APPROVED

MINUTES OF THE SAN MATEO COUNTY BOARD OF EDUCATION

Meeting Date: October 16, 2019

Meeting Location: California Suite
101 Twin Dolphin Drive
Redwood City, California

Board Members Present: Susan Alvaro, Hector Camacho, Jr., Jim Cannon, Rod Hsiao, Ted Lempert, Joe Ross

Board Members Absent: Beverly Gerard

Staff Officials Present: Nancy Magee, Secretary
Claire Cunningham, Chief Deputy County Counsel
Jennifer Perna, Executive Assistant

Other Staff Present: Mefula Fairley, Jennifer Frentress, Karen Gnusti, Shelley Johnson, Patricia Love, Sibane Parcels, Wendy Richard

1. OPENING ITEMS

A. Call to Order

Board President Hector Camacho, Jr. called the meeting to order at 7:01 p.m.

B. Approval of Agenda

After a motion by Ms. Alvaro and a second by Mr. Lempert, the Board approved, by a vote of six in favor (Alvaro, Camacho, Cannon, Hsiao, Lempert, and Ross), none opposed, and one absent (Gerard), the October 16, 2019, agenda as presented.

2. PUBLIC COMMENT

There were no persons wishing to address the Board.
3. **EMPLOYEE OF THE MONTH**

   A. **October 2019 Employee of the Month Patrick Broderick, Multimedia Designer, Superintendent's Office**

   Board President Camacho recognized the October 2019 Employee of the Month, Patrick Broderick, Multimedia Designer, Superintendent's Office. Board President Camacho congratulated Mr. Broderick on behalf of the Board and presented him with a check and commemorative clock.

4. **APPROVAL OF MINUTES**

   A. **October 2, 2019, Regular Board Meeting**

   After a motion by Mr. Ross and a second by Mr. Hsiao, the Board approved, by a vote of six in favor (Alvaro, Camacho, Cannon, Hsiao, Lempert, and Ross), none opposed, and one absent (Gerard), the Minutes of the October 2, 2019, Regular Meeting as presented.

5. **OXFORD DAY ACADEMY CHARTER RENEWAL**

   A. **Oxford Day Academy Charter Renewal Presentation**

   Board President Camacho began by stating that as the entity that approved the Oxford Day Academy Charter School petition for a three-year term in 2016, and in accordance with California Education Code 47607 and the California Code of Regulations (CCR), Title 5, Section 11966.4, the County Board of Education convened this public hearing to consider a renewal of the Oxford Day Academy Charter School. He then declared the public hearing open.

   Board President Camacho noted the renewal criteria under Education Code Section 47605 states the Board must approve a charter school renewal petition unless it makes written factual findings to support one or more of the following:

   1. The charter school presents an unsound educational program.
   2. The petitioners are demonstrably unlikely to successfully implement the program.
   3. The petition does not contain reasonably comprehensive description of all the essential program elements described in Education Code section 47605(b)(5)

   Board President Camacho said the Board must consider the past performance of the school’s academics, finances, and operations in evaluating the likelihood of future success, along with future plans for improvement.

   Board President Camacho stated the academic performance of the charter school’s students must be at least equal to that of the students in schools of the district those students would otherwise be attending, as well as other district schools, accounting for the composition of the charter school’s student population.
OXFORD DAY ACADEMY CHARTER RENEWAL (continued)

Board President Camacho declared each charter renewal petition submitted to the Board would be approved or denied based upon the criteria set forth in the law and the Board’s regulations.

Board President Camacho invited Oxford Day Academy co-founders Dr. Irene St. Roseman and Dr. Mallory Dwinal to present on Oxford Day Academy.

Dr. Dwinal introduced herself as the Chief Executive Officer (CEO) of Oxford Day Academy (ODA) and Dr. St. Roseman as the Head of School. She described Oxford Day Academy as a multi-cultural, social leadership academy just finishing its second year of operation. Dr. Dwinal discussed the importance of students understanding cultures around the world in different countries and on different continents. She stated the purpose of the school was not to compete with other schools, but to provide a different educational model for students for whom existing schools are not the right fit. Dr. Dwinal said Oxford Day Academy is not the right match for students who prefer a large, comprehensive school with traditional classroom experiences. She said Oxford Day Academy strives to provide a fundamentally different experience for students.

Dr. Dwinal provided a snapshot of the school by the numbers, noting that school enrollment growth paused for 2019-2020 as the decision was made to hold enrollment steady due to the challenge of securing a larger facility. She noted that 80% of students qualify to receive Free and Reduced Lunch. Dr. Dwinal described the school population as primarily male at 70%. She also stated the newcomer population is increasing, up from 10% in the school’s first year to 20-25% currently.

Dr. Dwinal said the most critical component of the model is the Oxford Tutorial System which focuses on open-ended thinking, problem-solving, and allowing students to struggle with concepts before stepping in. Dr. Dwinal said student learning is scaffolded and students move from independent learning to working with others to receiving help from teachers in small intervention groups, and finally to discussion using Harkness tables and Socratic discourse. She described the culmination of a unit as students participating in an Oxford tutorial, debating a prepared position with the teacher.

Dr. Dwinal explained that school leaders convene a yearly meeting of stakeholders, including students, parents, Board members, and community members on the Oxford University campus for a week. She said the purpose is to ensure stakeholders are deeply grounded in the tutorial practice.

Dr. Dwinal discussed how the school earned Western Accreditation of Schools and Colleges (WASC) accreditation in its first year of operation, and had A-G accredited courses by the end of the second year. She described how A-G accreditation allows students transferring out of the school to integrate into any other school. She added that ODA’s academic model is producing significant results and growth for students. Dr. Dwinal discussed Measures of Academic Progress (MAP) scores and how students arrived, on average, performing in the 10th percentile nationwide, but over the last few years have improved five times the national average in math and reading. She detailed how 80% of incoming 9th grade students tested in the lowest two quintiles of student performance nationwide, and after two years students tested close to the national average, in the 45th percentile as a cohort, with growth in all three upper quintiles.
Dr. Dwinal next discussed Finance and Operations. She said the school has shown a positive operating income every year, is compliant with all credentials and audits, and maintains a 30% operating reserve, all signs of viability for a small school.

Dr. Dwinal briefly discussed the fidelity of Oxford Day Academy’s Model sharing the school is growing and learning, and has been joined by international partners including from China and nine other countries.

Dr. Dwinal thanked all Board meeting attendees whether they are attending in support or to raise concerns, invited any interested parties to come visit the school and see it in action, and stated she looks forward to answering questions. She ended by sharing appreciation to the Board for their time.

Board President Camacho thanked Dr. Dwinal for her presentation and asked if any Board members had questions. Ms. Alvaro asked whether questions could address the charter renewal petition or just the presentation. Superintendent Magee clarified the purpose of the evening was to allow the Board to ask questions about the presentation, allow public comment, and then allow for additional Board questions. She suggested if the Board has specific questions to be addressed to staff, that those be submitted to Superintendent Magee and she would ensure the Board would receive written responses shared with all the Board. Superintendent Magee also explained that staff had set up an online link to allow members of the public unable to attend the hearing to submit comments.

Board President Camacho clarified that Dr. Dwinal would be present at the November 6 meeting as well. Ms. Alvaro said she would hold off on asking specific questions regarding the contents of the renewal petition until the November 6 meeting.

Board President Camacho asked if there were additional questions from the Board on the presentation. Seeing none, he thanked Dr. Dwinal and Dr. St. Roseman for their presentation.

B. Public Hearing Concerning the Oxford Day Academy Charter Renewal

Board President Camacho stated as there were no further questions from the Board, he would open the floor for comments from the public. Board President Camacho asked that the speakers state their name, role (e.g., parent, teacher), and whether they are speaking for or against the charter renewal. Board President Camacho commenced the public hearing.

The following persons addressed the Board:

- Steve Russell, Community Member, spoke in favor of the renewal. Mr. Russell stated he and his wife have provided substantial monetary support to ODA and plan to continue to do so. He also submitted a letter from another contributor, Mr. Ian Connell of the Charter School Growth Fund.
- Sofia Sandoval, Student, spoke in favor of the renewal. Sophia stated she is a junior at ODA and a teenage mother. She shared she was not a great student coming into ODA but the school helped to change her perspective by giving her various
opportunities. She said being a tour guide at the school helped improve her public
speaking skills and the one-on-one attention and support she gets from the adults
keeps her on track and makes ODA a great school.

- Lupita Velazquez, Community Member, spoke in favor of the renewal. Ms.
  Velazquez read a letter on behalf of her boss, the founder at Girls to Women. The
  letter stated Girls to Women have partnered with ODA for several years and values
  small class size, individualized attention, staff diversity, and unique opportunities
  for students to travel and learn about other cultures as well as social and racial
  justice. The organization appreciates ODA teaching students how to think rather
  than what to think.

- Clarence Jackson, Parent, spoke in favor of the renewal. Mr. Jackson stated he likes
  that ODA brings another option to the East Palo Alto community. He said the
  school teaches outside the box of the typical American educational model. He
  shared that Harkness Tables and the Tutorial System are pivotal components of
  ODA’s model and suggested that other schools may want to implement them. He
  said the ODA model teaches students to understand their own thinking and how to
discourse with each other.

- Kyra Brown, Teacher, spoke in favor of the renewal. As a teacher at ODA, Ms.
  Brown says she has seen ODA help students become critical thinkers, tap into
  innovative learning models, and provide international opportunities for students.
  She said often when people of color try to innovate they receive more pushback than
  their white counterparts. She asked that everyone check their biases to ensure the
  school is given a fair chance.

- Kory Verduzco, Student, spoke in favor of the renewal. Kory stated he is a ninth-
  grade student at ODA and has always been shy. He said Harkness Tables have
  helped him to open up to his classmates and have given him the confidence to speak
  publicly. He also attributed his ability to explain AP physics to his peers to
  Harkness Tables.

- Lileiti Grew, Parent, spoke against the renewal. Ms. Grew stated she is the mother
  of a former junior at ODA and is concerned for the juniors who remain at the school
  and for those who have left. She said when her daughter transferred to Menlo-
  Atherton High School she learned she is in danger of failing despite having received
  ODA’s highest award the previous year. She explained her daughter was very
  involved at ODA, starting a homework and tutoring program when she saw peers
  struggling in math. She said her daughter attempted to start a reform justice
  program, but the school fought against it and tried to implement a zero-tolerance
  behavior program instead. Ms. Grew said that when she herself spoke up she was
told if she didn’t like it, she should leave the school. She said she was devastated to
  find that many of the classes her daughter had taken were left off the transcript and
  that many classes were not approved. She said her daughter was not the only
  student to experience problems when transferring and that at least 15 ODA students
  had to transfer to the continuation school because the ODA model does not translate
to a traditional model as she had been told it would. She says she does not
understand how her daughter fell through the cracks. Ms. Grew stated she supports
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ODA’s Harkness Tables, overseas learning, and other programs. However, Ms. Grew said she believes nepotism is a problem and thinks with the right staff in place the school can better implement its model.

- Heleine Grew, Student, spoke against the renewal. Heleine explained that she was a student at ODA during its first two years. She said because she felt she was not being challenged enough, she forced her mother to let her transfer to Menlo-Atherton. Heleine said that after requesting her transcript several times, she was surprised to find she only had one semester of PE and felt she was behind. After meeting with a counselor at Menlo-Atherton High School she began to question her chances of getting into college. She said the school needs to make a four-year plan for graduation public so that students and families can see what classes are taken and when.

- Matthew Zito, Sequoia Union High School District (SUHSD), spoke against the renewal on behalf of the district. Mr. Zito stated that running a lab school is fine but not at the expense of students. He stated the District Superintendent and staff at SUHSD are deeply troubled by the operation and poor student outcomes at ODA. He said they are concerned about the viability of ODA as a school and feel it may collapse on itself. He explained that 16 students transferred to SUHSD in the last two months, after the school year began which is not a symbol of confidence. Mr. Zito said the 16 students are very credit deficient. He also said it is the district’s position that ODA’s educational program is unsound. He stated the school lists on its website core courses that are not approved by the University of California. He also stated 16 courses are listed as classroom-based on ODA’s website that cannot possibly be rigorous with the school’s low enrollment and a small teaching staff. He added ODA does not have Visual and Performing Arts courses and that a school cannot be UC eligible without them. He said the district strongly urges the Board to deny the five-year renewal or at least postpone the decision until a comprehensive evaluation of the school and its program can be completed.

- Elizabeth Oladunni, Student Affiliate, spoke in favor of the renewal. Ms. Oladunni stated she has worked with ODA students on the Tutorial System during their visits to Oxford for the last two years. She stated she has been in California for eight weeks working with ODA students and teachers to deliver tutorials and assist with Harkness Sessions. She said it has been phenomenal to see how the ODA model allows students to be independent learners, critical thinkers, and scholars in their own right. She said it has been a great experience to see how effectively the model works.

- Chyanne Robinson, Student, spoke in favor of the renewal. Ms. Robinson stated she was very shy when she transferred into ODA from a traditional high school. She said the teachers helped her to step outside her comfort zone. She said she also appreciated the diversity of the student body especially when discussing issues related to people of color.

- Vanessa Sanchez, Parent, spoke in favor of the renewal. Ms. Sanchez said the school is for some students and not for others. She then shared the school has worked for her son who has learning disabilities and has provided him the help he
OXFORD DAY ACADEMY CHARTER RENEWAL (continued)

has not been able to get up until this point. She stated the special education teacher at the school was the first to really help her understand an IEP and to know her rights. She explained her son has learned to speak in public and has had opportunities to participate in programs she feels he would not have been chosen to participate in at a traditional comprehensive high school. She said the school keeps her informed about her son’s progress and any problem that arise. She stated her son would not be where he is now without ODA.

- Anthony Rutiaga, Student, spoke in favor of the renewal. Mr. Rutiaga said he believes ODA teaches students to become independent. He admitted he was concerned about his credits last year because he wasn’t getting the classes he needed. He explained that he took what the school has taught him about independence and took it upon himself to take classes at Canada College. He said the school has also opened his eyes to the competition he will face when applying to college in addition to helping him to see what the real world will be like. He stated the school has also provided phenomenal opportunities to participate in various programs.

- Maggie Diaz, Staff Member and Parent, spoke in favor of the renewal. Ms. Diaz stated she was concerned about the rumors about students not having the credits to graduate and took the initiative to have transcripts reviewed at another school to which her daughter eventually transferred. She said the school was impressed with the transcript and with the courses her daughter had taken at Cañada College. She also stated the school let her know her daughter is on track and does not need additional classes.

- Nancy Wagstaff, Community Member, spoke in favor of the renewal. She stated a number of students are at ODA because the traditional public school has failed them academically and personally. She stated ODA believes all their students can be academically successful and holds the students accountable. She shared that the school recognizes each student’s gifts and talents and teaches students they can combine those gifts and talents with academic success to seize the future.

Board President Camacho thanked all speakers for their comments. He stated the Board would carefully consider the input received, and he declared the hearing closed.

C. Discussion Regarding the Oxford Day Academy Charter Renewal

Board President Camacho asked Superintendent Magee to describe the processes by which the Board could submit questions to staff about the Oxford Day Academy Charter School renewal petition and how the public may submit additional comments to the Board.

Superintendent Magee explained the Board had this opportunity to discuss what they had heard that evening. She asked the Board to send their questions for staff to her via email and stated she would distribute them to staff. She also said that any member of the public, including those unable to attend the hearing could submit comments or questions through an online link on the SMCOE website. Superintendent Magee said the link to submit comments is www.smcoe.org/ODA. She explained all
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public comments would be forwarded to the Board and included in the Board packet for the November 6 Board meeting.

Board President Camacho invited the Board to discuss the Oxford Day Academy Charter School renewal petition, based on the evening’s presentation and public comments.

Mr. Hsiao noted he felt the Board heard two narratives. On one hand, many people in support of the petition view the school as an innovative program opening up opportunities, and on the other hand, students are transferring out after two years with credit deficiencies. Mr. Hsiao asked why students were surprised by these situations, whether students were receiving proper grades, and is there a way to reconcile the discrepancies. Additionally, he asked why students were leaving after their second year and not after their freshman year.

Ms. Alvaro asked about the inconsistencies between students at some high schools being credit deficient and students at other high schools having transcripts with enough credits. She said she would follow up by sending her questions in writing for staff response.

Mr. Ross thanked all speakers for their comments, stating the sustainability of the school, at least at the beginning, will depend on community support. He said many schools have experienced early challenges but are now nationally recognized for their successes. Mr. Ross stated he looks forward to hearing more from Dr. Dwinal about what hasn’t worked. He asked about the reliance on and access to Cañada College as a supplement to the school’s program, wondered to what extent that is temporary or permanent, and questioned whether it is seen as a strength or a scaffold to address deficiencies. Mr. Ross then asked to what extent online individual learning as part of the model is working. Finally, he asked to what extent adjusting challenges and successes point to possible adjustments in the model moving forward, if any. He noted the many public comments embracing Harkness tables, tutorials, and discussion, all components of the model which seem to be working. He again questioned which components seem not to be working.

Mr. Cannon asked Superintendent Magee to review the charter renewal process. Superintendent Magee said the Board would receive a draft staff report prior to the Board packet, possibly by Friday October 25, allowing the Board two weekends for review prior to the November 6 Board meeting. She stated the report would reflect staff analyses of the data as well as interviews with the Sequoia Union High School District and Oxford Day Academy staff. Superintendent Magee clarified the report, per Board request, would be a neutral analysis of the information gathered and would not include a recommendation.

Mr. Lempert asked whether additional questions can be asked at the November 6 meeting. Superintendent Magee answered they could be asked at that time. He corrected misstatements from earlier in the evening by pointing out that charter schools are public schools, too. Mr. Lempert also reiterated the goal of charter schools is to improve all schools, and they often engage in practices which should be done in other schools. He asked what the comprehensive schools in the Sequoia Union High School District could learn from Oxford Day Academy. Mr. Lempert expressed concern and wants a better understanding of the student who had to learn on his own to supplement his credits with courses from Cañada College. Lastly, he expressed a desire to understand how a
small school does not do more to support students if they transition to traditional high schools and to make sure students receive the necessary support to ensure college eligibility. He asked about communication between Oxford Day Academy and the Sequoia Union High School District regarding the students returning with credit deficiencies.

Board President Camacho asked about the overall attrition plan, what happens if the ODA model does not work for a student, and what, if any, existing articulation agreements exist between sites. He also asked if a district representative would be present at the November 6 Board meeting. Superintendent Magee stated a representative could be invited to speak. Board President Camacho asked if district feedback would be included in the staff report. Superintendent Magee confirmed it would be included.

In response to Ms. Alvaro, Superintendent Magee and Board President Camacho confirmed the next meeting would include the Board discussing the staff report. Superintendent Magee further responded representatives from the District could avail themselves of public comment available, like any other Board meeting. She also confirmed public comment on November 6 would not be part of a public hearing.

Board President Camacho suggested the invitation be extended to the district for questions they would be best qualified to answer. Ms. Alvaro then commented that one of the student public speakers was her tour guide on her first visit to Oxford Day and had done an amazing job.

Board President Camacho invited Dr. Dwinal and Dr. St. Roseman back to the podium to respond to comments and questions from the Board. Dr. Dwinal began by addressing Sequoia Union High School District’s concern about Visual and Performing Arts and physical education credits. Dr. Dwinal explained these courses are taken by students in their senior year only, an intentional move which guarantees students do not earn excess credits in these areas during their 9th through 11th grade years and ensures students satisfy their core class requirements first. She added these courses will be added to the A-G requirements in the senior year cohort.

Dr. Dwinal addressed the questions about Cañada College, stating students have the option to attend and graduate with an Associate’s Degree in addition to their high school diploma, over their four years of high school. She clarified that attending Cañada College was not a requirement. Dr. Dwinal shared if students take and pass the classes for which they signed up, they are guaranteed to graduate with all necessary California state requirement and University of California (UC) A-G credit requirements.

Dr. Dwinal next addressed Mr. Hsiao’s question about students leaving Oxford Day Academy after their second year instead of their first year. She stated students were encouraged to look for a different space after their second year if they are having concerns, partly because facilities are such a constraint. Dr. Dwinal described how the school does not have enough space for students and stated that Proposition 39 is a right of charter schools but sours relationships with districts. She said Oxford Day Academy will never ask for a Proposition 39 facility. She added Oxford Day Academy is working to support more students. Dr. Dwinal explained students may also be leaving for other reasons, but space has been a major issue.
Dr. Dwinal shared the school reform movement recognizes the school system is failing black and brown students, who are not receiving the education they need. She added, because some schools stopped assigning homework and holding students to rigorous standards, some students enrolled at ODA 4-5 years below grade level and refused to do homework. Dr. Dwinal explained these students will not be ready for college if they do not do homework, and that Oxford Day Academy is a place where homework is required. She discussed how competency-based grading has been a solution, where students who do not do their work do not receive passing grades but are allowed to replace failing grades at a later time through credit recovery or other programs. Dr. Dwinal stated there are a large number of students earning Fs, but these numbers are decreasing over time. She said for transferring students, the receiving school is provided with grade percentages and given the option to decide whether the student should earn credit. Dr. Dwinal provided an example that a 68% would be failing grade at Oxford Day Academy but a receiving school may consider that passing, a practice they clarified with legal counsel as legally compliant. She summarized the following points: 1) students who pass their classes will graduate with all necessary A-G requirements, 2) those who transfer will have all necessary credits to attend any other high school, with or without Cafiada College, 3) if students do not pass their classes, as a competency-based school they are given the opportunity to make up classes and change their grades, and 4) receiving schools are given data and the opportunity to decide whether to give students credits for course they failed.

Dr. Dwinal explained that if a student fails, it does not mean the student is not a good fit for Oxford Day Academy. She described how many students demonstrating the most growth have come to Oxford Day Academy struggling in the traditional system. Dr. Dwinal explained there is no profile of “student” or “learner” who is not a good fit for Oxford Day Academy but success depends on a student’s preferred learning style. Some students simply prefer more direct instruction and classroom-based learning.

Dr. Dwinal said she was happy to provide more information on this topic at the next meeting or in written form. She remarked that although students have an innovative experience at Oxford Day Academy, the back office documentation and credits will look the same as any other school and that they would never innovate at the expense of students’ future.

Board President Camacho raised a concern about students transferring to other schools feeling as if they are not a fit at Oxford Day Academy. He asked if the school invests in students only to age 18 or if they go beyond. Dr. Dwinal expressed this situation is taken seriously and is an ongoing philosophical question. She described students often find out right away that they are not doing well. She said the school provides mid-quarter progress reports, parent conferences, and regular parent group meetings to makes sure parents know how their students are doing right away. Dr. Dwinal stated low grades may make a student feel like Oxford Day Academy is not working for them, but it is not an indicator for the school that the student is not a good fit for the school. She shared the story of a student who initially failed every single class during her first two years, but the school believed in her and help her to secure a full ride scholarship and is now living and studying at a prestigious and internationally competitive boarding school in England. Dr. Dwinal explained the boarding school is extremely excited about the student’s raw potential and is considering setting up an endowed long-term rotating spot for an Oxford Day Academy student. She reiterated Oxford Day
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Academy will tell a student who is not doing well they do not belong at Oxford Day Academy.

Mr. Hsiao expressed confusion about the student described above and how the student has so much raw potential but did not pass any courses during her first two years. Dr. Dwinal explained the student did not do any work and had an average daily attendance of 30% her first year, but Oxford Day Academy saw her potential and articulated this to the student, and provided the original funding for the placement. She said the boarding school took the risk based on Oxford Day Academy’s recommendation and endorsement. Dr. Dwinal reported the student is doing well in England and between terms takes courses online and at Cañada College to make up missing credits, all facilitated by Oxford Day Academy. She firmly stated students who do not do their work would not be passed along and graduated, knowing they may return after a semester of college with student loan debt and no college credits.

Mr. Cannon asked Superintendent Magee to explain who is working to prepare the staff report and what information they are gathering. Superintendent Magee referred to Senior Administrator Fairley who said the team includes Chief Deputy County Counsel Cunningham, Deputy Superintendent Porterfield, Associate Superintendent Fentress, Deputy Superintendent Littrell, Associate Superintendent Musso, Administrator Richards, Manager Cruz, Associate Superintendent Pelletier, and herself. Senior Administrator Fairley described how each member was analyzing different sections of the petition and comparing it against rubric standards. She said staff also conducted an interview, in which Oxford Day Academy was asked to describe their model and discuss what has gone well and what needs to change.

Mr. Cannon asked Superintendent Magee about the process at the November 6 meeting. Superintendent Magee explained the Board will have access to the report along with written answers to any questions submitted to the Board. Oxford Day Academy will have an opportunity to respond to the staff report and may focus on specific questions in problematic areas, and then the Board will discuss. Mr. Cannon asked if the expectation is a vote that night. Superintendent Magee said that yes, the Board would take action on the renewal on November 6. Mr. Cannon asked if the renewal petition was for five years. Superintendent Magee confirmed it was. Chief Deputy County Counsel Cunningham added that the term of the renewal is an Education Code requirement. Mr. Cannon asked for more information on this requirement. Chief Deputy County Counsel Cunningham stated unlike the original charter petition approval, Education Code specifies a charter renewal must be for a period of five years and no less.

Mr. Ross asked Dr. Dwinal to address 1) the reported high suspension rate, 2) potential engagement with Sequoia Union High School District regarding credits and providing them with transcripts which can be easily accepted, and 3) to what extent Oxford Day Academy is considering doubling down on unique aspects of their model, including Harkness tables and tutorials, and scaling back on other aspects.

Dr. Dwinal began by addressing suspension rates and shared the school’s difficulty dealing with course work and homework completion rates falling below 25%. She said after a lack of success encouraging homework completion, they implemented a new policy of her own creation in which every Friday students not completing homework had to sit and intentionally waste time in a
detention setting called “The Wall.” She said she then tasked students with coming up with solutions to the homework problem. Dr. Dwinal continued that students began skipping school to avoid this detention, and those who skipped school were issued suspensions. She explained this accounted for 90-95% of the reported suspensions. Dr. Dwinal said that students created a program called Community Response to Academic Management, or CRAM, a detention substitute in which students were assigned peer tutors. As a result, “The Wall” was discontinued and an increase in student performance and homework was reported. Dr. Dwinal clarified the increased suspension rates were a response to this acute situation, but Oxford Day Academy will not budge on the focus on homework completion.

Mr. Ross asked to what extent, if any, it is possible that due to learning and adjustments some of the Oxford Day Academy model is too much because basic things need to be done correctly. Dr. Dwinal answered the current model is much different than what was described two years ago because the school is adapting. She elaborated that components of the model can shift, but they are careful about internalized racism in the community. Dr. Dwinal explained how when the school opened critics suggested the model would work for students in Atherton and Palo Alto, but not students in East Palo Alto. Dr. Dwinal described a balance between being open to reflection and change, as there are components viewed as a sign of internalized racism that need to be broken up. For example, students in certain neighborhoods are not doing homework because it is a “white” thing. She passionately described the fight and preferring the school to close before endorsing this viewpoint. Dr. Dwinal summarized the model can adapt and change, but they are unwilling to compromise in certain areas.

Dr. Dwinal next responded to a question from Mr. Ross about engaging with Sequoia Union High School District about credit deficiencies and issues with transcripts, stating that this is the first time either issue has been brought to her attention. She shared she planned to contact Sequoia Union High School District the next day to sit down and discuss their concerns.

Board President Camacho stated that in two years Oxford Day Academy will have a cohort of 40 students which may or may not be college-eligible. He asked at what point the school will decide the model is not working. Dr. Dwinal responded 82% of low-income students graduate from Menlo-Atherton High School and 90% of low-income students graduate from East Palo Alto Academy, but only roughly 40% are A-G eligible. She added only 36% of graduating Latino students and 29% of graduating African-American students are A-G eligible. Dr. Dwinal further added that if only 2-5 students in the junior year cohort graduated with A-G eligibility that would mean there is a problem with the model and it does not work. However, she added, that scenario would be impossible because Oxford Day Academy does not issue D grades, and A-G only looks at grades of C or higher. She said their philosophical choice to not issue D grades causes outrage in freshman and sophomore years, but the students learn early to work harder to ensure they receive A-G eligible passing grades. Dr. Dwinal said she would rather have this debate with students earlier rather than later and avoid students thinking they are doing fine by passing classes with a D and finding out their senior year they are not A-G eligible.

Board President Camacho stated he loves the Oxford Day Academy but is concerned about the five-year renewal and when the school will decide the model might not be working. Dr. Dwinal stated
model success depends on 1) being solvent from a financial and operations perspective, 2) academically, looking at graduating rates compared to other high schools (78% of Latinos graduating from Menlo-Atherton High School last year and 90% of Latinos graduating at East Palo Alto Academy last year), and 3) are students graduating with the academic capacity to be college-ready. She elaborated on her last point by focusing on Latino students, explaining at East Palo Alto Academy 5% of Latino students are on grade level in math and 30% are on grade level in English, with Menlo-Atherton having 13% and 24%, respectively. Dr. Dwinal explained Oxford Day Academy’s goal is to exceed these numbers and have 80% of students graduating college-ready as evident by both credits and performance on academic assessments including the Smarter Balanced Assessment Consortium (SBAC), other CAASPP assessments, and college admissions placement exams.

Board President Camacho expressed appreciation for these comments and added Oxford Day Academy needs to communicate Dr. Dwinal’s point about the how the model works to the community who is raising concerns. Board President Camacho also clarified that if the graduation rate is 80% or higher, the school will not cut corners as they are a WASC-accredited school and that story must be told, as well. Dr. Dwinal admitted a weakness of the school has been the lack of external messaging.

Mr. Lempert expressed confusion and asked if Oxford Day Academy was purported to have an unsound program by Mr. Zito while their numbers exceed those of students in the Sequoia Union High School District. He also questioned whether Mr. Zito’s strong statements indicate his own district is unsound. He requested Dr. Dwinal and Mr. Zito have a numbers-based conversation. Superintendent Magee indicated Mr. Zito left information regarding the 16 students who transferred to Menlo-Atherton High School.

Mr. Lempert asked Superintendent Magee and the SMCOE staff to explain the discrepancies between what Mr. Zito said and what Dr. Dwinal is reporting. Superintendent Magee requested time to examine the data and better understand the situation. Dr. Dwinal shared she would welcome a conversation about the issue. Superintendent Magee noted Mr. Zito indicated a recent wave of new enrollments in the Sequoia Union High School District within the last two months, so this issue was just recently brought to their attention. Mr. Lempert asked what happens with students who drop out of the Sequoia Union High School District, and whether that indicates the district is educationally unsound. Superintendent Magee indicated full understanding of Mr. Lempert’s questions and concerns and assured she would come back with a response.

Board President Camacho thanked the Board for their questions, Dr. Dwinal for her answers, and the public for their attendance. In closing, he stated the Board is scheduled to make their decision on the Oxford Day Academy charter renewal petition at its meeting on November 6, 2019. Board President Camacho advised all communications and discussions of the matter by members of the Board are subject to the provisions of California’s open meetings and public records laws. Board President Camacho suggested anyone wishing to provide additional comments to the Board may submit them on the SMCOE website. He shared copies of the Oxford Day Academy charter renewal petition are available at: http://www.smcoe.org/charterappeals or http://www.smcoe.org/ODA or by contacting Jennifer Perna, the Executive Assistant to the Board, at jperna@smcoe.org or (650) 802-5552.
OXFORD DAY ACADEMY CHARTER RENEWAL (continued)

Mr. Hsiao asked about not being able to see the information provided by Mr. Zito and whether a redacted version could be provided. He expressed concern about whether the 16 students leaving Oxford Day Academy were underperforming and that skewed results. Chief Deputy County Counsel Cunningham indicated there was no personally identifiable information on Mr. Zito’s materials, so it would not violate student privacy to share the data.

Board President Camacho again thanked all participants who attended the Board meeting.

The meeting was recessed at 9:03 p.m. for ten-minute recess. The meeting resumed at 9:13 p.m.

6. CONSENT AGENDA

B. Receive Staffing Reports
C. Adopt Resolution No. 19-46 Establishing the Actual 2018-2019 and the Estimated 2019-2020 Appropriations Limitation (Gann Limit)
D. Adopt Joint Resolution No. 19-47 Honoring Luis Solis on His Retirement
E. Adopt Joint Resolution No. 19-48 Endorsing November 2019 as Native American Heritage Month
F. Adopt Joint Resolution No. 19-49 Endorsing November 2019 as California Sikh American Awareness and Appreciation Month
G. Adopt Joint Resolution No. 19-50 Honoring Linda Lau on Her Retirement
H. Receive Quarterly Report on Complaints, as Required by the Williams Settlement

After a motion by Ms. Alvaro and a second by Mr. Hsiao, the Board approved, by a vote of six in favor (Alvaro, Camacho, Cannon, Hsiao, Lempert, and Ross), none opposed, and one absent (Gerard), the Consent Agenda.

7. BUSINESS SERVICES

A. Receive Unaudited Actuals Year End Closing Report

Board President Camacho introduced Deputy Superintendent Porterfield who presented the actual amounts reported to the State regarding how the San Mateo County Office of Education (SMCOE) ended the year. She stated total revenues were $92.2 million and total expenditures are $92.7 million. Deputy Superintendent Porterfield explained 2018-2019 shows SMCOE is moving into true deficit spending, or spending more in a year than received in revenues. She added this can be a planned deficit, spending prior year carryover, or a structural deficit, spending savings to meet current obligations. She added SMCOE’s deficit is planned and not a surprise, and that being flat funded impacts SMCOE. Deputy Superintendent Porterfield said SMCOE was able to make committed transfers of $1,000,000 to Fund 20 for other post-employment benefits, $6 million to Fund 17 to offset future expenditures, and 7% to meet the target for reserve for economic uncertainties.
BUSINESS SERVICES (continued)

She shared an unrestricted ending balance is $8.8 million and a restricted ending balance is $3.5 million. Deputy Superintendent Porterfield also described how adjustments will be made to the 2019-2020 budget at first interim in order to bring in these balances. She explained no action is required, but will be required on the audit report at the December Board meeting.

Mr. Ross asked if there was a projection for the excess property taxes for next year. Deputy Superintendent Porterfield estimated this to be $16.5 million. Mr. Ross asked why the number was decreasing. Deputy Superintendent Porterfield stated she believed the number was $15 million this year, and if the number goes up it will be a higher revenue and higher expense. Mr. Ross asked whether $18.7 million, is accurate for last year. Deputy Superintendent Porterfield answered she would double check the exact numbers.

B. Discuss/Act on a 1.0 FTE Position for a Senior Information Technology Analyst to support the Information Technology Services program within the Business Services Division

Deputy Superintendent Porterfield requested the Board approve a new position for a Senior Information Technology Analyst to replace a lower level position of Information Technology Analyst. Deputy Superintendent Porterfield said the increased cost for this position per year is approximately $10,000 and will be paid from the unrestricted general fund. She added the Information Technology Analyst position will not be filled.

After a motion by Mr. Lemper and a second by Ms. Alvaro, the Board approved, by a vote of six in favor (Alvaro, Camacho, Cannon, Hsiao, Lempert, and Ross), none opposed, and one absent (Gerard), the 1.0 FTE Position for Senior Information Technology Analyst.

C. Discuss/Act on a 1.0 FTE Position for a Network Engineer to Support the Information Technology Services Program within the Business Services Division

Deputy Superintendent Porterfield requested the Board approve a new position for Network Engineer, to replace a lower level position of Senior Network Analyst. She explained the increased cost for this position per year is approximately $3,000 and will be paid by the unrestricted general fund. Deputy Superintendent Porterfield stated the Senior Network analyst position will not be filled.

After a motion by Ms. Alvaro and a second by Mr. Hsiao, the Board approved, by a vote of six in favor (Alvaro, Camacho, Cannon, Hsiao, Lempert, and Ross), none opposed, and one absent (Gerard), the 1.0 FTE Position for Network Engineer.

8. STUDENT SERVICES

A. Receive Report on San Mateo County Office of Education’s (SMCOE’s) Local Indicators for the California Dashboard

Board President Camacho introduced Karen Gnusti, Administrator, Curriculum and Instruction
Services, who shared that although Court School Principal Sibané Parcels and Vice-Principal Shelley Johnson were unable to stay for this presentation, they did plan to attend a presentation again in the future. Administrator Gnusti then shared Local Indicators are provided to the California Department of Education (CDE) as a way to monitor several of the state priorities in preparation for the Local Control Accountability Plan (LCAP). She elaborated Local Indicators assist in reflecting on where SMCOE has been and drive forward decision-making regarding where to go.

Administrator Gnusti outlined the Priorities as follows:
- Priority #1: Access to Teachers, Facilities, Curriculum
- Priority #2: Implementation of State Academic Standards
- Priority #3: Parent Engagement
- Priorities #4 and #5: Pupil Achievement and Pupil Engagement
  (these priority areas are determined by the State and SMCOE sample sizes are not large enough for the State to give data by school, Administrator Gnusti shared a snapshot of what is known regarding these priorities as of June 2019)
- Priority #6: School Climate
- Priority #7: Access to a Broad Course of Study
- Priority #8: Outcomes of a Broad Course of Study
- Priorities #9 and #10: Coordination of Services for Expelled Students and Foster Youth

Administrator Gnusti summarized that improvements of at least one jump in the rubric have been made from the previous year in most, if not all, priorities. Lastly, she provided the team’s recommendation to look more closely at Benchmark data to complement the State’s data and set bars for students to capture information in smaller chunks of time. Administrator Gnusti outlined different ways SMCOE can improve, all of which will be included in the new LCAP template.

Ms. Alvaro asked about the discrepancies in Priorities #4 and #5 showing overall attendance rates of 93% but chronic absenteeism rates of almost 15%. Administrator Gnusti explained the two rates are calculated differently but she would need to get back to the Board with the specific details. She described how suspensions fall into attendance and students often come and go throughout the day for a variety of reasons, including meeting Probation requirements.

Mr. Hsiao inquired about Priority #3, asking how many home visits are conducted and how frequently. Administrator Gnusti stated this priority is a desire, and currently home visits are not routinely conducted. Superintendent Magee clarified these are occurring frequently in the Special Education program, especially in the 0-5 years old population, but also to a degree in the K-12 program. Administrator Gnusti explained the Bilingual Family Counselor position aims to increase home visits to students the Court and Community Schools program.

Board President Camacho asked for clarification on whether the State provides information by site. Administrator Gnusti answered on the Dashboard, schools get information in different categories calculated by the State, some of which are local and some are determined by data pulled by CALPADS. She explained in several categories data points are meshed to come up with information.
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**STUDENT SERVICES (continued)**

Board President Camacho asked about Probation pulling out students and how this affects attendance and funding. Superintendent Magee answered Average Daily Attendance (ADA) is gathered for Court Schools, and students may miss class for other compelling Probation-related reasons.

Board President Camacho expressed confusion on this being a presentation on SMCOE’s LCAP and Administrator Gnusti being in Curriculum and Instruction, and asked whether this was part of blended work across divisions. Administrator Gnusti and Superintendent Magee agreed it was part of the blended model. Board President Camacho thanked Administrator Gnusti for the presentation.

B. Discuss/Act on Local Control Accountability Plan (LCAP) Federal Addendum

Board President Camacho introduced Karen Gnusti, Administrator, Curriculum and Instruction Services, who stated the Federal Addendum is a one-time report not previously seen and likely not to be presented again. She explained most districts have the approval process for the Federal Addendum as part of their LCAP, however County Offices of Education fall into a slightly different category because of the process for how federal dollars are applied. Administrator Gnusti stated County Offices of Education were given an extension to finish the Federal Addendum and submit by December 1. She related the document does not contain any new information, as most language was pulled directly from the LCAP.

After a motion by Mr. Hsiao and a second by Mr. Ross, the Board approved, by a vote of six in favor (Alvaro, Camacho, Cannon, Hsiao, Lempert, and Ross), none opposed, and one absent (Gerard), the Local Control Accountability Plan (LCAP) Federal Addendum.

9. **OFFICE OF THE SUPERINTENDENT**


Superintendent Magee stated SMCOE was not a central focus for the grand jury, who worked directly with school districts in their data gathering, as SMCOE does not have sports programs. She added SMCOE does have concussion protocols but only for student programs at the school sites, and the grand jury report focused on athletics. Superintendent Magee shared the grand jury became aware that the Marin County Office of Education completed a collective impact project in which they created a county-wide protocol for concussion response in all school districts, called ConcussionSmartMarin. She said after researching all districts, recognizing that every district has a different way of approaching the assessment of concussions, and identifying which districts provide athletic trainers, the grand jury found widely varying results. Superintendent Magee reported the grand jury recognized there is no county database for collecting information on the number of concussion incidents occurring within school districts. She shared grand jury’s recommendation that SMCOE lead work in this area to a) gather a body of stakeholders to participate and create a county-wide protocol similar to Marin County, and b) develop a data collection process to make concussion injury data available, and c) support school districts in providing certified athletic trainers.
Superintendent Magee stated SMCOE agreed that concussions are serious and should be addressed with standardized concussion protocols and that collecting data is useful in improving services. She stated SMCOE, as a flat-funded county office without designated staff to conduct this work, is currently unable to agree to take this on. In her response to the grand jury, Superintendent Magee said SMCOE agrees to explore this new position and work with the Marin County Superintendent to learn more about their process.

She added Terry Stogner, Commissioner, Peninsula Athletic League (PAL), conducted a survey of all school districts regarding the funding and staffing of athletic trainers, and it did not come as a surprise that the districts with athletic trainers have more financial resources. Superintendent Magee listed the districts without athletic trainers as Jefferson Union High School District, South San Francisco Unified School District, and La Honda-Pescadero Unified School District. Superintendent Magee reported although the grand jury asked SMCOE to accomplish these goals in one year, a two-year timeline is more realistic to allow time to explore and gather information and accomplish the goals.

Mr. Ross shared appreciation for Superintendent Magee’s explanation of the grand jury report and response. He commented this is an equity issue and sports with high incidences of concussions, such as football, have disproportionate participation in certain parts of the county. Mr. Ross cited the example that Pop Warner football is much more popular in the Ravenswood City School District side of his trustee area than the Las Lomitas Elementary School District side. He added there is a different demographic playing Pop Warner football and going on to play football in high school than in the larger population. Mr. Ross shared this is in addition to equity issues inherent in the lack of funding discussed. He stated this is the exact type of thing a County Office can do at scale, which smaller districts cannot. Lastly, he commented how Superintendent Magee’s response provided an opportunity to mention to the Court that the County Office is flat-funded, which he appreciates.

B. Discuss/Act on Establishing the County Superintendent's Salary

Superintendent Magee shared that full compensation reports, including the comparative data on salaries, were provided to the Board. Superintendent Magee explained when she moved into the Superintendent role the longevity benefit, provided to employees after a certain number of years, was removed from her salary and that she was seeking to re-instate it.

Board President Camacho said the Superintendent’s Salary Subcommittee looked at the Board policy, and concluded there is room for conversation around reviewing and possibly changing the policy of Superintendent as employee vs. elected official at a later time.

Ms. Alvaro asked if the longevity benefit was in Board policy. Board President Camacho explained Board policy 3340 states the Superintendent’s salary is not set based on performance as that is the voter’s job. He added it also states in Board regulation that the Superintendent’s salary has a relation to that of other management. Ms. Alvaro asked for clarity on whether the longevity benefit was in Board policy. Board President Camacho confirmed it was not, it was just based on practice. Ms. Alvaro stated she did not remember ever voting on specifically adding the longevity benefit to the Superintendent’s salary. Mr. Lempert reported the longevity benefit was part of the compensation
OFFICE OF THE SUPERINTENDENT (continued)

package when done for previous Superintendents. Ms. Alvaro stated in the past it was not done separately which is why she does not remember voting on it. For example, past Superintendent Jean Holbrook had been with the county for many years so she was past longevity discussions when she became Superintendent. Board President Camacho added past Superintendent Anne Campbell retired just before longevity benefits would have begun.

After a motion by Mr. Ross and a second by Mr. Lempert, the Board approved, by a vote of six in favor (Alvaro, Camacho, Cannon, Hsiao, Lempert, and Ross), none opposed, and one absent (Gerard), the establishment of the County Superintendent’s salary.

C. Superintendent’s Comments

Superintendent Magee began by announcing that SMCOE had been granted two federal Stop School Violence grant proposals under the Bureau of Justice Assistance and the United States Department of Justice, applied for jointly with the Silicon Valley Regional Data Trust. She reported the first grant of $250,000 aims to strengthen the existing student threat assessment process and the other for $500,000 aims to build the data tools around sharing to scale up and work towards becoming a statewide center for safe schools.

Superintendent Magee informed the Board their red packets contained Respect! 24/7 brochures to illustrate the trainings offered to address school climate and support students having challenges around immigration status. She informed it was a positive event.

Superintendent Magee updated the Board on the California Assessment of Student Performance and Progress (CAASPP) scores that were released the previous week. She said the data did not move much, but there were several bright spots, including Brisbane, Portola Valley, Millbrae, and Hillsborough School Districts all seeing significant gains in results for students with disabilities. Superintendent Magee also reported student groups from the Belmont-Redwood Shores and La-Honda Pescadero Districts made significant progress in mathematics. She shared it was not reported in the press release that Sequoia Union High School District also experienced significant growth, specifically an increase of 14 percentage points in English-Language Arts for African American students, 11 percentage points for Latino students, 9 percentage points for students socioeconomically disadvantaged, and nearly 8 percentage points for students with disabilities. Superintendent Magee explained a lot of work needs to be done in analyzing the data but initial assessments show county English Learners, students with disabilities, and African American students are experiencing the least amount of opportunity, growth, and access, data which will shape work moving forward.

Superintendent Magee reported that the 7-11 committee met the previous week for their first meeting, and will meet again the following Wednesday. She reported the group was positive and engaged, and has the goal to bring the Board a report on facilities by the December Board meeting.

Superintendent Magee shared the final report from the network outage investigation in July and August, confirming no data was compromised. She shared a letter will be sent to stakeholders, to be shared with the Board prior to being released publicly. Superintendent Magee reported she would be
OFFICE OF THE SUPERINTENDENT  (continued)

meeting with other Superintendents to discuss the best methods for sharing the letter, whether by mail or other options, and the Board would be kept updated on the decision.

Lastly, Superintendent Magee extended an invitation for Board members to attend the One SMCOE BBQ the following Wednesday, October 23 from 1-3 pm.

10. BOARD MEMBERS

   A. Discuss Updates on Excess Property Tax for County Offices of Education

Mr. Ross reported since the last meeting, Senator Hill’s office has been responsive. Mr. Ross shared that Senator Hill pitched to Governor Newsom about fixing the excess property tax problem as part of the budget, and the Governor responded positively. He said Senator Hill was asked to speak to the Governor’s Chief of Staff Ann O’Leary, which he did, and Ms. O’Leary confirmed they would be interested in hearing more about the issue. He said from now through mid-December the Governor’s office is preparing the budget, creating a window for meeting with the Governor or the Governor’s top people for a fix to the Education Code revision. He asked that the Board 1) agendize for the next meeting a proposed letter to be endorsed and signed, along with a letter from the Superintendent, and 2) draft and pass a resolution to be sent to other counties as a model to be passed. Mr. Ross asked the Legislative Committee to help him reach out to other state trustees and request that they communicate with their respective Boards the same way he is doing regarding meetings, the signed letter, and the resolution. He thanked Superintendent Magee for setting up the meeting with Capital Advisor’s the following Monday.

Mr. Hsiao asked if an additional meeting would be held on Friday. Mr. Ross confirmed he had a meeting on Friday with those who volunteered to be leaders in other counties, to preview for them the strategies discussed above. He then shared a lack of Board member contact with San Luis Obispo, Santa Barbara, and Marin counties, and asked Superintendent Magee to help engage these counties in the process through their Superintendents. Mr. Ross shared that the Superintendents were also meeting, and Superintendent Magee confirmed a meeting was occurring on Sunday night at the California County Superintendents Educational Services Association (CCSESA) conference between the Superintendents and Capital Advisors regarding the excess property tax issue.

Mr. Hsiao asked if Superintendent Magee and Santa Clara County Office of Education Superintendent Dewan did a joint op-ed in the Mercury News. Superintendent Magee stated this was a good idea and she could discuss the idea with Superintendent Dewan. Mr. Ross stated Senator Hill’s office was clear that letters were helpful and needed, but letters plus op-eds are even better, and letters plus op-eds plus editorials are better still. He explained the more materials gathered from all over the state to provide to Senator Hill, the better.

Board President Camacho thanked Mr. Ross and Mr. Hsiao, along with Superintendent Magee, for their leadership on this issue.
Ms. Alvaro
Ms. Alvaro shared she could not attend the BBQ on Wednesday but expressed her deepest thanks to the Information Technology (IT) staff. She asked Ms. Perna for updates on new Board member devices. Ms. Perna reported the devices were in the process of being ordering and delivered.

Mr. Ross
Mr. Ross had no comments.

Mr. Hsiao
Mr. Hsiao stated he could not attend the BBQ.

Mr. Cannon
Mr. Cannon stated he was able to attend the Respect! 24/7 conference, which was a great event. He shared the teaching and leadership of SMCOE staff was incredibly special and he thanked the staff who led the event, including Superintendent Magee, Deputy Superintendent Jeneé Littrell, Coordinator Molly Henricks, and Director Mary McGrath.

Mr. Lempert
Mr. Lempert had no comments.

Board President Camacho
Board President Camacho requested that based on the public hearing, if the clock for public comments could begin after speakers state their name and role going forward. He thanked everyone for listening to the student voices, as the Board is committed to students. Lastly, he thanked Superintendent Magee for getting the Oxford Day Academy staff report out quickly.

11. ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 10:15 p.m.

Nancy Magee, Secretary

jlp