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

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

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

Ms. Sheffield, would you please call the roll?

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

(no audible reply)

MS. SHEFFIELD: Commissioner Fornaciari.

(no audible reply)

MS. SHEFFIELD: Commissioner Kennedy.

VICE CHAIR KENNEDY: Here.

MS. SHEFFIELD: Commissioner Le Mons.

(No audible reply)

MS. SHEFFIELD: Commissioner Sadhwani.

COMMISSIONER SADHWANI: Here.

MS. SHEFFIELD: Commissioner Sinay.

COMMISSIONER SINAY: Here.

MS. SHEFFIELD: Commissioner Taylor.

COMMISSIONER TAYLOR: Present.

MS. SHEFFIELD: Commissioner Toledo.

(no audible reply.)

MS. SHEFFIELD: Commissioner Turner.

COMMISSIONER TURNER: Here.

MS. SHEFFIELD: Commissioner Vasquez.
COMMISSIONER VASQUEZ: Here.

MS. SHEFFIELD: Commissioner Yee.

COMMISSIONER YEE: Here.

MS. SHEFFIELD: Commissioner Ahmad.

COMMISSIONER AHMAD: Here.

MS. SHEFFIELD: Commissioner Akutagawa.

COMMISSIONER AKUTAGAWA: Here.

MS. SHEFFIELD: And Commissioner Andersen.

CHAIR ANDERSEN: Here.

MS. SHEFFIELD: Thank you.

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

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

PUBLIC COMMENT MODERATOR: Yes, Chair. Good morning.

CHAIR ANDERSEN: Good morning.

PUBLIC COMMENT MODERATOR: In order to maximize transparency and public participation in our process, the
commissioners will be taking public comment by phone.

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

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

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

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

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

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

And we do have one person in the queue with their
hand up, and I’d like to remind the callers to press star
nine to raise their hand.

    All right, so here we go.

    CHAIR ANDERSEN: Thank you. Please invite them in.

    PUBLIC COMMENT MODERATOR: And the floor is yours.

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

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

    CHAIR ANDERSEN: Thank you. The outreach calendar will be updated. You can, of course -- our meetings are listed under “Meetings,” which are -- we’re doing primarily now our business meeting. So, look for that on the website. Thank you.
The next caller, please.

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

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

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

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

For us at Advancement Project this is something that is very crucial and important when it comes to civic participation, given that language barrier is one of the major obstacles for a lot of communities, you know, to be able to engage in all of these democratic processes. And recognizing that here in California it’s estimated that one
in five Californians have identified as speaking English
less than very well, it really just brings up the urgency
of ensuring, you know, at least for public meetings where
you’ve been requested for translations to provide the whole
meeting with interpretation services, you know, taking
advantage of Zoom, taking advantage of other tools that
might be available to be able to provide channels for folks
to be able to engage in and not just, you know, to be able
to be interpreted, you know, for their public comment, but
to hear all the discussion because it’s very fruitful to
hear all the process that you’re going through and the
thinking and the questions that you all are discussing, and
this is something that’s vital to just make redistricting
less, you know, abstract and more tangible and more direct
for communities, especially like low English proficient
communities.

And, so, I just want to encourage you, and I know
that you all are looking to different options and really
trying to weigh in on the cost and how to do it -- you
know, how to move it forward in a way that, you know, is
responsive. And I know you’re trying to be as responsive
to communities but just really want to uplift as well from
our organization how important it is to be able to provide
interpretation throughout the whole meeting. So, I just
wanted to say that and thank you.
PUBLIC COMMENT MODERATOR: Okay, and we have one more caller, and the floor is yours.

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

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

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

CHAIR ANDERSEN: 0-3 -- let’s see.

COMMISSIONER SINAY: 0-3-2-3.

CHAIR ANDERSEN: 2-3.

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

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

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

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

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

MS. WESTA-LUSK: Okay. Thank you.

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

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

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

COMMISSIONER VASQUEZ: Yeah. I just wanted to acknowledge the caller’s challenges with the website. It’s happened to me a couple of times. Everything is pretty accessible from the menu bar, which isn’t always readily apparent, especially if you’re on a mobile device like an
iPad or a phone. You have to click up into the menu to get into meetings and then will take you into the right page to get you to the handouts. Same with the outreach calendar. Whereas like if you’re just on the home page and scroll to upcoming meetings or today’s meeting there’s not a way to get to either the whole meeting -- there’s not a readily apparent way to get to like a list of all of our meetings, which also then includes the handouts.

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

CHAIR ANDERSEN: Thank you. Commissioner Sadhwani.

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

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

I know there was a caller yesterday who had asked for the videos or transcripts. I think this has been a problem for us from the very beginning. I think that we’re
in a new stage now. We have new staffing; we have a beautiful new website. But I’m wondering if we might want to just put a little greater oversight to not simply the creation of the website, but in particular this transparency piece about really just monitoring to ensure that all of these components, all of the outreach meetings, right, that commissioners are going out to do are being placed somewhere on our website. I think that’s something that we had committed to doing.

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

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

CHAIR ANDERSEN: Thank you, Commissioner. There was at one point the Troubleshooting Subcommittee who was addressing that. I didn’t know of others. But putting
together a group certainly with the commissioner -- with
Director Ceja. But Commissioner Ahmad and then
Commissioner Sinay.

COMMISSIONER AHMAD: Pass.

CHAIR ANDERSEN: Commissioner Sinay.

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

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

I did start a list last time for myself and the
people that I’ve done some of that with, just a simple one
with the name of the organization, the zone and the date
that it happened just so that people can see that we are
out in the zones until we’ve met with and they can give us
input if we’re missing someone. But that is something that
Commissioner Vasquez and I have brought up from the
beginning that it really is helpful for all of us,
especially even as a commissioner sometimes you can look
through that list and go, oh, I hadn’t thought about
reaching out to that group in my zone. I’ll do that. So,
I’d like to bring that up again as something that we can
provide as well.

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

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

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

CHAIR ANDERSEN: Okay. Yes, I agree because
that’s -- I think it’s our terminology that is very
confusing because it’s -- say maybe outreach contacts, and
then because when you say outreach I -- it does to me even
it sounds like that’s some sort of meeting. But, no, these
are contacts and then any kind of meeting, I’m assuming, is
listed on the outreach calendar that someone could attend.
So, that’s certainly something that needs to be cleared up
and put forth on the calendar. Thank you.

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

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

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

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

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

Commissioner Kennedy.

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

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

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

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

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

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

So, any other -- I see Commissioner Sadhwani.

COMMISSIONER SADHWANI: Yeah, just to -- I mean this is kind of my point. Do we want to appoint a small subcommittee that’s specifically going to overcook this --
oversee this and make sure that it’s happening? I mean I think there were issues in the past, but moving forward we can make sure that we’re all on point and making sure that it’s also getting done, so, when issues do arise and we have callers call in, we can say, hey, we have a subcommittee that is specifically looking at these transparency issues, and this is what we’ve done thus far, and, you know. Who of us commissioners will kind of pick up that specific I guess is my ongoing question?

CHAIR ANDERSEN: Commissioner Taylor.

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

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

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

CHAIR ANDERSEN: I think that’s a very -- because I was going to put together a website subcommittee, so not
realizing the fact that that technically existed already. I do see Commissioner Fernandez, question there before I create this. I was going to say who else was interested. Commissioner Fernandez.

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

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

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

So, Director Ceja.

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

And like Commissioner Kennedy said, this is a living document, so if something doesn’t make sense, we do have the ability to smooth things around immediately so that it does make sense for the public and makes it easier to navigate.
So, yeah, I guess today we’re making a formal committee out of an ad hoc, which is great. Thank you.

CHAIR ANDERSEN: Yes.

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

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

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

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

COMMUNICATIONS DIRECTOR CEJA: Yeah, we’ll figure
it out. I do have videos from the 2010 website that we were getting ready to pull it over when we had the idea of meshing the two websites, but that’s no longer the case. So, I’ll work with Raul to figure that out. I think we have the video files. I have them on my backup drive.

CHAIR ANDERSEN: Excellent, okay. Commissioner Sadhwani.

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

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

So, with that I’d like to -- I’m going to
establish a Web Site Subcommittee. Is that the appropriate name, or do you want Web Site Follow Up or is Web Site sufficient, your title? Great.

COMMISSIONER SADHWANI: It might be the Website and Transparency.

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

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

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

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

COMMISSIONER VASQUEZ: Just trying to make sure all of our panelists are here. I see Raquel. I see Frank.
I am not seeing Carol. Yup, there’s Carol. Right on cue, Carol.

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

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

So, I figured we would go in alphabetical order, so first up I’m excited to introduce Carol Kocivar. Carol
Kocivar is the former president of the California State PTA. She’s worked as an attorney and a journalist, ombudsman person and is a parent to two children who graduated from San Francisco Public Schools. She’s an editorial contributor at Ed100, a website I very much recommend if you are interested in learning about the education system in California. And she also received the 2020 Shirley Igo Advocate of the Year Award.

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

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

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

MS. KOCIVAR: Terrific. So, let me just give you a little bit of the structure of the PTA. We’re part of a national organization. California is the largest state PTA and the largest parent advocacy for children and families organization in the state. We’re organized throughout the state which is why I sent you that chart. And we have
about 29 different districts by geographic area.

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

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

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

And, so, the way we take positions on things is, for example, with the Redistricting Commission. I’m
representing the PTA right now, and I put in a motion for our next Board of Directors meeting asking that the organization be authorized to work closely with the Redistricting Commission to get information out to our members. So, I have to wait for them to take action because they take action like every month.

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

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

So, when I think about how that partnership could go, those are some of the things that we did when we were helping with the census, and waiting to see, hopefully, that we can positively do that again, but I’m waiting for that board meeting to confirm it.
One of the other things that I just discovered, it’s not anything the PTA uses, but it’s used in a lot of communities. It’s called Nextdoor. I don’t know whether you’ve ever used it, but it seems to really grab people in their local communities.

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

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

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

That was short, but I hope it was sweet.

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

Next I am glad to introduce Frank Pisi who is
director of history/social science at the Sacramento County Office of Education.

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

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

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

COMMISSIONER VASQUEZ: Yes.

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

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

So, as Angela said, we were in charge of creating a set of curriculum modules for the census. So, we had
been working with the Complete Count Committee, I guess before it was the Complete Count Committee back in 2017, 2018, to help them think through an education outreach campaign for the census.

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

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

And, so, through this campaign we were really able to educate teachers about the importance of a complete count, how it has been used and dare I say misused, you know, throughout history. And, so, this is one thing we really wanted to do is to make sure that students had a better understanding of how the census worked, what all the data were used for so we could make sure that they understood the importance of a complete count.
But beyond that, what we also wanted to do, and each of these modules has kind of a call to action, the so what.

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

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

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

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

And, so, what we did is we leveraged the resources that we had, both the funding and these curricular resources that we created, to coordinate teams of students from across our areas to create campaigns. Now, of course the pandemic and then the COVID kind of shut down, really, you know, put a damper on a lot of those
things because so many of the things that we had planned
for, on-site school events had to shift to a virtual mode.
We were still able to do that, largely have a lot of
different campaigns, again, as students were creating
public service announcements and videos, a lot of those
were, you know, very easy to transition to a virtual mode.
So, we were able to really still get the word out there.

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

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

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

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

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

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

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

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

I know that there was a presentation to our CLIC leads last month which was great. Alicia was able to do that. And generally what happens from that is they get really excited and then inundate the speaker with calls of, okay, now come to my area and please help us out with that. So, I think we can -- we’ve already started that leveraging, but I think really to move forward with that would be something that I’d be very happy and very excited to engage in.
So, that is pretty much what we’ve done at SCOE, and some of the ideas that we have. I will stop sharing my screen now, and thank you very much, and I look forward to our conversation that we’re going to have.

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

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

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

As Angela said I am at CSBA, as a former pacer myself. I started off in representing the San Diego and Imperial County Division for CSBA, but before that, while I was working for a legislature, I was a school member
myself. I ran out of college, decided to get myself into public service, and from that moment forward I sought out the California School Board Association who I now work for, for training and advocacy training and, also, my role, to learn more about my role as a school board member.

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

I lead the team and we work with trustees closely to keep them informed and engaged on what’s going on around the state. And, also, we organize a lot of advocacy efforts with our legislatures and help school board members advocate for policies and assist (15:36:02) students. And it’s been one of the most rewarding things
I’ve seen because in this time right now with COVID, you know, coming and really taking over a lot of the priorities school districts have, we started seeing a huge dynamic and a change and some of these advocacy efforts really became more at the forefront, but also the engagement of school board members in their communities have become a lot more entwined as well. Why? Because school districts are not just teaching students now, you know, anymore. They’re also feeding entire communities during this pandemic, and so it’s been essential for us to keep them engaged.

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

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

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

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

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

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

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

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

I do have to say that more and more we have been participating with organizations where I’ve met Commissioner Patricia Sinay from MANA. We’ve been working with organizations like the Chicano Federation, organizations like the education committees for the different chambers of commerce, and so collaboration is key. It’s shown us during the pandemic that when you
collaborate with organizations outside of your own, we can get more done for our communities, and I think that’s the way it should be done with the Redistricting Commission. I think PTA, the county office of Ed., the curriculum that Frank has developed, that can all be spread out throughout our state in a collaborative fashion to make sure that our communities are engaged, they’re educated and that they come to it and to see that they trust their schools. They always trust their schools when it comes to anything.

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

And that’s one thing that I want to press today is schools are a trusted entity in our communities. They
feed our families, as I said earlier. They provide information. And, so, working with our parent organizations or nonprofits and our school districts together I think we could be very effective at informing our public on what we need to do as a state for our redistricting efforts.

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

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

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

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

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

I came across a few months ago information about the state’s Community Engagement Initiative, and San Bernardino County schools are one of the lead agencies for that. I wanted to get your sense of whether there is any possible tie in between our work and the Community Engagement Initiative. I mean should I really pursue San
Bernardino County schools or any of the other lead agencies of the Community Engagement Initiative to see how we can partner with them? Thanks.

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

MS. KOCIVAR: I agree with that.

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

VICE CHAIR KENNEDY: That would be very much appreciated.

MR. PISI: Great.
VICE CHAIR KENNEDY: Thanks.

MR. PISI: All right.

COMMISSIONER VASQUEZ: I think just to add context before we get to Commissioner Turner and then Commissioner Sinay, I think context for the Commission, in the last 10 years public education has gone through a huge transformation where historically, you know, education was largely administered at the state level, and in the last 10 years a lot, you know, we’re in the age of local control. And school districts and county offices of education over the last 10 years has had to do a lot more work in engaging community partners and doing stakeholder engagement, and this statewide effort is sort of a response to calls for support from the state to do sort of that community building, and so, for redistricting I think what we offer as a Commission is an opportunity for some low stakes community partnership between, you know, schools and their community partners. You know, education can get really political and in high conflict, and here I feel like we are presenting a really -- a good entry point to building some into much more thoughtful partnerships with communities.

So, I think, Commissioner Kennedy, your sort of touch point with San Bernardino I think can be used as a model for the rest of us in our zone outreach for sure.

All right. Commissioner Turner, and then I saw
COMMISSIONER TURNER: Thank you, Commissioner Vasquez. I wanted to say to Carol, Frank and Raquel, in alphabetical order, of course, how much I appreciate the presentation and was just thoroughly impressed with the level of engagement and outreach through the census, the work that you’ve already done.

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

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

COMMISSIONER VASQUEZ: Commissioner Sinay.

COMMISSIONER SINAY: Thank you, everybody. This
was wonderful. I had two questions. One is we do have -- we are in a tight timeline. The timeline was extended. And so, I was wondering if, you know, how realistic is it to try to create some type of curriculum that we can implement similar to the one that was done for the census? And then my second question is, you know, having been a former school board member, I -- there’s a lot going on, and now with the pandemic you all brought up how much more is going on. And, so, I’m wondering how careful do we need to be to add something more onto the schools and school districts? Obviously, our message needs to be redistricting is important to you because education is important to you. Redistricting means better policies and better, you know, representative and money.

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

MR. PISI: I could speak to the curriculum development piece of it. We recently leveraged our statewide entity, our statewide kind of group of leads to create a series of lessons that were optimized for digital learning, and that, start to finish, was about an eight-week process for us. So, it was pretty amazingly fast I guess. You know, we kind of put it out as, hey, we got
this issue, what do we think. And within a week or two
we’d identified 30ish teachers who wanted to write some
modules for us, and then it was a peer review process. But
they’re up on, you know, our website now and it’s
completely done.

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

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

And I think to your point, very well taken, of do
they need one more thing, you know, given to them, probably
the answer is no. I’ve got three kids. I’ve got a third
grader, a seventh grader and a tenth grader so I’m living
either the dream or the nightmare, I don’t know, whichever
one you want to talk about with distance learning. But I
know one thing that all of my colleagues are very
interested in is getting more resources. So, I think it
would be one more resource that we can provide to teachers
to say, hey, if you -- you know, it’s not abandoning what
you’re already teaching in doing this, but it’s another way
of thinking how you’re doing it.

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

So, that’s how I can see us using the
redistricting, you know, opportunity for this as well.
What we want is for teachers to be able to use these
modules forever, you know, not just in the census years or
the year preceding the census, but if I can teach -- as an eighth-grade teacher if I can teach westward expansion and pre- and post-Civil War and reconstruction using census data, that’s something I can do every year with all of my kids.

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

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

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

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

MS. MADEN: To answer the part about school
districts and school board members, let me first add a little bit to Frank’s curriculum discussion.

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

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

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

But I do want to say that school board members are busy. There’s -- right now in this pandemic there’s been a huge shift in infrastructure for information
sharing, because the only information you can share would be virtually or in a nonface-to-face person environment, right.

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

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

MS. KOCIVAR: Let me just jump in. I’ve noticed that a lot of the PTAs are getting more people involved
virtually at meetings than actually go in person to a meeting. And, so, getting information on their agenda, even if it’s a small snippet, builds awareness.

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

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

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

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

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

COMMISSIONER VASQUEZ: Great. And I think we -- I think we are sort of hearing that from a lot of folks, and so to the extent that we can get sort of a packet of things, some sort of stage-ready materials to distribute for, you know, our key messengers, our trusted messengers
to send out to their stakeholders, I think that’s probably
our most -- looking to be one of our most effective
strategies. So, definitely understand that.

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

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

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

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

COMMISSIONER YEE: Yes. Thank you to our panel
for coming today. I’m wondering if you’d comment on local
redistricting, you know, school board districts, and I’m
sure it’s different in all the different districts across
the state. You know, we are -- our work we’re pretty
(indiscernible), right. We don’t interact with local
redistricting efforts, even though our work is so similar.
But from a citizen and from a parent point of view, you
know, it’s all redistricting, I suppose.

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

MS. MADE: So, I can say that a lot of the
districts in our region that have gone to the redistricting
process has been pretty positive because the results end up
with -- the results are supposed to produce, right, more
representation that’s indicative of the populations they’re
in. So, I don’t think there’s a negative connotation to
anything redistricting. The parents, I think, will feel
like they don’t need to be educated that extra level. This
is a different redistricting process. But this also helps
with the representation for our state. It would just be a
matter of differentiating that point. But they will, I
think in those districts where they’ve already gone through
the process, they may have a little more insight on what
exactly is done to a district, but also already have the
information as to why it’s so important.

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

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

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

Sometimes, you know, if we think back to anti-smoking campaigns, or recycling campaigns, or any of those, the kids, the students were really the ones that were the message, you know, carriers, you know, back to the parents and back home. So, if we’re able to have students become more aware, maybe mini-experts in what this process is, they could speak to their parents, they could speak to
their community, even, you know, as you were talking in my head I’m thinking a one-pager, or a poster, or something like that that would help explain it in what I like to call eighth language, you know, explain to where anybody can kind of get it and see it and understand it. I think that could be a great way to do that.

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

COMMISSIONER VASQUEZ: Great. And if I could also add that my family is all educators, all teachers, and how I have explained redistricting and the distinction between sort of the local redistricting efforts, especially at the school level and our own statewide redistricting is that the local pieces I’ve said are the nuts and bolts of education, right, sort of curriculum, and programs, and sort of how your local schools are run. And the statewide as it relates to schools is really a lot about funding, and so those are the two pieces, right. Both are equally important and super important that you engage in both. They’re parallel and have different sort of ultimate goals...
in terms in what may hook a parent to engage both
processes. So, thank you for all those comments.

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

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

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

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

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

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

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

So, it’s not as if school closes down. It’s just
going to be on and on. So, I think being aware of that is important.

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

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

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

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

COMMISSIONER VASQUEZ: Commissioner Andersen -- Chair Andersen.

CHAIR ANDERSEN: Thank you all for this presentation. It’s wonderful to hear and great excitement that you bring to the entire field of education. It’s
really very palpable. It’s great. We appreciate that.

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

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

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

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

CHAIR ANDERSEN: Right. Okay, perfect. And then, Frank, you also actually mentioned this group called like CLIC is it? You -- one thing that the three of you do is wonderful, but you do use a lot of abbreviations that we’re not all familiar with. We all do that. And I was just wondering if you could tell us what that one was, please, so we can --
MR. PISI: Yeah. So, CLIC, it’s an acronym, of course, for content, literacy, inquiry and citizenship. Those are the four major shifts in the history/social science framework, and dare I say since I used to work at the State Department of Ed., one of the things they make you do is make everything into an acronym, so we created the CLIC project. Our cheesy tagline is that we help history, social science click for teachers and students.

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

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

But the CLIC leads are the individuals that are our point people in each of those eleven regions, that
they’re all out of different county offices of education, but they’re like me in that we then kind of can convene our teachers and others across the regions for that.

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

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

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

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

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

CHAIR ANDERSEN: In terms of, actually, I think Raquel, the redistricting, particularly Mono and Inyo, are they parts of parts of Los Angeles, the school board districts? I’m wondering if any of those have had
redistricting. And if you could maybe give us a list of places that have actually done some redistricting relatively recently.

MS. MADEP: I can certainly get a list of that for you.

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

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

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

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

COMMISSIONER AKUTAGAWA: Thank you, Commissioner
Thank you to the panelists. That was really, really quite helpful in terms of the insights.

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

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

And then one specific question for Carol. You mentioned YMCA. I am curious about, you know, some of the other student kind of, you know, both national and statewide organizations like the Boys and Girls Club, you know, Girl Scouts, Boy Scouts, you know, and what your
recommendations may be from a parent perspective about accessing those for civic education as well.

MS. KOCIVAR: All of the above, Angela mentioned Ed100. They have a conference that they hold in I think it’s June where they have, I don’t know, maybe over a thousand kids participate where they learn more about government, and it just went through my mind that if there are particular opportunities that you wanted to offer to these students for engagement, maybe we could make a --

connect those students to it, but there has to be something, you know, I want to volunteer and here’s what I can do through the Commission sort of thing.

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

MS. MADEN: Your question, you mentioned Boy Scouts. I’m a Boy Scout Mom. I’m a scoutmaster, so I know the boys, I know especially with the pandemic they’re looking at ways of earning badges, merit badges, and this information would definitely help them get out their civic engagement merits. But aside from that, when it comes to school boards, I’d say the superintendent is usually the how of our -- of how things happen, but our board members are the what they want to happen. And if this is a
priority of a school board, which is an elected body of size, four, seven, you’d get at least part of the board, if not all the board, try to prioritize this and get the superintendent to do it. They’re the what of how to get information out there. And currently I think a lot of our trustees value the process of the census and redistricting because it affects them and it affects some of the mechanisms of our school districts. So, definitely something that I think you brought up is very valid, but because they are elected bodies they are accountable to their constituency and I believe our constituency would like this information, especially in the state of California.

MR. PISI: And we’ve worked with a lot of districts across the state, this was in the past civic learning resolutions, so you’ll have a lot of boards that will pass a resolution stating their support for greater student involvement in the community and greater civic engagement, so this is a great way to kind of leverage that and come back around and say you’ve made these resolutions that our kids, your students, our communities need to be more involved civically. This is one great way to do it. So, it’s a way to help them realize, you know, those resolutions that they make. And the message that we carried, we didn’t get a lot of pushback on the census. We
got some in some areas. But the way that we really
approached that was, number one, it’s happening, period.
Whether or not you participate in the census, the census is
happening. There’s not going to be a campaign to not do
it. And so the most important thing that we focus on is
information about it, what is the process, what does it
look like and how can you be involved in it.

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

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

COMMISSIONER VASQUEZ: Great. Thank you so much
to our panelists again. Incredibly helpful information. I
am sure our -- we have a couple of committees who will
probably be reaching back out to you to get some specific
contact information, and also likely to be working together in the future to make sure we get out our information, social media campaigns, et cetera, out to your various networks. So, again, thank you so much on behalf of the Commission for giving us an hour of your time.

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

COMMISSIONER VASQUEZ: Perfect.

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

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

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

(On the record 11:18 a.m.)
CHAIR ANDERSEN: Welcome back from break, everyone. As you might see, we just completed our education panel.

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

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

Commissioner Sinay and Commissioner Fernandez.

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

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

COMMISSIONER FERNANDEZ: I’m sorry. I think I’m hiding in this middle field or something. Yes, when I met with Frank a couple of times, he did mention that they had
funding for that, so he was very exciting about developing this curriculum, so what I plan to do is to continue that conversation with Frank, as well as build that partnership that we have because I really do feel this is a good way for us to get the information out to as many people as we can through the school system. So, it’s just maintaining engagement with them. Thank you.

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

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

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

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

And that’s actually -- that’s the one item I wanted to talk about. Remember we said the 1:00 or 1:30 start time. But are there any other items of substance
before we just do that last one? We might get public comment, because I know listening to calendaring and timing like that is like watching grass grow, so I didn’t really want to necessarily subject the public to any more of that.

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

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

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

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

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

If you would like to give your name, please state and spell it for the record. You are not required to provide your name to give public comment.
Please make sure to mute your computer or livestream audio to prevent any feedback or distortion during your call.

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

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

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

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

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

PUBLIC COMMENT MODERATOR: I’m sorry, Chair. I don’t mean to interrupt. I do have a caller in the queue, but I wanted to make the announcement, if you would like to make a comment, please press start nine to raise your hand.
indicating you wish to share. So, they have not raised
their hand yet. I just wanted to give them that
instruction. Now they’ve raised their hand.

CHAIR ANDERSEN: Invite them in. Thank you.

PUBLIC COMMENT MODERATOR: And the floor is
yours.

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

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

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

MS. WESTA-LUSK: Thank you.

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

CHAIR ANDERSEN: Thank you, Katy. Well, at this
point just sort of gathering, I just want to throw that out. Commissioner Kennedy.

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

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

So, we don’t need to -- oh, Commissioner Fernandez.

COMMISSIONER FERNANDEZ: Oh, no, I was just going to say that I agree with Commissioner Kennedy, we could do the three hour-and-a-half blocks. Personally, I prefer to start earlier at 1:00 because only I know sometimes we do
go beyond, and if we schedule it later, then we’re going
to, you know, potentially 9:00 o’clock at night. So,
that’s just my preference.

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

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

Commissioner Turner.

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

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

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

CHAIR ANDERSEN: Any objections? Seeing none,

COMMISSIONER AKUTAGAWA: I think formally we
could always schedule for 8:00, but the reality is, and I
guess this is maybe where we need to discuss, is the
reality is that we oftentimes, you know, do go beyond the
-- at least the estimated time that we think we should be
finished by, so if that’s going to become a problem, then I
think we do need to really have a discussion about either
about the way the agenda is built, or how the meeting is
managed, or what time we start.

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

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

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

COMMISSIONER TURNER: Yeah. I’d just like to say
if we can arrange it for those that are bivocational it
makes for extremely long days to start at 7:00 and meetings
at 8:30 and 9:00 o’clock. It’s a half hour difference. I
just think in the evening if we practice being a little bit
more succinct in our thoughts, knowing that we have that
time period in the evening, I think it’s totally doable. And, of course, where there is exceptions, something that just did not allow for it, that’s a different matter. We accommodate that, as we have been accommodating.

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

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

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

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

So, at this point I’m saying we’ll stick with the one and have it at end at 8:00. We’ll just be meeting accordingly, and we can address this after we’ve done a few trials of those dates.
So, with that, any objection or any other items
to discuss? Commissioner Akutagawa.

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

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

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

EXECUTIVE DIRECTOR HERNANDEZ: We’re going to go
ahead and make that available. We’re still cleaning it up
because it has a lot more information than necessary, and
our goal is to discuss it with the Outreach and Engagement
Subcommittee on how to post it on the website and what
details we need to include.

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

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

CHAIR ANDERSEN: That’s exactly it. Thank you
very much, Director.

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

COMMISSIONER TURNER: No, I did not.

CHAIR ANDERSEN: Thank you. Commissioner Yee.

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

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

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

COMMISSIONER YEE: Right. Well, as it happens, the agenda when it got built those items ended up as agenda Item number 10 for the full Commission rather than as a separate agenda for just the Legal Affairs Committee. It works either way. We’re allowed by code to post it either
way. But as this meeting is ending early, I’d like the Legal Affairs Committee to discuss -- to address those matters today, in fact, and not have to be tomorrow or to go ahead and be tomorrow.

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

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

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

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

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

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

COMMISSIONER AHMAD: Got it. Thank you.
CHAIR ANDERSEN: Commissioner Akutagawa.

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

MS. JOHNSTON: When this came up yesterday I took
a look back at Bagley-Keene, and what it says is, “Notice
of a meeting of a State body that complies with this
section shall also constitute notice of a meeting of an
advisory body of that state body, provided that the
business to be discussed by the advisory body is covered by
the notice of the meeting of the state body, provided that
the time and place of the state advisory body’s meeting is
announced during the opening and public state body’s
meeting.”

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

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

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

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

COMMISSIONER TURNER: Adjourn, adjourn.

COMMISSIONER YEE: No, recess.

CHAIR ANDERSEN: Commissioner Toledo.

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

CHAIR ANDERSEN: Okay. Well, okay. So, that’s
fine. They’re not continued. Legal Affairs is not continuing their meeting today. It will convene tomorrow at 9:30.

Okay. So --

COMMISSIONER TOLEDO: As regularly scheduled.

CHAIR ANDERSEN: As regularly scheduled. Okay. And regardless, because that is a part of this entire meeting, it’s a continuation of this meeting, that is why I recessed the full Commission meeting, and they will reconvene the committee meeting. And then when they adjourn, the entire meeting will be over.

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

(Off the record at 11:42 a.m.)
REPORTER’S CERTIFICATE

I do hereby certify that the testimony in the foregoing hearing was taken at the time and place therein stated; that the testimony of said witnesses were reported by me, a certified electronic court reporter and a disinterested person, and was under my supervision thereafter transcribed into typewriting.

And I further certify that I am not of counsel or attorney for either or any of the parties to said hearing nor in any way interested in the outcome of the cause named in said caption.

IN WITNESS WHEREOF, I have hereunto set my hand this 1st day of July, 2021.

PETER PETTY
CER**D-493
Notary Public
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I do hereby certify that the testimony in the foregoing hearing was taken at the time and place therein stated; that the testimony of said witnesses were transcribed by me, a certified transcriber.

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IN WITNESS WHEREOF, I have hereunto set my hand this 1st day of July, 2021.

Barbara Little
Certified Transcriber
AAERT No. CET**D-520