1. OPENING ITEMS

A. Call to Order

Board President Hector Camacho, Jr. called the meeting to order at 7:04 p.m. He announced that the Board would be observing all required health protocols according to the California Department of Public Health and San Mateo County Health. The Board would also continue to provide remote access for members of the public, enabling individuals to attend the meeting via webinar. Board President Camacho noted in the effort to increase accessibility and opportunity for community engagement, simultaneous interpretation of the meeting would be provided in Spanish using Zoom technology through the end of Public Comment and would continue further into the meeting if people were utilizing the channel.

B. Approval of Agenda

After a motion by Ms. Gerard and a second by Mr. Cannon, the Board approved, by a vote of five in favor (Bonini, Camacho, Cannon, Gerard, and Ross), none opposed, and two absent (Alvaro, Lempert), the October 20, 2021, agenda as presented.
2. **PUBLIC COMMENT**

There were no persons wishing to address the Board.

3. **INTRODUCTION OF 2021-2022 SAN MATEO COUNTY (SMC) YOUTH COMMISSION LIAISON TO THE SAN MATEO COUNTY BOARD OF EDUCATION**

   A. 2021-2022 San Mateo County (SMC) Youth Commission Liaison to the San Mateo County Board of Education, Austin Willis, Crystal Springs Uplands School

Superintendent Magee introduced the 2021-2022 San Mateo County (SMC) Youth Commission Liaison to the County Board of Education, Austin Willis, Crystal Springs Uplands School.

Youth Commissioner Liaison Willis shared he is excited to serve in this position. He described being a senior at Crystal Springs Uplands School, a Youth Advisory Board Member for Congresswoman Speier, and Chair of the San Mateo County (SMC) Youth Commission working on subcommittees for Climate Change, Education and Economic Development, and Transformative Justice. Youth Commissioner Liaison Willis shared he is also a Juvenile Justice and Delinquency Prevention Commissioner for the County.

4. **EMPLOYEE OF THE MONTH**

   A. October 2021 Employee of the Month Loida Reyes, Financial Analyst, District Business Services, Business Services Division

Board President Camacho recognized the October 2021 Employee of the Month Loida Reyes, Financial Analyst, District Business Services, Business Services Division. Board President Camacho congratulated Ms. Reyes on behalf of the Board and noted she would receive an award check and commemorative token.

5. **APPROVAL OF MINUTES**

   A. October 6, 2021, Regular Board Meeting

After a motion by Mr. Cannon and a second by Mr. Lempert, the Board approved, by a vote of six in favor (Bonini, Camacho, Cannon, Gerard, Lempert, and Ross), none opposed, and one absent (Alvaro), the Minutes of the October 6, 2021, Regular Board Meeting as presented.

6. **CONSENT AGENDA**

   B. Receive Staffing Reports
   C. Receive Quarterly Report on Complaints, as Required by the Williams Settlement
CONSENT AGENDA (continued)

D. Adopt Joint Resolution No. 21-67 Recognizing November 2021 as National Native American Heritage Month

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

7. EDUCATIONAL SERVICES DIVISION

A. Receive Report on SMCOE’s New "Center for Access and Engagement"

Sarah Notch, Executive Director, Special Education and Instruction, Educational Services Division, provided a report on SMCOE’s new “Center for Access and Engagement.”

Mr. Cannon recalled four or five years ago when Superintendent Magee began talking about breaking down silos at SMCOE and shared he has been watching this development with great interest. He asked for a few examples of how to break down silos in a school setting. Executive Director Notch discussed the professional development with staff can intentionally train general education and special education educators together in core practices.

Ms. Bonini expressed gratitude for this work. She asked if the overarching goal is to create more inclusive culture. Executive Director Notch confirmed one major goal to is help promote and expand equitable and inclusive practices within schools. The team is developing a set of metrics to analyze effectiveness as they join other teams doing this work. Many barriers get in the way and lead to disengagement, including struggles with academics, socialization, behavior, and attendance. The team hopes to analyze these barriers and insert layers to address them and help students feel more connected and engaged.

Ms. Bonini discussed the role of the county office in engaging with district staff and challenges that exist with mindset and resources. She is excited to see how the team delves into this to make an impact at that level.

Ms. Bonini also asked about family and student engagement and how to share information with parents and other stakeholders. She noted the Board engages with community members and can help, but wonders the best way to go about it. Executive Director Notch replied there are systems to help support families including groups of parents with students who have IEPs who share resources and information. She shared about a parent who reached out to Karen Breslow, Coordinator, Special Education Local Plan Area (SELP A), asking for assistance with a new Special Education Director. There were issues to address, including trust and relationship building between families and district staff. Coordinator Breslow informed the parent of this new team at SMCOE and how they might be helpful. The parent was well-connected to SELPA resources, so this was a nice example of alignment and coordinating approaches to develop more comprehensive supports.

Executive Director Notch spoke to the parent about developing a parent education series within the district, which led to a conversation with the Special Education Director. Ultimately, the three of
them had a meeting to discuss different topic areas, configurations, and the role SM COE could play. They landed on SM COE staying behind the scenes because the goal is focused on trust, engagement, and relationship building with the district. The team feels they should not disrupt the culture within the district or the relationships with families, and should simply supplement the process. Executive Director Notch described how the team has been part of the planning process and there have been two parent education series events so far, which were very well-received and have grown in attendance. The team helped in the development component and with debriefing afterwards to discuss wider audiences and topics. She discussed working with school teams on the IEP process and how to run an IEP meeting that makes everyone feel like they are sitting at a circular table on one team having candid conversations. The way these meetings are run has a huge impact on whether families feel connected or disconnected to the schools. Executive Director Notch spoke about how to share and present information in a way that encourages collaboration.

Ms. Gerard asked whether the coaching and training would take place in the individual districts and if there would be classes to address different subjects. Executive Director Notch replied the hope is that both will occur. In conducting outreach with district leaders to take a temperature check about needs and what they would find valuable, the implementation component was brought up. The process might change if it doesn’t work, but at this time the team is conceptualizing, based on data-driven information, to have larger presentations or customized, individualized presentations for school teams, schools, or districts. The team would come back in and help with the implementation piece. Presentations could be at school sites, in small groups, or for those fulfilling a certain role within the district. The team would follow up in their space during the school day and help with refinement. This is the intention but the work has not been done yet, as the center just went live on October 15. Executive Director Notch discussed limitations and the lack of time for professional development because there is so much to cover, and hopes to shorten the time period in between revisiting topics, skills, and trainings.

Ms. Gerard asked whether districts approach the team with issues or the team reaches out to the districts with opportunities. Executive Director Notch confirmed that both methods are used and currently they are in the outreach phase. Some of the districts that participated in development conversations know about the center, but the team is focused on outreach through the alignment lens, knowing what different divisions are doing with districts, and figuring out how the center can fit in and assist with heavy lifting. They hope that eventually districts will start coming to them as a resource, excited to join in the work. Executive Director Notch feels much will come out of the alignment meetings with everyone working together to know what is happening across the county. The more familiar the team is with the work going on within the organization, the better they will know who to bring in to assist. They want to be helpful in whatever ways they can, both in initiating conversations and exploring possibilities.

Ms. Gerard discussed measuring success and asked if that included going back in and observing what is going on, so they know what is working, rather than relying on self-reports. Executive Director Notch confirmed this was correct, and the hope is to collaboratively develop metrics with districts and school leaders with whom they are collaborating to 1) measure the effectiveness of the team’s work passing along skills to refine their own practice and professional development, and 2) look for specific indicators showing they have achieved implementation and progress toward a larger goal. Districts have more information about systems, history, and team strengths, so the team wants this to be a collective, collaborative, and data-driven effort, to be adjusted along the way.
Youth Commissioner Liaison Willis shared his experience as a young person with a learning disability, and expressed appreciation for the team’s efforts. He referred to youth engagement and asked how the Youth Commission could support the center’s efforts. Executive Director Notch stated she would love to explore that idea. She was able to speak with the San Mateo County Commission on Disabilities’ Youth and Family Committee and there are many partners within the organization and throughout the county with whom to work. Executive Director Notch related she would love to dive deeper in this area.

B. Discuss/Act on the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan

Marco Chávez, Associate Superintendent, Educational Services Division, provided a report on the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

Mr. Lempert commented on the huge shortages in schools and how this is one-time money so it is difficult to hire staff. He referred to community-based organizations which could provide mental health support using one-year grants to ensure more bodies at the schools and asked if this was being done. Associate Superintendent Chávez replied that contracts are often not with individuals but with organizations, for example the Art Therapy Consultant may come through an agency so there is no hiring of specific staff. Superintendent Magee added a large portion of Assembly Bill (AB) 86 funds were designated to contract with Effective School Solutions (ESS), which brings a full 360-degree mental health model. There is a wealth of resources coming our way at the moment and the hope is to have ESSER funds complement the resources already designated for the school sites. There is money for youth development counselors providing direct support on campus with contractors. Jeneé Littrell, Deputy Superintendent, Educational Services Division shared that the team reached out to a variety of organizations, including county organizations and local non-profits, all of whom reported difficulties hiring staff right now. A great deal of resources and staff are being deployed to campuses but there is a huge backlog in the ability to attract talent. Superintendent Magee explained there is a real system problem because districts and SMCOE programs have the money but not the people to do the work.

Mr. Cannon discussed the goal to spend the money on today’s children and asked about allowances and carryover if that does not happen. Superintendent Magee responded that the money must be spent by September 2024 so there is time to spend the money, and the ESSER plan can be adjusted moving forward. If we are unable to hire the youth development specialists and apply their skills immediately, this could be done the following school year.

Mr. Cannon asked on whom to put pressure for an extension, if necessary. Superintendent Magee confirmed Board members could put pressure on legislators if an extension is required at that point because it would be a legislative action. She discussed how the workforce is so stretched and districts may not have spent their money by September 2024, and that an extension may be the obvious next step, but that is unknown at this time. Mr. Cannon spoke about the challenge of using the money wisely rather than throwing it away just to spend it by the due date.

Ms. Bonini referred to the impact of lost instructional time, discussed how the items listed are valuable to students, and asked if there was a way to build in more academic-based items.
commented on the lack of academic support and direct acceleration of learning. Associate Superintendent Chávez shared that this topic came up in conversations and previous funds were used for academically-related direct services, including coaching for teachers on instructional practices and behavior management. The specialists who will be working directly with students will focus on developing goals and teaching them academic and social-emotional strategies. He assured that the direct academic action items didn’t surface with this plan because they had been previously addressed. Deputy Superintendent Littrell added as the school year has unfolded, the team used AB 86 funds to have a nice number of educational staff available to teach students, but the behavioral and social-emotional needs are preventing students from being able to access the instruction. This is part of the reason the team decided to go in this direction with these funds.

Ms. Bonini stated it seems like these funds are directed to Gateway and asked if there are funds being utilized at Hillcrest. Deputy Superintendent Littrell responded that the Court and Community program, both in instruction and behavior, functions as one staff, so the same supports, trainings, and services are available to all staff. However, Hillcrest has the Behavioral Health and Recovery Services (BHRS) program, which is also available at all of the other school sites, and they provide the mental health supports. This year they are serving students at Gateway who come out of the hall for a continuum of services, but the direct services of ESS were not needed because they would be redundant.

Ms. Bonini stated she feels there will be a reckoning and the team will be questioned not only about how funds were used, but whether they impacted students. She referred to the monitoring of progress and asked if less tangible factors could be considered. This may not be possible and may not be what is required to be reported, but it may be helpful for staff. Ms. Bonini spoke of what could be learned from students about their experiences, including strength-based skills such as progress in their willingness to seek mental health supports, their independence in having conversations about the future, their successful transitions in the hall and back to high schools, and their level of joy. Associate Superintendent Chávez expressed appreciation for the suggestions and noted they will be added.

Mr. Ross shared he was struck about the comments related to staffing challenges and asked if certification and licensing requirements were barriers, and if there were pathways for students at local colleges to step in and add to the number of adults in these spaces since capacity and slots are available. Associate Superintendent Chávez responded that applications have been received and there has been a lot of outreach to advertise and encourage candidates to apply. This seems to be a statewide and perhaps countrywide concern. However, there have been various conversations, including between universities, county offices, and school districts, about partnering to help, perhaps using students in graduate programs or who have completed bachelor’s degrees to come in and substitute in classrooms. Strategies are being developed and conversations are taking place in response to the shortages.

Superintendent Magee shared she had a conversation that morning with Carmen Domingo, Dean of San Francisco State University (SFSU) about this topic, and they are on the fast track to putting something together. Dean Domingo was going to lead a meeting of all Deans of the California State Universities (CSUs) and the Universities of California (UCs) and wanted to check in prior to that meeting. Superintendent Magee informed that county offices provide a great partnership for the universities because they only have to develop one relationship with each county office, who can then facilitate with districts. Dean Domingo was excited about that idea and is going to reach out to
graduate students working on higher degrees at the School of Education at SFSU, as well as in other graduate programs, who want to be part of the solution for a real problem in the community. This also provides students with real life experience and pay, and they can work part-time instead of being dedicated to a full-time job. The county offices hope to manage clearances and fingerprinting, vet the candidates for qualifications, and place them on a list which districts can access. There is a long way to go in this process and details are being worked out, but there seems to be great intention and we will try and get something going quickly. Mr. Ross commented that this sounds very exciting.

Ms. Bonini shared that earlier in the week she had the opportunity to attend the School Personnel Commissioners Association Conference. When they did their roundtable with attendees from around the state, this was noted as a problem. Strategies were shared by different districts and she suggested reaching out to staff in that department who can share more about the feedback received, which ranged from adjusting job descriptions to allow a greater influx of those who qualify to setting up recruitment tables at movie theaters. Mr. Ross asked if they were considering recruiting community college students working on associate degrees. Ms. Bonini confirmed this was accurate and the language could be broadened and changed from specific experience working in special education to experience working with student groups.

Board President Camacho referred to the funds addressing the impact of lost instructional time of roughly $264,000, 20% of the total funds, and asked how to calculate how many students will be impacted, because SMCOE’s student counts fluctuate so much. He asked if this is for the E-22 and Court and Community programs. Associate Superintendent Chávez confirmed this was only for the Court and Community program but that some of the action items would impact the entire organization, such as technology and heating, ventilation, and air conditioning (HVAC) systems.

Board President Camacho asked how much of the roughly $1.3 million were one-time dollars going to current and upcoming students and how much would go towards lasting investments in programs. Associate Superintendent Chávez responded that the roughly $264,000 would directly impact students and the technology amount, roughly $400,000, and the coordinator’s work with the California Safe Schools Coalition, would be more long-lasting, focusing on building structure and capacity. Board President Camacho estimated that roughly 80% was about lasting investment. He asked about the 20% and how the team isolates the effectiveness, impact, and contribution of various factors, so when and if more money comes, the team knows which factors were most impactful. Associate Superintendent Chávez explained the plan asks the team to determine how each action will be monitored and Ms. Bonini’s suggestions added. Board President Camacho asked for updates on progress over time. He discussed the funding picture for the county office and the importance of data tracking in determining if dollars are being utilized in ways to achieve high impact for students. Associate Superintendent Chávez informed the team will be asked to report the frequency of collecting information, which may be monthly or quarterly.

Board President Camacho clarified that this agenda item asks for approval for plan expenditures through 2024. He asked about other reporting requirements once this plan is approved and whether the Board has to approve changes to the plan or if there would just be a final report at the end of the
time period. Associate Superintendent Chávez replied that similar to the Local Control and Accountability Plan (LCAP), once the plan is approved by the Board, the team has five days to submit the plan to the California Department of Education (CDE), which will review the plan and provide feedback. If there are major changes to the plan, such as a component was not captured to meet their guidelines, they will recommend the plan come back. If there are only minor adjustments, the team may be able to make those edits.

After a motion by Ms. Gerard and a second by Mr. Cannon, the Board approved, by a vote of six in favor (Bonini, Camacho, Cannon, Gerard, Lempert, and Ross), none opposed, and one absent (Alvaro), the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan.

7. OFFICE OF THE SUPERINTENDENT

A. Receive Superintendent’s Response to the 2021 Grand Jury Report "Building a Racially and Ethnically Diverse Teaching Workforce: A Challenge for Our Schools"


Mr. Ross commented that the Superintendent’s response was excellent and the Grand Jury report was well-researched and well-written, covering the landscape very well. He asked if districts that have ESSER funding could allocate some of it to fund stipends for teacher residencies for the next two years, providing a two-year funding model to grow the residency model. Superintendent Magee remarked that was a great idea which could be shared out, although the ESSER plans need to be approved by October 30. She indicated she would reach out to Superintendents the following day, especially those in districts already investing in the teacher residency program, because it makes sense for them to add to that investment out of ESSER funds.

Mr. Cannon recalled in previous years, those he knew on the Grand Jury reported they did not have clerical help writing reports, and he agreed with Mr. Ross that the report was well done. He asked for additional information on the Grand Jury. Claire Cunningham, Chief Deputy County Counsel, informed that the Grand Jury is supported by an assigned Superior Court Judge, and has its own support staff. There is also an attorney in the County Counsel’s office assigned to represent and support them. Over the years, she has tried to educate them about how schools work, because there can be a mismatch. She explained that the Grand Jury changes and this process often has to be repeated.

Ms. Bonini discussed the preparation of the demographic report and asked if that would be completed internally. She also asked about cooperation, time, and interaction with districts, and whether the report would realistically be done by the end of the year. Superintendent Magee confirmed the report would be done by the conclusion of the 2021-2022 school year. If for some reason the team is unable to complete the report by that time, good intention counts and the report would be worked on by the talented data analytics team until it is completed. She discussed how the fact that the Grand Jury has written this report encourages districts to be more motivated to participate and cooperate in understanding the problem, so everyone can work together to address it.
Board President Camacho commented on the team who did excellent work on the demographics of the workforce but also related to who is leaving and where they are going. He was struck by the number of “not reported” for a few districts in the county and was unsure what to do with that information, which seems inconsistent. There are four or five districts whose number of “not reported” is significantly higher than the other districts and stand out. Superintendent Magee stated she was unsure which districts these are, but in regards to staffing issues, there are several districts experiencing significant challenges. This reporting often gets missed because there is not enough human capacity. The data team will pull what information is available, try to align these issues, and provide assistance to the districts that don’t have the bandwidth to keep up.

Board President Camacho shared that every time a Grand Jury report is received that requires a County Office response, the office has been very accommodating and he appreciates the willingness to take their recommendations and try to help.

The following public comment was received in relation to this agenda item:

- Colleen You, 5th Vice President for Education and Health, 17th District Parent Teacher Association (PTA), shared appreciation for Superintendent Magee’s thoughtful and positive Grand Jury response and recommendations

B. Receive Overview of 2021 Special Education Funding

Anjanette Pelletier, Associate Superintendent, Special Education Local Plan Area (SELPA), provided an overview of 2021 Special Education funding.

Mr. Ross commented it has always been difficult for the Board to wrap their heads around SELPA funding so it was helpful to receive a primer. He referred to information regarding the Local Fund Contribution of 67% and the state contribution, and asked if that was an average across the state. He also asked if this would be 100% local in a county like San Mateo County, even though there is a state number, because the state is relieved of its obligations since we fund ourselves through Educational Revenue Augmentation Fund (ERAF). Associate Superintendent Pelletier confirmed that was accurate and both of those are state numbers. We track fairly closely to the state numbers and have some wiggle room, especially in community-funded districts, but for the most part, we count that as state allocation and place it in the state portion of the pie. But in reality, all of the Special Education revenue from the state and San Mateo County is local property taxes. One could consider all of that local funding; however, the districts actually receive ERAF in order to fund the 25%, versus needing to pull dollars out of their general funds and utilize either their community-funded basic amount or their Local Control Funding Formula (LCFF) revenue to pay the other general fund contribution.

Mr. Ross asked if the remainder of the 67% must be contributed. Associate Superintendent Pelletier confirmed that was correct. Mr. Ross asked if that was contributed through the SELPA. Associate Superintendent Pelletier informed those are their direct accounting numbers. She receives end-of-year reporting from them and the numbers are run across the state. Periodically she runs the numbers for interested local districts to identify their local contribution percentages. SMCOE is right around average, but there are some local educational agencies (LEAs) in the state that are literally 100%
because their SELPAs retain all of their federal funds and state allocation to run high-cost or unique-need programs. That is not done in this county, as the money primarily flows directly to the LEAs based on their average daily attendance (ADA). Mr. Ross asked if the $715 flows generally, which Associate Superintendent Pelletier confirmed was true for almost all of the money. She added that $500,000 is retained for a high-cost school, but if there is no need for the high-cost school, the money is sent out.

Mr. Ross referred to the COVID-19 relief funds being a separate bucket and asked if that funding comes directly to the SELPA. Associate Superintendent Pelletier confirmed that was correct and it is very common in the state of California for Special Education revenue to come to the SELPA via the administrative unit, which in this case is the County Office, which completes the fiscal administrative unit activities. She reiterated it is very common for Special Education revenue to come directly to the administrative unit and SELPA, and then for the SELPA local plan to identify the disbursement process.

Mr. Lempert referred to the federal component and asked if there are efforts underway under this administration to finally change this. Associate Superintendent Pelletier confirmed there are efforts underway. Every year, a Senator from California sponsors a bill that says the Individuals with Disabilities Education Act (IDEA) should be fully funded, and everyone votes for it, yet there is no actual allocation. One of the first acts of the Biden administration was to add additional federal allocation for COVID-19 relief out of American Rescue Plan (ARP) funds. In their 2022-2023 proposed budget, they maintain those funds as a new base rate, so they already have begun making commitments to increase that amount. There is talk that IDEA will be reauthorized within the next two years and the Biden education department has written a plan for a 10-year glide path towards full funding, and she is hopeful that will occur.

Ms. Bonini spoke of mental health funding and the gap which exists within the county, which is not unusual, and asked if there has been any advocacy in San Mateo County to fill the gap by allocating certain funds from the Mental Health Services Act (MHSA) which come to the county through that three-year planning process. Associate Superintendent Pelletier replied there has not been. In the county primarily through the Board of Supervisors, the majority of MHSA funding flows to county projects such as Behavioral Health and Recovery Services (BHRS) through their vendors. Districts who apply for programs in partnership with the county often receive funds and the County Office has had commitments from MHSA funds to create the Wellness Coordinators under Safe and Supportive Schools. There is mental health work at the county level supported by that, but the funds have not been used for student-level services. It is mostly small amounts of money for coordination support, networking, resource-sharing, and support to seek additional funding.

Ms. Bonini asked if that was something worth looking into. Associate Superintendent Pelletier confirmed that every county in California has a need for additional mental health funding and there seems to be more items coming up right now focused on social-emotional learning, specifically behavioral health funding. She believes there could be opportunities but given the flexibility for state mental health funding and the work to reach alignment on planning for the needs of all children, targeting dollars from the SELPA to do Special Education mental health work is probably not the best plan. They should be thinking about the needs of the youth of San Mateo County in coordination with all of the other initiatives going on, focused on comprehensive mental and behavioral health support and access, not just services for students with IEPs. However, there are opportunities to backfill some
of those gaps with some of the new Medi-Cal flexibility which has recently been identified via the AB 75 workgroup and with the new state plan for Medi-Cal reimbursement and expenditure in California. There is a lot going on in that space and both SELPA and the County Office are encouraging LEAs to re-examine and re-enter participation in the Medi-Cal LEA Billing Option Program and the Medi-Cal administrative activities reimbursement program.

Ms. Bonini referred to the Preschool Grant and how there was no requirement to document where funds were initially spent. Associate Superintendent Pelletier clarified this was true for the first year, 2019. The funds were labeled “Special Education Preschool Grant” and LEAs across the state put that money in their General Fund as a reimbursement for other activities in which they had already engaged during the year. Ms. Bonini asked in the new iteration where funds must be tied to outcomes and inclusion, if there was an obligation to report results. Associate Superintendent Pelletier confirmed the funds this year come with a targeted spending resource code, which means the LEAs will need to track their expenditures this year with a specific code telling both LEAs and the State how dollars were spent. There is a list of allowable activities and the Legislature will be able to receive a report from the CDE regarding expenditures. It indicates they will also ask for outcomes data from the LEAs.

Ms. Bonini spoke about the COVID-19 funds coming from the LEAs and asked if they were distributed by ADA or unduplicated pupil count. Associate Superintendent Pelletier replied the LEAs would love to have that information. The dollars came to the SELPAs and CDE related a complicated multi-part process using prior year California Longitudinal Pupil Achievement Data System (CALPADS) data run by district of special education accountability. The LEAs could not make those numbers match actual student populations nor CALPADS reporting, so they thanked the CDE for the money and moved forward. At the local level, in regards to the dispute prevention and resolution funds, LEAs will be allowed to apply for up to $10,000 of reimbursement for prior year activity. A broad range of equity-building and capacity-building activities have been identified for the county, for example the team will be translating all alternate dispute resolution (ADR), parent rights, and IEP documents to any language which might be needed in the county, which is greatly needed. They will be providing parent training in multiple languages and a parent liaison for navigating training provided, as well. There are a variety of steps being taken for engagement to equity-target populations and there will be broad-scope training of San Mateo County educators to use alternative and appropriate dispute resolution prevention activities moving forward. For learning recovery, those dollars are being broken into four corners, with 25% available for activities completed in 2019-2020 and 2020-2021, 25% at the SELPA level for regional activities, 25% for this year, and 25% for the 2022-2023 into summer of 2023 activities. Ms. Bonini asked if the team had to apply for this. Associate Superintendent Pelletier confirmed they did not, SELPA already had the dollars and needed to write a plan and figure out how to disburse the money. Now they are asking people to collect receipts so they can be paid back and come up with a list of things they want to do so costs can be covered this year. They have embarked upon robust professional development sequences focused on Hispanic youth, disproportionality assessment identification, and reading intervention. They identified through systemic ADR that the lack of leading reading instruction, the lack of reading intervention, and the loss of reading skills were the number one concerns of families contacting the team for ADR. They have trained 60 educators across the county to use Sonday System, an evidence-based reading intervention program specifically targeted to meet the needs of youth with dyslexia. There are plans to train another 60 educators in the spring.
Mr. Cannon commented that the Board was nicely spoiled with the evening’s reports, and he thanked Superintendent Magee for assembling such a wonderful team. He expressed enthusiasm for where the team would be going this year and shared that despite great challenges, the future looks terrific.

C. Superintendent’s Comments

Superintendent Magee began by reporting on Monday night, she attended the Bayshore Elementary School District Board meeting to congratulate Cecil Owens at his last meeting after 40 years of service as a Board member. On the previous Thursday night, she attended the Cabrillo Unified School District Board meeting, and they approved their equity statement as a Board and asked her to attend and make comments. On the previous Wednesday night, she attended the San Bruno Park School District Board meeting. Their superintendent has accepted a job in San Diego County and will be departing in December, which will be the fourth superintendent in the school district in five years. She is working with their Board to ensure a smooth transition with a strong interim superintendent while they work on their recruitment for a new superintendent. They are also exploring their climate and Board governance standards to see how they can improve and work in concert to keep a superintendent in place, which has been a crisis for the district and the students in that community. Superintendent Magee assured she would keep the Board up to date as those details unfold.

Superintendent Magee shared the last few days she was in San Francisco at the first in-person convening of the California County Superintendents Educational Services Association (CCSESA) since January 2020, so it was very special to be together in space. One of the highlights was the CCSESA annual awards dinner, where Senator John Laird received the Legislator of the Year Award, after his nomination by the Board. He accepted the award and is a very forward-thinking education leader in the state and Superintendent Magee looks forward to his work on behalf of schools in the state.

Superintendent Magee described having a full Core Cabinet in place and since COVID-19 conditions in the county are in the moderate status, they were able to visit a school site for the first time this year. The school programs have not yet met most of Core Cabinet, including Associate Superintendent Chavez, Associate Superintendent Moore, and Deputy Superintendent Bultema. Earlier in the day they visited Gateway and everyone introduced themselves. They then headed over to the El Portal/Palos Verdes school campus and met with paraeducator staff and teachers in the E-22 program. The day was positive and enjoyable and everyone was appreciative to meet Core Cabinet staff in person.

Superintendent Magee informed the following morning Leadership Seminar would be convened in person, comprised of 80 County Office managers. They will work together on North Star Goals and their understanding of shared leadership and she would provide an update on the continued restructure and the strategic planning process in 2022.

Superintendent Magee shared she would be speaking on the “School Leadership for Addressing the Climate Crisis” panel at the California School Boards Association (CSBA) Conference on Thursday afternoon, December 2, at 3:45 p.m. for the CSBA Climate Change Task Force. The panel leaders are the CSBA Immediate Past-President Xilonin Cruz-Gonzalez and Trustee Alisa MacAvoy from the Redwood City School District, representing the Climate Action Project work. Superintendent Magee will be discussing SMCOE’s environmental literacy and sustainability work.
Superintendent Magee reported that the previous Friday she spoke with Board President Camacho and Vice-President Gerard about setting the agenda for the Board retreat on November 13 and there are several items for the Board’s radar. Two items are starting to catapult work forward, the first being that COVID-19 is calming down and we can move around more and spend less time managing COVID-19 issues with districts. The second is there is a full executive Core Cabinet in place. One priority over the next week is convening different subcommittees to move work forward. There is a deadline for the Superintendent’s Salary Subcommittee to address that topic by the first meeting in December. The Interdistrict Attendance Appeal Ad-Hoc Subcommittee has work to do to revisit the handbook and finish some of the philosophical components at the beginning. She will be reaching out to those subcommittees to meet via Zoom. The team is getting Kevin Bultema, Deputy Superintendent, Business Services Division, up to speed on the YMCA Partnership work, so that subcommittee will convene once they meet with the YMCA team to revisit the 25-year agreement and the work going on at Camp Jones Gulch. Superintendent Magee noted it is also time to reconvene the Real Property Subcommittee because they have not discussed next steps for the Rollins Road property and they need to look at the recommendations of the 7-11 report.

Superintendent Magee reported that former State Superintendent Tom Torlakson reached out to her the previous week. He is leading efforts to get another public education facilities bond act on the 2022 ballot. It is a kindergarten, community college, and public facilities bond that failed in the 2020 election. He reached out to determine whether the County Board and Superintendent would be interested in supporting that legislation, AB 75. This could be the beginning of reconvening the Legislative Subcommittee to review the materials he sent. Superintendent Magee asked the Board to keep an eye out for dates coming soon to convene these meetings.

Superintendent Magee discussed structuring meetings to allow the Board to have stakeholder engagement and provide perspectives and feedback related to budgets, LCAPs, and updates on school programs. She described the possibility of scheduling Board study sessions to go more in depth on particular topics, and perhaps taking some existing Board meetings on the calendar and reassigning them as Board study sessions. This would allow the Board to feel more informed and provide additional feedback. Superintendent Magee spoke of working with Board President Camacho over the last three years on setting the agenda for Board meetings and perhaps that should be brought to the full Board for input. Starting with the November 3 Board meeting, an agenda item will be added to the Board section focused on building the agenda for future meetings. There, the Board could suggest topics of interest and ask questions, and staff can work to schedule those on upcoming Board agendas.

9. BOARD MEMBERS

A. Review Investment Policy (Board Policy 3430)

Kevin Bultema, Deputy Superintendent, Business Services Division informed the Investment Policy (BP 3430) requires an annual review by the Board, and he had no recommendations for changes.
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BOARD MEMBERS (continued)

Board President Camacho discussed how this is an annual topic and shared he feels uncomfortable approving a Board policy on investments which doesn’t speak specifically to what those investments look like as an educational institution and whether those dollars are used in ways contrary to the organization’s goals. He noted that SMCOE participates as part of an investment pool and doesn’t actually make those decisions, but he will be voting against the policy because this issue requires further exploration and conversation. He requested additional information on what safeguards SMCOE has as part of that investment pool, participating as part of the County Treasurer’s Office.

Ms. Gerard asked if the Board votes to approve the Investment Policy, will they not have the opportunity for the additional information to be provided. Board President Camacho suggested it was best for the Board to adopt the Investment Policy. He hopes his vote will trigger a review of the policy for the future. Ms. Gerard asked if the Board votes to approve the Investment Policy, whether that means they cannot change the policy until the following year. Board President Camacho stated he did not think that was the case. The Board is the owner of these policies and can review them anytime. Chief Deputy County Counsel Cunningham confirmed that was correct. She informed this policy comes to the Board for an annual review because that is what the policy indicates. Board policies require two readings to make changes, so this policy is open for revision at any time. Effectuating the change would require a first reading of the revised policy and a second reading and adoption at that point. Ms. Gerard clarified it could be approved and a committee could be appointed to review the policy. Board President Camacho noted this could be done as early as the next meeting or in six months.

Ms. Bonini explained that Board President Camacho was not asking for the policy to be changed, but for the underlying investments to be made more transparent. Board President Camacho shared he thinks this should be part of the policy, and although he doesn’t yet know what that will look like, he is interested in investigating the issue.

After a motion by Mr. Ross and a second by Mr. Lempert, the Board approved, by a vote of five in favor (Bonini, Cannon, Gerard, Lempert, and Ross), one opposed (Camacho), and one absent (Alvaro), the Investment Policy (Board Policy 3430).

B. Receive Report on 2020 Census: Process to Update Trustee Areas

Chief Deputy County Counsel Cunningham reported on the 2020 Census and the process to update trustee areas.

Mr. Ross described his understanding that the current districts are not balanced and asked if that was true, and if so, how did that happen. Chief Deputy County Counsel Cunningham replied there used to be a more significant disparity in the number of voters in districts, with the biggest difference between Ms. Alvaro’s district, with the smallest population, and Ms. Bonini’s district, with the largest population. When this work was last undertaken, part of the Belmont-Redwood Shores School District was reallocated to the coastside as an adjustment to better, but not fully, equalize the population.

Mr. Lempert asked if Chief Deputy County Counsel Cunningham had the numbers now. Chief Deputy County Counsel Cunningham indicated she does not have the numbers. The Center for Data Analytics is analyzing Census data and the County Committee on School District Organization (CCSDO) will
need those numbers. Some school districts are hiring demographers to analyze the Census data and SMCOE is exploring whether it will be necessary to incur that additional cost, or if that work can be done in-house. But that information will be provided because it is necessary to make a decision about shifting lines, if they need to be shifted.

Mr. Lempert asked if the population is as close as practicable, whether there is an argument to keep the trustee areas as school districts. Chief Deputy County Counsel Cunningham discussed the established case law under the federal voting rights act that sets the wiggle room at 10% and the risk that the Board could be subjected to litigation of an allegation of violating those principles. This is not specifically spelled out and the 10% is not mentioned in the Education Code, but it does lay out the order of priority that the equalization of population comes first. A different Education Code section discusses not splitting up school district boundaries, but also discusses topography and other criteria, and these are issues the CCSDO will work through. Chief Deputy County Counsel Cunningham stated her understanding is that the most important factor is the population factor. It will be interesting if splitting up some elementary school districts into two trustee areas will be necessary to equalize the population. This has not been the past practice and she asked the Board how they might feel about that. If that becomes the decision, and populations can be equalized only if school districts are broken apart, difficult decisions will have to be made.

Ms. Gerard commented that the last time the Board went through this process, they spent a great deal of time analyzing and discussing the issues, and she assumed the Board would do this again. They felt strongly about keeping a seven-member Board and will need to consider how to achieve that, if that is what they still want to do. She recalled a long and difficult process. Chief Deputy County Counsel Cunningham explained it should be slightly less difficult this time because there is a map and her understanding of Census results is they did not reveal a significant shift in population. There are some changes, for example the Bay Meadows area used to be a racetrack and now is a large housing development, so there is a significant increase in population in that area. But overall, she does not anticipate huge changes will need to be made. Chief Deputy County Counsel Cunningham summarized the purpose of the presentation was to put this issue on the Board’s radar and describe the requirements of the Education Code. At a future Board meeting, they will dig into the data further and look at population shifts within the existing trustee areas. This will help the Board start thinking about what they would recommend or propose to the CCSDO about minor modifications which may be necessary to rebalance populations.

Superintendent Magee provided data from 2014 when the process occurred. The status quo before the update of the decennial census indicated the smallest trustee area had 4% of the county’s population and the largest trustee area had 22%. That was the gap prior to the 2014 update, when the smallest trustee area had 10% of the population and the largest trustee area had 18%. The gap was narrowed, so the districts are not as far apart as when they started. Superintendent Magee discussed how she led this process for the CCSDO at the time and there are exceptions for geography and topography. The coast has so much open space land, but it is part of the county so it must be counted. There may not be 10% across the board for all trustee areas, but it can get closer than 10% and 18%.

Ms. Bonini shared she heard the increases have been mostly in districts two and three, so the differential may have been exacerbated.
**BOARD MEMBERS** (continued)

Board President Camacho suggested aligning the Board’s calendar to best support the CCSDO and provide input. Superintendent Magee confirmed that Mr. Lempert was the representative to the CCSDO, and there would be several meetings he may want to attend in order to report back, or he may designate that to an alternate. When the CCSDO is ready, they will have public hearings in all trustee areas. Board President Camacho reminded they also came to a Board meeting. Superintendent Magee agreed, adding that trustees attended the public hearings in their own trustee areas, where they really had a chance to weigh in on the CCSDO’s work. Board President Camacho confirmed the Board had some planning to do. Superintendent Magee informed the CCSDO has not yet planned their calendar.

Board President Camacho asked about the Board of Supervisors’ approval. Chief Deputy County Counsel Cunningham confirmed this has not yet been agendized but she is working with the clerk of the Board of Supervisors to get that on the agenda. They were waiting to have the resolution signed, which didn’t happen until recently. Now the resolution is officially signed and has been submitted to the Board of Supervisors, so that process will wrap up relatively quickly. Board President Camacho asked if that would be an easy process and nobody would need to go and speak. Chief Deputy County Counsel Cunningham indicated it should be on their Consent Calendar.

C. Board Member Comments

**Mr. Ross**
Mr. Ross shared it had been a great meeting.

**Mr. Lempert**
Mr. Lempert described the great reports and welcomed Youth Commissioner Liaison Willis.

**Ms. Bonini**
Ms. Bonini thanked the team for the information on the Center for Access and Engagement and welcomed Youth Commissioner Liaison Willis.

Ms. Bonini discussed the Transition to Independence Faire, slated to come back to the Commission on Disabilities for leadership. The event usually happens in October but is transitioning to having virtual workshops for now. The first kickoff workshop is scheduled for the evening of Thursday, November 4 and will focus on support services for the transition out of high school for students with disabilities. There is no flyer at this time, but she will make sure the information gets to everyone to be shared out.

**Youth Commissioner Liaison Willis**
Youth Commissioner Liaison Willis thanked the Board for welcoming him as their Youth Commission Liaison. He updated on the Youth Commission, which is working on connecting the library system with the youth in both Camp Kemp and Canyon Oaks. They have a new sexual assault resolution based on the one passed by San Francisco’s Youth Commission. It is the first project crossing different subcommittees. On Peer Court, they hope to start up their diversion program by the first or second quarter of 2022, working with the Gardner Center on metrics. They hope to receive funding by the Board of Supervisors so they can look at staffing, despite the fact that staffing may be an issue.
Mr. Cannon
Mr. Cannon complimented Youth Commissioner Liaison Willis on his time management skills and commented on the evening’s terrific reports. He stated that Monday night’s presentation from the San Mateo County School Board’s Association (SMCSBA) was helpful in realizing the pressure people are under, which the Board is not as susceptible to. Mr. Cannon shared appreciation for Chief Deputy County Counsel Cunningham’s comments.

Ms. Gerard
Ms. Gerard welcomed Youth Commissioner Liaison Willis and spoke to looking forward to comments from him, which will help the Board do their job better.

Ms. Gerard agreed the SMCSBA program was useful, informative, and much needed throughout the county. She hopes people will put some of what was discussed into practice.

Board President Camacho
Board President Camacho invited everyone to the next Superintendent’s Call with SMCSBA on Tuesday, October 26 via Zoom at 1:00 p.m.

Board President Camacho discussed being a member of the South San Francisco Library Board and shared he was selected as a representative to the Community Advisory Committee for the renaming of the Children’s Learning Center after the late Assemblymember Gene Mullin. He is on that committee with representatives from Senator Becker’s office and Assemblymember Mullin’s office, as well as community members. Board President Camacho discussed how this is another example of the tremendous impact of Gene Mullin on the South San Francisco community and the entire region. His legacy continues and he is the kind of educator which many educators strive to be. The committee is excited about moving forward to rename the Children’s Learning Center in Gene Mullin’s honor.

Board President Camacho welcomed Youth Commissioner Liaison Willis.

12. **ADJOURNMENT**

There being no further business to come before the Board, the meeting was adjourned at 10:05 p.m. Board President Camacho announced the next regular meeting would be held Wednesday, November 3, 2021, at 7:00 p.m.

Nancy Magee, Secretary

jlp