LIVERMORE
CALIFORNIA

Subgroup A: Community Culture and Representations
Meeting #3 Notes
Meeting Date: November 17, 2020
REVISED 12/12/20

Participants
Michael Mosby
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Subcommittee and Staff
Christine Martin, Deputy City Manager
Bob Woerner, Vice Mayor
Trish Munro, City Council Member

1. **Mission/Scope, Values and Goals**
   - Valerie, Roxanna and Barbara reviewed the edits and updates that they and subgroup members made to the Mission, Values and Goal statements. The subgroup endorsed the edits and thanked the lead editors form their work.
   - Three additional points:
     o Use the description "Values and Norms" (not just Values).
     o Change "subcommittee Objective" to "Working Group Objective."
     o Note that the subgroup goals were edited to include action steps.

2. **The Community-Wide Assessment and Action Project**
   - Project description from the subgroup's October 27 meeting:
     o Inventory: Identify symbols, artwork, objects, artifacts, etc. in Livermore that represent and signify systemic racism as well as symbols, etc. that signify equity and inclusion.
     o Assessment: Assess the historical and current meanings of the symbols,

including the intended and unintended impacts they have on the community, especially BIPOC. How do these reflect on the Livermore community?

- o Action: Identify and implement actions the City and subgroup can/should take to address the symbols, acknowledge and reduce systemic racism, and promote equity and inclusion.

Addendum 12/12/20* The Section below (as well as all of the notes from each of the of Equity and Inclusion Working Group meetings) represent brainstorming and a collection of ideas from the Working Group and are not City Council policy. The notes that follow under the Continue Scoping the Project section need to be read in conjunction with the project description described above, and the action steps below.

The overall project idea was meant to canvass the range of symbols of Livermore that not only reflect systemic racism but also symbols that signify equity and inclusion, and symbols of Livermore's culture and heritage to better understand how different cultures are represented in the community. While this was stated in the notes, it could have been more clearly delineated.

In the spirit of brainstorming the section could have been written as follows:
-Expand the scope of the symbols to be inventoried to include the entire City, not just those that are City owned. Examples of equity and inclusion symbols on City property could include the pride flag and examples of symbols expressing Livermore's culture and heritage could include such items as the Livermore seal (cowboy), the totem pole, and various public art pieces (families and children with Eurocentric features, ranch brands, and farmworkers and/or agriculture). Examples of symbols potentially found on private property could include signs or flags (e.g., Black Lives Matter, Thin Blue Line, confederate flag, Joy and Coexist).

- ▪ Continue Scoping the Project
  - o Expand the scope of the properties, symbols, etc. to be inventoried to the entire City, not just those that are City owned (Examples of City Property: e.g. Pride flag, cowboy, field/vineyard worker, murals, Livermore seal (cowboy), sculptures of families/children with Eurocentric features, ranch brands, totem pole). Examples of Private Property: confederate flag, Thin Blue Line flag, inclusive signs)
  - o For non-City owned properties, reach out and partner with the organizations, businesses, agencies, etc. that do have authority to educate and influence. This might include the development of a template/checklist for organizations to follow, enabling these organizations to be "partners" in creating an inclusive city.
  - o Conduct a qualitative assessment of the assets: What do they mean? What are the stories behind them? Is there a lack of diverse culture representation?
  - o How do members and allies of EI respond to those that are not aligned with EI?

3. **Action Steps to Move the Project Forward**
   - ▪ Subgroup members take photos of symbols in their neighborhoods and across the

City. Create a Shared Google Doc for subgroup members to upload the photos. No identifying location information is intended to be collected and if inadvertently collected no identifying information will be retained. This inventory is not intended to abridge individual freedom of speech.

- Insert photos along with information and assessment:
    - Indicate when and where was the photo taken. Be sure to capture areas and pockets in Livermore that have not been welcoming (Example: farmworkers have historically resided in the North Side. There were camps on this side where people of color/workers lived and gathered.).
    - Make a qualitative assessment of the meaning of the symbols based on history, placement, personal perspective, etc. of the symbol
- When the inventory is collected, the subgroup will develop the actions to take in response, such as education, policy changes or persuasion to address symbols that reflect and perpetuate systemic racism, while promoting symbols that reflect and perpetuate equity and inclusion.
- Also consider assessing the inventory with others, eliciting their views of the symbols. (e.g. Ask non-Livermore residents how they perceive the symbols. Ask realtors how their clients perceive these symbols. Ask if the symbols discourage others to want to live or work in Livermore?

4. **Additional Actions to Consider**
- Collect and share stories from Working Group members and use them as qualitative data to form a basis for taking action.
    - Stories help bring people close to the problem and closer together
    - E+I groups are a microcosm of the City and issues with E+I
    - Roxanna: LHS has good videographer who may be able to help
    - Have questions to pose as stories are collected to focus the group on the purpose
- Spend time in these subgroup meetings to build trust and relationships by allowing time to share stories.
    - Might we take time on our upcoming agendas to have breakout rooms to share stories (one question/prompt per meeting)?
    - Should we also work on some ideas for discussion jumping-off points/prompts?
- This group may be the group to address incidents of racist or intimidating symbols, as well as to advise City Council on policy changes related to incidents. Example: a sign at the sign garden event was vandalized; private citizens cleaned it up. Consider Free Speech and how this plays into the actions of this group. When there are issues with symbols on City property, nothing seems to happen to address it immediately. While this event was not permitted by the City, similar things may be by City Council. Free speech issues make City sanctions challenging. If a sign is not on private property and is left, others have the right to do something to it. This group may be the group to address these incidents, as well as to advise City Council on policy changes related to incidents (AND it's two parts. There needs to be protection and "stepping up" NOW. Then there is long

term - policies, programs, etc.).

- Get data on the number of school disciplinary actions and what they are for (need to back up goals with examples of what is happening in the community.) Get information from schools on how they are addressing EI disciplinary problems.
  - Group C: Reaching Youth is working on this issue, there are multiple ways schools are working on this.
  - Data like this is not always being collected, instances of racism are not always tracked or trackable. The data is not comprehensive.
  - Disciplinary data is collected and documented.
  - Have data by way of student narratives that can be shared
  - There is a great deal of data regarding disparities in school discipline within CA. Hannah is happy to link to the group as well as Alameda County.
  - Police may also have data on instances of interracial conflicts or incidents of discrimination.
  - Being able to say there is "no data available" is also important
  - Establish Questions to answer before gathering data
  - Data may help engage those who are not concerned and do not want to be engaged in E+I

5. **Final Action Items**
   - Staff will create Shared Google Doc for inventory photos to be uploaded, along with instructions for adding information and qualitative assessments. A deadline for submissions will be established, likely in early January in anticipation of the next subgroup meeting.
   - Staff will distribute subgroup contact information for members to reach out and engage each other "offline."
   - Roxanna will collect school disciplinary data and forward to Christine.
   - Hannah will forward information from California and Alameda County to Christine.
   - All Working Group members will receive invite for storytelling workshop in December.

*As much as possible, these notes are taken from statements made by the working group members.