
15 I'm just wondering why we don't have the transcripts  
16 available.

17 CHAIR ANDERSEN: Well, I do know there's a  
18 process of step involved. It isn't just -- there is a  
19 dictation, typing it up. There's a -- and then, of course,  
20 it's a charge. I do not know if the court reporter has  
21 actually been specifically asked to do that, so I have to  
22 ask the staff. If the staff could get back to us to look  
23 into what is the status of getting transcripts and going  
24 back to get our transcripts.

25 So, with that I'd like to -- I'm going to

1 establish a Web Site Subcommittee. Is that the appropriate  
2 name, or do you want Web Site Follow Up or is Web Site  
3 sufficient, your title? Great.

4 COMMISSIONER SADHWANI: It might be the Website  
5 and Transparency.

6 CHAIR ANDERSEN: Well, then it's transparency of  
7 lots of different things. This is just keeping the  
8 website, all the documents on the website and keeping that  
9 flowing. To say transparency that means, you know, they'd  
10 be looking into what's happening in the meetings. It's too  
11 inclusive, I believe. What does the subcommittee think?

12 VICE CHAIR KENNEDY: I'm fine with it being  
13 called web site, but we will certainly be looking at the  
14 website as a vehicle for transparency.

15 CHAIR ANDERSEN: All right, yeah. The Website  
16 Subcommittee and it will consist of Commissioner Kennedy,  
17 who is a Democrat and Commissioner Taylor, who is a  
18 Republican. So, yes, they're both from the south, but  
19 that's okay.

20 So, moving on, it is almost 10:00 o'clock, and we  
21 have an education panel. And I'm going to hand this over  
22 to I believe it's Commissioners Fernandez and Vasquez who  
23 will be running this group. Anytime you're ready.

24 COMMISSIONER VASQUEZ: Just trying to make sure  
25 all of our panelists are here. I see Raquel. I see Frank.

1 I am not seeing Carol. Yup, there's Carol. Right on cue,  
2 Carol.

3 Thank you -- first of all, thank you so much to  
4 our wonderful panelists for their flexibility and for their  
5 interest in commitment to educating us, the Commission and  
6 the public, today about how we might engage school and  
7 education stakeholders in our outreach and engagement on  
8 statewide redistricting efforts.

9 And I also think, you know, just for the  
10 community as you're thinking about both your communities of  
11 interest and local redistricting efforts, I think it's  
12 pretty safe to say that schools are often community hubs  
13 and really huge reference points for community members in  
14 terms of who they consider their neighbors, where they  
15 consider sort of their safe places and, really, like I  
16 said, schools serve as really strong community hubs and  
17 anchors, so I'm really excited today to have our three  
18 panelists share a bit about their organization, their  
19 perspectives on how, you know, organizing and engagement  
20 with their stakeholders has gone in the past, and then  
21 we'll save about half an hour for just sort of a dialog  
22 between commissioners and the panelists to talk through  
23 some ideas.

24 So, I figured we would go in alphabetical order,  
25 so first up I'm excited to introduce Carol Kocivar. Carol

1 Kocivar is the former president of the California State  
2 PTA. She's worked as an attorney and a journalist,  
3 ombudsman person and is a parent to two children who  
4 graduated from San Francisco Public Schools. She's an  
5 editorial contributor at Ed100, a website I very much  
6 recommend if you are interested in learning about the  
7 education system in California. And she also received the  
8 2020 Shirley Igo Advocate of the Year Award.

9           So, thank you, Carol, so much for joining us here  
10 today.

11           MS. KOCIVAR: Well, thanks so much for including  
12 the PTA. I did send everyone a map of California with all  
13 the PTA sections. Is that something that was distributed  
14 to everyone or are you going to point it out, so I don't  
15 have to discuss it?

16           COMMISSIONER VASQUEZ: Yes, we've received it.  
17 It's been distributed to the Commission as well as posted  
18 on our website. So, feel free to reference it in your  
19 comments.

20           MS. KOCIVAR: Terrific. So, let me just give you  
21 a little bit of the structure of the PTA. We're part of a  
22 national organization. California is the largest state PTA  
23 and the largest parent advocacy for children and families  
24 organization in the state. We're organized throughout the  
25 state which is why I sent you that chart. And we have

1 about 29 different districts by geographic area.

2           So, I, for example, am in district two, and if  
3 you look at that map that means I'm from San Francisco. If  
4 I was from Los Angeles, I would be in district one. And  
5 those numbers are just by the timeline in which those  
6 districts were created.

7           And when I talk about a district, we have a state  
8 PTA that is organized throughout the state. And then when  
9 we break it down into districts, each one of those areas  
10 supports PTAs within that geographic area. So, for  
11 example, I'll do San Francisco, which is one of the  
12 relatively smaller districts, if you can believe it, and we  
13 have about 65 PTA schools in San Francisco. So, we provide  
14 support to those schools. Each one of those schools is  
15 their own 501c3, and they have meetings monthly. The  
16 districts have meetings, the State has meetings, and all of  
17 them put out information, and all of them encourage parents  
18 and students to be engaged.

19           The one thing that we've sort of ramped up this  
20 year is the importance of civic engagement. We actually  
21 passed what we call a position statement of firming our  
22 support for about the importance of voting and civic  
23 engagement.

24           And, so, the way we take positions on things is,  
25 for example, with the Redistricting Commission. I'm

1 representing the PTA right now, and I put in a motion for  
2 our next Board of Directors meeting asking that the  
3 organization be authorized to work closely with the  
4 Redistricting Commission to get information out to our  
5 members. So, I have to wait for them to take action  
6 because they take action like every month.

7           So, that's where I am on this. But I will give  
8 you a little bit of background because we did a lot of the  
9 same information with the census, and since the census is  
10 so closely connected to this, in fact, it's critical to  
11 this, we provided information on our website, we sent  
12 information out to our PTA districts. Also, within  
13 districts there are things called councils for a smaller  
14 geographic area, and then to the PTAs at the schools  
15 telling them about why this is important.

16           The other things we do is we advertise events  
17 through social media, so we have Facebook, Twitter,  
18 Instagram, emails that gets information out. We also  
19 sometimes make presentations at some of our meetings about  
20 these issues.

21           So, when I think about how that partnership could  
22 go, those are some of the things that we did when we were  
23 helping with the census, and waiting to see, hopefully,  
24 that we can positively do that again, but I'm waiting for  
25 that board meeting to confirm it.

1           One of the other things that I just discovered,  
2 it's not anything the PTA uses, but it's used in a lot of  
3 communities. It's called Nextdoor. I don't know whether  
4 you've ever used it, but it seems to really grab people in  
5 their local communities.

6           And so, for example, if you had a meeting that  
7 was coming up in a particular community we could try to --  
8 you could try or we could try to get information on all our  
9 social media, but that's something that you, yourself,  
10 might be thinking about depending on what that community  
11 is.

12           We would depend in large part on the Commission  
13 getting us the information that's ready to distribute.  
14 Sometimes we actually do the graphics, but the more  
15 complete and professional it's looking, the easier it is  
16 for us to get it out.

17           So, those are the kinds of things that we could  
18 help with, and I'm hoping that we will.

19           That was short, but I hope it was sweet.

20           COMMISSIONER VASQUEZ: Great. Thank you so much,  
21 Carol. And like I said, I think we'll have a really robust  
22 discussion. We're a Commission who likes to ask questions.  
23 So, I'm sure we'll have more opportunities to get more  
24 details from you, so thank you.

25           Next I am glad to introduce Frank Pisi who is

1 director of history/social science at the Sacramento County  
2 Office of Education.

3 Frank led the effort to create the Count Me In  
4 Census 2020 curriculum, which taught students the history  
5 of the U.S. Census, its uses, and the importance of a  
6 complete count.

7 Along with these curriculum modules Frank created  
8 the Tell Your Story guide. Students across the state used  
9 this guide to create information and action campaigns,  
10 encouraging participation in the 2020 Census.

11 MR. PISI: Well, hello everybody, and is it okay  
12 if I show my screen? I've got some slides there. Is that  
13 okay?

14 COMMISSIONER VASQUEZ: Yes.

15 MR. PISI: All righty. I will do that. There we  
16 go. So, with that, you should be seeing my screen, and let  
17 me move my -- it's like Mission Control here on my computer  
18 so I get all these things together.

19 Okay. So, again, thank you. I'm so happy to be  
20 here and be able to speak to you all about our efforts and  
21 share some ideas of what we think we might be able to do to  
22 help support the redistricting campaigns and efforts  
23 around.

24 So, as Angela said, we were in charge of creating  
25 a set of curriculum modules for the census. So, we had

1 been working with the Complete Count Committee, I guess  
2 before it was the Complete Count Committee back in 2017,  
3 2018, to help them think through an education outreach  
4 campaign for the census.

5           So, what that resulted in was the Count Me In  
6 curriculum. We have 18, I believe, modules between fifth,  
7 eighth, eleventh and twelfth grades, and the How to Guide.

8           I added this to the slide, but the link to those  
9 modules is there on the screen. There's a Bitly that you  
10 can see there. And what this effort is, it's an effort to  
11 educate students and teachers about the U.S. Census. It  
12 was really interesting as we were doing our trainings  
13 across the state how many teachers didn't really know all  
14 about the census, and myself included. I taught middle and  
15 high school, and, you know, the most that I taught was that  
16 it started in 1790 and that they use the data. That was  
17 about it.

18           And, so, through this campaign we were really  
19 able to educate teachers about the importance of a complete  
20 count, how it has been used and dare I say misused, you  
21 know, throughout history. And, so, this is one thing we  
22 really wanted to do is to make sure that students had a  
23 better understanding of how the census worked, what all the  
24 data were used for so we could make sure that they  
25 understood the importance of a complete count.

1           But beyond that, what we also wanted to do, and  
2 each of these modules has kind of a call to action, the so  
3 what.

4           So, we know it's an important thing. We know  
5 that the census is, you know, hugely integral in everything  
6 from, you know, redistricting to apportionment of votes and  
7 everything in between. So, what are we going to do about  
8 it? And, so, that's where we created the How to Guide.

9           And so, SCOE staff, which was me, I went across  
10 the state between October -- August and October of 2019 and  
11 trained about a thousand, if not more, probably about  
12 fifteen hundred teachers across the state on the importance  
13 of the census and then on the modules, themselves.

14           So, that was one bit of the outreach that we did.  
15 It was around this education campaign.

16           The other piece that we did, our county office  
17 was in charge of supporting efforts, census outreach  
18 efforts, for Sacramento, Yolo and Placer counties, so the  
19 three were kind of together in a consortium.

20           And, so, what we did is we leveraged the  
21 resources that we had, both the funding and these  
22 curricular resources that we created, to coordinate teams  
23 of students from across our areas to create campaigns.  
24 Now, of course the pandemic and then the COVID kind of shut  
25 down, really, you know, put a damper on a lot of those

1 things because so many of the things that we had planned  
2 for, on-site school events had to shift to a virtual mode.  
3 We were still able to do that, largely have a lot of  
4 different campaigns, again, as students were creating  
5 public service announcements and videos, a lot of those  
6 were, you know, very easy to transition to a virtual mode.  
7 So, we were able to really still get the word out there.

8           What we also did is shifted our means of outreach  
9 to look at where students would be. So, in the beginning  
10 of the lockdown and the shutdown for schools, schools  
11 became that community hub for everything from resources to,  
12 you know, school meals, to textbooks, all those different  
13 things.

14           So what we did is we partnered with our friends  
15 there at the different counties and at the different school  
16 districts to deliver census materials through those  
17 different means. We coordinated with a local community  
18 organization that we had been working with as well, because  
19 that community center in the Fruitridge area became a hub  
20 as well, so we did that. I connected with our Early  
21 Learning Department because they were still offering  
22 limited but, you know, in-person resources, and so they  
23 were -- we were able to get materials out that way, and  
24 then social media campaigns, sending out texts to tens of  
25 thousands of individuals and, you know, try to keep

1 everybody up, you know, on the latest of what, you know, we  
2 were doing.

3           So, that's the first part of our effort really  
4 was around the census, getting students and the community  
5 really involved in that. I think we've seen some  
6 successes, some increases in our, you know, self-reporting  
7 rate and all that, which is a great thing.

8           Now, I think -- some just initial ideas that we  
9 have, and I know we'll have a lot of time to speak about it  
10 later, is that we kind of maybe mirror that effort that we  
11 did around the census, because we have that awareness that  
12 has already been raised, now around redistricting.

13           A couple of our modules are around that, around  
14 redistricting and what has been done, and what will be  
15 done, and now that we're there, I think it's a great  
16 opportunity for us to kind of come full circle and say,  
17 okay, now the data are in, let's look at it. What is this  
18 going to look like? What is that?

19           So, a couple of things that I have, you know,  
20 listed here, we have a great statewide network of teachers  
21 that we've connected to that have created the modules for  
22 us in the past and have created other modules. I had  
23 mentioned this as we were in our planning is that I'm happy  
24 to go back to those folks and see if we can get some of our  
25 teachers to maybe create a couple of new modules around

1 redistricting.

2           What does that look like and how do you actually  
3 do it? It's a great way to get it out of the history  
4 government sector and maybe move it into the math, you  
5 know, and, so, look at some of our math teachers that we  
6 have as well. And then really leverage our statewide  
7 infrastructure because outside of all of this other work  
8 I'm in charge of another project called the CLIC Project  
9 which brings together educators from across the state to  
10 better implement the new history/social science framework  
11 that's out.

12           So, we are in our last year of operation in that.  
13 We've got five to six thousand teachers that we've been  
14 working with over the last, you know, few years, and all of  
15 our county Office of Education partners, so, I'm happy to  
16 do that.

17           I know that there was a presentation to our CLIC  
18 leads last month which was great. Alicia was able to do  
19 that. And generally what happens from that is they get  
20 really excited and then inundate the speaker with calls of,  
21 okay, now come to my area and please help us out with that.  
22 So, I think we can -- we've already started that  
23 leveraging, but I think really to move forward with that  
24 would be something that I'd be very happy and very excited  
25 to engage in.

1           So, that is pretty much what we've done at SCOE,  
2 and some of the ideas that we have. I will stop sharing my  
3 screen now, and thank you very much, and I look forward to  
4 our conversation that we're going to have.

5           COMMISSIONER VASQUEZ: Great. Thanks so much,  
6 Frank. And last but definitely not least, especially to  
7 me, I am happy to introduce my friend and former colleague,  
8 Raquel Maden. She is the director of external affairs for  
9 the California School Board Association. She leads 14  
10 public affairs and community engagement representatives  
11 across the state. Her team is responsible for engaging and  
12 facilitating school board member participation and  
13 education advocacy efforts at the State and Federal levels.

14           Previously Raquel worked as the chief policy  
15 analyst and senior district representative for a legislator  
16 for 13 years, and in 2012, Racquel Marquez Maden finished  
17 two terms of eight years total as a trustee for the San  
18 Ysidro School District Governing Board.

19           MS. MADEN: Thank you, Angela, for inviting me,  
20 and thank you, the commissioners, for allowing me to  
21 present today.

22           As Angela said I am at CSBA, as a former pacer  
23 myself. I started off in representing the San Diego and  
24 Imperial County Division for CSBA, but before that, while I  
25 was working for a legislature, I was a school member

1 myself. I ran out of college, decided to get myself into  
2 public service, and from that moment forward I sought out  
3 the California School Board Association who I now work for,  
4 for training and advocacy training and, also, my role, to  
5 learn more about my role as a school board member.

6           So, now I'm here, no longer a school board  
7 member, representing a lot of school districts in the  
8 state. CSBA has 21 regions throughout the state, and the  
9 leadership is comprised pretty much the Board of Directors  
10 and 280 delegates that represent those separate regions.  
11 In total CSBA represents 1,000 school districts and over  
12 5,000 school board members in California. And in the last  
13 three years CSBA revved up their advocacy efforts and their  
14 grass roots efforts to what's called a public affairs and  
15 community engagement representative program where Sandra  
16 and I worked together. And there are, as she mentioned, 14  
17 pacers working in these 21 divisions, and there is  
18 currently four actually in LA county. It's such a dense  
19 population we have to have four representatives there.

20           I lead the team and we work with trustees closely  
21 to keep them informed and engaged on what's going on around  
22 the state. And, also, we organize a lot of advocacy  
23 efforts with our legislatures and help school board members  
24 advocate for policies and assist (15:36:02) students.

25           And it's been one of the most rewarding things

1 I've seen because in this time right now with COVID, you  
2 know, coming and really taking over a lot of the priorities  
3 school districts have, we started seeing a huge dynamic and  
4 a change and some of these advocacy efforts really became  
5 more at the forefront, but also the engagement of school  
6 board members in their communities have become a lot more  
7 entwined as well. Why? Because school districts are not  
8 just teaching students now, you know, anymore. They're  
9 also feeding entire communities during this pandemic, and  
10 so it's been essential for us to keep them engaged.

11           In the last year we ramped up monthly, if not  
12 bimonthly, depending on the region, meetings with our  
13 trustees, making sure they have all the information at  
14 their fingertips when it comes to policies interchanging at  
15 the state level. But also in engaging them more with  
16 different organizations within their communities. Right  
17 now, more than ever, our school districts are engaging with  
18 communities and nonprofits with chambers of commerce to try  
19 to provide the families in need, and assisting people with  
20 work development, finding jobs, anything that really ramped  
21 up because of the pandemic these districts have been trying  
22 to find resources for. And we've been really working hard  
23 with not just advocating at the state level for a  
24 legislation that will help school districts, but also  
25 working, you know, in grass roots efforts to make sure that

1 the communities are taken care of locally.

2           And so, our pacers put together groups and table  
3 talks, and also round tables to make sure that our board  
4 members have these tools they need to make sure they  
5 represent their constituency. Not only that, but also have  
6 the camaraderie between board members when they're going  
7 through such a tough time.

8           You know, when things go wrong, board members  
9 take care of the communities, but they're not always  
10 acknowledged for that, and right now it's a lot of  
11 pressure.

12           So, our 14 representatives are throughout the  
13 state. Like I said, there is four in L.A. and then the  
14 rest are spread out throughout southern California and  
15 northern California. And we work closely making sure our  
16 board members are engaged.

17           We provide information on things such as  
18 legislation that's been passed that will affect school  
19 districts. We provide information and connect them to the  
20 trainings that CSB has to offer. And many of those  
21 trainings are things that come up with the climate and  
22 what's going on at the moment. Yesterday we had, CSB had a  
23 districting webinar where we really explained to the  
24 trustees what CBRA is and what it is that is entailed when  
25 it comes to redistricting in their own local school

1 districts.

2           So, more and more we're getting that information  
3 out there because even as we face a pandemic we still have  
4 things that codes, laws, legislation puts at the forefront  
5 for schoolboard members to think of, you know, when there's  
6 something like a pandemic going on, they still have to  
7 abide by a lot of things and CBRA is one of them.

8           And I'd like to help in whatever way I can to  
9 take information back from the Commission to our board of  
10 directors to see how we may become engaged with our board  
11 members.

12           My effort is really to be an advocate for my  
13 communities, and California is my community. I've lived  
14 here my entire life. I've worked here my entire life, and  
15 my kids are growing up here. You know, they're going to be  
16 here their entire life I'm sure. Nobody leaves California,  
17 especially in San Diego, that's where I live. We don't  
18 leave San Diego.

19           I do have to say that more and more we have been  
20 participating with organizations where I've met  
21 Commissioner Patricia Sinay from MANA. We've been working  
22 with organizations like the Chicano Federation,  
23 organizations like the education committees for the  
24 different chambers of commerce, and so collaboration is  
25 key. It's shown us during the pandemic that when you

1 collaborate with organizations outside of your own, we can  
2 get more done for our communities, and I think that's the  
3 way it should be done with the Redistricting Commission. I  
4 think PTA, the county office of Ed., the curriculum that  
5 Frank has developed, that can all be spread out throughout  
6 our state in a collaborative fashion to make sure that our  
7 communities are engaged, they're educated and that they  
8 come to it and to see that they trust their schools. They  
9 always trust their schools when it comes to anything.

10           In my former position a very long time ago I  
11 worked as a community health -- certificated application  
12 assistant for healthy families. That's when Medi-Cal had  
13 the Healthy Families Program. The one thing that I  
14 remember was very clearly was people were always afraid,  
15 especially where I live -- I'm literally 1.7 miles from the  
16 border -- people were always afraid to seek out medical  
17 help or Medi-Cal because of the repercussions that could  
18 come with immigration status or anything of that nature,  
19 privacy, you know, issues that they may have. And when I  
20 went out as an application assistant, a community health  
21 worker, and provided information through the school  
22 district families were more likely to seek these resources  
23 because they trust schools.

24           And that's one thing that I want to press today  
25 is schools are a trusted entity in our communities. They

1 feed our families, as I said earlier. They provide  
2 information. And, so, working with our parent  
3 organizations or nonprofits and our school districts  
4 together I think we could be very effective at informing  
5 our public on what we need to do as a state for our  
6 redistricting efforts.

7 COMMISSIONER VASQUEZ: Thank you so much, Raquel,  
8 and thank you again for our panelists.

9 With that, do we have any questions from the  
10 Commission -- from Commissioners?

11 CHAIR ANDERSEN: Go ahead, Commissioner Vasquez,  
12 in terms of if you want to --

13 COMMISSIONER VASQUEZ: Got it. Let me make sure  
14 I can see everybody. I see Commissioner Kennedy and then  
15 Commissioner Turner.

16 VICE CHAIR KENNEDY: Thank you all for being with  
17 us, and I agree that engaging schools and even, you know,  
18 young school children, I've seen that be an incredibly  
19 effective way of motivating families to engage civically.

20 I came across a few months ago information about  
21 the state's Community Engagement Initiative, and San  
22 Bernardino County schools are one of the lead agencies for  
23 that. I wanted to get your sense of whether there is any  
24 possible tie in between our work and the Community  
25 Engagement Initiative. I mean should I really pursue San

1 Bernardino County schools or any of the other lead agencies  
2 of the Community Engagement Initiative to see how we can  
3 partner with them? Thanks.

4 MS. MADEN: I can probably answer that. I'd say  
5 yes, it's always an effort that helps. We've had efforts  
6 like this before. When it came to wi-fi we have an agency  
7 in Imperial County that takes care of some of the wi-fi  
8 needs for suburban communities and smaller districts,  
9 smaller areas that aren't usually -- that's sparsely  
10 populated. And even though they're regionally in one part  
11 of the state, they do service the rest of the state, and  
12 so, I think it's a very good way of going about getting  
13 information out, especially if they've already been one of  
14 the lead agencies for the California effort.

15 MS. KOCIVAR: I agree with that.

16 MR. PISI: And I would say one of my leads for  
17 actually that region is from San Bernardino County, Office  
18 of Ed., Superintendent of Schools, and so I can definitely  
19 put you in contact with that individual, if you wanted.  
20 You've got a sympathetic ear because she's -- we work very  
21 closely together and she's been with me for the last, you  
22 know, three years, four years on these efforts, so --

23 VICE CHAIR KENNEDY: That would be very much  
24 appreciated.

25 MR. PISI: Great.

1 VICE CHAIR KENNEDY: Thanks.

2 MR. PISI: All right.

3 COMMISSIONER VASQUEZ: I think just to add  
4 context before we get to Commissioner Turner and then  
5 Commissioner Sinay, I think context for the Commission, in  
6 the last 10 years public education has gone through a huge  
7 transformation where historically, you know, education was  
8 largely administered at the state level, and in the last 10  
9 years a lot, you know, we're in the age of local control.  
10 And school districts and county offices of education over  
11 the last 10 years has had to do a lot more work in engaging  
12 community partners and doing stakeholder engagement, and  
13 this statewide effort is sort of a response to calls for  
14 support from the state to do sort of that community  
15 building, and so, for redistricting I think what we offer  
16 as a Commission is an opportunity for some low stakes  
17 community partnership between, you know, schools and their  
18 community partners. You know, education can get really  
19 political and in high conflict, and here I feel like we are  
20 presenting a really -- a good entry point to building some  
21 into much more thoughtful partnerships with communities.  
22 So, I think, Commissioner Kennedy, your sort of touch point  
23 with San Bernardino I think can be used as a model for the  
24 rest of us in our zone outreach for sure.

25 All right. Commissioner Turner, and then I saw

1 Commissioner Sinay.

2           COMMISSIONER TURNER: Thank you, Commissioner  
3 Vasquez. I wanted to say to Carol, Frank and Raquel, in  
4 alphabetical order, of course, how much I appreciate the  
5 presentation and was just thoroughly impressed with the  
6 level of engagement and outreach through the census, the  
7 work that you've already done.

8           And so, I participated a lot on the census work  
9 and outreach as an ACBO in the Central Valley, and so  
10 listening as you kind of recounted some of the efforts that  
11 you've put in play and the connections that you made, even  
12 through Nextdoor, all of that, I was like, yes, and this is  
13 why we were and are as successful as we were because of the  
14 engagement that looked a little bit different than the  
15 traditional approaches that we've used. So, I just wanted  
16 to say how much I appreciated that.

17           And then coming from the Central Valley I'd be  
18 definitely interested in any of the Central Valley. I do  
19 have your map that's printed and out and looking at it for  
20 context in those areas to ensure that we are reaching out,  
21 not just for redistricting, but even for purposes beyond.  
22 I do think it's a great partnership in coalition that can  
23 be built. Thank you.

24           COMMISSIONER VASQUEZ: Commissioner Sinay.

25           COMMISSIONER SINAY: Thank you, everybody. This

1 was wonderful. I had two questions. One is we do have --  
2 we are in a tight timeline. The timeline was extended.  
3 And so, I was wondering if, you know, how realistic is it  
4 to try to create some type of curriculum that we can  
5 implement similar to the one that was done for the census?

6           And then my second question is, you know, having  
7 been a former school board member, I -- there's a lot going  
8 on, and now with the pandemic you all brought up how much  
9 more is going on. And, so, I'm wondering how careful do we  
10 need to be to add something more onto the schools and  
11 school districts? Obviously, our message needs to be  
12 redistricting is important to you because education is  
13 important to you. Redistricting means better policies and  
14 better, you know, representative and money.

15           But, you know, I do think that you all are just  
16 an amazing vehicle, but I also want the reality check  
17 during pandemic how much can we really expect, or how do  
18 you advise us to move forward?

19           MR. PISI: I could speak to the curriculum  
20 development piece of it. We recently leveraged our  
21 statewide entity, our statewide kind of group of leads to  
22 create a series of lessons that were optimized for digital  
23 learning, and that, start to finish, was about an eight-  
24 week process for us. So, it was pretty amazingly fast I  
25 guess. You know, we kind of put it out as, hey, we got

1 this issue, what do we think. And within a week or two  
2 we'd identified 30ish teachers who wanted to write some  
3 modules for us, and then it was a peer review process. But  
4 they're up on, you know, our website now and it's  
5 completely done.

6           So, I think if we kind of lit the fire and put  
7 that out there, and what I'm thinking is in particular  
8 probably creating just a couple, maybe four modules, a  
9 couple at the 5th, 8th grade, a couple at the 11th, 12th  
10 grade level so it's not a huge lift.

11           And I know I've already talked to some of my  
12 colleagues about this and they would be very interested in  
13 it. So, I would anticipate it probably would be a similar-  
14 ish process. You know, I'd say six to eight weeks of some  
15 sort of development for them. And what we're looking at as  
16 we're creating these modules is a couple, two-, three-day  
17 kind of look at things, and so, we have an opportunity, as  
18 I said before, and I kind of go cross-curricular with this,  
19 particularly with redistricting. We've got data now. So,  
20 what does this mean? We can go to our math teachers and  
21 engage those folks.

22           And I think to your point, very well taken, of do  
23 they need one more thing, you know, given to them, probably  
24 the answer is no. I've got three kids. I've got a third  
25 grader, a seventh grader and a tenth grader so I'm living

1 either the dream or the nightmare, I don't know, whichever  
2 one you want to talk about with distance learning. But I  
3 know one thing that all of my colleagues are very  
4 interested in is getting more resources. So, I think it  
5 would be one more resource that we can provide to teachers  
6 to say, hey, if you -- you know, it's not abandoning what  
7 you're already teaching in doing this, but it's another way  
8 of thinking how you're doing it.

9           And that was really how we created -- that was  
10 the impetus and then kind of our thinking around those  
11 Count Me In modules. It wasn't just here's a standalone on  
12 the census. Stop teaching what you're teaching and teach  
13 this for two or three days. It's how do we teach westward  
14 expansion in fifth or eighth grade using the census? How  
15 can you teach about taxation and about, you know, post-  
16 World War II, you know, suburbanization using the census?  
17 And so that's really what we were looking at. We created  
18 those in a way that a teacher could very easily plug it in  
19 and say, okay, this is my Louisiana purchase, you know,  
20 kind of module, but we're looking at census data pre and  
21 post, you know, Louisiana purchase.

22           So, that's how I can see us using the  
23 redistricting, you know, opportunity for this as well.  
24 What we want is for teachers to be able to use these  
25 modules forever, you know, not just in the census years or

1 the year preceding the census, but if I can teach -- as an  
2 eighth-grade teacher if I can teach westward expansion and  
3 pre- and post-Civil War and reconstruction using census  
4 data, that's something I can do every year with all of my  
5 kids.

6           So, that's kind of the idea that we're looking  
7 at, and I think we have a few examples now of how we've  
8 done this pretty quickly in a turnaround, and so I think,  
9 you know, if I can get the word out to them.

10           And, Alicia, I know I wasn't at the meeting, but  
11 maybe if you speak a minute, I don't know, I heard that the  
12 feedback was great from our leads, but when you talked to  
13 them last week, I don't know if there was anything that  
14 came out of that as well.

15           COMMISSIONER VASQUEZ: I'll just respond. No, it  
16 was great to be involved in that, in the meeting.  
17 Everybody was very inviting. There were many questions and  
18 they were very engaged, so hopefully, it started off a good  
19 partnership for us as we move forward. So, thank you.

20           MR. PISI: Yeah, and that's the thing that will  
21 continue that conversation because we have got all those  
22 leads there now that are very interested and they've got  
23 the teachers, so it's an opportunity for us to really  
24 connect with them.

25           MS. MADEN: To answer the part about school

1 districts and school board members, let me first add a  
2 little bit to Frank's curriculum discussion.

3           If there's a curriculum out there we also know  
4 the importance of redistricting. We also know the  
5 importance of census, and we all kind of knew it in the  
6 back of our mind as in the education that it was happening,  
7 right. But if we wanted to press on the importance of it  
8 to our student populations, the information needs to be out  
9 there, so it's all about information sharing.

10           I'll tell you that I home school one of my  
11 children, and I approach a lot of the state websites to  
12 find information that I can teach my kids. So, I go to the  
13 State Parks website for you, know, state parks information  
14 and curriculum that's already on there. It's been already  
15 formulated. It makes it so much easier. And there's, you  
16 know, a huge population of home schoolers in our state.

17           My other son goes to regular public school, and  
18 gets these lessons on line when his teacher finds them.  
19 It's less work that the teacher has to do to put a  
20 curriculum together, but that teacher finds it's a very  
21 important subject they'll find a curriculum for it. So, I  
22 wanted to add that to Frank's part as a home school mom.

23           But I do want to say that school board members  
24 are busy. There's -- right now in this pandemic there's  
25 been a huge shift in infrastructure for information

1 sharing, because the only information you can share would  
2 be virtually or in a nonface-to-face person environment,  
3 right.

4           So, those infrastructures are there. It's just  
5 piggybacking and getting that information into those  
6 infrastructures whether through their email system that the  
7 district has to get information out. I know a lot of the  
8 census information went out that way to a lot of school  
9 districts. Things of that nature that are already in place  
10 that wouldn't necessarily give school districts more work.  
11 It's just a matter of getting information out there through  
12 those.

13           And also, one thing that I proposed to my board  
14 of directors having information such as just for trustees  
15 so that when they're out there engaging in their  
16 communities that they can let people know, hey, you know,  
17 they're elected officials so they have the trust of the  
18 public, and say you elected me. I'm now sharing this  
19 information with you that's very important to our school  
20 district and very important to our state. So, it wouldn't  
21 necessarily be giving them a lot more just to do; it's just  
22 taking advantage of the protocols and infrastructures that  
23 are out there to get information out there.

24           MS. KOCIVAR: Let me just jump in. I've noticed  
25 that a lot of the PTAs are getting more people involved

1 virtually at meetings than actually go in person to a  
2 meeting. And, so, getting information on their agenda,  
3 even if it's a small snippet, builds awareness.

4 COMMISSIONER VASQUEZ: Thank you. I was going to  
5 ask Carol if you could add the parent perspective because I  
6 know parents are overwhelmed, but I think that there's  
7 opportunity for them to be engaged, and, folks, it seems  
8 like we're hungry for --

9 MS. KOCIVAR: We have sort of an advocacy group  
10 of parents also, a list of maybe, I don't know, eight  
11 hundred to a thousand parents throughout the state that if  
12 we get the go ahead we were going to share it with them,  
13 because their mindset is already there.

14 COMMISSIONER VASQUEZ: Great. We would love to  
15 connect with that list for sure.

16 MS. KOCIVAR: The one thing that I have to give  
17 you a head's up on is the PTA never shares lists or email  
18 addresses, so it all goes directly through the PTAs.

19 MS. MADEN: Same with the school districts. It  
20 goes directly through the school district.

21 COMMISSIONER VASQUEZ: Great. And I think we --  
22 I think we are sort of hearing that from a lot of folks,  
23 and so to the extent that we can get sort of a packet of  
24 things, some sort of stage-ready materials to distribute  
25 for, you know, our key messengers, our trusted messengers

1 to send out to their stakeholders, I think that's probably  
2 our most -- looking to be one of our most effective  
3 strategies. So, definitely understand that.

4 MS. KOCIVAR: Even if you created, for example, a  
5 social media campaign that gave you something to send out  
6 once every week with a slightly different message that  
7 caught someone's eye, that would be helpful.

8 COMMISSIONER VASQUEZ: Definitely. Definitely.  
9 All right, I saw -- oh yeah, Raquel, did you want to join  
10 in before we talk to Commissioner Yee and Sadhwani?

11 MS. MADEN: I just wanted to add that the social  
12 media campaigns are great right now, especially because  
13 parents that weren't engaged on social media are now  
14 engaged on social media because they're trying to get  
15 information on the school district's food distributions,  
16 the community resources, the testing, the vaccine. So, all  
17 that is out there at a perfect time for it to be taken  
18 advantage of. That infrastructure is there and people are  
19 actually looking at it.

20 COMMISSIONER VASQUEZ: Perfect. All right. I  
21 saw Commissioner Yee and then Commissioner Sadhwani.

22 COMMISSIONER YEE: Yes. Thank you to our panel  
23 for coming today. I'm wondering if you'd comment on local  
24 redistricting, you know, school board districts, and I'm  
25 sure it's different in all the different districts across

1 the state. You know, we are -- our work we're pretty  
2 (indiscernible), right. We don't interact with local  
3 redistricting efforts, even though our work is so similar.  
4 But from a citizen and from a parent point of view, you  
5 know, it's all redistricting, I suppose.

6 I'm wondering if you have a -- could tell us  
7 about, you know, kind of that landscape of local  
8 districting and just, I don't know, any advice about how to  
9 position ourselves in parents' minds, in citizens minds as  
10 we do our work, you know, in parallel but not really in  
11 connection with those efforts.

12 MS. MADEN: So, I can say that a lot of the  
13 districts in our region that have gone to the redistricting  
14 process has been pretty positive because the results end up  
15 with -- the results are supposed to produce, right, more  
16 representation that's indicative of the populations they're  
17 in. So, I don't think there's a negative connotation to  
18 anything redistricting. The parents, I think, will feel  
19 like they don't need to be educated that extra level. This  
20 is a different redistricting process. But this also helps  
21 with the representation for our state. It would just be a  
22 matter of differentiating that point. But they will, I  
23 think in those districts where they've already gone through  
24 the process, they may have a little more insight on what  
25 exactly is done to a district, but also already have the

1 information as to why it's so important.

2 MS. KOCIVAR: I would say that for most parents  
3 this is something that they really aren't very familiar  
4 with. They're familiar with the census, but they're not  
5 really familiar with, okay, now what happens. And getting  
6 some explanatory information out to them that, you know, we  
7 did the census to find out, you know, who lives where and  
8 what it looks like, and now our mission is to make sure  
9 that your voices are fairly heard. The fairness of it I  
10 think resonates.

11 Unlike a lot of other states where we have other  
12 ways of districting, California has an outstanding process  
13 for making sure that it's fair and it's nonpolitical, and I  
14 think that's really something parents need to understand.

15 MR. PISI: And that's where I think the beauty of  
16 student-created projects or campaigns, as you were talking  
17 social media campaigns, that's what we wanted for the  
18 census to -- the curriculum we created, that guide.

19 Sometimes, you know, if we think back to anti-  
20 smoking campaigns, or recycling campaigns, or any of those,  
21 the kids, the students were really the ones that were the  
22 message, you know, carriers, you know, back to the parents  
23 and back home. So, if we're able to have students become  
24 more aware, maybe mini-experts in what this process is,  
25 they could speak to their parents, they could speak to

1 their community, even, you know, as you were talking in my  
2 head I'm thinking a one-pager, or a poster, or something  
3 like that that would help explain it in what I like to call  
4 eighth language, you know, explain to where anybody can  
5 kind of get it and see it and understand it. I think that  
6 could be a great way to do that.

7 Plus, as Raquel was saying, districts that have  
8 gone through this process, they can be a huge benefit to,  
9 okay, so what were some of the pitfalls, what are some of  
10 the, you know, successes, what are some of the things to  
11 think of as we're going through this process? What does it  
12 look like? And I think that could be a very meaningful  
13 thing to do as well.

14 COMMISSIONER VASQUEZ: Great. And if I could  
15 also add that my family is all educators, all teachers, and  
16 how I have explained redistricting and the distinction  
17 between sort of the local redistricting efforts, especially  
18 at the school level and our own statewide redistricting is  
19 that the local pieces I've said are the nuts and bolts of  
20 education, right, sort of curriculum, and programs, and  
21 sort of how your local schools are run. And the statewide  
22 as it relates to schools is really a lot about funding, and  
23 so those are the two pieces, right. Both are equally  
24 important and super important that you engage in both.  
25 They're parallel and have different sort of ultimate goals

1 in terms in what may hook a parent to engage both  
2 processes. So, thank you for all those comments.

3 COMMISSIONER SADHWANI: Thank you. Well, first I  
4 just wanted to thank you all so much for being here today.  
5 This panel is awesome, and thank you for all of the work  
6 that you do. I mean I think doing any of this engagement  
7 and education work now during the pandemic is just -- it's  
8 hero at work, so thank you for that.

9 And also a big thank you for helping us make  
10 these connections. You know, I think the idea of reaching  
11 out to schools was brought to us several months ago and it  
12 seemed like a really daunting task because there are so  
13 many different school districts out there. There are so  
14 many players statewide that we would potentially have to  
15 reach out to locally, so it's really helpful to know about  
16 these kind of statewide connections.

17 You know, for the redistricting standpoint, you  
18 know, myself and Commissioner Akutagawa are tasked with  
19 Orange County, so if you have contacts for OC we would  
20 definitely take those.

21 But my question actually is a follow up to  
22 Commissioner Sinay's regarding the timeline. It's  
23 extraordinarily exciting, the idea of creating curriculum.  
24 I should mention that my mom and myself, I have three  
25 school-aged kids all in public schools so I absolutely love

1 the idea of developing the curriculum.

2 But I'm just trying to think through out timeline  
3 and the timeline in general, right. So, if it takes us six  
4 to eight weeks to create such curriculum, it's realistic  
5 we're going to be prepared for next school year, which  
6 isn't too late. Because of the census delay we will  
7 definitely still be out there.

8 But we'll also be doing a lot of outreach during  
9 the summers. And I wanted to ask what's the best way to  
10 still connect and capitalize on that school-based  
11 communities throughout the summertime when we're going out  
12 and beginning to do our community input sessions. Like  
13 what are some of those ways that we might still be able to  
14 tap into all of the communities that you serve and are  
15 working with?

16 MS. KOCIVAR: I can -- this is a guess, but I  
17 anticipate that because of the pandemic many, many school  
18 districts are going to be having more robust summer  
19 programs and doing a lot of outreach to parents to explain  
20 what's happening, where, where you can pick up your food,  
21 what the curriculum is, who's on distance learning, who  
22 isn't on distance learning. So, there's got to be a lot of  
23 outreach both from school boards and from parent  
24 organizations to support parents.

25 So, it's not as if school closes down. It's just

1 going to be on and on. So, I think being aware of that is  
2 important.

3 MR. PISI: I would say for sure connect in --  
4 connect with the Expanded Learning Programs for the summer.  
5 So, 21st century Federal programs and ASES, which is  
6 Afterschool Education and Safety, A-S-E-S. I was a  
7 regional lead and over the state leads for that so there is  
8 a network of regional leads for these expanded learning  
9 programs that are operating during the summer, much as  
10 Carol is saying. They're providing three to six hours of  
11 enrichment and support and programming the students.  
12 Parents, of course, have to sign the students in and sign  
13 them out. So, you've got to, hate the term, but captive  
14 audience as they're there. That's the thing we were really  
15 looking at is go where the parents are going to be.

16 Particularly Expanded Learning Programs are for  
17 everybody, but they're also prioritized for some of the  
18 most, you know, need populations, some of the most diverse  
19 populations that might benefit most from a really robust  
20 and good redistricting, you know, process. So, I would  
21 connect with those Expanded Learning Programs. I have the  
22 contact with the State Department of Ed. and in my office  
23 as well, kind of our local ones where I'm happy to make  
24 those connections for you and with you as well because  
25 there is a ton of funding going into those summer programs

1 for expanded learning.

2           That would be -- off the top of my head that  
3 would be like a great way because students are going to be  
4 doing that all year round, particularly now, as Carol is  
5 saying, with what's happening. And I think that's a very  
6 easy connect to make and a great place to be able to  
7 distribute information or even as we have, whether it's  
8 content, and whatever, to be able to engage in kids --  
9 engage in projects in that summer program and be able to  
10 kind of do some of that as well.

11           MS. KOCIVAR: I have one other idea. It's very  
12 strong in San Francisco, and I think it's probably strong  
13 throughout the state, is YMCAs provide very many of the  
14 afterschool programs, at least in our community, and they  
15 also have programs for civic learning for teenagers where  
16 they prep kids to go to a state conference in Sacramento.  
17 And this might be just the thing that kids might get  
18 interested in. So, I think reaching out to the statewide  
19 YMCA and then reaching out to the major hubs might be  
20 fruitful.

21           COMMISSIONER VASQUEZ: Commissioner Andersen --  
22 Chair Andersen.

23           CHAIR ANDERSEN: Thank you all for this  
24 presentation. It's wonderful to hear and great excitement  
25 that you bring to the entire field of education. It's

1 really very palpable. It's great. We appreciate that.

2 I just have a couple of questions more specific,  
3 and it's actually, you know -- and, Carol, you have this --  
4 we've actually got a wonderful map. I'm just wondering if  
5 there is actually a list of these because some of my  
6 outreach areas I'm touched with are the Amador, Alpine,  
7 Calaveras and I don't know what number that is, you know,  
8 so I'm wondering if there's actually a list that goes along  
9 with this map.

10 MS. KOCIVAR: There actually is. If you go on  
11 the California State PTA website and look up I think it's  
12 PTA districts, there's a map, and on the map -- I think the  
13 map I gave you had numbers on it, or not.

14 CHAIR ANDERSEN: Well, it does, and some of them  
15 aren't there. So, that's --

16 MS. KOCIVAR: Okay, so it has numbers. And then  
17 below that it has a list of the district PTAs and you can  
18 get an idea of what areas they cover.

19 CHAIR ANDERSEN: Right. Okay, perfect. And  
20 then, Frank, you also actually mentioned this group called  
21 like CLIC is it? You -- one thing that the three of you do  
22 is wonderful, but you do use a lot of abbreviations that  
23 we're not all familiar with. We all do that. And I was  
24 just wondering if you could tell us what that one was,  
25 please, so we can --

1 MR. PISI: Yeah. So, CLIC, it's an acronym, of  
2 course, for content, literacy, inquiry and citizenship.  
3 Those are the four major shifts in the history/social  
4 science framework, and dare I say since I used to work at  
5 the State Department of Ed., one of the things they make  
6 you do is make everything into an acronym, so we created  
7 the CLIC project. Our cheesy tagline is that we help  
8 history, social science click for teachers and students.

9 But that's a group of individuals that I have  
10 been working with who have been building their capacity to  
11 support students and teachers across the state.

12 And I can put in there, it's Californiahss.org is  
13 our website. Let me see. I'll put that in the chat. I  
14 think that might work there. You can search in there as  
15 well. But up at the top of that page there's a link to  
16 CLIC leads, and those are across the state. We have 11  
17 regions, the county superintendent regions, and so, you can  
18 contact any of those individuals and they're our leads.  
19 So, they're kind of my conduit to the thousands of teachers  
20 across the state, particularly in history/social science.  
21 So, there's lots of other resources that are there, other  
22 things. You can see some of our distance learning  
23 resources and all of that.

24 But the CLIC leads are the individuals that are  
25 our point people in each of those eleven regions, that

1 they're all out of different county offices of education,  
2 but they're like me in that we then kind of can convene our  
3 teachers and others across the regions for that.

4 CHAIR ANDERSEN: Wonderful. Thank you, all. And  
5 in terms of looking for, you know, how is the best way to  
6 contact and use these resources, I'm quite sure that our  
7 Commissioner -- let's see, our Outreach Group is going to  
8 be following up and giving us a lot of these, your contact  
9 information, and facilitating that.

10 I'm also going to hope that the materials group  
11 works with you because they've been putting together a lot  
12 of documents already, and, obviously, we need them to be  
13 tailored to what you feel is appropriate because, obviously  
14 in the field you know what will resonate with the students.

15 And I really appreciate this information. Thank  
16 you very, very much.

17 And I, of course, have the area, as I said, the  
18 Alpine, Calaveras, Amador, also (indiscernible), Mariposa  
19 and then Mono and Inyo.

20 MS. KOCIVAR: I might be able to look that up for  
21 you right now. Just a second.

22 CHAIR ANDERSEN: In terms of, actually, I think  
23 Raquel, the redistricting, particularly Mono and Inyo, are  
24 they parts of parts of Los Angeles, the school board  
25 districts? I'm wondering if any of those have had

1 redistricting. And if you could maybe give us a list of  
2 places that have actually done some redistricting  
3 relatively recently.

4 MS. MADEN: I can certainly get a list of that  
5 for you.

6 CHAIR ANDERSEN: Thank you so very much. This is  
7 --

8 MR. PISI: And for the county -- excuse me --  
9 county superintendent regions, Mono and Inyo are part of  
10 Riverside, San Bernardino, so they're in that area. So the  
11 contact for, which is our Region 10, Barbara Lane is the  
12 contact at San Bernardino County, and she'd be able to have  
13 connects, you know, to those folks as well, along with the  
14 regional leads. I think they've -- regional leads for  
15 afterschool programs. I think they've kind of rejiggered a  
16 little bit some of these things, but you'll see on some of  
17 the links that I sent like what counties they all serve,  
18 because they've got a lot of programs in there as well.

19 CHAIR ANDERSEN: Thank you. I would have brought  
20 that forth because I believe all the commissioners have the  
21 same issues for their particular areas, so thank you very  
22 much.

23 COMMISSIONER VASQUEZ: All right. So maybe our  
24 last quick question for Commissioner Akutagawa.

25 COMMISSIONER AKUTAGAWA: Thank you, Commissioner

1 Vasquez.

2 Thank you to the panelists. That was really,  
3 really quite helpful in terms of the insights.

4 I have one question that I want to just -- I  
5 don't think I heard being raised or asked. In our various  
6 meetings that we've had conversations with -- we've had --  
7 or I've had with, you know, educators as well, too, and one  
8 thing that came up, and I'm just curious as to in this case  
9 it would be interesting to hear from all three of you.

10 You know, depending on what part of the state  
11 you're in, you know, obviously each school district,  
12 itself, you know, is run by maybe a local superintendent,  
13 some of which apparently are going to be more supportive  
14 than other areas which may be just completely not so  
15 supportive of the redistricting efforts and redistricting  
16 education. I am curious as to your experience with that,  
17 you know, any recommendations. You know, there may not be  
18 a way around it, you know, to bring redistricting education  
19 or opportunities for students to learn more, but I would be  
20 interested to hear that perspective.

21 And then one specific question for Carol. You  
22 mentioned YMCA. I am curious about, you know, some of the  
23 other student kind of, you know, both national and  
24 statewide organizations like the Boys and Girls Club, you  
25 know, Girl Scouts, Boy Scouts, you know, and what your

1 recommendations may be from a parent perspective about  
2 accessing those for civic education as well.

3 MS. KOCIVAR: All of the above, Angela mentioned  
4 Ed100. They have a conference that they hold in I think  
5 it's June where they have, I don't know, maybe over a  
6 thousand kids participate where they learn more about  
7 government, and it just went through my mind that if there  
8 are particular opportunities that you wanted to offer to  
9 these students for engagement, maybe we could make a --  
10 connect those students to it, but there has to be  
11 something, you know, I want to volunteer and here's what I  
12 can do through the Commission sort of thing.

13 So, if that's something that you have, oh, I  
14 could use students to do whatever, then I can check to see  
15 whether we can help in some way, and I'm wearing a  
16 different hat now.

17 MS. MADEN: Your question, you mentioned Boy  
18 Scouts. I'm a Boy Scout Mom. I'm a scoutmaster, so I know  
19 the boys, I know especially with the pandemic they're  
20 looking at ways of earning badges, merit badges, and this  
21 information would definitely help them get out their civic  
22 engagement merits. But aside from that, when it comes to  
23 school boards, I'd say the superintendent is usually the  
24 how of our -- of how things happen, but our board members  
25 are the what they want to happen. And if this is a

1 priority of a school board, which is an elected body of  
2 size, four, seven, you'd get at least part of the board, if  
3 not all the board, try to prioritize this and get the  
4 superintendent to do it. They're the what of how to get  
5 information out there. And currently I think a lot of our  
6 trustees value the process of the census and redistricting  
7 because it affects them and it affects some of the  
8 mechanisms of our school districts. So, definitely  
9 something that I think you brought up is very valid, but  
10 because they are elected bodies they are accountable to  
11 their constituency and I believe our constituency would  
12 like this information, especially in the state of  
13 California.

14 MR. PISI: And we've worked with a lot of  
15 districts across the state, this was in the past civic  
16 learning resolutions, so you'll have a lot of boards that  
17 will pass a resolution stating their support for greater  
18 student involvement in the community and greater civic  
19 engagement, so this is a great way to kind of leverage that  
20 and come back around and say you've made these resolutions  
21 that our kids, your students, our communities need to be  
22 more involved civically. This is one great way to do it.

23 So, it's a way to help them realize, you know,  
24 those resolutions that they make. And the message that we  
25 carried, we didn't get a lot of pushback on the census. We

1 got some in some areas. But the way that we really  
2 approached that was, number one, it's happening, period.  
3 Whether or not you participate in the census, the census is  
4 happening. There's not going to be a campaign to not do  
5 it. And so the most important thing that we focus on is  
6 information about it, what is the process, what does it  
7 look like and how can you be involved in it.

8           So, we really took a kind of, like you are all,  
9 taking this kind of apolitical, you know, stance on it.  
10 We're saying it's important to be counted because whether  
11 or not you're counted, it's still happening. And, so, this  
12 is what happens if we don't have a complete count. I would  
13 say it would be the same way.

14           You know, the process is going to happen as it's  
15 going to happen. It's going to happen with or without your  
16 input, and it would be much better if it had your input,  
17 than not. So, that's really the message that we're taking  
18 -- that we took and, you know, it's not going out there  
19 saying anything more than it's super important to be  
20 involved in the process, and that's really it. That was  
21 our message.

22           COMMISSIONER VASQUEZ: Great. Thank you so much  
23 to our panelists again. Incredibly helpful information. I  
24 am sure our -- we have a couple of committees who will  
25 probably be reaching back out to you to get some specific

1 contact information, and also likely to be working together  
2 in the future to make sure we get out our information,  
3 social media campaigns, et cetera, out to your various  
4 networks. So, again, thank you so much on behalf of the  
5 Commission for giving us an hour of your time.

6 MR. PISI: Thank you. And I just texted all my  
7 leads about creating some curriculum, so we're looking at  
8 that right now as we're going. So, sorry I was looking  
9 down, but we're doing it. I didn't want to -- I wanted to  
10 seize the opportunity, so --

11 COMMISSIONER VASQUEZ: Perfect.

12 COMMISSIONER FERNANDEZ: I just wanted to echo  
13 the thanks from Commissioner Vasquez to Carol, Frank and  
14 Raquel. It's been great working with you, and I look  
15 forward to working with you further. And I wanted to thank  
16 you again for being so open to our last-minute having to  
17 reschedule, and you responded quickly, and we thank you so  
18 much for your support and for all this information. It's  
19 very helpful to our effort. Thank you.

20 CHAIR ANDERSEN: Thank you very much. Group, at  
21 this time it is 11:00 o'clock. We need to take a 15-minute  
22 break, and so let's be back at 11:18, and then we can sort  
23 of wrap things up.

24 (Off the record 11:03 a.m.)

25 (On the record 11:18 a.m.)

1 CHAIR ANDERSEN: Welcome back from break,  
2 everyone. As you might see, we just completed our  
3 education panel.

4 If you were watching yesterday, we basically went  
5 through most of the agenda. So, at this point we really  
6 don't have any other items, outstanding items, that we need  
7 to address, and I'm going to take some questions. So,  
8 basically for the public who is watching, the plan is to  
9 take some questions. We do have one last little specific  
10 item about our times of meetings from yesterday, and then  
11 public comment. So, that's sort of the plan, and we will  
12 be ending early.

13 So, with that in mind, Commissioners, do we have  
14 any questions or any items that we want to discuss?

15 Commissioner Sinay and Commissioner Fernandez.

16 COMMISSIONER SINAY: Just as a follow up to the  
17 panel that we just had, I want to note -- I didn't want to  
18 -- I mean to ask, but do they need funding to create the  
19 curriculum? You know, what do we need to do to launch the  
20 curriculum development as supporting that?

21 CHAIR ANDERSEN: Do we have an answer on that  
22 one? Commissioner Fernandez.

23 COMMISSIONER FERNANDEZ: I'm sorry. I think I'm  
24 hiding in this middle field or something. Yes, when I met  
25 with Frank a couple of times, he did mention that they had

1 funding for that, so he was very exciting about developing  
2 this curriculum, so what I plan to do is to continue that  
3 conversation with Frank, as well as build that partnership  
4 that we have because I really do feel this is a good way  
5 for us to get the information out to as many people as we  
6 can through the school system. So, it's just maintaining  
7 engagement with them. Thank you.

8 CHAIR ANDERSEN: Wonderful. And, Commissioner  
9 Fernandez, you are part of the Materials Subcommittee as  
10 well, correct? Wonderful. So you have a direct link on  
11 that as well. Excellent.

12 Any other items. Sorry, go ahead, Commissioner  
13 Fernandez.

14 COMMISSIONER FERNANDEZ: I just wanted to know if  
15 based on our new schedule for the meetings for April and  
16 May, maybe if Commissioner Yee and I can work on dropping  
17 in those chair and vice chairs so we kind of have an idea  
18 of what it looks like for the next couple months, if that's  
19 all right with everyone.

20 CHAIR ANDERSEN: I just did mention it to Russell  
21 that he has the fun joy of putting that together, so thank  
22 you.

23 And that's actually -- that's the one item I  
24 wanted to talk about. Remember we said the 1:00 or 1:30  
25 start time. But are there any other items of substance

1 before we just do that last one? We might get public  
2 comment, because I know listening to calendaring and timing  
3 like that is like watching grass grow, so I didn't really  
4 want to necessarily subject the public to any more of that.

5 Any other items? Actually, could we go ahead and  
6 ask for public comment at this time, then? Katy, are you  
7 -- thank you.

8 PUBLIC COMMENT MODERATOR: You sure can ask for  
9 that, Chair.

10 In order to maximize transparency and public  
11 participation in our process, the commissioners will be  
12 taking general public comment by phone.

13 To call in, dial the telephone number provided on  
14 the livestream feed. It is 877-853-5247. When prompted,  
15 enter the meeting I.D. number provided on the livestream  
16 feed. It is 98938125973 for this meeting. When prompted  
17 to enter a participant I.D., simply press the pound key.

18 Once you have dialed in you'll be placed in a  
19 queue. To indicate you wish to comment, please press star  
20 nine. This will raise your hand for the moderator. When  
21 it is your turn to speak you'll hear a message that says,  
22 "The host would like you to talk. Please press star six."

23 If you would like to give your name, please state  
24 and spell it for the record. You are not required to  
25 provide your name to give public comment.

1           Please make sure to mute your computer or  
2 livestream audio to prevent any feedback or distortion  
3 during your call.

4           Once you are waiting in the queue, be alert for  
5 when it is your turn to speak, and, again, please turn down  
6 the livestream volume.

7           We do not have anybody in the queue at this time.

8           CHAIR ANDERSEN: While we're waiting, the issue  
9 is the timing. Do we want to start at 1:00 or 1:30, and  
10 basically, just a quick breakdown on the way our business  
11 meetings work is we do six hours' worth of meeting in a  
12 typical day? They're broken into hour-and-a-half chunks  
13 with 15-minute breaks in between two sessions and an hour  
14 lunch.

15           So, with that setup, if we start at 1:00, we  
16 could be breaking for dinner at 4:15 to 5:15, or we would  
17 just do three 90-minute sessions and go six to seven,  
18 ending at 8:30.

19           Otherwise, if we start at 1:30, the break would  
20 be from 4:45 to 5:45, ending at 8:30. I'm sorry, ending at  
21 9:00.

22           PUBLIC COMMENT MODERATOR: I'm sorry, Chair. I  
23 don't mean to interrupt. I do have a caller in the queue,  
24 but I wanted to make the announcement, if you would like to  
25 make a comment, please press start nine to raise your hand

1 indicating you wish to share. So, they have not raised  
2 their hand yet. I just wanted to give them that  
3 instruction. Now they've raised their hand.

4 CHAIR ANDERSEN: Invite them in. Thank you.

5 PUBLIC COMMENT MODERATOR: And the floor is  
6 yours.

7 MS. WESTA-LUSK: Hello. This is Renee Westa-  
8 Lusk. I just have a question for the commissioners. Do  
9 you know if it's the intent of the three guest panelists on  
10 education if they are going to reach out to all school  
11 districts to try to get them involved in the state of  
12 California, or is it just going to be certain regions?

13 CHAIR ANDERSEN: Commissioner Fernandez, would  
14 you like to answer?

15 COMMISSIONER FERNANDEZ: Yes, I will be following  
16 up with Frank on that specifically to see if it would be  
17 better for us to reach out to the county offices of  
18 education, and hopefully that will be the case, versus  
19 every single school district. So, we'll get more  
20 information on that, so thank you for that question.

21 MS. WESTA-LUSK: Thank you.

22 PUBLIC COMMENT MODERATOR: Chair, that was the  
23 only person in the queue, and the instructions have been  
24 completed on the stream for a few minutes now.

25 CHAIR ANDERSEN: Thank you, Katy. Well, at this

1 point just sort of gathering, I just want to throw that  
2 out. Commissioner Kennedy.

3 VICE CHAIR KENNEDY: Yeah. I mean, as you said,  
4 we can have three 90-minute blocks before taking an hour  
5 break. I don't know that there's any reason why we would  
6 have to take the hour break in the exact middle of the  
7 meeting. So, we could either start at 1:30 and go to 6:30  
8 with two 15-minute breaks in that span, and then break from  
9 6:30 to 7:30, and then have the final 90-minute block from  
10 7:30 to 9:00, or shift it all half an hour earlier.

11 CHAIR ANDERSEN: Right, and that's the other  
12 idea. So, basically it's like go from 1:00 to 8:30 or 1:30  
13 to 9:00. But it would essentially put us at, which we  
14 haven't done, you know, this is just for people to  
15 consider, is essentially we -- you could do -- if you went  
16 to the 1:30 you could do like the same block structure that  
17 we're currently doing, or at 1:00 you would essentially do  
18 the three blocks and then have dinner 6:00 to 7:00. And  
19 the last one would be 7:00 to 8:30.

20 So, we don't need to -- oh, Commissioner  
21 Fernandez.

22 COMMISSIONER FERNANDEZ: Oh, no, I was just going  
23 to say that I agree with Commissioner Kennedy, we could do  
24 the three hour-and-a-half blocks. Personally, I prefer to  
25 start earlier at 1:00 because only I know sometimes we do

1 go beyond, and if we schedule it later, then we're going  
2 to, you know, potentially 9:00 o'clock at night. So,  
3 that's just my preference.

4 CHAIR ANDERSEN: Well, right now it is down as  
5 1:00, and I just wanted to -- because we've been talking  
6 about both and I just wanted to bring that back, give the  
7 Commission the option.

8 I would recommend sticking with the 1:00 o'clock  
9 and doing the three sessions, going 6:00 to 7:00 and 7:00  
10 to 8:00, and 6:00 to 7:00 would be the dinnertime. The  
11 three 90-minute sessions, and then our last 90-minute  
12 session would be from 7:00 to 8:30.

13 Commissioner Turner.

14 COMMISSIONER TURNER: I'd like to ask that our  
15 meeting end by 8:00 p.m., the last session be from 7:00 to  
16 8:00 p.m.

17 CHAIR ANDERSEN: Okay. That would be a little  
18 shorter meeting, but --

19 COMMISSIONER TURNER: Yes, it would. It would be  
20 a shorter evening -- shorter meeting in the evening time.

21 CHAIR ANDERSEN: Any objections? Seeing none,  
22 oh, Commissioner Akutagawa.

23 COMMISSIONER AKUTAGAWA: I think formally we  
24 could always schedule for 8:00, but the reality is, and I  
25 guess this is maybe where we need to discuss, is the

1 reality is that we oftentimes, you know, do go beyond the  
2 -- at least the estimated time that we think we should be  
3 finished by, so if that's going to become a problem, then I  
4 think we do need to really have a discussion about either  
5 about the way the agenda is built, or how the meeting is  
6 managed, or what time we start.

7 CHAIR ANDERSEN: Well, these meetings -- these  
8 will be a trial, and we're going to try these because they  
9 are later starts, and this is something we will have to  
10 address.

11 In terms of our current meetings, if we want to  
12 address that, you know, certainly the function of the  
13 meeting, there have been items of improving certain -- of  
14 trying to put more work on the subcommittee are certain  
15 ways to address that. Starting it earlier would be  
16 essentially 9:00. We'd have to look into things like that.

17 At this point I wasn't planning on entertaining  
18 that unless we would -- does the Commission want to discuss  
19 this matter? Not really, okay. Oh, Commissioner Turner.

20 COMMISSIONER TURNER: Yeah. I'd just like to say  
21 if we can arrange it for those that are bivocational it  
22 makes for extremely long days to start at 7:00 and meetings  
23 at 8:30 and 9:00 o'clock. It's a half hour difference. I  
24 just think in the evening if we practice being a little bit  
25 more succinct in our thoughts, knowing that we have that

1 time period in the evening, I think it's totally doable.  
2 And, of course, where there is exceptions, something that  
3 just did not allow for it, that's a different matter. We  
4 accommodate that, as we have been accommodating.

5 But as a plan, I think we can plan to -- I'm  
6 hoping that we can plan to end by 8:00 p.m.

7 CHAIR ANDERSEN: Yeah, and I'm seeing a couple of  
8 thumbs up on that one, too. That sounds good to me.

9 So, let's go with the 1:00 to 8:00 timeframe,  
10 just realizing that after dinner -- I agree, we'll be a bit  
11 more tired.

12 Now, the one issue is, and I think we'll wait for  
13 public feedback for that, quite frankly, because the whole  
14 idea of shifting to the afternoon is to get more people in  
15 the evening slots. And I would be very interested to hear  
16 if we do get more people, or if, quite frankly, the  
17 business meeting part of it they're not that interested in.  
18 They are, but not as interested as once we start getting  
19 into public input. Then those will really have to shift to  
20 accommodate people who are regular, you know, 9:00 to 5:00  
21 job-type people, as well as everyone else.

22 So, at this point I'm saying we'll stick with the  
23 one and have it at end at 8:00. We'll just be meeting  
24 accordingly, and we can address this after we've done a few  
25 trials of those dates.

1           So, with that, any objection or any other items  
2 to discuss? Commissioner Akutagawa.

3           COMMISSIONER AKUTAGAWA: I just have a quick  
4 question around the earlier comments around the panelist  
5 reaching out to the school districts. I think,  
6 Commissioner Fernandez, you said that you were going to be  
7 reaching out to the panelists to ask about that.

8           I know that as part of the outreach in my zones  
9 we have talked to some of the school districts, so I'm just  
10 curious as to, you know, I think maybe trying to avoid  
11 overlap and other confusion, so the staff do know what  
12 meetings have been conducted with whom, and I would just  
13 want to just let you know so that you can take a look at  
14 that, so as you're looking at how you're going to do other  
15 outreach, I would not want to have cross purposes, you  
16 know, kind of make for confusion.

17           CHAIR ANDERSEN: Thank you. Actually, that list  
18 is available for who has been contacted, essentially all  
19 the different people. Is that correct? I believe that's  
20 in -- Director Hernandez would know about that. I guess  
21 it's the outreach contact list in terms of whose -- are  
22 there any boards or things like that. I believe that's  
23 available to all the commissioners; is that correct?

24           EXECUTIVE DIRECTOR HERNANDEZ: We're going to go  
25 ahead and make that available. We're still cleaning it up

1 because it has a lot more information than necessary, and  
2 our goal is to discuss it with the Outreach and Engagement  
3 Subcommittee on how to post it on the website and what  
4 details we need to include.

5 CHAIR ANDERSEN: I'm sorry, there are little like  
6 two bits of information there, though. Just in terms of  
7 our document that does have personal information contacts,  
8 you know, that's a full public because, obviously, it's  
9 private information. It's just in term of actually  
10 contact, so aren't documenting the same person (audio  
11 skips) and hey, we're just reaching out to talk to you and  
12 essentially (audio skips).

13 EXECUTIVE DIRECTOR HERNANDEZ: So, we're talking  
14 about two different things, then. We're talking about the  
15 list of the contacts that we are already capturing some of  
16 that information, and if any commissioners do have contacts  
17 that they have not already provided, please feel free to  
18 send them to Marcy. We are collecting all that information  
19 that the commissioners can then take a look at to make sure  
20 they're not doubling up on anybody, but also I heard the  
21 conversation I heard about putting that information, some  
22 of that information, not all of that information, and who  
23 we're reaching out to, and that piece will go to the  
24 subcommittee to determine how we and what we put out there.

25 CHAIR ANDERSEN: That's exactly it. Thank you

1 very much, Director.

2 And with that any other -- Commissioner Turner, I  
3 thought I saw your hand. Did you have another item? No.

4 COMMISSIONER TURNER: No, I did not.

5 CHAIR ANDERSEN: Thank you. Commissioner Yee.

6 COMMISSIONER YEE: Yes, when this full Commission  
7 meeting is recessed, if I could ask the Legal Affairs  
8 Committee to immediately reconvene, and we can -- we'll be  
9 continuing to discuss Item 10 on the agenda. I'm wondering  
10 if we can do that today rather than tomorrow, but if we  
11 could immediately reconvene to decide on our exact plan for  
12 that further discussion of the Legal Affairs Committee  
13 agenda Item number 10 which is the last item for this  
14 meeting.

15 MS. JOHNSTON: You could do it connection with  
16 this noticed meeting, if you wish.

17 CHAIR ANDERSEN: I'm sorry. Commissioner Yee,  
18 you do have an agendized meeting for tomorrow. Is that the  
19 one that you're saying, just shift that over for today, or  
20 I'm not quite clear?

21 COMMISSIONER YEE: Right. Well, as it happens,  
22 the agenda when it got built those items ended up as agenda  
23 Item number 10 for the full Commission rather than as a  
24 separate agenda for just the Legal Affairs Committee. It  
25 works either way. We're allowed by code to post it either

1 way. But as this meeting is ending early, I'd like the  
2 Legal Affairs Committee to discuss -- to address those  
3 matters today, in fact, and not have to be tomorrow or to  
4 go ahead and be tomorrow.

5 CHAIR ANDERSEN: Right. Okay, thank you. So,  
6 basically what will happen now for the Commission is I plan  
7 to recess the full Commission meeting, and at what point  
8 there will be a break, whichever the Legal Affairs  
9 Committee would like to establish, and then we'll go into  
10 their Legal Affairs Committee meeting.

11 So, that is the plan. Are there any other  
12 comments or anything for this matter of business?  
13 Commissioner Ahmad.

14 COMMISSIONER AHMAD: Just a quick question for  
15 counsel for clarification on my part. If the Legal Affairs  
16 Committee meets on this agenda, does that mean they would  
17 still have to have a quorum?

18 MS. JOHNSTON: Yes, because they're three or  
19 more, they need to have two members being present.

20 COMMISSIONER AHMAD: Okay. I meant would they  
21 still need to have a quorum out of the 14, since we are --

22 MS. JOHNSTON: No. The rules permit a  
23 subcommittee to meet at a regularly noticed Commission  
24 meeting so long as it's on the Commission's agenda.

25 COMMISSIONER AHMAD: Got it. Thank you.

1 CHAIR ANDERSEN: Commissioner Akutagawa.

2 COMMISSIONER AKUTAGAWA: Yeah, I guess another  
3 maybe a process question as well, too. I notice on the  
4 first page of the agenda that the Legal Affairs Committee  
5 meeting is noted to be scheduled for tomorrow from 9:30 to  
6 12:30. And, so -- but to Commissioner Yee's point, it  
7 isn't an agendized item on our larger business meeting, so  
8 I understand his I think question about trying to wrap up  
9 the Legal Affairs Committee. Is that -- given the  
10 scheduling that people who might have wanted to listen in  
11 on that meeting, is that, I guess, a problem for -- does  
12 that go against what Bagley-Keen allows for? I think I'm  
13 just trying to understand the process for other future  
14 meetings like the Public Input Design Meeting.

15 MS. JOHNSTON: When this came up yesterday I took  
16 a look back at Bagley-Keene, and what it says is, "Notice  
17 of a meeting of a State body that complies with this  
18 section shall also constitute notice of a meeting of an  
19 advisory body of that state body, provided that the  
20 business to be discussed by the advisory body is covered by  
21 the notice of the meeting of the state body, provided that  
22 the time and place of the state advisory body's meeting is  
23 announced during the opening and public state body's  
24 meeting."

25 So, it's legit.

1           CHAIR ANDERSEN: Basically, the reason why that  
2 you could have this during this meeting is because it's the  
3 same topic. Like if you look at both agendas, it has it in  
4 the agenda for this current meeting. If it was not, if it  
5 was a different agenda, then no, he could not to that. Is  
6 that the basic correct interpretation, Ms. Johnston?

7           MS. JOHNSTON: I believe, if I understood you  
8 correctly, yes.

9           CHAIR ANDERSEN: And since it is, basically  
10 essentially we did copy it over. It's the same agenda, so  
11 there's -- and I appreciate. Thank you, everyone for  
12 trying to get the rules clear because these are important  
13 issues, and it will come up as we go into this Public Input  
14 Design Committee.

15           With that in mind, I believe we can recess this  
16 meeting. Thank you very much.

17           COMMISSIONER TURNER: Adjourn, adjourn.

18           COMMISSIONER YEE: No, recess.

19           CHAIR ANDERSEN: Commissioner Toledo.

20           COMMISSIONER TOLEDO: I believe we're actually  
21 going to meet tomorrow for Legal Affairs instead of -- just  
22 for notice purposes, given the public was -- our regularly  
23 scheduled time was going to be 9:30. I believe that the  
24 three of us have concurred on that.

25           CHAIR ANDERSEN: Okay. Well, okay. So, that's

1 fine. They're not continued. Legal Affairs is not  
2 continuing their meeting today. It will convene tomorrow  
3 at 9:30.

4 Okay. So --

5 COMMISSIONER TOLEDO: As regularly scheduled.

6 CHAIR ANDERSEN: As regularly scheduled. Okay.

7 And regardless, because that is a part of this entire  
8 meeting, it's a continuation of this meeting, that is why I  
9 recessed the full Commission meeting, and they will  
10 reconvene the committee meeting. And then when they  
11 adjourn, the entire meeting will be over.

12 So, with that I recess the full Commission  
13 meeting. Thank you very much and good luck to the Legal  
14 Affairs Committee tomorrow.

15 (Off the record at 11:42 a.m.)

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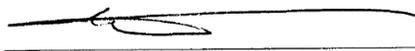
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PETER PETTY  
CER\*\*D-493  
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